

## STRATEGIC GOAL 1

Each and every student will be able to achieve and progress in their learning as evidenced by assessment and evaluations in relation to the NZC and other identified school and community priorities. **NELP Objectives 1,2,3**

### Strategic Goal 1:

To provide ākoka with a robust, engaging and authentic local curriculum based on Te Mātaiaho, focused on lifting student progress and achievement.

### Annual Goals /Desired Outcomes:

#### Annual Objective 1

All learners are achieving to the best of their ability in Maths and are making progress throughout the year.

#### Annual Objective 2

All learners are achieving to the best of their ability in Literacy and are making progress throughout the year.

### General Notes

End of Year 2024, Bathgate Park School had 142 ākoka including 55 Ministry of Education funded ESOL ākoka Overall, there were a total of 65 English Language Learners throughout the school which made up 46% of our school roll, which is close to nearly half the school. From this the same time last year, which was 37%, this is an increase in 11%.

There were 45 ākoka on the Learning Support Register actively involved in learning interventions including (but not limited to) Resource Teacher of Literacy (RTLit), Resource Teacher of Learning and Behaviour (RTLB), Ministry of Education Learning Support (Speech- Language, Behaviour Service, Occupational Therapy), Ongoing Resourcing Scheme (ORS), Ko Taku Reo: Deaf Education NZ, High Health, Individual Education Plans (IEP's). This equated to approximately 32% of our school roll.

### English / Literacy

In Term 3, the Junior team took part in the BSLA Y0-3 training. This led to a complete change in the way reading, writing and spelling looked in the junior classes. We had 3 class teachers plus the reading recovery teacher take part in this training to ensure consistency and fidelity. The reading recovery teacher was also the CRT teacher, which meant that they were able to carry on with classes BSLA Literacy programmes when the class teacher was released.

### Reading Progress Highlights

- 47% of ākoka are reading *at or above* curriculum expectations.
- 69% of Year 1 ākoka are achieving at or above expectations, showing a strong foundation.
- 63% of Year 4 ākoka are at the expected level, with only 19% in both the working towards and close to categories.
- Implementation of the BSLA (Better Start Literacy Approach) in junior school has begun to positively impact student progress.

Outcomes  
What  
happened?

**Strengths:**

- A schoolwide reading plan is in development to build coherence within the junior classes.
- Teachers are using data to inform next steps in teaching.
- Increasing responsiveness to the needs of English Language Learners (46% of roll).

**All Learners:**

There are 26% of learners who are one or two sub levels below the expected level. Learners in the 'working towards' category are all learners on the Learning Support Register or Foundation Level/ Stage 1 English Language Learners.

**Gender** Girls outperform boys across all categories.

More boys (38%) are in the working towards category compared to girls (19%).

A higher percentage of girls (40%) are At the expected level, compared to boys (31%).

A significant gap exists in the Above category, where 18% of girls perform above expectations versus only 5% of boys.

Boys are performing significantly better in Year 3 compared to girls.

Urgent intervention is required for boys, especially in Years 7 and 8, where performance is critically low.

Girls generally perform better, but Year 3 is an anomaly. More support for girls in this year level may be needed.

**Māori Learners:** 14% of Māori Learners are 'at' the expected level. 86% are 'close to' or 'working towards' expectations.

**Pacific Learners:** 19% of learners are 'at' the expected level. A large proportion of the Pacific Learners are either Foundation or Stage 1 English Language Learners. This is particularly the case in the senior end of the school. It would be more appropriate to assess these students by monitoring progress on the English Language Learning Progressions.

We had a range of interventions in place to support students. A large number of these have targeting oral language support. This is because we know that Oral Language is the lever of change. Children's oral language skills serve as the foundation for both aspects of reading ability-word reading and language comprehension. Again, and again research shows that repeated exposure to rich language can help children become successful communicators, readers and writers.

