



Bairds Mainfreight Primary School Strategic & Annual Plan 2024-2025

Ko te kura o Bairds Mainfreight, e tū ana
Kei Ōtara mātou, e noho ana
Ko Te Puke o 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 hapori whānui,
Mai ngā hau e whā, haere mai kia kotahi ai.
Mā te mahi pai, ka ora ai te iwi,
Tātou whāia te iti kahurangi e!

Bairds Mainfreight is our school,
Ōtara is our home,
Ōtara is our ancient mountain,
Tāmaki is our river that runs through Otara,
Our chief is Tara Te Irirangi!

Ōtara is our community,
Auckland is our wider community,
People from all areas, come together and unite as one.
Through hard work the people and community will flourish,
Children pursue your dreams!

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

“Anything is Possible.”



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



BMPS Values

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

<div style="border: 1px solid #4a7ebb; border-radius: 50%; padding: 10px; width: 80%; margin: 0 auto;"> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Community & Participation</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Hapori me te Whai Whaitanga</p> </div>	<div style="border: 1px solid #4a7ebb; border-radius: 50%; padding: 10px; width: 80%; margin: 0 auto;"> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Excellence</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Te Hiranga</p> </div>	<div style="border: 1px solid #4a7ebb; border-radius: 50%; padding: 10px; width: 80%; margin: 0 auto;"> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Respect</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Whakautu</p> </div>	<div style="border: 1px solid #4a7ebb; border-radius: 50%; padding: 10px; width: 80%; margin: 0 auto;"> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Integrity</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Ma Te Pono</p> </div>	<div style="border: 1px solid #4a7ebb; border-radius: 50%; padding: 10px; width: 80%; margin: 0 auto;"> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Creativity & Innovation</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Te Auahatanga me te Mahi Hou</p> </div>
<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>



BMPS Te Āhuatanga o ā Tātau Ākonga

Te āhuatanga o ā tātau ākonga/Ākonga Profile

**Tuakiritanga-
Identity and
belonging**

**Hauora-
wellbeing**

**Whanaungatanga-
Connectedness**

**Ako- teaching
and learning**

Tamariki at BMPS will:

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

have a strong sense of cultural belonging

demonstrate acceptance and respect of all people and cultures

have an awareness of self

have belief in self

be socially and emotionally resilient

be adaptable and flexible in new and changing situations

be able to seek support and help when needed

live by the BMPS values

make connections between people, places and things in their world

care for themselves, others and our world

contribute to and within their community

experience success and strive for excellence in learning

be eager to learn and persist with challenges

be able to set goals and work towards achieving them

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

be able to listen, respond and communicate effectively



Te Tiriti o Waitangi and Cultural Responsiveness

Māori dimensions and Cultural Responsiveness

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

A Little of What Happens at BMPS

Honouring Te Tiriti	Cultural Diversity	Inclusiveness for All
<ul style="list-style-type: none"> • Whānau engagement regarding the strategic direction of BMPS • All tamariki learning Te Reo through our BMPS curriculum • Kapa Haka available for Y5/6 ākonga • Develop the relationship with our iwi and marae • All ākonga learning their pepeha • Authentic experience of Te Ao Māori e.g. powhiri, speaking in Te Reo, etc • All ākonga learning about our local and 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 • Kaiako development on Cultural Responsiveness. • A focus on Māori succeeding as Māori. 	<ul style="list-style-type: none"> • BMPS has an inclusive culture where all are respected and valued • Whānau engagement regarding the strategic direction of BMPS • Culture festival • Pasifika Language weeks are celebrated • Cultural responsiveness is a learning focus for all kaiako • Opportunities for tamariki/whānau to celebrate their culture • Incorporating the languages of our tamariki into every learning • Feedback from our learners on how BMPS can better meet their needs • Ākonga agency 	<ul style="list-style-type: none"> • All ākonga have the opportunity to achieve success at BMPS. • All ākonga 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 ākonga • 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 Strategic Plan 2024-2025

Vision Statement:

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

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

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

Strategic Goal 1

Practices are inclusive, respectful and culturally responsive

2024	2025
<p>Actions</p> <ul style="list-style-type: none"> Develop knowledge and understanding of Te Tiriti o Waitangi for both staff and ākonga 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 Visiting and learning about our history at the marae and a focus on Ko Wai Matou for all learners Developing a BMPS relationship with Mana Whenua and Tangata Whenua 	<p>Actions</p> <ul style="list-style-type: none"> Continue on the journey of learning about Te Tiriti o Waitangi A plan to ensure that all tamariki have a good knowledge and understanding of Te Tiriti by the time they leave BMPS 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

We will be successful when:

