

Strategic Plan 2024-2025

In order to **grow active learners who make a positive difference** we will...

Whāia te mātauranga hei oranga mō koutou, mō te iwi, mō te ao...



**Provide quality teaching
and learning for all ākonga,
across all levels of
our school**

Identify effective assessment for learning strategies to increase learner agency across all levels.

Upskill all teachers and teacher aides in effective pedagogy and practice.

Use Universal Design for Learning (UDL) strategies to ensure learning is fully inclusive and promotes success for all learners.



**Honour our responsibility
to Te Tiriti o Waitangi
and embrace our
multicultural community**

Enact Te Tiriti o Waitangi in our teaching, learning, systems, and protocols.

Build reciprocal relationships with local Iwi representatives.

Engage our diverse learning community.



**Provide an environment
that fosters the wellbeing
of staff, ākonga and our
learning community**

Upskill our teachers and teacher aides in mental health and wellbeing education.

Provide a safe, inclusive and stimulating physical environment for all.

B Building connections.
Mahi Tahī.
Contributing & Collaborative.

P Persevere to be the best we can be.
Kia Manawanui, Kia Manawaroa.
Resilient & Inquiring.

S Show respect in all we do.
Manaakitanga.
Integrity, inclusive & kind.

Birkenhead Primary School Annual Plan 2025

1. Quality Teaching and Learning.

We will deliver quality learning and teaching for all ākonga to enable all students to experience success.

What specific analysed evidence is driving this?

Student voice and Teacher reflections identify that high leverage practices are inconsistently used across the school. Assessment for learning (AFL) provides a framework to grow capacity in these.

What would indicate success of this strategic goal: (measuring progress and success)

Students would feed back that teachers use a range of AFL approaches in their teaching practice across the school.

Intentions	Outcomes	Actions	Date completed/ Evidence	Reasons for any Variance
KEY: Term 1 :: Term 2 :: Term 3 :: Term 4				
1.1 Provide guidance and support to grow teacher capability in using Assessment for Learning approaches	Teachers will use a range of AFL approaches in their teaching practice.	1.1.1 Literacy Curriculum leads to develop a sequenced action plan in conjunction with SLT to drive staff professional growth in the use of the following AFL approaches: <ul style="list-style-type: none"> • Modelling • Learning Intentions and Success Criteria • Feed Up, Feedback and Feed-Forward • Dialogic teaching Evaluate impact of actions taken.	Writing PD received from iDeal is recapping this. iDeal writing PD is covering these aspects with modelling in class. Ongoing PD with iDeal Juniors Casey Caterpillar Handwriting PD Seniors - BPS handwriting teaching and oral language PD	
		1.1.2 Maths Curriculum leads to develop a sequenced action plan in conjunction with SLT to drive staff	Elements of this are incorporated in the MERIT approach to teaching Maths. PLD shifted to teams-based in term 3, to better target teacher	

		<p>professional growth in the use of the following AFL approaches:</p> <ul style="list-style-type: none"> ● Modelling ● Learning Intentions and Success Criteria ● Feed Up, Feedback and Feed-Forward ● Dialogic teaching <p>Evaluate impact of actions taken.</p>	<p>needs. Alice and the maths team continue to support teams to develop teaching approaches in maths consistent with AFL .</p>	
<p>1.2 Use teaching and learning strategies that are inclusive and promote success for all learners.</p>	<p>Staff will use a range of approaches and strategies that cater for diverse students and enable them to remain regulated and engaged in learning.</p>	<p>1.2.1 Assess the extent of Universal Design for Learning (UDL) approaches currently in use across the school, and build on successful strategies and practices across the school.</p>	<p>New PD within writing & maths is targeting and highlighting UDL practices. Sprints PL Terms 1&2 for Teachers will also focus on children “working towards” to identify teaching & learning strategies to raise achievement. Sprints for term 3-4 again focus on target students, in reading, writing or maths as dictated by mid year schoolwide data. Maths Whizz and Matific trials term 4 across years 4-6 target students learning where they are at, and adapt to each child.</p>	
		<p>1.2.2 Continue to enhance our ELL program to support students who have English as an additional language across the school.</p>	<p>ELL program in place with Nicole Young.</p>	
		<p>1.2.3 Support staff to cater for an identified target group of students who need extension and enrichment in their learning.</p>	<p>Teacher Aides & Matt Bruce are taking small groups for spelling, reading & maths. Clubs Gifted annT programme term 3</p>	

