BAIRDS MAINFREIGHT PRIMARY SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2023

School Directory

Ministry Number:	1218
Principal:	Fiona McAree-Ngaau
School Address:	12-16 Edward Avenue, Otara, Manukau
School Postal Address:	12-16 Edward Avenue, Otara, Manukau
School Phone:	09 274 8271
School Email:	fionamcaree@bmps.school.nz

Members of the Board:

Name	Position	How Position Gained	Term Expired / Expires
Ani Tangimataiti	Presiding Member	Elected Parent	2025
Fiona McAree-Ngaau	Principal ex Officio	ex Officio	
Renē Vankan	Parent Representative	Elected	2025
Renee Carroll	Parent Representative	Elected	2025
Wariki Warid	Parent Representative	Elected	2025
Michelle Peters	Staff Representative	Elected	2025

Accountant / Service Provider:

Edtech Financial Services

edtech™ helping schools succeed

BAIRDS MAINFREIGHT PRIMARY SCHOOL

Annual Report - For the year ended 31 December 2023

Index

Bairds Mainfreight Primary School

Statement of Responsibility

For the year ended 31 December 2023

The Board accepts responsibility for the preparation of the annual financial statements and the judgements used in these financial statements.

The management (including the Principal and others, as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the school's financial reporting.

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2023 fairly reflects the financial position and operations of the school.

The School's 2023 financial statements are authorised for issue by the Board.

ANI TANGIMATAITI
Full Name of Presiding Member

Signature of Presiding Member

05/06/2024
Date:

Kiria McAree-Ngaau
Full Name of Principal

Signature of Principal

05.06.24
Date:

Bairds Mainfreight Primary School
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2023

	Notes	2023 Actual $	2023 Budget (Unaudited) $	2022 Actual $
Revenue				
Government Grants	2	4,383,944	3,707,419	4,056,727
Locally Raised Funds	3	69,396	58,720	57,304
Interest		149,454	13,280	54,843
Total Revenue		4,602,794	3,779,419	4,168,874
Expense				
Locally Raised Funds	3	77,497	39,250	39,994
Learning Resources	4	2,708,371	2,775,494	2,618,841
Administration	5	616,999	231,439	223,486
Interest		1,853	-	2,230
Property	6	925,852	921,500	930,067
Loss on Disposal of Property, Plant and Equipment		-	-	989
Total Expense		4,330,572	3,967,683	3,815,607
Net Surplus / (Deficit) for the year		272,222	(188,264)	353,267
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		272,222	(188,264)	353,267

The above Statement of Comprehensive Revenue and Expense should be read in conjunction with the accompanying notes which form part of these financial statements.

Bairds Mainfreight Primary School
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2023

	Notes	2023 Actual $	2023 Budget (Unaudited) $	2022 Actual $
Equity at 1 January		4,881,568	5,209,232	4,528,301
Total comprehensive revenue and expense for the year		272,222	(188,264)	353,267
Equity at 31 December		5,153,790	5,020,968	4,881,568
Accumulated comprehensive revenue and expense		5,153,790	5,020,968	4,881,568
Equity at 31 December		5,153,790	5,020,968	4,881,568

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes which form part of these financial statements.

Bairds Mainfreight Primary School
Statement of Financial Position
As at 31 December 2023

	Notes	2023 Actual $	2023 Budget (Unaudited) $	2022 Actual $
Current Assets				
Cash and Cash Equivalents	7	214,404	350,000	465,853
Accounts Receivable	8	288,407	238,000	226,171
GST Receivable		13,514	20,000	19,267
Prepayments		5,995	20,103	20,103
Inventories	9	26,672	38,000	44,671
Investments		2,875,866	2,916,117	2,433,129
Funds Receivable for Capital Works Projects	16	17,567	-	17,567
		3,442,425	3,582,220	3,226,761
Current Liabilities				
Accounts Payable	12	174,798	250,279	213,282
Revenue Received in Advance	13	9,565	-	3,512
Finance Lease Liability	15	10,660	12,883	13,275
Funds held for Capital Works Projects	16	17,739	150,000	-
		212,762	413,162	230,069
Working Capital Surplus		3,229,663	3,169,058	2,996,692
Non-current Assets				
Property, Plant and Equipment	11	2,007,015	1,937,110	1,946,610
		2,007,015	1,937,110	1,946,610
Non-current Liabilities				
Provision for Cyclical Maintenance	14	73,644	72,700	52,000
Finance Lease Liability	15	9,244	12,500	9,734
		82,888	85,200	61,734
Net Assets		5,153,790	5,020,968	4,881,568
Equity		5,153,790	5,020,968	4,881,568

The above Statement of Financial Position should be read in conjunction with the accompanying notes which form part of these financial statements.

