



# Bairds Mainfreight Primary School Strategic & Annual Plan 2024-2025

**Ko te kura o Bairds Mainfreight, e tū  
ana**

**Kei Ōtara mātou, e noho ana**

**Ko Te Puke ō Tara, te maunga kōhatu**

**Ko Tāmaki te awa, e rere ana**

**Ko Tara Te Irirangi te rangatira e!**

**Ko Ngāti Ōtara te iwi nei,**

**Ko Tāmaki Makaurau te hāpori whānui,**

**Mai ngā hau e whā, haere mai kia kotahi  
ai.**

**Mā te mahi pai, ka ora ai te iwi,**

**Tātou whāia te iti kahurangi e!**

**Bairds Mainfreight is our school,**

**Ōtara is our home,**

**Ōtara is our ancient mountain,**

**Tāmaki is our river that runs through Otara,**

**Our chief is Tara Te Irirangi!**

**Ōtara is our community,**

**Auckland is our wider community,**

**People from all areas, come together and unite as one.**

**Through hard work the people and community will  
flourish,**

**Children pursue your dreams!**

Our Purpose:  
To develop a community of learners who know and  
believe that:

**“Anything is Possible.”**



**A great place to learn.  
A fun place to be.**



# BMPS Values

Our values are integral to who we are at BMPS. These values create our positive, inclusive, collaborative culture.

<div style="border: 1px solid #4a7ebb; border-radius: 50%; padding: 10px; width: 80%; margin: 0 auto;"> <p style="writing-mode: vertical-rl; transform: rotate(180deg); color: #c00000;">Community &amp; Participation</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg); color: #c00000;">Hapori me te Whai Whaitanga</p> </div>	<div style="border: 1px solid #4a7ebb; border-radius: 50%; padding: 10px; width: 80%; margin: 0 auto;"> <p style="writing-mode: vertical-rl; transform: rotate(180deg); color: #c00000;">Excellence</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg); color: #c00000;">Te Hiranga</p> </div>	<div style="border: 1px solid #4a7ebb; border-radius: 50%; padding: 10px; width: 80%; margin: 0 auto;"> <p style="writing-mode: vertical-rl; transform: rotate(180deg); color: #c00000;">Respect</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg); color: #c00000;">Whakautu</p> </div>	<div style="border: 1px solid #4a7ebb; border-radius: 50%; padding: 10px; width: 80%; margin: 0 auto;"> <p style="writing-mode: vertical-rl; transform: rotate(180deg); color: #c00000;">Integrity</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg); color: #c00000;">Ma Te Pono</p> </div>	<div style="border: 1px solid #4a7ebb; border-radius: 50%; padding: 10px; width: 80%; margin: 0 auto;"> <p style="writing-mode: vertical-rl; transform: rotate(180deg); color: #c00000;">Creativity &amp; Innovation</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg); color: #c00000;">Te Auahatanga me te Mahi Hou</p> </div>
<p style="color: #c00000;">Reliable Leaders Team Players Engaged Citizens Change Makers</p>	<p style="color: #c00000;">Active Learning Reflective Self Managing Determined Growth Mindset Orientated</p>	<p style="color: #c00000;">Kind Empathetic Courteous Inclusive Kaitiaki (self, others &amp; environment)</p>	<p style="color: #c00000;">Courageous Resilient Responsible Trustworthy Honest</p>	<p style="color: #c00000;">Curious Innovative Risk-Takers Problem Solvers Adventurous</p>



# BMPS Te Āhuatanga o ā Tātau Ākonga

## Te āhuatanga o ā tātau ākonga/Ākonga Profile

**Tuakiritanga-  
Identity and  
belonging**

**Hauora-  
wellbeing**

**Whanaungatanga-  
Connectedness**

**Ako- teaching  
and learning**

### Tamariki at BMPS will:

whakatinana i ngā  
mātāpono o te Tiriti  
o Waitangi:  
embody and  
express the  
principles inherent  
in Te Tiriti o  
Waitangi

have a strong sense  
of cultural  
belonging

demonstrate  
acceptance and  
respect of all  
people and cultures

have an awareness  
of self

have belief in self

be socially and  
emotionally  
resilient

be adaptable and  
flexible in new and  
changing situations

be able to seek  
support and help  
when needed

live by the BMPS  
values

make connections  
between people,  
places and things in  
their world

care for themselves,  
others and our world

contribute to and  
within their  
community

experience success  
and strive for  
excellence in learning

be eager to learn and  
persist with challenges

be able to set goals  
and work towards  
achieving them

take risks with their  
learning and see  
mistakes as  
opportunities to learn

be able to listen,  
respond and  
communicate  
effectively



## Te Tiriti o Waitangi and Cultural Responsiveness

### Māori dimensions and Cultural Responsiveness

BMPS recognises and acknowledges the significance of Te Tiriti o Waitangi and works hard to ensure that Te Tiriti is adhered to. A culture of respect and celebration of achievement underpins our philosophy as we work in partnership with all members of our school community. Bairds Mainfreight Primary School will be inclusive and responsive of all cultures, as appropriate to its community. We have developed policies, plans and practices that reflect New Zealand's cultural diversity and unique position of Māori. In recognising the unique position of Māori, we will continue to strive to provide learning which allows Māori to succeed as Māori. BMPS is committed to growing a community of successful lifelong learners; including Māori, Pasifika and all of our tamariki.

### A Little of What Happens at BMPS

Honouring Te Tiriti	Cultural Diversity	Inclusiveness for All
<ul style="list-style-type: none"> <li>• Whānau engagement regarding the strategic direction of BMPS</li> <li>• All tamariki learning Te Reo through our BMPS curriculum</li> <li>• Kapa Haka available for Y5/6 ākonga</li> <li>• Develop the relationship with our iwi and marae</li> <li>• All ākonga learning their pepeha</li> <li>• Authentic experience of Te Ao Māori e.g. powhiri, speaking in Te Reo, etc</li> <li>• All ākonga learning about our local and our NZ History</li> <li>• Developing teacher practice through MAC</li> <li>• A focus on Te Wiki o Te Reo Māori</li> <li>• A focus on Te Tiriti for learners, staff and the BOT</li> <li>• Kaiako development on Cultural Responsiveness.</li> <li>• A focus on Māori succeeding as Māori.</li> </ul>	<ul style="list-style-type: none"> <li>• BMPS has an inclusive culture where all are respected and valued</li> <li>• Whānau engagement regarding the strategic direction of BMPS</li> <li>• Culture festival</li> <li>• Pasifika Language weeks are celebrated</li> <li>• Cultural responsiveness is a learning focus for all kaiako</li> <li>• Opportunities for tamariki/whānau to celebrate their culture</li> <li>• Incorporating the languages of our tamariki into every learning</li> <li>• Feedback from our learners on how BMPS can better meet their needs</li> <li>• Ākonga agency</li> </ul>	<ul style="list-style-type: none"> <li>• All ākonga have the opportunity to achieve success at BMPS.</li> <li>• All ākonga are able to access The New Zealand Curriculum and their progress and achievement will be monitored effectively in relation to curriculum levels.</li> <li>• Effective partnerships between the BOT, school personnel, specialists and whānau will provide a strong platform towards meeting the special education needs of all ākonga</li> <li>• Inclusive practices which engage all tamariki</li> <li>• Kaiako and whānau work in partnership for our tamariki.</li> <li>• Home and school work together for the hauora/wellbeing of all tamariki</li> </ul>



# BMPS Strategic Plan 2024-2025

**Vision Statement :**

**To develop a community of learners who know and believe that: “Anything is Possible.”**

Our Strategic Plan outlines the board’s strategic aims for the next two years. It was developed as a result of consultation with our community and ākonga and reflects what our board is doing to make a difference for student achievement and progress, particularly for Māori and Pasifika ākonga, and ākonga with special education needs.

