

## Birkenhead Primary School / Te Kura Matarae o Onewa Action Plan 2024

# 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...



**School Vision:**

*Grow Active Learners who make a positive difference. Whāia te mātauranga hei orange mā koutou mā te iwi, mā te ao.*

**School Values:**

Our schools reflect the BPS Values of:

Build Connections - Mahi Tahī

Persevere to be the best we can be - Kia Manawanui, Kia Manawaroa

Show respect in all we do. Manaakitanga

**School-wide systems that are in place:** Hero, Facebook

1. [We will provide quality teaching and learning for all ākonga, across all levels of our school.](#)
2. [We will honour our responsibility to Te Tiriti o Waitangi and embrace our multicultural community.](#)
3. [We will provide an environment that fosters the well being of staff, ākonga and our learning community.](#)

**Strategic Goal 1: We will provide quality teaching and learning for all ākonga, across all levels of our school.**

**What specific analysed evidence is driving this?**

The research has clearly shown that quality teaching matters to student learning. Quality Teaching has been consistently identified as the most important school-based factor in student achievement, and teacher effects on student learning have been found to be cumulative and long-lasting

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

Effective teaching and learning taking place within the classroom, leading to achievement targets being met  
Engaged and motivated teachers and learners

Intentions for 2024	Actions	Responsibility and Timeframe	How will you measure Success	Date completed/ Evidence
<b>1.1 Identify effective assessment for learning strategies to increase learner agency across all levels.</b>	1.1.1 Conduct a review of the core curriculum to align with Te Mātaiaho (refreshed NZC).	Building capabilities in the Assessment for Literacy team with PLD provided by Jaquie Allen.  Implementation of the refreshed curriculum into teacher practice through PLD and staff development.	Literacy assessments updated, implemented and embedded as common practice in all learning spaces.  Visible in all teacher planning and practice.	<b>AFL team (LY and IF) working with Jaquie through term1 with a focus on literacy/writing</b>  <b>IF and LY continued work with JA, update on our writing progressions and moderation process. Still to be aligned to the refreshed curriculum when this is released.</b>  <b>IF and LY have worked with the team through CRT. Increase in learner agency and knowing goals is the target for our staff.</b>  <b>Updating of our writing waka goal, getting</b>

				closer inline with new curric. Still to be modified with new scope and sequence for writing in 2025.
	1.1.2 Implement effective teaching strategies from best practice (AfL) and create systems and processes that promote learner agency across all levels.	<p>Integrate AfL approaches across the curriculum LY and IF(AfL team)</p> <p>Consistent use of AfL language across the school LY and IF(AfL team)</p> <p>Assessment information to be used by teachers to adjust their teaching strategies, and by students to adjust their learning strategies LY and IF(AfL team)</p>	Staff to share evidence of improvement in AfL practices within Syndicate meetings/Professional Learning groups/PGC	<p>AfL approaches of visible learning were discussed in teams and teacher practice modified to ensure effective practice was being consistent throughout the school. Focus was on modelling, Learning intentions/success criteria &amp; feedback/feedforward/feedup. Students were given a feedback framework to use to encourage reflection and self-assessment of goals. The updated waka has been used to assist in this goal formation.</p> <p>PLG's encompassed further collaborative practice around writing and AfL approaches.</p>
Intentions for 2024	Actions	Responsibility and Timeframe	How will you measure Success	Date completed/ Evidence
<b>1.2 Upskill all teachers and teacher aides in effective pedagogy and practice.</b>	1.2.1 Implement a consistent Structured Literacy approach across all year levels.	<p>All teaching and support staff to be involved in SL PLD (ongoing throughout 2024) SK, FN</p> <p>Working alongside iDeal PLD providers throughout</p>	<p>Strucutred literacy programes and planning embedded in all classes.</p> <ul style="list-style-type: none"> <li>- All</li> </ul> <p>Regular SL assessment, identification of children needing</p>	<p>iDeal Reading workshop undertaken by all teaching staff and TAs at the beginning of the year.</p> <p>New staff attended spelling workshop in T1 break</p> <p>Bethany working with all teams on reading</p>

