



Birkdale Primary School

STRATEGIC PLAN 2026-28



2026-28 Strategic Plan

Nuturing our Future Te Mauri Tipu



AHU WHAKAMUA

Flourishing for the Future



Future-Ready

Sustainable Pathways

Excellence Through Practice



Our school is recognised for its excellence, delivering future-ready learners who flourish in the future | ahu whakamua.

WHANAUNGATANGA

Strong Trunk, Strong Community – Connected and Resilient



Supported Learning

Community Contributors



Our school is a resilient, connected community where every individual feels a strong sense of whanaungatanga and actively contributes to our collective well-being.

MANA

Rooted in Identity – Empowering Every Learner



Rooted in Identity

Confident Learners

Share our story



Birkdale and its learners are grounded in identity. Learners are confident, active partners in learning.

Our Values | Ngā Uara

*Growing bold learners who
positively contribute to
whānau, community, the world.*



STRATEGIC PLAN

SUMMARY

- We have identified 3 broad areas for improvement
 - a. Mana: rooted in identity - empowering every learner;
 - b. Whanaungatanga: strong trunk, strong community - connected and resilient;
 - c. Ahu Whakamua: flourishing for the future.
- Each area has a 2-3 initiatives that we will focus on and create a more detailed improvement plan for annually. Broadly these areas are:
 1. Sharing our school story, becoming rooted in identity, growing confident learners,
 2. Wrapping around students with supported learning and learning how to contribute positively to our collective wellbeing,
 3. Preparing for the future by making sure our learning pathways are strong, students have the skills and dispositions they need to be successful and kaiako are becoming experts in our new curricula.
- Achieving these goals is a collaborative effort.
 - a. Kaiako | Teachers participate through team improvement mahi.
 - b. Senior Leadership have oversight for a lot of the plan and will be strategically responsible for Marautanga | Curriculum as well. They work using an annual work plan that has been planned using our strategic roadmap for each initiative.
 - c. Other school leaders have been given responsibility for areas of the plan.
- We will be monitoring the progress toward each goal using a variety of measures, including: feedback from stakeholders at different points in the year, students achievement and progress data, surveys for wellbeing and tracking indicators that have been identified as things we want to measure and achieve.

WHERE ARE WE CURRENTLY

- Our 2025 [Statement of Variance](#) and Progress | Achievement Reports summarise our end point at the end of 2025.
- We are using some of these findings combined with our learning communities feedback to continue informing current strategic direction.