<p>1.3 Lift achievement in writing by 10% in our Phase 2 (Yrs 4-6) ākongā.</p>	<p>Writing achievement levels will increase by 10% for students in Phase 2, tracked and supported by standardised assessment.</p>	<p>1.3.1 Leverage iDeal approaches and PLD to raise writing achievement in a group of target phase 2 students who are at risk of being just below the expected standard(s).</p>	<p>Bethany did a TOD at the start of Term 1 re: teaching writing as a structured approach. Week 7&8 she carried out modelling in class for teachers to observe and learn from. Tegan from iDeal was in at the start of term modelling authentic writing within classes. Writing samples were carried out for assessment and OTJ's. Tegan Cheeseman Learning MATTERS coaching in-class sessions with all teachers. KAF & FB attended Literacy Symposium (2 day course) FB enrolled in LIMT Course PAT use of new writing assessment in years 5-6. Fiona continuing training LIMT Course Tegan into work with TL's 2026 matrix</p>	<p>2025 OTJ achievements data in writing saw a decrease. This is heavily due to reporting and assessing towards the new curriculum standards in place.</p> <p>In 2026, reporting against new progress indicators and aligned progress descriptors to be implemented.</p>
		<p>1.3.2 Implement AFL practices (refer to 1.1.2) to support growth in writing achievement in phase 2 ākongā.</p>	<p>AFL approaches being incorporated within the iDeal modelling. As above Ongoing Ongoing</p>	
		<p>1.3.3 Implement standardised use of e-asTTle writing assessments for years 3-6 to monitor growth in writing achievement.</p>	<p>Currently on pause awaiting Government updates as to writing assessment being used. As above Trial of PAT writing assessment (NZZCER) in term 3. Awaiting Government guidance over writing assessment.</p>	

2. Curriculum and Assessment Implementation

We will embed the newly refreshed curriculum, structured teaching approaches and assessment practices to ensure we have current, clear and rigorous student data to inform teaching and learning.

What specific analysed evidence is driving this?

Mandated implementation of the refreshed Maths and English Curricula, in addition to compulsory standardised assessment from year 3 onwards.

What would indicate success of this strategic goal: (measuring progress and success)

The refreshed English and Mathematics Curricula are evident in planning, teaching and learning across the school.

Intentions	Outcomes	Actions	Date completed/ Evidence	Reasons for any Variance
2.1 Implement the refreshed English curriculum across the school	The refreshed English learning area of Te Mātaiaho will be evident in short and long term planning, and enacted through all Literacy programs at BPS.	2.1.1 Provide professional support to Literacy Curriculum Leads to upskill in regards to the refreshed English Curriculum, so they can support and upskill our staff.	PLD with iDeal linked with curriculum. Literacy team currently assessing staff's needs re: refresh and the support they need. iDeal modelling in class. New Waka goals and Hero goals now aligned with the refreshed curriculum. iDeal - in-class coaching for Writing PD for KAF & FB FB did Casey Caterpillar PD to grow own skills.	
		2.1.2 Ensure the refreshed English Curriculum is evident in planning and teaching across the school.	New planning template is being looked into by the Literacy team and assessed for ease of use. The planning is still being tested across teams to accommodate different learning needs - an across school planning template has been put on hold while teams try different ways of implementing their writing sessions. Literacy feedback collected to find effective literacy planning across school. Waka goals have been updated with the new curriculum and hero goals. Being used to track/teach across school. Oral language and Handwriting planning templates - shared with seniors and to be shared with Juniors for	

