



# BIRKDALE NORTH SCHOOL STRATEGIC DIRECTION 2019-2021



**Vision:** We prepare our community of learners for their future and immerse them in diversity, language and culture. Our community of learners are our children, staff, parents and whānau.

**Mission:** We provide a healthy stimulating, forward focused learning environment, where students are curious, creative and confident lifelong learners who continually strive for excellence

## MĀTĀPONO - OUR PRINCIPLES / VALUES

**RESPECT** - We respect ourselves, each other and our community.

**INTEGRITY** - We show integrity by trying our best in all our learning.

**PERSEVERANCE** - We show perseverance in all our learning.

**EMPATHY** - We show empathy to our peers and those around us.

**MANAAKI** - We show Manaaki by supporting, caring and showing hospitality to others. We are respectful, generous and caring.

**WHAKAKOTAHI** - We demonstrate Whakakotahi by learning from others. We unify, integrate, combine and unite our learning.

**MANAWANUI** - We are committed to unwavering tolerance, patience and persistence in all our learning.

**AROHA** - We show kindness and compassion, understanding the importance having a careful and empathetic tolerance to others.

## Focus Areas/ Strategic Goals

### OUR LEARNERS (ĀKONGA) - Learning in the classroom



*Develop equity and excellence through integration and inclusion. Students will belong and achieve and be culturally competent and capable.*

*Support greater consistency of teaching practice across the school so that learning experiences for students are progressive and aligned.*

1. Develop greater equity and excellence to ensure all children have relevant learning experiences.
2. Promote curious minds, integration and inclusion.
3. Support individual needs including needs of priority learners.

### OUR SCHOOL (MANAAKITANGA) - Supporting Learning



*Modernise administration systems and develop pride in our environment*

*Strengthen governance culture*

1. Streamline school administration processes such the website, enrolment, communication strategies and back office systems.
2. Board governance will be responsive, efficient and modernised to meet the needs of our community.
3. Develop a long-term plan for the property and grounds

### OUR COMMUNITY (WHĀNAUNGATANGA)



*Strengthen community engagement and partnerships through consultation collaboration and active listening*

*Provide a culturally responsive, safe and supportive environment for all whānau.*

1. Provide experiences through culturally responsive practice acknowledging Te Tiriti o Waitangi and other cultures.
2. Developing transparent communication, clear reporting and a responsive approach to our wider community
3. Developing clear and easily accessible policies and procedures.



## OUR LEARNERS – ĀKONGA



**Develop equity and excellence through integration and inclusion. Students will belong and achieve and be culturally competent and capable. Support greater consistency of teaching practice across the school so that learning experiences for students are progressive and aligned.**

### **Maths Baseline Data: Monitoring and Evaluating the impact of our previous actions. (Taken from Analysis of Variance)**

- **In Mathematics for all students** the end of year results shows a small drop from the end of 2017 to the end of 2018, from 84% to 82%. This did not meet the target we had set for all students in Mathematics of 88%. The reason for the variance could be partly due to staffing changes. In 2017 the staff teaching mathematics included more teachers with higher levels of expertise in this subject area. In 2018 there was less expertise across the school for how to accelerate learners with difficulties in Mathematics.
- The Accelerating Learning in Mathematics (ALiM) intervention by one of our senior school teachers had a very positive impact on small groups of students in her class. A number of these students were *Māori and Pasifika students*. The students selected for the intervention were given additional instruction in small groups within their classroom setting to support their understanding in Mathematics, to build their confidence, and to develop their ability to think about word problems and talk about their thinking. This produced significant positive change for the students who were part of this intervention. Ideas from the ALiM intervention were also shared with two other staff members within the school to spread the thinking for how to help students needing support.
- The variance in results for **Māori students in Mathematics** showed a similar trend as the results for all students. There was a drop from the end of year 2017 to the end of year 2018 results from 77% at and above to 73% at and above. The impact of staffing changes could be one of the reasons for the change in Maths results. The ALiM intervention program mentioned already would have had some positive impact in Mathematics for some Māori students. As this program was not spread across the school in 2018, the impact of this intervention may not yet show in our results.
- The variance in results for **Pasifika students in Mathematics** showed a similar trend as the results for all students. There was a drop from the end of year 2017 to the end of year 2018 results from 72% at and above to 61% at and above. Staffing changes and teacher capacity could have some impact on these changes. The ALiM intervention program mentioned already would have had some positive impact in Mathematics for some Pasifika students. As this program was not spread across the school in 2018, the impact of this intervention may not yet show in our results.

