

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

Reading Data 2024	
Strategic Aim:	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.
Annual Aim:	Accelerated progress for all tamariki who are below and well below the expected level in relation to the NZC in Reading.
Targets:	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>Actions What did we do?</p>	<ul style="list-style-type: none"> • A focus on using data to determine next steps in learning for all ākonga. • A focus on assessment for learning for all kaiako. • Ākonga and cohorts below New Zealand Curriculum levels were identified, using achievement data and OTJs. • Ākonga progress was monitored by teams and plans were made on next steps based on evaluation and evidence. • Integrating reading across the curriculum. • Individual and team PLD as required to develop practice. • Sharing data and goals with ākonga, so that they know their next teaching and learning steps. • Hui with whānau to discuss progress and ways they can assist their children's learning. • Ākonga and community consultation to find out what is going well and what more we can do to support Ākonga learning. <p>Targeted interventions were developed including:</p> <ul style="list-style-type: none"> • Reading Recovery for the first half of the year • BSLA PLD for all Y1-4 kaiako • BSLA implemented in all Y1-4 classes • 2 kaiako training at BSLA facilitators • Learning Assistant support • Referrals for tamariki as required
<p>Reasons for variance Why did it happen?</p>	<ul style="list-style-type: none"> • There has been a lot of transience. • We have more ākonga with additional needs. • There has been an on-going challenge with attendance which has impacted learning and achievement.
<p>Evaluation Where to next?</p>	<ul style="list-style-type: none"> • SLT will use data to determine tamariki who need extra support. • 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. • Finding ways to ensure that tamariki know their goals and next learning steps. • To continue closely monitoring both individual and cohort achievement. • Continuing with a kaiako focus on making OTJs/formative teaching practice and teacher capability. • Termly reflection and review at team level and leadership level to ensure that we are meeting the needs of all ākonga. • PLD for any new kaiako and as required for all kaiako.

	<ul style="list-style-type: none"> Continue with our structured literacy focus for all tamariki.
Planning for next year:	<p>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.</p>

Writing data 2024	
Strategic Aim:	<p>To increase the number of tamariki working at and above the expected level of the NZC in Writing.</p> <p>To target and accelerate the progress of tamariki working below the expected level of the NZC in Writing.</p>
Annual Aim:	Accelerated progress for all tamariki who are below and well below the expected level in relation to the NZC in Writing.
Targets:	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%	

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

Strategic Aim:	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.
Annual Aim:	Accelerated progress for all tamariki who are below and well below the expected level in relation to the NZC in Maths.
Targets:	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	27
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>Actions What did we do?</p>	<ul style="list-style-type: none"> ● A focus on using data to determine next steps in learning for all ākongā. ● A focus on assessment for learning for all kaiako. ● Ākongā and cohorts below New Zealand Curriculum levels were identified, using achievement data and OTJs. ● Ākongā progress was monitored by teams and plans were made on next steps based on evaluation and evidence. ● Individual and team PLD as required to develop practice. ● Sharing data and goals with ākongā, so that they know their next teaching and learning steps. ● Hui with whānau to discuss progress and ways they can assist their children's learning. ● Ākongā and community consultation to find out what is going well and what more we can do to support Ākongā learning. <p>Targeted interventions were developed including:</p> <ul style="list-style-type: none"> ● Learning Assistant support ● Referrals for tamariki as required
<p>Reasons for variance Why did it happen?</p>	<ul style="list-style-type: none"> ● There has been a lot of transience. ● We have more ākongā with additional needs. ● There has been an on-going challenge with attendance which has impacted learning and achievement.
<p>Evaluation Where to next?</p>	<ul style="list-style-type: none"> ● SLT will use data to determine tamariki who need extra support. ● 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. ● Finding ways to ensure that tamariki know their goals and next learning steps. ● To continue closely monitoring both individual and cohort achievement. ● Continuing with a kaiako focus on making OTJs/formative teaching practice and teacher capability. ● Termly reflection and review at team level and leadership level to ensure that we are meeting the needs of all ākongā. ● PLD for any new kaiako and as required for all kaiako. ● All kaiako will have a focus on maths for their PGC (professional growth cycle).

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