





# Te Kura o Birchville Strategic Direction 2026

Ako ki te Aroha. Aroha ki te ako. Learn to Love. Love to Learn.

## Our enduring goals






Know our learners - so they can know themselves  
 Provide learning and social opportunities that are varied and broad  
 Support all to be successful and able to navigate their own futures

## Growing Together — Whakatipu Ngātahi

<p><b>A Strong Foundation</b></p> <p><b>NZC &amp; Maths Implementation</b> Resourcing and learning needs Teaching Methodologies</p> <p>NZC &amp; Writing Implementation Literacy Foundations Coherence and Consistency</p> 	<p><b>Wellbeing at the Heart</b></p> <p>Mitey Programme Implementation Te Ara Whakamana (Mana Model) Integration Data-Informed Wellbeing Culture</p> 	<p><b>A Curriculum Unique to US</b></p> <p>Te Tiriti Partnership &amp; Governance Mātauranga Māori Curriculum Redevelopment Cultural Competence &amp; Mana Mokopuna</p> 	<p><b>Unleashing Creativity</b></p> <p>Integrated Curriculum Design Student Agency &amp; Technology Integration Purposeful Play &amp; Exploration</p> 
<p><b>Eng: The Independent Author</b> <b>Maths: Fluency and Investigation</b></p> <p>At Birchville School, we bridge foundational mastery with creative independence by integrating the refreshed NZC frameworks across Mathematics and English. By balancing explicit, structured instruction in numeracy and literacy "mechanics" with rich problem-solving and the Think SRSD writing framework, we empower students to move from mastering basic codes to investigating complex problems with metacognitive confidence. This high-impact approach is supported by differentiated resources and culturally rich texts reflecting te ao Māori and Pacific perspectives, ensuring every learner develops the "tool kit" necessary to become an innovative, independent author and mathematician.</p>	<p><b>Wellbeing: The Grounded Learner (Mitey &amp; Mana)</b></p> <p>Wellbeing is our foundation for learning. Through the <b>Mitey</b> programme, we explicitly teach mental health education. This is paired with the <b>Te Ara Whakamana (Mana Model)</b>, with a specific focus on <b>Papatūānuku (Grounding)</b>. We aim to equip every student with the vocabulary and self-regulation tools to manage their emotions, ensuring they feel safe, seen, and ready to learn.</p>	<p><b>Te Tiriti &amp; Mātauranga Māori: Partnership in Action</b></p> <p>As a <b>Te Tiriti-based school</b>, we are redeveloping our curriculum to be uniquely "Birchville." This means moving beyond generic themes to localized <b>Mātauranga Māori</b>—the stories, places, and history of our local iwi and land. Through <b>Mana Mokopuna</b>, we ensure Māori learners thrive as Māori, and all students grow in their identity as citizens of a bicultural Aotearoa.</p>	<p><b>Creative Curriculum: Future-Ready Inquiry</b></p> <p>We are breaking down traditional "subject silos" to create an <b>Integrated Creative Curriculum</b>. By weaving together Science, Technology, Arts, and Environmental Studies, we foster <b>student agency</b>. Learning at Birchville is active, hands-on, and inquiry-driven. We use technology as a tool for creation and the environment as our classroom, ensuring students develop the critical thinking and resilience needed for a rapidly changing world.</p>

# Birchville School 2026 Strategic Overview: "Growing Together - Whakatipu Ngātahi"

At Birchville School, our 2026 Annual Plan is built on the belief that for a child to excel academically, they must first be grounded in their identity, secure in their wellbeing, and inspired by a curriculum that mirrors the real world. Our five priorities work in harmony to develop the "Whole Child."

<p><b>Mathematics: Fluency and Investigation</b></p> <p>We are establishing a school-wide "mathematical language" through the refreshed NZC. By balancing <b>explicit, structured instruction</b> with <b>rich problem-solving</b>, we ensure students have both the foundational "tool kit" and the creative confidence to investigate complex problems. We are investing in high-quality resources to ensure every child—regardless of their starting point—receives differentiated support to succeed.</p>	<p><b>The Goal:</b> A consistent, school-wide approach to the refreshed NZC.</p> <p><b>Key Action:</b> Balancing <b>explicit instruction</b> (teaching the "how") with <b>rich problem-solving</b> (applying it to the "why").</p> <p><b>Impact:</b> Students who are fluent in number facts and brave enough to tackle complex investigations.</p>	
<p><b>English: The Independent Author</b></p> <p>Our literacy goal is to bridge foundational mechanics with sophisticated composition. Using <b>Structured Literacy</b>, we ensure every student masters the code of reading and spelling. Simultaneously, we use the <b>Think SRSD</b> framework to teach the "science of writing," giving students the metacognitive strategies to plan and edit their work independently. Our curriculum is enriched by texts that reflect <b>te ao Māori and Pacific perspectives</b>, ensuring literacy is a bridge to cultural identity.</p>	<p><b>The Goal:</b> Mastery of the "code" and the "craft" of writing.</p> <p><b>Key Action:</b> Refining <b>Structured Literacy</b> for reading/spelling and using the <b>Think SRSD</b> model to teach students how to plan and self-monitor their writing.</p> <p><b>Impact:</b> Independent authors who can use literacy to express their identity and ideas.</p>	
<p><b>Wellbeing: The Grounded Learner (Mitey &amp; Mana)</b></p> <p>Wellbeing is our foundation for learning. Through the <b>Mitey</b> programme, we explicitly teach mental health education. This is paired with the <b>Te Ara Whakamana (Mana Model)</b>, with a specific focus on <b>Papatūānuku (Grounding)</b>. We aim to equip every student with the vocabulary and self-regulation tools to manage their emotions, ensuring they feel safe, seen, and ready to learn.</p>	<p><b>The Goal:</b> Building emotional resilience through a proactive culture.</p> <p><b>Key Action:</b> Implementing <b>Mitey</b> (Mental Health Education) and <b>Te Ara Whakamana</b> (The Mana Model), focusing on <b>Papatūānuku</b> grounding strategies.</p> <p><b>Impact:</b> Students who understand their emotions and have tools to self-regulate and stay grounded.</p>	
<p><b>Te Tiriti &amp; Mātauranga Māori: Partnership in Action</b></p> <p>As a <b>Te Tiriti-based school</b>, we are redeveloping our curriculum to be uniquely "Birchville." This means moving beyond generic themes to localized <b>Mātauranga Māori</b>—the stories, places, and history of our local iwi and land. Through <b>Mana Mokopuna</b>, we ensure Māori learners thrive as Māori, and all students grow in their identity as citizens of a bicultural Aotearoa.</p>	<p><b>The Goal:</b> A bicultural curriculum unique to Birchville.</p> <p><b>Key Action:</b> Redeveloping our school curriculum to include <b>local pūrākau (stories)</b> and iwi history while building staff confidence in Te Reo and Tikanga.</p> <p><b>Impact:</b> A school where Māori learners succeed <i>as Māori</i> and every student values our Te Tiriti partnership.</p>	
<p><b>Creative Curriculum: Future-Ready Inquiry</b></p> <p>We are breaking down traditional "subject silos" to create an <b>Integrated Creative Curriculum</b>. By weaving together Science, Technology, Arts, and Environmental Studies, we foster <b>student agency</b>. Learning at Birchville is active, hands-on, and inquiry-driven. We use technology as a tool for creation and the environment as our classroom, ensuring students develop the critical thinking and resilience needed for a rapidly changing world.</p>	<p><b>The Goal:</b> Breaking down "subject silos" to foster innovation.</p> <p><b>Key Action:</b> Using <b>Project-Based Learning</b>, technology, and environmental studies to connect Science, Art, and Social Sciences.</p> <p><b>Impact:</b> Students who have <b>agency</b> over their learning and can use technology and creativity to solve real-world problems.</p>	