Bairds Mainfreight Primary School
Statement of Cash Flows
For the year ended 31 December 2023

	Note	2023 Actual $	2023 Budget (Unaudited) $	2022 Actual $
Cash flows from Operating Activities				
Government Grants		1,566,397	1,375,508	1,335,385
Locally Raised Funds		27,206	63,263	48,197
Goods and Services Tax (net)		5,753	(733)	(10,370)
Payments to Employees		(450,733)	(601,331)	(384,755)
Payments to Suppliers		(833,946)	(461,415)	(512,153)
Interest Paid		(1,853)	-	(2,230)
Interest Received		122,318	12,402	38,425
Net cash from Operating Activities		435,142	387,694	512,499
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment		(308,353)	(188,000)	(153,705)
Purchase of Investments		(442,737)	(482,988)	(509,996)
Net cash to Investing Activities		(751,090)	(670,988)	(663,701)
Cash flows from Financing Activities				
Finance Lease Payments		46,760	(126)	(15,494)
Funds Administered on Behalf of Third Parties		17,739	167,567	(422,120)
Net cash from Financing Activities		64,499	167,441	(437,614)
Net decrease in cash and cash equivalents		(251,449)	(115,853)	(588,816)
Cash and cash equivalents at the beginning of the year	7	465,853	465,853	1,054,669
Cash and cash equivalents at the end of the year	7	214,404	350,000	465,853

The Statement of Cash Flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries, use of land and buildings grant and expense and other notional items have been excluded.

The above Statement of Cash Flows should be read in conjunction with the accompanying notes which form part of these financial statements.

Bairds Mainfreight Primary School
Notes to the Financial Statements
For the year ended 31 December 2023

1. Statement of Accounting Policies

a) Reporting Entity
Bairds Mainfreight Primary School (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education and Training Act 2020. The Board is of the view that the School is a public benefit entity for financial reporting purposes.

b) Basis of Preparation

Reporting Period
The financial statements have been prepared for the period 1 January 2023 to 31 December 2023 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation
The financial statements have been prepared on a going concern basis, and the accounting policies have been consistently applied throughout the period.

Financial Reporting Standards Applied
The Education and Training Act 2020 requires the School, as a Crown entity, to prepare financial statements in accordance with generally accepted accounting practice. The financial statements have been prepared in accordance with generally accepted accounting practice in New Zealand, applying Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime as appropriate to public benefit entities that qualify for Tier 2 reporting. The school is considered a Public Benefit Entity as it meets the criteria specified as 'having a primary objective to provide goods and/or services for community or social benefit and where any equity has been provided with a view to supporting that primary objective rather than for financial return to equity holders'.

PBE Accounting Standards Reduced Disclosure Regime
The School qualifies for Tier 2 as the school is not publicly accountable and is not considered large as it falls below the expense threshold of $30 million per year. All relevant reduced disclosure concessions have been taken.

Measurement Base
The financial statements are prepared on the historical cost basis unless otherwise noted in a specific accounting policy.

Presentation Currency
These financial statements are presented in New Zealand dollars, rounded to the nearest dollar.

Specific Accounting Policies
The accounting policies used in the preparation of these financial statements are set out below.

Critical Accounting Estimates And Assumptions
The preparation of financial statements requires management to make judgements, estimates and assumptions that affect the application of accounting policies and the reported amounts of assets, liabilities, revenue and expenses. Actual results may differ from these estimates.

Estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised and in any future periods affected.

Bairds Mainfreight Primary School
Notes to the Financial Statements
For the year ended 31 December 2023

Cyclical maintenance
A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the School buildings. The estimate is based on the School's best estimate of the cost of painting the School and when the School is required to be painted, based on an assessment of the School's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 14.

Useful lives of property, plant and equipment
The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment, as disclosed in the significant accounting policies, are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 11.

Critical Judgements in applying accounting policies
Management has exercised the following critical judgements in applying accounting policies:

Classification of leases
Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the School. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee.

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments.Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 15.

Recognition of grants
The School reviews the grants monies received at the end of each reporting period and whether any require a provision to carry forward amounts unspent. The School believes all grants received have been appropriately recognised as a liability if required. Government grants are disclosed at note 2.

c) Revenue Recognition

Government Grants
The School receives funding from the Ministry of Education. The following are the main types of funding that the School receives:

Operational grants are recorded as revenue when the School has the rights to the funding, which is in the year that the funding is received.

Teachers salaries grants are recorded as revenue when the School has the rights to the funding in the salary period they relate to. The grants are not received in cash by the School and are paid directly to teachers by the Ministry of Education.

Other Ministry Grants for directly funded programs are recorded as revenue when the School has the rights to the funding in the period they relate to. The grants are not received in cash by the School and are paid directly by the Ministry of Education.

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. Grants for the use of land and buildings are not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Crown. The School's use of the land and buildings as occupant is based on a property occupancy document as gazetted by the Ministry. The expense is based on an assumed market rental yield on the value of land and buildings as used for rating purposes.

This is a non-cash revenue that is offset by a non-cash expense. The use of land and buildings grants and associated expenditure are recorded in the period the School uses the land and buildings.

