



Bairds Mainfreight Primary School Charter, Strategic & Annual Plan 2022-2024

**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!**



Bairds Mainfreight Primary School

Tena Koutou Katoa

It is our pleasure to present the BMPS Charter, Strategic and Annual Plan. This is the Board of Trustees guiding document in which we set our vision, goals and aspirations for our learning community.

Bairds Mainfreight Primary School is an incredible learning community in Ōtara, Auckland. Ōtara or Te Puke ō Tara (The Hill of Tara) was developed in the 1960s and became the place where many Māori and Pasifika families settled when they moved to Auckland. Our school roll reflects the Ōtara community of 2023 with 27% Māori, about 71% Pasifika and 2% consists of African, Middle Eastern and South East Asian ethnicities.

In the Te Reo, Ō-Tara means 'the place of Tara' or 'territory belonging to Tara', who was a rangatira (Māori chief) of the area. Ōtara' is in turn the shortened form of Te Puke ō Tara (literally; 'The Hill of Tara'); known also for a time as Smales Mount.

The mana whenua of Te Rohe ō Tara is the local Iwi/Māori people known as Ngāi Tai, also called Ngāti Tai. Ngāi Tai is said to have originated as a distinct iwi identity on the eastern coastline of Auckland shortly after the Tainui canoe/waka called there in about the mid-14th century.

BMPS has a proud, 60 year history. We value great relationships between home and school and believe that this partnership is imperative for the success of our tamariki. We are committed to providing a fun and engaging learning community which is focused on preparing our tamariki for our ever-changing world in which they live.

Our Board is committed to an ongoing programme of reporting, self-review and community consultation. The strategic goals for the period of 2022-2024 reflect consultation with our school community and priorities that have arisen, with importance placed on equity, excellence and the development of confident citizens who have the beliefs, resilience and attitudes to help them succeed..

BMPS is committed to ensuring success for all learners. Our goal is that all of our tamariki know and believe that "Anything is Possible."

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

Fiona McAree-Ngaau: Tumuaki

Ani Tangimitaiti: BMPS Presiding Member



Our Charter and Strategic Goals

Our charter includes:

A strategic section (strategic plan) that outlines the board's strategic aims for the next three years. It reflects what a board is doing to make a difference for student achievement and progress, particularly for Māori and Pasifika students, and students with special education needs.

An annually updated section (annual plan) that identifies the board's priorities for the coming year. It includes the board's actions to raise student progress and achievement. A charter also describes how the board is giving effect to the NELP, that the school must comply with.

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.



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



BMPS Values

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

<p>Community & Participation Hapori me te Whai Whaitanga</p>	<p>Excellence Te Hiraanga</p>	<p>Respect Whakaute</p>	<p>Integrity Ma Te Pono</p>	<p>Creativity, Innovation & Te Auahatanga me te Mahi Hou</p>
<p>Reliable Leaders Team Players Engaged Citizens Change Makers</p>	<p>Active Learning Reflective Self Managing Determined Growth Mindset Orientated</p>	<p>Kind Empathetic Courteous Inclusive Kaitiaki (self, others & environment)</p>	<p>Courageous Resilient Responsible Trustworthy Honest</p>	<p>Curious Innovative Risk-Takers Problem Solvers Adventurous</p>



National Education Learning Priorities and Bairds Mainfreight Primary School Strategic Goals

OBJECTIVES	OBJECTIVE 1	OBJECTIVE 2	OBJECTIVE 3	OBJECTIVE 4	OBJECTIVE 5
	LEARNERS AT THE CENTRE Learners with their whānau are at the centre of education	BARRIER FREE ACCESS Great education opportunities and outcomes are within reach for every learner	QUALITY TEACHING AND LEADERSHIP Quality teaching and leadership make the difference for learners and their whānau	FUTURE OF LEARNING AND WORK Learning that is relevant to the lives of New Zealanders today and throughout their lives	WORLD CLASS INCLUSIVE PUBLIC EDUCATION New Zealand education is trusted and sustainable
PRIORITIES	1	3	5	7	8
	Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying	Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs	Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning	Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work	Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)
	2	4	6		
	Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures	Ensure every learner/ākonga gains sound foundation skills, including language*, literacy and numeracy	Develop staff to strengthen teaching, leadership and learner support capability across the education workforce		

* Oral language encompasses any method of communication the learner/ākonga uses as a first language, including New Zealand sign language

The NELP and TES are statutory documents enabled by the Education and Training Act 2020 that set out the Government's priorities for education. This document forms both the NELP (priorities 1-7) and the TES (priorities 1-8).

Some aspects of these priorities will be more applicable to one sector than others.

The NELP is designed to guide those who govern licensed early learning services, ngā kohanga reo, schools and kura.

In particular, licensed early learning services are required to have regard to the NELP as part of the Governance, Management and Administration (GMA) Standard. Boards of schools and kura must have particular regard to the NELP, including when developing or renewing their charters.

The TES sets the direction for tertiary education. Tertiary Education Organisations are required to show how they have regard for the TES. The Tertiary Education Commission must give effect to the TES, and the New Zealand Qualifications Authority must have regard for the TES.



