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## School Board Trustees

### Bathgate Park School Members of the Board














<b>Name</b>	<b>Position</b>	<b>How position gained</b>	<b>Term expires</b>
Cleave Hay	Commissioner / Presiding Member	Appointed by Ministry of Education	Unknown
Katrina Robertson	Principal	Ex Officio	





























**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: Outcome 1 - LEARNING**

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

	<b>Actions</b> <i>What did we plan to do?</i>	<b>Outcomes: What happened?</b> <i>Reasons for the variance: Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
1.1 Engage and develop a relationship & connectedness with the refreshed curriculum of Mathematics & Statistics (M&S)	<ul style="list-style-type: none"> <li> Unpack and understand Te Mātaiaho and how it provides the \ framework for implementing the Mathematics &amp; Statistics curriculum.</li> <li> Develop an understanding of Understand, Know Do and apply this in practise.</li> <li> Understand the phases, progressions and the scope and sequence of M&amp;S.</li> <li> Apply assessment tools to monitor and assess M&amp;S across the school.</li> <li> Use assessment data to inform teaching practise.</li> <li> Ensure that ākoka are aware of the learning intentions and what success looks like in M&amp;S.</li> <li> All kaiako will participate in the Professional Growth Cycle(PGC) Select from M&amp;S (or Literacy)</li> </ul>	<p>Achieved through:</p> <ul style="list-style-type: none"> <li>- 2x MoE PLD days</li> <li>- regular involvement of the Ministry Curriculum leads supporting senior leadership.</li> <li>- regular involvement of the Ministry Curriculum leads facilitating workshops at both Team &amp; Staff meetings over the course of the year.</li> </ul> <ul style="list-style-type: none"> <li>- Explored Maths No Problem &amp; Numicon as possible Structured Maths Approaches</li> <li>- Made decision to have whole school use Numicon approach &amp; underwent PLD through:               <ul style="list-style-type: none"> <li>- Numicon Webinars</li> <li>- Numicon Cluster workshop PLD</li> <li>- Used internal staff knowledge and strengths to take a lead role in ongoing upskilling and familiarisation of this resource.</li> </ul> </li> </ul> <ul style="list-style-type: none"> <li>- Worked with Assessment 4 Learning facilitator. We did not get as much traction on this as we would have like. This will need to be a future focus.</li> <li>- Teachers have selected a goal related to a curriculum area of M&amp;S. This was part of the PGC process.</li> <li>- Observation / reflection completed.</li> </ul>	<ul style="list-style-type: none"> <li> Review changes to curriculum that came out in October 2025</li> <li> Participate in the 2x MoE Maths PLD days scheduled in 2026</li> <li> Continue to engage in work with the Ministry Curriculum Leads</li> <li> Continue to upskill and gain confidence with Numicon.</li> <li> Use the online planning for Numicon to support delivery of the Mathematics &amp; Statistics curriculum.</li> <li> Continue working on our Assessment for Learning / Formative assessment practises to increase student agency with their learning.</li> </ul>

<p>1.2 Develop a Curriculum Delivery Plan for Mathematics &amp; Statistics that can be used as a guideline to inform teaching practise</p>	 Work with Ministry Curriculum leads to review, refine and redesign Mathematics & Statistics Delivery Plan.  Incorporate MoE Supplementary resources into Curriculum Delivery Plan (as appropriate)  Share with staff revised Mathematics & Curriculum Delivery Plan	<p>Draft Mathematics &amp; Statistics Curriculum Delivery Plan was developed.  This generated pedagogical discussions along the way and we were able to refine and consolidate our collective expectations.  Last part to be completed was exploring how to integrate the Numicon Approach into the delivery plan.</p>	 Review to reflect the October 2025 curriculum changes  Incorporate the Numicon annual delivery and alignment to new curriculum into the delivery plan.  Separate out components of this plan to form the universal overarching connections across all curriculum areas.
<p>1.3 Develop school wide assessment practises for Mathematics &amp; Statistics</p>	 Apply assessment tools to monitor and assess Mathematics & Statistics across the school  Use assessment data to inform teaching practise within the Mathematics & Statistics teaching programme.  Use formative assessment to make judgements to enhance teaching and learning programmes in a timely manner.  Student achievement and progress in numeracy will be monitored and tracked across all year groups using ETAP and will be reported to whānau and Board twice a year	<p>We achieved this by:  Using agreed school-wide assessment tools (e.g., e-asTTle Maths, JAM, GLOSS, Numicon Checkpoints, Snapshot) at set points in the year.  Providing differentiated learning tasks based on readiness and need.  Select resources that align with current learning goals.  Group students flexibly based on ongoing assessment results.  Mid &amp; end year data entered into ETAP  Mid &amp; end Year reporting to parents completed.  Mid &amp; end year data report to the Board completed.</p>	 Shift from data entry to stronger data interpretation.  Build teacher agency at understanding and using data to fit with the new curriculum as well as the Numicon approach.  Use your ETAP data to identify specific individuals for targeted support  Responsive planning to the data provided  Explore SMART tool  Involved in Assessment PLD 2026
<p>1.4 Explore Tier 2 supports for Mathematics &amp; Statistics  &amp;  1.8 Explore Tier 2 supports for English</p>	 Identify students performing below expected levels and provide targeted intervention programs, such as small group tutoring or additional practice sessions  Develop and implement Individual Learning Plans (ILPs) for students who need additional support or challenge  Explore possible staff for tier 2and /or 3 training	<p>While these assessment goals were not fully met, the year provided a vital foundation. The significant cognitive load of implementing the refreshed alongside new Structured Mathematics and Literacy approaches required a strategic shift in focus. Priority was given to establishing robust whole class teaching programmes and exploring the new pedagogical delivery. We recognised that effective assessment and differentiation can only happen once the core instructional framework is stable.</p>	 2026 will focus on layering these assessment practices onto the more established classroom routines.  Apply for Tier 2 staffing  Priority learner class based actions and supports
<p>1.5 Engage and develop a relationship &amp; connectedness with the refreshed curriculum of English</p>	 Bring whole school onto BSLA for Structured Literacy Approach  All kaiako will participate in the Professional Growth Cycle(PGC) Select from MS or Literacy Underpack and understand Te Mātaiaho and how it provides the framework for implementing the English curriculum	<p>We achieved this through:</p> <ul style="list-style-type: none"> <li>- Kākano Team Continuing</li> <li>- Puāwai Team BSLA Training <ul style="list-style-type: none"> <li>• 3x full zoom PLD days</li> <li>• Term 2- Week 5 Term 3 = 5x Community of Practise Zooms</li> <li>• 4x online Modules</li> </ul> </li> </ul>	 Review changes to curriculum that came out in October 2025  Review community of practices; refer to notes as needed  Utilise askBSLA for assistance with queries  Continue to engage in work with the Ministry Curriculum Leads

	 Develop an understanding of the Understand, Know, Do mode within English Curriculum & discuss how to apply this in practise.  Develop an understanding of the Phases, Progressions, Scope & Sequences of the English curriculum, applying this to teaching practise.  Regular kaiako hui for ongoing PLD  Integrate culturally relevant texts and literacy activities that reflect the diverse backgrounds of students.	<p>Teachers have selected a goal related to a curriculum area of Literacy. This was part of the PGC process. Observation / reflection completed.</p> <p>Curriculum Leads working with Senior leaderships, Teams and in whole staff meetings.  Curriculum leads supported:</p> <ul style="list-style-type: none"> <li>- oral language workshops with all staff.</li> <li>- writing workshops</li> <li>- looked at planning</li> <li>- discussed link form BSLA to wider curriculum</li> </ul> <p>Integrate Literacy into Language Weeks &amp; Inquiry.  BSLA books used to support cultural connectedness.</p>	 Continue to upskill and gain confidence with BSLA and understanding Taumata / assessment checkpoints and where fits into the wider English curriculum.  Use the online planning for BSLA to support delivery of the English curriculum.  Continue working on our Assessment for Learning / Formative assessment practises to increase student agency with their learning.
<p>1.6 Develop a Curriculum Delivery Plan for English that can be used as a guideline to inform teaching practise</p>	 Work with Ministry Curriculum leads to review, refine and redesign English Delivery Plan.  Share with staff revised English Plan.	<p>Draft English Curriculum Delivery Plan was developed. This generated pedagogical discussions along the way and we were able to refine and consolidate our collective expectations.  Last part to be completed was exploring how to integrate the BSLA into the delivery plan.</p>	 Review to reflect the October 2025 curriculum changes  Incorporate the BSLA delivery and alignment to new curriculum into the delivery plan.  Separate out components of this plan to form the universal overarching connections across all curriculum areas.
<p>1.7 Develop school wide assessment practises for English</p>	 Review of current assessment tools and the timing in which these are administered  Apply assessment tools to monitor and assess Literacy across the school  Apply assessment tools to monitor and assess Literacy across the school  Use formative assessment to make judgements to enhance teaching and learning programmes in a timely manner.	<p>Use agreed school-wide assessment tools (e.g., running records, e-asTTle Reading / Writing, spelling tests, phonics screeners) at set points in the year.  Provide differentiated learning tasks based on readiness and need.  Utilises support adults in the class to assist with mileage and build up vocabulary  Select resources and texts that align with current learning goals.  Group students flexibly based on ongoing assessment results.</p>	 Explore SMART tool  Involved in Assessment PLD 2026  Use Phonics Check  Continue to build phonological awareness  Continue strong moderation processes  New report for 2026



