Language, culture and identity are embedded within BMPS



BMPS Strategic Plan 2024-2025

Strategic Goal 2

A future focused curriculum that enables success for all learners

2024	2025
<p>Actions</p> <ul style="list-style-type: none"> PLD for all kaiako on The NZ Curriculum Refresh Trial implementation of our BMPS Ākonga Profile Staff, ākonga and community consultation and hui to discuss, develop and design the Bairds Mainfreight way Curriculum overviews are shared with whānau Kaiako and SLT continue on the journey of developing our BMPS curriculum that is responsive to the needs and interest of our learners and community Authentic implementation of Aotearoa/NZ Histories for all learners Continue with our Structured Literacy journey with Year 1&2 Implement 'The Code' for Year 3-6 	<p>Actions</p> <ul style="list-style-type: none"> PLD support for the integration of our BMPS curriculum/curriculum refresh A focus on our Reading/Writing/Maths Curriculum Staff, ākonga and community consultation and hui to discuss, develop and design the Bairds Mainfreight way Ensure coherence across year levels and curriculum levels to ensure that tamariki skills and knowledge are developed consistently Reflect and review practice collaboratively and make changes as necessary BMPS vision and values are embedded

We will be successful when:

We have a curriculum that reflects who we are at BMPS and promotes success for all tamariki.



BMPS Strategic Plan 2024-2025

Strategic Goal 3

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



BMPS Strategic Plan 2024-2025

Strategic Goal 4

Ensuring that we have an actively engaged learning community

2024	2025
<p>Actions</p> <ul style="list-style-type: none"> • Community focus on attendance • Developing good home/BMPS partnerships • Seek opportunities for community communication and feedback • Using our school management system for real time reporting 	<p>Actions</p> <ul style="list-style-type: none"> • Community focus on attendance • Fono and hui being held • Empower tamariki to take more responsibility for their learning • All ākonga sharing learning with their whānau each term • Provide learning environments that enable tamariki to develop skills and attitudes to be active learners • Provide opportunities for more student agency • Whānau engagement initiatives to encourage a strong partnership

We will be successful when:

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

BMPS Annual Goals Overview 2024

Goal	Initiative	NELP	Action
<p>Practices are inclusive, respectful and culturally responsive</p>	<p>To continue on the journey of embedding Te Ao Māori at BMPS including developing a relationship with Tangata and Mana Whenua</p>	<ul style="list-style-type: none"> • Learners at the centre • Barrier free access • Quality Teaching & Leadership 	<ul style="list-style-type: none"> • Develop knowledge and understanding of Te Tiriti o Waitangi for both staff and ākonga • 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 • Visiting and learning about our history at the marae and a focus on Ko Wai Matou for all learners • Developing a BMPS relationship with Mana Whenua and Tangata Whenua
<p>A future focused curriculum that enables success for all learners</p>	<p>To continue on the journey of creating a local curriculum for BMPS, which is aligned with our stakeholders and the NZ Curriculum Refresh</p>	<ul style="list-style-type: none"> • Learners at the centre • Barrier free access • Quality Teaching & Leadership 	<ul style="list-style-type: none"> • PLD for all kaiako on The NZ Curriculum Refresh • Trial implementation of our BMPS Ākonga Profile • Staff, ākonga and community consultation and hui to discuss, develop and design the Bairds Mainfreight way • Curriculum overviews are shared with whānau • Kaiako and SLT continue on the journey of developing our BMPS curriculum that is responsive to the needs and interest of our learners and community • Authentic implementation of Aotearoa/NZ Histories for all learners • Continue with our Structured Literacy journey with Year 1&2 • Implement 'The Code' for Year 3-6
<p>To develop innovative, responsive learning environments to enable student success</p>	<p>Implementing professional learning for kaiako and targeted support for ākonga</p>	<ul style="list-style-type: none"> • Learners at the centre • Barrier free access • Quality Teaching & Leadership 	<ul style="list-style-type: none"> • 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 • A focus on Kaiako capability and accountability • A focus on accelerating learning in Reading/Writing/Maths • Assessment for Learning is a focus across BMPS • Referring to and using outside agencies as required, to get the necessary support for ākonga
<p>An actively engaged learning community</p>	<p>Further engagement with tamariki, whānau, community, iwi and staff to strengthen learning partnerships</p>	<ul style="list-style-type: none"> • Learners at the centre • Barrier free access • Quality Teaching & Leadership 	<ul style="list-style-type: none"> • Community focus on attendance • Developing good home/BMPS partnerships • Seek opportunities for community communication and feedback • Using our school management system for real time reporting



BMPS Annual Plan 2024

Strategic Intent 1	Practices are inclusive, respectful and culturally responsive
Annual Target	All tamariki feel supported in their learning and are valued for who they are
Links to board primary objectives and education requirements	<ul style="list-style-type: none"> NELP Te Mataiaho & Common Practice Model MAC Actions
What do we expect to see by the end of the year?	All tamariki will have had an opportunity to celebrate their culture