Our Annual plan identifies the board’s priorities for the coming year. It includes the board’s actions to raise ākonga achievement. It also describes how the board is giving effect to the NELP.

**Strategic Goal 1**

**Practices are inclusive, respectful and culturally responsive**

2024	2025
<p><b>Actions</b></p> <ul style="list-style-type: none"> <li>Develop knowledge and understanding of Te Tiriti o Waitangi for both staff and ākonga</li> <li>Māori achieving as Māori Plan is implemented across BMPS</li> <li>Te Reo, Tikanga and Te Ao Māori is an every day part of BMPS</li> <li>BMPS continues to develop an inclusive school culture with an emphasis on language, culture and identity through great teaching and learning</li> <li>Visiting and learning about our history at the marae and a focus on Ko Wai Matou for all learners</li> <li>Developing a BMPS relationship with Mana Whenua and Tangata Whenua</li> </ul>	<p><b>Actions</b></p> <ul style="list-style-type: none"> <li>To continue on the journey of learning about Te Tiriti o Waitangi</li> <li>A plan to ensure that all tamariki have a good knowledge and understanding of Te Tiriti by the time they leave BMPS</li> <li>Māori achieving as Māori Plan is implemented across BMPS</li> <li>Ensuring all new kaiako receive the necessary MAC PLD</li> <li>BMPS continues to develop an inclusive school culture with an emphasis on language, culture and identity through great teaching and learning</li> <li>Māori enjoying and achieving education success as Māori</li> <li>Te Reo, Tikanga and Te Ao Māori is an every day part of BMPS</li> <li>Critical review and strategic planning to ensure sustainability and authenticity</li> </ul>

**We will be successful when:**

**Language, culture and identity are embedded within BMPS**



# BMPS Strategic Plan 2024-2025

## Strategic Goal 2

To develop innovative, responsive teaching and learning to enable student success

2024

2025

**Actions**

- A focus on the health and wellbeing of all tamariki and staff
- PGC has a focus on using data to determine next teaching/learning steps
- A focus on Kaiako capability and accountability
- A focus on accelerating learning in Reading/Writing/Maths
- Assessment for Learning is a focus across BMPS
- Referring to and using outside agencies as required, to get the necessary support for ākongā

**Actions**

- A focus on the health and wellbeing of all tamariki and staff
- PGC has a focus on using data to determine next teaching and learning steps
- A focus on Kaiako capability
- A focus on accelerating learning in Reading/Writing/Maths
- A focus on Structured Literacy in Year 1-4
- Structured Literacy PLD and implementation in Y5-6
- Ensure coherence across year levels and curriculum levels to ensure that tamariki skills and knowledge are developed consistently
- Reflect and review practice collaboratively and make changes as necessary
- Assessment for Learning is a focus across BMPS
- Referring to and using outside agencies as required, to get the necessary support for ākongā

**We will be successful when:**

When all ākongā have the opportunity to succeed through innovative and responsive teaching and learning



# BMPS Strategic Plan 2024-2025

**Strategic Goal 3**

**Ensuring that we have an actively engaged learning community**

**2024**

**2025**

- Actions**
- Community focus on attendance
  - Developing good home/BMPS partnerships
  - Seek opportunities for community communication and feedback
  - Using our school management system for real time reporting

- Actions**
- A community focus on attendance
  - Fono and hui being held to share BMPS data and discuss ideas for improvement
  - Whānau engagement initiatives to encourage a strong partnership
  - Provide opportunities for more student agency

**We will be successful when:**

**We have an engaged community who work in partnership with BMPS to ensure success for every learner.**



# BMPS Annual Goals Overview 2025

Goal	Initiative	NELP	Action
<p><b>Practices are inclusive, respectful and culturally responsive</b></p>	<p>To continue on the journey of embedding Te Ao Māori at BMPS including developing a relationship with Tanagata and Mana Whenua</p>	<ul style="list-style-type: none"> <li>• <b>Learners at the centre</b></li> <li>• <b>Barrier free access</b></li> <li>• <b>Quality Teaching &amp; Leadership</b></li> </ul>	<ul style="list-style-type: none"> <li>• To continue on the journey of learning about Te Tiriti o Waitangi</li> <li>• A plan to ensure that all tamariki have a good knowledge and understanding of Te Tiriti by the time they leave BMPS</li> <li>• Māori achieving as Māori Plan is implemented across BMPS</li> <li>• Ensuring all new kaiako receive the necessary MAC PLD</li> <li>• BMPS continues to develop an inclusive school culture with an emphasis on language, culture and identity through great teaching and learning</li> <li>• Māori enjoying and achieving education success as Māori</li> <li>• Te Reo, Tikanga and Te Ao Māori is an every day part of BMPS</li> <li>• Critical review and strategic planning to ensure sustainability and authenticity</li> </ul>
<p><b>To develop innovative, responsive learning environments to enable student success</b></p>	<p>Implementing professional learning for kaiako and targeted support for ākongā</p>	<ul style="list-style-type: none"> <li>• <b>Learners at the centre</b></li> <li>• <b>Barrier free access</b></li> <li>• <b>Quality Teaching &amp; Leadership</b></li> </ul>	<ul style="list-style-type: none"> <li>• A focus on the health and wellbeing of all tamariki and staff</li> <li>• PGC has a focus on using data to determine next teaching and learning steps</li> <li>• A focus on Kaiako capability</li> <li>• A focus on accelerating learning in Reading/Writing/Maths</li> <li>• A focus on Structured Literacy in Year 1-4</li> <li>• Structured Literacy PLD and implementation in Y5-6</li> <li>• Ensure coherence across year levels and curriculum levels to ensure that tamariki skills and knowledge are developed consistently</li> <li>• Reflect and review practice collaboratively and make changes as necessary</li> <li>• Assessment for Learning is a focus across BMPS</li> <li>• Referring to and using outside agencies as required, to get the necessary support for ākongā</li> </ul>

## BMPS Annual Goals Overview 2025

Goal	Initiative	NELP	Action
<b>An actively engaged learning community</b>	Further engagement with tamariki, whānau, community, iwi and staff to strengthen learning partnerships	<ul style="list-style-type: none"> <li>• <b>Learners at the centre</b></li> <li>• <b>Barrier free access</b></li> <li>• <b>Quality Teaching &amp; Leadership</b></li> </ul>	<ul style="list-style-type: none"> <li>• A community focus on attendance</li> <li>• Fono and hui being held to share BMPS data and discuss ideas for improvement</li> <li>• Whānau engagement initiatives to encourage a strong partnership</li> <li>• Provide opportunities for more student agency</li> </ul>