## 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.

### Outcome 2: **ATTENDANCE** - to increase overall attendance and engagement

	<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>
2.1 Identify and implement strategies to raise student attendance and engagement	 The leadership team will analyse attendance data for all students; Māori, Pasifika; set targets.  Support ESOL whānau.  Attendance data discussed with teaching team  Teachers enact planned actions to increase regular attendance rates for identified ākoka and provide regular feedback.  Specific schoolwide actions to promote increased attendance are enacted  <i>Positive behaviour 4 learning</i> strategies are visible within the school to lift participation, engagement & learning levels.  Implement RRF support projects / actions to target identified cohort ākoka  Principal and Learning Support Coordinator (LSC) will monitor and write an evaluation for the Ministry RRF support projects / actions to target identified cohort ākoka, to assist with increasing regular attendance rates.  Network with Otago Youth Wellness attendance advisor with a focus on <i>concerning</i> and <i>serious concern</i> absences. Look deeply into case by case use of appropriate coding.  Regular reporting to the Board, showing attendance trends and actions taken.	We achieved great successes with this goal. The attendance procedures were strengthened by: <ul style="list-style-type: none"> <li>- Board setting aspirational targets</li> <li>- Incorporating the teachers into the process</li> <li>- Establishing a details 2025 Attendance Management Plan using the Stepped Attendance Response (STAR)</li> <li>- Set up documents to support whole staff monitoring &amp; tracking of responses to attendance checkins 70-80%</li> <li>- Reviewing Everyday Matters Reports</li> <li>- Supporting whanau with transport to allow for increased attendance</li> <li>- Uniform and stationery support = removing barriers</li> </ul> Have included EOTC opportunities into Curriculum opportunities PB4L weekly lessons Weekly AROHA token numbers shared & celebrated Attendance & Guidance projects for students for the whole of Term 3. Reviewing and analysing success of interventions.  Attendance meetings became part of the regular schedule for Principal & LSC. Every second meeting had member of OYWT present to offer feedback and discuss individual situations.  Frequent conversations held at governance meetings.	 Review the 2025 Attendance Management Plan to reflect the revised information that came out in late 2025  Refine target setting to compare the terms with the same time previous year – make goals more realistic but still aspirational  Provide regular updates to whanau via newsletter  Update ākoka in their attendance data  Provide regular updates to Board via monthly board reports  Include regular attendance info and support snippets via newsletter and social media  Look at a supplementary document that focuses on lateness and the steps /supports at each threshold.  Increase frequency of attendance meetings.











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### Strategic Goal 1:

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**Outcome 3: Assessment** - to use data with fidelity to inform teacher practise

	<b>Actions</b> <i>What did we plan to do?</i>	<b>Outcomes: What happened?</b> <i>Reasons for the variance: Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
3.1 To use data with fidelity to inform teacher practise	 Analyse student information data to identify patterns and trends and how this will inform the next steps in teaching and learning for students.  Use analyse of data to inform next steps in teaching and learning for students  Student achievement mid-year data will be shared with the teaching team to build a consistent understanding of the need for changes in teaching practice  Teachers build a consistent understanding of the needs for change in teaching practise, based on student achievement data.  Leadership Team and teachers evaluate assessment tools used for gathering mid-year data and reflect on their practice and consistency.  Teachers will use meaningful and consistent assessment tools to provide valid progress and achievement data.	Significant groundwork was established this in shifting the focus from data collection to data interpretation. Staff have begun identifying key trends and patterns within school-wide achievement, fostering deeper professional kōrero around student progress.  Revised the Assessment Overview schedule after reviewing the current assessment tools, and identifying if they were still fit for purpose. Looked at the timing of specific assessment items.  Explored the assessment requirements for BSLA and Numicon and where they sat within the data collection schedule.  Staff voice being gathered and analysed to see if there is clarity of expectations  Worked with Assessment for Learning facilitator to review where we were with our formative assessment practises. We did not get as far as we would have liked as the direction the teachers' focus went to did not allow time to work on this area.	 Our next step in 2026 is to refine how individual classroom data informs these broader school trends, ensuring every teacher has a precise understanding of their students' positioning within the wider school context.  Continue Assessment for Learning / formative assessment  Continue to build up understand of BSLA and Numicon assessments and how they fit into the wider picture  Use data to identify priority learners / intervention supports and extension opportunities.







## 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.

















**Outcome 4: School Leadership** - to focus on deliberate tasks of leadership for continuous improvement.

	<b>Actions</b> <i>What did we plan to do?</i>	<b>Outcomes: What happened?</b> <i>Reasons for the variance: Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
4.1 To focus on deliberate actions which enable continuous improvement	 Clear & consistent messaging  High expectations held for student learning & behaviour  Review & update senior leadership delegations; roles and responsibilities.  Effective practises for meetings	We continue to refine these systems to ensure sustainable leadership and clear operational consistency.  Reviewed leadership roles and responsibilities reaching increased understanding around practise of delegation. A draft PB4L document has been trialled in 2025 and will be refined and implemented fully in 2026.  Strengthened information to support senior leadership team when they are Acting Principal. Trialling a process of communication and debriefing.	 For 2026, our priority is the full implementation of these systems, ensuring that our high expectations for learning and behaviour are felt across every corner of the school.   Launch the refined PB4L document with a dedicated staff "refresher" workshop and a simplified version for whānau so the language is consistent at home and school.

**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.**

	<b>Actions</b> <i>What did we plan to do?</i>	<b>Outcomes: What happened?</b> <i>Reasons for the variance: Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
5.1 Provide multiple ways for whānau to engage with our kura.	 A community engagement plan is developed and implemented.	Not completed	 A community engagement plan is developed and implemented.
5.2 Create a culture of whanaungatanga and ako.	 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.  Provide information sharing events to update on the new Mathematics & Statistics curriculum.  Provide information sharing events to update on the new English curriculum, including BSLA programme.  Utilise digital platforms such as a school website, social media pages, parent ETAP app, Seesaw etc 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.  School participates in language weeks and other cultural events of significance for the different diverse communities that make up Bathgate Park.  Create ākoka cultural ambassadors' roles.  Communicate key messages in multiple languages which are reflected in our school environment.  Work towards having a School Board which reflects the diverse community of Bathgate Park.  Continued participation in Māori Achievement Collaborative	Some success through the year to hold events to bring whānau into school. Strong turn out to Polyfest and end of year activities.  Junior team held information sessions to build understanding of new curriculum and the learning approaches being implemented within the school. Senior Team left this until more confidence and solid understanding of the new approaches is felt by the senior staff.  Regular and frequent use of digital platforms Regular sharing of learning and successes; information connected to the school and wider community.  Trialled new learning conversation as a form of parent interviews. Successful turn out but room to grow this in 2026.  Significant involvement with whānau over the language weeks and Polyfest.  Not completed. Struggled with this throughout the year, accessing correct supports. Towards the end of the year we were able to start on this area. Focus for 2026. Multiple events and opportunities to learn about being a Board member. Actively talking to different people to promote the role and try to encourage possible nominations.	 Create ākoka cultural ambassador roles.  Communicate key messages in multiple languages which are reflected in our school environment.  Expressions of interest sent out to school and wider community.