National Education Learning Priorities and Bairds Mainfreight Primary School Strategic Goals

OBJECTIVE 1

LEARNERS AT THE CENTRE

Learners with their whānau are
at the centre of education

OBJECTIVE 2

BARRIER FREE ACCESS

Great education opportunities and outcomes
are within reach for every learner

OBJECTIVE 3

QUALITY TEACHING AND LEADERSHIP

Quality teaching and leadership make the
difference for learners and their whānau

OBJECTIVE 4

FUTURE OF LEARNING AND WORK

Learning that is relevant to the lives
of New Zealanders today and
throughout their lives

1

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

Ask learners/ākonga, whānau
and staff about their experience
of racism, discrimination
and bullying, and use that
information to reduce these
behaviours

Have processes in place to
promptly address and resolve
any complaints or concerns
about racism, discrimination
and bullying

Create a safe and inclusive
culture where diversity is valued
and all learners/ākonga and staff,
including those who identify as
LGBTQIA+, are disabled, have
learning support needs, are
neurodiverse, or from diverse
ethnic communities, feel
they belong

2

Have high aspirations for every
learner/ākonga, and support
these by partnering with their
whānau and communities to
design and deliver education
that responds to their needs,
and sustains their identities,
languages and cultures

Partner with family and whānau
to equip every learner/ākonga to
build and realise their aspirations

Help staff to build their
awareness of bias and low
expectations, and of how these
impact learners/ākonga, staff
and whānau

Identify and respond to learner/
ākonga strengths, progress and
needs, and learner/ākonga and
whānau aspirations

Build relationships with Māori,
involve them in decision making,
and partner with them to support
rangatiratanga, and Māori
educational success as Māori

Collaborate with Māori
communities to invest in,
develop and deliver Māori-
medium learning

3

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

Work with whānau and
Pacific families to identify and
understand barriers that may
prevent learners/ākonga from
accessing, participating or
remaining engaged in schooling,
and work to address them

Ensure disabled learners/ākonga
and staff, those with learning
support needs, gifted learners/
ākonga, and neurodiverse
learners/ākonga are safe
and included in their school or
kura, their needs are supported,
and that learning support
programmes are robust
and effective

Where possible, reduce non-fee
costs, including costs associated
with BYOD² policies, and take
advantage of policies to reduce
financial dependence on families
and whānau

4

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

Ensure all learners/ākonga
have ongoing opportunities
to develop key capabilities,
including communication,
problem solving, critical
thinking and interpersonal skills

Identify learners/ākonga who
are not making sufficient
progress in key foundation
skills, and adjust learning
opportunities, teaching
approaches and supports,
including seeking additional
support from specialists

Value the heritage languages
spoken by Pacific learners/
ākonga, and provide
opportunities to use and to
build on them

5

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

Seek advice from Māori on
how best to include tikanga
Māori in values, practices and
organisational culture

Use development opportunities
for teachers/kaiako and leaders
to build their teaching capability,
knowledge and skills in te reo
Māori and tikanga Māori

Talk with learners/ākonga
and staff about why correct
pronunciation of te reo Māori
is important, and provide them
with opportunities to learn and
practice without judgement

6

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

Identify gaps in teaching
capability and invest in
opportunities for teachers/
kaiako and staff to strengthen
teaching, leadership and
learning support

Develop teacher/kaiako
confidence and competence to
teach diverse learners/ākonga
with varying needs, and to
appropriately modify teaching
approaches

Expect and support teachers/
kaiako to build their
understanding of learners/
ākonga contexts, including
languages spoken at home,
histories, stories and cultural
values, to provide culturally
responsive teaching

7

Collaborate with industries
and employers to ensure
learners/ākonga have
the skills, knowledge and
pathways to succeed in work

Support learners/ākonga to see
the connection between what
they're learning and the world
of work

Break down ethnic,
gender and socioeconomic
stereotypes around education
and career pathways, including
for girls and young women

Collaborate with industries,
employers and tertiary
education providers to plan for
successful transitions to enable
all learners/ākonga to succeed
in education



BMPS Strategic Plan 2022-2024

Goal 1: Practices are inclusive, respectful and culturally responsive

2022

To develop our cultural responsiveness

2023

An emphasis on language, culture, identity and achievement

2024

Culturally responsive teaching and learning for all tamariki

Initiatives

- Begin the learning journey as part of the Māori Achievement Collaborative (MAC)
- Develop knowledge and understanding of the impact of Te Tiriti o Waitangi
- Unpack Ka Hikitia to inform practice
- Draft action plan for 'Māori achieving as Māori'
- Teacher focus on cultural responsive practices as part of inquiry
- A focus of tamariki and staff hauora/well-being
- Begin a relationship with Mana Whenua

- Māori achieving as Māori Plan is implemented across BMPS
- Te Reo, Tikanga and Te Ao Māori is an every day part of BMPS
- BMPS continues to develop an inclusive school culture with an emphasis on language, culture and identity through great teaching and learning
- Celebrating success at every opportunity
- Visiting and learning about our history at the marae
- Developing a BMPS relationship with Mana Whenua

- Culturally responsive learning contexts and systems for all learners
- Culturally responsive effective teaching for Māori learners
- Māori enjoying and achieving education success as Māori.
- Te Reo Māori proficiency across BMPS
- The opportunity for tamariki to be taught some of the curriculum in Te Reo
- Critical review and strategic planning to ensure sustainability and authenticity



BMPS Strategic Plan

Goal 2: A future focused curriculum that enables success for all learners

2022

2023

2024

PLD, planning and implementing aspects of refreshed curriculum
 PLD, planning and implementation of aspects of BMPS curriculum
 Continue to design the BMPS curriculum

Initiatives

- PLD for all kaiako on The NZ Curriculum Refresh
- PLD on curriculum design for all teachers, with Evaluation Associates
- Staff and community workshops to discuss, develop and design the Bairds Mainfreight way
- Continue developing a BMPS curriculum that is responsive to the needs and interest of our learners and community
- Target teachers trial implementing the BMPS way across BMPS
- Clarity for Learning will be a focus for all teachers
- Assessment for Learning will be part of practice

- PLD support for the integration of our BMPS curriculum/curriculum refresh
- Create 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
- Integrate BMPS vision and values into our BMPS curriculum
- Assessment for Learning will be an integral part of practice
- Clarity for learning will be part of practice

- PLD as required for teachers and staff
- PGC used to develop kaiako capability
- Trialling and implementing aspects of the refreshed curriculum
- Review and refine the BMPS curriculum content to reflect the BMPS learner and the community
- Implementation of most aspects of the BMPS Curriculum
- Embed the teaching and learning of NZ Histories
- Good induction for new kaiako
- Clarity for learning will be an integral part of practice



BMPS Strategic Plan 2022-2024

Goal 3: To develop innovative, responsive teaching and learning that enables student success.