BIRKDALE PRIMARY STRATEGIC 2026-2028 ROADMAP

	2026 - YEAR 1				2027 - YEAR 2				2028 - YEAR 3			
	1	2	3	4	1	2	3	4	1	2	3	4
GOAL 1 MANA Deepening Identity - Empowering every learner	1.1B Complete a cultural audit of data [wellbeing, whānau survey]processes and practices to identify areas of strength and areas for growth. CL - CL/SLT [TL/DP/Principal]	1.1A Decide what the key elements are that we would expect to see in our environment, practice and systems using what we know about school community. Principal CL	1.1C Plan ways to incorporate these values using our strengths and existing frameworks to reduce confusion. SLT - SLT [TL/DP/Principal]	1.1D Improving learning partnerships with whānau built on Birkdale values and culture SLT [TL/DP/Principal]- Staff				1.2A Find examples of learner agency models, frameworks and systems. Find some that will work within our existing values and kaupapa. CrL-CrL/ CrTeam [DP/Principal/CrL]	1.2B Create a model that works with our existing values and frameworks to ensure cohesion. CrL-CrTeam [DP/Principal/CrL]	1.2C Create a way for our model to be used with students. CrL-CrTeam [DP/Principal/CrL]	1.2D Support teachers to use the model/ framework with students. CrL-CrL/ SLT [TL/DP/Principal] Staff	
	1.3A Together with stakeholders, explore and develop our school 'story/ cultural narrative' - including TKAM, local Māori whānau and community groups. Principal - CL/ P	1.3B Create artifacts [resources, presentations, visual posters, videos, pictures etc] that represent our story in a variety of ways. CL - Principal/CL/Staff		1.3C Develop and implement a plan to strategically share our story with stakeholders. Principal - Principal/CL/Staff			1.3E Embed school cultural narratives into school ethos CL - Staff					
	1.3D Work with TKAM and local Māori community to strengthen school tikanga/ kawa and ways of working with iwi. Principal-CL/ P/ TK AM/ M.Whānau											
GOAL 2 WHANAUNG ATANGA Strong Trunk, Strong Community – Connected and Resilient	2.1A Continue to develop our nurture space and environment to support learning and regulation SENCo- LGL/S			2.1G Embed 'Learn and Grow' systems and knowledge: Providing PD and supporting fidelity. LGL - LGL								
	2.1C Embed 'Learn and Grow' systems and knowledge: identifying knowledge gaps. LGL - LGL	2.1D Train facilitators in CPS coaching SENCo-S		2.1E Implement CPS coaching - create systems to support sustainability LGL - LG Team/ Staff								
	2.1F Communicating 'Learn and Grow' expectations with our whānau community. Decide when and how to do this effectively. SENCo-LGL/ S/ Staff/ P		2.2B Grow student and staff understandings of the impact their actions have on themselves, others and our school culture. DP - LGL / TL		2.2C Increase opportunities and student initiatives that demonstrate school values. DP - Staff / TL							
		2.1B Strengthen Tier 2 support for Social and Emotional learning SENCo - LS Team			2.2A Further embed our school values to grow positive school culture. Principal/DP - TL/DP/ Staff							

GOAL 3: AHU WHAKAMUA Flourishing for the future	3.3A Draft and implement a TMoA NZC implementation plan for 2026/27 Principal - CrTeam [DP/P/CrL] /TL									
	3.3B Provide PD for staff to learn new TMoA NZC knowledge through hui and coaching. CrL - CrTeam [DP/Principal/CrL] / TL/ Staff				3.3B Provide PD for staff to learn new TMoA NZC knowledge through hui and coaching. CrL - CrTeam [DP/Principal/CrL] / TL/ Staff			3.3B Provide PD for staff to learn new TMoA NZC knowledge through hui and coaching. CrL - CrTeam [DP/Principal/CrL] / TL/ Staff		
	3.3C Support staff to assess using the new TMoA NZC Principal - CrTeam [DP/P/CrL] / TL /Staff				3.3C Support staff to assess using the new TMoA NZC Principal - CrTeam [DP/P/CrL] / TL /Staff			3.3C Support staff to assess using the new TMoA NZC Principal - CrTeam [DP/P/CrL] / TL /Staff		
				3.1A Decide how our Graduate Profile will be used at school [more than reading/writing/maths!] - Expanding definitions of success. Principal - SLT [TL/DP/P]/CrL	3.1B Research and decide which dispositions and skills we value and think are important to our student's future. Principal - SLT [TL/DP/P]/CrL	3.1C Develop rubric for progressions: integrate into existing frameworks for cohesion. Principal - P/CrL	3.1D Digital policy: Strengthen and update policies around AI and digital technology [what and how they are used]. Principal - Board/ P/ TL	3.1E PD for growing digital expertise DP - CrL/TL		
					3.3D Support staff with pedagogical shifts that will allow them to start to use the new TMoA NZC in innovative and creative ways. Principal - CrTeam [DP/P/CrL] / TL					
					3.2A Gather data and discover areas of improvement for MM staffing. Principal-P/ CL	3.2C Create a plan/strategy to address sustainable MM staffing Principal - P/ TP-TL	3.2D Action MM staffing strategy/ plan and review Principal - P/TP-TL			
					3.2B Gather data and discover areas of improvement for whole school enrolment Principal - P/TL	3.2E Create a plan to address enrolment improvement areas Principal - P/TL	3.2F Action Enrolment strategy/ plan and review Principal - P/TL			

ANNUAL PLAN 2026





GOAL ①

MANA



Rooted in Identity -
Empowering every
learner

GOAL ①



MANA

Deepening Identity - Empowering Learners

INITIATIVE 1.1



WHAT WILL WE SEE?