## Annual Plan Growth - Priority 1 Maths

A Strong Foundation

**Teacher Leader:** Robyn Brown

**Board Member:**

*To achieve our goals in Mathematics, we are focused on creating a unified, high-impact learning environment that moves away from fragmented teaching toward a cohesive school-wide approach.*

*By aligning our practice with the refreshed NZC, we are ensuring that every teacher speaks the same "mathematical language," providing students with a seamless transition as they move through year levels. This is supported by a targeted resource audit, ensuring our tools—both physical and digital—directly facilitate differentiated instruction so that every learner is met at their point of need.*

*Crucially, we are shifting our pedagogy toward a balance of structured, explicit instruction and rich problem-solving. This means students will gain the necessary foundational fluency through clear modeling, while also developing critical thinking skills by tackling complex, real-world mathematical challenges. Ultimately, we aim to build a culture of "mathematical bravery" where students have both the skills and the confidence to investigate and solve problems independently.*

Annual Objectives	NZC & Maths Implementation: To successfully implement the refreshed NZ Maths Curriculum, ensuring a common understanding and consistent pedagogical approach across all teaching levels.	Resourcing and learning needs: To audit existing maths resources and identify and acquire new resources that align with the refreshed curriculum and support differentiated instruction.	Teaching Methodologies: To develop and model best-practice teaching methodologies in mathematics, particularly in structured, explicit instruction and rich problem-solving routines.
<b>Measures</b>	All staff demonstrate a foundational understanding of the refreshed curriculum's "Big Ideas" (Understand), "Contexts" (Know), and "Practices" (Do) through shared planning documentation and observation feedback.	A complete audit of all maths resources is documented by the end of Term 1, identifying gaps and strengths.	The teacher leader models best practices in mathematics instruction through classroom observations and PD sessions.
	An 80% achievement rate is met or exceeded in Mathematics across the school, as measured by school-wide assessments (e.g., Oxford tests or similar).	A resourcing plan and grant application are submitted to the Board of Trustees by the end of Term 2.	Teacher-led PD sessions on structured maths are conducted each term, with feedback gathered to inform future sessions.
	A school-wide "Birchville Maths Scope and Sequence" is developed, implemented, and refined based on classroom data and feedback.	New resources are integrated into classroom practice and their effectiveness is monitored through classroom observations.	Teachers actively engage in peer observations and share their learning, as evidenced by meeting minutes and post-observation reflections.
Term 1: Understand & Audit	Term 2: Develop & Refine	Term 3: Implement & Embed	Term 4: Consolidate & Plan for 2027
<b>Strategic Leadership (Teaching &amp; Leadership):</b> <ul style="list-style-type: none"> <li>Conduct a baseline audit of existing maths resources (physical manipulatives, digital tools, and workbooks) to identify gaps.</li> <li>Meet with the contributing Board member to establish a reporting framework and discuss the annual plan.</li> </ul>	<b>Strategic Leadership (Teaching &amp; Leadership):</b> <ul style="list-style-type: none"> <li>Based on the Term 1 audit, develop a comprehensive resourcing plan for 2026/27.</li> <li>Begin drafting the Birchville-specific "Maths Scope and Sequence," focusing on the junior school.</li> </ul>	<b>Strategic Leadership (Teaching &amp; Leadership):</b> <ul style="list-style-type: none"> <li>Finalize and implement the "Birchville Maths Scope and Sequence" across the whole school.</li> <li>Ensure all teachers are using the new planning document that links to the refreshed curriculum.</li> </ul>	<b>Strategic Leadership (Teaching &amp; Leadership):</b> <ul style="list-style-type: none"> <li>Review the effectiveness of the "Birchville Maths Scope and Sequence."</li> <li>Conduct a final resource audit to see what was acquired and how it has been used.</li> </ul>
<b>Professional Development (People, Tools &amp; Resources):</b> <ul style="list-style-type: none"> <li>Lead a PD session for all staff unpacking the "whakapapa" (genealogy) and core principles of the refreshed NZ Maths Curriculum.</li> <li>Focus on the "Big Ideas" (Understand) and "Practices" (Do) learning areas.</li> </ul>	<b>Professional Development (People, Tools &amp; Resources):</b> <ul style="list-style-type: none"> <li>Lead PD on structured maths teaching, including explicit instruction, rich routines, and problem-solving strategies.</li> <li>Model best practices in a classroom setting, inviting other teachers to observe.</li> </ul>	<b>Professional Development (People, Tools &amp; Resources):</b> <ul style="list-style-type: none"> <li>Lead a PD session focused on adapting teaching strategies for specific learning needs and supporting students with additional learning needs in maths.</li> <li>Establish and facilitate peer observation groups to promote collaborative learning and best-practice sharing.</li> </ul>	<b>Professional Development (People, Tools &amp; Resources):</b> <ul style="list-style-type: none"> <li>Lead a PD session focused on reflecting on the year's progress and identifying areas for growth in 2027.</li> <li>Facilitate a school-wide meeting to gather feedback on the plan and its implementation.</li> </ul>
<b>Community Engagement (School Culture &amp; Community):</b>	<b>Community Engagement (School Culture &amp; Community):</b>	<b>Community Engagement (School Culture &amp; Community):</b>	<b>Community Engagement (School Culture &amp; Community):</b>

