

Bailey Road School Annual Implementation Plan 2025

Summary of Bailey Road School Plans for 2025

In 2025 we have continued our focus upon consistent pedagogical and curriculum development with wellbeing entwined between. Due to the introduction of new curriculum and a structured approach, which we favour, we have centred all professional development around rolling out the Maths Curriculum and continuing to upskill in our preferred structured literacy programme 'Better Start Literacy Approach' BSLA - now in our third year. BSLA is now extending into Year 3-6 and coming up to Year 7-8. We have opted to use two programmes to support structured maths in our school: Jordan Priestly's Structured Maths Programme for Year 1-3 and The Oxford Structured Maths Programme for Years 4-8.

We have continued our focus upon understanding where our learners are and the most efficient ways to get them to the educational and social outcomes that will benefit them best going forward. Through the use of a carefully designed curriculum, with a mandated - but not new to us - focus upon ensuring students receive a consistent one hour per day, on average, of Reading, Writing, and Maths, we endeavour to provide rich and engaging learning experiences for our students.

Wellbeing underpins all we do at Bailey Road School. We utilise a number of programmes to bring about a calm, respectful learning environment that gives life to our HEART values of Honesty, Effort, Achievement, Respect, and Togetherness. We continue to develop a way of being that sets high standards, provides support to achieve those standards and also provides consequences when the standards we all agree to are not met.

The introduction of a cohort entry system and dedicated reception class in 2025 are intrinsic components of our strategy to quicken our goal to bring about a calm, respectful learning environment.

Where we are Currently at:

Our Reading Goal Target by the end of 2025 is: All Students - 74%; Māori Students - 77%; Pasifika Students - 71% at or above curriculum expectation for their age.

Our Writing Goal Target by the end of 2025 is: All Students - 66%; Māori Students - 62%; Pasifika Students - 64% at or above curriculum expectation for their age.

Our Maths Goal Target by the end of 2025 is: All Students - 68%; Māori Students - 64%; Pasifika Students - 65% at or above curriculum expectation for their age.

These goals were set using the 2022 attainment of NZ European students in Bailey Road School and the most recently sourced national data re attainment of NZ European students, as a target for equivalence with all of our students. We prioritise the progress of Māori students [Tangata Whenua] and Pasifika students because these groups of students are those, as a group, that have experienced past disparity with student outcome achievements. We believe we can address this disparity.

What Happened in 2024:

Our Reading Achievement at the end of 2024 was: All Students - 66%; Māori Students - 56.7%; Pasifika Students - 70.8% at or above curriculum expectation for their age.

Our Writing Achievement at the end of 2024 was: All Students - 54.6%; Māori Students - 47.9%; Pasifika Students - 56.4% at or above curriculum expectation for their age.

Our Maths Achievement at the end of 2024 was: All Students - 55.2%; Māori Students - 51.2%; Pasifika Students - 55.7% at or above curriculum expectation for their age.

In 2024 we undertook a number of initiatives to move us towards our target goals:

We commenced the year continuing with our Developing Mathematically Inquiring Communities DMIC but discontinued as our progress did not indicate that this approach worked for us.

Due to the direction mandated by the government we undertook the Jordan Priestly Structured Maths programme mid 2024.

Due to the direction mandated by the government we selected and ordered the Oxford Structured Maths Programme for 2025.

We have continued to be a Better Start Literacy Practice School since 2023.

