

# Birkenhead Primary School Annual Plan 2026



## 1. Engaging Curriculum - *Marautanga Hihiri*

### What specific analysed evidence is driving this?

Survey analysis shows strong alignment between staff and community around the need for a coherent, future-focused curriculum that strengthens core literacy and mathematics while fostering learner agency, curiosity, and engagement.

Staff identified the need for greater school-wide consistency in writing, maths, and assessment practices, while parents emphasised the importance of strong academic foundations and clearer reporting about progress and next steps

This evidence drives our focus on strengthening Te Mātaiaho alignment, embedding consistent structured approaches, integrating authentic learning contexts, and improving clarity of assessment and reporting

Intentions	Outcomes	Actions	Responsibility, Timeframe and measures of success.	Date completed/ Evidence
KEY: Term 1 :: Term 2 :: Term 3 :: Term 4				
<p>1.1 Design and deliver a future-focused, Te Mataiaho-aligned curriculum that is inclusive, accessible, and responsive to every learner.</p>	<p>Learners experience a curriculum that is coherent, inclusive, and clearly connected to national expectations, with increased engagement and equitable access to learning.</p>	<p>1.1.1 Review and refine curriculum planning to ensure Te Mātaiaho progressions, structured literacy, and structured approaches to mathematics are consistently evident across teams.</p>	<p><b>Timeframe:</b> Review Term 1–2, 2026; embed Term 3–4, 2026 <b>Responsibility:</b> SLT, Literacy &amp; Maths Curriculum Leads, Team Leaders</p> <p><b>Measures of Success:</b></p> <ul style="list-style-type: none"> <li>Planning documents show clear alignment to Te Mātaiaho</li> </ul> <p>At least 75% of students make expected progress (from progress indicators) in literacy and maths</p>	

		<p>1.1.2 Build teacher capability in adapting curriculum design to respond to learner interests, strengths, and needs.</p>	<p><b>Timeframe:</b> Capability building Term 2–3, 2026; trial and reflection Term 4, 2026</p> <p><b>Responsibility:</b> SLT, Team Leaders</p> <p><b>Measures of Success:</b></p> <ul style="list-style-type: none"> <li>● Target groups (Reading and Maths) learners show improved progress</li> <li>- At least 1 sub-level progress, with ≥40% accelerated (more than a years progress)</li> </ul>	
		<p>1.1.3 Build staff capability to design future-focused learning experiences, including the thoughtful use of digital tools and emerging technologies (e.g. AI), to enhance accessibility, engagement, and learner agency.</p>	<p><b>Timeframe:</b> Ongoing Terms 1–4, 2026</p> <p><b>Responsibility:</b> Team Leaders, Curriculum Leads</p> <p><b>Measures of Success:</b></p> <ul style="list-style-type: none"> <li>● Planning samples show evidence of differentiation</li> <li>● Student voice reflects improved engagement and agency.</li> <li>● Identified target learners show accelerated progress (more than 1 years progress)</li> </ul>	

<p>1.2 Design and deliver purposeful, engaging learning by connecting lessons to real-life contexts, integrating curriculum areas, and drawing on strong local and community partnerships.</p>	<p>Learners can clearly articulate the purpose of their learning and demonstrate increased motivation, engagement, and ownership.</p>	<p>1.2.1 Strengthen integrated curriculum planning that deliberately links learning to local context, EOTC, and community expertise.</p>	<p><b>Timeframe:</b> Planning Term 1–2; implementation Term 2–4, 2026</p> <p><b>Responsibility:</b> Team Leaders, Teachers</p> <p><b>Measures of Success:</b></p> <ul style="list-style-type: none"> <li>● Integrated units evident in planning</li> <li>● Disparity between students literacy and maths levels are reduced by end of year (2025 to 2026 data)</li> </ul>	
		<p>1.2.2 Increase opportunities for learners to apply learning in authentic, real-world contexts, including environmental, cultural, and community projects.</p>	<p><b>Timeframe:</b> Ongoing Terms 2–4, 2026</p> <p><b>Responsibility:</b> SLT, Te Ao Māori Lead, Team Leaders</p> <p><b>Measures of Success:</b> Each team implements at least one authentic/community-linked learning experience per year</p> <p>Pulse data shows an increase in engagement</p>	
		<p>1.2.3 Support teachers to co-design learning experiences with learners and community partners.</p>	<p><b>Timeframe:</b> Terms 2–4, 2026</p> <p><b>Responsibility:</b> Teachers, Team Leaders</p> <p><b>Measures of Success:</b></p> <ul style="list-style-type: none"> <li>● Evidence of learner</li> </ul>	

