



School Charter
Strategic and Annual Plan for
Birkdale Intermediate School
2021

Principal's Endorsement:	<i>Patricia Sutton</i>
Board of Trustees Endorsement:	<i>[Signature]</i>
Submission date to Ministry of Education:	06/04/2021



Our Vision

Providing a Quality Education in a Caring Environment
Mā te manaakitanga te kounga o te mātauranga e whanake



Our Values

Belonging – Whanaungatanga Enthusiasm - Rikarika Selflessness-Maanakitanga
Team Work – Mahi Tahī

Our Priorities

- To deliver a curriculum that is relevant, culturally responsive and differentiates to meet the needs of emerging adolescents and ensure a solid foundation in numeracy and literacy
- To ensure the learning environment is safe for all and has a strong focus on wellbeing and school values
- To live our school vision and Kaupapa while embracing the identity, languages and cultures of our school community

- To transition students from primary to secondary education through engaging them in learning opportunities that develop the whole person

Our Graduating Profile

Students graduating from Birkdale Intermediate School will be confident, engaged learners who are able to articulate who they are, where they come from and what their values are. They will be future focussed learners who set SMART goals, strive for excellence to achieve their goals and have developed resilience and well-being skills that allow them to cope with any setbacks. They will demonstrate an ethic of care for self, others and the environment.

Graduating students will be connected to and have a curiosity for the global environment and embrace diversity. They will be well rounded in their interests and demonstrate the competencies of contributing, participating, relating to others and managing self. They will be numerate and literate at a level appropriate to their age and have an awareness of their learning style and next steps. Our graduating students will be proud Treaty citizens who contribute to the well-being of Aotearoa.



Principal's Report from 2020 – JoAnne Sutton

It would be difficult to reflect on 2020 without mentioning words like pandemic, covid-19, lockdowns, cancellations, wellbeing and resilience building. It has certainly been a year like no other. However, as the end of the year draws closer, it is also a time to reflect on the great mahi that our staff, students and whānau have completed and the ethic of care that we see everyday in our wider school community.

For Birkdale Intermediate School, 2020 was the year we adopted a new curriculum delivery model. This was the result of self review into how best to ensure our students were achieving positive results while being engaged and enthused about their learning. We reviewed teaching methods and found that teachers teach best when they are passionate about a subject and have an in-depth knowledge of the curriculum, the levels, the resources, assessment tools and how to differentiate for all student levels and interests. We wanted a localised curriculum that was relevant and responsive to our current cohort of students.

Subject teaching and whānau classes has been a positive experience for all. Our students have formed strong relationships with the students in their whanau class and with their whānau teacher. Having different teachers for each subject has increased engagement, ensured a consistent quality of teaching and learning, and has improved outcomes for all students. Our students have thrived working with a variety of teachers and have loved that each teacher loves their subject. Our mid year self review was positive and gave us some more areas to continue to focus on for future improvements. Our end of year data shows excellent gains in achievement across the school in all subject areas.

The impact of covid-19 has meant that many of our usual sporting, performing arts, cultural and outdoor educational activities were cancelled this year. We are pleased to have still been able to compete in some sporting events such as water polo, athletics, swimming sports, basketball and cheer leading just to name a few. Students who trialled for and were selected for sports camp were disappointed to not be able to attend but showed incredible resilience when faced with disappointment. Our PE team of teachers have seen good gains in participation and fitness levels through regular PE and sport. We look forward to competing against other schools in 2021.

Our four school bands and our choirs continued to rehearse and enjoyed lunchtime music sessions. While the usual events were cancelled, we were still able to find opportunities for students to perform to an audience and to record their efforts to share on a digital platform.

The use of technology to capture moments and share them with our school and the wider community has opened up many opportunities for us. We have loved our weekly recorded assemblies and have found that these have been a positive way of connecting with whānau who would not usually come into school to attend assembly. Our digital talent quests were also successful as were the filmed speeches that students

did during a lockdown period. 2020 was the year that the NZ ministry of education wanted schools to roll out the digital technologies curriculum. Our online learning programmes and continued digital teaching and learning has shown us the skillset that our staff and students have and have also highlighted areas to develop. We have been pleased with the use of chromebooks in the classroom and with the many ways that our students choose to present their learning using a digital format.

Subject teaching meant that we needed to ensure adequate teaching space and resources for all subjects. There has been some culling but also a lot of new resources purchased to ensure teachers have the equipment to deliver a quality education. Upgrading classrooms and the school hall has also happened this year. Our modern teaching spaces are bright, well lit, have good sound and are flexible for teaching. We installed student art outside these rooms. The art posts represent each of the many cultures of students at our school. The modernisation of the school hall has given us a formal place to meet that is clean and fresh and well presented. We hope to upgrade the outside of the hall in 2021.

Our many special days of celebration have still happened including commemorating ANZAC day during lockdown. Our social action days this year have included student led fundraisers for the SPCA, Pink Shirt Day and Red Nose Day. This is just one way that our students shine when showing care for others. Special days of celebration have also included our cultural days for Tongan, Samoan and Maori language weeks as well as celebrating Matariki and Diwali. Learning about our diverse community and celebrating these days has become an important part of our school culture.

Despite the lockdowns and working in alert levels between 1-3, we have still managed to engage with the community. Community consultation into our strategic plan, our curriculum delivery and our property improvements have all been well supported and we feel well connected to our wider school whānau. This has helped us to set priorities and budget for more quality education in 2021.

