

School Charter 2021



Birkenhead
Primary School

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| Principal's endorsement: Bevan Verryt |
| Board of Trustees endorsement: Sam Perkins (Chair), Jason Britten, Jo McDonald, Vimal Nair, Nathan Stantiall |
| Submission date to MOE: |

Strategic Intentions

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| Vision | 'Grow active learners who make a positive difference.' |
| Kaupapa | B uild connections - Mahi Tahi P ersevere to be the best we can be - Kia Manawanui, Kia Manawaroa S how respect in all we do - Manaakitanga. |
| Principles | The school fully subscribes to the Principles of the New Zealand Curriculum. |
| Māori dimensions and Cultural Diversity | <u>New Zealand's cultural diversity</u> - We encourage students to share cultural heritage elements to celebrate New Zealand's cultural diversity. All staff will treat students as individuals with unique differences, talents, and cultural values and perspectives that will be respected. Differing students' cultural backgrounds is viewed as adding to our school's tapestry. |

- The unique position of the Māori culture -

Birkenhead Primary School will encourage Te Reo Māori and Tikanga Māori in class programmes appropriate to staff's knowledge level and seek assistance from Māori staff/parents/caregivers to develop these.

The school will foster the continuation of the kapa haka group.

What reasonable steps will the school take to incorporate Tikanga Māori (Māori culture and protocol) into its curriculum?

- The Māori Focus Team will help keep all staff aware of significant dates and events, e.g., Matariki; Māori Language Week; Treaty of Waitangi.
- Staff meetings will focus on Te Reo and Tikanga Māori.
- The development of a school wharenuī that will be at the front of our school to welcome new whānau and community members. This will teach Marae Tikanga and be part of our Whakataū, where children will learn kawa and Tikanga around the Powhiri process.

School Context

Student learning

| Achievement concerning Expectations 2015-2020 | | | |
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| | Reading | Writing | Maths |
| 2015 | 89% | 78% | 88% |
| 2016 | 85% | 76% | 90% |
| 2017 | 88% | 79% | 88% |
| 2018 | 88% | 77% | 88% |
| 2019 | 84% | 84% | 87% |
| 2020 | 83% | 77% | 84% |

Additional resources have been added to support the school to correct Covid-impacted learning across all year groups. Learner profiles are being used to identify how struggling individuals can be best supported. The board uses its own funds to employ the support network for children who require additional support, children who need extension and children with specific needs.

Student engagement

Attendance: Student engagement is achieved through the use of student focused motivation. There are no obvious attendance issues for any groups within our school – ethnicity or Year group-wise. Post covid, we are trialing initiatives that support student anxiety coming to school. Lateness is an issue for several children whose parents seem unable to get them to school on time.

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| <p>School organisation and structures</p> | <p>Health and Safety – Policies and procedures are through SchoolDoc and will be well monitored and regularly reviewed by the Board, staff, and the community. We have a staff member who is delegated the responsibility for staff Health and Safety practice, a Health and Safety folder stores evacuation practice details, etc. Accident and First Aid data is collected and analysed.</p> <p>Personnel - Leadership structures within the school, are regularly reviewed to distribute leadership opportunities and spread the school’s leadership load. We maintain the Principal, Year 4-6 Deputy Principal, Year 0-3 Deputy principal position, four team leaders, and curriculum leaders.</p> <p>Appraisals of teaching staff involve a mix of class visits, one to one interviews, case study and assessments against the Professional Standards/Registered Teacher criteria and school goals. Classroom practice observations will be the focus of the DP’s, and the principal will focus on appraising the certified teaching criteria. External providers will appraise senior leadership to coach and mentor to improve leadership capabilities.</p> <p>Property – The school will carry out the projects detailed in the school’s current 10 Year Property Plan (Modernisation of block 10), working with Property Management company Greenstone Group. The school will continue to work with the Ministry of Education, Pacific Environment Architects, BECA, and Woodview to complete the four teaching space block.</p> |
| <p>Charter review</p> | <p>Consultation meetings will be held in Term One/Two about our community’s annual goals. Our senior, middle, and curriculum leaders will continual monthly evaluations.</p> |

Birkenhead Primary School Strategic Plan 2021-2023

In order to '**grow active learners who make a positive difference**' we will...

Te poipoi i te ngākau hīhiko kia ngākau pai ai te ākonga ki te ao

Continue to shape teachers and leaders understanding of effective collaborative practice and student agency

Embed our school wide vision and kaupapa

Provide a progression of bicultural experiences and acknowledge Māori learners as Māori.