# BMPS Annual Plan 2025

<b>Strategic Intent 1</b>	<b>Practices are inclusive, respectful and culturally responsive</b>
<b>Annual Target</b>	<b>All tamariki feel supported in their learning and are valued for who they are</b>
<b>Links to board primary objectives and education requirements</b>	<ul style="list-style-type: none"> <li>• NELP</li> <li>• MAC</li> <li>• Actions</li> </ul>
<b>What do we expect to see by the end of the year?</b>	<b>Te Āo Māori and all cultures are an integral part of who we are and how we learn.</b>

<b>Actions</b>	<b>Responsibility</b>	<b>Resources</b>	<b>Timeframe</b>	<b>The Plan and How we will Evaluate and Measure Success</b>
<p>To continue on the journey of learning about Te Tiriti o Waitangi</p> <p>A plan to ensure that all tamariki have a good knowledge and understanding of Te Tiriti by the time they leave BMPS</p>	<p>Tumuaki SLT Kaiako</p>	<p>MAC/George PLD</p>	<p>Term 1-4</p>	<ul style="list-style-type: none"> <li>• BMPS staff demonstrate Te Tiriti centric practices</li> <li>• Te Tiriti PLD for kaiako and BOT</li> <li>• Te Tiriti teaching and learning implemented authentically across BMPS</li> <li>• Evidence in teaching and learning and through PGC and PS reflection and evaluations</li> <li>• Feedback from all stakeholders</li> </ul>



# BMPS Annual Plan 2025

<b>Actions</b>	<b>Responsibility</b>	<b>Resources</b>	<b>Timeframe</b>	<b>The Plan and How we will Evaluate and Measure Success</b>
Māori achieving as Māori Plan is implemented across BMPS	Tumuaki SLT Kaiako	BMPS MaM Plan Tātaiako	Term 1-4	<ul style="list-style-type: none"> <li>• Feedback from Māori ākonga on how well we are doing</li> <li>• Evidence of achievement through assessment data</li> <li>• Te Reo Māori and tikanga Māori evident across BMPS</li> <li>• Maori tamariki agency in learning</li> <li>• Te Tiriti PLD for kaiako and BOT</li> <li>• Te Tiriti teaching and learning implemented authentically across BMPS</li> <li>• Evidence in teaching and learning and through PGC and PS reflection and evaluations</li> <li>• Evaluated assessment data used to determine next teaching and learning steps</li> <li>• Tamariki will be able to talk about their learning-their goals and next steps</li> </ul>
Ensuring all new kaiako receive the necessary MAC PLD	Tumuaki SLT Kaiako	MAC PLD BMPS MaM Plan	Term 1-4	<ul style="list-style-type: none"> <li>• Evidence of Te Reo/Te Āo Māori for at least 15 minutes per day, in every class</li> <li>• Evidence of Te Reo learning plans being used</li> <li>• Kaiako being part of PLD</li> <li>• Evidence of teaching and learning through Professional Standards</li> </ul>



# BMPS Annual Plan 2025

Actions	Responsibility	Resources	Timeframe	The Plan and How we will Evaluate and Measure Success
<p>BMPS continues to develop an inclusive school culture with an emphasis on language, culture and identity through great teaching and learning</p>	<p>Tumuaki SLT Kaiako Board</p>	<p>BMPS Profile BMPS Values Ka Hikitia Hautū MAC resources</p>	<p>Term 1-4</p>	<ul style="list-style-type: none"> <li>• PLD sessions with George will have taken place</li> <li>• Evidence of learning changing practice</li> <li>• Evidence of change to goals and practice in class and across BMPS: relationships, student agency with teaching and learning</li> <li>• Hautu tool used by board to review practice and determine next steps</li> </ul>
<p>Māori enjoying and achieving education success as Māori</p>	<p>Tumuaki SLT Kaiako Board</p>	<p>BMPS teaching and learning plans Assessment data Feedback gathered during consultation</p>	<p>Term 1-4</p>	<ul style="list-style-type: none"> <li>• Culturally responsive teaching and learning for Māori learners</li> <li>• Consultation with our Māori learners to ensure that we are meeting their needs</li> <li>• Evidence in achievement data</li> <li>• Evidence in improved attendance</li> <li>• Evidence in participation in all curriculum areas</li> <li>• Evidence of noticing, evaluation and change to practice</li> <li>• Teams have a focus on culturally responsive practices as part of their inquiry</li> <li>• Evidence of change to goals and practice in class and across BMPS: relationships, student agency with teaching and learning</li> </ul>
<p>Te Reo, Tikanga and Te Ao Māori is an every day part of BMPS</p>	<p>Kaiako Team Leaders DP</p>	<p>Tertiary education PGC Riki George MAC resources Team planning Kaiako planning BMPS Māori Education Plan</p>	<p>Term 1-4</p>	<ul style="list-style-type: none"> <li>• Some Kaiako and staff learning Te Reo</li> <li>• Kapa haka for all tamariki</li> <li>• At least 60% of classes working at level 4b for Te reo (teaching Te Reo for at least 3 hours per week)</li> </ul>



# BMPS Annual Plan 2025

<b>Actions</b>	<b>Responsibility</b>	<b>Resources</b>	<b>Timeframe</b>	<b>The Plan and How we will Evaluate and Measure Success</b>
Critical review and strategic planning to ensure sustainability and authenticity	Tumuaki SLT	BMPS teaching and learning plans community George Riki Warid	Term 1-4	<ul style="list-style-type: none"><li>• Ensuring that cultural sustainable practice remains a board goal</li><li>• New kaiako taking part in PLD</li><li>• Annual reflection and review across BMPS to ensure that we are on track</li><li>• Being part of initiatives developed by tangata and mana whenua</li><li>• Receiving tamariki and community feedback/feed forward on our strategic direction</li></ul>



# BMPS Annual Plan 2025

<b>Strategic Intent 2</b>		<b>To develop innovative, responsive teaching and learning to enable student success</b>		
<b>Annual Target</b>		<b>To accelerate the learning of target ākonga in the core learning areas</b>		
<b>Links to board primary objectives and education requirements</b>		<ul style="list-style-type: none"> <li>• Government Education Priorities 2024</li> <li>• NELP</li> <li>• Actions</li> </ul>		
<b>What do we expect to see by the end of the year?</b>		<b>Accelerated learning for target ākonga in Reading, Writing and Maths</b>		
<b>Actions</b>	<b>Responsibility</b>	<b>Resources</b>	<b>Timeframe</b>	<b>The Plan and How we will Evaluate and Measure Success</b>
A focus on the health and wellbeing of all tamariki and kaiako	Tumuaki DP Team Leaders Kaiako	Mitey facilitators Wellness Team for staff	Term 1-4	<ul style="list-style-type: none"> <li>• Term one focus on building and developing relationships</li> <li>• Relationship focus is built into learning: Ko Wai Matou?</li> <li>• Mitey/mental health learning implemented</li> <li>• Kaiako looking after themselves and each other</li> <li>• Pastoral care of all tamariki and staff evident</li> <li>• Evidence of care and respect across BMPS</li> </ul>
PGC has a focus on using data to determine next teaching/learning steps	Tumuaki DP Team Leaders Kaiako	Tamariki working towards doc HERO Class assessment data PGC	Term 1-4	<ul style="list-style-type: none"> <li>• Evidence of data being used for kaiako reflection and decision making</li> <li>• Evidence of targeted learning in class</li> <li>• Kaiako will respond to student feedback about their teaching and learning</li> <li>• Regular team discussion and reflection and review to allow kaiako to determine if what they are doing is working</li> <li>• Tamariki being referred for support based on assessment</li> </ul>
A focus on Kaiako capability and accountability	Tumuaki Kaiako	As above PLD	Term 1-4	<ul style="list-style-type: none"> <li>• Evidence of kaiako reflection and review of practice</li> <li>• Kaiako taking part in PLD to improve practice</li> <li>• Sharing best practice</li> <li>• Coaching and mentoring as required</li> <li>• Kaiako asking for help</li> </ul>