Analysis of Variance – 2020

2020 Student Achievement Target 1 – Achievement in Mathematics

Target 1	<p>To raise student achievement in mathematics. To increase teacher capabilities to use data to inform teaching of number knowledge. To make significant gains in the area of number knowledge for all students, To identify students achieving below expectation and use data to inform their next steps.</p>
What do we know?	<p>Term one PAT data identified that 45% of year 7 students were achieving at or below stanine 4 and 41% of year 8 students were at or below stanine 4. There is a discrepancy between between data based on ethnicity and students who are Maori or Pasifika are achieving at lower levels than non-Maori or non-Pasifika. Maths teachers are in early stages of understanding and use of Assessment for Learning capabilities but have a willingness to expand knowledge Students who are below have learned how to disengage and avoid work in mathematics</p>
What do we want to achieve?	<p>Increased engagement in mathematics for all students. Increased number knowledge skills including instant recall of basic facts for all students. Target students who sit below stanine 4 to raise their achievement in mathematics.</p>
What will we do differently to increase achievement in this area?	<p>Subject teaching model implemented in 2020. Our belief is that passionate teachers will inspire learners. We also have an expectation that teachers who are only responsible for the teaching of one subject should know the curriculum well at all levels, be familiar with resources and assessment tools and know how to move students from one stage to the next. Identifying students who are below and labelling them as targets should ensure that teachers are monitoring their progress and adapting teaching methods to meet needs.</p>
Term 4 Analysis of Variance	<p>The graphs below report on the stanine level. This is not as accurate as reporting on the scale score but for large groups it gives data of movement that, in this instance is able to show progress made throughout the 2020 year. It is important to note that while the test is the same, the results are calculated against a student's age and adjusted for this. This is 'matched' data so does not include any students who have transitioned in or out of</p>

BIS during the year. The purposes of this comparison is to see gains made in 2020 rather than plan for 2021 programmes.

Stanine Progress Over Time Report

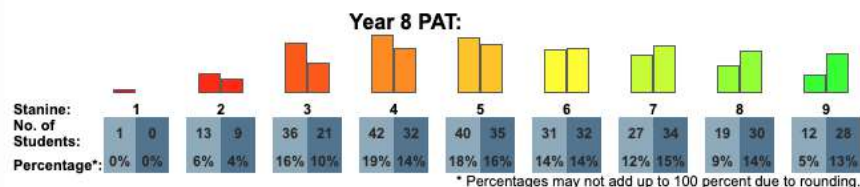
Progressive Achievement Test of Mathematics

Filtered by Year 8, All Gender, All Ethnicities, Matched, 2020 Term 1, 2020 Term 4

Filters

	Number of Students	Mean Stanine	Year Level	Test	Time of Year
Time 1	221	5.1 (5.0)	8	Year 7 - 9	Term 1
Time 2	221	5.9 (5.0)	8	Year 7 - 9	Term 4

Numbers in brackets provide statistics for all students in the national reference group.



Key

- Time Point One
- Time Point Two

As a cohort, the year 8 group have made progress in mathematics. We still have concerns about the 14% (30) of students who are sitting in stanine 2-3 as this is below expectation. However, this is a better result than the start of year which identified 22% or 50 students as being below expectation. At the other end of the scale it is pleasing to note that 92 students are now sitting in stanine 7-9. This equates to 42% of year 8 students sitting above expectation in mathematics.

Stanine Progress Over Time Report

Progressive Achievement Test of Mathematics

Filtered by Year 8, All Gender, Māori, Matched, 2020 Term 1, 2020 Term 4

Filters

	Number of Students	Mean Stanine	Year Level	Test	Time of Year
Time 1	50	4.0 (5.0)	8	Year 7 - 9	Term 1
Time 2	50	4.8 (5.0)	8	Year 7 - 9	Term 4

Numbers in brackets provide statistics for all students in the national reference group.



Stanine Progress Over Time Report

Progressive Achievement Test of Mathematics

Filtered by Year 8, All Gender, Pacific peoples, Matched, 2020 Term 1, 2020 Term 4

Filters

	Number of Students	Mean Stanine	Year Level	Test	Time of Year
Time 1	27	4.6 (5.0)	8	Year 7 - 9	Term 1
Time 2	27	4.7 (5.0)	8	Year 7 - 9	Term 4

Numbers in brackets provide statistics for all students in the national reference group.



It is pleasing to note that our data for Maori and Pacific Peoples shows similar progress. The shifts for students achieving below expectation at stanine 1-3 has moved from 48% down to 20% for Maori and from 38% down to 33% for Pacific Peoples. However, the total number of students achieving below expectation is still much greater from our Maori and Pacific Peoples students. The gains at the other end are positive but these numbers are still considerably lower than for non-Maori and non-Pacifika students.