			inclusion in planning.	
		2.1.3 Effectively monitor the implementation of the refreshed English Curriculum, with a focus on sharing strategies and approaches that are working well across the school.	New curriculum is being used for long term planning. Literacy team is working with teams as well as looking at school handwriting programme to incorporate seniors. Handwriting programme being incorporated - Casey Caterpillar (Juniors 0-3 and trialling/implementing a Senior programme) Oral language curriculum to be brought in Term 4/Term 1 2026. Handwriting & Oral language curriculum actively and explicitly being taught in classrooms across school.	
2.2 Implement the refreshed Mathematics curriculum across the school	The refreshed Mathematics learning area of Te Mātaiaho will be evident in short and long term planning, and enacted through all Maths programs at BPS.	2.2.1 Provide professional support to Maths Curriculum Leads to upskill in regards to the refreshed Maths Curriculum, so they can support and upskill our staff.	<ol style="list-style-type: none"> 1. Oxford Maths online PLD (all staff) Jan 22nd - using the Oxford platform and resources. 2. MoE maths PLD day for maths leaders on implementation of the refreshed maths curriculum 24th Feb 3. Teacher only day (maths) led by maths leads on building understanding of the refreshed maths curriculum and best practice planning and teaching using the learning progressions 21 March 4. Moe maths PLD day #2 May 12th (maths team attended) 5. Purchase of Building thinking classrooms and supporting texts (currently being read by Charissa). 6. MoE Maths PLD day 3: August 8th attended by maths curriculum leaders 7. Teacher only day August 29th: Focus on supporting staff to implement desired approaches to teaching maths across the school. 8. MoE maths PLD day 4 scheduled for 10th November. 9. Changes to the new maths curriculum made by MoE as of 20th Oct that will need to be incorporated at BPS 	
		2.2.2 Ensure the refreshed Maths Curriculum is evident in planning and teaching across the school.	Term 4 check-in: Refreshed Curriculum in planning and next steps document.	

		<p>2.2.3 Effectively monitor the implementation of the refreshed Maths Curriculum, with a focus on sharing strategies and approaches that are working well across the school.</p>	<p>1. Maths Tips in Friday staff meeting week 6 (multiplicative - Charissa) 2. Maths leads walk-throughs Whanake and Tuputupu 3. Alice Ho in-team sessions term 2 4. Alice Ho working with teams in term 3 to more closely meet individual team needs in this area.</p>	
<p>2.3 Provide professional development to support and embed structured approaches to literacy and mathematics across the school</p>	<p>Structured Literacy approaches and programs will be embedded, and revised Mathematics approaches and programs will be implemented across the school. These will be supported at home as parents and whānau are familiar with these approaches.</p>	<p>2.3.1 Embed structured literacy approaches across the school.</p>	<p>1. iDeal whole staff writing PLD 4th Feb 2. iDeal in-class writing modelling 20th March 3. PLD continuing throughout the year with modelling sessions in class. In-class coaching PD with iDeal (writing) Reading - new resources/organising of resource room to accommodate readers. Tegan in Wk 5 to provide PD for any teachers needing it around reading, writing, spelling (IF, SH ?</p>	
		<p>2.3.2 Implement revised mathematical approaches across the school.</p>	<p>1. MERIT approach to teaching maths initiated term 2. 2. Alice working with individual teachers and teams to support teaching maths using the MERIT approach. 3. Alice Ho working with teams in term 3 to more closely meet individual team needs in this area.</p>	
		<p>2.3.3 Initiate a community targeted education program into literacy and maths approaches.</p>	<p>1. Community information sessions in maths and literacy at BPS Open Classrooms event on 18th March. 2. Community communication in term 2 coinciding with mid year reports regarding changes in curriculum expectations 3. Ongoing - Open classrooms to share learning and strategies. 4.</p>	
<p>2.4 Implement assessment systems and processes to ensure ākongā data is current, clear, rigorous and used to inform</p>	<p>Rigorous standardised student data is collected at regular intervals throughout each year in English and Mathematics, and when combined with formative data, informs teaching and learning.</p>	<p>2.4.1 Support teachers to use formative and summative assessment data to inform planning and teaching.</p>	<p>1. Development of schoolwide assessment schedule, with regular standardised testing at 6 month intervals in reading, writing and maths. 2. Whole staff assessment PLD focussing on making an OTJ led by Alaric - May 27th 3. Mid year data shared with team leaders and then with wider staff to facilitate teams to select focus for</p>	