Actions	Responsibility	Resources	Timeframe	How we will Evaluate and Measure Success
Develop knowledge and understanding of Te Tiriti o Waitangi for both staff and ākonga	Tumuaki SLT Kaiako	MAC/George PLD	Term 1-4	<ul style="list-style-type: none"> BMPS staff demonstrate Te Tiriti centric practices Te Tiriti PLD for kaiako and BOT Te Tiriti teaching and learning implemented authentically across BMPS Evidence in teaching and learning and through PGC and PS reflection and evaluations Feedback from all stakeholders
Māori achieving as Māori Plan is implemented across BMPS	Tumuaki SLT Kaiako	BMPS MaM Plan Tātaiako	Term 1-4	<ul style="list-style-type: none"> Feedback from Māori ākonga on how well we are doing Evidence of achievement through assessment data Te Reo Māori and tikanga Māori evident across BMPS Maori tamariki agency in learning
Te Reo, Tikanga and Te Ao Māori is an every day part of BMPS	Kaiako Mentor Team Leaders DP/AP	Tangata whenua MAC resources Team plans Kaiako plans Te Aho Arataki Marau mō te Ako i Te Reo Māori - Kura Auraki	Term 1-4	<ul style="list-style-type: none"> Some 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 Evidence of change to goals and practice in class and across BMPS: relationships, student agency with teaching and learning



BMPS Annual Plan 2024

Actions	Responsibility	Resources	Timeframe	How we will Evaluate and Measure Success
BMPS continues to develop an inclusive school culture with an emphasis on language, culture and identity through great teaching and learning	Tumuaki SLT Kaiako Board	BMPS Profile BMPS Values Ka Hikitia Hautū MAC resources	Term 1-4	<ul style="list-style-type: none"> • PLD sessions with George will have taken place • Evidence of learning changing practice • Evidence of change to goals and practice in class and across BMPS: relationships, student agency with teaching and learning • Hautu tool used by board to review practice and determine next steps
Māori achieving as Māori Plan is implemented across BMPS	Tumuaki SLT Kaiako	George MAC Resources Te Tiriti resources PGC docs online/in person survey/ consultation	Term 1-4	<ul style="list-style-type: none"> • BMPS demonstrate Te Tiriti centric practices • Te Tiriti PLD for kaiako and BOT • Te Tiriti teaching and learning implemented authentically across BMPS • Evidence in teaching and learning and through PGC and PS reflection and evaluations • Consultation with Māori ākonga • Evaluated assessment data used to determine next teaching and learning steps • Tamariki will be able to talk about their learning-their goals and next steps
Te Reo, Tikanga and Te Ao Māori is an every day part of BMPS	Kaiako Team Leaders DP/AP	Tertiary education PGC Riki George MAC resources Team planning BMPS Māori Education Plan	Term 1-4	<ul style="list-style-type: none"> • Some 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 • Evidence of change to goals and practice in class and across BMPS: relationships, student agency with teaching and learning



BMPS Annual Plan 2024

Actions	Responsibility	Resources	Timeframe	How we will Evaluate and Measure Success
Developing a BMPS relationship with Mana Whenua and Tangata Whenua	Tumuaki SLT	Umupuia Marae Staff Ngāti Ōtara Marae staff George	Term 1-4	<ul style="list-style-type: none"> Taking part in PLD provided by Umupuia Marae Meeting with Chris from Ngāti Ōtara Marae Being part of initiatives developed by tangata and mana whenua Receiving feedback/feed forward on our strategic direction Taking part in teaching and learning from the whānau at MIT Marae
Visiting and learning about our history at the marae and a focus on Ko Wai Matou? for all learners	Tumuaki DP Kahu Kaiako	MIT Marae Ko Wai Matou? team plans Local environment Tangata whenua Moteatea	Term 1 focus and then aspects for the rest of 2024	<ul style="list-style-type: none"> All Kahu tamariki have the opportunity to be part of the marae experience All Kahu tamariki taking part in the MIT powhiri All Kahu tamariki taking part in learning experiences which develop knowledge of Te Ao Māori and tikanga Māori All Kahu tamariki learn about our local history, as presented by tangata whenua All tamariki will know about our local history from our 'Ko Wai Matou?' learning



BMPS Annual Plan 2024

Strategic Intent 2	A future focused curriculum that enables success for all learners
Annual Target	To develop all core curriculum areas of our BMPS curriculum
Links to board primary objectives and education requirements	<ul style="list-style-type: none"> NELP Te Mataiaho & Common Practice Model Actions
What do we expect to see by the end of the year?	The core curriculum areas are ready to be trialled during 2025