2022

A focus on a shared curriculum understanding and knowledge.

2023

An emphasis on improving and accelerating student success.

2024

An emphasis on improving and accelerating student success.

Initiatives

- Good relationships
- A focus on the health and wellbeing of all tamariki and kaiako
- PGC has a focus on using data to determine next teaching/learning steps
- Kaiako support and guidance for curriculum learning, as required
- Clarity is a focus across BMPS
- Kaiako using tamariki feedback to inform practice
- Referring to and using outside agencies as required

- A focus on the health and wellbeing of all tamariki and kaiako
- PLD on curriculum refresh
- Support as required given for curriculum refresh
- PLD support as required
- Clarity is a focus across BMPS
- Kaiako using tamariki feedback to inform practice
- Involving parents and outside agencies for support, as required
- PGC focus on teaching and learning/best practice

- A focus on the health and wellbeing of all tamariki and kaiako
- PLD as required for teachers and staff
- Clarity is a focus across BMPS
- Student feedback used to ensure that teaching and learning is responsive to needs
- PGC focus on teaching and learning/best practice
- Good knowledge and begin implementation of more areas from curriculum refresh
- A continued focus on successful outcomes for all learners



BMPS Strategic Plan 2022-2024

Goal 4: Ensuring that we have an actively engaged learning community

2022

2023

2024

What is an actively engaged learning community?

Empower tamariki and whānau to be actively part of the learning journey

Teachers/tamariki/whānau sharing responsibility for the learning journey

Initiatives

- A community focus on attendance
- BMPS explore the roles, responsibilities and actions to enable an actively engaged learning community
- Seek opportunities for student agency
- A community focused event held each term
- Seeking opportunities for community communication and feedback
- Using our school management system for real time reporting
- Tamariki in Y5-6 using HERO to reflect on their learning/create goals

- Empower tamariki to take more responsibility for their learning
- Provide learning environments that enable tamariki to develop skills and attitudes to be active learners
- Provide opportunities for more student agency
- Tamariki in Y3-6 using HERO to reflect on their learning/create goals
- A community focus on attendance
- Whānau engagement initiatives to encourage a strong partnership
- A community focused event held each term

- Seek opportunities for tamariki and parent voice on how to further develop our BMPS learning partnership
- A community focus on attendance
- Whānau engagement initiatives to encourage a strong partnership
- A community focused event held each term
- Initiate activities and events that are of interest to whānau
- HERO is used effectively by tamariki, teachers and whānau for teaching and learning

BMPS Annual Goals Overview 2023

Goal	Initiative	NELP	Action
Practices are inclusive, respectful and culturally responsive	<i>To continue on the journey of embedding Te Ao Māori at BMPS including developing a relationship with our local iwi, Ngāi Tai</i>	<ul style="list-style-type: none"> • Learners at the centre • Barrier free access • Quality Teaching & Leadership 	<ul style="list-style-type: none"> • Continue the learning journey as part of the Māori Achievement Collaborative (MAC) • Develop knowledge and understanding of the impact of Te Tiriti o Waitangi • Kaiako focus on culturally responsive practices as part of their inquiry • Trial BMPS draft action plan for 'Māori achieving as Māori' • A focus of tamariki and staff hauora/well-being
A future focused curriculum that enables success for all learners.	<i>To continue on the journey of creating a local curriculum for BMPS, which is aligned with the NZ Curriculum Refresh</i>	<ul style="list-style-type: none"> • Learners at the centre • Barrier free access • Quality Teaching & Leadership 	<ul style="list-style-type: none"> • ANZH curriculum will be implemented in all classes • Continue to unpack the ANZH Curriculum • Unpack aspects of curriculum refresh: whakapapa and curriculum areas • Tamariki, Staff and community consultation to discuss, develop and design the Bairds Mainfreight way • BMPS Student Profile will be trialled, developed and if necessary adapted • Continue to develop the BMPS curriculum
To develop innovative, responsive learning environments that enables student success.	<i>To provide an environment through which teaching excellence and authentic learning opportunities enable student success</i>	<ul style="list-style-type: none"> • Learners at the centre • Barrier free access • Quality Teaching & Leadership 	<ul style="list-style-type: none"> • Great relationships between tamariki and kaiako is evident • Trialling new initiatives to help meet the learning needs of all tamariki • Clarity for Learning will be a focus for all teachers • An expectation of clear evidence of both formative and summative assessment being used to decide on teaching and learning • PGC and inquiry used to notice, reflect, review and change practice • Student agency and student feedback will help to inform practice • Kaiako will have sufficient curriculum knowledge to be able to notice, recognise and respond to student learning needs • An expectation of clear evidence of both formative and summative assessment being used to decide on teaching and learning • Ensuring that we advocate for tamariki who require support
An actively engaged learning community	<i>Further engagement with tamariki, whānau, community and staff to strengthen learning partnerships</i>	<ul style="list-style-type: none"> • Learners at the centre • Barrier free access • Quality Teaching & Leadership 	<ul style="list-style-type: none"> • A community focus on attendance and learning • Community consultation regarding our BMPS curriculum • A community focused event held each term: sporting, cultural, other • Good communication using a variety of platforms • Using our school management system for real time reporting • Tamariki using HERO to share learning and to reflect on their learning/create goals • Invite whanau to be part of initiatives and learning taking place at BMPS • Tamariki are involved in initiatives in our community



BMPS Annual Plan 2023

Strategic Intent 1:	NELP	Initiative	Purpose
Practices are inclusive, respectful and culturally responsive	NELP <ul style="list-style-type: none"> • Learners at the centre • Barrier free access • Quality Teaching & Leadership 	To continue on the journey of embedding Te Ao Māori at BMPS including developing a relationship with our local iwi, Ngāi Tai	<ul style="list-style-type: none"> • BMPS recognises and acknowledges the significance of Te Tiriti o Waitangi. 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,