The focus on oral language in our junior school and with our ESOL learners has seen the following:

- Links are being made to real world situations. It encourages active listening and responding as well as helping to build up the necessary vocabulary skills to convey and understand information.
- This in turn makes the students more able to access print text.
- Children are learning how to interact with each other which is helping with improvement in behaviour, which then makes them ready to access the next layer of learning.
- Learning support in the classroom to access the curriculum to their best ability

In 2024 we also had the support of :

- RTLit, to target small groups of students using a more structured literacy approach;
- Speech Language Specialist to target individual students across the junior school to improve and set goals around communication with a focus on oral language.
- Language and Learning Intervention funding to support oral targeted students
- MoveAhead Software to look at Literacy support using a software programme to support older Level 1 learners;

- Reading Recovery support (final year of this)

We know an **orderly classroom environment leads to high levels of student engagement, which grows levels of student progress, and is followed by shifts in achievement.** This hierarchy of priorities is important because it will allow teachers to adapt their programme to address the barriers interrupting achievement.

Reading All Students 2024																					
	Pre L1	1b	1p	1a	2b	2p	2a	3b	3p	3a	4b	4p	4a	5b	5p	5a	Well Below	Below	At	Above	Total students
Y0		3																	100		3
Y1	1	5	4	2	1													8%	69%	23%	13
Y2		8	4	3	1													50%	44%	6%	16
Y3		5	2	3	1	4											33.3%	33.3%	33.3%		15
Y4		2	1	1	2	5	5										19%	19%	63%		16
Y5		1		1	1	3	2		5	1							21%	36%	36%	7%	14
Y6					2	3	5	1	3	2	4	2					23%	27%	23%	27%	22
Y7					4	1	2	1		4	3	1	1				47%	24%	24%	6%	17
Y8				1	1	2	2	4	1	1	1	1					79%	14%	7%		14
Total	1	24	11	11	13	18	16	6	9	8	8	4	1				27%	26%	38%	9%	130

#### Writing Progress Highlights:

- Students in Years 0–1 are showing promising development.
- Girls are performing consistently well; 26% are at expectations, 4% above.
- Professional learning has built awareness of the complexity of writing development.

#### Strengths:

- BSLA spelling components and structured writing approaches are being explored.
- Teachers are prioritising writing as an expression of identity and communication.

#### All Learners:

26% of ākoka are 'at', 4% 'above' expected curriculum level.

42% of ākoka are 'Working towards' expectations, indicating a significant concern in writing performance.

Girls are slightly outperforming boys. While both boys and girls have a proportion of students 'Working towards' expectations, the boys have a slightly higher percentage (48%) compared to girls (42%). More girls (26%) are achieving 'At' expectations compared to boys (22%), indicating stronger overall performance.

**Māori Learners:** 24% of Māori ākoka are At or Above expectations

**Pacific Learners:** 32% of Pacific learners are At or Above expectations, slightly higher than Māori learners (24%) and more in line with the school-wide average (26%)

Writing All Students 2024																					
	Pre L1	1b	1p	1a	2b	2p	2a	3b	3p	3a	4b	4p	4a	5b	5p	5a	Well Below	Below	At	Above	Total students
Y0		3																	100%		3
Y1	2	4	4	2	1													15%	62%	23%	13
Y2		11	4	1														69%	31%		16
Y3		11	1	2	1												73%	20%	7%		15
Y4		4	2	1	5	3		1									38%	38%	19%	6%	16
Y5		1		2	2	3		1	5								36%	21%	43%		14
Y6				1	3	3	5	2	2	5	1						32%	32%	32%	5%	22
Y7			1	2	3	3		4	1	2	1						76%	18%	6%		17
Y8				2	2		3	3	2	1	1						86%	14%	0%		14
Total	2	26	12	13	17	12	8	11	10	8	3						42%	28	26%	4%	130

From Term 2-4, the senior classes used Special Staffing Consideration to run writing interventions.

43% of this group made a positive progress over the intervention period.

60% of the Year 6 cohort made positive progress.

The attendance rate of the students in this intervention was high. 57% of the targeted students had greater attendance in the intervention programme improving from Term 2 to Term 4.

During Term 2, absences of many of the Y7&8 students in the writing intervention were related to the incident at the Dunedin Bus Hub. The outreach of this event was extreme and affected many. The caring and support programme Bathgate Park School offered the affected students was necessary and the focus of time had to temporarily be redirected. They were able to return to a full programme later in the term and continued positively in the following terms.

#### Mathematics Progress Highlights:

- 32% of ākoka are at or above expectations.
- Strong performance in Years 0–1, with 85% of Year 1 students meeting expectations.

#### All Learners:

Year 7 and Year 8 ākoka show the greatest concern, with 59% (Y7) and 93% (Y8) working towards expectations. The number of ākoka at or above expectation is lowest in these year levels, showing a need for urgent intervention as these should be operating within level 4.