# BMPS Annual Plan 2025

Actions	Responsibility	Resources	Timeframe	The Plan and How we will Evaluate and Measure Success
A focus on accelerating learning in Reading/ Writing/Maths	Tumuaki DP Team Leaders Kaiako	PGC Targeted PLD BMPS and class data Tamariki Working Towards docs	Term 1-4	<ul style="list-style-type: none"> <li>Evidence of both formative and summative assessment being used to decide on teaching and learning</li> <li>'Nothing is left to chance.' Assorted ways to ensure clarity for all learners</li> <li>In school PLD as appropriate</li> <li>Evidence of accelerated learning of target ākonga</li> <li>Evidence of accelerated learning of ākonga taking part in maths and literacy groups</li> </ul>
A focus on Structured Literacy in Year 1-4  Structured Literacy PLD and implementation in Y5-6	Tumuaki Kaiako BSLA facilitators	Canterbury University, BSLA PLD  BSLA resources	Term 1-4	<ul style="list-style-type: none"> <li>All new kaiako taking part in BSLA PLD</li> <li>Evidence of structured literacy being implemented across BMPS</li> <li>Using assessment data to determine next teaching and learning steps for ākonga</li> <li>A Tier 2 kaiako for tamariki who require additional support</li> <li>Ensuring kaiako link BSLA to other relevant learning</li> </ul>
Ensure coherence across year levels and curriculum levels to ensure that tamariki skills and knowledge are developed consistently	Tumuaki DP Team Leaders Kaiako	Kerry/EA Clarity in the Classroom	Term 1-4	<ul style="list-style-type: none"> <li>Ensure that moderation is planned for and is part of kaiako and team hui</li> <li>Kaiako sharing and checking data within and across teams</li> <li>PLD on refreshed curriculum areas-specifically maths</li> <li>Peer observations are part of practice</li> <li>PGC discussions within teams</li> </ul>
Reflect and review practice collaboratively and make changes as necessary	Tumuaki SLT Kaiako	PGC Assessment data Kaiako	Term 1-4	<ul style="list-style-type: none"> <li>Time within teams to discuss teaching and learning</li> <li>Time is given for PGC</li> <li>Evidence in PGC of kaiako making change to practice, based on reflection</li> <li>Data is being used to decide on next steps</li> <li>Kaiako asking for support, if needed</li> <li>Time for all kaiako to discuss what is going well at BMPS and to make changes as necessary</li> </ul>





# BMPS Annual Plan 2025

Actions	Responsibility	Resources	Timeframe	The Plan and How we will Evaluate and Measure Success
Assessment for Learning is a focus across BMPS	Tumuaki DP Team Leaders Kaiako	Clarity in the Classroom PGC Assessment data Ākonga feedback	Term 1-4	<ul style="list-style-type: none"> <li>• Evidence of assessment for learning in all learning</li> <li>• Evidence of assessment for learning improving clarity for learners: ākonga are able to talk about what they are doing and why</li> <li>• Kaiako meet with ākonga to discuss goals and next teaching/learning steps</li> <li>• Ākonga are able to talk about their learning-e.g. Make goals, self assess and discuss next learning steps</li> </ul>
Referring to and using outside agencies as required, to get the necessary support for ākonga	Tumuaki AP Kaiako	RTL MoE OT Mana nurse	Term 1-4	<ul style="list-style-type: none"> <li>• Evidence that we minimise barriers towards learning</li> <li>• Evidence that referrals are made</li> <li>• Evidence of targeted support being put in place, as necessary</li> <li>• Evidence that whānau are involved in supporting their tamariki</li> <li>• Evidence of upskilling kaiako and learning assistants to meet the needs of tamariki with additional needs</li> </ul>



# BMPS Annual Plan 2025

<b>Strategic Intent 3</b>	<b>Ensuring that we have an actively engaged learning community</b>
<b>Annual Target</b>	<b>Whānau and BMPS working together to ensure that our tamariki can succeed with their learning</b>
<b>Links to board primary objectives and education requirements</b>	<ul style="list-style-type: none"> <li>Government Education Priorities 2024</li> <li>NELP</li> <li>Actions</li> </ul>
<b>What do we expect to see by the end of the year?</b>	<b>An increased number of tamariki who have regular attendance</b>

Actions	Responsibility	Resources	Timeframe	The Plan and How we will Evaluate and Measure Success
Community focus on attendance	Tumuaki DP Team Leaders Kaiako	Attendance data EWiS HERO	Term 1-4	<ul style="list-style-type: none"> <li>Parent/kaiako catch-ups term one to share tamariki attendance, goals and how whānau can support learning</li> <li>Using EWiS effectively to re-engage whānau</li> <li>Evidence of more whānau taking responsibility for getting tamariki to school</li> <li>Evidence of trialling initiatives to improve attendance</li> <li>Improved attendance data</li> </ul>
Fono and hui being held to share BMPS data and discuss ideas for improvement in attendance	Tumuaki DP Team Leaders Kaiako	HERO BMPS staff BOT FB	Term 1-4	<ul style="list-style-type: none"> <li>Good communication through HERO, Facebook, Kiwi Schools App and the website</li> <li>Senior leadership visible at the school gate to chat with whānau</li> <li>Just in time communication with whānau</li> <li>Meeting new whānau on enrolment</li> <li>Whānau will have attended open days and see/ engage in learning in the classroom</li> <li>A community focused event held each term</li> <li>Whānau will have had the opportunity to celebrate success of their tamariki</li> <li>Whānau will have been part of trips and EOTC</li> </ul>



# BMPS Annual Plan 2025

Actions	Responsibility	Resources	Timeframe	The Plan and How we will Evaluate and Measure Success
Whānau engagement initiatives to encourage a strong partnership	Tumuaki DP Team Leaders Kaiako	HERO BMPS staff BOT FB	Term 1-4	<ul style="list-style-type: none"> <li>• Meeting new whānau on enrolment</li> <li>• Whānau having the opportunity to attend open days and see/ engage in learning in the classroom</li> <li>• A community focused event held each term</li> <li>• Whānau will have had the opportunity to celebrate success of their tamariki at assemblies, athletics, etc</li> <li>• Whānau will have been part of trips and EOTC</li> </ul>
Provide opportunities for more student agency	Tumuaki DP Team Leaders Kaiako		Term 1-4	<ul style="list-style-type: none"> <li>• Ākonga consultation on how we improve attendance-initiatives put in place</li> <li>• Ākonga consultation on how we improve BMPS</li> <li>• Evidence of ākonga being actively engaged in their learning</li> <li>• Ākonga in Y5-6 using HERO to reflect on their learning/create goals</li> <li>• Ākonga sharing a piece of learning with their whānau, every term</li> </ul>



## BMPS Good Employer Report 2024

How have you met your obligations to provide good and safe working conditions?