Actions	Measures	Responsibility	On-going Evaluation and Evidence
Continue the learning journey as part of the Māori Achievement Collaborative (MAC)	Evidence of change to goals and practice in class and across BMPS: relationships, student agency with teaching and learning	Principal SLT Kaiako	PLD sessions with George Evidence of learning changing practice Some kaiako participating in PLD at Umupuia Marae
Develop knowledge and understanding of the impact of Te Tiriti o Waitangi	Evidence in teaching and learning and through PGC and PS reflection and evaluations	Principal SLT Kaiako	BMPS demonstrate Te Tiriti centric practices Te Tiriti PLD for kaiako and BOT Te Tiriti teaching and learning implemented authentically across BMPS
Kaiako focus on culturally responsive practices as part of their inquiry	Evidence of change to goals and practice in class and across BMPS: relationships, student agency with teaching and learning	Kaiako Mentor Team Leaders DP/AP	Soma Kaiako and staff learning Te Reo Evidence of noticing, evaluation and change to practice Teams have a focus on culturally responsive practices as part of their inquiry



BMPS Annual Plan 2023

Strategic Intent 1:

Practices are inclusive, respectful and culturally responsive

Actions	Measures	Responsibility	On-going Evaluation and Evidence
Trial BMPS draft action plan for 'Māori achieving as Māori'	Trialling and reviewing our BMPS action plan.	Principal DP/AP	Evidence of planning, implementation and assessment using the BMPS draft plan Te Reo being integrated into learning Te Reo signage around BMPS Seek opportunities for tamariki and community feedback Kapa Haka for all tamariki
Unpack Ka Hikitia to inform practice	PLD with George/MAC	Team leaders	Evidence of at least one change to practice
A focus of tamariki and staff hauora/well-being	Evidence of deliberate teaching and learning and actions to promote hauora/well-being A well-being survey for tamariki and staff	Principal SLT	Implementation of Mitey Celebrating our Cultures at every opportunity Celebrating success at every opportunity Culture weeks are an authentic part of BMPS



BMPS Annual Plan 2023

Strategic Intent 2:	NELP	Initiative	Purpose
A future focused curriculum that enables success for all learners	NELP <ul style="list-style-type: none"> Learners at the centre Barrier free access Quality Teaching & Leadership 	To continue on the journey of creating a local curriculum for BMPS, which is aligned with the NZ Curriculum Refresh	<ul style="list-style-type: none"> Develop a curriculum that reflects our learners and community To maintain and improve learning outcomes for all tamariki To ensure that kaiako have good knowledge and understanding of the curriculum refresh To ensure that the ANZH curriculum is implemented. Review and revise our learning pathways-teaching as inquiry model To develop best practice

Actions	Measures	Responsibility	On-going Evaluation and Evidence
ANZH curriculum will be implemented in all classes	<ul style="list-style-type: none"> ANZH planning and implementation is evident BMPS Understand/Know/Do plan for ANZH will be trialled 	Principal SLT Kaiako	All tamariki learning about Te Tiriti. All tamariki learning their pepeha. All tamariki learning about aspects of our local history. All tamariki learning our Moteatea. All tamariki being involved in Matariki ANZH focus. ANZH Learning pathways is trialled, reflected on and reviewed.
Continue to unpack the ANZH Curriculum	<ul style="list-style-type: none"> Kaiako will take part in PLD with George from MAC Trial ANZH planning format 	Principal SLT Kaiako	All kaiako upskill knowledge of local histories All kaiako implementing aspects of ANZH curriculum in their class.



BMPS Annual Plan 2023

Strategic Intent 2:

A future focused curriculum that enables success for all learners

Actions	Measures	Responsibility	On-going Evaluation and Evidence
Unpack aspects of curriculum refresh: whakapapa and curriculum areas	<ul style="list-style-type: none"> Kaiako will take part in PLD with EA about the curriculum refresh SLT will take part in PLD for Social Sciences, Maths and English 	Principal SLT	TOD term 2 on curriculum refresh delivered by EA.
Tamariki, Staff and community consultation to discuss, develop and design the Bairds Mainfreight way	<ul style="list-style-type: none"> consultation with all stakeholders on BMPS curriculum content will take place 	Principal SLT	Consultation has occurred with all stakeholders. Feedback from consultation is evident in the emerging curriculum.
BMPS Student Profile will be trialled, developed and if necessary adapted	<ul style="list-style-type: none"> The BMPS tamariki profile will be trialled 	Principal SLT Kaiako	Evident in planning, teaching and learning across BMPS.
Continue to develop the BMPS curriculum	<ul style="list-style-type: none"> Teachers implementing draft 2022 learning pathways model All of BMPS will take part in PLD to further develop the BMPS curriculum Consultation will occur with all stakeholders 	Principal SLT	Continue with PLD on curriculum design for all teachers, with Evaluation Associates Aspects of the curriculum refresh are aligned with the BMPS way e.g. ANZH planning and delivery.



BMPS Annual Plan 2023

Strategic Intent 3:	NELP	Initiative	Purpose
To develop innovative, responsive teaching and learning that enables student success	NELP <ul style="list-style-type: none"> • Learners at the centre • Barrier free access • Quality Teaching & Leadership 	To provide an environment through which teaching excellence and authentic learning opportunities enable student success	All tamariki have the opportunity to reach their full potential by being part of teaching and learning that is inclusive, is responsive to their needs and has high yet realistic expectations

Actions	Measures	Responsibility	On-going Evaluation and Evidence
Great relationships between tamariki and kaiako is evident	<ul style="list-style-type: none"> • There is always a focus on building, developing and maintaining great relationships 	Principal SLT Kaiako	Term one focus on building and developing relationships. Relationship focus is build into learning: Ko Wai Matou? Powhiri to welcome all new whanau.
Trialling new initiatives to help meet the learning needs of all tamariki	<ul style="list-style-type: none"> • Responsive practice occurring • Implementation 'Back to Basics' for all tamariki using Structured Literacy and Sonday • Implementation of Maths-Whizz for all tamariki 	SLT Kaiako	All junior classes using Structured Literacy. All Tui/Kahu classes using Sonday. Most tamariki using Maths-Whizz. Kaiako focus on improving practice. Kaiako Maths inquiry to inform practice. PGC focus on meeting learning needs. Referrals for support as and when needed.