teaching, learning and reporting.			the 2nd teaching sprint.	
	2.4.2 Develop literacy and maths goals to assist teachers in tracking student progress in alignment with the revised English and Maths curricula.		<ul style="list-style-type: none"> 1. Target student tracking document created Feb-Mar to allow tracking of target student progress and achievement 2. Revised Add/Sub goals implemented 3. Revised Multiplicative goal implements 4. Revised student copy maths Kete drafted including strands (still in draft at time of writing this) Writing waka (children's goals) and Hero writing goals updated to reflect refreshed curriculum. 5. Rational numbers maths kete goal development term 3. <p>Oral language and Handwriting goals simplified teaching/student tracking of achievement.</p>	
	2.4.3 Implement a schoolwide assessment schedule to allow regular standardised assessment data to be collected and analysed.		<ul style="list-style-type: none"> 1. Update of Kahui Ako maths learning progressions to align with refreshed maths curriculum Jan-Feb. 2. Update of Hero maths goals to align with learning progressions Jan-Feb. 3. Modification of assessment schedule based on MoE communications. 4. Assessment schedule again updated to ensure it best meets the needs. 	

3. Engagement

We will provide an environment that fosters authentic engagement for ākonga and our learning community.

What would indicate success of this strategic goal: (measuring progress and success)

Target student attendance rates would increase, with reduced lateness and improved engagement and connections between school, community, iwi and whānau.

Intentions	Outcomes	Actions	Date completed/ Evidence	Reasons for any Variance
3.1 Provide a variety of opportunities for whānau and the wider community (including local Iwi), to make a positive difference for our learners.		3.1.1 Build reciprocal relationships with local iwi to benefit the development of our ākonga.	1. April 2nd overnight stay Awataha Marae. Engagement with local carvers to design and create the carvings for our Wharenuī, connecting us to the local iwi of our area.	
		3.1.2 Continue to build engagement and consultation with a range of cultural community groups to benefit the development of our ākonga.	Connection built with Awataha Marae, year 4 noho (sleepover) taking place here in term 1. Relationship and connection built with local carver from the Lake House Arts Center, the goal to complete the wharenuī carvings, in a way that involves the students and community to connect to the project Maori Achievement Collaborative providing PLD to staff on increased practices from a Te Ao Maori lens. Staff PLD delivered by Brenda. Curriculum leads attending workshops.	
		3.1.3	Beach Clean up at Little Shoal Bay	

		<p>Implement community focussed learning experiences so that our ākonga have the opportunity to positively contribute to our local communities.</p>	<p>Awataha Marae Noho to build an authentic experience</p> <p>Nature team and FB involvement with Mountains to Sea and Pestfree Kaipatiki - Community initiatives to learn about conservation</p> <p>Various Matariki performances and concerts throughout our community Including our Local Library</p> <p>Continued celebration of various charitable events - Red Nose day, Daffodil day, etc.</p> <p>Connection and space provided for Highbury house ELC when their building was closed. HH ELC rehomed to BPS for the remainder of the year which is a positive interaction to allow this important community resource to continue to run.</p>	
		<p>3.1.4 Engage with whānau to support programs and initiatives that build holistic learners that make a positive difference.</p>	<p>Maths and Literacy information sessions during Open Classrooms to engage with parents on the new Curriculum</p> <p>Parent information on Puberty Sessions</p> <p>Keeping Ourselves Safe community and teacher information presented by our local community constable</p> <p>Community consultation was done to get community feedback on the direction for BPS over the next 3 years.</p> <p>Planting working bees to engage families and build community.</p>	
<p>3.2</p>		<p>3.2.1</p>	<p>Action plan developed alongside NM and IM, Te Ao</p>	

4. Environment

We will provide a safe, inclusive and supportive environment for all.