<ul style="list-style-type: none"> <li>Canvas staff, students, and whānau through a survey to gather initial perspectives on maths learning at Birchville School. Use this to inform the "Birchville Maths Scope and Sequence".</li> </ul>	<ul style="list-style-type: none"> <li>Share the initial findings from the community survey with staff and whānau.</li> <li>Engage with whānau to understand their perspectives on the changes in the curriculum through hui or information sessions.</li> </ul>	<ul style="list-style-type: none"> <li>Host a celebratory event or "showcase" where students share their maths learning with whānau.</li> <li>Use platforms like HERO to consistently share student work and provide updates on maths learning.</li> </ul>	<ul style="list-style-type: none"> <li>Conduct an end-of-year survey for whānau, staff, and students to gauge the impact of the new maths plan.</li> </ul>
<b>Performance Measurement (Academic Learning):</b> <ul style="list-style-type: none"> <li>Gather baseline data from the school's existing maths assessments to set specific student achievement goals for the year.</li> </ul>	<b>Performance Measurement (Academic Learning):</b> <ul style="list-style-type: none"> <li>Conduct first round of in-class observations with a focus on the implementation of new teaching methodologies.</li> </ul>	<b>Performance Measurement (Academic Learning):</b> <ul style="list-style-type: none"> <li>Gather mid-year data from school-wide assessments to track progress towards the 80% achievement target.</li> <li>Continue in-class observations, providing constructive feedback to all staff.</li> </ul>	<b>Performance Measurement (Academic Learning):</b> <ul style="list-style-type: none"> <li>Collect and analyse final student achievement data to report against the annual target.</li> </ul>
<b>Board Reporting:</b> <ul style="list-style-type: none"> <li>Present the annual plan and Term 1 progress to the Board, including the resource audit findings.</li> </ul>	<b>Resource Management:</b> <ul style="list-style-type: none"> <li>Prepare and submit a grant application for additional maths resources.</li> </ul> <b>Board Reporting:</b> <ul style="list-style-type: none"> <li>Report on the development of the "Birchville Maths Scope and Sequence" and the progress of the resourcing plan.</li> </ul>	<b>Board Reporting:</b> <ul style="list-style-type: none"> <li>Present a mid-year report on student achievement data and the effectiveness of the new curriculum implementation.</li> </ul>	<b>Board Reporting:</b> <ul style="list-style-type: none"> <li>Present a comprehensive annual report to the Board, summarizing the year's measures, successes, and key recommendations for the 2027 plan.</li> </ul>

### Commentary:

**Modelling Best Practice:** Throughout the year, the teacher leader will attend relevant professional learning and development (PLD) sessions, and share key takeaways with the staff. This continuous learning will be a core part of the role.

The draft plan incorporates measures and activities designed to tackle the specific areas for improvement

- Individual Learning Needs:** The plan addresses the "opportunity to better support the individual learning needs of every child" by dedicating a Term 3 PD session to "**adapting teaching strategies for specific learning needs.**" This is further supported by the objective to acquire new resources that "**support differentiated instruction.**"
- Teaching Methodologies:** The feedback about strengthening "**teaching methodologies**" is a core focus. The Term 2 PD session is dedicated to exploring "**structured, explicit instruction and rich problem-solving routines,**" and the Term 3 section on "**collaborative learning**" is a direct response to Jarod's feedback on this area.
- Refining Measures:** The need to "**refine our measures to make them more robust and meaningful**" is reflected throughout the plan. The objectives include specific measures like the "**80% achievement rate**" and the use of "**in-class observations**" and "**meeting minutes**" as evidence of progress.

## Annual Plan Growth - Priority 2 English

A Strong Foundation

**Teacher Leader:** Amanda Stott

**Board Member:**

*Our goal for English is to create a robust, high-impact literacy culture that bridges the gap between foundational skills and sophisticated, independent composition.*

*Through the full implementation of Te Mātaiaho and the Think SRSD framework, we are moving beyond simple "writing tasks" to teaching students the cognitive architecture of an author. By focusing on self-regulation and metacognition, we empower ākonga to plan, monitor, and evaluate their own work, shifting the teacher's role from a director to a facilitator of student independence.*

*This high-level composition is underpinned by our commitment to Structured Literacy. We are refining our systematic approach to decoding and encoding to ensure that every student has a "locked-in" alphabetic code. By providing targeted, accelerated support, we ensure that no learner is left behind in the foundational phases of reading and spelling.*

*Finally, we are ensuring Coherence and Consistency across the school through a localized Scope and Sequence. This roadmap ensures that every student, from Year 0 to 6, experiences a cumulative progression of skills. By grounding this sequence in rich, meaningful texts that reflect te ao Māori and Pacific perspectives, we ensure that literacy at Birchville is not just a set of skills, but a gateway to identity, culture, and a lifelong love for stories.*

## Annual Objectives

NZC & Writing Implementation: To fully implement the Writing strand of the refreshed NZC English curriculum (Te

Literacy Foundations: To continue to embed and refine the school-wide Structured Literacy approach to ensure

Coherence and Consistency: To develop, implement, and monitor a Birchville English Scope and Sequence (Reading