**Gender:** Boys are struggling more overall, with 74% 'close to' expectations vs. 52% for girls. Girls outperform boys at every level, especially in Years 4, 5, and 6. Boys have a significantly higher percentage of students 'working towards' expectations (37% vs. 16%).

Twice as many girls (10%) are above expectations compared to boys (5%).

**Māori Learners:** There are 29% of learners 'at' the expected level.

**Pacific Learners:** 17% of learners are 'at' the expected level.

Some of the factors affected this cohort could be attributed to English language learning, as a lack of understanding of mathematical vocabulary is a significant barrier to learning.

**Mathematics and Statistics All Students 2024**

	Pre L1	1b	1p	1a	2b	2p	2a	3b	3p	3a	4b	4p	4a	5b	5p	5a	Well Below	Below	At	Above	Total students
Y0		3																	100%		3
Y1	2	7	1	2	1													15%	62%	23%	13
Y2		12	3	1														75%	25%		16
Y3		6	4	2	3												40%	40%	20%		15
Y4		2	1	2	4	6	1										19%	50%	31%		16
Y5					2	1	5	3	3								14%	43%	43%		14
Y6							7	8	5	1	1							68%	27%	5%	22
Y7					5		1	4	2	4		1					59%	35%		6%	17
Y8					2	2	3	3	3	1							93%	7%			14
Total	2	30	9	7	17	9	17	18	13	6	1	1					26%	42%	28%	4%	130

## Evaluation

Reasons for any differences

Where to next?

## Reading

As the junior end of the school entered into BSLA professional learning at the start of Term 3, and continued to the end of Term 4, the assessment tools did not match up with the report recording options. Senior leaders tried to provide a best fit alignment but this mismatch is likely to have affected the results. In 2025, a plan for reporting progress and achievement that fits the structured literacy steps will need to be considered.

Ākoka need to be identified as focus learners and accelerated learning programmes need to be put in place in each room. These need to be closely monitored for effectiveness.

We need more ākoka to be getting into level 4 in years 7 and 8, so that they can then meet the requirements for reading and writing at NCEA Level 1, this is more important than ever due to the changes in the requirements for NCEA.

### Where to Next with Reading?

- A school-wide understanding of focus learners, how to identify them in reading and a shared understanding of acceleration.
- An understanding of the new English Curriculum YO-6; the Science of Learning / scope and sequence that guides this document.
- Investigating factors affecting Years 7 & 8 (e.g., curriculum alignment, engagement levels, teaching strategies)
- Junior school analysis of running record and six year net data (or replacement equivalent via BSLA) to identify trends and gaps across the cohorts. This may need to be done by assessing against time at school.
- An investment in junior school reading resources to make sure that students have access to quality and engaging texts.
- A school-wide approach to the teaching of reading which builds upon the phase 1 structured literacy.
- Explore opportunities for Y4-8 teachers to participate in Structured Literacy training to allow for continuity and flow on from the junior classes.
- A shared set of learning progressions across the school, that are used for differentiated teaching and shared with ākoka for goal setting and next steps.
- Teachers prioritising the use of the school library as a part of their reading programme to support ākoka to read for pleasure. Texts in other languages can be borrowed from the National Library.
- Teachers (especially in the senior school) ensuring that their programmes include 'reading to' every day.
- Professional development for teachers and learning assistants in literacy acquisition for English Language Learners.
- Close monitoring of all Māori and Pacific Learners- using the most appropriate tools to measure progress.

### Writing

We have a large number of ākoka who are [pre-writers](#). This had been identified previously and the [Ready4Learning](#) framework professional learning was put in place to support these learners.

The junior school commenced BSLA training in Terms 3 & 4 and as part of this, a writing focus was incorporated, particularly with relation to spelling and word acquisition. This will be something to decide in 2025 about what a school wide spelling programme will look like to allow for a flow on from this structured literacy approach.