Other Grants where conditions exist
Other grants are recorded as revenue when the School has the rights to the funding, unless there are unfulfilled conditions attached to the grant, in which case the amount relating to the unfulfilled conditions is recognised as a liability and released to revenue as the conditions are fulfilled.

Donations, Gifts and Bequests
Donations, gifts and bequests are recognised as an asset and revenue when the right to receive funding or the asset has been established unless there is an obligation to return funds if conditions are not met. If conditions are not met, funding is recognised as revenue in advance and recognised as revenue when conditions are satisfied.

Interest Revenue
Interest revenue earned on cash and cash equivalents and investments is recorded as revenue in the period it is earned.

d) Finance Lease Payments
Finance lease payments are apportioned between the finance charge and the reduction of the outstanding liability. The finance charge is allocated to each period during the lease term on an effective interest basis.

e) Cash and Cash Equivalents
Cash and cash equivalents include cash on hand, bank balances, deposits held at call with banks, and other short term highly liquid investments with original maturities of 90 days or less, and bank overdrafts. The carrying amount of cash and cash equivalents represent fair value.

f) Accounts Receivable
Short-term receivables are recorded at the amount due, less an allowance for expected credit losses (uncollectable debts). The schools receivables are largely made up of funding from the Ministry of Education. Therefore the level of uncollectable debts is not considered to be material. However, short-term receivables are written off when there is no reasonable expectation of recovery.

g) Inventories
Inventories are consumable items held for sale and are comprised of stationery and school uniforms. They are stated at the lower of cost and net realisable value. Cost is determined on a first in, first out basis. Net realisable value is the estimated selling price in the ordinary course of activities less the estimated costs necessary to make the sale. Any write down from cost to net realisable value is recorded as an expense in the Statement of Comprehensive Revenue and Expense in the period of the write down.

h) Investments
Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is material.

i) Property, Plant and Equipment
Land and buildings owned by the Crown are excluded from these financial statements. The Board's use of the land and buildings as 'occupant' is based on a property occupancy document.

Improvements (funded by the Board) to buildings owned by the Crown or directly by the board are recorded at cost, less accumulated depreciation and impairment losses.

Property, plant and equipment are recorded at cost or, in the case of donated assets, fair value at the date of receipt, less accumulated depreciation and impairment losses. Cost or fair value, as the case may be, includes those costs that relate directly to bringing the asset to the location where it will be used and making sure it is in the appropriate condition

Gains and losses on disposals (i.e. sold or given away) are determined by comparing the proceeds received with the carrying amounts (i.e. the book value). The gain or loss arising from the disposal of an item of property, plant and equipment is recognised in the Statement of Comprehensive Revenue and Expense.

Finance Leases
A finance lease transfers to the lessee substantially all the risks and rewards incidental to ownership of an asset, whether or not title is eventually transferred. At the start of the lease term, finance leases are recognised as assets and liabilities in the statement of financial position at the lower of the fair value of the leased asset or the present value of the minimum lease payments. The finance charge is charged to the surplus or deficit over the lease period so as to produce a constant periodic rate of interest on the remaining balance of the liability. The amount recognised as an asset is depreciated over its useful life. If there is no reasonable certainty whether the School will obtain ownership at the end of the lease term, the asset is fully depreciated over the shorter of the lease term and its useful life.

Depreciation
Property, plant and equipment except for library resources are depreciated over their estimated useful lives on a straight line basis. Library resources are depreciated on a diminishing value basis. Depreciation of all assets is reported in the Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

Building improvements	10–75 years
Board Owned Buildings	10–75 years
Furniture and equipment	10–15 years
Information and communication technology	4–5 years
Motor vehicles	5 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

j) Impairment of property, plant, and equipment
The School does not hold any cash generating assets. Assets are considered cash generating where their primary objective is to generate a commercial return.

Non cash generating assets
Property, plant, and equipment held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. If such indication exists, the School estimates the asset's recoverable service amount. An impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

Value in use is determined using an approach based on either a depreciated replacement cost approach, restoration cost approach, or a service units approach. The most appropriate approach used to measure value in use depends on the nature of the impairment and availability of information.

In determining fair value less costs to sell, the School engages an independent valuer to assess market value based on the best available information.

If an asset's carrying amount exceeds its recoverable service amount, the asset is regarded as impaired and the carrying amount is written down to the recoverable amount. The total impairment loss is recognised in surplus or deficit.

The reversal of an impairment loss is recognised in surplus or deficit. A previously recognised impairment loss is reversed only if there has been a change in the assumptions used to determine the asset's recoverable service amount since the last impairment loss was recognised.

k) Accounts Payable
Accounts payable represents liabilities for goods and services provided to the School prior to the end of the financial year which are unpaid. Accounts payable are recorded at the amount of cash required to settle those liabilities. The amounts are unsecured and are usually paid within 30 days of recognition.

l) Employee Entitlements

Short-term employee entitlements

Employee entitlements that are expected to be settled within 12 months after the end of the reporting period in which the employees provide the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date and annual leave earned, by non teaching staff, but not yet taken at balance date.

m) Revenue Received in Advance

Revenue received in advance relates to grants received where there are unfulfilled obligations for the School to provide services in the future. The grants are recorded as revenue as the obligations are fulfilled and the grants are earned.

n) Funds held for Capital Works

The School directly receives funding from the Ministry of Education for capital works projects that are included in the School five year capital works agreement. These funds are held on behalf and for a specified purpose. As such, these transactions are not recorded in the Statement of Comprehensive Revenue and Expense.