	Mātaiaho) across Years 0-6, utilizing the Think SRSD (Self-Regulated Strategy Development) framework to foster student metacognition and independence in composition.	mastery of decoding (reading) and encoding (spelling) skills (Phase 1 & 2), providing targeted, accelerated support for all students identified as needing intervention.	and Writing) aligned with the NZC Phase Levels and prioritizing rich, meaningful texts, particularly those that reflect te ao Māori and Pacific perspectives.
<b>Strategic Measures</b>	Instructional Fidelity: 100% of teaching staff demonstrate the use of the Think SRSD 7-step model in their planning and practice, specifically evidencing the transition from "Teacher Modeling" (Term 2) to "Student Self-Regulation" (Term 3) as verified through leadership observations.	Phonics Mastery: By the end of Term 4, 85% of students in Years 0-2 will have mastered the expected Grapheme-Phoneme Correspondences (GPCs) for their phase, while 100% of students in Tier 2/3 interventions show measurable movement across the school's Structured Literacy tracking tool.	Document Implementation: A finalized 'Birchville English Scope and Sequence' (Years 0-6), which integrates NZC Phase Levels and te ao Māori perspectives, is fully operational in all classrooms by the start of Term 3.
	Student Agency: At least 70% of students (Years 1-6) can confidently articulate their specific writing goal and identify the exact SRSD mnemonic or strategy (e.g., POW+TIDE) they are using to achieve it by the end of Term 4.	Consistency of Practice: All classroom literacy blocks reflect a Structured Literacy approach (explicit, systematic, and cumulative) as evidenced by the consistent use of Birchville's agreed-upon resources and diagnostic tools (Term 2/3 audit).	Moderation Accuracy: Teacher judgments in writing show high internal consistency, achieving at least 85% agreement during Term 3 moderation sessions, ensuring that "Phase Level" reporting is robust and reliable across the school.
	Achievement Impact: 80% of students meet or exceed their expected NZC Phase Level progress in Writing, as measured by genre-specific post-assessments (Narrative and Informative) following the SRSD instructional cycles.	Targeted Support Efficacy: 100% of students identified in Term 1 as "below expectation" in encoding (spelling) receive targeted, flexible group support, with mid-year and end-of-year data showing an accelerated rate of progress compared to their baseline.	Cultural Integration: 100% of termly writing units incorporate "Rich Texts" that reflect te ao Māori or Pacific perspectives, as mapped in the new Scope and Sequence, ensuring students are composing in response to diverse and meaningful literature.
<b>Term 1: Understand &amp; Audit</b>	<b>Term 2: Develop &amp; Refine</b>	<b>Term 3: Implement &amp; Embed</b>	<b>Term 4: Consolidate &amp; Plan for 2027</b>
<b>Strategic Leadership (Teaching &amp; Leadership):</b> <ul style="list-style-type: none"> <li>Unpack the Writing Strand and related Teaching Considerations in the NZC English (Te Mātaiaho) document (Phase 1 &amp; 2). Audit current whole-school writing resources and existing teacher use of the Think SRSD framework against its explicit component steps.</li> </ul>	<b>Strategic Leadership (Teaching &amp; Leadership):</b> <ul style="list-style-type: none"> <li>Begin drafting the "Birchville English Scope and Sequence" (Years 0-6), integrating specific "What to Teach" statements from the NZC and mapping it to the Think SRSD instructional cycle. Focus the sequence draft on Narrative and Informative genres</li> </ul>	<b>Strategic Leadership (Teaching &amp; Leadership):</b> <ul style="list-style-type: none"> <li>Finalize and implement the Birchville English Scope and Sequence school-wide. Focus on embedding Think SRSD Self-Monitoring and Self-Regulation steps (Steps 4 &amp; 5) to build student independence in the editing/revising stage.</li> </ul>	<b>Strategic Leadership (Teaching &amp; Leadership):</b> <ul style="list-style-type: none"> <li>Conduct a comprehensive review of the effectiveness of the English Scope and Sequence and the impact of Think SRSD on student writing outcomes and self-efficacy.</li> </ul>
<b>Professional Development (People, Tools &amp; Resources):</b> <ul style="list-style-type: none"> <li>Lead PD session on the theoretical alignment between Structured Literacy, NZC (Understand, Know, Do), and Think SRSD. Review the 7 core steps of the Think SRSD framework as the school-wide writing process.</li> </ul>	<b>Professional Development (People, Tools &amp; Resources):</b> <ul style="list-style-type: none"> <li>Lead PD focusing on Think SRSD Modeling (Steps 2 &amp; 3: Model and Memorize), ensuring teachers explicitly teach sentence structures and word choice for different purposes (as per NZC Do practices).</li> </ul>	<b>Professional Development (People, Tools &amp; Resources):</b> <ul style="list-style-type: none"> <li>Lead PD focused on accelerated literacy support. Use diagnostic data to form flexible groups and design intensive, age-appropriate Structured Literacy support (decoding and encoding) as per NZC guidance (page 81).</li> </ul>	<b>Professional Development (People, Tools &amp; Resources):</b> <ul style="list-style-type: none"> <li>Lead a reflection session focused on identifying growth areas for 2027 in both Structured Literacy continuity and Think SRSD application across diverse text types (e.g., persuasive texts).</li> </ul>
<b>Community Engagement (School Culture &amp; Community):</b> <ul style="list-style-type: none"> <li>80% of parents attend or engage with a "Literacy at Birchville" information session (digital or in-person) explaining the shift to Structured Literacy and Think SRSD.</li> </ul>	<b>Community Engagement (School Culture &amp; Community):</b> <ul style="list-style-type: none"> <li></li> </ul>	<b>Community Engagement (School Culture &amp; Community):</b> <ul style="list-style-type: none"> <li>Host a "Birchville Authors' Showcase" where students share their writing and explicitly discuss the Think SRSD strategies they used (e.g., self-talk, goal setting).</li> </ul>	<b>Community Engagement (School Culture &amp; Community):</b> <ul style="list-style-type: none"> <li>A community "Literacy Progress" summary is shared via the school newsletter/website, celebrating school-wide growth and the 80% achievement target.</li> </ul>
<b>Performance Measurement (Academic Learning):</b> <ul style="list-style-type: none"> <li>Gather baseline writing data using a common, genre-specific pre-assessment task across the school. Map the results against the new NZC Phase Level language to inform Term 2 planning.</li> </ul>	<b>Performance Measurement (Academic Learning):</b> <ul style="list-style-type: none"> <li>Conduct in-class observations with a focus on the explicit teaching and modelling of Structured Literacy (phonics/spelling) and Think SRSD strategies (e.g., planning templates).</li> </ul>	<b>Performance Measurement (Academic Learning):</b> <ul style="list-style-type: none"> <li>Gather mid-year writing data (post-SRSD instruction). Facilitate mandatory Assessment Moderation meetings for all staff to ensure consistency in Phase Level progression judgments (Target: 85% agreement).</li> </ul>	<b>Performance Measurement (Academic Learning):</b> <ul style="list-style-type: none"> <li>Collect and analyze final student achievement data (Writing &amp; Reading) against the 80% target. Conduct the end-of-year student voice survey and analyse results against the 70% articulation target for student agency.</li> </ul>