Actions	Responsibility	Resources	Timeframe	How we will Evaluate and Measure Success
PLD for all kaiako on The NZ Curriculum Refresh	Tumuaki SLT Kaiako	Te Mataiaho Common Practice Model Kerry from EA	Term 1-4	<ul style="list-style-type: none"> Teacher only Day 2024 will focus on the refresh Kaiako will take part in PLD with EA about the curriculum refresh Kaiako will take part in PLD for Social Sciences, Maths and English Aspects of the refreshed curriculum will be visible in planning and teaching and learning
Trial implementation of our BMPS Ākonga Profile	Kaiako Team Leaders DP	BMPS Profile	Term 1-4	<ul style="list-style-type: none"> Evident in planning, teaching and learning across BMPS Tamariki will be able to talk about aspects of the profile
Staff, ākonga and community consultation and hui to discuss, develop and design the Bairds Mainfreight way	Tumuaki DP Team Leaders Kaiako	Online consultation doc In person consultation BOT	Term 1, 2 and 3	<ul style="list-style-type: none"> Consultation has occurred with all stakeholders. Feedback from consultation is evident in the BMPS curriculum Consultation feedback will be used to determine the strategic of BMPS



BMPS Annual Plan 2024

Actions	Responsibility	Resources	Timeframe	How we will Evaluate and Measure Success
Curriculum overviews are shared with whānau	Tumuaki	Draft curriculum overviews	Term 1	<ul style="list-style-type: none"> Curriculum overviews will be shared with kaiako and whānau for feedback The overviews will be available on our website for whānau and our community to read
Kaiako and SLT continue on the journey of developing our BMPS curriculum that is responsive to the needs and interest of our learners and community	Tumuaki SLT Kaiako	Te Mataiaho Kerry from EA	Term 1-4	<ul style="list-style-type: none"> Targeted PLD throughout the year Milestones being met with evidence of our curriculum design Aspects of the curriculum being trialled at BMPS Kaiako will be implementing the draft learning pathways model Aspects of the curriculum refresh are aligned with the BMPS way e.g. ANZH planning and delivery Evidence of consultation feedback evident in our BMPS curriculum
Authentic implementation of Aotearoa/NZ Histories for all learners	Tumuaki DP Team Leaders Kaiako	Aotearoa New Zealand's histories curriculum	Term 1-4	<ul style="list-style-type: none"> ANZH planning and implementation is evident BMPS Understand/Know/Do plan for ANZH will be trialled 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 with our Structured Literacy journey with Year 1&2	Kiwi Team Kaiako DP	GEM Literacy PD	Term 1-4	<ul style="list-style-type: none"> Evidence of SL in all Kiwi classes Parent afternoon to share information about SL PLD for all new kaiako
Implement 'The Code' for Year 3-6	Tui and Kahu Kaiako DP	The Code The Code PLD	Term 1-4	<ul style="list-style-type: none"> All classes using The Code as part of teaching and learning Assessment tracks student learning and phonemic awareness



BMPS Annual Plan 2024

Strategic Intent 3	To develop innovative, responsive teaching and learning to enable student success
Annual Target	To accelerate the learning of target ākonga in the core learning areas
Links to board primary objectives and education requirements	<ul style="list-style-type: none"> • NELP • Te Mataiaho & Common Practice Model • Key Actions
What do we expect to see by the end of the year?	Accelerated learning for target ākonga in Reading, Writing and Maths

Actions	Responsibility	Resources	Timeframe	How we will Evaluate and Measure Success
A focus on the health and wellbeing of all tamariki and kaiako	Tumuaki DP Team Leaders Kaiako	Mitey facilitators Wellness Team for staff	Term 1-4	<ul style="list-style-type: none"> • Term one focus on building and developing relationships • Relationship focus is built into learning: Ko Wai Matou? • Mitey/mental health learning implemented • Kaiako looking after themselves and each other • Pastoral care of all tamariki and staff evident
PGC has a focus on using data to determine next teaching/learning steps	Tumuaki DP Team Leaders Kaiako	Tamariki working towards doc HERO Class assessment data PGC docs	Term 1-4	<ul style="list-style-type: none"> • Evidence of data being used for kaiako reflection and decision making • Evidence of targeted learning in class • Kaiako will respond to student feedback about their • Tamariki being referred for support based on assessment • Regular team discussion and reflection and review to allow kaiako to determine if what they are doing is working
A focus on Kaiako capability and accountability	Kaiako	As above PLD	Term 1-4	<ul style="list-style-type: none"> • Evidence of kaiako reflection and review of practice • Kaiako taking part in PLD to improve practice • Sharing best practice • Coaching and mentoring as required • Kaiako asking for help