### Where to next for Writing

- Continued build up and knowledge of the scope and sequence connected to writing.
- Early identification and support for ākoka struggling with the physical act of writing, this could be as a result of pencil grip, hand-eye coordination, vision, physical disability etc...
- A consistent school-wide approach to teaching writing, this would benefit students who would have clear pathways of learning.
- Moderation processes each term – using a range of styles of writing – both formal and informal writing sessions.
- Regular monitoring of assessment data and evidence of learning.
- Using this data to inform teaching & learning programme, additional supports and for students taking an active role in their learning progress.
- A shared set of learning progressions across the school, that are used for differentiated teaching and shared with ākoka for goal setting and next steps.
- The link between being a reader and a writer being made explicit during teaching.
- A school-wide spelling programme.
- A focus in the first two years on spelling and handwriting (not exclusive of writing as communication). It is important that these skills become automatic as early as possible as until this happens most of a student's working memory is taken up with these skills.
- Continued monitoring in Years 1 and 2 to ensure foundational skills are solidified.
- Strengthening middle school support (Years 4-6) to maintain their balanced performance.
- Investigating factors affecting Year 8 e.g., curriculum alignment, engagement levels, teaching strategies.
- Culturally responsive practise that provides authentic contexts for the writing and has a link to culture and identity.
- Increase writing scaffolding and structured literacy approaches for senior ākoka to close gaps before Year 8.

## **Mathematics**

Ākoka may be getting 'stuck' at the end of level 1. In Numeracy Project stages this is the transition from stage 4 to 5, this is a known tricky stage, when ākoka need to shift from concrete to abstract. Stage 4: Advanced counting. The ākoka uses counting on or counting back to solve simple addition or subtraction tasks.

Stage 5: Early additive part-whole: The ākoka uses a limited range of mental strategies to estimate answers and solve addition or subtraction problems. These strategies involve deriving the answer from known basic facts (for example doubles, fives, making tens).

Boys' data aligns closely with the overall school trends, reinforcing that they contribute significantly to underperformance. Girls' data suggests they are performing better than the overall average, meaning their results help balance the school-wide statistics.

Achievement data indicates that some Māori and Pacific ākoka are not yet achieving at the same levels as the wider school population, highlighting areas where we can provide further targeted support. The school-wide 'Working towards' percentage is 26%, but it's higher for both Māori (29%) and Pacific learners (34%).

Māori learners are closer to the school-wide averages, while Pacific learners are the most at-risk group.

### **Where to next for Mathematics?**

- Urgent intervention needed for Years 6–8 (targeted numeracy programmes, additional learning support, or differentiated instruction).
- Focus on sustaining early gains
- Strengthening middle years Y4–Y6 to maintain and build upon.
- This data highlights the need for targeted strategies to support student achievement across all year levels, particularly our Pacific and Māori students.
- Work with Curriculum Advisors to strengthen staff understanding of new phases.
- Access structured maths resources to support learning programme.
- Ensure an hour a day of Maths is taking place in all classes.
- Strengthen culturally responsive teaching approaches to engage Māori and Pacific learners.
- Use a new assessment tool – e-AsTTle Maths to support data monitoring and analysis

### **Overall Comments**

**The method of reporting used this year did not allow for us to show and celebrate the progress that ākoka have made. This will be a focus for 2025 reporting.**

The shift of achievement will occur when the students currently 1 sub-level / 'close to' NZC expectation are accelerated through a range of deliberate teaching interventions for ākoka across reading, writing and mathematics.

The number of target ākoka need to be determined by the number of students teachers can reasonably manage. Ākoka who are close to the expected level should be prioritised over those further away. To achieve a system shift, the focus must be on supporting those closest to the target outcome. This does not mean students outside are not supported; rather it reflects that target students are ones where some different intervention is instituted to accelerate student progress.

Support for these ākoka should be around the change in teacher pedagogy and expectations rather than specific additional resources. For acceleration to occur, the teachers need to do something different to their normal practice, and the ākoka need to be pushed further in terms of expected results and levels of effort. In short, the teachers create the conditions for change and the ākoka do the work.

Prioritisation needs to be given to providing an orderly classroom environment, high levels of ākoka expectation and ākoka engagement, growing levels of student progress, followed by shifts in achievement. This hierarchy of priorities is important because it will allow teachers to adapt their programme to address the barriers interrupting achievement.

Consistency of classroom practice ensuring that enough time is spent on the right curriculum areas, and that teacher practices are robust, providing clear organisational direction for all ākoka. Adhering to the 1 hour a day for reading, writing and mathematics will be imperative. This may be interwoven through other curriculum or with a central focus.

