



Bairds Mainfreight Primary School 1218

Charter, Strategic and Annual Plan for 2019 -2021

A great place to learn
fun place to be
anything is possible



Principal's Endorsement:	
Board of Trustees' Endorsement:	
Submission Date to Ministry of Education:	28 th February 2019

Mission Statement

BMPS offers great educational opportunities to develop well-rounded children in a fun welcoming environment.
A place where "Anything is possible!"

VISION STATEMENT

In partnership with our community, we aspire to have a fun, creative and safe environment where our learning and our cultures are celebrated.
We are a place where the very best learning opportunities are provided, to encourage our children to reach their full potential and succeed in an ever-changing world.

Key Competencies & Principles:

People use these competencies to live, learn, work, and contribute as active members of their communities.

Thinking problem-solvers who actively seek, use, and create knowledge

Using language, symbols, and text working with and making meaning of the codes in which knowledge is expressed.

Managing self: self-motivation and a "can-do" attitude,

Relating to others: interacting effectively with a diverse range of people in a variety of places, listen actively, recognise different points of view, negotiate, and share ideas.

Participating and contributing: being actively involved in communities including family, whānau, and school and those based, for example, on a common interest or culture.

Values:

Through encouragement, modelling, and exploration children will learn to value:

Excellence, by aiming high and by persevering in the face of difficulties

Innovation, inquiry, and curiosity, by thinking critically, creatively, and reflectively

Diversity, as found in our different cultures, languages, heritages and children's needs

Equity, through fairness and social justice

Community and participation for the common good

Ecological sustainability, which includes care for the environment

Integrity, which involves being honest, responsible, and accountable and acting ethically and to respect themselves, others, and human rights.

Maori Dimensions and Cultural Diversity

Whilst Bairds Mainfreight Primary School is an English Medium school and we recognise NZ as a bi-cultural society by undertaking integrated studies allowing children to share and become involved in the different cultures within the school. BMPS acknowledges the requirement of integrating of The Treaty of Waitangi into teaching and learning. Maori greetings and commands are used but BMPS operates no full or partial Maori language immersion classes.

All senior students have the opportunity to participate in the school Kapa Haka, and/or Pacific Island cultural performance squads. Whanau members are always welcome in the school. Our children are encouraged to respond appropriately, and take the cultural lead in all settings

Should parents request that their children be taught in Te Reo or a Pasifika language Bairds Mainfreight will facilitate parental referral to Piripono or other Otago schools which operate bi-cultural units.

- **Hauora:** Ensuring that all aspects of wellbeing are effectively managed for the benefit of Māori learners'.
- **Wānanga:** participating with learners and communities in robust dialogue for the benefit of Māori learners' achievement.
- **Whanaungatanga:** Relationships (students, school-wide, community) with high expectations, actively engaging in respectful working relationships with Māori learners, parents and whānau, hapū, iwi and the Māori community.
- **Manaakitanga:** Values – integrity, trust, sincerity, equity and respect towards Māori beliefs, language and culture.
- **Tangata Whenuatanga:** Place – based, socio – cultural awareness and knowledge affirming Māori learners as Māori. Providing contexts for learning where the language, identity and culture of Māori learners and their whānau is affirmed.
- **Ako:** Practice in the classroom and beyond- taking responsibility for the learning of Māori learners