<b>Board Reporting:</b> <ul style="list-style-type: none"> <li>Present the Annual English Plan and Term 1 progress to the Board.</li> </ul>	<b>Resource Management &amp; Board Reporting:</b> <ul style="list-style-type: none"> <li>In collaboration with the Board, identify and acquire digital/physical resources that support Think SRSD goal-setting and self-monitoring (e.g., visual cue cards, strategy posters).</li> </ul>	<b>Board Reporting:</b> <ul style="list-style-type: none"> <li>Present Mid year data to the board along with any planned interventions in order to reach the end of year targets</li> </ul>	<b>Board Reporting:</b> <ul style="list-style-type: none"> <li>Present a comprehensive annual report to the Board, summarizing the year's measures, successes, and key recommendations for 2027.</li> </ul>
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**Commentary:**

**Annual Plan Emphasis - Priority 3** Wellbeing at the Heart

**Teacher Leader:** Anna D’Shea **Board Member:**

*Our vision for Wellbeing is to move beyond "pastoral care" into a proactive, school-wide culture of emotional intelligence and resilience. By implementing the Mitey programme, we are providing ākonga with a structured, evidence-based curriculum to understand and manage their mental health. This is deeply integrated with the Te Ara Whakamana (Mana Model), which serves as our daily "regulation language." By placing a specific emphasis on the Papatūānuku (Grounding) component, we are ensuring every child has a solid foundation of stability and belonging. We aren't just reacting to behavior; we are using the NZCER Wellbeing@School toolkit to build a safe, inclusive environment where students have the tools to self-regulate and thrive.*

<b>Annual Objectives</b>	Mitey Programme Implementation: To begin to implement the Mitey mental health education programme across Years 0-6, embedding its evidence-based approach into the Birchville local curriculum to ensure all ākonga develop the tools to navigate their emotional wellbeing.	Te Ara Whakamana (Mana Model) Integration: To deepen teacher and student understanding of the Mana Model, specifically utilizing the Papatūānuku (Grounding/Earth Mother) component as a foundational daily practice for every child to establish emotional regulation and a sense of belonging.	Data-Informed Wellbeing Culture: To use the NZCER Wellbeing@School Toolkit to audit, monitor, and refine school-wide systems, ensuring a safe, inclusive, and mana-enhancing environment for all students and staff.
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<b>Strategic Measures</b>	<ul style="list-style-type: none"> <li>Framework Fidelity: 100% of teaching staff demonstrate the use of the Mitey Learning Outcomes and the Te Ara Whakamana Mana Wheel in their termly planning, with specific evidence of the Papatūānuku grounding strategies being embedded in daily classroom routines (Term 2/3).</li> <li>Student Agency &amp; Regulation: 85% of students (Years 1-6) can identify their current "state" on the Mana Wheel and articulate a specific Papatūānuku-based strategy (e.g., grounding, breathing, or connection to land) they use to self-regulate when facing challenges.</li> <li>Climate Improvement: Achieve a 15% improvement in "School-wide Culture" and "Student Strategies" domains as measured by the NZCER Wellbeing@School Student Survey, comparing Term 1 baseline data to Term 4 final data.</li> </ul>
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Term 1: Understand & Audit	Term 2: Develop & Refine	Term 3: Implement & Embed	Term 4: Consolidate & Plan for 2027
<b>Strategic Leadership (Teaching &amp; Leadership):</b> <ul style="list-style-type: none"> <li>Unpack the Mitey framework and the five forms of Mana. Audit current school-wide wellbeing practices against the NZCER Wellbeing@School Self-Review Tool to identify gaps in mental health education.</li> </ul>	<b>Strategic Leadership (Teaching &amp; Leadership):</b> <ul style="list-style-type: none"> <li>Map the Mitey Learning Outcomes (Years 0-6) against the Birchville local curriculum. Ensure mental health education is "woven in" to units rather than an "add-on."</li> </ul>	<b>Strategic Leadership (Teaching &amp; Leadership):</b> <ul style="list-style-type: none"> <li>Finalise the school-wide Wellbeing Scope &amp; Sequence, ensuring it reflects the transition from Papatūānuku (Foundations) to Mana Motuhake (Self-Actualization).</li> </ul>	<b>Strategic Leadership (Teaching &amp; Leadership):</b> <ul style="list-style-type: none"> <li>Conduct a comprehensive review of the Mitey implementation. Evaluate how effectively the Papatūānuku component has served as a "tier 1" intervention for all students.</li> </ul>
<b>Professional Development (People, Tools &amp; Resources):</b> <ul style="list-style-type: none"> <li>Lead a whole-staff workshop on Te Ara Whakamana, specifically the Papatūānuku component. Teachers co-construct "Grounding Kits" for their classrooms based on the Papatūānuku attributes of stability and safety.</li> </ul>	<b>Professional Development (People, Tools &amp; Resources):</b> <ul style="list-style-type: none"> <li>In-depth PD on the Mana Model dualities (Kaitiaki). Focus on how teachers can help students move from a "disrupted mana" state back to a "Papatūānuku state" using culturally responsive metaphors.</li> </ul>	<b>Professional Development (People, Tools &amp; Resources):</b> <ul style="list-style-type: none"> <li>"Mitey in Action" peer observations. Teachers observe colleagues delivering a Mitey unit and providing feedback on how the Mana Model is being referenced during the lesson.</li> </ul>	<b>Professional Development (People, Tools &amp; Resources):</b> <ul style="list-style-type: none"> <li>Facilitate a reflection session where staff share "Mana Case Studies"—individual student journeys of growth using the Te Ara Whakamana framework throughout the year.</li> </ul>