The comparison data that is now available to us will help us to identify focused learners for Tier 2 support as well as Tier 2/ Tier 3 interventions for those with identified learning & behaviour needs which influence their ability to access the curriculum.

Alongside the above focus we will also:

- Work on an increase in teacher knowledge of the significant development steps students need to achieve to progress, along with an ability to recognise next learning steps and implement these into their class practice. The scope and sequence of the new curriculum will assist with this.
- Identify Focused Learners and prioritise their specific learning needs
- Individualised teaching and learning goals are developed for these individuals.
- Ākoka progress is monitored and tracked at regular and ongoing intervals throughout the year.
- Schoolwide protocols are developed, reflecting expected practice for teaching and learning in Reading, Writing and Maths.
- Teaching and learning are underpinned by growth mindset and strength-based practices.
- Teacher professional development to ensure learner agency is developed and implemented consistently across the school as part of our localised curriculum work / graduate profile focus. This will be continued with our Assessment 4 Learning PLD in 2025.
- Ākoka receive specific, frequent and positive feedback.
- Build up students' kete of strategies for emotional regulation
- Teachers inquire into their own practice and share their learning.
- Parents/caregivers/whānau are informed and reported to regularly about their child's progress and achievement.
- Parents/caregivers/whānau engage in supporting their child's learning in the home as able.
- Leadership team to monitor progress of learners schoolwide - providing support, professional learning and ongoing mentoring of teachers as necessary.
- Teachers are engaged in professional learning and reflective practice.
- Leadership has established clear expectations and provided strategic support.
- Cultural responsiveness is an emerging focus, particularly for Māori and Pacific learners.
- Data-informed teaching and assessment practices are improving.
- Fully implement schoolwide Mathematics & Statistics Curriculum Delivery Plan.
- Fully implement schoolwide Literacy Curriculum Delivery Plan.
- Extend structured literacy and numeracy approaches across all year levels.
- Build and use progressions in reading and writing for teaching, goal setting, and reporting.
- Prioritise equity-focused PLD to support Māori, Pacific, and boys.
- Continue data-informed decision-making through ongoing assessment and moderation.
- Support a culture of high expectations, collaboration, and inclusion.
- Ākoka are becoming more visible in our data conversations, and there is a renewed focus on student voice, identity, and wellbeing.



## STRATEGIC GOAL 1



















Each and every student will be able to achieve and progress in their learning as evidenced by assessment and evaluations in relation to the NZC and other identified school and community priorities. NELP Objectives 1,2,3
















### Strategic Goal 1:

To provide ākoka with a robust, engaging and authentic local curriculum based on Te Mātaiaho, focused on lifting student progress and achievement.

### Annual Goals /Desired Outcomes:

**Annual Objective 3:** Integrate localised curriculum content that reflects the unique culture, history, and environment of the local community into the school's teaching and learning programmes, in alignment with the new school mission, vision, and values.

Actions <i>What did we plan to do?</i>	Outcomes: <i>What happened?</i> Reasons for the variance: <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
 Introduce new Mission & Vision statements to ākoka.  Introduce new Mission & Vision statements to whānau.  Unpack the new values with staff.  Unpack the new values with ākoka.  Unpack the new values with whānau.  Use local expertise to develop curriculum content that is authentic and relevant.  Involve community members in the classroom as guest speakers or co-teachers to provide firsthand knowledge and experiences.  Start to build relationships with local iwi to ensure that content is authentic.  Provide professional development for teachers on cultural competence, focusing on the history, values, and traditions of the local community.	<p>By the end of 2023, we had successfully rewritten and refined our Mission and Vision statements to more accurately reflect the values and aspirations of our kura. This formed the basis for our 2024 direction. At the heart of Bathgate Park School (Bathgate Park) is our mission to ensure all ākoka understand and connect with our guiding statement: <b>He kākano ahau i ruia mai i a Rakiātea – I am a seed born of greatness.</b></p> <p>In 2024, our focus was about embedding this mission deeply into everyday teaching and learning, so that ākoka not only understood its meaning but could see it reflected in their experiences, identity, and aspirations.</p> <p>We successfully focused on this by strengthening the integration of our Mission Statement into classroom planning, goal setting, and student voice activities. We ran a school wide; year long Inquiry focus on this that saw a layered building of understanding and connection:</p> <ul style="list-style-type: none"><li>• Term 1 - A Seed Born of Greatness - the literal concept - Science: Life Cycles = what does a seed need to thrive?</li><li>• Term 2 - Aiming High: Unleashing Our Potential - the metaphorical concept = What are my strengths? How do I use these to reach my potential? Understanding that every learner brings unique strengths, identities, and cultural narratives to their learning journey and it is not a one size fits all but rather a special pathway each ākoka must travel.</li><li>• Term 3 - Aiming High: Tales of Greatness - exploring the journeys others have taken; the obstacles /challenges they have faced, the resilience shown and the achievements reached. Through these pūrākau they understand that their journey matters, and that challenges can be stepping stones to success.</li></ul>	 Continue to unpack values with ākoka, whānau and wider community.  Make sure new families have access to this information and if possible, in multiple languages.  Unpack the meanings incorporated into our new school logo.  Continue to utilise local expertise to develop curriculum content that is authentic and relevant.  Build stronger relationships with all our families to gain an increased understanding of culture, language and heritage so this can support their child in our school.  Establish cultural ambassadors.  Review the localised curriculum and identify specific learning objectives that integrate local culture and environment. Ensure these objectives are clear, measurable, and align with curriculum.  Gather or develop resources that reflect local culture and environment, including books, multimedia, guest speakers, and community visits.  Participate in South Dunedin cultural narrative project.