Charter & Strategic Plan 2019

School Context

<p>Student Learning and Achievement</p>	<p>At BMPS there is a high level of expectation around student achievement. The main area of curriculum strength has been in Reading so we have been working extensively on accelerating the achievement levels in Writing. Since 2016 all teaching staff attended writing PLD run by Jody O'Connell from Evaluation Associates. All the teaching staff were involved in that MOE funded writing PLD that will continue to be a focus area and will expand in 2019. Aspects of this PLD will be incorporated into the appraisal process.</p> <p>In addition to this we will be working on a Culturally Responsive PLD led by Matua Ben Christie from Sacred Heart College.</p> <p>Internally led Maths PLD will also be running in the school in 2019.</p>
<p>Student Engagement</p>	<p>Our overall attendance rate for 2018 was similar but slightly worse than in 2017. (2017: 87.316% ---- 2018: 86.416%) This is an issue and needs to be addressed yet again in 2019. The best attendance by ethnicity Vietnamese at 98% but this represents just three children. This was followed by NZ European at 91%, this again was a group of only 3 children. The worst attendance by ethnicity is Fijian at 66% but this represents just one child.</p> <p>Amongst the statistically significant groups the best attendance was achieved by our Tongan children (88%), closely followed by Samoan (87%) and NZ Maori (86%) and the worst was our Cook Island Maori cohort at 85%. Boys had slightly worse rates than girls (86% to 87%). Generally attendance was worst amongst the Junior classes.</p> <p>One of the keys to accelerated achievement is the relationship that is fostered between teachers and students and this is a huge part of our school ethos. This high level of trust and relationship is difficult to achieve in this school whilst transience is still a significant issue. We had a total of more than 566 children attending BMPS during 2018 even though we enrolled 166 children, the roll started at 373 and never exceeded 479.</p>
<p>School Organisation and Structures</p>	<p>The key to achieving accelerated academic results is in the quality of the teachers and I believe that in 2019 we have an outstanding teaching team at BMPS. There are only 5 changes in classroom teachers for the 2019 school year and this follows the same factors as so many other Auckland schools with 2 teachers moving out of town, one to a better paid job in a private school, one giving up a permanent job to go relieving due to workload and one teacher on extended maternity leave.</p> <p>The school is structured into three teams syndicates according to year levels. An experienced DP or AP leads each team, and they do a great job. Additionally the middle and senior teams often plan together and this works well. The juniors plan as a team and are frequently involved in whole school planning with the other two teams.</p> <p>In addition to the 19 classroom teachers we have two teachers working on Reading Recovery with a total of 12 children each day. We also have 8 part time teacher aides all of whom are at least partly funded by ICS, HLN, HHN, MOE Learning Support or the RTLB service. They work with children with learning and or behavioural issues.</p> <p>Each term during 2019 the principal will hold a (Hui) open forum with the parents, where they can come and discuss any aspects of BMPS School life or wider educational matters.</p>

Review of Charter and Consultation	<p>The board have reviewed and contributed to the development of this document, additionally during 2018 there were a series of consultation meetings involving:- the BOT, the whole school community, the children and all the staff. Those involved were virtually unanimous in that they want more of the same to maintain BMPS in its current form. The only unfortunate factor from the consultation was that lack of involvement by our Maori Whanau. We met with our cultural advisor Ben Christie about this and will be trying out some of his ideas in an effort to get greater involvement from our Whanau group.</p> <p>Once we have strengthened that degree of rapport that we need we will repeat the 2028 consultation process including a review all aspects of Maori involvement at BMPS including Maori students achieving success as Maori.</p> <p>The outcomes of this repeated consultation will be likely to lead to changes in the charter/strategic plan for 2020.</p>
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Strategic Plan for BMPS 2019 to 2021

Strategic Goals		Core Strategies for Achieving Goals			
		2019	2020	2021	2022
<p><u>2019 Key Strategic Goal One</u></p> <p><u>Learning/ Student Achievement</u></p>	<p>Strengthening our culture and celebrating all our learning successes</p>	<ul style="list-style-type: none"> • Increased use of assessment data in planning across the school • Minor review of parental satisfaction with the report formats • Increased community celebrations of learning at BMPS • Sharing & celebrating the learning occurring within our classrooms • Celebrate improved levels of learning in Literacy and Numeracy • Celebrating all achievements • Improved Communication With the community • More frequent newsletters as required and format. • Prioritisation of the use of other social media tools for communication. 	<ul style="list-style-type: none"> • Review of how assessment data is used in planning across the school • Full review of reporting format in place since 2018 • Community celebrations of learning at BMPS • Celebrate improved levels of learning in Literacy and Numeracy • Celebrating Sistema • Celebrating Sporting Achievements • Review of newsletter frequency • Consider the effectiveness and response to the weekly emailed update for parents • Review of the use of all social media tools for communication 	<ul style="list-style-type: none"> • Comprehensively review all data collection in order to only collect only what is valid & learning centred • Minor review of parental satisfaction with the report formats • Increase still further the celebrations around learning successes both as a whole school and for individuals • Acknowledge and celebrate all aspects of learning at BMPS • Implement the results from the 2020 review re newsletters • Implement the findings from the 2020 review re newsletters 	