The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

o) Provision for Cyclical Maintenance

The property from which the School operates is owned by the Crown, and is vested in the Ministry. The Ministry has gazetted a property occupancy document that sets out the Board's property maintenance responsibilities. The Board is responsible for maintaining the land, buildings and other facilities on the school site in a state of good order and repair.

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision is a reasonable estimate, based on the School's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition.

The School carries out painting maintenance of the whole school over a 7 to 10 year period. The economic outflow of this is dependent on the plan established by the school to meet this obligation and is detailed in the notes and disclosures of these accounts.

p) Financial Instruments

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets are initially recognised at fair value and subsequently measured at amortised cost, using the effective interest method.

The School's financial liabilities comprise accounts payable and finance lease liability. Financial liabilities are subsequently measured at amortised cost using the effective interest method. Interest expense and any gain or loss on derecognition are recognised in surplus or deficit.

q) Borrowings

Borrowings on normal commercial terms are initially recognised at the amount borrowed plus transaction costs. Interest due on the borrowings is subsequently accrued and added to the borrowings balance. Borrowings are classified as current liabilities unless the School has an unconditional right to defer settlement of the liability for at least 12 months after balance date.

Bairds Mainfreight Primary School
Notes to the Financial Statements
For the year ended 31 December 2023

r) Goods and Services Tax (GST)
The financial statements have been prepared on a GST exclusive basis, with the exception of accounts receivable and accounts payable which are stated as GST inclusive.

The net amount of GST paid to, or received from, the IRD, including the GST relating to investing and financing activities, is classified as a net operating cash flow in the statements of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

s) Budget Figures
The budget figures are extracted from the School budget that was approved by the Board.

t) Services Received In-kind
From time to time the School receives services in-kind, including the time of volunteers. The School has elected not to recognise services received in kind in the Statement of Comprehensive Revenue and Expense.

Bairds Mainfreight Primary School
Notes to the Financial Statements
For the year ended 31 December 2023

2. Government Grants

	2023 Actual $	2023 Budget (Unaudited) $	2022 Actual $
Government Grants - Ministry of Education	1,550,734	1,055,419	1,093,116
Teachers' Salaries Grants	2,096,535	1,950,000	2,084,650
Use of Land and Buildings Grants	712,561	700,000	714,945
Other Government Grants	24,114	2,000	164,016
	4,383,944	3,707,419	4,056,727

The School has opted in to the donations scheme for this year. Total amount received was $59,336.

3. Locally Raised Funds

Local funds raised within the School's community are made up of:

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
Revenue	$	$	$
Donations & Bequests	300	-	317
Trading	24,630	20,000	24,933
Fundraising & Community Grants	260	10,120	10,353
Other Revenue	44,206	28,600	21,701
	69,396	58,720	57,304
Expense			
Trading	38,422	16,500	34,047
Fundraising and Community Grant Costs	(209)	6,000	820
Other Locally Raised Funds Expenditure	39,284	16,750	5,127
	77,497	39,250	39,994
Surplus/ (Deficit) for the year Locally Raised Funds	(8,101)	19,470	17,310

Bairds Mainfreight Primary School
Notes to the Financial Statements
For the year ended 31 December 2023

4. Learning Resources

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	$	$	$
Curricular	99,111	125,283	87,725
Equipment Repairs	-	900	419
Information and Communication Technology	20,495	42,251	25,792
Employee Benefits - Salaries	2,366,643	2,379,560	2,278,985
Staff Development	24,039	27,500	24,287
Depreciation	198,083	200,000	201,633
	2,708,371	2,775,494	2,618,841

5. Administration

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	$	$	$
Audit Fees	8,905	8,800	9,281
Board Fees	3,500	4,500	2,875
Board Expenses	11,762	14,444	20,396
Communication	5,989	4,850	6,432
Consumables	4,208	3,000	974
Other	11,496	21,560	12,057
Healthy School Lunches	402,112	-	-
Employee Benefits - Salaries	140,288	149,000	150,271
Insurance	13,025	9,885	8,205
Service Providers, Contractors and Consultancy	15,714	15,400	12,995
	616,999	231,439	223,486

6. Property

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	$	$	$
Caretaking and Cleaning Consumables	20,290	19,400	27,797
Consultancy and Contract Services	64,469	67,000	62,329
Cyclical Maintenance	21,644	15,000	20,200
Grounds	1,347	1,700	3,580
Heat, Light and Water	30,229	28,000	28,210
Repairs and Maintenance	33,894	40,400	21,762
Use of Land and Buildings	712,561	700,000	714,945
Employee Benefits - Salaries	41,418	50,000	51,244
	925,852	921,500	930,067

The use of land and buildings figure represents 5% of the School's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

7. Cash and Cash Equivalents

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	$	$	$
Bank Accounts	214,404	350,000	209,131
Short-term Bank Deposits	-	-	256,722
Cash and cash equivalents for Statement of Cash Flows	214,404	350,000	465,853

The carrying value of short-term deposits with original maturity dates of 90 days or less approximates their fair value.