		<p>the year to build teacher capacity and improve teaching and learning of Structured Literacy. SK, SL leads</p> <p>Embed school wide reading and spelling programme and ensure consistent use of language</p>	<p>support. - All, SLT</p>	<p>PLD</p> <p>Continued work with Bethany throughout the term. Assessment data on Hero aligned to SL levels.</p> <p>Continued work with Bethany from iDeal.</p> <p>Bethany (ideal facilitator) working alongside AR and FB, coaching and authentic texts modelling. Staff meeting on explicit instruction.</p>
	<p>1.2.2 Implement the refreshed Mathematics Curriculum across all levels.</p>	<p>Maths leads(champion teachers) to work alongside Alice Ho throughout the year to implement the new maths progressions into each team. AH, FN, Maths Leads</p> <p>Information evenings to communicate refreshed maths curriculum to parent community, (Term 1) AH, FN, Maths Leads</p> <p>Ongoing PLD run in termly staff meetings to build teacher capacity and improve teaching and</p>	<p>Evidence-based numeracy practices and interventions.</p> <p>Implement ongoing formative assessments to monitor progress. Use a variety of assessment tools, including teacher observations, student work samples, and formative assessments to gauge how well learners are responding to numeracy interventions.</p> <p>Regularly monitor and</p>	<p>Maths information evenings held in week 4</p> <p>AH working alongside champion teachers to upskill in numeracy practices</p> <p>AH PLD staff meeting session shield in term 1</p> <p>Updating of numeracy progressions for Additive and multiplicative thinking. Updates to Hero reporting system, streamlining for teachers.</p> <p>AH analysis of new curriculum, to line up with new curriculum draft.</p>

		<p>learning. AH, FN</p> <p>Embed school maths progressions to provide students with the language to engage in open to leaning conversations</p>	<p>analyse data to track individual and group progress. Analyse assessment results, and utilise data-driven decision-making to identify areas that need additional attention.</p> <p>Engage parents and the community in numeracy initiatives. Assess the level of parental involvement, attendance at numeracy-related events, and community support for numeracy programmes.</p> <p>Teacher engagement in Professional Development.</p>	
Intentions for 2024	Actions	Responsibility and Timeframe	How will you measure Success	Date completed/ Evidence
1.3 Use Universal Design for Learning	1.3.1 Implement a targeted foundation	Small group ELL program to	Regular assessment	Small group ELL program taken place in term

<p><b>(UDL) strategies to ensure learning is fully inclusive and promotes success for all learners.</b></p>	<p>programme for our English Language Learners (ELL).</p>	<p>take place for those children identified as having minimal english language learning T1 NY</p>	<p>of ELL program</p>	<p>one. In morning block at a time when it wont affect class maths time</p> <p>ELL within the school increased to 105 learners. Regular support in place by 2 of our experienced teacher aides. Funding and review completed in July.</p>
	<p>1.3.2 Create learning opportunities for differentiation to lift and extend our ākonga.</p>	<p>Effective use of collaborative planning to meet all students needs</p> <p>Extend and expose children to new concepts and learning, incorporating their interest where appropriate</p> <p>Continue to provide specific and targeted learning support programs with the support of LSC, Ed psych, TA's. DP and additional teachers</p> <p>Support teachers to take up leadership roles in line with a distributive leadership model.</p>	<p>Regularly monitor and analyse data to track individual and group progress. Analyse assessment results, and utilise data-driven decision-making to identify areas that need additional attention.</p> <p>Regular SL assessment, tracking of children on support register.</p> <ul style="list-style-type: none"> <li>- All, SLT</li> </ul> <p>Distributed leadership roles</p>	<p>Ongoing assessments in term PATs, Easttle, Maths snapshots, reading</p> <p>Learning Support Program run by KL and SN throughout term 1</p> <p>Whanau leaders and student council run by Alice Saunders, leading initiatives, school fundraisers etc</p> <p>Whanau leaders and student council initiatives - Pink shirt day Whanau leaders supporting within assemblies, leading whanau meetings</p> <p>Have seen improvements from our targeted support programmes running by SN and KL</p> <p>Student Council and Whanau leaders running charitable events, Red nose day and</p>

		<p>Build student leadership through programmes such as whanau leaders and student council</p>	<p>throughout staff. With staff creating, and partaking in various opportunities to lead initiatives within the school.</p> <p>Implemented student leadership programs visible at a school and community level, providing opportunities for students to be involved in various school leadership programs, fundraising initiatives,</p>	<p>Daffodil day. Wig Wednesday taking place at the end of this term.</p>
--	--	---	---	--



**Strategic Goal 2: We will honour our responsibility to Te Tiriti o Waitangi and embrace our multicultural community.**

**What specific analysed evidence is driving this?**

In 2020, the Education and Training Act was passed. The purpose of the Act includes establishing and regulating “an education system that honours Te Tiriti o Waitangi and supports Māori-Crown relationships.” Schools and kura should understand and honour te Tiriti through their actions and decision making.