### **NEXT STEPS:**

- Support learners in Mathematics by developing changes in our teaching practice. These changes will include: understanding how to use a problem-solving approach with students in mixed ability groups to help students engage more deeply with mathematical ideas, using Talk Moves to develop the language of mathematics in the classroom and give students opportunity to voice their mathematical thinking.
- Our professional learning focus is to learn about effective pedagogies in Mathematics, including using a problem-solving approach across mixed ability groups and incorporating the 'Talk Moves' and Mathematical language and vocabulary needed for understanding concepts.
- Identify priority learners in Mathematics across every class and track their progress.
- Develop collaborative Team inquiries for priority learners in Mathematics.

### **AREAS IDENTIFIED FOR IMPROVEMENT**

- Clearer tracking of cohorts over time to build up a clear understanding of individual needs.
- Look at culturally responsive ways to engage and lift Māori and Pasifika progress.

### Annual Learning Target for 2019.

By the end of 2019 we will have narrowed the gap by 10% between our Māori male and female achievement results. We expect our Māori and Pasifika students sitting below to be at the expected level and those well below to have moved to below the expected level.

An increase in the overall achievement to 88% working at or above the expected level would be pleasing. *It should be noted that a change in Maths practice with the introduction of problem based teaching and learning approach may impact on achievement levels.*

MOE targeted groups:

| Māori students | Well below      |     | below           |     | Pasifika students | Well below |     | Below |     |
|----------------|-----------------|-----|-----------------|-----|-------------------|------------|-----|-------|-----|
|                |                 |     |                 |     |                   |            |     |       |     |
| Year 1         | na              | na  | 1               | 14% | Year 1            | 2          | 50% | na    | na  |
| Year 2         | na              | na  | 2               | 29% | Year 2            | na         | na  | 2     | 50% |
| Year 3         | na              | na  | 3 ( 1 left)     | 43% | Year 3            | na         | na  | na    | na  |
| Year 4         | 2               | 20% | 3               | 30% | Year 4            | na         | na  | na    | na  |
| Year 5         | na              | na  | 1               | 14% | Year 5            | na         | na  | 1     | 33% |
| Year 6         | 1( left school) | 8%  | 2 (left school) | 15% | Year 6            | na         | na  | 1     | 50% |
|                |                 |     |                 |     |                   |            |     |       |     |
| girls          | 2               | 8%  | 4               | 15% | girls             | 1          | 11% | 2     | 22% |
| boys           | 1               | 4%  | 8               | 32% | boys              | 1          | 13% | 2     | 25% |

| GOALS  | ACTIONS   | When, Who, Resourcing                                    | INDICATORS OF PROGRESS   |
|--|---|--|--|
| 1. Develop greater equity and excellence to ensure all children have relevant learning experiences | <p>Identify all students who are below or well below for Maths and literacy at the beginning of 2019 ( from 2018 data)<br/>Set goals in specific classes for accelerated learning where it is more appropriate.</p> <ul style="list-style-type: none"> <li>Set target children based on priority students (Māori and Pasifika) and</li> </ul> | Kim Bullus ( Maths Facilitator), JM, AM W, all teachers. | <ul style="list-style-type: none"> <li>By the end of 2019 targets have been met or exceeded.</li> <li>Targeted PLD's, professional discussions and clear tracking of data and success</li> <li>Analysis of learning barriers and inquiring into ways to resolve said barriers.</li> <li>Students are able to self- assess and set own goals.</li> <li>Students are able to display higher levels of engagement and share their understanding of</li> </ul> |