		<ul style="list-style-type: none"> • Evaluation of the use of other social media tools for communication 	<ul style="list-style-type: none"> • Implement the results from the 2019 review of social media tools 	<ul style="list-style-type: none"> • Consider the value of social media as a communication tool for BMPS 	
<p><u>2019 Key Strategic Goal Two</u></p> <p><u>Personnel</u></p>	<p>Lift the quality of the all staff still further by employing only the best people available (Teachers, teacher aides, office and ancillary staff).</p>	<ul style="list-style-type: none"> • Ensure we have quality staff through careful recruitment and career management • Continue to develop the capability of our staff with high quality PLD • Employ the revised induction process for new staff in 2019 evaluate for use in 2020 • If positions become vacant advertise as early as possible and take as much time as required to work through the appointment process • Encourage all staff to continue their learning journeys 	<ul style="list-style-type: none"> • Ensure we have quality of staff through careful recruitment and career management • Continue to develop the capability of our staff with relevant high quality PLD • Revise the induction process for new staff in 2021 evaluate for use in 2022 • When positions become vacant advertise as early as possible and take as much time as required to work through the appointment process • Encourage all staff to continue as lifelong learners 	<ul style="list-style-type: none"> • Ensure we have quality of staff through careful recruitment and career management • Continue to develop the capability of our staff with relevant high quality PLD • Implement the new induction process for new staff in 2021 evaluate for use in 2022 • When positions become vacant advertise as early as possible and take as much time as required to work through the appointment process • Encourage all staff to continue their learning journeys 	

<p><u>2018 Key Strategic Goal</u> <u>Three</u> <u>Student Engagement</u></p>	<p>Ensuring that class programmes are inspirational, motivational and build on student capabilities and interests</p> <p>Enhance our IT capability to drive and reinforce our innovation, integrity in the use of IT and the new Digital Technology Curriculum</p> <p>Improve Attendance rates</p> <p>Encourage Student Voice</p>	<ul style="list-style-type: none"> • Employing only Great teachers and then providing them with good tools and inspiring PLD • Review funding sources to ensure adequate funding for IT developments • Encourage staff to be innovative in their use of IT Tools in all aspects of schooling • Trial new initiatives that will encourage improved attendance • TLC to survey the school 	<ul style="list-style-type: none"> • Continue employing only Great teachers and providing them with good tools and inspiring PLD • Ensure adequate funding for IT developments is always in the budget • Review of innovative use of IT Tools in all aspects of schooling especially the sharing of innovations with other staff • Review the 2019 new initiatives for improved attendance and consider new ideas 	<ul style="list-style-type: none"> • Employing only Great teachers and then providing them with good tools and inspiring PLD • Review funding sources to ensure adequate funding for IT developments • Encourage staff to be innovative in their use of IT Tools in all aspects of schooling • If necessary trial new initiatives that will encourage improved attendance • TLC to survey the school 	
<p><u>2018 Key Strategic Goal</u> <u>Four</u> <u>Community Engagement</u></p>	<p>Encourage more involvement of the community in the education of the children and with the school</p>	<ul style="list-style-type: none"> • More Parents spending time in the school • Actively seek out ways and means of encouraging more parental involvement in the school and their children's learning <p>Some some 2019 initiatives.</p> <ul style="list-style-type: none"> • Open – no agenda Hui for maori parents • Principal's Hui • Open mornings • Whanau Time • Assembly invitations etc. 	<ul style="list-style-type: none"> • More Parents deeply involved in the school through these initiatives <ul style="list-style-type: none"> ○ Principal's Hui ○ Open mornings ○ Whanau Time ○ Facebook ○ Website ○ Assembly invitations etc. • Review the effectiveness of 2019 initiatives 	<ul style="list-style-type: none"> • More Parents deeply involved in the school through these initiatives <ul style="list-style-type: none"> ○ Principal's Hui ○ Open mornings ○ Whanau Time ○ Facebook ○ Website ○ Assembly invitations etc 	

		<ul style="list-style-type: none"> • Community Gardens • Implement agreed actions from the 2018 community consultation review process • Embed the pedagogy, values and attitudes developed through 2018 consultation process and from the NZC • Run a variety of requested parent education courses. • Continue the Summer Reading programme depending on the results of the 2018 review 	<ul style="list-style-type: none"> • Embed the actions from the 2018 consultation process. • Run a variety of requested parent education courses • Continue the Summer Reading programme depending on the results of the 2019 review 	<ul style="list-style-type: none"> • Continue the Summer Reading programme depending on the results of the 2019 review 	
<p><u>2019 Key Strategic Goal Five</u></p> <p><u>Property</u></p>	<p>Enhance the school environment:</p>	<ul style="list-style-type: none"> • Complete work from the long term playground developments • Prioritise remaining work arising from the MOE survey of the buildings across the whole school • Complete the required projects from the 5YA list. 	<ul style="list-style-type: none"> • Complete work from the plan for long term playground developments • Complete work arising from the MOE survey of the buildings across the whole school prior to the upgrading of Rm's 1&2 to meet the requirements for Satellite Classes for special schools. • Complete the required projects from the 5YA list. 	<ul style="list-style-type: none"> • Other major property building developments • Complete work from the plan for long term playground developments • Prioritise remaining work arising from the MOE survey of the buildings across the whole school • Complete the required projects from the 5YA list. 	