 Teachers incorporate local cultural contexts into their teaching practices.  Each term conduct a curriculum audit to identify areas where local content can be integrated into different curriculum areas.  Use our localised curriculum to outline specific learning objectives, resources, and activities related to the local culture and environment.  Design project based learning units that involve students in exploring and addressing real-world issues relevant to their local community.  Incorporate local history and Māori legends into the curriculum through storytelling, literature, and historical investigations.  Use local landmarks, historical sites, and artifacts as teaching tools to bring history to life for students.  Organise school-wide events and celebrations that highlight local cultural traditions. E.g., Matariki, traditional music and dance, and community festivals etc.  Create and utilise teaching materials, resources, and books that reflect the local culture, history, and environment.  Utilise the expertise of our Arts Team.	<ul style="list-style-type: none"> <li>• Term 4 - A World of Wonders - exploring the possible future and what awaits. Goal setting and discussing aspirations.</li> </ul> <p>Through this medium we were able to make wider connections for the ākoka and their whānau. We had deliberate sharing of success with the different elements of the Inquiry through newsletters, Facebook, inclass visits from whānau, learner led conferences as well as multiple events where the learning was physically put on display.</p> <p>We made deliberate connections to the Mission and values by providing support unpacking documents references. Some of these are now in synthesised form on the website. This was also how later in 2024, we introduced the new values to our community. More at exposure level while the staff worked with the ākoka on understanding the changes to what AROHA was, as well as the deeper meaning behind our two A's in AROHA. These had a deliberate focus in the classroom, assembly and whānau house activities. Deeper unpacking of this will continue in 2025.</p> <p>As a natural part of the school wide learning, we accessed and integrated local history, Māori cultural narratives and present day applications to a range of contexts including our Olympics / Sports Heroes, Matariki, Te Whare Tapu Wha knowledge and understanding, knowing our class guardians as well as many more. At every stage of the planning was an awareness of how we could identify areas where local content could be included. As part of this we accessed community members in many shapes and forms such as whānau support at camp and on other EOTC events, DCC for road safety, St John mental health support team in the senior classes and Kai Tahu speakers sharing local knowledge.</p> <p>We have started to build relationships with iwi and we have made the deliberate action to begin with our school whānau. There were deliberate changes to the way we held some every-year events in an effort to increase attendance and engagement. An example of this was moving away from formal parent interviews and instead hosting open classroom visits where their tamariki took a lead role in student led conferences. There was a very successful turn out and we were able to reflect and make note of improvements for the 2025 year. Another was a change with our language week focus. Instead of individual language week assemblies we held our first pot luck tea and cultural sharing event. There was dance, waiata, language presentations, cultural dress and kai. We had a huge percentage of our Pacifica community present, a large number of our refugee families as well as new school families in attendance. In a future event, we would hope to grow the number and range of attendees.</p>	 Involve local experts, organisations, in design and implementation to enhance authenticity and community lens.  Select culturally appropriate stories, legends, and literature that resonate with students and complement curriculum themes.  Integrate local history into lessons through primary sources, timelines, and historical narratives that emphasise local events and milestones.  Production in 2025  Teachers collaboratively design and implement integrated units that reflect the local iwi, community history, and environmental features, ensuring alignment with the new school mission, vision, and values.  Classroom displays, school events, and learning resources visibly reflect the local culture, te ao Māori, and environmental themes, supporting students' cultural identity and sense of belonging.
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## STRATEGIC GOAL 1




















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### Strategic Goal 1:

To provide ākoka with a robust, engaging and authentic local curriculum based on Te Mātaiaho, focused on lifting student progress and achievement.