Analysis of Variance – 2020 Mathematics – Year 7

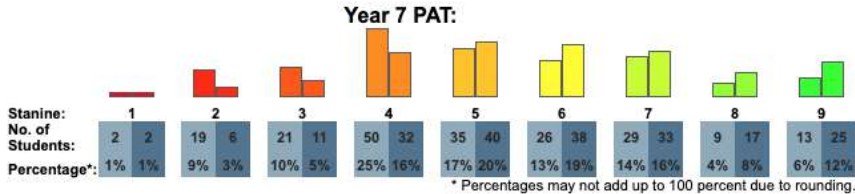
Stanine Progress Over Time Report
Progressive Achievement Test of Mathematics

Filters

Filtered by Year 7, All Gender, All Ethnicities, Matched, 2020 Term 1, 2020 Term 4

	Number of Students	Mean Stanine	Year Level	Test	Time of Year
Time 1	204	5.0 (5.0)	7	Year 7 - 9	Term 1
Time 2	204	5.9 (5.0)	7	Year 7 - 9	Term 4

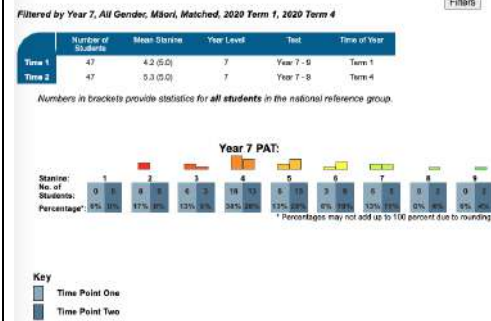
Numbers in brackets provide statistics for **all students** in the national reference group.



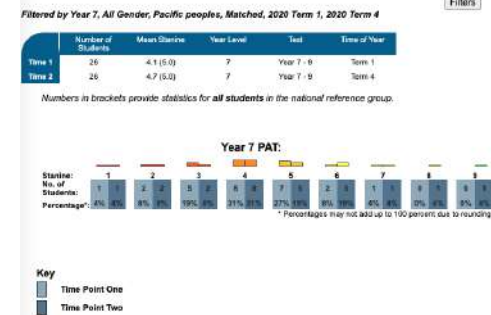
Key
 Time Point One
 Time Point Two

The mean stanine for our year 7 students has moved by .9. While there is still one student sitting at stanine 1, it is pleasing to note that we have reduced the number of students sitting in stanines 2-3 from 40 down to 17. This represents just 9% of all year 7 students achieving below expectation in mathematics. In contrast, 36% are sitting above expectation at stanine 7-9. There has been significant movement for students who were achieving at stanine 3 and 4. This group was made up of 71 students in term one and has now dropped to 43 students.

Stanine Progress Over Time Report
Progressive Achievement Test of Mathematics



Stanine Progress Over Time Report
Progressive Achievement Test of Mathematics



Our year 7 cohort of Maori students have made similar gains with the mean stanine also rising by .9. Significantly, only 3 students in this cohort are currently sitting below expectation compared with 14 in term 1. It is also worth noting that 4 students in this cohort are now sitting in stanines 8-9 compared with 0 in term 1. The Pacific Peoples data is not as pleasing with the stanine 1 and 2 number remaining at 12%.

OTJ data from the end of year report shows that achievement in mathematics is up significantly. OTJs are formed from a triangulation of assessment data that includes IKaN, GLOSS, PAT as well as teacher knowledge of the student.

Students achieving below expectation went down from 54% in mid year data to 30% (moved 110 students!) Our students who were achieving at expectation (within curriculum level 4) went up from 33% to 43%. Students achieving above expectation went up from 13% to 27%. This is a great by-product of the strategies being used to raise student achievement and reassures us that our methods are meeting the needs of all students.

There was for the most part a shift in the achievement from every class! I would attribute the huge shift to the school wide focus on basic facts and number knowledge. One reason for the huge numbers of students below at the beginning of the year could be down to the fact that we started testing very early in the term and many students hadn't quite gotten into learning at that point. For some of our students, intermediate is their first PAT and so this style of testing is unknown.

	<p>Teachers have analysed the results and have felt that methods used to teach are solid. However, the focus really needs to be on engagement and motivation of students. Many of our students who are achieving below expectation have had 6 years of failing and have learned how to avoid work and lack the enthusiasm to try. We need to be strategic in our programmes at the start of the year to get students ready for learning, engaged in a subject and willing to apply themselves to accelerating their progress. Student voice, solid relationships and a strong focus on assessment for learning methods will all help this engagement and motivation of students in mathematics.</p>
Practices to continue in 2021 and beyond (lessons learned)	<ul style="list-style-type: none">*Focus on relationships*A for L methods to show current skills, next steps and SC*Student voice to engage students in mathematics

	<ul style="list-style-type: none"> *Surveys at start of year to identify attitudes towards maths *Continue after school programmes *Run parent workshops and have a stronger home/school partnership including the resourcing of home learning *Increase amount of deliberate acts of mathematics teaching across the curriculum *Subject teaching is effective and our maths teams are the experts to lead whole school in how to best raise achievement and increase integration. *Consider ability grouping for number knowledge
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2020 Student Achievement Target 2 – Achievement in Reading

Target 2	<p>To raise student achievement in reading</p> <p>To increase teacher capabilities to use data to inform teaching of reading</p> <p>To enable students to move from learning to read to reading to learn</p> <p>To ensure the school is well resourced to meet the reading needs of students who have been identified as target and priority learners</p>
What do we know?	We have adequate resources to teach reading to students who are achieving at or above expectation.