			<p>input in planning (1 sampled unit per term per team)</p> <ul style="list-style-type: none"> <li>• Student engagement scores increase (Pulse data)</li> </ul>	
<p>1.3 Alignment of assessment approaches to Te Mataiaho, with clear indicators of success for learners and whānau.</p>	<p>Learners and whānau have a clear understanding of progress, achievement, and next learning steps, supporting stronger home/school partnerships.</p>	<p>1.3.1 Refine assessment schedules and tools to ensure clarity, consistency, and alignment with refreshed curricula.</p>	<p><b>Timeframe:</b> Term 1–2, 2026</p> <p><b>Responsibility:</b> SLT, Curriculum Leads</p> <p><b>Measures of Success:</b></p> <ul style="list-style-type: none"> <li>• Assessment schedule is implemented consistently across all teams (checked once per term)</li> <li>• 85% of teachers report clarity in assessment expectations (short annual check)</li> <li>• Assessment data is entered and updated on time (e.g. ≥95% compliance)</li> </ul>	
		<p>1.3.2 Strengthen use of formative assessment and AFL practices so success criteria and next steps are explicit to learners.</p>	<p><b>Timeframe:</b> Ongoing Terms 1–4, 2026</p> <p><b>Responsibility:</b> Teachers, Team Leaders</p> <p><b>Measures of Success:</b></p> <ul style="list-style-type: none"> <li>• 75% of sampled students can identify</li> </ul>	

			<p>their learning goal and next step</p> <ul style="list-style-type: none"> <li>• Learning intentions/success criteria visible in 80% of walkthroughs</li> </ul>	
		<p>1.3.3 Improve reporting practices so assessment information is clear, holistic, and meaningful for whānau.</p>	<p><b>Timeframe:</b> Review Term 2; implementation Term 3–4, 2026</p> <p><b>Responsibility:</b> SLT, Teachers</p> <p><b>Measures of Success:</b></p> <ul style="list-style-type: none"> <li>• 80% of whānau report that reports clearly explain progress and next steps</li> </ul>	

## 2. QUALITY COLLABORATIVE TEACHING - Whakaako ngātahi kounga

**What specific analysed evidence is driving this?**

Staff voice highlights collaboration and structured literacy as key strengths, while identifying the need for greater coherence across teams, stronger coaching and observation practices, and deeper collective ownership of learner progress.

Community feedback affirms the quality and dedication of teachers but calls for consistent expectations, targeted support for diverse learners, and meaningful extension for high achievers

This evidence underpins our commitment to strengthening school-wide practice consistency, embedding data-informed collaboration, and growing distributed leadership to improve outcomes for all learners

Intentions	Outcomes	Actions	Responsibility, Timeframe and measures of success.	Date completed/ Evidence
<p><b>2.1</b> Strengthen collaborative teaching through shared ownership of all learners, grounded in deep knowledge of our students and consistent schoolwide practices.</p>	<p>Teaching practice is consistent and coherent across the school, with improved learner progress through collective ownership and responsiveness.</p>	<p>2.1.1 Embed consistent schoolwide practices (AFL, structured literacy, structured approaches to maths, UDL) across all teams.</p>	<p><b>Timeframe:</b> Ongoing Terms 1–4, 2026</p> <p><b>Responsibility:</b> SLT, Curriculum Leads</p> <p><b>Measures of Success:</b></p> <ul style="list-style-type: none"> <li>Agreed practices observed in 85% of walkthroughs</li> <li>Variation in learner progress between classes reduces (compare the spread Term 1 → Term 4)</li> </ul>	
		<p>2.1.2 Use student data and teaching sprints to collectively identify, monitor, and respond to learner needs.</p>	<p><b>Timeframe:</b> Teaching sprints, 2 per year</p> <p><b>Responsibility:</b> Team Leaders, Teachers</p> <p><b>Measures of Success:</b></p> <ul style="list-style-type: none"> <li>Target learners in sprints show accelerated progress</li> <li>A clear link between data and teaching response is evident in sprint documentation</li> </ul>	
		<p>2.1.3 Grow shared responsibility for learner progress through collaborative planning</p>	<p><b>Timeframe:</b> Ongoing Terms 1–4, 2026</p>	