The board:

- takes all steps, so far as is reasonably practicable, to meet its primary duty of care obligations to ensure good and safe working conditions for employees and responds to all reasonable concerns and requests made by employees
- considers staff health and wellbeing (hauora) and work-life balance, and will consider applications for flexible working arrangements
- ensures that all employees maintain proper standards of integrity and conduct, and a concern for the safety and wellbeing of students, colleagues, and public interest
- promotes high levels of staff performance through:
- performance management and professional development (including budgeting for training and development programmes intended to enhance the abilities of individual employees)
- acknowledgement of staff achievement
- salary units and classroom release time
- deals effectively and fairly with any concerns through the concerns and complaints and protected disclosure procedures



## BMPS Good Employer Report 2024

**What is in your equal employment opportunities programme?**

**How have you been fulfilling this programme?**

Bairds Mainfreight School operates an employment policy that complies with the principle of being a **good employer** and ensures the fair and proper treatment of staff in all aspects of their employment. This Equal Employment Opportunities (EEO) policy is our framework for providing an inclusive, non-discriminatory workplace, and promoting equal opportunities for all staff members.

Bairds Mainfreight School promotes equal opportunities by applying our EEO framework to all relevant school policies and procedures, particularly those relating to employment (e.g. recruitment and selection, training, professional development, and promotion).

This is to ensure that we:

- treat current and prospective staff fairly
- make decisions based on relevant merit
- work to eliminate bias and discrimination.

Our EEO policy and programme is available to all Bairds Mainfreight School staff.



## BMPS Good Employer Report 2024

**How do you practise impartial selection of suitably qualified persons for appointment?**

Bairds Mainfreight School is an **equal opportunities** employer. We appoint appropriately trained and qualified staff to all teaching and non-teaching positions, and strive to find the best person for each position. We uphold our commitment to **te Tiriti o Waitangi** through our vision and strategic plan to reflect tikanga Māori.

We maintain transparency and fairness as important principles for any appointment, especially those involving related party transactions.

**How are you recognising:**

**The aims and aspirations of Māori**

**The employment requirements of Māori, and**

**Greater involvement of Māori in the Education service?**

Bairds Mainfreight School is an **equal opportunities** employer. We appoint appropriately trained and qualified staff to all teaching and non-teaching positions, and strive to find the best person for each position. We uphold our commitment to **te Tiriti o Waitangi** through our vision and strategic plan to reflect tikanga Māori.

We maintain transparency and fairness as important principles for any appointment, especially those involving related party transactions.



## BMPS Good Employer Report 2024

How have you enhanced the abilities of individual employees?

Bairds Mainfreight School provides equitable opportunities for professional development (PD) to meet identified needs. The board is committed to ensuring all staff participate in ongoing, pertinent professional development related to the school's strategic goals. See [School Planning and Reporting](#) .

We recognise that professional development:

- ensures staff are informed about the latest developments in education
- builds staff capability and competence
- enhances the quality of teaching, learning, and school support services
- is an integral part of the school's performance management system
- is a central factor leading to student success

Performance management at Bairds Mainfreight School is operational, fair, and consistent. It is a system based on professional trust, and consists of a cycle of appraisal or professional growth, and may include an annual summary report. The purpose of performance management is to develop staff skills, knowledge, and training to support improved student outcomes and staff professional growth. With effective performance management, staff are supported in their performance and professional development, and the board can have confidence that all staff are meeting the needs of students and the goals of the school.

Performance management ensures that all staff:

- receive clear direction on their expected performance
- set professional goals consistent with the **strategic goals/objectives** set by the board and principal
- receive support to perform successfully
- receive feedback on their performance and recognition for their achievements
- have responsibility for their own learning and **professional development** .

We aim to create a safe physical and emotional environment, and a positive, inclusive culture to support effective teaching and learning. Our school monitors the health of workers as part of its **primary duty of care** .



## BMPS Good Employer Report 2024

**How are you recognising the employment requirements of women?**

- Workplaces must provide equal pay for work of equal or comparable value
- Workplaces must remove barriers to the full and equal participation of women
- Workplaces across all industries and occupations must provide equal access to leadership roles
- Workplaces must eliminate discrimination based on gender, especially when it comes to family and caring responsibilities

**How are you recognising the employment requirements of persons with disabilities?**

As an employer when made aware of a disability at work, we will make all reasonable accommodations to support the specific needs of that employee. Including:

- Making modifications or changes that allow the employee to receive equal opportunities in the workplace.
- Implementing physical changes to the workplace (eg. Providing easy access to the building).
- Modifying how the job is done (eg. Giving part of the task to someone else or providing facilities to make the job easier).
- Any changes that do not unreasonably disrupt the activities of the employer.





## BMPS EEO Report 2024

Do you operate an EEO programme/policy?	Ãe
Has this policy or programme been made available to staff?	Ãe
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	Ãe
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	Ãe
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	Ãe
Does your EEO programme/policy set priorities and objectives?	Ãe



## BMPS ANNUAL GOALS, 2025

**PRACTICES ARE INCLUSIVE,  
RESPECTFUL AND CULTURALLY  
RESPONSIVE**

### ANNUAL TARGET

All tamariki feel supported in their learning and are valued for who they are

**TO DEVELOP INNOVATIVE,  
RESPONSIVE TEACHING AND  
LEARNING TO ENABLE STUDENT  
SUCCESS**

### ANNUAL TARGET

To accelerate the learning of target ākonga in the core learning areas: Reading, Writing and Maths

**ENSURING THAT WE HAVE AN  
ACTIVELY ENGAGED LEARNING  
COMMUNITY**

### ANNUAL TARGET

Whānau and BMPS working together to ensure that our tamariki succeed with their learning

School:	Bairds Mainfreight Primary School	School Number:	1218
Statement of Variance			

<b>Reading Data 2024</b>	
<b>Strategic Aim:</b>	To increase the number of tamariki working at and above the expected level of the NZC in Reading.  To target and accelerate the progress of tamariki working below the expected level of the NZC in Reading.
<b>Annual Aim:</b>	Accelerated progress for all tamariki who are below and well below the expected level in relation to the NZC in Reading.
<b>Targets:</b>	80% of BMPS tamariki learning at or above the expected NZC level in Reading.