Ensure the wellbeing of staff and students

Initiatives to be implemented

- Engage PD to develop effective Collaborative Practice & Student Agency.
- Increase student assessment capability.
- Develop a progression of inquiry skills, implement the inquiry framework in the senior school and learning through Inquiry Provocations in the junior school.
- Develop a real-time, responsive assessment and reporting approach that supports student agency, and home-school partnership.
- Build Leadership capabilities with Senior Leadership, middle leadership, staff and children.

- Provide a wide range of opportunities for our students to participate in and to recognise achievement school wide.
- Continue to focus on high quality effective support programmes for students with individual needs.
- Use UDL practices to ensure learning is fully inclusive and promotes success for all learners.
- Unpack the vision and kaupapa with teachers, children, and whānau.
- Provide a wide range of educational and other opportunities that will challenge and are linked to personal motivations.

- Develop and implement a progression of cultural and Te Reo framework across the school (Kahui Ako) including tikanga.
- Provide a wide range of educational and other opportunities that will challenge and are linked to personal motivations. This will include exposing them to a range of positive role models.
- Forge reciprocal links with local iwi, hapu and whānau, also with the CoL schools as a big whānau.

- Continual evaluation of the wellbeing of children in line with NCOL
- Work collaboratively with the Kahui Ako and LSC's to implement and utilise across COL initiatives
- Continue to foster and develop our wellness plan.
- Build upon staff wellbeing.

Build connections
Mahi Tahī
Contributing & Collaborating

Persevere to be the best we can be
Kia Manawanui, Kia Manawaroa
Resilient & Inquiring

Show respect in all we do
Manaakitanga
Integrity, Inclusive & Kind

Annual Plan

Review Key-March- Black, April- Blue May- Green, June- Orange, July- red, August - Purple October- Pink November- Berry

| Why | How | Programmes | Outcome Future Focus |
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| <p>Continue to shape teachers and leaders understanding of effective collaborative practice and student agency.</p> | <ul style="list-style-type: none"> - Collaborative Practice & Student Agency PD with Jacque Allen - Increase student assessment capability. - Develop a progression of inquiry skills, implement the inquiry framework in the senior school, and learning through inquiry in the junior school. - Develop a real-time, responsive assessment and reporting approach that supports student agency and home-school partnership. - Build Leadership capabilities with Senior Leadership, middle leadership, staff, and students. | <ul style="list-style-type: none"> - Work as a team to transition to collaborative planning; establish and implement MATEs agreements. - Ensure curriculum coverage through collaborative planning. - Effective use of collaborative planning to meet all students' needs. - Embed collaborative planning and practice in maths - Implement Toku Reo to provide students the language to engage in open to learning conversations. - Establish school specific reading and maths progressions. - Self directed and independent opportunities for students to assess and evaluate their learning. - Review the BPS Inquiry Learning framework, and develop a progression from junior to senior school - Increase teacher and student capability in inquiry learning | |

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| | | <ul style="list-style-type: none"> - Extend and expose children to new concepts and learning, incorporating their interests where appropriate - Continue to provide specific and targeted learning support programmes with support of LSC, Ed psych, TA's, DP's and additional teachers. - Clear and concise communication and online learning opportunities provided via Seesaw and Google Classroom. - Establish a Hero (Student Management System) team to develop reporting expectations across the school and support its implementation. - Ensure assessment practice is aligned to the principles of best practice as detailed in the BPS Assessment documents - Support teachers to take up leadership roles in line with a distributive leadership model - Continue to encourage student leadership through programmes such as Whānau leaders and School Council | |
| <p>Embed our school wide vision and Kaupapa</p> | <ul style="list-style-type: none"> - Provide a wide range of opportunities for our students to participate in and to recognise achievement school wide (personalised projects and citizen | <ul style="list-style-type: none"> - implement social Inquiry based on a community need with actions (localised curriculum). - Develop a shared theme/concept to encourage student collaboration and | |