Of the $214,404 Cash and Cash Equivalents, $17,740 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the School's 5 Year Agreement funding for upgrades to the School's buildings. The funds are required to be spent in 2024 on Crown owned School buildings.

8. Accounts Receivable

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	$	$	$
Receivables	60,298	4,000	12,055
Interest Receivable	50,258	24,000	23,122
Banking Staffing Underuse	28,876	30,000	20,425
Teacher Salaries Grant Receivable	148,975	180,000	170,569
	288,407	238,000	226,171
Receivables from Exchange Transactions	110,556	28,000	35,177
Receivables from Non-Exchange Transactions	177,851	210,000	190,994
	288,407	238,000	226,171

9. Inventories

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	$	$	$
Stationery	2,546	2,500	2,440
School Uniforms	24,126	35,500	42,231
	26,672	38,000	44,671

Bairds Mainfreight Primary School
Notes to the Financial Statements
For the year ended 31 December 2023

10. Investments

The School's investment activities are classified as follows:

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
Current Asset	$	$	$
Short-term Bank Deposits	2,875,866	2,916,117	2,433,129
Total Investments	2,875,866	2,916,117	2,433,129

11. Property, Plant and Equipment

2023	Opening Balance (NBV) $	Additions $	Disposals $	Impairment $	Depreciation $	Total (NBV) $
Buildings	1,155,110	167,972	-	-	(48,751)	**1,274,331**
Building Improvements	486,141	17,063	-	-	(45,984)	**457,220**
Furniture and Equipment	196,987	34,602	-	-	(43,586)	**188,003**
Information and Communication Technology	76,484	27,732	-	-	(45,290)	**58,926**
Leased Assets	20,587	10,791	-	-	(13,018)	**18,360**
Library Resources	11,301	328	-	-	(1,454)	**10,175**
Balance at 31 December 2023	1,946,610	258,488	-	-	(198,083)	**2,007,015**

The net carrying value of furniture and equipment held under a finance lease is $18,360 (2022: $20,587)

Restrictions
There are no restrictions over the title of the School's property, plant and equipment, nor are any property, plant and equipment pledged as security for liabilities.

	2023 Cost or Valuation $	2023 Accumulated Depreciation $	2023 Net Book Value $	2022 Cost or Valuation $	2022 Accumulated Depreciation $	2022 Net Book Value $
Buildings	1,696,771	(422,440)	**1,274,331**	1,536,355	(381,245)	**1,155,110**
Building Improvements	735,536	(278,316)	**457,220**	933,055	(446,914)	**486,141**
Furniture and Equipment	421,601	(233,598)	**188,003**	898,821	(701,834)	**196,987**
Information and Communication Technology	151,961	(93,035)	**58,926**	667,853	(591,369)	**76,484**
Leased Assets	38,741	(20,381)	**18,360**	88,606	(68,019)	**20,587**
Library Resources	21,095	(10,920)	**10,175**	20,767	(9,466)	**11,301**
Balance at 31 December	3,065,705	(1,058,690)	**2,007,015**	4,145,457	(2,198,847)	**1,946,610**

Bairds Mainfreight Primary School
Notes to the Financial Statements
For the year ended 31 December 2023

12. Accounts Payable

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	$	$	$
Creditors	2,007	2,999	21,501
Accruals	10,004	27,320	8,481
Employee Entitlements - Salaries	150,182	204,683	170,569
Employee Entitlements - Leave Accrual	12,605	15,277	12,731
	174,798	250,279	213,282
Payables for Exchange Transactions	174,798	250,279	213,282
	174,798	250,279	213,282

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	$	$	$
Other revenue in Advance	9,565	-	3,512
	9,565	-	3,512

14. Provision for Cyclical Maintenance

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	$	$	$
Provision at the Start of the Year	52,000	52,000	31,800
Increase to the Provision During the Year	21,644	15,000	20,200
Other Adjustments	-	5,700	-
Provision at the End of the Year	73,644	72,700	52,000
Cyclical Maintenance - Non current	73,644	72,700	52,000
	73,644	72,700	52,000

Per the cyclical maintenance schedule, the School is next expected to undertake painting works during 2025. This plan is based on the Schools 10 Year Property plan.