Intentions	Outcomes	Actions	Date completed/ Evidence	Reasons for any Variance
<p>4.1 Grow our leadership capability across the school, for both staff and ākonga, to provide more development opportunities.</p>	<p>Staff leadership capacity is enhanced to enable personal and professional growth and assist in career pathway development. Student leadership capacity is increased to support all ākonga.</p>	<p>4.1.1 Grow staff leadership capacity by developing systems and opportunities for continued professional development and leadership learning.</p>	<p>Continued partnership with iDeal - Structured Literacy</p> <p>Alice/Kahui ako and Maths Te Mataiaho (refreshed curriculum) PLD ongoing</p> <p>Curriculum leadership teams supporting the implementation of PLD</p> <p>Ongoing PLD for curriculum leads, and sharing of this learning with staff.</p>	

			<p>Team leads have been part of the 'Leading Edge' program, designed to support middle leaders, with an in person component and follow up zoom and coaching sessions. Building leadership capabilities in the team</p> <p>Continued PLD for our Curriculum leads. Maths leads have been ongoing with the NZ curriculum PLD days.</p> <p>Lit leads have been to the iDeal literacy symposium, have had in school support from the iDeal team for coaching and support of staff.</p> <p>FB LIMT Course - for Structured Literacy intervention to assist Tier 2 & 3 children.</p> <p>Team leads completing their leading edge course. All team leads have had the opportunity to undertake some final PLD to end the year, with many attending the Ross Greene PLD</p>	
		<p>4.1.2 Develop student leadership opportunities, roles and responsibilities across the school.</p>	<p>SM student councillor program Panuku team developing whanau leaders</p> <p>Sports monitors, continued whanau leaders support, office monitors, road patrollers, Peer mediators. Lots of roles for our year 6 students.</p> <p>Nature Team, Student council, buddy class support provide opportunities for students outside of Panuku</p> <p>Continued and ongoing</p>	
<p>4.2 Embed a systems approach to student and staff well-being and</p>	<p>Student well-being and mental health is a priority and evident in student behaviours and responses to challenging</p>	<p>4.2.1 Reflect and review MITEY practices across the school, including in staff induction processes.</p>	<p>Mitey lead has compiled a stock of books that link to Mitey outcomes for teachers to use within Mitey lessons. New Mitey Lead - Gabby Lewthwaite</p>	

<p>mental health education</p>	<p>situations.</p> <p>Staff will feel supported in their well-being and mental health.</p>	<p>4.2.2 Continue to grow opportunities to promote student and staff wellbeing, positivity, and celebrating success, general and personal achievements and milestones.</p>	<p>Pulse data, check ins used by our Whanake and Panuku students regularly</p> <p>Investigation of Pulse staff tool</p> <p>Mitey award celebrating students who demonstrate values, celebration of staff and staff events to continue to build team community eg. morning certificates, team and staff functions etc</p> <p>Mental Health Awareness Week 1 - activities to promote conversation. Synergy exchange for staff wellbeing implemented.</p>	
<p>4.3 Health and safety protocols are in place and are reflected upon to ensure a safe environment is provided for all.</p>	<p>Our environment will be safe for all users at all times.</p>	<p>4.4.1 Implement a system to regularly review health and safety throughout the school.</p>	<p>Regular opportunities for staff to notify of H&S in morning meetings</p> <p>Harrison Tew review of emergency protocols</p> <p>Ongoing</p> <p>School Lockdown practice implemented. Continued reflection post this to improve areas of the school for health and safety and emergency requirements.</p>	
<p>4.4 Maintenance of buildings and structures is responsive and scheduled, following best practices and professional standards.</p>	<p>Our buildings and structures will be well maintained, with any remedial works undertaken in a timely and professional manner.</p>	<p>4.5.1 Ensure building maintenance, cyclical maintenance and works around the school are completed in a timely manner.</p>	<p>Holiday period maintenance of playgrounds, building wash, turf maintenance completed. Trees assessed</p> <p>Ongoing maintenance and repairs, items sorted of note that come out of H&S reviews.</p> <p>Ongoing</p>	