<p>What do we want to achieve?</p>	<p>All students deserve to have resources that are at their current level to ensure engagement in reading and enable them to progress onto the next level. We want a well resourced reading department. We want our students to be engaged in reading activities both for enjoyment and for learning. We want all students to make gains in their reading skills and be aware of their current skill level, their next steps and the SC that will help them to succeed.</p>
<p>What will we do differently to increase achievement in this area?</p>	<p>Subject teaching model implemented in 2020. Our belief is that passionate teachers will inspire learners. We also have an expectation that teachers who are only responsible for the teaching of one subject should know the curriculum well at all levels, be familiar with resources and assessment tools and know how to move students from one stage to the next. Identifying students who are below and labelling them as targets should ensure that teachers are monitoring their progress and adapting teaching methods to meet needs. Having resources that are age appropriate and level appropriate can be a challenge but they are necessary to ensure engagement and achievement.</p>
<p>Term 4 Analysis of Variance</p>	<p>The graphs below report on the stanine level from PAT. This is not as accurate as reporting on the scale score but for large groups it gives data of movement that, in this instance is able to show progress made throughout the 2020 year. It is important to note that while the test is the same, the results are calculated against a student's age and adjusted for this. This is 'matched' data so does not include any students who have transitioned in or out of BIS during the year. The purposes of this comparison is to see gains made in 2020 rather than plan for 2021 programmes.</p>

Stanine Progress Over Time Report

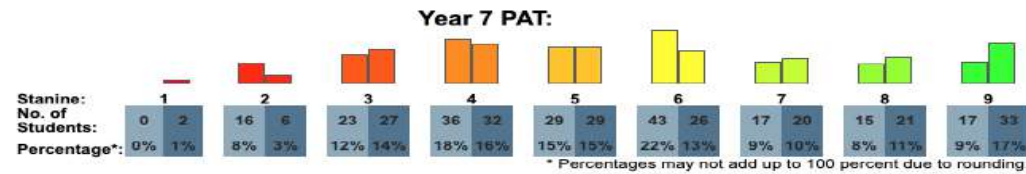
Progressive Achievement Test of Reading Comprehension

Filters

Filtered by Year 7, All Gender, All Ethnicities, Matched, 2020 Term 1, 2020 Term 4

	Number of Students	Mean Stanine	Year Level	Test	Time of Year
Time 1	196	5.3 (5.0)	7	Year 7 - 9	Term 1
Time 2	196	5.8 (5.0)	7	Year 7 - 9	Term 4

Numbers in brackets provide statistics for all students in the national reference group.



Key

- Time Point One
- Time Point Two

18% of this year 7 cohort are currently achieving below expectation and sitting within the stanine 1-3 range. This compares with their term data that showed 20% were sitting in this range. This is not the desired progress that we had hoped for. However, it is pleasing to see that we now have improvements in achievement in the stanine 7-9 range with term 4 data showing that 38% are achieving above expectation compared with 26% in term 1.

Stanine Progress Over Time Report

Progressive Achievement Test of Reading Comprehension

Filters

Filtered by Year 7, All Gender, Pacific peoples, Matched, 2020 Term 1, 2020 Term 4

	Number of Students	Mean Stanine	Year Level	Test	Time of Year
Time 1	27	4.7 (5.0)	7	Year 7 - 9	Term 1
Time 2	27	4.8 (5.0)	7	Year 7 - 9	Term 4

Numbers in brackets provide statistics for all students in the national reference group.



Key

- Time Point One
- Time Point Two

Stanine Progress Over Time Report

Progressive Achievement Test of Reading Comprehension

Filters

Filtered by Year 7, All Gender, Māori, Matched, 2020 Term 1, 2020 Term 4

	Number of Students	Mean Stanine	Year Level	Test	Time of Year
Time 1	41	4.1 (5.0)	7	Year 7 - 9	Term 1
Time 2	41	4.5 (5.0)	7	Year 7 - 9	Term 4

Numbers in brackets provide statistics for all students in the national reference group.



Key

- Time Point One
- Time Point Two

The gains for our Maori students in this cohort show very little change or gains. There are still 30% achieving below expectation. There have been some gains for students sitting in the stanine 4 range and moving into stanine 5. For our Pacific Peoples data there have been good gains from stanine 2 to stanine 3 but the overall numbers of students achieving below expectation remains at 38%.

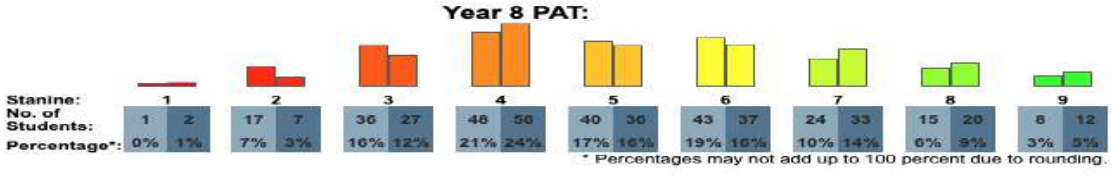
Stanine Progress Over Time Report
Progressive Achievement Test of Reading Comprehension

Filtered by Year 8, All Gender, All Ethnicities, Whole Cohort, 2020 Term 1, 2020 Term 4

Filters

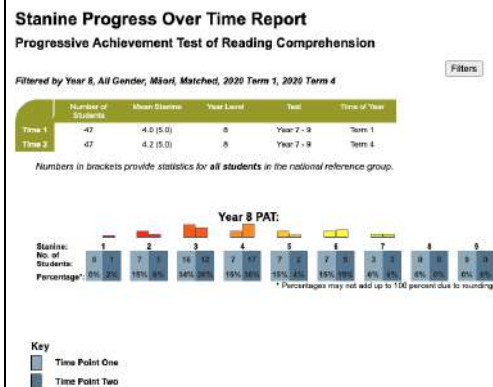
	Number of Students	Mean Stanine	Year Level	Test	Time of Year
Time 1	232	5.0 (5.0)	8	Year 7 - 9	Term 1
Time 2	230	5.3 (5.0)	8	Year 7 - 9	Term 4

Numbers in brackets provide statistics for all students in the national reference group.