## Evaluation & Analysis Report 2025

### 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.

### Reading

Reading All Students 2025																					
	Pre L1	1b	1p	1a	2b	2p	2a	3b	3p	3a	4b	4p	4a	5b	5p	5a	Working towards	Close to	Meeting Expectations	Exceeding Expectations	Total students
Y0	1	2	1														0%	25%	50%	25%	4
Y1	6	7	5														0%	33%	67%	0%	18
Y2		5	5	2	1												0%	38%	54%	8%	13
Y3	1	3	2		3	1											40%	20%	40%	0%	10
Y4		1	1	1	9	3	2	1									11%	56%	28%	6%	18
Y5			1		2	3	1	5	1								23%	31%	46%	0%	13
Y6		2	1	1	2		1	2	7		1						35%	18%	41%	6%	17
Y7	1			1	1		2	3	3	3	3	2					42%	32%	26%	0%	19
Y8		1		1	1	1	1	1	3	2	3	4	2				45%	25%	30%	0%	20
Total	9	21	16	6	19	8	7	12	14	5	7	6	2				24%	32%	41%	3%	132

### Writing

Writing All Students 2025																					
	Pre L1	1b	1p	1a	2b	2p	2a	3b	3p	3a	4b	4p	4a	5b	5p	5a	Working towards	Close to	Meeting Expectations	Exceeding Expectations	Total students
Y0	1	3															0%	25%	75%	0%	4
Y1	6	9	3														0%	33%	67%	0%	18
Y2		7	3	1	2												0%	54%	31%	15%	13
Y3		4	3	1	2												40%	40%	20%	0%	10
Y4		1	5	1	5	3		1		2							33%	33%	17%	17%	18
Y5			1	1	3	3	1	1	1	2							38%	31%	15%	15%	13
Y6		3		1	1	1	2	3	5	1							35%	29%	35%	0%	17
Y7			1	2	4		1	1	3	3	2	2					47%	32%	21%	0%	19
Y8			1		2	1	2	1	2	1	3	5	1	1			45%	20%	30%	5%	20
Total	7	27	17	7	19	8	6	7	11	9	5	7	1	1			29%	33%	32%	6%	132

### Boys Reading

Reading Boys 2025																					
	Pre L1	1b	1p	1a	2b	2p	2a	3b	3p	3a	4b	4p	4a	5b	5p	5a	Working towards	Close to	Meeting Expectations	Exceeding Expectations	Total students
Y0	1	2															33%	67%			3
Y1	5	3	1														56%	33%	11%		9
Y2		3	2		1												50%	33%	17%		6
Y3		1	2														33%	67%			3
Y4		1	1		4	2	1	1									20%	40%	30%	10%	10
Y5			1		1	2		3									29%	29%	42%		7
Y6		2	1	1	1		1	2	3		1						42%	25%	25%	8%	12
Y7	1						1	2	1	2	1						50%	37%	13%		8
Y8				1		1		1	2	1	1		1				62%	25%	13%		8
Total	7	12	8	2	7	5	3	9	6	3	3	0	1				29%	38%	29%	4%	66

### Boys Writing

Writing Boys 2025																					
	Pre L1	1b	1p	1a	2b	2p	2a	3b	3p	3a	4b	4p	4a	5b	5p	5a	Working towards	Close to	Meeting Expectations	Exceeding Expectations	Total students
Y0	1	2															33%	64%			3
Y1	5	4															56%	44%			9
Y2		4	1		1												68%	16%	16%		6
Y3		2	1														67%	33%			3
Y4		1	3	1	1	1		1	2								40%	20%	10%	30%	10
Y5			1		1	2	1		1	1							30%	42%	14%	14%	7
Y6		3		1	1		2	3	2								42%	42%	16%		12
Y7				2	2		1		1	2							62%	38%			8
Y8			1			1	1	1	2			1		1			74%		13%	13%	8
Total	6	16	7	4	6	4	5	5	8	3	0	1	0	1	0	0	37%	36%	18%	9%	66

### Girls Reading

### Girls Writing

Reading Girls 2025																					
	Pre L1	1b	1p	1a	2b	2p	2a	3b	3p	3a	4b	4p	4a	5b	5p	5a	Working towards	Close to	Meeting Expectations	Exceeding Expectations	Total students
Y0			1																100%		1
Y1	1	4	4															11%	89%		9
Y2		2	5															29%	71%		7
Y3	1	2			4													43%	57%		7
Y4				1	5	2												75%	25%		8
Y5					1	1	1	3										17%	33%	50%	6
Y6					1				4									20%	80%		5
Y7				1	1		1	1	2	1	4							36%	27%	36%	11
Y8		1			1		1		1	1	2	4	1					33%	25%	42%	12
Total	2	9	10	2	13	3	3	4	7	2	6	4	1				20%	25%	53%	2%	66

Writing Girls 2025																						
	Pre L1	1b	1p	1a	2b	2p	2a	3b	3p	3a	4b	4p	4a	5b	5p	5a	Working towards	Close to	Meeting Expectations	Exceeding Expectations	Total students	
Y0		1																	100%		1	
Y1	1	5	3																11%	89%	9	
Y2		3	2	1	1														43%	43%	14%	7
Y3		2	2	1	2														28%	44%	28%	7
Y4			2		4	2													25%	50%	25%	8
Y5				1	2	1		1		1									49%	17%	17%	6
Y6								1			3	1							20%	80%		5
Y7			1		2		1	1	2	1	2	2							36%	28%	36%	11
Y8					2		1		1	3	4	1							25%	33%	42%	12
Total	1	11	10	3	13	4	1	2	5	4	5	6	1	0	0	0	23%	29%	45%	3%	66	

### Māori Learners Reading

Reading Māori Learners 2025																						
	Pre L1	1b	1p	1a	2b	2p	2a	3b	3p	3a	4b	4p	4a	5b	5p	5a	Working towards	Close to	Meeting Expectations	Exceeding Expectations	Total students	
Y0	1																		100%		1	
Y1	1	2	2																20%	80%	5	
Y2		4	1	1															67%	33%	6	
Y3		2			1	1													50%	50%	4	
Y4				1	1			1											66%	34%	3	
Y5			1		1			2											50%	50%	4	
Y6		1	1				1	3											33%	17%	50%	6
Y7							1	1			1								33%	33%	34%	3
Y8										2	1	1							50%	50%	4	
Total	2	9	5	2	3	1	1	4	4	0	2	2	1				19%	33%	45%	3%	36	

### Māori Learners Reading

Writing Māori Learners 2025																						
	Pre L1	1b	1p	1a	2b	2p	2a	3b	3p	3a	4b	4p	4a	5b	5p	5a	Working towards	Close to	Meeting Expectations	Exceeding Expectations	Total students	
Y0	1																		100%		1	
Y1	1	3	1																20%	80%	5	
Y2		5	1																83%	17%	6	
Y3		2	1	1															50%	25%	25%	4
Y4			1		1					1									33%	33%	34%	3
Y5			1		1	1		1		1									50%	25%	25%	4
Y6		2					1	1	2										33%	33%	34%	6
Y7					2					1	2								66%	34%		3
Y8										1	2			1					75%	25%	4	
Total	2	12	4	1	5	1	1	2	2	2	3	0	0	1	0	0	25%	41%	28%	6%	36	

### Pacific Learners Reading

Reading Pacific Learners 2025																						
	Pre L1	1b	1p	1a	2b	2p	2a	3b	3p	3a	4b	4p	4a	5b	5p	5a	Working towards	Close to	Meeting Expectations	Exceeding Expectations	Total students	
Y0		1																	100%		1	
Y1		2	1																100%		3	
Y2			1																100%		1	
Y3					2														100%		2	
Y4					2	1	2												40%	20%	40%	5
Y5					1	2		1											25%	50%	25%	4
Y6							1	1											50%	50%	2	
Y7	1					1				1									66%	34%	3	
Y8							1		3	1	2								57%	14%	29%	7
Total	1	3	2	0	5	4	3	2	4	1	1	2					27%	23%	50%		28	

### Pacific Learners Writing

Writing Pacific Learners 2025																						
	Pre L1	1b	1p	1a	2b	2p	2a	3b	3p	3a	4b	4p	4a	5b	5p	5a	Working towards	Close to	Meeting Expectations	Exceeding Expectations	Total students	
Y0		1																	100%		1	
Y1		2	1																66%	34%	3	
Y2			1																100%		1	
Y3				1	1														50%	50%	2	
Y4					1	2				1									25%	50%	25%	4
Y5					1	1			1	1									50%	25%	25%	4
Y6								1	1	1									34%	66%	3	
Y7	1				1							1							75%	25%	3	
Y8							2		1		1	3							60%	40%	7	
Total	1	3	2	3	3	2	2	1	3	3	1	4					25%	14%	54%	7%	28	

### Overall Teacher Judgement Summary

Reading - OTJ	Working Towards		Close To		Meeting Expectations		Exceeding Expectations		Total
	No	%	No	%	No	%	No	%	
Asian	7	18%	12	32%	17	45%	2	5%	38
MELAA	5	63%	1	13%	2	25%			8
Maori	7	19%	12	33%	16	44%	1	3%	36
NZ/European	6	27%	11	50%	5	23%			22
Pasifika	7	25%	6	21%	14	50%	1	4%	28
Total	32	24%	42	32%	54	41%	4	3%	132