2025 Achievement Data (OTJs – End of Year, based on the new curriculum expectations)

Whole School Achievement (At or Above Expectation)			
Subject	2024 (At/Above)	2025 (At/Above)	Change
Reading	80.6%	68%	↓ 12.6%
Writing	73.2%	57%	↓ 16.2%
Maths	74%	54%	↓ 20%

2025 Outcomes by year group OTJ - (Overall Teacher Judgement, based on the new curriculum expectations)		
Reading	Writing	Maths
Year 1		
Year 1 results: 61% (50 out of 82 students) were at or above expectation.	Year 1 results: 68% (56 out of 82 students) were at or above expectation.	Year 1 results: 49% (40 out of 82 students) were at or above expectation.
Year 2		
Year 2 results: 53% (40 out of 87 students) were at or above expectation.	Year 2 results: 46% (40 out of 87 students) were at or above expectation.	Year 2 results: 44% (39 out of 87 students) were at or above expectation.
Year 3		
Year 3 results: 75% (42 out of 68 students) were at or above expectation.	Year 3 results: 62% (42 out of 68 students) were at or above expectation.	Year 3 results: 54% (37 out of 68 students) were at or above expectation.

Year 4		
Year 4 results: 59% (out of 69 students) were at or above expectation.	Year 4 results: 38% (26 out of 68 out of students) were at or above expectation.	Year 4 results: 45% (31 out of out of 68 students) were at or above expectation.
Year 5		
Year 5 results: 69% (51 out of 74 students) were at or above expectation.	Year 5 results: 53% (39 out of 74 students) were at or above expectation.	Year 5 results: 46% (34 out of 74 students) were at or above expectation.
Year 6		
Year 6 results: 95% (69 out of 73 students) were at or above expectation.	Year 6 results: 78% (53 out of 73 students) were at or above expectation.	Year 6 results: 88% (64 out of 73 students) were at or above expectation.

2025 Achievement Data - PAT (Progressive achievement test)

2025 Reading Comprehension			
Year level 2025	Mean Scale Score (BPS)	Mean Scale Score (National)	Mean Stanine (National mean = 5)
4	32.3	29.9	5.4
5	40.1	38.9	5.2
6	53.4	46.9	6.1
2025 Maths			
Year level 2025	Mean Scale Score (BPS)	Mean Scale Score (National)	Mean Stanine (National mean = 5)
3	29.9	25.4	5.8
4	36.6	32.5	5.5
5	42.6	39.7	5.5

6	52.9	45.8	6
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Key = **Highlight** above national norm

Understanding the 2025 Data

Achievement Overview (2025)

Student achievement data in 2025 shows a decrease in the percentage of students achieving “at or above” curriculum expectations across reading, writing and mathematics when compared with 2024. Reading achievement decreased from 80.6% to 68%, writing from 73.2% to 57%, and mathematics from 74% to 54%.

This shift does not reflect a decline in student learning, but rather a **significant change in curriculum expectations and assessment practices** introduced during 2025.

Impact of the Refreshed Curriculum

The refreshed New Zealand Curriculum has **raised expectations at every year level**, in many cases by approximately one year. As a result:

- Students previously considered “at expectation” are now often assessed as “towards expectation”
- OTJs now reflect **alignment to higher benchmarks**, rather than a drop in capability
- This has created a **system-wide shift downward in reported achievement**

This impact is consistent across all curriculum areas, and is particularly evident in mathematics, where updated progressions were introduced early, and in writing, where structured literacy approaches shifted early learning priorities.