BMPS Annual Plan 2024

Actions	Responsibility	Resources	Timeframe	How we will Evaluate and Measure Success
A focus on accelerating learning in Reading/ Writing/Maths	Tumuaki DP Team Leaders Kaiako	PGC Targeted PLD BMPS and class data Tamariki Working Towards docs	Term 1-4	<ul style="list-style-type: none"> • Evidence of both formative and summative assessment being used to decide on teaching and learning • 'Nothing is left to chance.' Assorted ways to ensure clarity for all learners • In school PLD as appropriate • Evidence of accelerated learning of target students • Evidence of accelerated learning of tamariki taking part in Reading Recovery and literacy groups
Assessment for Learning is a focus across BMPS	Tumuaki DP Team Leaders Kaiako	Kerry/EA Clarity in the Classroom	Term 1-4	<ul style="list-style-type: none"> • All kaiako taking part in A4L PLD • Evidence of A4L in all learning • Observations of all kaiako with a focus on A4L • Evidence of A4L improving clarity for learners • An improvement in clarity in teaching practice • Kaiako meet with tamariki to discuss goals and next teaching/learning steps
Referring to and using outside agencies as required, to get the necessary support for ākonga	Tumuaki AP Kaiako	RTLB MoE OT Mana nurse	Term 1-4	<ul style="list-style-type: none"> • Evidence that we minimise barriers to learning • Evidence that referrals are made • Evidence of targeted support being put in place, as necessary • Evidence that whanau are involved in supporting their tamariki • Evidence of upskilling kaiako and learning assistants to meet the needs of tamariki with additional needs



BMPS Annual Plan 2024

Strategic Intent 4	Ensuring that we have an actively engaged learning community
Annual Target	An improvement in attendance for target tamariki
Links to board primary objectives and education requirements	<ul style="list-style-type: none"> NELP Te Mataiaho & Common Practice Model Actions
What do we expect to see by the end of the year?	An increased number of tamariki who have regular attendance

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



BMPS Annual Plan 2024

Actions	Responsibility	Resources	Timeframe	How we will Evaluate and Measure Success
Seek opportunities for community communication and feedback	Tumuaki DP Team Leaders Kaiako		Term 1-4	<ul style="list-style-type: none"> Whānau have opportunity to give feedback through Hui and Fono Consultation with all stakeholders will have happened and used to inform next steps
Using our school management system for real time reporting	Tumuaki DP Team Leaders Kaiako		Term 1-4	<ul style="list-style-type: none"> Termly sharing of learning to whānau Meeting with whānau term 1, 2 & 4 to discuss learning on HERO All ākonga will have shared learning with their whānau each term Tamariki in Y5-6 using HERO to reflect on their learning/create goals All students having a piece of learning shared every term



BMPS Good Employer Report 2023

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

The board:

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

What is in your equal employment opportunities Programme?

How have you been fulfilling this programme?

To help implement our EEO policy, we have a programme to identify processes that contribute to employment inequality. We work to change these processes and promote equal employment opportunities for individuals and groups of people. Our EEO policy and programme is available to all Bairds Mainfreight School staff.



BMPS Good Employer Report 2023

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

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

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

How are you recognising:

The aims and aspirations of Māori

The employment requirements of Māori, and

Greater involvement of Māori in the Education service?

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

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



BMPS Good Employer Report 2023

How have you enhanced the abilities of individual employees?

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

We recognise that professional development:

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

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

Performance management ensures that all staff:

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

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



BMPS Good Employer Report 2023

How are you recognising the employment requirements of women?

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

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

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

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



BMPS EEO Report 2023

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

Strategic Goal 1

Practices are inclusive, respectful and culturally responsive

Annual Target

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

Expectation

All tamariki will have had an opportunity to celebrate their culture

Strategic Goal 3

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

Annual Target

To accelerate the learning of target ākonga in the core learning areas

Expectation

Accelerated learning for target ākonga in Reading, Writing and Maths

Strategic Goal 2

A future focused curriculum that enables success for all learners

Annual Target

To develop all core curriculum areas of our BMPS curriculum

Expectation

The core curriculum areas are ready to be trialled during 2025

Strategic Goal 4

Ensuring that we have an actively engaged learning community

Annual Target

An improvement in attendance for target tamariki

Expectation

An increased number of tamariki who have regular attendance



Bairds Mainfreight Primary School
Strategic Goals 2024

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.