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|   | <p>needs of students in the class.</p> <ul style="list-style-type: none"> <li>● Set learning goals for each student.</li> <li>● Decide on teaching approaches and actions needed in order to best support students to reach their goals.</li> <li>● Building teacher capacity to raise student learning and achievement levels through enhanced teacher knowledge, shared pedagogy and effective practice.</li> </ul> |  | <p>maths and mathematical language</p> <ul style="list-style-type: none"> <li>● By the end of 2019 teachers will demonstrate an understanding of mixed ability grouping in maths and use rich tasks.</li> <li>● Teachers engaging in Maths PD with facilitator, Kim Bulluss and putting learning into practice</li> <li>● Teachers planning and practice reflects the professional learning facilitated by Kim Bulluss and supported by team leaders and senior management.</li> <li>● Improvements in teacher practice will be measured through reflection and observations.</li> </ul> |
|   | <ul style="list-style-type: none"> <li>● Learn about curriculum design tools</li> <li>● Work with a professional facilitator</li> <li>● Use Health and wellbeing rubric for baseline data and goals</li> </ul>  | Kim Bullus ( Maths Facilitator), JM, AM W, all teachers. | <ul style="list-style-type: none"> <li>● Students have more pathways to participate and succeed in the learning other languages</li> </ul>   |
| 2. Promote curious minds, integration and inclusion.              | <p>Develop future focused learning through:</p> <ul style="list-style-type: none"> <li>● Opportunities to integrate language and culture within all learning programs as part of the curriculum</li> <li>● Greater development of student agency will lead to a clear student voice directed towards future focused learning with clear goals and outcomes</li> </ul>   | Kim Bullus ( Maths Facilitator), JM, AM W, all teachers. | <ul style="list-style-type: none"> <li>● Children share and collaborate when using mathematical language</li> <li>● Children begin to understand and feel confident using a mathematical problem based approach.</li> <li>● Parents are informed and have a clear understanding of the the problem based teaching and learning approach to maths.</li> </ul>   |
| 3. Support individual needs including needs of priority learners. | <p>Differentiate learning experiences:</p> <ul style="list-style-type: none"> <li>● support individual needs especially for priority learners</li> </ul>  | JM, AM W, all teachers                                   | <ul style="list-style-type: none"> <li>● Specific programs and support are in place for our individual needs</li> </ul>  |



OUR LEARNERS – ĀKONGA



**Develop equity and excellence through integration and inclusion. Students will belong and achieve and be culturally competent and capable. Support greater consistency of teaching practice across the school so that learning experiences for students are progressive and aligned.**

| GOALS   | ACTIONS  | When, Who, Resourcing  | INDICATORS OF PROGRESS   |
|---|--|--|--|
| <p>1. Develop greater equity and excellence to ensure all children have relevant learning experiences</p> | <p>Review the digital curriculum: PD to be led by <i>Learning In The Cloud</i> to develop a clear pathway for teachers and students</p> <p>Ensure greater resourcing is in place to enhance and develop learning for all children through grants, funding and other sources.</p>   | <p>JM, A-M W, BV and GF.<br/>Learning in the Cloud</p>             | <p>By the end of 2019 a clear pathway of progression for our digital curriculum will be established:</p> <ul style="list-style-type: none"> <li>• Extra resourcing is in place (Chromebooks and ipads)</li> <li>• Children will be confident in using the new technologies</li> </ul>                            |
|   | <p>Develop teacher capacity:</p> <ul style="list-style-type: none"> <li>• Staff will participate in ongoing relevant professional development to support effective practice to improve learning outcomes for our students, linked to a robust appraisal system that will embrace high expectations</li> <li>• Staff will plan and develop digital literacy programs and practices.</li> </ul>  | <p>Teachers, Senior Leadership Team, and Learning in the Cloud</p> | <ul style="list-style-type: none"> <li>• Teachers are engaging in professional development with <i>Learning In The Cloud</i> and putting learning into practise</li> <li>• Teachers planning and practice reflects the professional learning.</li> </ul>   |
|   | <p>Students will have opportunities to develop as digitally capable thinkers, producers and creators through:</p> <ul style="list-style-type: none"> <li>• Developing a shared understanding of what good learning and teaching with Digital Technologies (DTs) looks like.</li> <li>• Development of a digital citizenship agreement through community consultation regarding safe and responsible use of digital technologies</li> </ul> | <p>Teachers, Students</p>  | <ul style="list-style-type: none"> <li>• Children share and collaborate when using digital technologies</li> <li>• Children understand the digital agreement and are aware of their responsibilities when using DTs.</li> <li>• Parents are informed and have a clear understanding of the agreement.</li> </ul> |