<b>Community Engagement (School Culture &amp; Community):</b> <ul style="list-style-type: none"> <li>Canvas staff, students, and whānau through a survey to gather initial perspectives on student wellbeing at Birchville School, referencing the Code of Conduct expectations for respectful communication</li> </ul>	<b>Community Engagement (School Culture &amp; Community):</b> <ul style="list-style-type: none"> <li>Host a whānau evening to introduce Mitey and Te Ara Whakamana. Share the "Papatūānuku" strategies so parents can use the same language and tools at home.</li> </ul>	<b>Community Engagement (School Culture &amp; Community):</b> <ul style="list-style-type: none"> <li>Launch a "Mana-Enhancing" student spotlight in the newsletter, celebrating students who demonstrate Papatūānuku values (reliability, caring for the environment, supporting others).</li> </ul>	<b>Community Engagement (School Culture &amp; Community):</b> <ul style="list-style-type: none"> <li>Conduct an end-of-year survey for whānau, staff, and students to gauge the impact of the new wellbeing plan and the visibility of the Mitey tools.</li> </ul>
<b>Performance Measurement (Academic Learning):</b> <ul style="list-style-type: none"> <li>Administer the baseline NZCER Wellbeing@School Student Survey (Years 5-6) and simplified 'Mana Check-ins' (Years 0-4) to establish a school-wide wellbeing data set.</li> </ul>	<b>Performance Measurement (Academic Learning):</b> <ul style="list-style-type: none"> <li>Conduct "Wellbeing Walkthroughs" to observe the visibility of Mitey posters and the active use of the Mana Wheel in classroom restorative conversations.</li> </ul>	<b>Performance Measurement (Academic Learning):</b> <ul style="list-style-type: none"> <li>Gather mid-year data from school-wide Mana check-ins to track progress towards the 85% self-regulation target. Continue in-class observations.</li> </ul>	<b>Performance Measurement (Academic Learning):</b> <ul style="list-style-type: none"> <li>Collect and analyse final data from the re-administered NZCER Wellbeing@School Survey. Compare results against the 15% improvement target.</li> </ul>
<b>Board Reporting:</b> <ul style="list-style-type: none"> <li>Present the Annual Wellbeing Plan and baseline NZCER data to the Board, outlining the Mitey implementation schedule.</li> </ul>	<b>Resource Management &amp; Board Reporting:</b> <ul style="list-style-type: none"> <li>In collaboration with the Board, identify and acquire digital/physical resources that support the Mana Model (e.g., visual Mana Wheels for every child, Mitey posters).</li> </ul>	<b>Board Reporting:</b> <ul style="list-style-type: none"> <li>Present a mid-year report on student wellbeing data and the effectiveness of the Te Ara Whakamana grounding strategies.</li> </ul>	<b>Board Reporting:</b> <ul style="list-style-type: none"> <li>Present a comprehensive annual report to the Board, summarising the year's measures, successes (including staff wellbeing survey highlights), and key recommendations for 2027.</li> </ul>

### Commentary:

- Alignment with Enduring Goals: This plan directly supports the goal to "Know our learners - so they can know themselves" by providing students with the metacognitive tools (Mitey) and the cultural framework (Te Ara Whakamana) to understand their own emotional states.
- Proactive Tier 1 Support: The focus on the Papatūānuku component ensures a universal "tier 1" support system where every child has access to grounding and regulation strategies before escalations occur.
- Cultural Responsiveness: By integrating the Mana Model, Birchville ensures that wellbeing is taught through a te ao Māori lens, enhancing the mana of every ākonga and creating a more inclusive school culture.

This priority moves Birchville toward a **proactive** mental health model. By combining the pedagogical structure of **Mitey** with the indigenous strength of **Te Ara Whakamana**, the school creates a unique "Birchville Way" of fostering hauora. The emphasis on **Papatūānuku** ensures that every child, regardless of their background, has a "solid ground" to stand on before moving into deeper emotional learning.

## Annual Plan Mana - Priority 4

A Curriculum Unique to US

**Teacher Leader:** Missey Edwards and Jarod Summers

**Board Member:** Chenee Dempsey

*At Birchville, we are committed to being a Te Tiriti-based school where bicultural partnership is a lived reality, not just a policy. Our focus is on moving from "general knowledge" to a localized Mātauranga Māori curriculum that is unique to our place, our people, and our local pūrākau (stories). Through the lens of Mana Mokopuna, we aim to ensure that our Māori learners experience success as Māori, while all students gain a deep respect for the indigenous heritage of Aotearoa. By building staff capability in Tātaiako competencies and strengthening our partnership with whānau, we are ensuring that Te Ao Māori is woven into the very fabric of our school's identity and curriculum.*

### Annual Objectives

Te Tiriti Partnership & Governance: To strengthen Birchville School's identity as a Te Tiriti-based school by embedding the principles of Protection, Participation, and Partnership into school systems, policy, and daily practice.

Mātauranga Māori Curriculum Redevelopment: To redevelop and implement a localized Birchville Mātauranga Māori curriculum that prioritizes local pūrākau (stories), te reo Māori progression, and tikanga, ensuring it is woven through all learning areas.

Cultural Competence & Mana Mokopuna: To build staff confidence and capability in Tātaiako competencies, ensuring that every Māori learner experiences success as Māori and that all students value the unique bicultural heritage of Aotearoa.

### Strategic Measures

- Curriculum Integration:** A finalized 'Birchville Mātauranga Māori Framework' is completed by Term 3, with 100% of teaching staff evidencing at least one localized Māori context in their termly planning.
- Staff Capability:** 100% of staff complete a self-audit against Tātaiako competencies (specifically Wānanga and Whanaungatanga), showing measurable growth in their use of te reo Māori and understanding of local iwi history by Term 4.
- Student & Whānau Voice:** 85% of Māori students report that their culture is valued and visible in their learning environment, and whānau engagement in "Hui-a-whānau" increases by 20% compared to previous baselines.