		and reflection.	<b>Responsibility:</b> Team Leaders  <b>Measures of Success:</b> <ul style="list-style-type: none"> <li>All teams engage in regular collaborative planning (documented)</li> </ul>	
<b>2.2</b> Broaden and deepen collaboration by strengthening connections within and across teams, and with networks beyond our kura, to drive continual improvement.	Teachers learn with and from one another, strengthening collective efficacy and improving outcomes for learners.	2.2.1 Increase cross-team collaboration through aligned release time, peer observations, and shared inquiry.	<b>Timeframe:</b> Terms 2–4, 2026  <b>Responsibility:</b> SLT, Team Leaders  <b>Measures of Success:</b> <ul style="list-style-type: none"> <li>All teachers participate in at least 2 peer/SLT observations per year</li> <li>Teaching Sprint goals provide evidence of collaboration and shared learnings</li> </ul>	
		2.2.2 Strengthen engagement with Kāhui Ako and external networks to learn from effective practice.	<b>Timeframe:</b> Ongoing Terms 1–4, 2026  <b>Responsibility:</b> SLT, Curriculum Leads  <b>Measures of Success:</b> <ul style="list-style-type: none"> <li>External learning informs school practice</li> <li>New learning, practice, and engagement across schools is evident in teacher practice and programs</li> </ul>	

		<p>2.2.3 Create regular opportunities for staff to share expertise and reflect on impact.</p>	<p><b>Timeframe:</b> Each term</p> <p><b>Responsibility:</b> Team Leaders, Curriculum Leads</p> <p><b>Measures of Success:</b></p> <ul style="list-style-type: none"> <li>Each team shares effective practice at least once per term</li> <li>60% of teachers adopt or adapt a shared strategy</li> </ul>	
<p><b>2.3</b> Grow leadership capability by creating pathways for teachers to lead, innovate, and influence practice across the school, innovate, and influence practice within and across teams.</p>	<p>Leadership is distributed, sustainable, and future-focused, with staff confident to lead improvement across the school.</p>	<p>2.3.1 Identify and support emerging leaders through curriculum, wellbeing, and innovation-focused leadership roles.</p>	<p><b>Timeframe:</b> Terms 1–4, 2026</p> <p><b>Responsibility:</b> SLT</p> <p><b>Measures of Success:</b></p> <ul style="list-style-type: none"> <li>Identified leaders take responsibility for a defined initiative</li> <li>Initiatives show evidence of impact on learners or teaching practice</li> <li>All staff in leadership role attend at least 1 PLD focused on their area of leadership</li> </ul>	
		<p>2.3.2 Provide targeted PLD and coaching for middle leaders and aspiring leaders.</p>	<p><b>Timeframe:</b> Terms 2–4, 2026</p> <p><b>Responsibility:</b></p>	

			<p>SLT</p> <p><b>Measures of Success:</b></p> <ul style="list-style-type: none"> <li>All identified leaders participate in PLD aligned to role</li> <li>Leadership actions show impact on team or learner outcomes - Accelerated progress for target learners.</li> </ul>	
		<p>2.3.3 Enable teachers to lead inquiry, innovation, and professional learning across teams.</p>	<p><b>Timeframe:</b> Terms 2–4, 2026</p> <p><b>Responsibility:</b> SLT, Team Leaders</p> <p><b>Measures of Success:</b></p> <ul style="list-style-type: none"> <li>Initiatives show evidence of impact on learner engagement or progress (surveys, end of year assessment data)</li> <li>80% of staff members shared practice at staff hui by the end of the year</li> </ul>	

### 3. AUTHENTIC RELATIONSHIPS & PARTNERSHIPS - Ngā whanaungatanga tūturu

#### What specific analysed evidence is driving this?

Both staff and community identify relationships, belonging, and wellbeing as defining strengths of BPS.

Parents consistently prioritise safety, happiness, cultural recognition, and strong partnerships in learning, alongside clearer communication about progress.

This analysed evidence drives our focus on culturally responsive practice through a Te Tiriti lens, strengthening whānau partnership in attendance and learning, and ensuring reporting is holistic, clear, and partnership-focused

Intentions	Outcomes	Actions	Responsibility, Timeframe and measures of success.	Date completed/ Evidence
<p><b>3.1</b> Cultivate mana-enhancing partnerships through a Te Tiriti o Waitangi lens that deliberately recognises, acknowledges, and celebrates the diverse cultures within the BPS community.</p>	<p>Learners and whānau experience a strong sense of belonging, identity, and cultural recognition within the school.</p>	<p>3.1.1 Strengthen partnerships with local iwi and cultural groups to authentically inform curriculum and school practices.</p>	<p><b>Timeframe:</b> Ongoing Terms 1–4, 2026</p> <p><b>Responsibility:</b> SLT, Te Ao Māori Lead</p> <p><b>Measures of Success:</b></p> <ul style="list-style-type: none"> <li>• At least one authentic partnership engagement per year</li> <li>• 90% of maori students record atleast a score of 8 overall in identity and belonging (Pulse data)</li> </ul>	
		<p>3.1.2 Increase visibility of diverse cultures, languages, and identities across learning spaces and resources.</p>	<p><b>Timeframe:</b> Terms 1–4, 2026</p> <p><b>Responsibility:</b> Teachers, Curriculum Leads, Cultural connections lead</p>	