### Annual Goals /Desired Outcomes:

**Annual Objective 4:** To improve students' understanding and appreciation of Māori culture and language, in line with school and community priorities.

<b>Actions</b> <i>What did we plan to do?</i>	<b>Outcomes: <i>What happened?</i></b> <b>Reasons for the variance: <i>Why did it happen?</i></b>	<b>Evaluation</b> <i>Where to next?</i>
 Integrate tīkaka Māori and Te Reo across the curriculum.  Embed Te Reo Māori into daily classroom routines and subject areas, ensuring it is used consistently and contextually.  Provide professional development for teachers to build their confidence and competence in using Te Reo Māori.  Provide professional development for teachers to build their confidence and competence in using elements of tīkaka Māori.  Develop and implement units of work that focus on Māori history, culture, and perspectives.  Co-construct a 'Kete' for Te reo and tikanga expectations, meeting level 4a funding.  Revitalise, Māori Whānau hui & and engage with the Whānau community with regular hui.  Explore how to connect with Kai Tahu to begin to build this relationship.  Reconnect with local marae.  Capture ākoka voice.	<p>We have had a very successful year with this objective and a lot of hard work has been completed on the part of leadership, staff and ākoka. As we had a range of new staff arrive for this year, we took this as an opportunity to do a stocktake and audit of our practises around tīkaka and our use of te reo.</p> <p>All classes are embedding regular routines of karakia, karakia kai, waiata, whakatauki and cultural narratives into their classroom. We have been actively working to extend our resources and expose ākoka to a wider range of these both Kai Tahu as well as wider iwi. Children are eager and volunteering to take lead roles, with a range of audiences and in a range of contexts with this, including our junior ākoka. This links to our wider cultures in our school and providing value added by including them as well as Māori.</p> <p>We have a had a number of staff access te reo PLD. This has been in a number of different ways, but it has all contributed to staff feeling more confident with the language. This has led to more visuals being on display as well as a focus on sentence ask and answer, rather than kupu being used in isolation.</p> <p>Our MAC lead kaiako has been active in drip feeding manageable chunks of new learning for use in the school e.g., sentences to ask and answer when at the bake sale. They have also taken small components in occasional staff meetings. This is an area we would like to extend next year.</p> <p>July roll return saw all but a handful of students be classified as 4b. Losing the second PLD staff meeting day to BSLA zooms has limited the ability to grow this area. Once we have security with refreshed curriculum, we will focus on how we can continue to grow and interview the deliberate teaching needed to access 4a funding designation.</p> <p>In relation to whānau hui, again the deliberate decision was made to relax the way this looked as traditionally it had been a very formal event. Instead, we have started by engaging with whānau through school wide events such as start of year meet &amp; greet, Polyfest, Community Whānau hui; Tāwhaki Class Whānau hui.</p> <p>All ākoka had an opportunity to take part in student voice for A4L + student voice collected through Professional Growth Cycle conversations</p> <p>Y4-8 student voice collected as part of Assessment for Learning work.</p>	 Continue to introduce new karakia, waiata and cultural narratives into everyday classroom use.  Extend the sessions MAC lead has at staff meetings.  Grow other tama in the school to take on lead roles especially to ensure mihi whakatau can continue whenever we have new ākoka or visitors to the school.  Co-construct a 'Kete' for Te reo and tikanga expectations, meeting level 4a funding.  Revisit our expectations in te Reo / tīkaka school framework.  Include examples and resources such as sentence starters, common phrases, tīkaka protocols, and curriculum integration ideas.  Seek whānau and iwi input to ensure cultural authenticity and alignment with local tīkaka (especially Kāi Tahu perspectives).  Distribute and regularly review the kete to ensure it is living, practical, and used consistently across the school.  Survey or consult whānau on how they want to be involved and what times/days suit them best.