MONITOR

Rooted in Identity:

Embed the values of diverse identities, languages and cultures into educational planning, practice and engagement.

What do we expect to see by the end of the year?

1. Birkdale Primary and its learners are rooted in identity.
2. Learners are confident, active partners in learning.

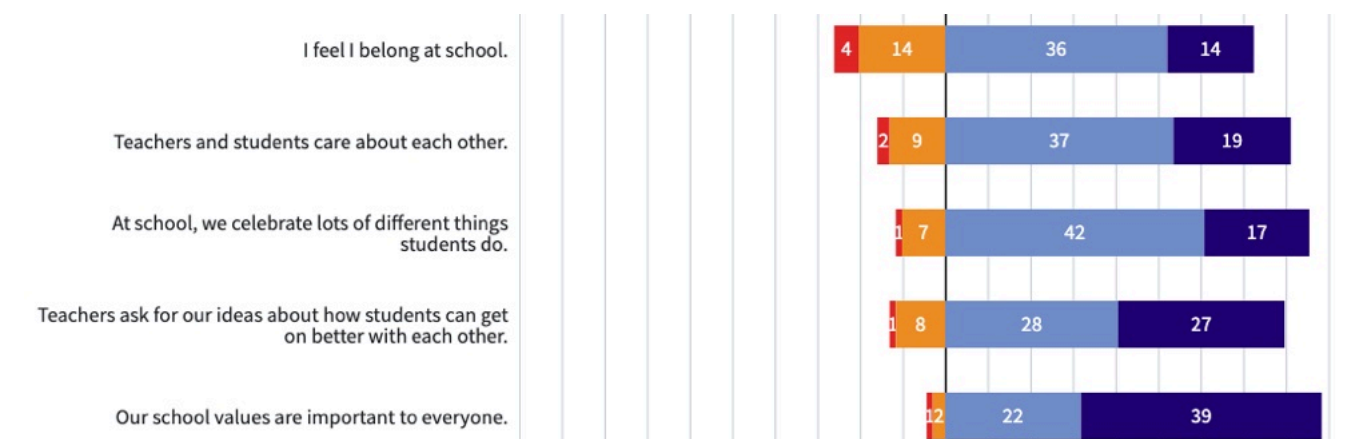
How will you measure success?

1. Survey of whānau
2. Walkthrough audit of key elements we would expect to see in environment, practice and in systems.
3. Wellbeing survey

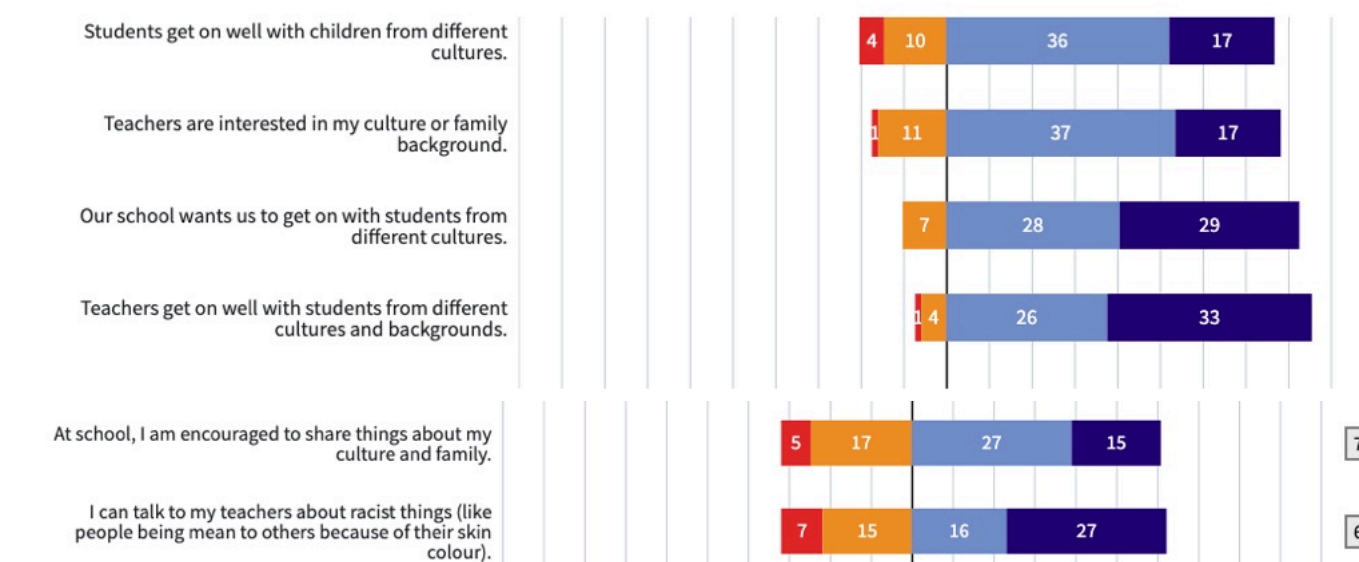
BASELINE:

2025 Y4-6 Wellbeing survey [may need to only look at Y4/5 cohort that have moved through?]

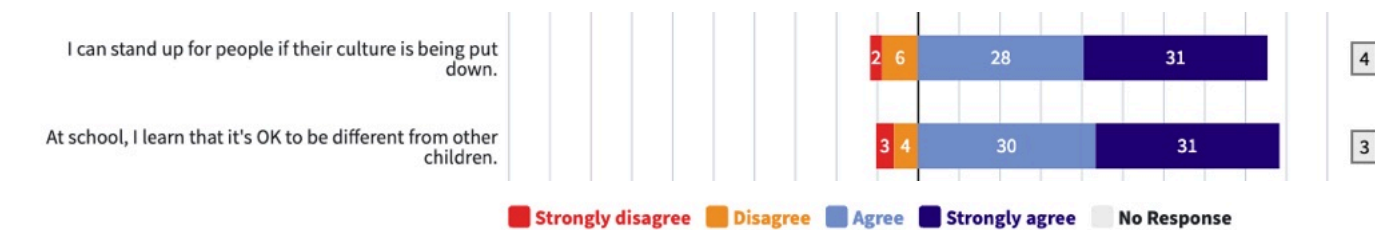
Caring and collaborative school



Respect for culture



MID YEAR:



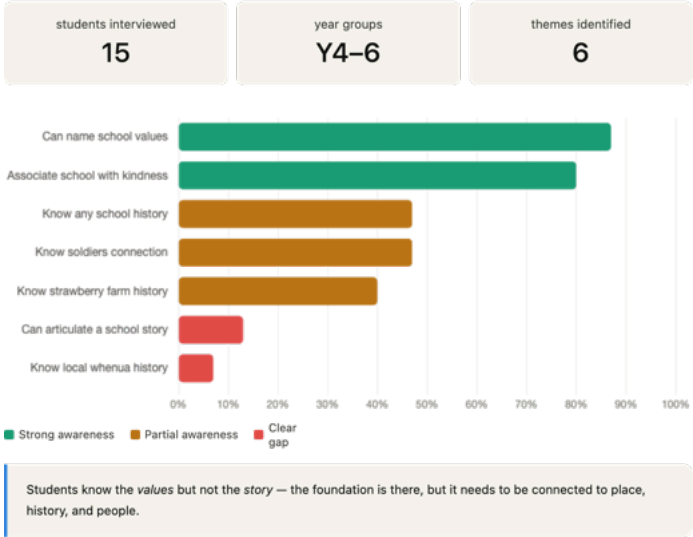
? ACTIONS	WHEN				WHO	RESOURCES	STATUS
→ Complete a cultural audit of data [wellbeing, whānau survey]processes and practices to identify areas of strength and areas for growth.	T1	T2			CL- CL/SLT [TL/DP/Principal]	Time: Leadership release \$	Started -... ▾
→ Decide what the key elements are that we would expect to see in our environment, practice and systems using what we know about school community.		T2			Principal- CL	Time: Leadership release	Not start... ▾
→ Plan ways to incorporate these values using our strengths and existing frameworks to reduce confusion.			T3		SLT - SLT [TL/DP/Principal]	Time: Hui	Not sche... ▾
→ [2026 T4 - 2027 T3] Start: Improving learning partnerships with whānau built on Birkdale values and culture				T4	SLT [TL/DP/Principal]- Staff	Time: Staff hui	Not sche... ▾