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| <p>2. Promote curious minds, integration and inclusion.</p>              | <p>Develop future focused learning through:</p> <ul style="list-style-type: none"> <li>● Opportunities to integrate language and culture within all learning programs as part of the curriculum</li> <li>● Greater development of student agency will lead to a clear student voice directed towards future focused learning with clear goals and outcomes</li> </ul> |  | <ul style="list-style-type: none"> <li>● Greater integration of technologies in all areas of learning is evident</li> <li>● Children are goal setting, asking questions and showing curiosity within their learning.</li> </ul> |
| <p>3. Support individual needs including needs of priority learners.</p> | <p>Differentiate learning experiences:</p> <ul style="list-style-type: none"> <li>● support individual needs especially for priority learners</li> </ul>  |  | <ul style="list-style-type: none"> <li>● Specific programs and support are in place for our individual needs</li> </ul>   |



## OUR LEARNERS – ĀKONGA



**Develop equity and excellence through integration and inclusion. Students will belong and achieve and be culturally competent and capable. Support greater consistency of teaching practice across the school so that learning experiences for students are progressive and aligned.**

### **Writing Baseline Data: Monitoring and Evaluating the impact of our previous actions. (Taken from Analysis of Variance)**

#### *Learning – Focus on Writing*

The results show a clear improvement in the number of students 'At' and 'Above' the expected Curriculum level for *All Students*, *Māori Students* and *Pasifika Students*. The end of year results for all students at and above in writing for 2017 was 70% and by the end of 2018 this improved to 74.5%. For Māori students, the end of year results, at and above in writing, for 2017 was 63% and by the end of 2018 this improved to 71%. For Pasifika students, the end of year results, at and above in writing, for 2017 was 44% and by the end of 2018 this improved to 61%.

During 2018 data for target students across the school was not tracked as closely as it had been in 2017. This was due in part to time constraints. Information was collected from each teacher term by term about student progress and achievement, but target student information was not separated out.

#### *Learning – PLD in Writing*

The main focus of our Professional Learning and Development (PLD) in 2018 was on Writing with our facilitator Doreen Jukes from Davis Vision. This PLD had a positive impact on the data for writing school wide. It also impacted positively on many students' attitude towards writing and their motivation to write. This came out when teachers gathered student voice about writing.

BNS teaching staff responded in varying degrees with how much of the PLD ideas they were able to implement. All staff found the PLD beneficial for their teaching practice. Some teachers were much more responsive to the ideas and integrated them more effectively into their teaching to improve the quality of their practice in this area. Some teachers will continue to need support to integrate the ideas from the writing PLD and to differentiate instruction.

#### *Learning – Māori / Pasifika Student Achievement*

The results show a clear improvement in the number of students 'At' and 'Above' the expected Curriculum level for *Māori Students* and *Pasifika Students* in writing as mentioned above. The end of year results for Māori students at and above in writing, for 2017 was 63% and by the end of 2018 this improved to 71%. For Pasifika students, the end of year results, at and above in writing, for 2017 was 44% and by the end of 2018 this improved to 61%.