We aimed to achieve the following in 2024:

1] **a) High Expectations training continues** [this was achieved but not to the extent that had been hoped, due to the illness of our provider. We segued from our whole school programme for a period of time and focused upon a programme aimed at our leadership group of seven - Growing Great Leaders. Mixed Ability Grouping has been embedded in our Maths programme since 2022 and we extended this to our Reading Programme in 2023. Goal setting had become an area of focused intensive professional development but only launched effectively in January 2024 - more information below] **There will be no specific PLD around this from 2025.**

1] **b) Student Trackers fully embedded and used** [Our student trackers have been developed to provide the learning pathways from Levels 1 to 5 in the New Zealand Curriculum, so that teachers can closely track the progress of their students and rely upon the learning position of new students who enter their classroom. All teachers at Bailey Road School use the student trackers and entries are made no later than every three weeks so that decisions can be made regarding support particular students may need. One of our teachers developed a more rationalised form of the student tracker and this is being trialled by a volunteer group of teachers]. **Achieved.**

1] **c) Whānau teams gain prominence** [Whānau Teams are defined, in our context, as teams of teachers from different levels of the school who meet up to three times per term to discuss assessment, pedagogy and curriculum with the intent of improving teacher practice. The specific focus on Whānau team meetings has not yet been met. A number of factors conspire to prioritise other reasons for teachers to meet {while always attempting to keep after school meetings to two days per week - a staff meeting and a team meeting}. We successfully met to moderate our shared understanding of written student work and met on a number of occasions regarding our DMIC Developing Mathematically Inquiring Communities. **DMIC discontinued. Whānau Team progress continues.**

1] **d) SMS used to its fullest potential** [Our Student management System provides a home for many streams of data - excluding our Student Trackers which we developed separately. We use our system well, however we have made appreciable progress in the way we create Markbooks to record data, group students for closer monitoring of progress, and use positive behaviour indicators to provide wellbeing pathways]. **Continuing**

2] **a) Local Curriculum embedded through the Curriculum Leaders Team** [The Curriculum Leaders Team is a group of senior leaders and teachers who develop and design our curriculum foci and delivery. Now that covid has allowed us to reenter the community the curriculum team has developed a curriculum that utilises our local community and resources to provide learning opportunities for our students. Our four units of learning each year always contain one period of learning that encompasses history, which involves the history of our region]. **Achieved.**

2] **b) MST & DMIC support our maths programmes, building towards our own bespoke programme** [Our Maths Support Teacher {MST} funding ended at the end of 2022. We provided a little out of class support in term 1 but were unable to continue it. Our focus upon the importance of learning Maths Basic Facts has witnessed a large improvement in our students' number fact recall knowledge. **DMIC discontinued.**

2] **c) Georgia State University approach focuses data analysis on preempting obstacles to improved outcomes** [this approach centres around identifying factors that limit our students achieving academic outcomes At or Above curriculum expectation. Three areas have been identified thus far - Attendance; Basic Maths Facts knowledge; Phonics language decoding deficits. Each has been addressed, with particular emphasis on Years 1-3, but identifying and

addressing need throughout the school]. **Achieved.**

2] **d) Digital technology integrates into our curriculum programmes** [BRS remains committed to preparing our students to use devices ethically and purposefully as they advance through their first 8 years of schooling with us. We do not believe that device use necessarily improves our pedagogical approach but we are committed to teaching a programme that has the tools of the workplace available to our students]. **Continuing.**

3] **a) PB4L based around our HEART values and aimed towards student success** [Positive Behaviour for Learning {PB4L} was relaunched into our school in 2023 as the central focus of our dedication to the principles of reinforcing positive behaviour as a means to reducing negative behaviour. A new team was formed and professional development undertaken]. **Continuing**

3] **b) Student leadership programmes are integrated with PB4L and the BRS graduate profile** [student leadership took many forms in 2024 and centred mainly around enhancing our physical space, representing our school in sporting and cultural activities; a leadership programme for a group of Pasifika girls called Inailau a Tamaita'i continued to expose those students to experiences they might not otherwise have]. **Achieved.**

3] **c) Local curriculum focus enhances our sense of self and place in the community.** **Achieved.**

3] **d) Health and physical wellbeing are emphasised through work with Sport Auckland to develop our own effective delivery** [Restructuring saw a teacher assigned to developing these roles, and opportunities for students to compete. Each part of the school begins their day with physical activity before the learning programmes commence. Bailey Road School enjoys the support of a Social Worker Within Schools {SWIS} embedded with us] **Starting the school day with exercise was achieved in 2024 but disestablished for 2025 to fit in the required hour per day of core curriculum areas.**

The Bailey Road School Annual Aims for 2025:

1] **a) The roll out, with short notice, of the new Literacy and Mathematics curriculum is the focus of our professional development in 2025.** We have scheduled in the required three Mathematics Professional Development MOE seminars during our pre-term 1 meetings [1] and during the two MOE approved Teacher Only Days during the year [2]. We have worked in conjunction with Panmure District School on this professional development.