NOTE: Initiative 1.2 is roadmapped to start in 2027

INITIATIVE 1.2	WHAT WILL WE SEE?	MONITOR MEASURE
Confident learners: Develop and establish a learner agency model.	What do we expect to see by the end of the year? 1 Learners are becoming more active partners in learning.	How will you measure success? 1. Evidence gathering agency questions. 2. Quality of student learning contributions - does the value parents have for it change over time?

INITIATIVE 1.3	WHAT WILL WE SEE?	MONITOR MEASURE
Share our story: Shape, then share, our school identity using its unique cultural narratives and local history.	What do we expect to see by the end of the year? 1 Our school identity is widely understood and able to be articulated by a variety of stakeholders. 2 Birkdale Primary’s story is clearly articulated and celebrated through cultural narratives, visual identity, and curriculum experiences. Our community recognises and connects with our unique history and identity, strengthening belonging and pride.	How will you measure success? 1. Outcome: A variety of school artifacts that help share our story. 2. Stakeholder representative group being able articulate key elements of school narrative.

BASELINE DATA



Theme	Strong awareness	Partial awareness	Clear gap
Can name school values	85%	0%	0%
Associate school with kindness	80%	0%	0%
Know any school history	0%	45%	0%
Know soldiers connection	0%	45%	0%
Know strawberry farm history	0%	40%	0%
Can articulate a school story	0%	0%	15%
Know local whenua history	0%	0%	10%

Students know the values but not the story — the foundation is there, but it needs to be connected to place, history, and people.

? ACTIONS	WHEN				WHO	RESOURCES	STATUS
→ Together with stakeholders, explore and develop our school ‘story/ cultural narrative’ - including TKAM, local Māori whānau and community groups.	T1	T2			Principal - CL/ P	Time: Might need release \$	On track ▾
→ Create artifacts [resources, presentations, visual posters, videos, pictures etc] that represent our story in a variety of ways.		T2	T3		CL - Principal/CL/Staff	Time: Staff hui	Not starte... ▾
→ [2026 T4 - 2027 T2] Develop and implement a plan to strategically share our story with stakeholders.				T4	Principal - Principal/CL/Staff	Time: Staff hui	Not sched... ▾
→ Work with TKAM and local Māori community to strengthen school tikanga/ kawa and ways of working with iwi.	T1	T2	T3	T4	Principal- CL/ P/ TKAM/ M.Whānau	PD + Time: Partner with TKAM \$ Hui	On track ▾



GOAL②

WHANAUNGATANGA



Strong Trunk,
Strong Community.
Connected and
resilient.

GOAL ②



WHANAUNGATANGA

Strong trunk, Strong community - Connected and Resilient

INITIATIVE 2.1	WHAT WILL WE SEE?	MONITOR
Supported: Build responsive support systems where everyone can thrive.	1 Our school flourishes as a resilient, connected community where every individual feels a strong sense of whanaungatanga and actively contributes to our collective well-being.	How will you measure success? 1. Red tag data 2. Both - Learn and Grow conversations/ interactions - quality. Use simple scale e.g. 1- not engaging with L/G ... etc 3. Academic data

BASELINE DATA

END YEAR

Being collected...