Bairds Mainfreight Primary School
Notes to the Financial Statements
For the year ended 31 December 2023

15. Finance Lease Liability

The School has entered into a number of finance lease agreements for computers and other ICT equipment. Minimum lease payments payable:

	2023 Actual $	2023 Budget (Unaudited) $	2022 Actual $
No Later than One Year	11,945	12,883	13,298
Later than One Year and no Later than Five Years	9,898	12,500	10,126
Future Finance Charges	(1,939)	-	(415)
	19,904	25,383	23,009
Represented by			
Finance lease liability - Current	10,660	12,883	13,275
Finance lease liability - Non current	9,244	12,500	9,734
	19,904	25,383	23,009

16. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 7.

2023	Opening Balances $	Receipts from MOE $	Payments $	Board Contributions $	Closing Balances $
MOE Junior Block	-	260,870	(243,130)	-	17,740
MOE Upgrade R20&21	(17,567)	-	-	-	(17,567)
Totals	(17,567)	260,870	(243,130)	-	173

Represented by:

Funds Held on Behalf of the Ministry of Education	17,740
Funds Receivable from the Ministry of Education	(17,567)

2022	Opening Balances $	Receipts from MOE $	Payments $	Board Contributions $	Closing Balances $
MOE Junior Playground Upgrade	214,605	-	(224,585)	9,980	-
MOE Toilet Blocks Refurbishment	189,948	-	(201,458)	11,510	-
MOE Upgrade R20&21	-	-	(17,567)	-	(17,567)
Totals	404,553	-	(443,610)	21,490	(17,567)

Represented by:

Funds Receivable from the Ministry of Education	(17,567)

17. Related Party Transactions

The School is a controlled entity of the Crown, and the Crown provides the major source of revenue to the school. The school enters into transactions with other entities also controlled by the Crown, such as government departments, state-owned enterprises and other Crown entities. Transactions with these entities are not disclosed as they occur on terms and conditions no more or less favourable than those that it is reasonable to expect the School would have adopted if dealing with that entity at arm's length.

Related party disclosures have not been made for transactions with related parties that are within a normal supplier or client/recipient relationship on terms and condition no more or less favourable than those that it is reasonable to expect the School would have adopted in dealing with the party at arm's length in the same circumstances. Further, transactions with other government agencies (for example, Government departments and Crown entities) are not disclosed as related party transactions when they are consistent with the normal operating arrangements between government agencies and undertaken on the normal terms and conditions for such transactions.

Bairds Mainfreight Primary School
Notes to the Financial Statements
For the year ended 31 December 2023

18. Remuneration

Key management personnel compensation
Key management personnel of the School include all Board members, Principal, Deputy Principals and Heads of Departments.

	2023 Actual	2022 Actual
Board Members	**$**	**$**
Remuneration	3,500	2,875
Leadership Team		
Remuneration	403,603	378,050
Full-time equivalent members	3	3
Total key management personnel remuneration	403,603	378,050
	3	3

There are 6 members of the Board excluding the Principal. The Board has held 8 full meetings of the Board in the year. There were no separate Finance and Property Committees. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal
The total value of remuneration paid or payable to the Principal was in the following bands:

	2023 Actual	2022 Actual
Salaries and Other Short-term Employee Benefits:	**$000**	**$000**
Salary and Other Payments	150-160	140-150
Benefits and Other Emoluments	0-5	0-5

Other Employees
The number of other employees with remuneration greater than $100,000 was in the following bands:

Remuneration $000	2023 FTE Number	2022 FTE Number
120-130	1.00	-
110-120	2.00	-
100-110	2.00	2.00
	5.00	2.00

The disclosure for 'Other Employees' does not include remuneration of the Principal.

19. Contingencies

There are no contingent liabilities and no contingent assets as at 31 December 2023 (Contingent liabilities and assets at 31 December 2022: nil).

Holidays Act Compliance – Schools Payroll
The Ministry of Education performs payroll processing and payments on behalf of boards, through payroll service provider, Education Payroll Limited.

The Ministry continues to review the Schools Sector Payroll to ensure compliance with the Holidays Act 2003. An initial remediation payment has been made to some current school employees. The Ministry is continuing to perform detailed analysis to finalise calculations and the potential impacts of specific individuals, as such, this is expected to resolve the liability for school boards.

Pay Equity Settlement Wash-up Amounts
In 2023 the Ministry of Education provided additional funding for non-teaching collective and pay equity agreements.The School is yet to receive a final wash-up that adjusts the estimated quarterly instalments for the actual eligible staff members employed in 2023. The Ministry is in the process of determining wash-up payments or receipts for the year ended 31 December 2023. However, as at the reporting date, this amount had not been calculated and is therefore not recorded in these financial statements.

20. Commitments

(a) Capital Commitments

At 31 December 2023, the Board had capital commitments of $19,702 (2022:$17,567) as a result of entering the following contracts:

Contract Name	Contract Amount	Spend To Date	Remaining Capital Commitmen
	$	$	$
MoE Junior Block	260,869	243,130	17,739
MoE Upgrade R20 & R 21	19,530	17,567	1,963
Total	**280,399**	**260,697**	**19,702**

(b) Operating Commitments

As at 31 December 2023 the Board has not entered into new contracts (2022:Nil).