Key
 Time Point One
 Time Point Two

The year 8 data shows good movement for students who were sitting below expectation. In term 1 there were 23% of students sitting within stanine 1-3 and in term 4 this number has decreased to 16%. 28% are sitting above expectation in the stanine 7-9 range and the majority of students are sitting comfortably at expectation in the stanine 4-6 range (56%). This is a nice bell curve but obviously, it would be better to have a smaller group in the lower stanines.



Progress for Maori students in this cohort is evident with 34% achieving below expectation in term 4 compared with 49% in term one. It would appear that these gains have pushed several students into the stanine 4 range as this accounts for 36% of this group. The gains seen in the whole school data are not reflected with our Maori students as progress into the above expectation range has not been achieved. The data for Pacific Peoples shows some gains in the stanine 7-8 range but there are still 36% achieving below expectation in the stanine 1-3 range.

Our OTJ data shows similar gains in reading achievement. This OTJ has been formed through the use of Probe Reading Tests, PAT, E-Asstle and teacher knowledge of student progress in class. Total students mid-year data = 461. Total students EOY data = 464. The number of student below expectation is down by 17 students (4 percentage points). Students achieving At expectation is up by 11 (2 percentage points) and those achieving Above is up by 9 (2 percentage points). It is great to see 17 students shift out of “below”, although 26% is still high. Students have taken increasing ownership of their learning and progress over the course of the year, eg through progress graphs and shared discussion of WALT, SC, relevance. This seemed to boost confidence and engagement. For next year, we need to focus on lifting Pasifika confidence and engagement, and lifting reading mileage for reluctant readers.

Practices to continue in 2021 and beyond (lessons learned)

- * Finds ways to prioritise reading for enjoyment
- * Dedicated library teacher to inspire and promote love of reading
- * Opportunities for whanau to be involved in reading sessions
- * Role models used to promote reading
- * Continue to use A for L methods to increase student voice in their learning and progress
- * Use of new resources to engage students and meet needs
- * Early identification of students who struggle or are reluctant – turn that around

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Cultural Identity and Maori Perspectives

Birkdale Intermediate is a diverse community made up of many ethnic groups. We are committed to acknowledging, welcoming and valuing all cultures and pride ourselves on being treaty citizens. A commitment to the Tapasa and Kahikitia documents is part of staff PLD and are used to inform decisions made around improving outcomes for our Maori and Pasifika students. Strong connections with whanau are a huge part of 'getting it right' and we use our fono and whanau hui evenings to gather information on where to next. Goals for 2021 include making our vast range of cultures visible to all and ensuring that all students feel safe to wear their culture with pride in all aspects of their schooling. BOT commitment to the Pasifika Plan and to compulsory te reo Māori for all students will ensure equitable access to resources and improved cultural responsiveness for all students.

Priority Learners and School Targets

Success for all and improved outcomes underpins our priority of delivering a curriculum that differentiates to meet the needs of all learners. Identifying diverse learners and putting a plan in place to raise achievement is the first step and this starts at transitioning. Using data to inform decisions and ensuring that resources are in place to lift achievement is key to success.

While identifying needs for learners, we are also committed to identifying gaps in teacher capabilities and putting quality PLD and mentoring programmes in place to support all staff.

Priorities – NELP – Incorporating these into our school Priorities and Values

MOE published the National Education and Learning Priorities in November 2020. Birkdale Intermediate is committed to ensuring that these are visible, known by all and incorporated into school strategic planning and daily work.

Priority 1: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying

Priority 2: Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages, and cultures

Priority 3: Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs

Priority 4: Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy

Priority 5: Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning

Priority 6: Develop staff to strengthen teaching, leadership and learner support capability across the education workforce



Priority 7: Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work

Finance and Property


Good financial planning is conducive to learning and meeting the school's priorities. This means that the property plan is well thought out and captures the culture of the school today while ensuring that property decisions are future proofed. The 10YPP was approved in 2020 and implementation is underway. A strong focus on well-being means that finances are allocated to improving outcomes for all within the Birkdale Intermediate School environment. A safe working and learning environment is envisioned for all. Allocating funds in a way that is responsible and responsive to the current cohort of students is paramount. Staffing and resourcing must reflect the school's priorities and the NELP while working within the allocated budget.

2021 - 2024 Strategic Plan - Where do we see ourselves in 3 years' time?