BMPS Annual Plan 2023

Strategic Intent 3:

To develop innovative, responsive teaching and learning that enables student success

Actions	Measures	Responsibility	On-going Evaluation and Evidence
Clarity for Learning will be a focus for all teachers	<ul style="list-style-type: none"> An expectation that 'nothing is left to chance.' Assorted ways to ensure clarity for all learners In school PLD as appropriate 	Principal SLT Kaiako	Clarity in the Classroom (Ch 7&8) used to determine 2023 PGC focus. PGC used to record clarity journey and the changes being made to teaching and learning.
An expectation of clear evidence of both formative and summative assessment being used to decide on teaching and learning	<ul style="list-style-type: none"> All tamariki progress will monitored and tracked Assessment will be used to inform next teaching steps 	Principal SLT Kaiako	PLD available for kaiako who need support. Evidence of data being used will be in PGC documentation. Term one-maths data being used to inform teaching and learning. Evidence of data being used will be in PGC documentation.
PGC and maths and inquiry used to notice, reflect, review and change practice	<ul style="list-style-type: none"> Regular team discussion and reflection and review to allow kaiako to determine if what they are doing is working 	Principal SLT Kaiako	All teams have started their inquiries using their class assessment data.
Student agency and student feedback will help to inform practice	<ul style="list-style-type: none"> Tamariki have the opportunity to decide on curriculum focus Tamariki are asked to give feedback on kaiako teaching and learning 		Kaiako will respond to student feedback about their learning. Kaiako meet with tamariki to discuss goals and next teaching steps. Both kaiako and tamariki upload learning on to HERO.



BMPS Annual Plan 2023

Strategic Intent 3:

To develop innovative, responsive teaching and learning that enables student success

Actions	Measures	Responsibility	On-going Evaluation and Evidence
Kaiako will have sufficient curriculum knowledge to be able to notice, recognise and respond to student learning needs	<ul style="list-style-type: none">• PLD as and when required• Mentoring and support as and when required• PGC used for kaiako reflection• Observations will be part of deciding on next teaching and learning steps	SLT Kaiako	Kaiako opting for PLD Evidence of curriculum knowledge as part of observation process. Evidence of curriculum knowledge as part of planning.
Ensuring that we advocate for tamariki who require support	<ul style="list-style-type: none">• Ensuring that we minimise barriers to learning• Ensuring that whanau are involved in supporting their tamariki	Principal SLT	Teams have been asked to seek advice and support for tamariki re hearing, sight and any other potential learning needs.



BMPS Annual Plan 2023

Strategic Intent 4:	NELP	Initiative	Purpose
Ensuring that we have an actively engaged learning community	NELP <ul style="list-style-type: none"> • Learners at the centre • Barrier free access • Quality Teaching & Leadership 	Further engagement with tamariki, whānau, community and staff to strengthen learning partnerships	BMPS values great relationships between home and school and believe that this partnership is imperative for the success of our tamariki.

Actions	Measures	Responsibility	On-going Evaluation and Evidence
A community focus on attendance and learning	Evidence of engagement and initiatives to improve student attendance	Principal DP/AP	Parent/kaiako catch-ups term one to share tamariki attendance, goals and how whānau can support learning.
Community consultation regarding our BMPS curriculum	An online survey for feedback and ideas	Principal	
A community focused event held each term: sporting, cultural, other	Evidence of a community/teaching and learning event each term	Principal SLT	Term One: catch-ups Taking whānau to camp Taking whānau to Waiheke
Good communication using a variety of platforms	Regular updates both to share information and celebrate tamariki success	Principal DP/AP	An open door policy to meet with whānau regarding teaching, learning or anything to support tamariki and whanau. Regular updates and newsletters. Ensuring that our whānau are connected and accessing HERO.



BMPS Annual Plan 2023

Strategic Intent 4:

Ensuring that we have an actively engaged learning community

Actions	Measures	Responsibility	On-going Evaluation and Evidence
Using our school management system for real time reporting	Tamariki assessment, goals and learning will be uploaded and shared with whānau	DP/AP	
Tamariki using HERO to share learning and to reflect on their learning/create goals	Tamariki will post learning each term. If appropriate, tamariki will help to set, evaluate and reflect on their goals.	SLT Teachers	Student voice is evident on HERO.
Invite whanau to be part of initiatives and learning taking place at BMPS	Asking whānau to help to lead/be part of our Matariki learning, language weeks, camp, etc. If possible, finding whanau to lead kapa haka at BMPS.	Principal Language Leads	Whānau invited to open mornings every week-starting term 2. Whānau invited to be part of the planning, organisation and implementation of learning and events: Matariki, language weeks and culture groups.
Tamariki are involved in initiatives in our community	Using an environmental lens to ensure that our tamariki are kaitiaki for our local environment/connect with our local community	SLT Melissa Michelle	TLC-clean ups from term 1. Neat Streets event-term 2. Termly events at Ōtara Creek.

School:	Bairds Mainfreight Primary School	School Number:	1218
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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 at or above the expected NZC level.