**Term 1: Understand & Audit**

**Term 2: Develop & Refine**

**Term 3: Implement & Embed**

**Term 4: Consolidate & Plan for 2027**

<p><b>Strategic Leadership (Teaching &amp; Leadership):</b></p> <ul style="list-style-type: none"> <li>Conduct a school-wide audit of current Te Tiriti practices using the Hautū tool. Review the existing Māori curriculum plan to identify areas for redevelopment..</li> </ul>	<p><b>Strategic Leadership (Teaching &amp; Leadership):</b></p> <ul style="list-style-type: none"> <li>Begin drafting the new Birchville Mātauranga Māori Curriculum. Focus on mapping local pūrākau, significant local sites (waahi tapu), and iwi history to NZC Phase Levels.</li> </ul>	<p><b>Strategic Leadership (Teaching &amp; Leadership):</b></p> <ul style="list-style-type: none"> <li>Launch the redeveloped Mātauranga Māori Framework. Ensure all teams have the resources (books, digital tools, local contacts) to implement the localized units.</li> </ul>	<p><b>Strategic Leadership (Teaching &amp; Leadership):</b></p> <ul style="list-style-type: none"> <li>Review the impact of the new framework. Assess how well the Mātauranga Māori goals have aligned with Priority 2 (Literacy) and Priority 3 (Wellbeing).</li> </ul>
<p><b>Professional Development (People, Tools &amp; Resources):</b></p> <ul style="list-style-type: none"> <li>Lead PD on the "Te Tiriti-based school" concept. Revisit the Tātaiako cultural competencies to set individual teacher development goals for the year.</li> </ul>	<p><b>Professional Development (People, Tools &amp; Resources):</b></p> <ul style="list-style-type: none"> <li>Workshop sessions on "Integrating Mātauranga Māori." Focus on how to move beyond "tokens" to authentic integration in Science (Mahinga Kai) and Social Sciences (Turangawaewae).</li> </ul>	<p><b>Professional Development (People, Tools &amp; Resources):</b></p> <ul style="list-style-type: none"> <li>Focus on Te Reo Māori progression. Implement a "Tuakana-Teina" staff mentoring system where more confident speakers support those at earlier stages of their reo journey.</li> </ul>	<p><b>Professional Development (People, Tools &amp; Resources):</b></p> <ul style="list-style-type: none"> <li>Reflect on Tātaiako growth. Staff update their professional portfolios with evidence of how they have practiced Te Tiriti partnership in their classrooms.</li> </ul>
<p><b>Community Engagement (School Culture &amp; Community):</b></p> <ul style="list-style-type: none"> <li>Hold an initial "Hui-a-whānau" to listen to the aspirations of Māori families and invite input into the redevelopment of the Mātauranga Māori curriculum.</li> </ul>	<p><b>Community Engagement (School Culture &amp; Community):</b></p> <ul style="list-style-type: none"> <li>Establish a "Mātauranga Advisory Group" involving local kaumātua or knowledgeable whānau members to check the authenticity of the local content being drafted.</li> </ul>	<p><b>Community Engagement (School Culture &amp; Community):</b></p> <ul style="list-style-type: none"> <li>Host a "Matariki/Whānau Celebration" where the new curriculum is shared through student performances and displays of localized learning.</li> </ul>	<p><b>Community Engagement (School Culture &amp; Community):</b></p> <ul style="list-style-type: none"> <li>Conduct a "Success as Māori" survey for whānau and students to measure the shift in cultural belonging and pride.</li> </ul>
<p><b>Performance Measurement (Academic Learning):</b></p> <ul style="list-style-type: none"> <li>Gather baseline data on staff confidence in te reo Māori and tikanga. Audit physical environment visibility (signage, art, presence of te reo).</li> </ul>	<p><b>Performance Measurement (Academic Learning):</b></p> <ul style="list-style-type: none"> <li>Review Term 2 planning documents for the inclusion of localized Māori contexts and the use of the Te Ara Whakamana (Mana Model) in a bicultural sense.</li> </ul>	<p><b>Performance Measurement (Academic Learning):</b></p> <ul style="list-style-type: none"> <li>Facilitate "Cultural Walkthroughs" by Missey and Jarod to observe tikanga in action (e.g., appropriate use of karakia, mihi, and whanaungatanga).</li> </ul>	<p><b>Performance Measurement (Academic Learning):</b></p> <ul style="list-style-type: none"> <li>Analyze final achievement data for Māori learners to ensure the "Mana Mokopuna" approach is closing equity gaps.</li> </ul>
<p><b>Board Reporting:</b></p> <ul style="list-style-type: none"> <li>Present the results of the Hautū audit and the timeline for the Mātauranga Māori curriculum redevelopment.</li> </ul>	<p><b>Resource Management &amp; Board Reporting:</b></p> <ul style="list-style-type: none"> <li>Allocate budget for local trips to sites of significance and for purchasing high-quality te reo Māori and Mātauranga Māori resources.</li> </ul>	<p><b>Board Reporting:</b></p> <ul style="list-style-type: none"> <li>Present the draft Mātauranga Māori Framework to the Board for feedback and formal adoption into the School Charter.</li> </ul>	<p><b>Board Reporting:</b></p> <ul style="list-style-type: none"> <li>Annual report on Te Tiriti goals, featuring whānau voice and student progress data, with recommendations for deepening iwi partnership in 2027.</li> </ul>

**Commentary:**

This plan shifts the focus from "doing Māori things" to "being a Te Tiriti-based school." By redeveloping the Mātauranga Māori curriculum specifically for Birchville, we ensure our ākonga are grounded in the stories of this land. This priority works in tandem with the Mana Model from Priority 3, ensuring that a student's mana is upheld through cultural connection and a curriculum that reflects who they are.

**Annual Plan Self Belief - Priority 5**

Unleashing Creativity

**Teacher Leader:** Rachel McLeary and Jarod Summers

**Board Member:**

*The Creative Curriculum is our vehicle for making learning "sticky," meaningful, and future-focused. We are breaking down the "watertight compartments" of traditional subjects to create a cross-curricular framework driven by student inquiry and project-based/experience-based learning. Our goal is to foster student agency, where ākonga aren't just consumers of information, but creators using technology and environmental studies to solve real-world problems. By focusing on the "Whole Child"—prioritizing play-based/experience-based exploration in the early years and critical thinking/project-based learning in the senior years—we are cultivating a lifelong love for learning and equipping our students with the resilience and innovation needed for their futures*

**Annual Objectives**

**Integrated Curriculum Design:** To move away from "watertight" subject compartments by developing a holistic, theme-based framework that integrates NZC learning areas through project-based investigations and environmental studies.

**Student Agency & Technology Integration:** To empower students as "co-designers" of their learning, utilizing digital tools and STEAM (Science, Technology, Engineering, Arts, Maths) to document, create, and solve real-world problems.

**Purposeful Play & Exploration:** To embed play-based learning (Years 0-3) and inquiry-based exploration (Years 4-6) as the primary vehicles for developing the "Whole Child," focusing on social-emotional and cognitive resilience.