ACTIONS	WHEN				WHO	RESOURCES	STATUS
→ Continue to develop our nurture space and environment to support learning and regulation	T1	T2	T3	T4	SENCo- LGL/S	Resources: \$	Started -... ▾
→ Strengthen Tier 2 support for Social and Emotional learning		T2	T3	T4	SENCo - LS Team [LG Leadl, TAs, LS kaiako]	Time: Hui	Not start... ▾
→ Embed 'Learn and Grow' systems and knowledge: identifying knowledge gaps.	T1				LGL - LGL		Complete ▾
→ Train facilitators in CPS coaching		T2	T3		SENCo-S	Time: Release \$ Reliever	On track ▾
→ [2026 T4 - 2027 T4] Start: Implement CPS coaching - create systems to support sustainability				T4	LGL - LG Team/ Staff	Time: Staff hui	Not sche... ▾
→ Communicating 'Learn and Grow' expectations with our whānau community. Decide when and how to do this effectively.	T1	T2			SENCo-LGL/ S/ Staff/ P	Time: Staff hui	On track ▾

INITIATIVE 2.2	 WHAT WILL WE SEE?	 MONITOR
Community Contributors: Grow a school community where students are meaningful contributors to collective well-being.	1 Every individual feels a strong sense of whanaungatanga and actively contributes to our collective well-being.	How will you measure success? 1. Tracking no. of student initiatives 2. Wellbeing data 3. Same as above - a. <i>Red tags data</i> b. <i>Learn and Grow conversations/ interactions - quality.</i>

BASELINE DATA	MID YEAR						
2025 Y4-6							
<table> <tr><th colspan="2">Pro-social student culture and strategies</th></tr> <tr> <td>Prosocial student culture</td><td>57.3%</td></tr> <tr> <td>Students' social strategies</td><td>60.0%</td></tr> </table>	Pro-social student culture and strategies		Prosocial student culture	57.3%	Students' social strategies	60.0%	
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2025 Y4/5							
<table> <tr><th colspan="2">Pro-social student culture and strategies</th></tr> <tr> <td>Prosocial student culture</td><td>62.5%</td></tr> <tr> <td>Students' social strategies</td><td>63.9%</td></tr> </table>	Pro-social student culture and strategies		Prosocial student culture	62.5%	Students' social strategies	63.9%	
Pro-social student culture and strategies							
Prosocial student culture	62.5%						
Students' social strategies	63.9%						

 ACTIONS	WHEN	WHO	RESOURCES	STATUS
→ Grow student and staff understandings of the impact their actions have on themselves, others and our school culture.	T1 T2 T3 T4	DP - LGL / TL/ Staff	Time: Team/ staff hui	On track ▾



GOAL ③

AHU WHAKAMUA



Flourishing for the
Future

GOAL ③



AHU WHAKAMUA

Flourishing for the future

INITIATIVE 3.1	WHAT WILL WE SEE?	MONITOR
Future-Ready: Equip learners with the skills and dispositions needed to confidently navigate their future.	- Skills and dispositions integrated into our BPS curriculum. - Students beginning to be able to discuss the new skills and dispositions	How will you measure success? 1. Outcome: Graduate profile integrated into assessment system

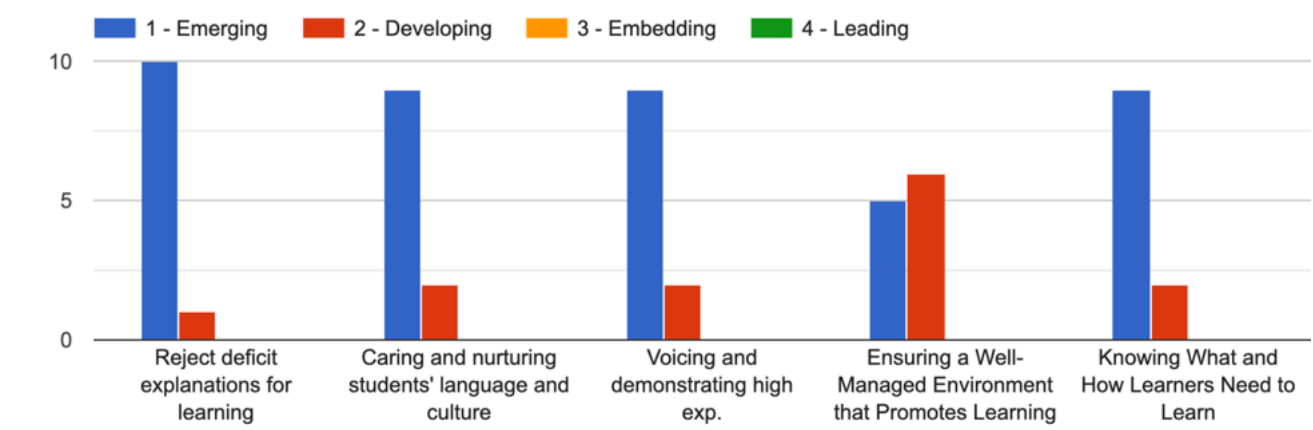
? ACTIONS	WHEN	WHO	RESOURCES	STATUS
→ [2026 T4-2027 T1] Complete half: Decide how our Graduate Profile will be used at school [more than reading/writing/maths!] - Expanding definitions of success.	T4	Principal - SLT [TL/DP/P]/CrL	Time: SLT hui	Not start... ▾