- Priority 1 - To deliver a curriculum that is relevant, culturally responsive and differentiates to meet the needs of emerging adolescents**

Strategic Goal	Work towards it in 2021	Work towards it in 2022	Work towards it in 2023 and 2024
<p>To deliver the NZ Curriculum through specialist teaching staff ensuring that students are engaged in a programme that is relevant and responsive to needs.</p>	<p>2 year overviews showing localised curriculum are in use and regularly reviewed.</p> <p>Continue to have a school wide focus on raising achievement in numeracy and literacy that is evident in all classrooms.</p> <p>Develop a more integrated curriculum across school while ensuring specialist staff still deliver the NZ Curriculum.</p> <p>Increase the amount of hands-on technology through options while still maintaining a strong focus on literacy and numeracy.</p>  <p>Investigate possibility of a Pasifika class.</p> <p>Te Reo Maori to be compulsory for all students. Whole school to be working at or above level 4 in the Maori Medium levels for instruction given in te reo - (More than 3 hours per week).</p>	<p>Include a lifeskills programme that fosters wellbeing skills as well as practical hands on learning.</p>  <p>Roll out the Aotearoa NZ Histories in the NZ Curriculum plan ensuring it is relevant, responsive and accurate.</p> <p>Incorporate more languages where possible.</p>	<p>Science and Technology to integrate to form a STEM team to deliver a future proofed curriculum that is relevant and includes real world problem solving.</p> <p>Ability to incorporate more Pasifika languages across the curriculum.</p> <p>Education for Sustainability practises embedded into all curriculum planning and resourcing.</p> <p>Appropriate resourcing for NZ Histories.</p>

- **Priority 2 - To ensure the learning environment is safe for all and has a strong focus on wellbeing and school values**

Strategic Goal	Work towards it in 2021	Work towards it in 2022	Work towards it in 2023 and 2024
<p>Ensure all teaching spaces are warm, dry, well lit and conducive to quality learning. Utilise all spaces around school to maximise learning opportunities. Maximise outdoor areas to increase active participation for all students. Student work visible around school Wellbeing a focus for all Education for sustainability practices embedded in all aspects of school.</p>	<p>Upgrade weka block in the holiday break between 2021 - 2021 (as per 5YPP)</p> <p>Create a space for a student common room</p> <p>Redefine resource room as a teacher break out space (Room 21)</p> <p>An outdoor classroom space to be designed and a space identified for this to be created and designed to reflect our Pasifika influences.</p> <p>Homework clubs and afterschool supervised areas for students.</p> <p>Create more shade areas through planting and structures.</p> <p>Identify new area for PE shed.</p> <p>Increased use of hot house for gardening projects.</p> <p>Begin the process of establishing community gardens on school land.</p>	<p>Investigate ways to better utilise foyer, offices and library area. School Maturanga to be considered and prioritised.</p> <p>Build an outdoor classroom space that is centrally located and acknowledges our Pasifika community.</p> <p>Covered play spaces - could we achieve this with planting?</p> <p>Reduce rubbish and work towards a rubbish free school that includes a variety of methods of composting and recycling.</p> <p>Community gardens to open to the public and become a focal point of the community.</p>	<p>Ensure all furniture is fit for purpose and encourages a balance of hands-on learning, use of digital technologies and is size appropriate for emerging adolescents.</p> <p>School wide use of outdoor spaces for all curriculum areas.</p> <p>Rubbish free school.</p> <p>Sensory gardens to be established.</p> 

● **Priority 3 - To live our school vision and kaupapa**

Strategic Goal	Work towards it in 2021	Work towards it in 2022	Work towards it in 2023 and 2024
<p>Vision is displayed in all school areas Vision is embedded into all practices</p>	<p>Training for staff in conflict resolution Environment group to extend beyond school gates and into community. Sharing our vision and kaupapa with community as the BIS way Art works outdoors to reinforce vision and school kaupapa Pastoral Care and SN registers are well maintained by DPs with a strong focus on every student having needs identified and met. School values to be displayed and discussed regularly and used to reinforce expected behaviours.</p>	<p>Establishment of 'care centre' – an afterschool drop in centre for the community. Establish a staff well being fund and programme. School values to be displayed on outdoor murals around school.</p>	<p>School vision to become a community focus as we extend our ethic of care into community projects and social actions. Become known as a school that cares. Staff wellbeing to be seen as central to student wellbeing and resources allocated effectively. School values to be incorporated into all aspects of curriculum delivery.</p>

- **Priority 4 - To transition students from primary to secondary education through engaging them in learning opportunities that develop the whole person**

Strategic Goal	Work towards it in 2021	Work towards it in 2022	Work towards it in 2023 and 2024
<p>Transition between primary to intermediate and intermediate to college is seamless. Students know BIS before they become students here. BIS is known in community as the intermediate of first choice.</p>	<p>Students involved in regular extension groups at BC. Shared teachers across the Intermediate and College. Increase opportunities for cross-school visits and activities. BIS to host more primary cluster events Increased opportunities for cluster primary schools to spend time in BIS rooms</p>	<p>Offer elective subjects that could be taught at the local college. Job share opportunities between the College and Intermediate staff. Develop cluster wide graduating profiles.</p>	<p>Trial a cross-school buddy system with Birkdale Primary and Birkenhead College.</p>

2021 Annual Plan and Evaluation

- **Priority 1 - To deliver a curriculum that is relevant, culturally responsive and differentiates to meet the needs of emerging adolescents**