Baseline Data from Term 1 2022:

Reading Term One Baseline Data

Year 1 & 2 Kiwi Totals	Number of tamariki above: 0	Percentage of tamariki above: 0%
Syndicate Analysis	Number of tamariki at: 12	Percentage of tamariki at: 16%
Reading	Number of tamariki below: 64	Percentage of tamariki below: 84%
Total 76	Number of Maori tamariki below: 16	Percentage of Maori tamariki below: 21%
	Number of Pasifika tamariki below: 39/60	Percentage of Pasifika tamariki below: 51%
	Number of 'Other' tamariki below: 2	Percentage of 'Other' tamariki below: 3%

School:	Bairds Mainfreight Primary School	School Number:	1218
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Reading Term One Baseline Data Continued

Year 3 & 4 Tui Totals	Number of tamariki above: 15 /113	Percentage of tamariki above: 13.27%
Syndicate Analysis	Number of tamariki at: 26/113	Percentage of tamariki at: 23%
Reading	Number of tamariki below: 72/113	Percentage of tamariki below: 63.7%
	Number of Maori tamariki below: 16/24	Percentage of Maori tamariki below: 66.6%
	Number of Pasifika tamariki below: 55/87	Percentage of Pasifika tamariki below: 62.2%
	Number of 'Other' tamariki below: 1/2	Percentage of 'Other' tamariki below: 50%

Year 5 & 6 Kahu Totals	Number of tamariki above: 24/142	Percentage of tamariki above: 17%
Syndicate Analysis	Number of tamariki at: 35/142	Percentage of tamariki at: 24%
Reading	Number of tamariki below: 83/142	Percentage of tamariki below: 58%
	Number of Maori tamariki below: 25/40	Percentage of Maori tamariki below: 62%
	Number of Pasifika tamariki below: 59/99	Percentage of Pasifika tamariki below: 60%
	Number of 'Other' tamariki below: 0/1	Percentage of 'Other' tamariki below: 0

Reading 2022 Term 4 Data:

Actions What did we do?	Outcomes What happened?	Reasons for variance Why did it happen?	Evaluation Where to next?
<p>There was a focus on using resources that were meaningful to the tamariki.</p> <p>There was a focus on making an OTJ using assorted data.</p> <p>Individual and team PLD as required to develop practice.</p> <p>Board funded money to purchase reading resources.</p> <p>Teachers observing other teachers to develop practice.</p> <p>Students and cohorts below New Zealand Curriculum levels were identified, using achievement data and OTJ's.</p> <p>Focus on using data to determine next steps in learning.</p> <p>Targeted interventions were developed including Reading Recovery T aide support A teacher fully released to work with target tamariki to accelerate reading progress Referrals for tamariki as required</p> <p>Student progress was monitored by teams and plans were made on next steps based on evidence.</p>	<p>An analysis of the data indicates that in relation to the NZC targeted groups achieved the following results:</p> <p><u>School wide</u> 55% of all year 1 - year 6 tamariki were at or above New Zealand curriculum level for 2022. In term one 2022 34% were at or above expected New Zealand curriculum level.</p> <p><u>Gender</u> 59% of all year 1 - year 6 females in 2022 were at or above expected level.</p> <p>50% of all year 1 - year 6 males in 2022 were at or above the expected level.</p> <p>35% of year 1 tamariki in 2022 were at or above expected reading level.</p> <p>52% of year 2 tamariki in 2022 were at or above expected reading level.</p> <p>40% of year 3 tamariki in 2022 were at or above expected reading level.</p> <p>50% of year 4 tamariki in 2022 were at or above expected reading level.</p> <p>64% of year 5 tamariki in 2022 were at or above expected reading level.</p> <p>66% of year 6 tamariki in 2022 were at or above expected reading level.</p> <p><u>Ethnicities</u> 56% of Maori tamariki were at or above in 2022. 29% of Maori in term one 2022 were at or above expected level.</p> <p>54% of Pasifika tamariki were at or above expected level in 2022. 38% of Pasifika students were at or above expected level in term one 2022.</p> <p>25% of all other tamariki were at or above expected levels in 2022. In term one 2022 this was 58%.</p>	<p>Term one had a lockdown and was also a term of hybrid learning.</p> <p>Many tamariki did not return to BMPS when school was open and there were many tamariki not online during periods of hybrid learning.</p> <p>There has been an on-going challenge with attendance which has impacted learning and achievement.</p>	<p>SLT will use data to determine tamariki who need extra support.</p> <p>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.</p> <p>Finding ways to ensure that tamariki know their goals and next learning steps.</p> <p>To continue closely monitoring both individual and cohort achievement.</p> <p>A PLG focus on making OTJs/formative teaching practice and teacher capability.</p> <p>Termly reflection and review at team level and leadership level.</p> <p>A teacher will be released for 2023, with the focus of working with target tamariki below expectation in Y5/6 .</p> <p>PLD for any new kaiako and as required for all kaiako.</p> <p>A structured literacy focus for all Year 1&2 tamariki.</p>

Planning for next year: A focus on accelerated learning. Board funding to ensure resources. PLD as required.
A teacher released to target accelerated learning in writing for Y5&6. A PGC focus on assessment and kaiako capability.

School:	Bairds Mainfreight Primary School	School Number:	1218
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 at or above the expected NZC level.		

Writing Term One Baseline Data

Year 1 & 2	Number of tamariki above: 0	Percentage of tamariki above: 0%
Syndicate Analysis	Number of tamariki at: 42	Percentage of tamariki at: 55%
Writing	Number of tamariki below: 34	Percentage of tamariki below: 45%
Total 76	Number of Maori tamariki below: 8	Percentage of Maori tamariki below: 11%
	Number of Pasifika tamariki below: 24/60	Percentage of Pasifika tamariki below: 32%
	Number of 'Other' tamariki below: 2	Percentage of 'Other' tamariki below: 3%

School:	Bairds Mainfreight Primary School	School Number:	1218
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Writing Term One Baseline Data Continued

Year 3 & 4	Number of tamariki above: 0	Percentage of tamariki above: 0
Syndicate Analysis	Number of tamariki at: 54/117	Percentage of tamariki at: 46.1%
Writing	Number of tamariki below: 63/117	Percentage of tamariki below: 53.8%
	Number of Maori tamariki below: 15/25	Percentage of Maori tamariki below: 60%
	Number of Pasifika tamariki below: 47/90	Percentage of Pasifika tamariki below: 52.2%
	Number of 'Other' tamariki below: 1/2	Percentage of 'Other' tamariki below: 50%
	Number of girls below: 29/53	Percentage of girls below: 54.7%
	Number of boys below: 34/66	Percentage of boys below: 51.5%