The results for Māori students for Reading and Mathematics did not show the same improvement as was seen in writing. From the end of year results for Māori students at and above in Reading at the end of 2017 there was decrease from 74% to 70% at and above at the end of 2018. In Mathematics the end of year results for Māori students at and above in Mathematics at the end of 2017 decreased from 77% to 73% at the end of 2018.

The results for Pasifika students for Reading showed an improvement from the end of 2017 to the end of 2018 for the students who were at and above the expected curriculum

level from 56% to 67%. The Mathematics results for Pasifika students for 2018 decreased from the end of the year 2017 to the end of 2018 for the students at and above 72% to 61%.

**NEXT STEPS:**

- Continue to embed the professional development in writing that was carried out in 2017 and 2018.
- Identify students who are priority learners in writing and what deliberate acts of teaching could support these learners.

**AREAS IDENTIFIED FOR IMPROVEMENT**

- Clearer tracking of cohorts over time to build up a clear understanding of individual needs
- Look at culturally responsive ways to engage and lift Māori and Pasifika progress

**Annual Learning Target for 2019.**

By the end of 2019 we intend to continue the trend of students developing a positive attitude towards writing and being motivated to write. An upwards trend in achievement with continued focus on our Maori and Pasifika students working below the curriculum level to be at the level by the end of the year in 2019.

| <b>GOALS</b>  | <b>ACTIONS</b>  | <b>When, Who, Resourcing</b>                 | <b>INDICATORS OF PROGRESS</b>   |
|---|---|--|---|
| Develop greater equity and excellence to ensure all children have relevant learning experiences | Identify Māori and Pasifika students at the beginning of 2019 who are in the well below or below for writing ( from 2018 data) <ul style="list-style-type: none"> <li>• Set an achievement target for each student</li> <li>• Set some learning goals for each student</li> <li>• Decide on teaching approaches or actions that the teacher needs to undertake to support the students taking into consideration the PD from 2018.</li> <li>• Developing a plan of clear expectations of what writing should look like at each level</li> </ul> | Teachers, Senior leaders, senior management  | By the end of 2019 our target children will have met or exceeded expectation <ul style="list-style-type: none"> <li>• Tracking of the students will be developed</li> <li>• Data will be entered into SMS for accessible and ongoing assessment.</li> <li>• Ongoing analysis of the target students shows progress and next learning steps.</li> <li>• Children are goal setting .</li> </ul> |
| Promote curious minds, integration and inclusion.   | Develop future focused learning through: <ul style="list-style-type: none"> <li>• Opportunities to integrate language and culture within all learning programs as part of the curriculum</li> <li>• Greater development of student agency will lead to a clear student voice directed towards future focused learning with clear goals and outcomes</li> </ul>  | Teachers, Senior teachers, senior management | <ul style="list-style-type: none"> <li>• Students can articulate their learning.</li> <li>• Students show links in their learning through transference of skills.</li> <li>• Students have moved away from “writing time” and have an integrated approach to the fluidity of writing.</li> </ul>  |



|   |  |  |   |
|---|--|--|---|
| <p>Support individual needs including needs of priority learners.</p> | <p>Differentiate learning experiences:</p> <ul style="list-style-type: none"><li>• support individual needs especially for priority learners</li></ul> |  | <ul style="list-style-type: none"><li>• Specific programs and support are in place for our individual needs</li></ul> |
|---|--|--|---|