			<p><b>Measures of Success:</b></p> <ul style="list-style-type: none"> <li>• 75% of sampled students report seeing their identity reflected in learning</li> <li>• Student belonging scores improve (pulse data)</li> </ul>	
		<p>3.1.3 Build staff capability in culturally responsive and relational practice.</p>	<p><b>Timeframe:</b> Terms 1–4, 2026</p> <p><b>Responsibility:</b> SLT, Te Ao Maori lead,</p> <p><b>Measures of Success:</b></p> <ul style="list-style-type: none"> <li>• 80% of maori learners at expectation for their year level by end of year</li> </ul>	
<p><b>3.2</b> Work in partnership with whānau to lift attendance to national expectations</p>	<p>Improved attendance rates, with learners more consistently engaged in learning and connected to school.</p>	<p>3.2.1 Use attendance data to identify trends and implement early, supportive interventions.</p>	<p><b>Timeframe:</b> Ongoing, reviewed each term</p> <p><b>Responsibility:</b> SLT, Admin</p> <p><b>Measures of Success:</b> Overall attendance shows improvements from 2025 term levels. <b>2025</b></p> <ul style="list-style-type: none"> <li>- 83% - terms 1</li> <li>- 73% - terms 2</li> <li>- 61% - terms 3</li> <li>- 75% - terms 4</li> </ul>	

			<ul style="list-style-type: none"> <li>Identified students show improved attendance after intervention</li> </ul>	
		<p>3.2.2 Strengthen communication and partnerships with whānau around the importance of regular attendance.</p>	<p><b>Timeframe:</b> Ongoing Terms 1–4, 2026</p> <p><b>Responsibility:</b> SLT, Teachers</p> <p><b>Measures of Success:</b></p> <ul style="list-style-type: none"> <li>Improved attendance among previously irregular attenders</li> </ul>	
		<p>3.2.3 Align attendance strategies with wellbeing and engagement initiatives.</p>	<p><b>Timeframe:</b> Terms 1–4, 2026</p> <p><b>Responsibility:</b> SLT, Wellbeing Lead</p> <p><b>Measures of Success:</b></p> <ul style="list-style-type: none"> <li>Students engaged in wellbeing supports show improved attendance over time</li> <li>Attendance and wellbeing data show positive correlation (review each term)</li> </ul>	
3.3	Whānau are confident	3.3.1	<b>Timeframe:</b>	

<p>Provide clear, holistic reporting and regular, learner-centred opportunities for whānau to connect, understand, and support their child's progress.</p>	<p>partners in learning and actively support their child's progress.</p>	<p>Refine reporting systems to clearly show progress, achievement, and next steps.</p>	<p>Term 1–2, 2026</p> <p><b>Responsibility:</b> SLT</p> <p><b>Measures of Success:</b></p> <p>80% of whānau report that school reports clearly explain:</p> <ul style="list-style-type: none"> <li>• current progress</li> <li>• next learning steps</li> </ul> <p>100% of sampled reports include:</p> <ul style="list-style-type: none"> <li>• clear next steps</li> <li>• plain language descriptions of progress</li> </ul>	
		<p>3.3.2 Continue to deliver learner-led and whānau-inclusive opportunities such as open classrooms and learning conferences.</p>	<p><b>Timeframe:</b> Terms 2–4, 2026</p> <p><b>Responsibility:</b> Teachers, Team Leaders</p> <p><b>Measures of Success:</b></p> <ul style="list-style-type: none"> <li>• 90% of families connect with open classrooms and learning conferences (parent survey)</li> <li>• 80% indicate satisfaction with</li> </ul>	

## 4. EFFECTIVE LEARNING ENVIRONMENTS - Ngā taiao ako whai hua

### What specific analysed evidence is driving this?

Survey findings highlight that while our relational culture is strong, aspects of the physical learning environment and hub structures can impact focus, wellbeing, and inclusion for some learners.