Annual Goals 2021	Actions	Expected Outcomes	Who/When	Actual Outcomes (To be reported against in Nov 2021)
<p>2 year overviews showing localised curriculum are in use and regularly reviewed.</p> <p>Continue to have a school wide focus on raising achievement in numeracy and literacy that is evident in all classrooms.</p>	<p>Team leaders to formalised the 2 year overview to cover the curriculum while also recognising our unique community.</p> <hr/> <p>Use assessment for learning practices to ensure all teachers know where a student is at and what next steps are. Identify lit and numeracy practices to be covered across curriculum. Identify students who are achieving below expectation and make plans to accelerate progress.</p>	<p>Overview will be Birkdale specific while still meeting the goals of the NZC. Students, Staff, Whanau will all have input and access to the overviews. Students will be engaged in learning as it is specific to their life experiences.</p> <hr/> <p>Students will have a variety of numeracy and literacy experiences to increase their knowledge and use of these skills. All staff will prioritise the teaching of numeracy and literacy. Students will grow in confidence in literacy and numeracy, will be more engaged in these subjects and progress will be evident.</p>	<p>Team leaders to oversee with input from all parties. Overviews to be on website by end of term one.</p> <hr/> <p>All staff throughout year. Identification of target and priority learners to be done in term one - DPs to oversee. Team leaders to monitor progress.</p>	

<p>Develop a more integrated curriculum across school while ensuring specialist staff still deliver the NZ Curriculum.</p>	<hr/> <p>Staff to have termly meetings to discuss cross curricular links.</p> <p>Staff to read all overviews to be aware of topics across school and integrate into their own planning.</p> <hr/>	<p>Target students will have accelerated progress in these areas.</p> <hr/> <p>Students will get a variety of learning experiences about a topic from several curriculum viewpoints.</p> <hr/>	<hr/> <p>All staff</p> <hr/>	
<p>Increase the amount of hands-on technology through options while still maintaining a strong focus on literacy and numeracy. (Technology not limited to digital devices)</p>	<p>Technology to be used as a tool not a method of teaching. Ensure chromebooks are used effectively and that students have competency in using these devices. Liaise with Colleges to ensure our students have skills needed to transition easily into year 9. Allocate Budget to resources that enhance teaching through technology.</p> <hr/>	<p>Teachers will identify gaps in student ability to use technology as a tool. Students will upskill and become more competent using a range of technology.</p> <hr/>	<hr/> <p>All staff</p> <p>Principal to liaise with Colleges</p> <hr/> <p>All staff with team leaders taking lead. Students</p>	

<p>Teachers to have a consistent method of planning that ensures a differentiated approach to teaching.</p> <p>Investigate possibility of a Pasifika class or French Language Class.</p> <p>Te Reo Maori to be compulsory for all students. Whole school to be working at or above level 4 in the Maori Medium levels for instruction given in te reo - (More than 3 hours per week)</p>	<p>Implement use of PlanBook for all staff. Spend time at team meetings ensuring that planning is specific, relevant and that assessment is used to inform teaching. Planning for differentiation to be evident in all classrooms. Students to be involved in identifying their own next steps.</p> <hr/> <p>Community consultation of what is needed/wanted to engage our groups of ethnicities across the community. Celebrate language weeks across school.</p> <hr/> <p>Establish a te reo Maori department and timetable 2 hours per week of dedication instruction in te reo maori. On top of this ensure there is daily te reo spoken in whanau classes, across school, at whole school events and in the playground.</p>	<p>Any teacher will be able to follow the planning. Plans will be relevant and meet needs of current cohort. A for L practice will become embedded. Students will know why they are learning a skill, what they are learning and how they will know when it has been learnt. Students will have increased ownership over learning.</p> <hr/> <p>All cultural groups to feel valued and have an input into future planning. Language to be viewed as an important part of all cultures and a way to embrace the diversity across our school. Profile of different cultures and language is raised.</p>	<hr/> <p>Parents Community leaders Principal BOT</p> <p>Teachers</p>	
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- **Priority 2 - To ensure the learning environment is safe for all and has a strong focus on wellbeing and school values**

Annual Goals 2021	Actions	Expected Outcomes	Who/When	Actual Outcomes (To be reported against in Nov 2021)
Upgrade weka block in the holiday break between 2021 - 2022 (as per 5YPP)	Secure the services of Greenstone Group and Upton Architects to manage this modernisation project. Focus on creation of a learning space that is modern, well lit, good sound, air conditioned and meets the needs of students and staff.	The weka block will be a modern learning space that engages students and is comfortable for learning.	BOT in consultation with Greenstone Group	
Create a space for a student common room	Utilise room 19 or 20 as a space for a common room in consultation with school council.	Students will have a space that can be for indoor activities during break times.	School council in consultation with students.	
Redefine resource room as a teacher break out space (Room 21)	Ensure this is a staff only room with work spaces, equipment and a place that is always prioritised for staff use.	Staff will be able to work here in their CRT time, have meetings, create resources, etc... Staffroom will become a work free space so staff can have lunch without engaging in work talk.	SLT	