Bairds Mainfreight Primary School
Notes to the Financial Statements
For the year ended 31 December 2023

21. Financial Instruments

The carrying amount of financial assets and liabilities in each of the financial instrument categories are as follows:

Financial assets measured at amortised cost

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
	$	$	$
Cash and Cash Equivalents	214,404	350,000	465,853
Receivables	288,407	238,000	226,171
Investments - Term Deposits	2,875,866	2,916,117	2,433,129
Total financial assets measured at amortised cost	3,378,677	3,504,117	3,125,153

Financial liabilities measured at amortised cost

	2023 Actual	2023 Budget (Unaudited)	2022 Actual
Payables	174,798	250,279	213,282
Finance Leases	19,904	25,383	23,009
Total financial liabilities measured at amortised cost	194,702	275,662	236,291

22. Events After Balance Date

There were no significant events after the balance date that impact these financial statements.

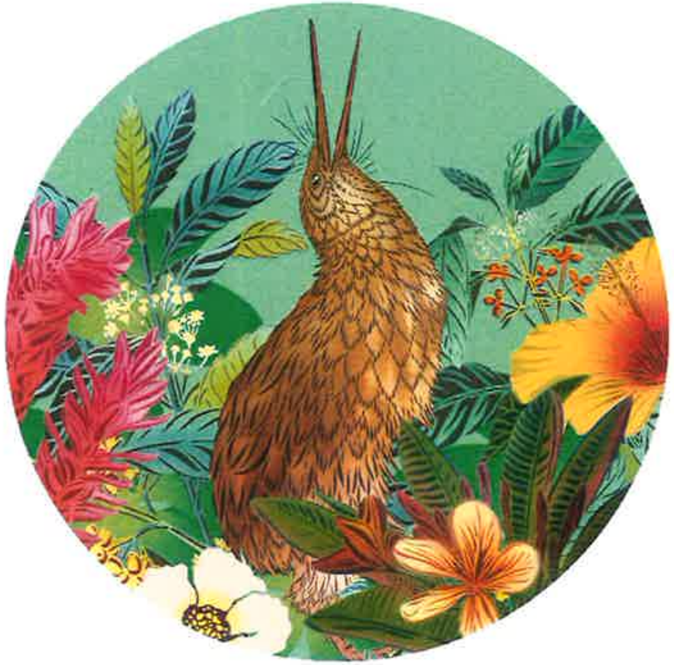
Pages for auditors report

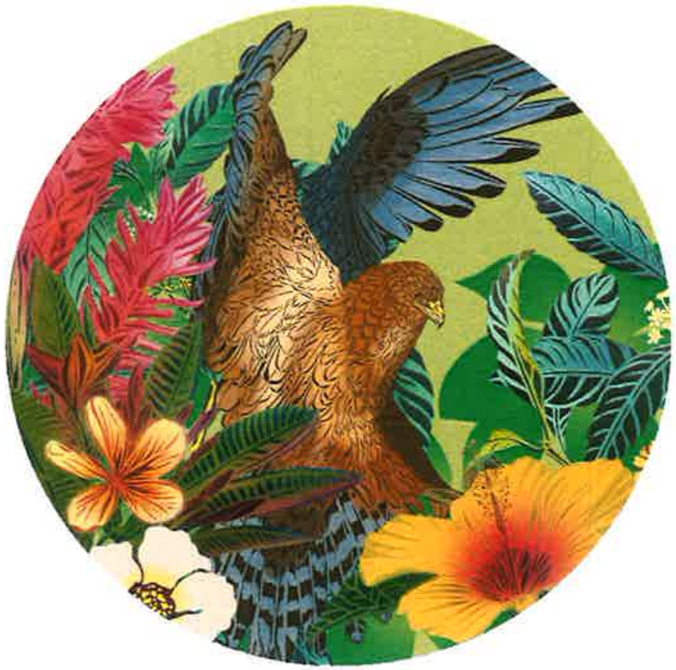
Bairds Mainfreight Primary School
Strategic & Annual Plan
2024-2025

Ko te kura o Bairds Mainfreight, e tū ana Kei Ōtara mātou, e noho ana Ko Te Puke ō Tara, te maunga kōhatu Ko Tāmaki te awa, e rere ana Ko Tara Te Irirangi te rangatira e! Ko Ngāti Ōtara te iwi nei, Ko Tāmaki Makaurau te 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.

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

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:

Tuakiritanga- Identity and belonging	Hauora- wellbeing	Whanaungatanga- Connectedness	Ako- teaching and learning
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
• 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.	• 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	• 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 specia 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
Actions • 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	**Actions** • 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
Actions • 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	**Actions** • 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.