Reading ESOL Learners 2025																					
	Pre L1	1b	1p	1a	2b	2p	2a	3b	3p	3a	4b	4p	4a	5b	5p	5a	Working towards	Close to	Meeting Expectations	Exceeding Expectations	Total students
Y0		1	1																50%	50%	2
Y1	4	3	3																40%	60%	10
Y2			3	1	1														80%	20%	5
Y3			1		2														33%	64%	3
Y4		1	1		4	3	1												20%	40%	10
Y5					1	2	1	2	1										14%	43%	7
Y6				1	1		1	3		1									29%	43%	7
Y7			1	1		1	2	1	1	2									56%	22%	9
Y8			1			1	3	1		2									62%	13%	8
Total	4	5	9	4	10	5	3	6	8	2	3	2							26%	25%	61

### Overall Teacher Judgement Summary

Writing - OTJ	Working Towards		Close To		Meeting Expectations		Exceeding Expectations		Total
	No	%	No	%	No	%	No	%	
Asian	9	24%	14	37%	12	32%	3	8%	38
MELAA	5	63%	2	25%	1	13%			8
Maori	9	25%	15	42%	10	28%	2	6%	36
NZ/European	9	41%	8	36%	4	18%	1	5%	22
Pasifika	7	25%	4	14%	15	54%	2	7%	28
Total	39	30%	43	33%	42	32%	8	6%	132

Writing ESOL Learners 2025																					
	Pre L1	1b	1p	1a	2b	2p	2a	3b	3p	3a	4b	4p	4a	5b	5p	5a	Working towards	Close to	Meeting Expectations	Exceeding Expectations	Total students
Y0		2																	100%	100%	2
Y1	4	4	2																40%	60%	10
Y2		1	2		2														20%	80%	5
Y3			1	1	1														66%	34%	3
Y4		1	2	1	3	3		1											27%	36%	11
Y5				1	1	1	1	1	1	2									29%	29%	7
Y6				1	1	1	1	3											29%	42%	7
Y7			1	2	1	1	2		1	1		1	1						56%	22%	9
Y8			1		1	1	1		1	3									50%	38%	8
Total	4	8	9	4	9	5	4	4	7	2	2	4							26%	29%	62

### English / Literacy

#### Outcomes What happened?

Currently Bathgate Park School has 133 students and 60 Ministry of Education funded ESOL students. This represents 45% of our school. There are a further 14 students who are unfunded but are English as a second language learners. This added to the funding group represents 56% of our school.

There are 108 students (82%) on the Learning Support Register. 60 of these are ESOL supported but may also be accessing other learning support needs. 48 students (36%) are 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), Councillor in Schools, Public Health Nurse, Social Worker in School. Those with more than two supports involved are monitored via our full liaison meetings of which there are two per term.

Data is presented in 6 categories: All Students (this is every child for which an Overall Teacher Judgement has been entered in that subject, there is some variability in the total numbers for a variety of reasons) Boys, Girls, Māori, Pacific Island and ESOL. Year 0 data has been presented, but only includes those students that have been at school for 10+ weeks.

Those at Bathgate Park School less than 10 weeks have not been included in this data.

In Term 3, the Senior team took part in the BSLA Y4-8 training. This led to a complete change in the way reading, writing and spelling looked in the senior classes. We had 3 class teachers, plus the principal take part in this training to ensure consistency and fidelity. There were lots of questions around how this operated in the senior end of the school, especially about the best start levels. During this professional learning, there were modules to complete, community of practises to attend as well as whole day PLD sessions. During Term 4, 10 weeks of teaching was to occur. This had a delayed start as accessing teaching plans, understanding appropriate start points and technological difficulties were worked out. The remainder of the term was spent working through the teaching programmes at a particular Taumata.

#### Highlights / Strengths:

- A schoolwide reading approach that will eventually flow on from the junior classes
- Increasing responsiveness to the needs of English Language Learners (45% of roll).
- Seniors enjoyed learning about the etymology
- The phonics component of the programme followed a routine that the ākoka enjoyed.

#### READING

**All Learners:** 44% of learners are meeting or exceeding expectations at the end of year for reading. There are 56% 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 (14/32) or Foundation Level/ Stage 1 English Language Learners (18/32)

**Gender:** 33% of boys are meeting or exceeding expectations. 55% of girls are meeting or exceeding expectations.

Gender Gap: Boys are underperforming significantly compared to girls. Only 33% of boys are meeting or exceeding expectations, compared to 55% of girls.

**Māori Learners:** 49% of Māori learners are meeting or exceeding expectations. 31% are close to expectations and 20% are working towards expectations.

**Pacific Learners:** 50% of Pacific learners are meeting expectations. No-one is exceeding. 23% are close to expectations and 27% are working towards expectations.

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 will be more appropriate to assess these students by monitoring progress against the English Language Learning Progressions. This will be an action for 2026.

**ESOL Learners:** 49% of ESOL learners are 'close to' or 'meeting' expectations. 25% are close to expectations and 26% are working towards expectations.

We know that the ESOL ākoka in our school have shown positive results. The teaching strategies that have supported this have been:

- The benefit of regular, out of class sessions with a teacher
- Focus on oral language to talk through ideas, build understanding and support planning
- Front loading of vocabulary ahead of tasks, e.g. a particular piece of writing, or a class activity e.g. Inquiry related task
- Making connections with first language
- Foundation level ESOL workers
- Follow up in class by the other inclass ESOL tutors

A huge benefit has been the fact that the Foundation level ESOL tutors are trained teachers. They have been able to use their understanding of phonics, giving attention to grammar and word structure to shore up the foundations, which for many are then duplicated in the classroom. We believe this double exposure is a key part in their progress and achievement.

The fact that the Foundation level has its small groups away from the classroom noise and distractions means this intense burst of mahi has focus. Alongside their peers learning with the same challenges, allows them to see they are not alone in their language acquisition.

**ESOL Learners:** 45% of ESOL ākoka are 'close to' or 'meeting' expectations. 29% are 'close to' expectations and 26% are 'working towards' expectations.

## WRITING

**All Learners:** 38% of ākoka are 'meeting' or 'exceeding' expectations at the end of year for writing. There are 62% of ākoka who are one or two sub levels below the expected level. Ākoka in the 'working towards' category are all ākoka on the Learning Support Register (19/39) or Foundation Level/ Stage 1 English Language Learners (20/39), with some crossover between the two categories.

**Gender:** 27% of boys are 'meeting' or 'exceeding' expectations. 48% of girls are 'meeting' or 'exceeding' expectations.

**Gender gap:** As with Reading, there is a significant difference with between the boys (27%) and the girls (45%) 'meeting' and 'exceeding' expectations. Boys writing needs to be a priority for intervention across all year levels.

**Māori Learners:** 34% of Māori learners are 'meeting' or 'exceeding' expectations. 41% are 'close to' expectations and 29% are 'working towards' expectations.

**Pacific Learners:** 61% of Pacific learners are 'meeting' expectations or 'exceeding' expectations. 14% are 'close to' expectations and 25% are 'working towards' expectations.

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 will be more appropriate to assess these students by monitoring progress against the English Language Learning Progressions. This will be an action for 2026.

To support our senior ākoka, we need to teach text structures and genres explicitly. For those students where the language barrier is not the problem, it is more likely to be their understanding of organising more complex ideas into the appropriate form and using the appropriate features.

Providing models of good writing to use as exemplars, exploring support materials such as templates and graphic organisers, and working in a range of ways, e.g., individually, shared writing, group writing, etc., could all be beneficial.

We need to target our 'close to' cohort as practising the tools and strategies needed will hopefully move them into 'meeting' expectations. Understanding the writing process and unpacking the different phases (planning, drafting, revising, and editing) of this could also help increase their confidence and desire to write.

To increase motivation and engagement, which is a key barrier often mentioned in the underperformance of boys, it would be beneficial to build in opportunities to allow for student choice in writing topics, particularly topics related to their interests, passions, or cultural knowledge. These can be combined with activities and wider curriculum areas, e.g., writing, then performing their own plays; aspects of the Art e.g writing a song to then perform, etc.

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 the best of their ability

We know that strong oral language is needed to assist with writing. The oral language component of BSLA focuses on vocabulary development and oral narrative skills, which are essential prerequisites for comprehending and producing written language.

