



Kilbirnie School (2880)

Strategic Plan 2024-2025.

Principal's Endorsement	Yes.
School Board endorsement	Yes.
Submission date to Ministry of Education and availability on school website.	March 1st 2024

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1. Te Tiriti o Waitangi Commitment.

Kilbirnie School acknowledges the special position of Māori as tangata whenua of Aotearoa New Zealand, te reo Māori as an official language, and Te tiriti o Waitangi/The Treaty of Waitangi as the founding document of New Zealand as a nation. The school's Bicultural Commitment Statement outlines how the school will ensure these important elements of our nation's history and culture are implemented in school practice, and integrated into the classroom. By doing this, we believe that a supportive and challenging environment will be created, in which our Māori students enjoy and achieve success as Māori.

This Commitment Statement is enacted by providing experiences and understandings in cultural traditions, language, local and national histories. To ensure that the school provides in Tikanga Māori (Māori culture) and te reo Māori (the Māori language) for all students, extra teaching personnel and staff professional learning and development have been provided. Our commitment to biculturalism captures three of the five principles of Ka Hikitia: The Māori Education Strategy:

- Treaty of Waitangi
- Identity, Language and Culture, and
- Ako: a two-way teaching and learning process.

We address the Treaty regarding: **Partnership, Participation and Protection:**

Partnership – build and nurture partnerships between Treaty partners.

- Building relationships and consulting with local kaumatua and iwi
- Meaningful engagement and collaboration with whānau Māori.
- Promote the partnership model within all aspects of the school

Participation – encourage Māori participation in all areas of the school (equality of opportunity)

- Encourage and foster a culture of bicultural practices, te reo Māori me nga tikanga – and ensure that they are meaningfully integrated into all curriculum areas
- Encourage and foster a culture of staff and community development to support knowledge of Te Tiriti, te reo Māori me nga tikanga.

Protection – ensure positive outcomes for all students and the sustainability of te reo Māori and tikanga within the school culture and environment.

- Monitoring the performance of Māori students in literacy, numeracy, language and engagement.
- Ensuring Te Reo Māori me nga tikanga are a part of the school's daily programme.

The school has a process in place to identify Māori students on enrolment. Achievement data for Māori students is tracked, and reported to the Board of Trustees, to ensure high expectations are maintained for their learning and that their needs are being met.

2. Community consultation.

The Kilbirnie School Board and senior leadership team consulted extensively during the development of this strategic plan. Our approach involved identifying general and targeted communities including Ākonga and whānau Māori. We then planned to create meaningful opportunities for engagement that would be as easy as possible for the stakeholders. Our methodology included individual korero, surveys and focus groups. We also worked with representatives from different targeted groups who then sort authentic information from communities and provided this. Through our Kāhui Ako we were also able to garner perspectives from local iwi.

3. Kilbirnie School Vision

To challenge and inspire for lifelong learning and achievement.

4. Kilbirnie School Whakatauki. Consultation at the time

Whaia te iti kahurangi, ki te tuohu koe me maunga teitei

(Seek that which is most precious, if you should bow let it be to a lofty mountain).

This Whakatauki speaks of aspiration, striving for success and determination to be the best one can be. It is about aiming high and persevering when challenged. These themes resonate with the vision, graduate profile, enablers and values of Kilbirnie School. This Whakatauki is aligned to education in a broad sense, with education and learning beginning at birth and continuing throughout life.

5. Kilbirnie School Motto

Whaia te iti kahurangi.

(Strive for something of great value).

Our motto is associated with the idea of encouraging and supporting learners to strive to reach their personal potential - to be the best they can be. This motto encourages us to pursue the things that we believe are important in growing our students into lifelong learners and achievers. The motto is closely aligned to the notion of personalized learning. Our school intends to deliver personalised learning in regard to student needs and interests. We conceptualise success and achievement in a holistic sense. We also believe all students are capable of engagement, progress and achievement.

6. Kilbirnie School Values

Our school values are integral to school life. They are to be woven through the curriculum, modelled by staff, students and community and at times explicitly taught.

Kilbirnie Children CARE

C:	CONFIDENCE	Inquiry; Curiosity; Independence; Responsibility
A:	ACHIEVEMENT	Excellence; Creativity; Innovation; Co-operation
R:	RESPECT	Consideration; Integrity; Honesty; Diversity
E:	EMPATHY	Compassion; Sense of Family; Caring

7. Kilbirnie School Graduate Profile

These are the competencies, skills and qualities we want the students of Kilbirnie School to have developed when they leave our school at the end of year 6.



The infographic features a stylized blue bird in flight at the top right, with the text "To challenge and inspire for lifelong learning and achievement." Below the bird, the school's logo is on the left, consisting of a circular emblem with a white bird and blue waves, followed by the text "KILBIRNIE SCHOOL EST. 1884" and "Whāia te iti kahurangi". The main content is divided into three sections: "OUR VALUES", "OUR TEACHERS", and "OUR GRADUATES".