Overall												
Judgement	End Year 1 2024	End of year 1 2023	End Year 2 2024	End of year 2 2023	End Year 3 2024	End of year 3 2023	End Year 4 2024	End of year 4 2023	End Year 5 2024	End Year 5 2023	End Year 6 2024	Overall
Above	13	9	10	18	16	6	8	15	18	13	17	82
At	6	4	11	19	33	27	33	28	21	28	27	151
Below	0	33	4	26	8	19	11	13	15	21	16	54
Totals	19		25		57		52		54		60	287
At/Above	100.00%	28.30%	84%	58.70%	86.00%	63.50%	79.00%	76.80%	72.00%	66.10%	73.33%	81.20%
Below		71.70%	16%	41.30%	14.00%	36.50%	21.00%	23.20%	28.00%	33.90%	26.66%	18.80%

Boys												
Judgement	End Year 1 2024	End Year 1 2023	End Year 2 2024	End Year 2 2023	End Year 3 2024	End Year 3 2023	End Year 4 2024	End Year 4 2023	End Year 5 2024	End Year 5 2023	End Year 6 2024	Overall
Above	6	5	6	13	13	2	1	10	10	8	10	46
At	4	3	6	7	14	13	16	7	5	16	18	76
Below	0	18	2	13	4	8	6	5	9	17	13	34
Totals	10		14		31		23		24		41	156
At/Above	100.00%	30.77%	86.00%	60.60%	87.10%	65.22%	74.00%	77.27%	62.50%	58.53%	68.30%	78.20%
Below		69.23%	14.00%	39.40%	12.90%	34.78%	26.00%	22.73%	37.50%	41.47%	31.70%	21.80%

Girls												
Judgement	End Year 1 2024	End Year 1 2023	End Year 2 2024	End Year 2 2023	End Year 3 2024	End Year 3 2023	End Year 4 2024	End Year 4 2023	End Year 5 2024	End Year 5 2023	End Year 6 2024	Overall
Above	7	4	4	5	3	4	7	5	8	5	7	36
At	2	1	5	12	19	14	17	21	16	12	9	75
Below		15	2	13	4	11	5	8	6	4	3	20
Totals	9		11		26		29		30		19	131
At/Above	100.00%	25.00%	82.00%	56.67%	85.00%	62.07%	83.00%	76.47%	80.00%	80.95%	84.21%	84.73%
Below		75.00%	18.00%	43.33%	15.00%	37.93%	17.00%	23.53%	20.00%	19.05%	15.79%	15.20%

Māori												
Judgement	End Year 1 2024	End Year 1 2023	End Year 2 2024	End Year 2 2023	End Year 3 2024	End Year 3 2023	End Year 4 2024	End Year 4 2023	End Year 5 2024	End Year 5 2023	End Year 6 2024	Overall
Above	5	4	5	4	3	2	3	4	3	3	5	24
At	3	1	3	4	8	10	9	6	5	7	7	44
Below		9	1	8	3	4	4	1	3	4	4	15
Totals	8		9		14		16		11		16	83
At/Above	100.00%	35.71%	89.00%	50.00%	79.00%	75.00%	75.00%	90.91%	73.00%	71.43%	75.00%	82.00%
Below		64.29%	11.00%	50.00%	21.00%	25.00%	25.00%	9.09%	27.00%	28.57%	25.00%	18.00%

Pasifika												
Judgement	End Year 1 2024	End Year 1 2023	End Year 2 2024	End Year 2 2023	End Year 3 2024	End Year 3 2023	End Year 4 2024	End Year 4 2023	End Year 5 2024	End Year 5 2023	End Year 6 2024	Overall
Above	7	5	5	14	13	4	4	11	15	10	11	55
At	3	3	8	15	25	16	23	22	16	20	20	106
Below		22	3	18	5	13	6	12	12	16	11	37
Totals	10		16		43		33		43		42	198
At/Above	100.00%	26.67%	81.25%	61.70%	88.40%	60.61%	82.00%	73.33%	72.00%	65.22%	74.00%	81.31%
Below		73.33%	18.75%	38.30%	11.60%	39.39%	18.00%	26.67%	28.00%	34.78%	26.00%	18.69%

<p><b>Actions</b> <b>What did we do?</b></p>	<ul style="list-style-type: none"> <li>● A focus on using data to determine next steps in learning for all ākonga.</li> <li>● A focus on assessment for learning for all kaiako.</li> <li>● Ākonga and cohorts below New Zealand Curriculum levels were identified, using achievement data and OTJs.</li> <li>● Ākonga progress was monitored by teams and plans were made on next steps based on evaluation and evidence.</li> <li>● Integrating reading across the curriculum.</li> <li>● Individual and team PLD as required to develop practice.</li> <li>● Sharing data and goals with ākonga, so that they know their next teaching and learning steps.</li> <li>● Hui with whānau to discuss progress and ways they can assist their children's learning.</li> <li>● Ākonga and community consultation to find out what is going well and what more we can do to support Ākonga learning.</li> </ul> <p>Targeted interventions were developed including:</p> <ul style="list-style-type: none"> <li>● Reading Recovery for the first half of the year</li> <li>● BSLA PLD for all Y1-4 kaiako</li> <li>● BSLA implemented in all Y1-4 classes</li> <li>● 2 kaiako training at BSLA facilitators</li> <li>● Learning Assistant support</li> <li>● Referrals for tamariki as required</li> </ul>
<p><b>Reasons for variance</b> <b>Why did it happen?</b></p>	<ul style="list-style-type: none"> <li>● There has been a lot of transience.</li> <li>● We have more ākonga with additional needs.</li> <li>● There has been an on-going challenge with attendance which has impacted learning and achievement.</li> </ul>
<p><b>Evaluation</b> <b>Where to next?</b></p>	<ul style="list-style-type: none"> <li>● SLT will use data to determine tamariki who need extra support.</li> <li>● Kaiako will use end-of-year data to design teaching and learning to meet the needs of all tamariki and to target teaching and learning for children working towards curriculum level.</li> <li>● Finding ways to ensure that tamariki know their goals and next learning steps.</li> <li>● To continue closely monitoring both individual and cohort achievement.</li> <li>● Continuing with a kaiako focus on making OTJs/formative teaching practice and teacher capability.</li> <li>● Termly reflection and review at team level and leadership level to ensure that we are meeting the needs of all ākonga.</li> <li>● PLD for any new kaiako and as required for all kaiako.</li> <li>● Continue with our structured literacy focus for all tamariki.</li> </ul>

**Planning for next year:**

Assessment for learning PLD.  
Structured Literacy (BSLA) in Year 1-4  
Kaiako in Y5/6 taking part in BSLA professional learning trial.  
Targeting learners in each class, to accelerate learning.  
Kaiako support and PLD, as required.

**Writing data 2024**

<b>Strategic Aim:</b>	To increase the number of tamariki working at and above the expected level of the NZC in Writing.
	To target and accelerate the progress of tamariki working below the expected level of the NZC in Writing.
<b>Annual Aim:</b>	Accelerated progress for all tamariki who are below and well below the expected level in relation to the NZC in Writing.
<b>Targets:</b>	70% of BMPS tamariki learning at or above the expected NZC level in writing.