Overall												
Judgement	End Year 0 2023	End Year 1 2023	End of year 1 2022	End Year 2 2023	End of year 2 2022	End Year 3 2023	End of year 3 2022	End Year 4 2023	End of year 4 2022	End Year 5 2023	End of year 5 2022	End Year 6 2023
Above	1	9	7	18	9	6	1	15	14	13	14	22
At	34	4	16	19	18	27	21	28	18	28	29	24
Below		33	43	26	24	19	32	13	31	21	24	21
Totals												
At/Above		28.30%	34.85%	58.70%	52.24%	63.50%	40.74%	76.80%	50.79%	66.10%	64.18%	68.70%
Below	100%	71.70%	65.15%	41.30%	47.76%	36.50%	59.26%	23.20%	49.21%	33.90%	35.82%	31.30%

Boys												
Judgement	End Year 0 2023	End Year 1 2023	End of year 1 2022	End Year 2 2023	End of year 2 2022	End Year 3 2023	End of year 3 2022	End Year 4 2023	End of year 4 2022	End Year 5 2023	End of year 5 2022	End Year 6 2023
Above		5	6	13	2	2	1	10	9	8	9	12
At	22	3	5	7	6	13	11	7	8	16	9	9
Below		18	21	13	14	8	12	5	23	17	13	11
Totals												
At/Above	100%	30.77%	66.00%	60.60%	64.00%	65.22%	50%	77.27%	42.50%	58.53%	58.00%	65.63%
Below		69.23%	33.00%	39.40%	36.00%	34.78%	50.00%	22.73%	57.50%	41.47%	42.00%	34.37%

Pasifika												
Judgement	End Year 0 2023	End Year 1 2023	End of year 1 2022	End Year 2 2023	End of year 2 2022	End Year 3 2023	End of year 3 2022	End Year 4 2023	End of year 4 2022	End Year 5 2023	End of year 5 2022	End Year 6 2023
Above		5	4	14	5	4	1	11	10	10	10	14
At	19	3	13	15	11	16	17	22	13	20	21	19
Below		22	27	18	16	13	25	12	24	16	17	15
Totals												
At/Above	100%	26.67%	38.70%	61.70%	50.00%	60.61%	42.00%	73.33%	49.00%	65.22%	65.00%	68.75%
Below		73.33%	61.30%	38.30%	50.00%	39.39%	58.00%	26.67%	51.00%	34.78%	35.00%	31.25%

Māori												
Judgement	End Year 0 2023	End Year 1 2023	End of year 1 2022	End Year 2 2023	End of year 2 2022	End Year 3 2023	End of year 3 2022	End Year 4 2023	End of year 4 2022	End Year 5 2023	End of year 5 2022	End Year 6 2023
Above	1	4	3	4	3	2		4	4	3	3	7
At	14	1	3	4	7	10	4	6	4	7	8	5
Below		9	15	8	6	4	7	1	7	4	7	6
Totals												
At/Above	100	35.71%	28.50%	50.00%	62.50%	75.00%	36.36%	90.91%	53.33%	71.43%	61.00%	66.67%
Below		64.29%	71.50%	50.00%	37.50%	25.00%	63.64%	9.09%	46.67%	28.57%	39.00%	33.33%

Girls												
Judgement	End Year 0 2023	End Year 1 2023	End of year 1 2022	End Year 2 2023	End of year 2 2022	End Year 3 2023	End of year 3 2022	End Year 4 2023	End of year 4 2022	End Year 5 2023	End of year 5 2022	End Year 6 2023
Above	1	4	1	5	7	4		5	5	5	5	10
At	12	1	11	12	12	14	10	21	10	12	20	15
Below		15	22	13	10	11	20	8	8	4	11	10
Totals												
At/Above	100%	25.00%	35.30%	56.67%	65.00%	62.07%	33.33%	76.47%	65.00%	80.95%	69.00%	71.43%
Below		75.00%	64.70%	43.33%	35.00%	37.93%	66.67%	23.53%	35.00%	19.05%	31.00%	28.57%

Reading Data

Actions What did we do?

- 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.

Targeted interventions were developed including:

- Reading Recovery
- Learning Assistant support
- Structured Literacy being taught across Year 1 and 2
- The Sondag programme being used in Y3-Y6
- Referrals for tamariki as required

Reasons for variance Why did it happen?

- Many tamariki did not return to BMPS when school started, due to the floods and cyclone.
- 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.

Evaluation Where to next?

- 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.

Planning for next year:

Assessment for learning PLD.
Te Mātaiaho reading PLD.
Structured Literacy in Year 1&2.
The Code used in Y3-6.
Targeting learners in each class, to accelerate learning.

Strategic Aim:	To increase the number of tamariki working at and above the expected level of the NZC in Writing. To target and accelerate the progress of tamariki working below the expected level of the NZC in Writing.
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.