Staff and parents emphasised the importance of calm, structured environments and proactive support for diverse and neurodiverse learners. This evidence informs our commitment to reviewing and adapting learning environments, embedding Universal Design for Learning, strengthening wellbeing systems, and ensuring all learners can access and succeed in high-quality teaching contexts

Intentions	Outcomes	Actions	Responsibility	Date completed/ Evidence
<b>4.1</b> Ensure collaborative learning environments are safe, engaging, and well-resourced, actively enhancing teaching and learning for all.	Learning environments actively support high-quality teaching, collaboration, and learner engagement.	4.1.1 Review learning environments to ensure they support collaboration, engagement, and safety.	<b>Timeframe:</b> Term 1–2, 2026  <b>Responsibility:</b> SLT, BoT  <b>Measures of Success:</b> <ul style="list-style-type: none"> <li>• Student engagement improves (linked to engagement measure - @school survey, Pulse)</li> </ul>	
		4.1.2 Maintain effective health and safety systems and responsive property management.	<b>Timeframe:</b> Ongoing Terms 1–4, 2026  <b>Responsibility:</b> Principal, BoT	

			<p><b>Measures of Success:</b></p> <ul style="list-style-type: none"> <li>● 100% compliance with health and safety requirements</li> <li>● All incidents recorded and responded to within expected timeframes</li> </ul>	
		<p>4.1.3 Ensure learning spaces and resources are fit-for-purpose and well maintained.</p>	<p><b>Timeframe:</b> Ongoing Terms 1–4, 2026</p> <p><b>Responsibility:</b> SLT</p> <p><b>Measures of Success:</b></p> <ul style="list-style-type: none"> <li>● 85% of teachers report resources support teaching needs (annual check)</li> <li>● No major resourcing gaps identified across teams</li> </ul>	
<p><b>4.2</b> Embed Universal Design for Learning across the school so all learners can access, participate in, and succeed through flexible, inclusive environments</p>	<p>All learners experience equitable access to learning and increased success regardless of need or starting point.</p>	<p>4.2.1 Strengthen staff understanding and application of UDL principles across all learning spaces.</p>	<p><b>Timeframe:</b> Term 1–2, 2026</p> <p><b>Responsibility:</b> SLT, LSC</p> <p><b>Measures of Success:</b></p>	

			<ul style="list-style-type: none"> <li>• 75% of planning samples show UDL strategies</li> <li>• Identified learners show improved access/participation</li> </ul>	
		<p>4.2.2 Provide flexible learning options and environments that respond to learner needs.</p>	<p><b>Timeframe:</b> Terms 1–4, 2026</p> <p><b>Responsibility:</b> Teachers</p> <p><b>Measures of Success:</b></p> <ul style="list-style-type: none"> <li>• Identified learners show increased participation and engagement</li> <li>• Accelerated progress in learning for target learning groups (more than 1 years progress)</li> </ul>	
		<p>4.2.3 Use learner voice to inform environmental design and learning approaches.</p>	<p><b>Timeframe:</b> Terms 2–4, 2026</p> <p><b>Responsibility:</b> Teachers</p> <p><b>Measures of Success:</b></p> <ul style="list-style-type: none"> <li>• 75% of sampled students report environments meet</li> </ul>	

			<ul style="list-style-type: none"> <li>their needs</li> <li>Evidence of changes made based on student voice</li> </ul>	
<p><b>4.3</b> Embed clear, consistent wellbeing practices that allow both students and staff to feel safe, connected, and fully supported to achieve their best in learning and teaching.</p>	<p>Students and staff demonstrate positive wellbeing, resilience, and readiness to learn and teach.</p>	<p>4.3.1 Review and strengthen implementation of the MITEY programme across the school.</p>	<p><b>Timeframe:</b> Term 1–2, 2026</p> <p><b>Responsibility:</b> Wellbeing Lead, SLT</p> <p><b>Measures of Success:</b></p> <ul style="list-style-type: none"> <li>Programme implemented consistently across teams (sampled)</li> <li>Student wellbeing scores improve - (Student Pulse, @school survey)</li> </ul>	
		<p>4.3.2 Embed consistent wellbeing practices and shared language for students and staff.</p>	<p><b>Timeframe:</b> Terms 1–4, 2026</p> <p><b>Responsibility:</b> SLT, Wellbeing Lead</p> <p><b>Measures of Success:</b></p> <ul style="list-style-type: none"> <li>75% of students can identify and use wellbeing strategies</li> <li>Student wellbeing improves (Student</li> </ul>	

			Pulse)	
		<p>4.3.3 Promote staff wellbeing through supportive systems, PLD, and positive school culture.</p>	<p><b>Timeframe:</b> Ongoing Terms 1–4, 2026</p> <p><b>Responsibility:</b> All staff</p> <p><b>Measures of Success:</b></p> <ul style="list-style-type: none"> <li>• Staff wellbeing maintained or improved (Staff Pulse - 80% positive per term)</li> <li>• Staff retention and engagement stable or improving</li> </ul>	