## IMPROVEMENT PLAN - OUR SCHOOL - MAANAKITANGA - Supporting Learning



### Modernise administration systems and develop pride in our environment Strengthen governance culture

| GOALS   | ACTIONS   | When, Who, Resourcing                         | INDICATORS OF PROGRESS  |
|---|---|---|---|
| Streamline school administration processes such the website, enrolment, communication strategies and back office systems. | <ul style="list-style-type: none"> <li>● New website established.</li> <li>● School docs introduced</li> <li>● Communication systems reviewed.</li> <li>● SMS (School Management system) to be more thoroughly integrated</li> <li>● Office and school systems reviewed and updated.</li> </ul> | Senior management, Teachers, Community, Board | <ul style="list-style-type: none"> <li>● Website established, well used with up to date information.</li> <li>● School docs available for public use and on website.</li> <li>● New reporting system in place through SMS.</li> <li>● Data accessible and available on SMS.</li> <li>● Clear systems and procedures in use within the school.</li> <li>● Communication delivered through the website, app, email and within school bulletin boards etc.</li> <li>● Calendar up to date with all relevant information needed.</li> </ul> |
| Board governance will be responsive, efficient and modernised to meet the needs of our community.                         | <ul style="list-style-type: none"> <li>● Clear consultation with our BNS community</li> <li>● Information evenings developed for key learning areas.</li> <li>● Consultation with our Māori and Pasifika.</li> </ul>  | Senior management, Teachers, Community, Board | <ul style="list-style-type: none"> <li>● Consultation has been clearly taken into account and actions taken.</li> <li>● Our community have a greater understanding of the learning happening in BNS.</li> <li>● We are reflective</li> </ul>  |
| Develop a long-term plan for the property and ground  | <ul style="list-style-type: none"> <li>● Ten year property plan review with MoE</li> <li>● Community consultation / meeting .</li> <li>● Employment of architect.</li> </ul>  | Senior management, Teachers, Community, Board | <ul style="list-style-type: none"> <li>● A clear plan in place.</li> <li>● Current issues have been addressed. (Room 10 and 11 roof replaced )</li> </ul>   |



## IMPROVEMENT PLAN - OUR COMMUNITY - WHANAUNGATANGA



### OUR COMMUNITY - WHANAUNGATANGA



**Strengthen community engagement and partnerships through consultation collaboration and active listening**

**Provide a culturally responsive, safe and supportive environment for all whānau.**

| GOALS  | ACTIONS  | When, Who, Resourcing                             | INDICATORS OF PROGRESS   |
|--|--|---|--|
| Provide experiences through culturally responsive practice acknowledging Te Tiriti o Waitangi and other cultures | <ul style="list-style-type: none"> <li>• Provide multiple and varied opportunities for meaningful and respectful communication and consultation</li> <li>• Provide opportunities where our community are informed and acknowledged</li> <li>• Clear principles established with BNS</li> </ul> | Senior management, teachers, BoT, wider community | <ul style="list-style-type: none"> <li>• Parents are informed about the ways to support their children at home.</li> <li>• Parents are aware of the progress and achievement of their children.</li> <li>• There is active whānau involvement benefiting our learners.</li> <li>• We are learning from each other</li> <li>• BNS is establishing clear links through our Mātāpono. (we have a sense of belonging)</li> </ul> |
| Developing transparent communication, clear reporting and a responsive approach to our wider community           | <ul style="list-style-type: none"> <li>• New website established.</li> <li>• Communication systems reviewed.</li> <li>• SMS (School Management system) to be more thoroughly integrated</li> <li>• Office and school systems reviewed and updated</li> </ul>                                   | Senior management, teachers, BoT, wider community | <ul style="list-style-type: none"> <li>• Website continues to be populated with up to date and educational information.</li> <li>• Attendance of meetings, gatherings, community events is increasing in population.</li> <li>• A transparent and open door policy is established in BNS</li> </ul>  |
| Developing clear and easily accessible policies and procedures.  | <ul style="list-style-type: none"> <li>• School docs introduced</li> </ul>   | Senior management, teachers, BoT, wider community | <ul style="list-style-type: none"> <li>• School docs established and functioning with clear direction for review taking place. Established within the website.</li> </ul>  |