Overall												
Judgement	End Year 0 2023	End Year 1 2023	End of year 1 2022	End Year 2 2023	End of year 2 2022	End Year 3 2023	End of year 3 2022	End Year 4 2023	End of year 4 2022	End Year 5 2023	End of year 5 2022	End Year 6 2023
Above		2			2	2			1			
At	36	24	30	49	45	11	18	29	22	14	14	34
Below		20	36	14	4	39	36	27	40	48	53	33
Totals												
At/Above	100%	56.62%	44.45%	77.78%	92%	25%	33.33%	51.79%	36.51%	22.58%	20.90%	49.25%
Below		43.38%	55.55%	22.22%	8%	75%	66.67%	48.21%	63.49%	77.42%	79.10%	50.75%

Boys												
Judgement	End Year 0 2023	End Year 1 2023	End of year 1 2022	End Year 2 2023	End of year 2 2022	End Year 3 2023	End of year 3 2022	End Year 4 2023	End of year 4 2022	End Year 5 2023	End of year 5 2022	End Year 6 2023
Above		2										
At	23	13	14	24	19	4	9	13	12	7	7	17
Below		11	18	9	3	19	15	9	28	34	24	15
Totals												
At/Above	100%	57.69%	44.00%	72.73%	86.36%	17.39%	37.50%	59.09%	30.00%	17.07%	22.50%	53.13%
Below		42.31%	56.00%	27.27%	13.64%	82.61%	62.50%	40.91%	70.00%	82.93%	77.50%	46.88%

Girls												
Judgement	End Year 0 2023	End Year 1 2023	End of year 1 2022	End Year 2 2023	End of year 2 2022	End Year 3 2023	End of year 3 2022	End Year 4 2023	End of year 4 2022	End Year 5 2023	End of year 5 2022	End Year 6 2023
Above					2	2			1			
At	13	11	16	25	26	7	9	16	10	7	7	17
Below		9	18	5	1	20	21	18	12	14	29	18
Totals												
At/Above	100%	55.00%	47.00%	83.33%	96.50%	31.03%	30.00%	47.06%	48.00%	33.33%	19.50%	48.57%
Below		45.00%	53.00%	16.67%	3.50%	68.97%	70.00%	52.94%	52.00%	66.67%	80.50%	51.43%

Māori												
Judgement	End Year 0 2023	End Year 1 2023	End of year 1 2022	End Year 2 2023	End of year 2 2022	End Year 3 2023	End of year 3 2022	End Year 4 2023	End of year 4 2022	End Year 5 2023	End of year 5 2022	End Year 6 2023
Above		1			1	1			1			
At	16	9	8	9	13	3	2	9	4	2	3	10
Below		4	13	7	2	12	9	2	10	12	15	8
Totals												
At/Above	100%	71.43%	38.00%	56.50%	88.50%	25.00%	18.00%	82.00%	33.33%	81.82%	16.70%	55.56%
Below		28.57%	62.00%	43.75%	11.50%	75.00%	82.00%	18.00%	66.67%	18.18%	83.30%	44.44%

Pasifika												
Judgement	End Year 0 2023	End Year 1 2023	End of year 1 2022	End Year 2 2023	End of year 2 2022	End Year 3 2023	End of year 3 2022	End Year 4 2023	End of year 4 2022	End Year 5 2023	End of year 5 2022	End Year 6 2023
Above		1			1	1						
At	19	14	22	40	30	7	16	20	17	11	10	23
Below		15	22	7	1	25	27	25	30	35	38	25
Totals												
At/Above	100%	50.00%	50.00%	85.11%	97.00%	24.24%	37.20%	44.44%	36.00%	23.91%	21.00%	47.92%
Below		50.00%	50.00%	14.89%	3.00%	75.76%	62.80%	55.56%	64.00%	76.09%	79.00%	52.08%

Writing Data

Actions What did we do?

- 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.
- Targeted interventions were developed including:
- Learning Assistant support
 - Structured Literacy being taught across Year 1 and 2
 - The Sondag programme being used in Y3-Y6
 - Referrals for tamariki as required

Reasons for variance Why did it happen?

- Many tamariki did not return to BMPS when school started, due to the floods and cyclone.
- 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.

Evaluation Where to next?

- 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.

Planning for next year:

Assessment for learning PLD.
Te Mātaiaho writing PLD.
Structured Literacy in Year 1&2.
The Code used in Y3-6.
Targeting learners in each class, to accelerate learning.
Kaiako PGC will have a writing inquiry focus.
Kaiako observations and goals will have a writing focus.

Strategic Aim:	To increase the number of tamariki working at and above the expected level of the NZC in Writing. To target and accelerate the progress of tamariki working below the expected level of the NZC in 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 at or above the expected NZC level.