Evidence of Ongoing Student Progress

While OTJ achievement has decreased, **standardised PAT assessment data confirms that students continue to make strong progress.**

Reading Progress (PAT)

- Growth is **at or above national expectations**
- Some cohorts show **accelerated progress (up to nearly double expected growth)**

Mathematics Progress (PAT)

- Growth is **consistently above national expectations**
- Strong gains evident across multiple year levels

Important Note:

PAT assessments measure progress over time and are **not yet aligned to the refreshed curriculum**, making them a valuable tool for understanding actual learning growth independent of shifting expectations with a new curriculum.

Overall Evaluation

Taken together, the data shows that:

- **Student progress remains positive and, in many cases, accelerated**
- The apparent decline in achievement is largely due to **increased curriculum expectations**
- OTJs in 2025 represent a **re-benchmarking year**, establishing a new baseline aligned to the refreshed curriculum

The 2025 achievement results must be interpreted in the context of the **refreshed New Zealand Curriculum**, which has introduced:

- **Higher expectations at every year level**
- A shift in what constitutes “at expectation”
- Updated progressions, particularly in mathematics and structured literacy

Conclusion

- Many students who were previously “at expectation” are now classified as “towards”
- Achievement data shows a **system-wide downward shift**
- 2025 represents a **new baseline year** aligned to revised expectations
- Students are continuing to make **expected and accelerated progress**
- The decline in achievement reflects **increased curriculum expectations**, not reduced learning

The 2025 achievement results represent a transition year for Birkenhead Primary School. While reported achievement levels have decreased, this is primarily due to the implementation of a more demanding curriculum. Multiple sources of evidence, particularly PAT data, demonstrate that **students are progressing well and, in many cases, accelerating their learning**. The school is well positioned to build on this foundation as teaching practices, assessment, and curriculum expectations continue to align.



Giving Effect to Te Tiriti o Waitangi

1. Working toward 'achieving equitable outcomes for Māori (Education and Training Act 2020) Treaty Article: Oritetanga (Participation)

- Implementing pedagogical approaches and assessments that do not uphold existing bias toward dominant societal groups, while allowing Māori students to have power over their educational outcomes.
- Prioritise the integration of Te Reo Māori and Māori perspectives across our curriculum, ensuring the voices, histories, and values of tangata whenua are honoured and celebrated
- Our commitment extends to equitable opportunities for Māori students, whānau, and staff in decision-making processes
- Our Kahui Ako (still collaborating), has developed and upskilled knowledge in local history within all staff, to honour mana whenua and ensure our students know the history of the first people of this whenua where BPS stands

2. 'Working to ensure our plans reflect matauranga Māori and te reo Māori' (E and T Act 2020) Tino Rangatiratanga [Protection]

- Our strategic goals, as outlined in our strategic plan, are designed to ensure that we actively acknowledge and uphold our responsibilities to Te Tiriti o Waitangi by embedding its principles into all aspects of our decision-making, operations, and engagement with the community.
- Developing a strong localised curriculum that aligns with educational goals for Māori
- An upskilling of all staff in Te Reo and Tikanga for every day use which is integrated into all planning, and daily teaching
Provision of resources to support Kaiako with this journey.

- Opportunities for staff to undertake Te Reo courses through education providers, funded by BPS.



Statement of Compliance with Employment Policy

For the year ended 31st December 2025 the Birkenhead Primary School Board:

- Has implemented personnel policies, within policy and procedural frameworks to ensure the fair and proper treatment of employees in all aspects of their employment
- Has reviewed its compliance against both its personnel policy and procedures and can report that it meets all requirements and identified best practice.
- Is a good employer and complies with the conditions contained in the employment contracts of all staff employed by the Board.
- Ensures all employees and applicants for employment are treated according to their skills, qualifications and abilities, without bias or discrimination.
- Meets all Equal Employment Opportunities requirements.



Kiwisport Funding Statement

Kiwisport is a Government funding initiative to support students' participation in organised sport.

In 2025, the school received total Kiwisport funding of \$7,417 (excluding GST). The funding was spent on sporting endeavours including buses to events, sports venue hireage, sports equipment and funding a unit for our school sports lead.

MAHI TAHI



KIA MANAWANUI, KIA MANAWAROA



MANAAKITANGA