As educators, we know that knowing our ākonga, their whanau, values and whakapapa, enables us to connect, and form educational relationships for the betterment of teaching and learning.

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

Te Reo is normalised within our kura and community, being used regularly in every day conversations

Te Reo progressions are implemented and used throughout all of our teams

Our planning reflects aspects of the ANZ histories implementation strategy and revised Social Sciences curriculum

The multicultural heritage of our community is embraced, with regular celebrations and community participation

Intentions for 2024	Actions	Responsibility and Timeframe	How will you measure Success	Date completed/ Evidence
<b>2.1 Enact Te Tiriti o Waitangi in our teaching, learning, systems, and protocols.</b>	2.1.1 Review and refine our Aotearoa New Zealand Histories implementation strategy at all levels to ensure we are meeting the new aspects of the Social Sciences	Revisit ANZ histories curriculum guidelines, ensure it is in line with the refreshed curriculum. - SLT, COL leads	School's plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori	<b>Policies regularly updated to reflect local Maori and our position in the community</b>

	Curriculum.	Work alongside Kahui Ako to build teacher capability in our Local history. - COL Leads, SLT		
	2.1.2 Promote Te Ao Māori and Te Reo Māori integration in our Local Curriculum utilising the BPS Te Reo Māori language progressions that were developed in 2023.	Provide everyday opportunities for the use of Te Reo - All Student ownership and use of Te Reo through modelling - All Continue to develop kapa haka capabilities and succession. - Kapa Haka leads Embed learning progressions for Te Reo. - All Establish Maori art and carvings around the school - SLT, BOT Support teachers with Te Reo - upskilling through staff meetings, promote PLD and Te Reo language courses available - SLT	Improvements of staff in teaching practices, cultural responsiveness, and the ability of staff to integrate Māori perspectives into their daily programmes.  Review lesson plans, curriculum documents, and observing classroom activities that incorporate te reo Māori and cultural practices.	2 Whakataua per term, welcoming our new whanau members and students to BPS  Kapa Haka working weekly with NM and KKC  Kapa haka involvement in Matariki performances, whakataua etc.  KKC working with SLT to upskill Te Reo, plan ahead on implementation, and provide resources for use
Intentions for 2024	Actions	Responsibility and Timeframe	How will you measure	Date completed/

			Success	Evidence
<b>2.2 Build reciprocal relationships with local Iwi representatives.</b>	2.2.1 Work alongside Marsden Whānau to Identify specific iwi representatives to engage authentically with our kura.	<p>Identify local Iwi that are more prominent in this area and connect with them to engage with our Kura. FN</p> <p>Use connections through our Kahui ako to share and connect with local iwi, historians, significant figures of importance in our community. FN</p> <p>Meet and engage regularly to ensure all parties are working collaboratively. FN</p>	<p>Connections with local iwi created and reciprocal relationship built. Community support from school,</p> <p>All staff attending Kahui local history tour.</p> <p>Local history integrated in all planning and teaching</p> <p>Connections with significant figures in community/ local iwi to improve knowledge and relationship with school</p>	<p>FN, SN to visit Awataha in T2</p> <p>SN and FN met with the team at Awataha marae. Building a relationship to have school trips and learning experiences</p> <p>FN making connections with Ngati Paoua</p>
	2.2.2 Identify ways to make a positive difference to our local iwi to ensure reciprocal relationships.	<p>Provide opportunities to visit local marae or other culturally significant places.</p> <ul style="list-style-type: none"> <li>- All, SLT</li> </ul> <p>Through curriculum topics, engage in working alongside local iwi on relevant projects in our community.</p> <ul style="list-style-type: none"> <li>- All</li> </ul> <p>Attendance with local Kapahaka festivals</p> <ul style="list-style-type: none"> <li>- Kapa Haka Leads, FN</li> </ul>	<p>Relationship built for year groups to visit/noho local marae To be embedded as an annual event</p> <p>Performance by kapa haka group in local festivals.</p> <p>Students involved in local community projects, charitable relationships</p>	<p>Relationship built with Awataha marae. Connction and option for EOTC activites/noho (sleepover) in term 1 2025</p> <p>Kapahaka group performed in Northcote College,</p>