## STRATEGIC AIM 2 – LEARNER & COMMUNITY PARTNERSHIPS

**Strategic Goal 2: To welcome and encourage community participation, whilst respecting all cultures represented within our school. NELP Objectives 1,2,3**

### Strategic Goal 2: Whanaungatanga - Relationships

To provide ākoka, families and whānau with a strong sense of belonging and community where diversity is valued and celebrated.




















### Annual Goal /Desired Outcome:





#### Annual Objective 5

Provide multiple ways for whānau to engage with our kura.

#### Annual Objective 6

Create a culture of whānaungatanga and ako.

<b>Actions</b> <i>What did we plan to do?</i>	<b>Outcomes: <i>What happened?</i></b> <b>Reasons for the variance: <i>Why did it happen?</i></b>	<b>Evaluation</b> <i>Where to next?</i>
 Provide opportunities for parent/whānau engagement by organising events such as cultural festivals, sports days, and educational workshops that involve both students and their families.  Regular communication with whānau fostering engagement in their child/ren's learning  Utilise digital platforms such as a school website, social media pages, parent ETAP app where whānau can access updates, participate in discussions, and stay informed about school activities and events.  Create learning discussion opportunities.  Provide regular and ongoing updates on success of individual ākoka.  Create ākoka cultural ambassadors' roles.  Have a School Board which reflects the diverse community of Bathgate Park.  Create various volunteer opportunities for whānau to get	<p>This year has been a year where deliberate actions have been taken to engage with whānau and get them back into our kura, their child's classroom and engaged with their child's learning journey. As such we have held events such as:</p> <ul style="list-style-type: none"> <li>- Meet &amp; greet start of year / Just because</li> <li>- Language week class involvement</li> <li>- Final formal assembly</li> <li>- Cultural Sharing &amp; Potluck dinner</li> <li>- Camp helpers</li> <li>- EOTC helpers – swimming, sports coaches / managers</li> <li>- Polyfest</li> <li>- student led learning hui with whānau</li> <li>- Matariki Assembly &amp; afternoon tea</li> </ul> <p>and used these events to engage in conversations celebrating the successes and progress of our learners.</p> <p>We have been encouraging staff to make whānau contact and record this on ETAP; celebrating success in newsletter and Facebook posts. This will be a deliberate action for next year.</p> <p>Staff have engaged across a number of meetings e.g., Learning support, staff meetings, full liaison, IEP's etc, where they have been able to focus on supports to share with whānau about how we can work as a team for continued positive outcomes for their children.</p>	 Continue to participate in the Otago Māori Achievement Collaborative and develop connections.  2025 Lead Teacher for MAC + extend to another staff member who has expressed an interest  PLD Localised curriculum to keep with connections, links and understanding.  Need to build up a register of resources particular key people to allow connections and access of resources / information to occur.  Work with MAC both as a group and an individual to build knowledge and relationships with local Runanga.  Actively connect to local families.  Collect student voice around culture, language and identity.  Extend opportunities to have whānau in school.  Cultural ambassadors in 2025  Increase tuakana/teina relationships  Use our seniors in a number of new and/or revitalised leadership roles

<p>involved in school activities, such as classroom assistance, extracurricular programmes.</p> <p> School participates in language weeks and other cultural events of significance for the different diverse communities that make up Bathgate Park.</p> <p> Explore programmes that address bias, racism and stereotyping as part of the teaching programmes and support inclusion.</p> <p> Communicate key messages in multiple languages which are reflected in our school environment.</p> <p> Utilise tuakana/ teina relationships.</p>	<p>A start was made to exploring cultural ambassadors but this did not progress too far as more thought needed to go into the aims and unpacking of the roles. Exploring how decisions would be made about who and how these would be decided; what kinds of actions the ambassadors would be responsible for. Principal, deputy principal and learning support coordinator will reexplore this in 2025.</p> <p>Tuakana/ teina relationships have been actively promoted via such events as: Whānau house activities; buddy classes which have changed each term; senior buddies and utilising our older students to take lead roles in school wide responsibilities. Some classes utilise this relationship strongly and are leaders in setting the scene. We will touch on their experiences in 2025 to promote extending this to other classes. Seniors used to support in the playground and in junior classes on wet days.</p>	
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