In 2025, we also had the support of :

- RTLit, to target small groups of students using a 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 orally targeted students

**The teachers have reported the following reflections on their literacy delivery:**

Successes	Minuses / Impacting factors	Future suggestions
<ul style="list-style-type: none"> <li>- Y4-8 cohort liking BSLA now that their confidence and knowledge of the programme are increasing</li> <li>- PHOM is having a positive impact on the word attack skills</li> <li>- Once up and running, it is clear to see the progressions in actions</li> </ul>	<ul style="list-style-type: none"> <li>- Some problems recording the assessment data online in the BSLA</li> <li>- Time commitment to BSLA, as we are learning it in the senior end, has meant that some other curriculum areas are getting squeezed</li> </ul>	<ul style="list-style-type: none"> <li>- Spelling/dictation skills taught have not been seen to transfer into independent time/activities. Would like to see how others are promoting this.</li> <li>- High frequency/heart words change per book/level. Need to look at</li> </ul>

	<ul style="list-style-type: none"> <li>- Seeing quick improvement over a short time period for some ākoka</li> <li>- Like the scope and sequence that is clearly outlined.</li> <li>- Having Kings Pacifica students come across to work with Pacific Y7 &amp; Y8 students – acting as role models; promoting importance and enjoyment of literacy; reading with ākoka</li> </ul>	<ul style="list-style-type: none"> <li>- The pace of PD was very quick and more of a bombardment than a drip feed. The 2024 model is preferred to the 2025 model.</li> <li>- Assessments take time (as unfamiliar and working out the kinks). Know this should get easier as it becomes more familiar.</li> <li>- Taumata is pitched at a medium level for the whole class and is not tailored for groups /individual needs</li> </ul>	<p>making these consistently taught across the stages to embed understanding.</p> <ul style="list-style-type: none"> <li>- Asking for follow up reports e, e.g., from speech, language therapist, so can organise similar supports in class or refine what they are doing to match = building consistency &amp; routine</li> <li>- Class teachers meet regularly with support agency staff to reflect &amp; refine promptly.</li> </ul>	
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<p><u>Evaluation</u></p> <p>Reasons for any differences</p> <p>Where to next?</p>	<p>How will the BSLA approach support our boys and ESOL learners?</p> <p>BSLA has:</p> <ul style="list-style-type: none"> <li>- a strong focus on foundational skills and explicitly teaches phonological awareness, letter–sound knowledge, and decoding.</li> <li>- A structured, step by step learning sequence with clear criteria that will benefit all ākoka, including these two groups.</li> <li>- essential access to the English sound system, which supports accurate decoding and builds confidence early.</li> <li>- repetition supports language acquisition and helps reduce cognitive load.</li> <li>- integrates meaning-making, discussion, and new vocabulary into every text.</li> <li>- explicit vocabulary teaching for access to texts, instructions, and wider literacy, which will support both groups.</li> <li>- texts that match what they’ve been taught</li> <li>- lessons which are intentionally brief and targeted, which benefit ESOL from bite-sized learning that supports gradual language uptake and short bursts of high-engagement tasks (boys).</li> </ul> <p>With the foundation level ESOL teachers also focusing on areas similar to these through the ELLPs, and classroom teachers in the senior end developing their understanding and delivery of the programme, we anticipate we will start to witness accelerated progress for these senior students.</p> <p>We know that both our MELAA and NZE students aren’t performing as strongly. Due to small groups for both, and the potential for ākoka to be identifiable, cohort related information cannot be listed, but we have defined cohorts that can be prioritised.</p> <p>We have 18 ākoka who identify as NZE. Within this group, we have 15/18 who are on the learning support register. All of these students have one or more supports in place for them. A number are working with RTLit and/or have LLI funding. There is ICS support, an ORs specialist outreach teacher, IWS and occupational therapists involved. Many have individual goals via the above supports and/or IEPs. It is worth noting that in this group alone, that 56% are boys. Information listing supports is being included in class descriptions and/or the learning support register.</p> <p>MELAA &amp; NZE within classes: Teachers have shared the following as some of the changes to teaching strategies and other supports put in place:</p> <ul style="list-style-type: none"> <li>• making them an intervention group, which means they get seen each day</li> <li>• 1:1 time with either themselves and/or a learning assistant</li> <li>• Bringing them up with the BGP learning support team so that further resources and supports are being put in place e.g .referrals to SLT, PHN, RTLB</li> </ul>
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It has been noted that for a lot of our MELAA students' language barrier is higher than for other ESOL groups. Some of the students have only arrived at the end of term 3, so they have only been exposed to English for a term or so. While the data results don't reflect it, the teachers feel that this group are heading in a positive direction as:

- Oral language continues to be focused upon
- Strong positive relationships with whānau are taking place
- Students are ready and willing to learn, and are showing pride in what they can do
- Using wider peer groupings, which helps them to take risks and contribute more
- Fluid groupings so students can flow in and out, to have direct teaching on aspects /skills needing a focus. Can have multiple opportunities as you get to come with multiple groups to have a chance to revisit and practise new learning.
- Providing security for refugee ākoka
- Having clear, consistent routines

### **PRIORITISING TO TAKE ACTION**

#### **School Wide Targeted Supports**

We need to implement targeted, accelerated intervention and instructional changes to address the critical gaps identified in the data.

- Close the gender gap
- Accelerate senior ākoka
- Support priority ākoka

Some of the following are actions staff/leadership have identified for 2026:

- All Y4-Y8 teachers dedicate time to student selected reading and incorporate texts that directly align with the stated interests and cultural backgrounds
- As above, giving special attention to senior boys
- Tier 2 Literacy support 2026: Implement Tier 2 Structured Literacy (BSLA) sessions with the addition of a Language specialised intervention teacher
- Specific senior boys (Y7) will be included as a group in the second cohort.
- CRT teacher will be expected to continue with the BSLA programme if released during the time this would normally be taught
- Consistency across the school with everyone actively teaching BSLA
- LSC to oversee ESOL planning. We are lucky enough to have 3 trained teachers operating in this support space.
- Encourage regular opportunities for staff to view others using this same programme – internally & externally. This can be incorporated into the professional growth cycle.

We have a significant number of junior Pacifica ākoka meeting expectations. How can we push them to exceed? This is something to explore at the start of 2026. Y2 & Y4 Māori students are close to' expectation. Focus groups to try to accelerate them to reach 'meeting expectations'.

MELAA: to continue to lift the level of achievement and reflect the progress made, we are going to:

- Strengthening oral language focus
- Immerse them in as many language rich opportunities as possible
- Utilise translators for key messaging and contact with whānau
- Look at having cultural ambassadors where peer support can be fostered to help each other's learning

## Reading Progress Information Mid 2025 – EOY 2025

Sublevel shift	-1	0	+1	+2	+3
No# of ākoka	2	41	56	10	2
Percentage %	1.8%	36.9%	50.5%	9%	1.8%

21 ākoka are not represented in shift data as they were not at Bathgate Park at the time mid year data was collected in 2025.

A significant majority of students, 61.3%, showed a positive shift in their reading sublevel from mid year.

There needs to be two pronged approach for 2026:

- a) Focus on the 41 ākoka that have maintained at their level. Firstly, we need to focus on identifying and then addressing what has caused the plateau. Tools to do this should have the ability to pinpoint areas needing attention, e.g. phonics knowledge, fluency rate, or specific comprehension strategies like inferencing or summarising.
- b) If these ākoka are also 'close to' expectation, they should be the preferred ākoka for our 2026 intervention groups.

### Reflections

We celebrate the accelerated progress of 10.8% of our students. This has come about due to changes in the attitude of some students, showing that some of the conversations had and attendance & engagement related projects they have been a part of have made a difference. E.g for two students, we always knew they were capable of more, but as we could not provide evidence of this, they were reported at the level we can comment about. In the latest assessments and/or classroom involvement, they have taken the time to show us what they can do, and the evidence is now there.

For the two students with the negative shift, attendance & engagement are the main factors for this. We have followed our Attendance Management plan for supporting this issue, including how we can support in the classroom.

We celebrate that the spread of sublevel shift at the end of the year is as expected for the spread. It does not have the wide range that the mid year data had. Our teachers have gathered varied evidence, refined their use of assessment tools, and engaged in moderation conversations that strengthen consistency and reduce variability. The reliability of their judgements from mid to the end of the year is stronger than that of the start of the year to mid year.

## Writing Progress Information Mid 2025 – EOY 2025

Sublevel shift	-1	0	+1	+2	+3
No# of ākoka	2	42	44	21	11
Percentage %	1.7%	35%	36.7%	17.5%	9.1%

Some ākoka are not represented in shift data as they were not at Bathgate Park at the time mid year data was collected in 2025.

A significant majority of students, 54.2%, showed a 1-2 positive shift in their reading sublevel from mid year.

11 students show a +3 positive shift. 7/11 come from the same class and require further discussion.

Two students show a negative shift; this is due to absence & engagement levels for both. These are being followed up on via our attendance processes.

There needs to be two pronged approach for 2026:

- a) Focus on the 42 ākoka that have maintained at their level. Firstly, we need to focus on identifying and then addressing what has caused the plateau. Our Easttle data / individual pathway reports should be used to help with this.
- b) If these ākoka are also 'close to' expectation, they should be the preferred ākoka for our 2026 intervention groups.