**Strategic Measures**

**Curriculum Mapping:** By Term 3, 100% of teaching teams utilize a school-wide "Integrated Inquiry Planner" that explicitly connects at least three curriculum areas (e.g., Science, Art, and Literacy) under a single overarching theme.

	<p><b>Technological Fluency:</b> 80% of students can demonstrate the use of digital tools (e.g., Hero, iPads, green screens, or coding) to reflect on their creative process and share their "learning journey" rather than just a final product.</p> <p><b>Engagement &amp; Agency:</b> End-of-year student surveys show that 85% of ākonga feel they have a "significant say" in the direction of their projects and can identify the creative skills (collaboration, resilience, innovation) they are developing.</p>		
Term 1: Understand & Audit	Term 2: Develop & Refine	Term 3: Implement & Embed	Term 4: Consolidate & Plan for 2027
<p><b>Strategic Leadership (Teaching &amp; Leadership):</b></p> <ul style="list-style-type: none"> <li>Audit current timetables to identify "time-blocks" that can be merged for integrated learning. Research "Design Thinking" frameworks to underpin the Birchville Creative Inquiry model.</li> </ul>	<p><b>Strategic Leadership (Teaching &amp; Leadership):</b></p> <ul style="list-style-type: none"> <li>Draft the "Birchville Creative Framework." Define the "Big Ideas" for the year (e.g., Sustainability, Identity, Innovation) that will drive cross-curricular planning.</li> </ul>	<p><b>Strategic Leadership (Teaching &amp; Leadership):</b></p> <ul style="list-style-type: none"> <li>Shift from teacher-led planning to "Responsive Planning." Leaders support teachers to adapt units based on emerging student interests during the inquiry process.</li> </ul>	<p><b>Strategic Leadership (Teaching &amp; Leadership):</b></p> <ul style="list-style-type: none"> <li>Review the impact of the Creative Curriculum on core achievement (Maths/Literacy). Analyze how the integrated approach has supported Priority 2 and 3 goals.</li> </ul>
<p><b>Professional Development (People, Tools &amp; Resources):</b></p> <ul style="list-style-type: none"> <li>Lead PD on the Core Principles of a Creative Curriculum. Explore the "Whole-Child" philosophy and the transition from rote learning to hands-on exploration.</li> </ul>	<p><b>Professional Development (People, Tools &amp; Resources):</b></p> <ul style="list-style-type: none"> <li>Hands-on "Maker-space" PD. Teachers explore how to integrate technology (coding, digital media) and environmental studies (outdoor classrooms) into daily units.</li> </ul>	<p><b>Professional Development (People, Tools &amp; Resources):</b></p> <ul style="list-style-type: none"> <li>PD on Assessment through Observation. Train staff in using Hero portfolios to capture "active learning" and "purposeful play" as it happens, rather than via paper tests.</li> </ul>	<p><b>Professional Development (People, Tools &amp; Resources):</b></p> <ul style="list-style-type: none"> <li>Reflective "Share-a-thon." Staff present one "Integrated Project" from their class, highlighting the failures and successes of the creative process</li> </ul>
<p><b>Community Engagement (School Culture &amp; Community):</b></p> <ul style="list-style-type: none"> <li>Invite parents to a "Play-Based Learning" workshop. Explain the research behind learning through exploration and how it builds future-ready skills.</li> </ul>	<p><b>Community Engagement (School Culture &amp; Community):</b></p> <ul style="list-style-type: none"> <li>Launch a "Community Experts" database. Identify whānau with creative skills (artists, gardeners, engineers) who can support student projects.</li> </ul>	<p><b>Community Engagement (School Culture &amp; Community):</b></p> <ul style="list-style-type: none"> <li>"Inquiry Exhibition": Invite whānau to see "Work in Progress." Focus on students explaining <i>how</i> they are learning, not just what they made.</li> </ul>	<p><b>Community Engagement (School Culture &amp; Community):</b></p> <ul style="list-style-type: none"> <li>Gather parent feedback on student engagement levels. Share a "Year in Creativity" digital showcase via school social media</li> </ul>
<p><b>Performance Measurement (Academic Learning):</b></p> <ul style="list-style-type: none"> <li>Collect baseline data on student engagement and "Learner Agency" perceptions using a simple Likert-scale survey.</li> </ul>	<p><b>Performance Measurement (Academic Learning):</b></p> <ul style="list-style-type: none"> <li>Review classroom environments. Assess if physical spaces allow for "Learning Centers," "Dramatic Play," and "STEAM" exploration.</li> </ul>	<p><b>Performance Measurement (Academic Learning):</b></p> <ul style="list-style-type: none"> <li>Conduct "Learning Conversations" with students. Focus on their ability to explain the connections between different subjects within their project.</li> </ul>	<p><b>Performance Measurement (Academic Learning):</b></p> <ul style="list-style-type: none"> <li>Re-run the Agency survey. Map results against the 85% target. Analyze the quality of "Creative Reflections" in student digital portfolios.</li> </ul>
<p><b>Board Reporting:</b></p> <ul style="list-style-type: none"> <li>Present the "Vision for Creativity" and the research-based rationale for moving to an integrated model.</li> </ul>	<p><b>Resource Management:</b></p> <ul style="list-style-type: none"> <li>Audit technology and art supplies. Shift budget from "workbooks/consumables" to "maker-space" materials and environmental education tools.</li> </ul>	<p><b>Board Reporting:</b></p> <ul style="list-style-type: none"> <li>Mid-year report on how the Creative Curriculum is supporting "Whole-Child" development (linking to Wellbeing data).</li> </ul>	<p><b>Board Reporting:</b></p> <ul style="list-style-type: none"> <li>Final 2026 report. Showcase student projects and present the plan for scaling up integrated technology in 2027.</li> </ul>
<p><b>Commentary:</b></p> <p>This plan marks a significant shift for Birchville School from "teaching subjects" to "teaching children." By prioritizing Cross-Curricular Connections, we are preparing students for a world where problems aren't solved in isolation. The integration of Environmental Studies (utilizing our unique grounds) and Technology ensures the curriculum is both grounded and forward-thinking. This "Creative Curriculum" acts as the glue that binds Priority 2 (Literacy) and Priority 4 (Mātauranga Māori) into a meaningful, lived experience for every ākonga.</p>			