KILBIRNIE SCHOOL EST. 1884
Whāia te iti kahurangi

OUR VALUES
Our school values are woven through the curriculum and modelled by staff, students and community.
Kilbirnie Children C.A.R.E.
C Confidence
A Achievement
R Respect
E Empathy

OUR TEACHERS
Our teachers will reflect the principles of:
AWHINA
Students will be included as part of their class and the school as a whole.
AKO
Learning is an active process shared by adults and students.
WHANAUNGATANGA
Parents and whanau are central to student progress and achievement.

OUR GRADUATES
When students leave Kilbirnie School at the end of Year 6, they will be:

- Curious and engaged participants, contributors and leaders.
- Creative, innovative and critical thinkers who communicate effectively.
 - Independent self-managers who set goals, self assess and reflect.
 - Happy at school with a strong sense of inclusion and belonging.
- Literate, numerate and keen participants in physical activity.
- Confident, resilient and willing to take risks.
- Respectful of others and aware of tikanga Māori.
- Skilled users of technologies and discerning consumers of information.
- Aware of the environment and eager to protect it.

8. Te Motu Kairangi kahui ako.

Kilbirnie School is one of 13 schools in this kahui ako. The current achievement challenge (2023) is:

To increase achievement for all Ākonga in Literacy and Mathematics through and towards greater Equity, Engagement, Enrichment and Connection.

9. Kilbirnie School Enablers

These are the principles that guide the work of Kilbirnie School. We base the work of the school on our shared understanding of how students learn and what their needs are as they grow, live and learn in a changing and unpredictable world. The enablers are underpinned by the concepts of:

Awhina: Students will be included as part of their class and the school as a whole.

Ako: Learning is an active process shared by adults and students.

Whanaungatanga: Parents and whanau are central to student progress and achievement.



We base the work of the school on our shared understanding of how students learn and what their needs are as they grow, live and learn in a changing and unpredictable world.

As teachers we will:

- Be willing to innovate pedagogically and seek evidence to evaluate its success.
- Expose students to a wide range of experiences acknowledging diverse talents and success in a broad sense.
- Deliver a curriculum based on transferable concepts emphasizing the links between learning and real life.
- Consider all students capable of progress and achievement while striving to personalise learning in regard to student needs and interests.
- Ensure students have opportunities to create, innovate and imagine across the curriculum including the application of understandings in problem solving contexts.
- Promote engagement, progress, success and excellence in literacy and numeracy.
- Provide opportunities for students to use digital technology to access and engage with information and to collaborate.
- Provide opportunities for student choice in independent and collaborative learning. Ensure student voice is heard.

10. Strategic goals. Aligned to our Board's primary objectives and the National Education Learning Priorities.

We believe that if our students develop the competencies represented in the Kilbirnie School graduate profile they will be prepared to continue to succeed educationally and personally, equipped with the skills for on-going learning and development. The graduate profile is now implicit in the planning, this is consistent with the aspirations of the Kilbirnie School community, the primary objectives for school board's and the NELPS. Quality teaching and deep learning drive the Kilbirnie School vision. We are guided by the principles of teacher inquiry, evaluation and knowledge building for improvement and innovation. Annual student achievement targets are established based on needs identified in school wide data. Targets are captured under strategic goal 1. Kilbirnie School will ensure that equity and excellence is at the centre of its evaluation of these targets and implementation plans.

The following strategic goals have been identified for 2024-2025.

<p>Strategic goal 1: Equity and excellence for all students as they access the New Zealand and Kilbirnie School curricula. Literacy and numeracy are prioritised.</p>		
<p>Elaboration: We aim to provide a rich and broad-based curriculum that promotes progress and achievement in all learning areas. We have a particular focus on literacy and numeracy for all students. Formative assessment practice provides teachers with quality information to identify progress and enhance further learning.</p>		
<p>Expectation: Student assessment information is used formatively, to enhance student agency and to identify next learning steps. This is also summatively to identify individuals and groups of students needing support to meet and exceed expected levels of achievement particularly in literacy and numeracy. We develop plans and actions to accelerate progress for identified groups. Annual student achievement targets are set and progress is monitored throughout the year.</p>		
<p>Links to education requirements.</p> <p>Te Mātaiaho and the Common Practice Model</p> <p>The Literacy and Communication and Maths Strategy</p> <p>Wellbeing in Education Strategy</p> <p>The New Zealand Child and Wellbeing Strategy</p> <p>Ka Hikitia - Ka Hāpaitia Tau Mai te Reo</p> <p>The Action Plan for Pacific Education 2020-2030</p>	<p>Links to board priorities:</p> <p>Every student at the school is able to attain their highest possible standard in education achievement.</p> <p>The school is inclusive of, and caters for, students with differing needs.</p>	<p>Links to NELPS:</p> <p>Have high aspirations for every learner and ākongā, 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.</p> <p>Reduce barriers to education for all, including for Māori and Pacific learners, disabled learners and those with learning support needs</p> <p>Ensure every learner gains sound foundation skills, including language, literacy and numeracy.</p>

Strategic goal 2: Kilbirnie school gives effect to Te Tiriti o Waitangi. Ākonga Māori have the opportunity to succeed as Māori.