# Outcomes

## What happened?

### Mathematics

	Pre L1	1b	1p	1a	2b	2p	2a	3b	3p	3a	4b	4p	4a	5b	5p	5a	Working towards	Close to	Meeting Expectations	Exceeding Expectations	Total students
Y0	2		2														50%		50%		2
Y1	2	12	4														11%	89%			18
Y2		6	4	2	1												46%	46%	8%		13
Y3		2	5		2	1											20%	50%	30%		10
Y4			1	1	8	4	1	2		1							6%	50%	27%	17%	18
Y5				1	2	1	4	2	3								24%	38%	38%		13
Y6		1		1	2		1	2	9	1							23%	18%	59%		17
Y7				1	1	1		3	4	3	5	1					31%	37%	32%		19
Y8			1	2	1	1	2	2	2	2	5	1	1				45%	20%	30%	5%	20
Total	4	21	17	6	18	8	7	11	18	7	7	6	1	1		19%	33%	53%	5%	132	

	Pre L1	1b	1p	1a	2b	2p	2a	3b	3p	3a	4b	4p	4a	5b	5p	5a	Working towards	Close to	Meeting Expectations	Exceeding Expectations	Total students	
Y0	2		1																		3	
Y1	2	5	2																22%	78%	9	
Y2		3	2		1														50%	33%	17%	6
Y3		1	2																34%	66%	3	
Y4					4	3		2		1									40%	30%	30%	10
Y5				1			2	2	2										14%	29%	57%	7
Y6		1		1	2			2	5	1									33%	17%	50%	12
Y7				1	1			3		1	2								63%	11%	25%	8
Y8				1	1			2	1	1	1			1					63%	25%	12%	8
Total	4	10	7	3	9	4	2	11	8	4	3	0	0	1		25%	30%	36%	9%	66		

	Pre L1	1b	1p	1a	2b	2p	2a	3b	3p	3a	4b	4p	4a	5b	5p	5a	Working towards	Close to	Meeting Expectations	Exceeding Expectations	Total students	
Y0			1																	100%	1	
Y1		7	2																100%		9	
Y2		3	2	2															43%	57%	7	
Y3		1	3		2	1													14%	43%	43%	7
Y4			1	1	4	1	1												12%	63%	25%	8
Y5				2	1	2	1	1											33%	50%	17%	6
Y6							1		4										20%	80%	5	
Y7					1			4	2	3	1								9%	55%	36%	11
Y8		1	1		1		1	1	1	1	5	1							30%	24%	46%	13
Total		12	10	3	10	3	5	1	9	3	4	6	1				15%	35%	49%	1%	67	

	Pre L1	1b	1p	1a	2b	2p	2a	3b	3p	3a	4b	4p	4a	5b	5p	5a	Working towards	Close to	Meeting Expectations	Exceeding Expectations	Total students	
Y0	1																		100%		1	
Y1	1	3	1																20%	80%	5	
Y2		4	1	1															67%	33%	6	
Y3		1	1		1	1													25%	25%	50%	4
Y4				1		1		1											33%	33%	34%	3
Y5				1	1		1	1											50%	25%	25%	4
Y6					2			1	3											50%	6	
Y7								2			1								66%	34%	3	
Y8					1			1				2		1					40%	40%	20%	5
Total	2	8	3	3	5	2	1	5	4	0	1	2	0	1			24%	27%	44%	5%	37	

	Pre L1	1b	1p	1a	2b	2p	2a	3b	3p	3a	4b	4p	4a	5b	5p	5a	Working towards	Close to	Meeting Expectations	Exceeding Expectations	Total students	
Y0																					3	
Y1		3																	100%		3	
Y2			1																100%		1	
Y3					1														100%		1	
Y4					1	1	1			1								25%	50%	25%	4	
Y5					1		2			1										100%	3	
Y6										3										100%	3	
Y7	1								1	1	1								33%	33%	34%	3
Y8							1	1		1	1	1							40%	40%	20%	5
Total	1	3	1		3	1	4	1	5	2	2	1					17%	25%	54%	4%	24	

### Overall Teacher Judgement Summary

Mathematics - OTJ	Working Towards		Close To		Meeting Expectations		Exceeding Expectations		Total
	No	%	No	%	No	%	No	%	
Asian	3	8%	16	42%	16	42%	3	8%	38
MELAA	4	50%	2	25%	2	25%			8
Maori	8	22%	10	28%	16	44%	2	6%	36
NZ/European	5	23%	8	36%	9	41%			22
Pasifika	5	18%	7	25%	14	50%	2	7%	28
Total	25	19%	43	33%	57	43%	7	5%	132

Mathematics underwent significant changes this year as we adopted two new approaches aligned with the refreshed Mathematics & Statistics Curriculum. Initially, the Kāono (Junior) team implemented Numicon, while the Puāwai (Senior) team trialled *Maths — No Problem*. Term 1 focused on exploring these materials and engaging in specialised professional development. By the end of the term, it became evident that *Maths — No Problem!* did not fully meet our needs, leading to the decision to adopt Numicon school-wide. *Maths No Problem* remains available as a supplementary resource. Leveraging internal expertise, we successfully integrated Numicon into the Senior School. Recent Ministry funding has further enabled us to fully resource this approach across all levels for the coming year.

**All Learners:** A total of 58% of all ākoka were either ‘meeting’ expectations (53%) or ‘exceeding’ expectations (5%).

Years 0-2, and Year 6 show the strongest performance, with the majority of ākoka achieving in the ‘meeting’ or ‘exceeding’ expectations.

Achievement drops significantly in the middle and senior years. Year 7 has the highest percentage of ākoka ‘working towards’ expectations at 31%.

**Gender:** Girls (50%) are slightly higher in 'meeting' or 'exceeding' expectations than boys (45%)  
Year 7 & 8 boys have a significant number of ākoka 'working towards' expectations at 63% each.

**Māori Learners:** 49% of Māori ākoka were either 'meeting' expectations (44%) or 'exceeding' expectations (5%). Years 0-2 have the majority of students either 'meeting' expectations or 'exceeding' expectations. Year 7 Māori ākoka have a big percentage (66%) working towards' the expectations.

**Pacific Learners:** 58% of Pacific students were either 'meeting' expectations (54%) or 'exceeding' expectations (4%). Year 0, Year 2, and Year 6 showed 100% 'meeting' expectations. Year 8 had the highest percentage 'working towards' Expectations (40%).

asTTle Maths was used for the first time. Some of the comments from teachers have been:

- Children found the language in the test difficult
- Having paper around to use for working out helped them to attempt answers
- Would like to compare a paper version with the online version to see if the results are different

We have 18 ākoka who identify as NZE. Within this group, we have 15/18 who are on the learning support register. All of these students have one or more supports in place for them. A number are working with RTLit and/or have LLI funding. There is ICS support, an ORs specialist outreach teacher, IWS and occupational therapists involved. Many have individual goals via the above supports and/or IEPs.

MELAA & NZE within classes: Teachers have shared the following as some of the changes to teaching strategies and other supports put in place:

- 1:1 time with either themselves and/or a learning assistant, trying to do small bursts on a specific focus
- Bringing them up with the BGP learning support team so that further resources and supports are being put in place, e.g. referrals to SLT, PHN, RTLB
- ESOL tutors both foundation level & inclass doing a lot of vocabulary front loading
- Increased and varied visuals to support
- Repetition

The teachers have reported the following reflections on their Mathematics & Statistics delivery:

Successes	Minus /Impacting Factors	Future Suggestions
<ul style="list-style-type: none"> <li>• Planning all there- gives structure to follow</li> <li>• Range of follow up activities</li> <li>• Gave students confidence around bigger numbers</li> <li>• Boosted basic facts skills</li> <li>• Having equipment for the children to use</li> <li>• Deepened their understanding</li> <li>• Numicon – clear scope &amp; sequence</li> <li>• Numicon- building conceptual understanding &amp; how to apply this in the real world</li> <li>• Lots of visuals, which have helped support all, but in particular, ESOL &amp; Neurodiverse</li> <li>• Numicon – Tactile nature of the programme</li> <li>• Accessible for everyone</li> </ul>	<ul style="list-style-type: none"> <li>• Reading ability affects how independent some ākoka can be</li> <li>• Maths no Problem – teach to the middle of class, so that it is not too hard for anyone and does not need extra support</li> <li>• Understanding the new way needed for planning</li> <li>• Multiphase teaching</li> <li>• MNP books took too long</li> <li>• Not 1 book per child – this would be good, particularly when some are working at different paces</li> </ul>	<ul style="list-style-type: none"> <li>• Ākoka demonstrated greater enjoyment of basic facts</li> <li>• Ākoka enjoy using the text book</li> <li>• Ākoka grasped some concepts faster than expected, programmes moved them along quickly</li> <li>• Numicon was great for all learners – able to use to reflect languages, culture &amp; learning needs</li> <li>• High interest</li> <li>• Teacher excitement with getting to know the equipment, which means looking forward to</li> </ul>

<ul style="list-style-type: none"> <li>• Numicon visuals have a non colour version for neurodiverse</li> <li>• Reassuring that Numicon is keeping up with curriculum changes</li> <li>• Building independent workers</li> <li>• Systematic and revisits regularly prior learning</li> </ul>	<ul style="list-style-type: none"> <li>• New entrants- evidenced learning= substituted with own method e.g photos, sheets &amp; activities to show learning</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• the whole school being on this programme and everyone doing the same</li> </ul>
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Teachers reflected that the following helped to make progress:

- MOE PLD days (would love even more than we are getting)
- Numicon PLD
- Visiting another school e.g Fairfield, to see the programme in action. Observing a lesson hugely beneficial for visualising what it could look like.
- Having time in staff meetings to talk about the programmes.