Year 5 & 6	Number of tamariki above: 0	Percentage of tamariki above: 0
Syndicate Analysis	Number of tamariki at: 29/142	Percentage of tamariki at: 20%
Writing	Number of tamariki below: 113/142	Percentage of tamariki below: 79%
	Number of Maori tamariki below: 30/38	Percentage of Maori tamariki below: 79%
	Number of Pasifika tamariki below: 80/100	Percentage of Pasifika tamariki below: 79%
	Number of 'Other' tamariki below: 3/3	Percentage of 'Other' tamariki below: 100%
	Number of girls below: 59/78	Percentage of girls below: 75%
	Number of boys below: 54/64	Percentage of boys below: 84%

Actions What did we do?	Outcomes What happened?	Reasons for variance Why did it happen?	Evaluation Where to next?
<p>Students and cohorts below New Zealand curriculum levels were identified, using achievement data and OTJs.</p> <p>Individual and team PLD as required to develop practice. Board funded money to purchase reading resources. Teachers observing other teachers to develop practice. Focus on using data to determine next steps in learning.</p> <p>Targeted interventions were developed. These were at 3 levels: school-wide team in class</p> <p>There was a focus on quick writes as tamariki will often absent-especially for the first two terms.</p> <p>There was a focus on oral language and listening skills.</p> <p>Kaiako and tamariki endeavoured to work together to determine goals (more in Year 5&6)</p> <p>Ensured that there were many authentic writing experiences.</p> <p>Had a writing focus in term one and term three to set goals/moderate.</p> <p>Shared goals and next learning steps with tamariki and whanau in term one.</p> <p>Team/school reflection and review every term to determine 'what next?'</p>	<p>An analysis of the data indicates that in relation to the NZC targeted groups achieved the following results: <u>School wide</u> 45% of all year 1 – year 6 tamariki were at or above New Zealand curriculum level for 2022. In term 1, 2022 38% of year 1-6 tamariki were at or above expected levels.</p> <p><u>Gender</u> 49% of all year 1 – year 6 females in 2022 were at or above expected level.</p> <p>41% of all year 1 – year 6 males in 2022 were at or above the expected level. In term 1, 2022 xx% of males were at or above expected levels.</p> <p>45% of year 1 tamariki in 2022 were at or above expected writing level.</p> <p>91% of year 2 tamariki in 2022 were at or above expected writing level.</p> <p>33% of year 3 tamariki in 2022 were at or above expected writing level.</p> <p>38% of year 4 tamariki in 2022 were at or above expected writing level.</p> <p>21% of year 5 tamariki in 2022 were at or above expected writing level.</p> <p>35% of year 6 tamariki in 2022 were at or above expected writing level.</p> <p><u>Ethnicities</u> 43% of Maori tamariki were at or above in 2022. 33% of Maori in term 1 2022 were at or above expected level.</p> <p>45% of Pasifika tamariki were at or above expected level in 2022. 39% of Pasifika students were at or above expected level in term 1 2022.</p> <p>50% of all other tamariki were at or above expected levels in 2022. In term one 2022 this was 15%.</p>	<p>Term one had a lockdown and was also a term of hybrid learning.</p> <p>Many tamariki did not return to BMPS when school was open and there were many tamariki not online during periods of hybrid learning.</p> <p>There has been an on-going challenge with attendance.</p> <p>Many tamariki are starting school with very little language-any language. This is impacting learning.</p> <p>The is noticeably a decline on tamariki being able to speak properly. This has a detrimental effect on writing.</p> <p>We have not had as many trips as usual, which has impacted giving our tamariki the experiences and language which helps their writing.</p> <p>Student progress was monitored by teams and plans were made on next steps based on evidence.</p> <p>A kaiako was released full time to target tamariki 'working towards curriculum level.'</p> <p>Moderation was carried out across the school in teams in term one and term three.</p>	<p>All tamariki will be assessed (OTJ) term one 2023. This with term 4 data will give baseline data and will determine goals and next steps for all tamariki and will help to create our 2023 targets.</p> <p>SLT will use data to determine tamariki who need extra support.</p> <p>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.</p> <p>Ensuring that moderation is a focus twice during 2023 with a focus on both using writing to determine a curriculum level and to determine next teaching/learning steps.</p> <p>Finding ways to ensure that tamariki know their goals and next learning steps.</p> <p>A focus on 'back to basics' in 2023 across BMPS to focus on the structure of language. This will include oral language and listening skills.</p> <p>To continue closely monitoring both individual and cohort achievement.</p> <p>A PLG focus on making OTJs/formative teaching practice and teacher capability.</p> <p>Termly reflection and review at team level and leadership level.</p> <p>A teacher will be released for 2023, with the focus of working with target tamariki below expectation in Y5/6 .</p>

Actions What did we do?	Outcomes What happened?	Reasons for variance Why did it happen?	Evaluation Where to next?
As above	As above	As above	<p>Integration across the learning areas of the curriculum</p> <p>An emphasis on authentic and topic rich writing experiences and consistent regular writing by tamariki.</p> <p>Teachers to consistently mark work and look for formative information that can be used in follow-up lessons.</p> <p>PLD for any new kaiako and as required for all kaiako.</p> <p>A team based focus including:</p> <p>Junior:</p> <ul style="list-style-type: none"> • A consistency on resources used to teach • Sentence level focus and skill development • Topics engaging and relevant to learners <p>Middle and Senior:</p> <ul style="list-style-type: none"> • Moderation consistency • focus on skill writing • Small group sessions • Short, sharp pieces • Ensuring that writing is engaging and relevant to learners

Planning for next year: A focus on accelerated learning. Board funding to ensure resources. PLD as required. A teacher released to target accelerated learning in writing for Y5&6. A PGC focus on assessment and kaiako capability.