Elaboration:

The Kilbirnie School Te Tiriti o Waitangi commitment statement and Ākonga Māori achievement plan are fundamental school documents.

Expectation:

Kilbirnie School acknowledges the special position of Māori as tangata whenua of Aotearoa New Zealand, te reo Māori as an official language, and Te tiriti o Waitangi/The Treaty of Waitangi as the founding document of New Zealand as a nation. We work to ensure its plans, policies and local curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori and take all reasonable steps to make instruction available in tikanga Māori and te reo Māori. Kilbirnie School is achieving equitable outcomes for Māori students as Māori.

Links to education requirements.

Te Mātaiaho and the Common Practice Model

Attendance and Engagement Strategy

Ka Hikitia - Ka Hāpaitia Tau Mai te Reo

The Action Plan for Pacific Education 2020-2030.

Links to board priorities:

Working to ensure its plans, policies and local curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori.

Taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori.

Achieving equitable outcomes for Māori

Links to NELPS:

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

Have high aspirations for every learner and 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

Reduce barriers to education for all, including Māori and Pacific learners, learners with disabilities and those with learning support needs

Ensure every learner gains sound foundation skills, including language, literacy and numeracy

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

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

Strategic goal 3: Hauora (well-being) for all students in a safe environment where relationships are positive.

Elaboration:
 Kilbirnie School conceptualizes Hauora (well-being) within the context of Te Whare tapa Whā. This enhances our awareness of student physical and emotional health. We believe that student happiness underpins engagement, progress and achievement in learning.

Expectation:
 All students feel comfortable, confident and happy in all aspects of their physical and emotional health. Relationships between students and between students and adults are positive, collaborative and respectful. We celebrate diversity and promote inclusion.

Links to education requirements.	Links to board priorities:	Links to NELPS:
Attendance and Engagement Strategy Wellbeing in Education Strategy The New Zealand Child and Wellbeing Strategy Ka Hikitia - Ka Hāpaitia Tau Mai te Reo The Action Plan for Pacific Education 2020-2030	The school is a physically and emotionally safe place for all students and staff. Gives effect to relevant student rights. Takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school The school is inclusive of, and caters for, students with differing needs.	Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying. Have high aspirations for every learner and 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. Reduce barriers to education for all, including for Māori and Pacific learners, disabled learners and those with learning support needs Ensure every learner gains sound foundation skills, including language, literacy and numeracy

Strategic goal 4: Develop a local school curriculum that is consistent with the needs and interests of our students. This is based on the intent and requirements of Te Mātaiaho (the refreshed New Zealand Curriculum).

Elaboration:

Our local curriculum is the way we bring Te Mātaiaho to life at Kilbirnie School. It needs to be responsive to the needs, identities, languages, cultures, interests, strengths and aspirations of our learners and their whānau and have a clear focus on what supports the progress of all learners. This is unique and responsive to the priorities, preferences, and issues of the Kilbirnie School community.

Expectation:

The Kilbirnie School curriculum is responsive to the needs, identities, languages, cultures, interests, strengths and aspirations of our learners and their families and have a clear focus on what supports the progress of all learners. This is unique and responsive to the priorities, preferences, and issues of the Kilbirnie School community. Our curriculum gives effect to Te Tiriti o Waitangi.

Links to education requirements.

Te Mātaiaho and the Common Practice Model

The Literacy and Communication and Maths Strategy

Attendance and Engagement Strategy

Ka Hikitia - Ka Hāpaitia Tau Mai te Reo

The Action Plan for Pacific Education 2020-2030

Links to board priorities:

Every student at the school is able to attain their highest possible standard in education achievement.

The school is inclusive of, and caters for, students with differing needs.

The school is a physically and emotionally safe place for all students and staff.

Gives effect to relevant student rights.

Takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school

The school is inclusive of, and caters for, students with differing needs.

Working to ensure its plans, policies and local curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori.

Taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori.

Links to NELPS:

Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying.

Have high aspirations for every learner and 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.

Reduce barriers to education for all, including for Māori and Pacific learners, disabled learners and those with learning support needs

Ensure every learner gains sound foundation skills, including language, literacy and numeracy.

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

Develop staff to strengthen teaching, leadership and learner support capability across the education workforce.