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| | <p>community projects).</p> <ul style="list-style-type: none"> - Continue to focus on high quality, effective support programmes for students with individual needs. - To use UDL practices to ensure learning is fully inclusive and promotes success for all learners. - Unpack the vision and kaupapa with teachers, children, and whānau. - To provide a wide range of educational and other opportunities that will challenge and are linked to personal motivations. This will include exposing them to a range of positive role models | <p>community participation.</p> <ul style="list-style-type: none"> - Provide effective UDL strategies to ensure all students can access learning and the school environment. - Explicit use of the school kaupapa to celebrate achievements (school certificates etc.). - Mural of visions/kaupapa on display - classroom, around the school and on the website. - Unpack the school kaupapa and the meaning through social inquiry and a range of learning experiences. - Adopt a shared language of kaupapa and learning dispositions in daily use - Align the wellness plan and other curriculum and assessment documents with school kaupapa. - Establish learner dispositions across the school. - Recognise and celebrate the 'BPS way' (kaupapa) | |
| <p>To provide a progression of bi-cultural</p> | <ul style="list-style-type: none"> - Develop and implement a progression of cultural and Te Reo framework across the school (Kahui Ako), including Tikanga. | <ul style="list-style-type: none"> - Support teachers with Te Reo - use skills of those who are more confident. - Provide everyday opportunities for the use of Te Reo. | |

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| <p>experiences and acknowledge Māori learners as Māori.</p> | <ul style="list-style-type: none"> - Provide a wide range of educational and other opportunities that will challenge and are linked to personal motivations. This will include exposing them to a range of positive role models. - Forge reciprocal links with local iwi, hapu and whānau, also with the Kahui Ako schools as a big whānau | <ul style="list-style-type: none"> - Student ownership and use of Te Reo through modeling. - Provide opportunities to visit local Marae and other culturally significant places. - Students hosting/ welcoming visitors/ gate duty. - Continue to refine whakatau to welcome new families, staff, and students. - Continue to develop the Kapa Haka capabilities and succession. - Continue to develop learning progressions for Te Reo speaking. - Establish Māori art and carvings around the school - Regular whānau hui. - Open door policy to encourage community involvement. | |
| <p>Ensure the wellbeing of staff and students</p> | <ul style="list-style-type: none"> - Continual evaluation of the wellbeing of children in line with NCOL - Work collaboratively with the Kahui Ako and LSC's to implement and utilise across Kahui Ako initiatives. - Continue to foster and develop | <ul style="list-style-type: none"> - Continue the effective use of notice and adapts for students. - Engage outside agencies' support to work alongside students, staff, and whānau. - Continue with Case Study for all teaching staff. - Establish relationships with intermediates and local ECEs to support transitions to | |

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| | <p>our wellness plan.</p> <ul style="list-style-type: none">- Build upon staff wellbeing | <p>and from BPS.</p> <ul style="list-style-type: none">- Proactively engage with Kahui Ako initiatives.- Emotional regulation and wellness taught through PE & Health curriculum.- Continue with positive reinforcement from the wellness plan.- Wellness plan aligned to kaupapa.- Recognise and celebrate all cultures of our community.- Class/School Community events and activities - tuakana teina.- More school cohesiveness - working across teams. Students are encouraged to collaborate.- Social events that have a team building emphasis.- Create a greater feeling of positivity for the teachers - celebrating success more overtly, especially at busy times. | |
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Other 2021 Key Improvement Strategies

| Property/Assets | Short report | Finance | Short report |
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| <p>Roll growth learning space design and build with MoE, Becca, and Pacific Environments.</p> <p>Work with PTA to develop and complete agreed projects.</p> <p>Improve our school pool area to ensure it fits our children's needs—installing new changing rooms and fencing.</p> | | <p>We have 1 International Student who will help fund extra learning support and ESOL teachers.</p> <p>Apply to Lion Foundation in December for funding of Chromebooks.</p> <p>Seek agreement of PTA to fund projects throughout the year.</p> <p>Invest current residual funds to ensure maximum benefit.</p> | |
| Personnel | Short report | Community engagement | Short report |
| <p>Ensure Provisionally Certified Teachers' success by building a programme to support them.</p> <p>Ensure a successful CRT programme for teachers.</p> <p>Provide varied and engaging PD to teachers to cater to all children's needs.</p> <p>Ensure the retention of quality staff members by being a good employer and meeting their wellbeing needs.</p> | | <p>Develop closer Board relationships with the school's community - through informal and formal networks.</p> <p>Support the work of the P.T.A. group.</p> <p>Support the Learning Trust in its endeavours.</p> <p>Foster child and parent open mornings</p> <p>Educating parents of the benefits of effective collaborative practice.</p> <p>Hero- ensure whānau learning and engagement.</p> | |