		Mārae Noho undertaken by year 4 children annually, with teaching and learning of protocols embedded	Involvement by local iwi in community consultation	Matariki festival, and performance at Kaipatiki festival
Intentions for 2024	Actions	Responsibility and Timeframe	How will you measure Success	Date completed/ Evidence
<b>2.3 Engage our diverse learning community.</b>	2.3.1 Promote connections, language and culture that reflect our learning community and the multicultural nature of Aotearoa, to be inclusive of our learning community.	<p>Regular Whanau hui (2 per year)</p> <ul style="list-style-type: none"> <li>- SLT, COL Leads</li> </ul> <p>Implement hui with other cultures of our ethnic makeup (pasifika, Chinese, Indian)</p> <ul style="list-style-type: none"> <li>- SLT, COL Leads</li> </ul> <p>Celebration of our cultural diversity through language weeks, celebrations or relevant cultural events and experiences, connecting with role models from our community to enhance understanding of our various cultures.</p> <ul style="list-style-type: none"> <li>- SLT, COL Leads</li> </ul> <p>Make sure all ākonga (Māori and non-Māori) achieve the same level of success in their learning</p>	<p>Whanau hui, Passifika Fono and hui with next largest ethnic makeup held.</p> <p>Events held and well attended</p> <p>Cultural celebrations week or event with community engagement involved</p> <p>Tracking of assessment data, ensuring ethnic groups are catered for and broken down</p>	<p>Whanau Hui - Week 6, T2</p> <p>Whanau hui was a real success, good turnout of whanau with the goal of whakawhanaungata nga</p> <p>Feedback gathered, next step to action points, share relevant data</p> <p>Language weeks being celebrated to promote cultural engagement</p> <p>Multiple language week celebrations including cook island,</p>

		- All		tongan, and Maori language week. Activities run throughout classes and shared activities, led by students and staff taking place at lunch times.

**Strategic Goal 3:** We will provide an environment that fosters the well being of staff, ākonga and our learning community.

**What specific analysed evidence is driving this?**

The last few years have brought increased awareness of the alarming number of children experiencing mental health issues in New Zealand. Teachers know that anxious and unhappy children find it difficult to learn. If children are mentally and emotionally healthy they are better equipped to face the challenges life brings.

We need to comply with health and safety standards and ensure our protocols are up to date and maintained.

We want to utilise all of our collaborative learning settings, including external settings to enable effective teaching and learning

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

Our policies and procedures would be updated and shared widely.

Our environments would be welcoming, well resourced and reflect our diverse learning community.

Our learning settings within our collaborative learning spaces are fit for purpose and reflect the age and stage and stage of our ākonga.

Our mental health is thriving, children are achieving, and parents report on happy and healthy ākonga in our community.

Intentions for 2024	Actions	Responsibility and Timeframe	How will you measure Success	Date completed/ Evidence
<b>3.1 Upskill our teachers and teacher aides in mental health and wellbeing education.</b>	3.1.1 Enable all staff to develop their knowledge, understanding and skills of mental health to ensure wellbeing for all.	Continual PLD of Mitey programme which began in Term 4 of 2023. Staff meetings to take place in term 1, alongside class modelling and <ul style="list-style-type: none"> <li>- SLT</li> </ul> Policy review of Health and wellbeing policies. <ul style="list-style-type: none"> <li>- SLT, BOT</li> </ul> Promotion of our wellness plan to guide teachers/students to provide a safe, positive, physical and emotional environment. <ul style="list-style-type: none"> <li>- All</li> </ul> Create a greater feeling of positivity for the teachers, celebrating success more overtly, especially at busy time. <ul style="list-style-type: none"> <li>- All</li> </ul>	Completion of Mitey PLD and implementation into classroom practice.  Policies regularly reviewed, up to date and reported to board of trustees  Low staff turnover	<b>MITEY PLD run throughout T1</b>  <b>BOT regular review of policies</b>  Continued MITEY PLD throughout term 2  Staff Socials and activities continued throughout the term. Various initiatives including: Team led staff functions, staff drinks, coffee club, staff fitness etc
	3.1.2 Implement a consistent mental health education programme across all year levels to promote ākonga to thrive.	Proactively engage in Kahui Ako initiatives and achievement goals <ul style="list-style-type: none"> <li>- SLT</li> </ul> Embed the Mitey programme into every class, working at their appropriate level.	Mitey regularly timetables into class programs.  Children able to verbalise, and identify aspects and language used in the	<b>MITEY lessons taking place through all classes</b>  Mitey not at the level