When asked in Maths what barriers have you encountered, and how what did you overcome these?, some of the following were identified:

- MNP induction wasn't enough to get the problem underway without confusion = referenced the PLD day & then researched independently; spoke to colleagues.
- MNP – given wrong texts at the start, so put them a little behind = moved onto some strand work until the correct texts arrived.
- Ākoka cross 3-4 different levels = as it was the first year on programme, started working at a lower level until I got more familiar with this = as the year went on, we moved away from this as a class but used with ākoka working at a higher level
- ESOL understanding vocabulary = lots of repetition and ordering daily using a range of everyday objects.
- Working memory of some children = lots of repetition/visuals to support

**Evaluation**

Within the school, Y2-4 & Y7 cohorts have a high percentage 'close to'. These would be the first to be placed into the 2026 intervention groups.

**Reasons for any differences**

To ensure better outcomes going forward:

- It is important to know what areas are causing the gaps, e.g., place value, basic facts, portioning numbers, patterns, etc
- Using the assessment information from aTTle Maths to support next steps for individuals and groups
- Explore how they are communicating their understanding and look to see if supports can be provided e.g placemat visual to show mathematical thinking with a posed problem or a Maths Journal
- Dictated/recorded responses that remove the barrier to writing
- Repeated modelled
- Strong formative assessment practises
- Make links and connections, particularly with the seniors
- Use short, high-interest tasks
- Makes sure purpose is understood. When the purpose of the math is clear, motivation increases.
- Build in reflective time

**Where to next?**

**PRIORITISING TAKING ACTION**

- The Year 7's identified as working towards / close to will be prioritised in the Year 7/8 Maths Intervention that has been applied for and successfully approved.
- The year 4's identified as working toward / close to will be prioritised in the Y0-6 Maths intervention that has been applied for and successfully approved.

- Maths intervention teacher will receive specialised training and will have the support of MoE designed modules to guide the direction of the support. This will ensure these priority learners are not further disadvantaged by the transition to new curriculum approaches.

**Teacher Capability:** Continue to build our understanding of Numicon. This will be new for the seniors, so our juniors can take a lead role in the internal PLD workshops that were started in Term 4, 2025.

We have 2x MOE PLD Maths days booked in – Start of term 2 + start of term 3

We are attending a Numicon PLD day in Term 2, week 2

We want to observe others teaching Numicon sessions both internally & externally, as this was commented on by teachers as being particularly effective for them.

Monitoring these students and the supports being received is part of the following:

Full liaison meetings (sometimes the support for learning means home and other factors need to be investigated) – checking on supports in place. Talking about where to go next, and possibly who can support. This supports having the big picture of a student, so we know what is happening for them, and thus allows class teachers to preempt.

Class descriptions: making notations of the strategies / supports the class teacher is using. Termly reflection. This has been more orally completed this year. The written follow up will be an area we need to prioritise for 2026.

Learning support register: this will be the one stop shop. Links to docs are and will be stored against each child e.g links to things like ELLPs, IEP notes, Cognitive reports: Individual support documents that class teachers record on.

### **Mathematical Progress Information Mid 2025 – EOY 2025**

<b>Sublevel shift</b>	<b>-1</b>	<b>0</b>	<b>+1</b>	<b>+2</b>	<b>+3</b>
<b>No# of ākoka</b>	4	39	56	9	3
<b>Percentage %</b>	3.6%	35.1%	50.5%	8.1%	2.7%

21 ākoka are not represented in shift data as they were not at Bathgate Park at the time mid year data was collected in 2025.

A significant majority of students, around 61%, showed a positive shift in their Mathematics sublevel from mid year.

We celebrate the accelerated progress of 10.8% of our students.

We celebrate that the spread of sublevel shift at the end of the year is as expected for the spread.

Of the 4 that have a negative shift: 2 are Foundational ESOL, 1 attendance & engagement = We have followed our Attendance Management plan for supporting this issue, including how we can support in the classroom and 1 with other learning support needs.

Some students have not maintained their mid-year achievement level and have fallen into the category below expectation. The “close to” group should be a key target for teaching focus, as many of these learners may only need a short period of targeted, intensive support to move them into meeting expectations. Once they reach that point, continued deliberate teaching would be needed to sustain progress and promote further acceleration.

## How did Bathgate Park School give effect to Te Tiriti o Waitangi in 2025?

At the heart of Bathgate Park School (Bathgate Park) is our mission to ensure all ākoka understand and connect with our guiding statement:

**He kākano ahau i ruia mai i a Rakiātea – I am a seed born of greatness.**

Our commitment remains firm: to provide an environment where every **ākonga** can thrive and achieve success on their own terms. We continue to uphold our role as a genuine Treaty partner, embedding Māori perspectives and values across our kura to ensure they are visible, respected, and deeply influential in our practice.

Our actions in 2025 included:

- Our end of year production brought the story of Papatūānuku and Ranginui to life. As part of this performance, each class shared the story of their own classroom—named after Māori Guardians and explored their unique connection to these central figures
- Deepening the use of Te Reo Māori and Tikanga Māori across all levels through targeted professional development and curriculum integration.
- Enhancing our tuakana / teina model by creating more formal opportunities for cross-age learning and mentoring. We gave dedicated, scheduled time to whānau house activities that promoted inclusiveness, built relationships and accessed leadership opportunities.
- Continued our daily practices such as karakia, karakia kai, and waiata, while ensuring these are contextually rich and reflective of ākoka understanding. We continued to extend the repertoire of Kai Tahu and wider iwi karakia, waiata and whakatauki.
- We have worked on embedding our revised values. We reinforced AROHA - a love of learning; a love of the place we are in and caring for the people around us. This flows to the following:
  - **Āwhina** (to assist / help/support/caring)
  - **Respect** yourself, others and the environment
  - **Own** your actions. Be honest.
  - **Have** a positive attitude
  - **Angitu** (be successful / reach full potential)

In 2025, Bathgate Park School remained dedicated to growing a learning environment where identity, language, and culture are not only celebrated but central to the way we taught and learned together.

We have a strong commitment to having *Māori achieve success as Māori*, and to facilitate this, we have been and continue to be a member of the Māori Achievement Collaborative. In 2025, we had both the Tumuaki and a lead kaiako attend related professional learning opportunities.

How we give Effect to Te Tiriti o Waitangi at Bathgate Park School:

- Recognise and support the goals of the Kai Tahu Education Plan.
- Integrate cultural diversity into our teaching units, giving due consideration to aspects of different cultures in the planning of Inquiry and allowing individual students to undertake Inquiry in a way that reflects their cultural background, heritage and interests.
- Kaiako are continuing their own formal learning in te reo Māori; there is an expectation school-wide for all staff to progress their Te reo Māori learning
- Mihi whakatau e.g. for new students and their families to the school; new visitors
- Localised curriculum has been a PLD focus for 2025, e.g., Native NZ Animals & Plants
- Localised curriculum valuing matauranga Māori, te reo Māori and tikanga Māori operating
- Attesting to the NZ Teacher Standards for all kaiako
- Expose our students to Māori culture through both our teaching and learning programmes and school routines; Learning Languages programmes, Arts programmes, use of greetings and phrases wherever and whenever possible
- Resource our library with books and resources that support our understanding and awareness of Māori culture, tikanga and reo.
- Our school assemblies and special events will acknowledge our children's culture and provide opportunities to celebrate our cultural diversity.
- Include elements of Māori culture through music and dance within the school's activities.
- The opportunity to be a member of the kapa haka group was available to all students. This took place as part of the curriculum every week, throughout the school year. A range of cultures was represented in this, as well as Māori.
- Participate in activities that celebrate the Māori culture, including Māori & Polynesian Festival; Language Weeks, etc.
- Encourage first language use at school.
- Implementation of whanaungatanga time daily
- Demonstrating manaakitanga daily
- Ensuring all learning opportunities consider and planning reflects local tikanga Māori, mātauranga Māori, and te ao Māori
- Recognise, respect and respond to the cultural needs of the student.
- Plan for differentiated class programmes that provide opportunities for pupils to include a Māori perspective in their learning
- Identify and report on the achievement of Māori students to ensure that there is equity
- Employ staff members who understand and can support our learners
- Display Māori artwork, symbols, and language prominently in the classroom and school environment
- Ensure our policies are current and up to date to meet the requirements of Te Tiriti o Waitangi
- Principal/Tumuaki has regular participation in MAC (Māori Achievement Collaboration), both regional and national, as well as leads in this with kura
- Utilise Te Reo Māori across a range of contexts - greetings, farewells, emails, newsletters, reports, texts, signage, Assemblies, parent information
- Use of waiata and whakatauki across the school, e.g. Assembly, hui, staff meetings, week ahead
- Use of Aotearoa contexts for learning as well as South Dunedin's community' place based learning experiences.
- Class Treaties created collaboratively and 'lived by' in our learning teams
- School Values are reflected in all we do and felt in our school environment
- Respectful relationships with ākoka and whānau partnerships
- Having a Te Reo Tikanga Māori Implementation Plan