		<ul style="list-style-type: none"> • Start the assessment of furnishings including the classroom sets 	<ul style="list-style-type: none"> • Complete the implementation of changes arising from the assessment of furnishings other than classroom sets. 	<ul style="list-style-type: none"> • Start the assessment of furnishings including the classroom sets 	
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THREE YEAR STRATEGIC OUTCOMES:

1. **Great educational opportunities:** We will be successful if by the end of this year, 2019,
 - a. the academic performance of our children is significantly higher than it is at the present time (Assessment results of cohorts over three years)
 - b. we have enabled more of our children to access good quality educational opportunities when they leave BMPS and move forward into secondary education.

2. **Well rounded:** We will be successful if by the end of this year,
 - a. the academic performance of our children will continue its upward trend from 2018 and target students achieve accelerated learning (Assessment results of cohorts over three years)
 - b. the children have established work habits that enable them to work collaboratively to research and solve problems. (Observation and anecdotal records)
 - c. the values listed above are entrenched across all children and classes in the school. (In class assessments of the Key Competencies and playground observation)

3. **Fun:** We will be successful if by the end of 2018 if,
 - a. attendance has improved and being at school is seen as the preferred option for most of the children on the roll. (Attendance data as evidence; improved from the current 2017 rate)
 - b. as you move around the school laughter is heard along with lively friendly voices and children supporting each other. (Anecdotal evidence)

4. **Welcoming environment:** We will be successful if by the end of 2018 if,
 - a. we have an office team who set the standard and are welcoming, accessible and available at all times. (Anecdotal evidence through being in an open plan office setting).
 - b. we have an increase in the level of parental involvement in the school and with the children. (Numbers of parents who attend school events, support for attendance led by children).
 - c. more parents are comfortable coming into the school and are confident to enquire about school activities and processes. (Observation and comparison with 2016 baseline data on parents in school).
 - d. more parents are attending the Principal's Hui (Parent Forum) each term.

THREE YEAR SUCCESS CRITERIA:

- a. **Great educational opportunities** - to offer great opportunities we must have highly skilled, innovative, dedicated, enthusiastic and motivated teachers who have the ability to create great relationships with the children in the school. The teachers will have effective professional development programmes and opportunities to assist them to move towards even higher levels of reflective teaching performance.
- b. **Well rounded** – the children will have great literacy, numeracy and IT skills. They will also be able to forge solid relationships with peers and others where values such as caring, excellence, innovation, equity, participation, sustainability and integrity are held in high regard.
- c. **Fun** - this school has to be a place where children want to be, where they have fun and are comfortable in the knowledge that they are safe and cared for.
- d. **Welcoming environment** - the whole school setting has to be a place where children and parents feel welcome at all times. All our stakeholders will feel comfortable to ask questions and become more deeply involved in their children's education.

Target 1 – Domain – Learning/Student Achievement in Written Language – 2019

Strategic Goal: Improve written language outcomes for targeted students in each class- (See the selection process in Baseline Data section below). and to review the assessment process for written language to include e-asTTle

Annual goal: Accelerate progress of targeted children in each class who are performing just below expectations in written language.

Annual Target: 50% of the target children will be achieving at expectation by the end of 2019

Baseline data:

Refer to Principal's end of year report, Writing. (Selection process: Each teacher will use the data collected in term 4 2018 or testing at the start of 2019 for newly enrolled children, to identify four children who are performing just below expectation in writing and will target these children to accelerate their achievement in written language). The selected children will be monitored and when they have reached the level required they will be replaced by the next children who meet the criteria. (Alternate target children are those performing at their expected levels but who are in danger of not maintaining that level).

Key improvement strategies

When	What	Who	Progress indicator
On-going throughout 2019	Internal PLD based on the Leadership and assessment work done in 2015 -16 with Jody O'Connell	Whole staff	<ul style="list-style-type: none"> • Improved quality of teaching and learning in writing • Inspired teachers
On-going throughout 2019	In School PLD based on <i>the PLD led by Louise Dempsey</i>	Whole staff	<ul style="list-style-type: none"> • Teachers will have a better knowledge of the steps and progressions in writing • Teachers will embed the modified BMPS writing pedagogy
On-going throughout 2019	Modified writing programmes within syndicates / classrooms	All teachers	<ul style="list-style-type: none"> • Motivated students keen to write and making accelerated progress • Improved writing achievement results

Monitoring:

Feedback within syndicate meetings
 Teacher reflections, moderations and OTJ
 Regular monitoring of target group by management