NOTE: Initiative 3.2 is roadmapped to start in 2027

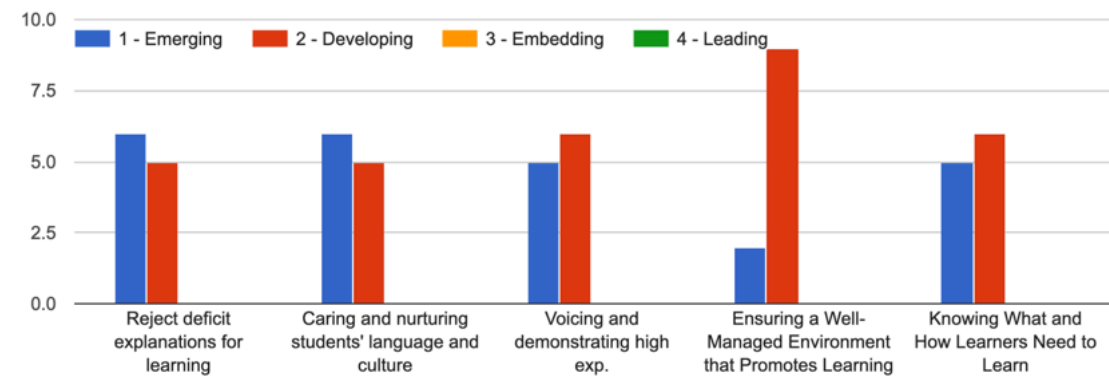
INITIATIVE 3.2	WHAT WILL WE SEE?	MONITOR
Sustainable Pathways: Create and implement a MM staffing and enrolment strategy	- Birkdale Primary has adequate staffing for MM - Enrolments in both pathways are growing over time	How will you measure success? - Outcome: MM staffing pool is larger - Enrolment numbers are growing or sustained

INITIATIVE 3.3	WHAT WILL WE SEE?	MONITOR
Excellence in Practice: Grow staff expertise in the new curriculum (mātauranga hou) to deliver our vision.	- Teachers can discuss the new curriculum areas with increasing confidence - Planning is aligned to new curriculum indicators - Formative assessment is linked to new curriculum	How will you measure success? 1. PGC matrix that weaves the north east kaupapa through our growing pedagogical knowledge. Teachers self assess themselves against it during staff hui and coaching to reflect on their growing curriculum knowledge supported by the 'North East' dimensions.

Baseline: Teacher’s self reflection on new curriculum areas



Mid-year



? ACTIONS	WHEN				WHO	RESOURCES	STATUS
→ Draft and implement a TMoA NZC implementation plan for 2026/27	T1				Principal - CrTeam [DP/P/CrL] /TL	Time: Hui	Complete ▾
→ Provide PD for staff to learn new TMoA NZC knowledge through hui and coaching.	T1	T2	T3	T4	CrL - CrTeam [DP/Principal/CrL] / TL/ Staff	Time: Staff/team hui Time: Release for coach \$	On track ▾
→ Support staff to assess using the new TMoA NZC	T1	T2	T3	T4	Principal - CrTeam [DP/P/CrL] / TL /Staff	Time: Staff/team hui Time: Release? \$	On track ▾