Overall												
Judgement	End Year 1 2024	End Year 1 2023	End Year 2 2024	End Year 2 2023	End Year 3 2024	End Year 3 2023	End Year 4 2024	End Year 4 2023	End Year 5 2024	End Year 5 2023	End Year 6 2024	Overall
Above	7	2	1				2	4			3	15
At	23	24	33	49	30	11	11	29	13	14	17	167
Below	26	20	11	14	33	39	37	27	41	48	39	187
Totals	56		45		63		52		54		59	369
At/Above	53.60%	56.62%	76.00%	77.78%	48%	25%	29.00%	51.79%	24.00%	22.58%	34.00%	49.32%
Below	46.40%	43.38%	24.00%	22.22%	52%	75%	71.00%	48.21%	76.00%	77.42%	66.00%	50.68%

Boys												
Judgement	End Year 1 2024	End Year 1 2023	End Year 2 2024	End Year 2 2023	End Year 3 2024	End Year 3 2023	End Year 4 2024	End Year 4 2023	End Year 5 2024	End Year 5 2023	End Year 6 2024	Overall
Above	4	2	1								1	6
At	14	13	18	24	18	4	3	13	6	7	9	91
Below	14	11	8	9	17	19	20	9	18	34	30	107
Totals	32		27		35				24		40	204
At/Above	56.30%	57.69%	70.40%	72.73%	51.43%	17.39%	13.00%	59.09%	25.00%	17.07%	25.00%	48.00%
Below	43.70%	42.31%	29.60%	27.27%	48.57%	82.61%	87.00%	40.91%	75.00%	82.93%	75.00%	52%

Girls												
Judgement	End Year 1 2024	End Year 1 2023	End Year 2 2024	End Year 2 2023	End Year 3 2024	End Year 3 2023	End Year 4 2024	End Year 4 2023	End Year 5 2024	End Year 5 2023	End Year 6 2024	Overall
Above	3					2	4				2	9
At	9	11	15	25	12	7	8	16	7	7	8	76
Below	12	9	3	5	16	20	17	18	23	14	9	80
Totals	24		18		28		29		30		19	165
At/Above	50.00%	55.00%	83.33%	83.33%	42.90%	31.03%	41.40%	47.06%	23.33%	33.33%	52.64%	51.52%
Below	50.00%	45.00%	16.67%	16.67%	57.10%	68.97%	58.60%	52.94%	76.67%	66.67%	47.37%	48.48%

Māori												
Judgement	End Year 1 2024	End Year 1 2023	End Year 2 2024	End Year 2 2023	End Year 3 2024	End Year 3 2023	End Year 4 2024	End Year 4 2023	End Year 5 2024	End Year 5 2023	End Year 6 2024	Overall
Above	4	1				1	2					6
At	10	9	11	9	5	3	1	9	4	2	5	53
Below	12	4	3	7	11	12	13	2	7	12	11	57
Totals	26		14		16		16		11		16	116
At/Above	54.00%	71.43%	79.00%	56.50%	31.30%	25.00%	19.00%	82.00%	36.36%	81.82%	31.25%	52.00%
Below	46.00%	28.57%	21.00%	43.75%	68.70%	75.00%	81.00%	18.00%	63.64%	18.18%	68.75%	48%

Pasifika												
Judgement	End Year 1 2024	End Year 1 2023	End Year 2 2024	End Year 2 2023	End Year 3 2024	End Year 3 2023	End Year 4 2024	End Year 4 2023	End Year 5 2024	End Year 5 2023	End Year 6 2024	Overall
Above	3	1	1			1	2				3	9
At	12	14	21	40	25	7	9	20	9	11	12	111
Below	14	15	8	7	22	25	22	25	34	35	27	127
Totals	29		30		47		33		43		42	247
At/Above	52.00%	50.00%	73.33%	85.11%	53.20%	24.24%	33.33%	44.44%	21.00%	23.91%	36.00%	48.60%
Below	48.00%	50.00%	26.67%	14.89%	46.80%	75.76%	66.66%	55.56%	79.00%	76.09%	64.00%	52.40%

<p>Actions What did we do?</p>	<ul style="list-style-type: none"> <li>• A focus on using data to determine <u>next</u> steps in learning for all ākonga.</li> <li>• A focus on assessment for learning for all kaiako.</li> <li>• <u>Ākonga</u> and cohorts below New Zealand Curriculum levels were identified, using achievement data and OTJs.</li> <li>• <u>Ākonga</u> progress was monitored by teams and plans were made on <u>next</u> steps based on evaluation and evidence.</li> <li>• Integrating writing across the curriculum.</li> <li>• Individual and team PLD as required to develop practice.</li> <li>• Sharing data and goals with ākonga, so that they know their next teaching and learning steps.</li> <li>• Hui with whānau to discuss progress and ways they can assist their children's learning.</li> <li>• Ākonga and community consultation to find out what is going well and what more we can do to support Ākonga learning.</li> </ul> <p>Targeted interventions were developed including:</p> <ul style="list-style-type: none"> <li>• Learning Assistant support</li> <li>• Structured Literacy being taught across <u>Year</u> 1 and 2</li> <li>• Taumata from BSLA being used in <u>Year</u> 3 and 4</li> <li>• The Code being used in <u>Year</u> 5 and 6</li> <li>• Referrals for tamariki as required</li> </ul>
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<p><b>Reasons for variance</b> <b>Why did it happen?</b></p>	<ul style="list-style-type: none"> <li>• There has been a lot of transience.</li> <li>• We have more ākonga with additional needs.</li> <li>• There has been an on-going challenge with attendance which has impacted learning and achievement.</li> <li>• Many tamariki are starting school with very little language-any language. This is impacting learning.</li> <li>• There is noticeably a decline in tamariki being able to speak properly. This has a detrimental effect on writing.</li> </ul>
<p><b>Evaluation</b> <b>Where to next?</b></p>	<ul style="list-style-type: none"> <li>• SLT will use data to determine tamariki who need extra support.</li> <li>• Kaiako will use end of year data to design teaching and learning to meet the needs of all tamariki and to target teaching and learning for children working towards curriculum level.</li> <li>• Finding ways to ensure that tamariki know their goals and next learning steps.</li> <li>• To continue closely monitoring both individual and cohort achievement.</li> <li>• Continuing with a kaiako focus on making OTJs/formative teaching practice and teacher capability.</li> <li>• Termly reflection and review at team level and leadership level to ensure that we are meeting the needs of all ākonga.</li> <li>• PLD for any new kaiako and as required for all kaiako.</li> <li>• Continue with our structured literacy focus for all Year 1&amp;2 tamariki.</li> </ul>
<p><b>Planning for next year:</b></p>	<p>Assessment for learning PLD. Structured Literacy (BSLA) in Years 1-6 Targeting learners in each class, to accelerate learning.</p>

## Maths Data 2024

<b>Strategic Aim:</b>	To increase the number of tamariki working at and above the expected level of the NZC in Maths.  To target and accelerate the progress of tamariki working below the expected level of the NZC in Maths.
<b>Annual Aim:</b>	Accelerated progress for all tamariki who are below and well below the expected level in relation to the NZC in Maths.
<b>Targets:</b>	70% of BMPS tamariki learning at or above the expected NZC level in maths.