- Shared kai in class with whānau
- Actively communicating with families- seesaw, notes, phone calls, reporting, kanohi ki te kanohi
- Utilising whānau skills, stories, etc that they would like to share at school
- Use the correct pronunciation and spelling of students' names, place names, etc...
- Understand the significance of names and the tipuna they may be related to
- Utilise resources and materials that reflect Māori knowledge and values in teaching
- Highlight and support the achievements of Māori students and role models

We acknowledge tangata whenua, mana whenua and the unique position of Māori in Aotearoa New Zealand. We are honouring the principles of Te Tiriti o Waitangi and fostering an inclusive, respectful, and culturally rich educational environment.

# Good Employer Statement 2025



Compliance with the Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2025.

The School Board:

- Has developed and implemented appropriate policies which promote high levels of staff performance and recognise the needs of students;
- Has reviewed its compliance with these policies and can report that it meets all the known requirements identified and is in accordance with best practice;
- Is a good employer and complies with all conditions included within employee agreements;
- Ensures all employees are treated fairly, without bias or discrimination;
- Meets all EEO requirements.
- Deliberately considers the following principles to remove potential bias.

Reporting on the principles of being a Good Employer	
<p><b>How have you met your obligations to provide good and safe working conditions?</b></p>	<p>We operate a policy that complies with the principle of being a good employer, and this policy is made available to our staff and is subject to a regular review cycle. We have robust structures and routines to ensure healthy and safe working and learning conditions, including a hazard register which is made available to all staff to document and identify potential hazards, which are then responded to by our caretaker promptly. We offer Workplace Support as and when needed.</p> <p>The leadership team are always conscious of the workload on staff, and takes active steps to minimise and reduce this where possible.</p> <p>A staff survey was also conducted by the Board, and a summary of findings was presented back to staff.</p>
<p><b>What is in your equal employment opportunities programme?</b></p> <p><b>How have you been fulfilling this programme?</b></p>	<p>Our Equal Employment Opportunities policy ensures that all employees and applicants for employment are treated according to their skills, qualifications, abilities, and aptitudes, without bias or discrimination. All schools are required by the State Sector Act to be “good employers”, that is:</p> <ul style="list-style-type: none"> <li>• to maintain and comply with their school's Equal Employment Opportunities policy, and</li> <li>• to include in the annual report a summary of the year’s compliance.</li> </ul> <p>To achieve this, the Board:</p> <ul style="list-style-type: none"> <li>• appoints a member to be the EEO officer – this role in 2025 was the Principal</li> <li>• shows commitment to equal opportunities in all aspects of employment, including recruitment, training, promotion, conditions of service, and career development</li> <li>• selects the person most suited to the position in terms of skills, experience, qualifications, and aptitude</li> <li>• recognises the value of diversity in staffing (for example, ethnicity, age, gender, disability, tenure, hours of work, etc.) and the employment requirements of diverse individuals/groups</li> </ul>

	<ul style="list-style-type: none"> <li>• ensures that employment and personnel practices are fair and free of any bias.</li> <li>• includes regularly reviewing and updating our policies to align with best practices.</li> <li>• fostering a work culture where all employees feel valued and respected.</li> </ul>
<b>How do you practise impartial selection of suitably qualified persons for appointment?</b>	We follow our recruitment policy and form a panel with as much diversity as possible, and select candidates best suited to the position description and job description for short listing. We work against a matrix that has outlined the skills and attributes needed for the advertised position. Our process includes detailed referee checks to ensure the best candidate is appointed regardless of ethnicity, gender or other potential bias.
<b>How are you recognising,</b> <ul style="list-style-type: none"> <li>• <b>The aims and aspirations of Māori,</b></li> <li>• <b>The employment requirements of Māori, and</b></li> <li>• <b>Greater involvement of Māori in the Education service?</b></li> </ul>	<p>Through the following Strategic Goals of 2025:</p> <p>To provide ākoka with a robust, engaging and authentic local curriculum based on Te Mātaiaho, focused on lifting student progress and achievement. (Learning)</p> <p>Consolidate knowledge and practises relating to tikanga and Te Reo Māori, for the benefit of all learners. (MAC)</p> <p>Develop effective parent, whānau and wider community engagement. (MAC)</p> <p>Honouring and giving effect to Te Tiriti o Waitangi</p>
<b>How have you enhanced the abilities of individual employees?</b>	<p>We enhance the abilities of individual employees by:</p> <ul style="list-style-type: none"> <li>• Our Professional Growth Cycle - we use a coaching model that allows for each individual teacher to take ownership of their professional growth</li> <li>• Promoting continuous learning &amp; development opportunities to help employees develop new skills and knowledge.</li> <li>• Support employees pursuing further qualifications or studying relevant to their role.</li> <li>• Encouraging collaboration and teamwork, utilising each other's strengths</li> <li>• Provide opportunities for employees to take on leadership roles to help build their leadership capabilities.</li> <li>• Encourage innovation and creativity.</li> <li>• Foster a culture that values diversity, inclusivity, and open communication.</li> <li>• Acknowledged and praised the work and effort of individuals.</li> <li>• Promote a healthy work-life balance.</li> </ul>
<b>How are you recognising the employment requirements of women?</b>	<p>We recognise employment requirements for women through our equal opportunities and good employer policies.</p> <p>We implement family-friendly policies such as allowing children to come to school as and when appropriate and needed e.g teacher only days; parental/domestic leave, both / discretionary leave.</p> <p>We address unconscious bias by providing training to staff and implementing policies that promote gender equality, such as gender-neutral job descriptions and recruitment processes.</p> <p>We promote work-life balance by encouraging employees to prioritise self-care and mental health.</p> <p>We foster a culture of inclusivity by promoting diversity and inclusion, providing opportunities for feedback and collaboration, and encouraging open communication and flexibility.</p> <p>All leadership and professional development opportunities are made accessible to women on staff.</p>
<b>How are you recognising the employment requirements of persons with disabilities?</b>	By ensuring that all staff have the support they need to be successful in their roles, regardless of any disability.

	<p>Ensuring that the physical spaces meet the H&amp;S needs of staff where a physical disability is present.</p> <p>Supporting staff with extra support and guidance for other needs. This could look like:</p> <ul style="list-style-type: none"> <li>• adjusting duties e.g road patrol; supervision timetable; time of day</li> <li>• consideration of physical activity involvement</li> <li>• modifying workspaces/access appropriate equipment, e.g., chairs, adjustable tables, computer platforms; lighting</li> </ul> <p>Fostering a respectful and inclusive school culture where staff feel safe to disclose disabilities and are supported by leadership and colleagues without stigma or discrimination.</p> <p>Recording identified needs on the staff register with the supports offered/accessed.</p>	
<b>Reporting on Equal Employment Opportunities (EEO) Programme/Policy</b>	YES	NO
<b>Do you operate an EEO programme/policy?</b>	✓	
<b>Has this policy or programme been made available to staff?</b>	✓	
<b>Does your EEO programme/policy include training to raise awareness of issues that may impact EEO?</b>	✓	
<b>Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?</b>	✓	
<b>Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?</b>	✓	
<b>Does your EEO programme/policy set priorities and objectives?</b>	✓	



## Kiwisport Funding

This letter is to advise you that Bathgate Park School received Kiwisport Funding in 2025 to the amount of \$ 2052.60

Our Sports Coordinator was able to restock items, update some of our older equipment and purchase some new equipment to support learning programmes.