<p>An outdoor classroom space to be designed and a space identified for this to be created and designed to reflect our Pasifika influences.</p>	<p>Work with Pasifika group, fono and local Pasifika peoples to design an outdoor classroom that is inspired by Pasifika influences. Aim to have a concept plan and budget by end of year and a fundraising plan to create this in 2022.</p>	<p>Our Pasifika people will have a say in the design of this space and will have ownership over this part of the school. Increased engagement of our Pasifika communities.</p>	<p>BOT to lead and establish a committee for this project.</p>	
<p>Homework clubs and afterschool supervised areas for students.</p>	<p>Set up after school clubs for extension, support for curriculum or interest activities</p>	<p>Students will be engaged in after school activities Students can access extra support.</p>	<p>All staff</p>	
<p>Create more shade areas through planting and structures.</p>	<p>Draw up a plan first by identifying areas that need shade. Identify what areas could be planted and what areas need a structure.</p>	<p>School will be open to our students after hours and students will increase their sense of belonging.</p> <p>As the sun gets hotter, students will have spaces that are shady for sun protection.</p>	<p>BOT Staff Students</p>	
<p>Identify new area for PE shed.</p>	<p>New PE Shed already purchased and erected in 2020. Shelving and storage solutions to be investigated. Gym gear to be re-housed.</p>	<p>All PE gear will be well stored and everyone will be able to find what is needed.</p>	<p>PE Team</p>	

<p>Increased use of hot house for gardening projects.</p> <p>Begin the process of establishing community gardens on school land.</p> <p>All students to have a bee keeping experience.</p> <p>Composting and worm farming to become an every day method of waste reduction.</p>	<p>Allocate gardening areas and begin to set up school gardens.</p> <p>Maori medicinal garden</p> <p>Food gardens</p> <p>Succulent garden for Hundterwasser.</p> <p>Draw up plans for a community garden (allotment style) for the empty land behind arts and tech block. Find community support.</p> <p>Budget for this project.</p>	<p>Gardening is a life skill and our students will have the opportunity to learn this through a variety of methods. Understanding the variety of plants and where to grow them will be important for being able to grow food. Knowing the importance of bees will help to pollinate our fruit and vege gardens. Using food scraps to make soil will reduce waste and teach our students how to make their own quality soil for gardening.</p>	<p>All staff</p> <p>BOT to be involved</p>	
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● **Priority 3 - To live our school vision and kaupapa**

Annual Goals 2021	Actions	Expected Outcomes	Who/When	Actual Outcomes (To be reported against in Nov 2021)
Training for staff in conflict resolution	Staff involved in KA training in conflict resolution. Additional training opportunities for team leaders to upskill in conflict resolution.	Staff will be upskilled in methods of conflict resolution leading to greater communication skills.	KA to lead this. All staff	
Environment group to extend beyond school gates and into community.	Social actions that involve community projects such as the food bank and cleaning up our beaches and bush areas. Planting along school borders to encourage more sustainable planting in our community.	Our students will feel a sense of pride in their community as they engage, contribute and participate in social actions.	All staff and students led by school student council.	
Sharing our vision and kaupapa with community as the BIS way Art works outdoors to reinforce vision and school kaupapa	Visible vision - painted on a mural at front of school. Student behaviour in and around school. Use of social media to celebrate our vision in action.	The vision will be lived and known by those in and around the school.	The whole school community	

<p>Pastoral Care and SN registers are well maintained by DPs with a strong focus on every student having needs identified and met.</p>	<p>DPs to set up the registers and ensure all staff are able to access and update. These documents are to become an integral part of weekly meetings to ensure our target, priority and pastoral care students have their needs met.</p>	<p>All staff well informed. Student needs identified and met. Happy students - learn!</p>	<p>DPs All staff</p>	
<p>School values to be displayed and discussed regularly and used to reinforce expected behaviours.</p>	<p>Use the abbreviation BEST to reinforce use of values in english. Encourage their use in te reo. Ensure that students understand the values and can demonstrate these. All classes to have these displayed.</p>	<p>Our values will be lived and add to a learning environment where students have a strong sense of belonging, are enthusiastic to learn, serve others and work together as a team.</p>	<p>All staff and students</p>	

- **Priority 4 - To transition students from primary to secondary education through engaging them in learning opportunities that develop the whole person**

Annual Goals 2021	Actions	Expected Outcomes	Who/When	Actual Outcomes (To be reported against in Nov 2021)
<p>Students involved in regular extension groups at BC.</p> <hr/> <p>Shared teachers across the Intermediate and College.</p> <hr/> <p>Increase opportunities for cross-school visits and activities. Increased opportunities for cluster primary schools to spend time in BIS rooms</p> <hr/> <p>BIS to host more primary cluster events</p>	<p>Continue the maths extension through BC. Aim for similar experiences in sport, the arts, sciences and literacy.</p> <hr/> <p>Develop links with BC so that staff from both schools can teach students to ensure a strong connection to college.</p> <hr/> <p>DPs to oversee transition visits from early in term 3. PE team to coordinate some fun sports days for year 6 students. Tech team to plan and deliver a 'have a go' day for year 6 students in early term 3.</p> <hr/> <p>BIS to host the cluster Matariki Festival this year. Plan a kapa haka and art exhibition to celebrate Matariki and invite all local schools.</p>	<p>Students with talent in mathematics will regularly visit BC for extension lessons and become familiar with staff and students.</p> <hr/> <p>Our students will become familiar with the college and look forward to attending there in year 9.</p> <hr/> <p>Future students will be familiar with our school and not feel daunted by the change of going to intermediate. We will know some of the students prior to them starting BIS and can plan accordingly.</p> <hr/> <p>We will host an amazing event and this will be an opportunity to showcase our school and our students.</p>	<p>Vikki to co-ordinate with BC.</p> <p>Team Leaders.</p> <hr/> <p>JoAnne and BC to oversee.</p> <hr/> <p>DPs with team leaders.</p> <hr/> <p>Mel and JoAnne to oversee</p>	