Resourcing:

Resource purchases \$1500
 PLD with Louise Dempsey \$5500

Target 2 – Domain – Learning/Student Achievement in Mathematics – 2019

Strategic Goal: Improve mathematics outcomes for targeted students in each class. (See the selection process in Baseline Data section below). and to review the assessment process for mathematics to include e-asTTle

Annual goal: Accelerate progress of targeted children in each class who are performing below expectations in mathematics

Annual Target: 50% of the selected targeted children will be achieving at expectation by the end of 2019

Baseline data:

Refer to Principal's end of year report, Mathematics. (Selection process: Each teacher will use the data collected in term 4 2018 or testing at the start of 2019 for newly enrolled children, to identify two children who are performing below expectation in Mathematics and will target these children to accelerate their achievement in Maths). The selected children will be monitored and when they have reached the level required they will be replaced by the next children who meet the criteria. (Alternate target children are those performing at their expected levels but who are in danger of not maintaining that level).

Key improvement strategies

When	What	Who	Progress indicator
On-going throughout 2019	<p>Number knowledge focussed in school PLD led by mathematics specialists in school This PLD and all class teaching programmes will have a very deliberately renewed focus on knowledge rather than strategies.</p> <p>Observation of and sharing excellence in Maths Pedagogy</p>	All staff	<ul style="list-style-type: none"> • Increased involvement and sharing from and by staff members • Improved mathematics assessment results • Improved quality of teaching and learning • Inspired teachers
On-going throughout 2019	Modified mathematics programmes in classrooms	All staff	<ul style="list-style-type: none"> • Motivated students making accelerated progress in Maths • Improved overall Maths achievement results

Monitoring:

Feedback within syndicate meetings
 Teacher reflections, moderations and OTJ
 Regular monitoring of target children by management

Resourcing: As all of this change will be handled in school there will be no costs outside of the budgeted expenditure for Maths

Target 3 – Domain – Learning/Student Achievement in Reading -2019

Strategic Goal: Improve reading outcomes for targeted students in each class. (See the selection process in Baseline Data section below).

Annual goal: Accelerate progress of children in each class who are performing just below expectation in reading.

Annual Target: 50% of the targeted group will make accelerated progress and will be achieving at or above expectation by the end of 2019

Baseline data:

Refer to Principal's end of year report, Reading. (Selection process: Each teacher will use the data collected in term 4, 2018 or testing at the start of 2019 for newly enrolled children, to identify two children who are performing just below expectation in Reading and will target these children to improve their level of achievement in Reading). The selected children will be monitored and when they have reached the level required they will be replaced by the next children who meet the criteria. (Alternate target children are those performing at their expected levels but who are in danger of not maintaining that level).

Key improvement strategies

When	What	Who	Progress indicator
On-going throughout 2019	In school PLD, sharing of ideas and planned interventions	All staff	<ul style="list-style-type: none"> • Improved quality of teaching and learning in reading • Inspired teachers
On-going throughout 2019	Innovative reading programmes in classrooms	Teachers and all children	<ul style="list-style-type: none"> • Students inspired to read and making accelerated progress • Improved reading assessment results

Monitoring:

Feedback within syndicate meetings
 Teacher reflections, moderations and OTJ
 Regular monitoring of target children by management

Resourcing: As all of this change will be handled in school there will be no costs outside of the budgeted expenditure for Reading / English

Target 4 – Domain – Student engagement – 2019

Strategic Goal: Improved attendance rates across the whole school.

Annual goal:
Accelerate student achievement by focusing on improved attendance

Annual Target:
Improve overall annual attendance rates from 88.707% (2016) to 94% by 2019

Baseline data:
Due to a less than satisfactory service being provided by our attendance service providers' attendance rates overall did not improve during 2018.

Key improvement strategies

When	What	Who	Progress indicator
On enrolment	Discuss importance of daily attendance with new parents	Principal	Improved attendance of Year 1 students
On-going throughout 2019 - 2020	Review the effectiveness of truancy providers – Strive This review will start as early as possible in 2019	Principal and SAO	Improved attendance rates
Term 2	Review the effectiveness of Text-stream	Principal, Val and SAO	Improved communication with parents through Text-stream
Termly	Parent meetings, Hui and Whanau Time sessions	Principal, teachers.	Improved communication with parents

Monitoring:
Weekly syndicate meeting teachers notify attendance concerns to the principal who will then work with the School Attendance Officer (SAO) and other agencies/providers to contact the parents with the view to improving the child's attendance.

Resourcing:
Text-stream \$1500