<table>
<tr><td colspan="2">Strategic Goal 3

To develop innovative, responsive teaching and learning to enable student success</td></tr>
<tr><td>2024</td><td>2025</td></tr>
<tr><td>Actions
A focus on the health and wellbeing of all tamariki and staff
PGC has a focus on using data to determine next teaching/learning steps
A focus on Kaiako capability and accountability
A focus on accelerating learning in Reading/Writing/Maths
Assessment for Learning is a focus across BMPS
Referring to and using outside agencies as required, to get the necessary support for ākonga</td><td>Actions
A focus on the health and wellbeing of all tamariki and staff
PGC has a focus on using data to determine next teaching/learning steps
A focus on Kaiako capability
A focus on accelerating learning in Reading/Writing/Maths
Kaiako support and guidance for curriculum learning, as required
Assessment for Learning is a focus across BMPS
Referring to and using outside agencies as required, to get the necessary support for ākonga</td></tr>
<tr><td colspan="2">We will be successful when:

When all ākonga have the opportunity to succeed through innovative and responsive teaching and learning</td></tr>
</table>

BMPS Strategic Plan 2024-2025

Strategic Goal 4

Ensuring that we have an actively engaged learning community

2024	2025
Actions • Community focus on attendance • Developing good home/BMPS partnerships • Seek opportunities for community communication and feedback • Using our school management system for real time reporting	**Actions** • 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
Practices are inclusive, respectful and culturally responsive	To continue on the journey of embedding Te Ao Māori at BMPS including developing a relationship with Tanagata and Mana Whenua	• Learners at the centre • Barrier free access • Quality Teaching & Leadership	• 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
A future focused curriculum that enables success for all learners	To continue on the journey of creating a local curriculum for BMPS, which is aligned with our stakeholders and the NZ Curriculum Refresh	• Learners at the centre • Barrier free access • Quality Teaching & Leadership	• 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
To develop innovative, responsive learning environments to enable student success	Implementing professional learning for kaiako and targeted support for ākonga	• Learners at the centre • Barrier free access • Quality Teaching & Leadership	• 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
An actively engaged learning community	Further engagement with tamariki, whānau, community, iwi and staff to strengthen learning partnerships	• Learners at the centre • Barrier free access • Quality Teaching & Leadership	• 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	• 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	• 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	• 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 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 • 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

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	• 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
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 Kaiako planning BMPS Māori Education Plan	Term 1-4	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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 enrolment • 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	• 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	• 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

Bairds Mainfreight Primary School Strategic Goals 2024

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 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 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 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

School:	Bairds Mainfreight Primary School	School Number:	1218

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%

51

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 Sonday 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%

55

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 Sonday 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%

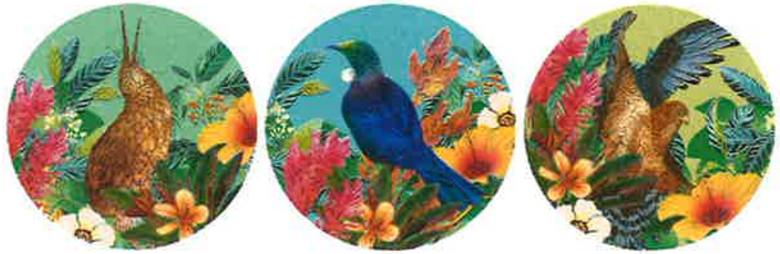
Māori

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%

<table>
<tr><th colspan="2">Maths Data</th></tr>
<tr><td>Actions
What did we do?</td><td>• 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</td></tr>
<tr><td>Reasons for variance
Why did it happen?</td><td>• 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.</td></tr>
<tr><td>Evaluation
Where to next?</td><td>• 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.</td></tr>
<tr><td>Planning for next year:</td><td>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.</td></tr>
</table>



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.

Bairds Mainfreight Primary School

KiwiSport

Report 2023

- To increase the number of school-aged children participating in organised sport.
- Increase the availability and accessibility of sport opportunities for all school-aged children.
- Support children in developing skills that will enable them to participate effectively in sport.

Our goals for 2023 were:

to provide sports opportunities for all of our children from Y1-Y6

to increase the number of children taking part in sport

to introduce new sports to our children

to develop staff skills in sport, so that they can coach more sport in our school.

to enter all inter-school competitions, to give our children the experience of training as a team, and learning new skills and for the experience of winning and losing

to enter all invitational sports competitions, to give our children the experience of training as a team, and learning new skills and for the experience of winning and losing

to continue the concept of training squads so that greater numbers of children are able to experience team culture and the development of team related skills.

What actually happened?

BMPS competed in all Ōtara Sports Cluster events and we entered as many teams as possible to provide more students the opportunity to participate in competitive sport.

KiwiSport Funding this year was used to pay CM Sport. This allowed for in-school coaching for all our tamariki. Sports provided included Hockey for years 3-6, Football, Cricket and a have a go day for year 0-2.

What Were the Outcomes?

All children have had the opportunity to learn about different sports through CM Sport providers.

Year 1-2 children have received limited CM Sport coaching.

Many children had the opportunity to compete in competitive sports.

Principal: fionamcaree@bmps.school.nz
Contact:office@bmps.school.nz
09 274 8271

Bairds Mainfreight Primary School

Principal: fionamcaree@bmps.school.nz
Contact:office@bmps.school.nz
09 274 8271