Overall												
Judgement	End Year 0 2023	End Year 1 2023	End of year 1 2022	End Year 2 2023	End of year 2 2022	End Year 3 2023	End of year 3 2022	End Year 4 2023	End of year 4 2022	End Year 5 2023	End of year 5 2022	End Year 6 2023
Above			1	8	2	3		12	7	8	10	16
At	36	33	52	26	14	18	12	22	11	18	13	11
Below		13	13	29	35	31	42	22	45	36	44	39
Totals												
At/Above	100%	71.74%	80.30%	53.97%	31.37%	40.38%	22.22%	60.71%	28.57%	41.94%	34.33%	40.91%
Below		28.26%	19.70%	46.03%	68.63%	59.62%	77.78%	39.29%	71.43%	58.06%	65.67%	59.09%

Boys												
Judgement	End Year 0 2023	End Year 1 2023	End of year 1 2022	End Year 2 2023	End of year 2 2022	End Year 3 2023	End of year 3 2022	End Year 4 2023	End of year 4 2022	End Year 5 2023	End of year 5 2022	End Year 6 2023
Above			1	6	1			6	5	6	8	10
At	23	19	25	12	5	9	7	10	6	7	3	2
Below		7	6	15	16	14	17	6	29	28	20	20
Totals												38.5
At/Above	100%	73.08%	81.00%	54.44%	27.00%	39.13%	29.00%	72.73%	27.50%	31.71%	35.00%	62.50%
Below		26.92%	19.00%	45.45%	73.00%	60.87%	71.00%	27.27%	72.50%	68.29%	65.00%	37.50%

Pasifika												
Judgement	End Year 0 2023	End Year 1 2023	End of year 1 2022	End Year 2 2023	End of year 2 2022	End Year 3 2023	End of year 3 2022	End Year 4 2023	End of year 4 2022	End Year 5 2023	End of year 5 2022	End Year 6 2023
Above				5	1	2		8	6	7	5	9
At	19	21	36	21	9	10	10	18	7	13	12	8
Below		9	8	21	22	21	33	19	34	26	31	30
Totals												
At/Above	100%	70.00%	82.00%	55.00%	31.25%	36.36%	23.26%	58.00%	27.66%	43.50%	35.55%	36.00%
Below		30.00%	18.00%	45.00%	68.75%	63.64%	76.74%	42.00%	72.34%	56.50%	64.55%	64.00%

Māori												
Judgement	End Year 0 2023	End Year 1 2023	End of year 1 2022	End Year 2 2023	End of year 2 2022	End Year 3 2023	End of year 3 2022	End Year 4 2023	End of year 4 2022	End Year 5 2023	End of year 5 2022	End Year 6 2023
Above			1	3	1	1		4	1	1	4	6
At	16	12	15	5	4	6	2	4	3	4	1	3
Below		2	5	8	11	9	9	3	11	9	13	9
Totals												
At/Above	100%	86.00%	76.00%	50.00%	31.00%	44.00%	18.00%	72.00%	26.60%	36.00%	28.00%	50.00%
Below		14.00%	24.00%	50.00%	69.00%	56.00%	82.00%	28.00%	73.40%	64.00%	72.00%	50.00%

Girls												
Judgement	End Year 0 2023	End Year 1 2023	End of year 1 2022	End Year 2 2023	End of year 2 2022	End Year 3 2023	End of year 3 2022	End Year 4 2023	End of year 4 2022	End Year 5 2023	End of year 5 2022	End Year 6 2023
Above				2	1	3		6	2	2	2	6
At	13	14	27	14	9	9	5	12	5	11	10	9
Below		6	7	14	19	17	25	16	16	8	24	19
Totals												
At/Above	100%	70.00%	79.50%	53.33%	34.50%	41.40%	16.70%	53.00%	30.50%	62.00%	33.33%	44.00%
Below		30.00%	20.50%	46.67%	65.50%	58.60%	83.30%	47.00%	69.50%	38.00%	66.67%	56.00%

Maths Data

Actions
What did we do?

- 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.
 - 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.
- Targeted interventions were developed including:
- Learning Assistant support
 - Referrals for tamariki as required

Reasons for variance
Why did it happen?

- Many tamariki did not return to BMPS when school started, due to the floods and cyclone.
- 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.

Evaluation
Where to next?

- 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.

Planning for next year:

Assessment for learning PLD.
Te Mātaiaho maths PLD.
Targeting learners in each class, to accelerate learning.
A whānau maths afternoon to support maths at home.



BMPS Academic Targets 2024

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 2024 there will be professional learning on:

Assessment for Learning-with a focus on clarity and teacher capability

Creating a culturally responsive curriculum

Maori succeeding as Maori

Accelerating learning

Implementing Te Mātaiaho (Reading/Writing/Maths) at BMPS

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.