School:	Bairds Mainfreight Primary School	School Number:	1218
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Strategic Aim:	<p>To increase the number of tamariki working at and above the expected level of the NZC in Maths.</p> <p>To target and accelerate the progress of tamariki working below the expected level of the NZC in Maths.</p>
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 at or above the expected NZC level.

Maths Term One Baseline Data

Year 1 & 2	Number of tamariki above: 4	Percentage of tamariki above: 5%
Syndicate Analysis	Number of tamariki at: 42	Percentage of tamariki at: 55%
Number	Number of tamariki below: 30	Percentage of tamariki below: 40%
Total 76	Number of Maori tamariki below: 9	Percentage of Maori tamariki below: 12%
	Number of Pasifika tamariki below: 19	Percentage of Pasifika tamariki below: 25%
	Number of 'Other' tamariki below: 2	Percentage of 'Other' tamariki below: 3%

School:	Bairds Mainfreight Primary School	School Number:	1218
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Maths Term One Baseline Data Continued

Year 3 & 4	Number of tamariki above: 4/113	Percentage of tamariki above: 3.53%
Syndicate Analysis	Number of tamariki at: 21/113	Percentage of tamariki at: 18.58%
Number	Number of tamariki below: 88/113	Percentage of tamariki below: 77.87%
	Number of Maori tamariki below: 18/24	Percentage of Maori tamariki below: 75%
	Number of Pasifika tamariki below: 69/87	Percentage of Pasifika tamariki below: 79.3%
	Number of 'Other' tamariki below: 1/2	Percentage of 'Other' tamariki below: 50%

Year 5 & 6	Number of tamariki above: 22/143	Percentage of tamariki above: 15%
Syndicate Analysis	Number of tamariki at: 11/143	Percentage of tamariki at: 7%
Number	Number of tamariki below: 110/143	Percentage of tamariki below: 77%
	Number of Maori tamariki below: 29/39	Percentage of Maori tamariki below: 74%
	Number of Pasifika tamariki below: 81/100	Percentage of Pasifika tamariki below: 81%
	Number of 'Other' tamariki below: 0/1	Percentage of 'Other' tamariki below: 0

Actions What did we do?	Outcomes What happened?	Reasons for variance Why did it happen?	Evaluation Where to next?
<p>Tamariki and cohorts below expected progress were identified, using achievement data and OTJs.</p> <p>Targeted interventions were developed. These were at 3 levels: school-wide team in class</p> <p>Team maths inquiries to ensure rigorous discussion, reflection, review, to share best practice and to determine next steps for learners.</p> <p>Board funded money to purchase appropriate resources.</p> <p>Teachers observing other teachers to develop practice.</p> <p>Using Dragon Maths in Y3-6 to incorporate strand better</p> <p>PLD for specific kaiako.</p> <p>T aide support in classes as required.</p>	<p>An analysis of the data indicates that in relation to An analysis of the data indicates that in relation to the NZC targeted groups achieved the following results:</p> <p><u>School wide</u> 42% of all year 1 – year 6 tamariki were at or above New Zealand curriculum level for 2022. In term one 2022 31% were at or above expected New Zealand curriculum level.</p> <p><u>Gender</u> 43% of all year 1 – year 6 females in 2022 were at or above expected level.</p> <p>43% of all year 1 – year 6 males in 2022 were at or above the expected level.</p> <p>81% of year 1 tamariki in 2022 were at or above expected maths level.</p> <p>31% of year 2 tamariki in 2022 were at or above expected maths level.</p> <p>22% of year 3 tamariki in 2022 were at or above expected maths level.</p> <p>29% of year 4 tamariki in 2022 were at or above expected maths level.</p> <p>35% of year 5 tamariki in 2022 were at or above expected maths level.</p> <p>37% of year 6 tamariki in 2022 were at or above expected maths level.</p> <p><u>Ethnicities</u> 49% of Maori tamariki were at or above in 2022. 30% of Maori in term one 2022 were at or above expected level.</p> <p>48% of Pasifika tamariki were at or above expected level in 2022. 32% of Pasifika students were at or above expected level in term one 2022.</p> <p>50% of all other tamariki were at or above expected levels in 2022. In term one 2022 this was 58%.</p>	<p>Term one had a lockdown and was also a term of hybrid learning.</p> <p>Many tamariki did not return to BMPS when school was open and there were many tamariki not online during periods of hybrid learning.</p> <p>There has been an on-going challenge with attendance which has affected learning progress and achievement.</p>	<p>End of year and term one data will be used determine teaching and learning.</p> <p>Team maths inquiries/evaluations will be used to determine teaching and learning next steps/focus for 2023.</p> <p>Practising making OTJs using the different data available/ensuring more consistency around analysis of data.</p> <p>Ensuring that where possible, tamariki know where they are learning and what their next learning steps/goals are.</p> <p>Using Maths Whizz to help with content and to accelerate learning for all tamariki.</p> <p>To continue to use Dragon Maths as appropriate.</p> <p>Each team will have a maths inquiry so that reflection, and change is made as it is needed.</p> <p>For tamariki doing e-asTTle: ensuring that learning in class reflects the</p> <p>PLD as required for teams and kaiako.</p>

Planning for next year: Teacher release to develop and improve practice. Each team will have a maths inquiry to develop and improve practice. There will be a focus on accelerated learning.



BMPS Academic Targets 2023

We have aspirational 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 at or above the expected NZC level in Reading.
- 70% of BMPS tamariki at or above the expected NZC level in Writing.
- 70% of BMPS tamariki at or above the expected NZC level in Maths.

For 2023 there will be professional learning on:

Clarity for Learning-with a focus on assessment and teacher capability

Creating a culturally responsive curriculum

Maori succeeding as Maori

Accelerating learning

There will be release for teachers to observe and learn from best practice.

There will also be a teacher released full time to focus on small group teaching in literacy and maths for Year 5&6 tamariki.

Through this professional learning and through our Professional Growth Cycle which will be in place for all teachers, we will endeavour to meet our aspirational curriculum targets.