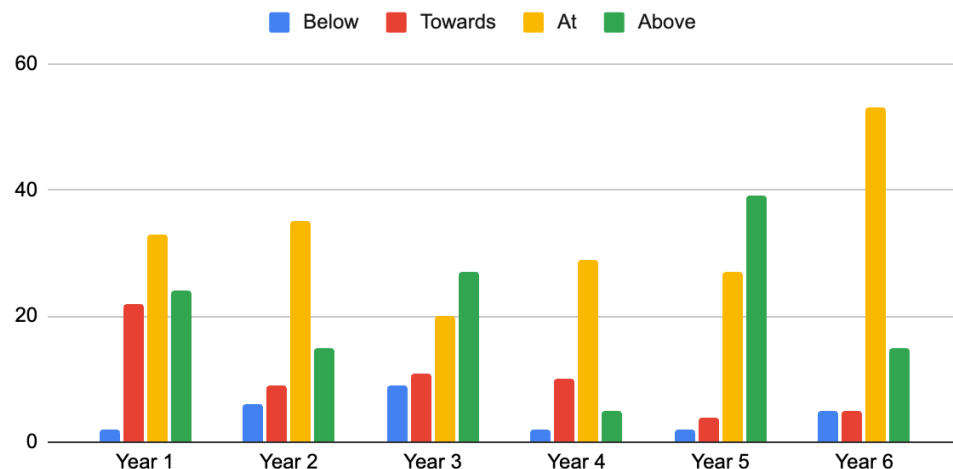
		<ul style="list-style-type: none"> <li>- All Common language used across the school in regards to Mental health and wellbeing</li> <li>- All</li> </ul>	Mitey program.	of integration across the school, staff have found this to be easier done at some levels than others.
Intentions for 2024	Actions	Responsibility and Timeframe	How will you measure Success	Date completed/ Evidence
<b>3.2 Provide a safe, inclusive and stimulating physical environments for all.</b>	3.2.1 Health and safety protocols are in place and reflected upon to ensure a safe environment is provided for all.	Develop Health and safety team to regularly review H&S around our Kura. <ul style="list-style-type: none"> <li>- SLT, BOT</li> <li>-</li> </ul> Policies and procedures regularly reviewed, at school and board level. Communication to parents to remind of their ability to review. <ul style="list-style-type: none"> <li>- SLT, BOT</li> </ul>	Health and safety team meeting regulary. Reports acknowledged by board.  Policies up to date in school docs.	Regular Health and Safety check ins at Morning meetings.  Issues addred by LS  Regular H&S updates to policies  H&S reviewd by SLT, termly evacuations practised, regular meetings with contractors, with H&S focus ongoing
	3.2.2 Maintenance of buildings and structures is responsive and scheduled, following best practices and professional standards, to ensure a safe	School buildings are regularly checked for maintenance requirements. LS, FN	School building maintenance, cyclical maintenance, and works around school completed in timely manner.	Regular maintenance to school undertaken throughout term.

	environment for all.			<p>Cyclical maintenance up to date. Regular repairs as needed by LS done.</p> <p>Defects and sign off to new build completed.</p>
--	----------------------	--	--	---