Overall												
Judgement	End Year 1 2024	End Year 1 2023	End Year 2 2024	End Year 2 2023	End Year 3 2024	End Year 3 2023	End Year 4 2024	End Year 4 2023	End Year 5 2024	End Year 5 2023	End Year 6 2024	Overall
Above			1	8	9	3	9	12	13	8	18	50
At	51	33	23	26	29	18	12	22	17	18	17	189
Below	4	13	21	29	25	31	31	22	24	36	25	130
Totals	55		45		63		52		54		60	369
At/Above	93.00%	71.74%	53.33%	53.97%	60.00%	40.38%	40.50%	60.71%	56.00%	41.94%	58.33%	65.00%
Below	7.00%	28.26%	46.67%	46.03%	40.00%	59.62%	59.50%	39.29%	44.00%	58.06%	41.67%	35%

Boys												
Judgement	End Year 1 2024	End Year 1 2023	End Year 2 2024	End Year 2 2023	End Year 3 2024	End Year 3 2023	End Year 4 2024	End Year 4 2023	End Year 5 2024	End Year 5 2023	End Year 6 2024	Overall
Above			1	6	8		1	6	5		6	12
At	31	19	16	12	16	9	9	10	8	7	12	115
Below		7	10	15	11	14	13	6	11	28	17	62
Totals	31		27		35		23		24		41	204
At/Above	100.00%	73.08%	63.00%	54.44%	69.00%	39.13%	43.48%	72.73%	54.20%	31.71%	59.00%	70.00%
Below		26.92%	37.00%	45.45%	31.00%	60.87%	56.52%	27.27%	45.80%	68.29%	41.00%	30%

Girls													
Judgement	End Year 1 2024	End Year 1 2023	End Year 2 2024	End Year 2 2023	End Year 3 2024	End Year 3 2023	End Year 4 2024	End Year 4 2023	End Year 5 2024	End Year 5 2023	End Year 6 2024	Overall	
Above				2	1	3	8	6	8	2	6	23	
At	20	14	7	14	13	9	3	12	9	11	5	74	
Below	4	6	11	14	14	17	18	16	13	8	8	68	
Totals	24		18		28		29		30		19	165	
At/Above	83.33%	70.00%	39.00%	53.33%	50.00%	41.40%	38.00%	53.00%	57.00%	62.00%	58.00%	59.00%	
Below	16.67%	30.00%	61.00%	46.67%	50.00%	58.60%	62.00%	47.00%	43.00%	38.00%	42.00%	41%	

Māori													
Judgement	End Year 1 2024	End Year 1 2023	End Year 2 2024	End Year 2 2023	End Year 3 2024	End Year 3 2023	End Year 4 2024	End Year 4 2023	End Year 5 2024	End Year 5 2023	End Year 6 2024	Overall	
Above				3	2	1	4	4	3	1	6	15	
At	22	12	8	5	6	6	2	4	4	4	2	61	
Below	3	2	6	8	8	9	10	3	4	9	8	39	
Totals	25		14		16		16		11		16	115	
At/Above	88.00%	86.00%	57.14%	50.00%	50.00%	44.00%	37.50%	72.00%	63.64%	36.00%	50.00%	66.09%	
Below	12.00%	14.00%	42.86%	50.00%	50.00%	56.00%	62.50%	28.00%	36.36%	64.00%	50.00%	33.91%	

Pasifika													
Judgement	End Year 1 2024	End Year 1 2023	End Year 2 2024	End Year 2 2023	End Year 3 2024	End Year 3 2023	End Year 4 2024	End Year 4 2023	End Year 5 2024	End Year 5 2023	End Year 6 2024	Overall	
Above			1	5	7	2	4	8	10	7	11	33	
At	28	21	15	21	23	10	9	18	13	13	15	126	
Below	1	9	14	21	17	21	20	19	20	26	16	88	
Totals	29		30		47		33		43		42	247	
At/Above	97.00%	70.00%	53.33%	55.00%	64.00%	36.36%	39.39%	58.00%	53.50%	43.50%	62.00%	64.37%	
Below	3.00%	30.00%	46.67%	45.00%	36.00%	63.64%	60.61%	42.00%	45.60%	56.50%	38.00%	35.63%	

<p><b>Actions</b> What did we do?</p>	<ul style="list-style-type: none"> <li>● A focus on using data to determine next steps in learning for all ākongā.</li> <li>● A focus on assessment for learning for all kaiako.</li> <li>● Ākongā and cohorts below New Zealand Curriculum levels were identified, using achievement data and OTJs.</li> <li>● Ākongā progress was monitored by teams and plans were made on next steps based on evaluation and evidence.</li> <li>● Individual and team PLD as required to develop practice.</li> <li>● Sharing data and goals with ākongā, so that they know their next teaching and learning steps.</li> <li>● Hui with whānau to discuss progress and ways they can assist their children's learning.</li> <li>● Ākongā and community consultation to find out what is going well and what more we can do to support Ākongā learning.</li> </ul> <p>Targeted interventions were developed including:</p> <ul style="list-style-type: none"> <li>● Learning Assistant support</li> <li>● Referrals for tamariki as required</li> </ul>
<p><b>Reasons for variance</b> Why did it happen?</p>	<ul style="list-style-type: none"> <li>● There has been a lot of transience.</li> <li>● We have more ākongā with additional needs.</li> <li>● There has been an on-going challenge with attendance which has impacted learning and achievement.</li> </ul>
<p><b>Evaluation</b> Where to next?</p>	<ul style="list-style-type: none"> <li>● SLT will use data to determine tamariki who need extra support.</li> <li>● Kaiako will use end of year data to design teaching and learning to meet the needs of all tamariki and to target teaching and learning for children working towards curriculum level.</li> <li>● Finding ways to ensure that tamariki know their goals and next learning steps.</li> <li>● To continue closely monitoring both individual and cohort achievement.</li> <li>● Continuing with a kaiako focus on making OTJs/formative teaching practice and teacher capability.</li> <li>● Termly reflection and review at team level and leadership level to ensure that we are meeting the needs of all ākongā.</li> <li>● PLD for any new kaiako and as required for all kaiako.</li> <li>● All kaiako will have a focus on maths for their PGC (professional growth cycle).</li> </ul>

Planning for next year:

Assessment for learning PLD.

The Refreshed Maths Curriculum PLD, including 2 curriculum days for this focus.

Implementing the new maths books: Maths No Problem.

Learning Assistants using 'Spring into Maths' with targeted learners.

Streamed classes in Years 5 and 6, to better meet the needs/to accelerate learning.

Targeting learners in each class, to accelerate learning.



## BMPS Academic Targets 2025

We have targets that we track in line with our assessment process. With a focus on attendance and teaching and learning of the core subjects, we will endeavour to meet our end of year targets which are:

- 80% of BMPS tamariki in Year 4, 5 and 6 learning at or above the expected NZC level in Reading.
- 70% of BMPS tamariki in Year 4, 5 and 6 learning at at or above the expected NZC level in Writing.
- 70% of BMPS tamariki in Year 4, 5 and 6 learning at or above the expected NZC level in Maths.

For 2025 there will be professional learning on:

Structured Literacy

Creating a culturally responsive curriculum

Maori succeeding as Maori

Accelerating learning

The Refreshed Maths Curriculum

Assessment for learning

Attendance initiatives with tamariki and whānau