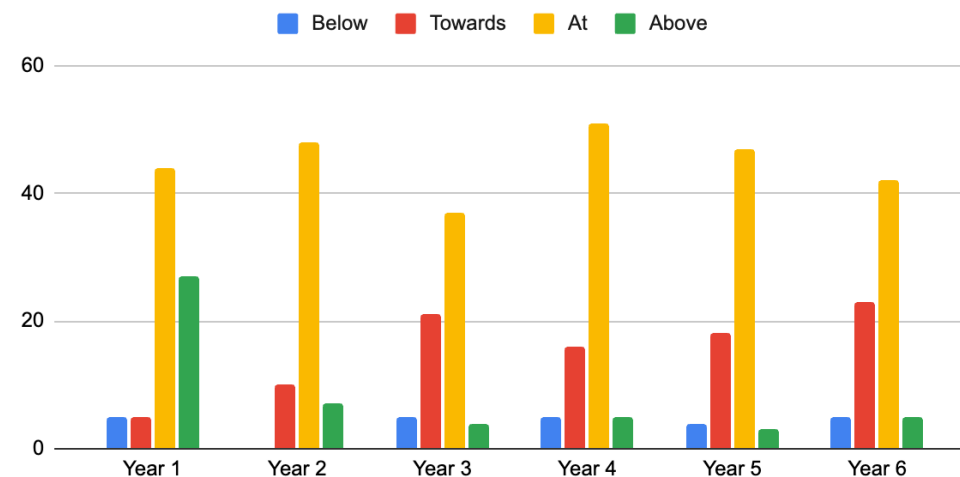
2024 Outcomes by year group OTJ - (Overall Teacher Judgement)		
Reading	Writing	Maths
Year 1		
Year 1 results: 70.4% (57 out of 83 students) were at or above expectation.	Year 1 results: 87.7% (71 out of 81 students) were at or above expectation.	Year 1 results: 60.5% (49 out of 81 students) were at or above expectation.
Year 2		
Year 2 results: 76.9% (50 out of 65 students) were at or above expectation.	Year 2 results: 84.6% (55 out of 65 students) were at or above expectation.	Year 2 results: 72.3% (47 out of 65 students) were at or above expectation.
Year 3		
Year 3 results: 70.1% (47 out of 67 students) were at or above expectation.	Year 3 results: 61.2% (41 out of 67 students) were at or above expectation.	Year 3 results: 68.7% (46 out of 67 students) were at or above expectation.
Year 4		
Year 4 results: 83.3% (65 out of 78 students) were at or above expectation.	Year 4 results: 72.7% (56 out of 77 out of students) were at or above expectation.	Year 4 results: 83.3% (65 out of out of 78 students) were at or above expectation.
Year 5		
Year 5 results: 91.7% (66 out of 72 students) were at or above expectation.	Year 5 results: 69.4% (50 out of 72 students) were at or above expectation.	Year 5 results: 87.3% (62 out of 71 students) were at or above expectation.
Year 6		
Year 6 results: 90.7% (68 out of 75 students) were at or above expectation.	Year 6 results: 62.7% (47 out of 75 students) were at or above expectation.	Year 6 results: 72% (54 out of 75 students) were at or above expectation.
Whole School		
80.6%	73.2%	74%

## Reading OTJ - 2024 EOY



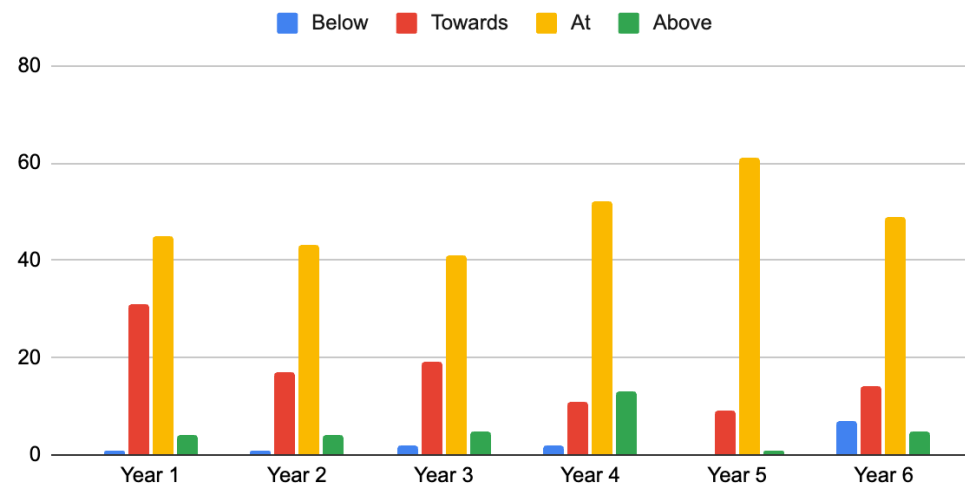
Reading data by year group

## Writing OTJ - 2024 EOY



Writing data by year group

## Maths OTJ - 2024 EOY



Maths data by year group

	<b>Actions:</b> What did we do?	<b>Outcomes:</b> What happened?	<b>Reasons for the variance:</b> Why did it happen?	<b>Evaluation:</b> Where to next?
General	<ul style="list-style-type: none"> <li>• Clear tracking of students who were not achieving or at risk of not achieving end-of-year expectations.</li> <li>• Focus conversations within the team and hub to discuss progress and ways to support further.</li> <li>• Regular dialogue within TL and SLT meetings regarding students and trends.</li> <li>• Additional whānau meetings to discuss progress, the support provided and how to help at home for those who were not achieving or were at risk of not achieving.</li> </ul>	<b>General</b> <ul style="list-style-type: none"> <li>• Shared responsibility across the school for those who were not achieving or at risk of not achieving - hub teachers, team and SLT developed a greater understanding of the student's needs.</li> <li>• SLT had a greater understanding of the trends and were able to provide targeted support through additional TA support or learning programmes.</li> <li>• Whānau were provided with greater detail on their child's learning and how they can support and the support provided in school.</li> </ul>		<b>General</b> <ul style="list-style-type: none"> <li>• Employ Roll growth class teacher at the start of the year to provide support programmes for learners who are below or have plateaued in their learning.</li> <li>• Further develop home school partnerships with all whānau.</li> <li>• Continue a focus on learners who are not achieving, at risk of not achieving and those who have plateaued in their learning.</li> </ul>
Reading	<ul style="list-style-type: none"> <li>• Small group withdrawal programme, run by experienced teachers, that targeted identified gaps a supported 'at risk' students.</li> <li>• Focussing on Ideal foundational concepts. Aiming to move those</li> </ul>	<ul style="list-style-type: none"> <li>• Developed a shared understanding of how structured literacy benefits all learner Spelling programme and booster sessions using structured literacy.</li> </ul>	<ul style="list-style-type: none"> <li>• Change in reading expectations to align to the iDeal assessment. This has meant a jump in expectations for our year 3 readers, from an end of year target of gold (level 21) rather than purple (level 19) Has largely impacted the data.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue with Learning Matters and lead teachers of structured literacy to support the use of decodable and authentic texts to support and extend learners, decoding, vocabulary and sentence</li> </ul>

	<p>children who were below expectation, to at.</p> <ul style="list-style-type: none"> <li>• Use of e-asTTle Reading in Year 4-6 to support OTJs and to triangulate data.</li> <li>• Continued Implementation and support of structured literacy across the school, PD through Learning Matters.</li> </ul>	<ul style="list-style-type: none"> <li>• A whole school shared understanding and a consistent approach to making OTJs regarding reading for those Level 17 plus.</li> </ul> <p><b>Overall school achievement: 80.6%</b></p>	<ul style="list-style-type: none"> <li>• Structured Literacy PD was large scale and time needed to be provided for teachers to understand and implement the practices.</li> <li>• Large influx of new students with limited English language. ESOL roll has grown to 112 students, just under a quarter of our roll.</li> </ul>	<p>structure knowledge across all year levels.</p> <ul style="list-style-type: none"> <li>• Booster group work utilising decodable and authentic texts for those who are not achieving or at risk of not meeting expectations.</li> <li>• Improve and add extra teacher hours to ESOL program to support our ELL students.</li> <li>• Reflect and review assessment practices in line with hero recommended assessments and government introduced assessment</li> </ul>
Writing	<ul style="list-style-type: none"> <li>• Small group withdrawal writing sessions to support 'at risk' students</li> <li>• Spelling programme linked to structured literacy implemented across the school to support spelling and vocabulary use.</li> <li>• Writing moderation and assessment practices were highlighted as part of the AFL teams agenda, meetings to</li> </ul>	<ul style="list-style-type: none"> <li>• Year 1 and 2 writing data shows great progress and achievement</li> </ul> <p><b>Overall school achievement: 73%</b></p>	<ul style="list-style-type: none"> <li>• This group have had that spelling program since the beginning. Taken away formal writing until they can form all of their letters. (lowering cognitive load, able to focus on letter formation first)</li> <li>• Year 1 students focusing more on encoding dictation sentences, developing their ability to spell.</li> </ul>	<ul style="list-style-type: none"> <li>• Continued PLD with staff on the writing program from a structured literacy approach.</li> <li>• Focus on using the language of structured literacy within the writing programme to support learners to make</li> <li>• Continue moderation meetings and support for making overall</li> </ul>

	support teachers' overall teacher judgements across the school.		<p>This sees less emphasis on some of the current goals for Year 1 expectations.</p> <ul style="list-style-type: none"> <li>• Large influx of students in years 4 - 6 that came from an ESOL background or were learners in need of extra support. (12 out of 18 new year 4-6 students to BPS in 2024 were achieving below or well below in writing by end of year data point)</li> </ul>	<p>teacher judgements using more formative assessment.</p> <ul style="list-style-type: none"> <li>• Moderate writing and wakas within and across teams twice pre year (release time provided for this).</li> <li>• Specific and targeted ELL small group booster intervention for those with no or limited language, in addition to regular ELL support</li> </ul>
Maths	<ul style="list-style-type: none"> <li>• Learning progressions for additive and multiplicative developed and used for planning, teaching and assessment</li> <li>• Updated progressions and expectations to meet new curriculum guidelines that were in draft</li> <li>• Formative assessment against the learning progressions, and term planning based on analysis of children's progress.</li> <li>• Targeted teaching based on learning needs</li> </ul>	<ul style="list-style-type: none"> <li>• Children in year 4 and 5 are achieving highly in Maths. This group began Alice Ho's PLD as a pilot program while in Tuputupu (year 2 and 3) with teaching staff to upskill practices. Showing the benefit it has had on this group, would expect it to start to filter to the rest of the school as staff are upskilled.</li> <li>• Saw a dip in achievement data as we updated our progressions and expectations early in line with the new curriculum expectations.</li> </ul>	<ul style="list-style-type: none"> <li>• Updating of expectations to align to the new curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Further develop the learning sequences to include examples that are culturally relevant, strands related, and show <u>different types of problems</u></li> <li>• Addition of Oxford maths resources to support BPS maths program and teaching</li> </ul>

	<ul style="list-style-type: none"> <li>Continued Professional Development for all staff, following an approach to upskill a champion teacher in each team to facilitate growth and learning amongst each syndicate. teachers on a new approach to teaching additive and multiplicative thinking. The PD was run by an in-house maths facilitator, and included PD sessions, in-class modelling and co-teaching,</li> </ul>	<ul style="list-style-type: none"> <li>New expectations have effectively raised the prior expectations for all students by at least a year at all levels.</li> </ul> <p><b>Overall school achievement: 74%</b></p>		
Planning for next year				
<ul style="list-style-type: none"> <li>Embed structured literacy practices throughout the school with a focus on writing with a Structured approach.</li> <li>Embed refreshed Maths approach, new progressions and refreshed curriculum guidelines across the school.</li> <li>Weave the oxford maths resources into the BPS maths program</li> <li>Open reception classroom to support the transition program for new students into BPS</li> <li>Review of writing wakas (progressions) across the school in line with Te Mātaiaho, the refreshed curriculum.</li> <li>Regular support of teams professional development, and implementation of refreshed curriculums by our curriculum leads (English and Maths)</li> <li>Teacher employed for small group explicit teaching in Years 3 -5 for Term 1 and 2.</li> <li>Embed UDL practices throughout the school to support all learners, support from RTLB for this</li> <li>Develop targeted and specific ELL programmes for those with little to no English in Year 2 and above, supported by OM with her TESOL degree</li> </ul>				

## Targets 2025

Targets are programme based, rather than cohort based. I.e, in 2024 our year 1 programme achieved 70.4% in reading, and in 2025 our target is for the year 1 programme to achieve 75%.

Year		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading	2024 at or above %		70.4%	76.9%	70.1%	83.3%	91.7%
	2025 at or above <b>target %</b>	75%	75%	80%	75%	87%	95%
Writing	2024 at or above %		87.7%	84.6%	61.2%	72.7%	69.4%
	2025 at or above <b>target %</b>	80%	89%	88%	70%	77%	75%
Maths	2024 at or above %		60.5%	72.3%	68.7%	83.3%	87.3%
	2025 at or above <b>target %</b>	70%	72%	75%	72%	87%	90%

## **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.
- prioritize the integration of Te Reo Māori and Māori perspectives across our curriculum, ensuring the voices, histories, and values of tangata whenua are honored and celebrated
- Our commitment extends to equitable opportunities for Māori students, whānau, and staff, in decision-making processes
- Our Kahui Ako, has developed and upskilling knowledge in local history within all staff, to honor 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 2024 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 2024, the school received total Kiwisport funding of \$7,266 (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.