1] **b) The MOE focus on delivering one hour per day [average] of Reading, Writing, and Maths is our school's focus from 2025 and beyond.** The principal monitors our achievement of this goal and reports to the Board of Trustees on a regular basis.

1] **c) The introduction and roll out of a Structured Maths programme is required in 2025.** We have chosen two programmes. Jordan Priestly's Structured Maths Programme for our Years 1-3 and The Oxford Structured Maths Programme for our Year 4-8 students.

1] **d) The Better Start Literacy Approach [BSLA] continues in our school. Year 1-3 have an embedded and fully operating programme.** Year 4-6 are having a BSLA programme introduced this year, which is being developed as it is being delivered. We begin the year as a trial school providing feedback from our experience.

1] **e) Student Trackers - a new student tracker has been developed to accommodate the changes to the Maths and Literacy curriculum.** This is a large undertaking due to the transfer of data from old to new tracker and is scheduled to be completed in Term 1 2025. It is noted that the new Literacy Curriculum is not completed for our senior students so our trackers will have to be upgraded again when the newer information is in place.

1] **f) Whānau teams focused upon and modified to include regular principal/teacher meetings.** Principal/Teacher meeting are a regular component of goal

setting and tracking, combined with discussions about potential interventions. Whānau meetings are scheduled to take place twice each term].

1] **g) SMS used to its fullest potential and Databases created for information processing.**

2] **a) Local Curriculum embedded through the Curriculum Leaders Team, which now includes increased distributed leadership** [Our leadership restructuring has allowed more staff to access the planning and decision making curriculum leadership team]. Maungakiekie remains a destination to consider for excursions and curriculum delivery wherever practicable. An example of this is utilising Ruapotaka Marae to deliver specialist knowledge we do not properly possess.

2] **b) Jordan Priestly's and the Oxford Structured Maths approaches support our maths programmes, building towards our own bespoke programme. Better Start Literacy Approach [BSLA] is embedded and all of our junior teachers are trained or will be trained this year.** We have two Literacy Support teachers who deliver a BSLA literacy programme as well as a Teacher Aide. Reading Recovery has been discontinued by the MOE.

2] **c) A teacher is released to support maths learners [3 days per week].** She uses Jordan Priestly's Structured Approach.

2] **d) Georgia State University approach focuses data analysis on preempting obstacles to improved outcomes [Basic Maths Facts; Attendance; Phonics based literacy teaching; now included are the teaching of Basic Literacy Facts; the teaching of Handwriting. Both of these have been identified as deficits that hold some of our students from reaching At or Above Curriculum outcomes earlier]. Attendance is a particular area of focus and we have introduced our 80/20 programme [to be eligible to represent the school, attendance must be above 80% and lateness below 20%]**

2] **e) Digital technology integrates into our curriculum programmes** [BRS remains committed to preparing our students to use devices ethically and purposefully as they advance through their first 8 years of schooling with us. We do not believe that device use necessarily improves our pedagogical approach but we are committed to teaching a programme that has the tools of the workplace available to our students. We have a number of powerful learning programmes to effect improved outcomes - Education Perfect, IXL, Oxford Digital Support, KiwiKids News. Our community is served by Skoolloop and Seesaw].

3] **a) PB4L based around our HEART values and aimed towards student success;** Restorative Practice reinforces this mahi; Cool Schools Peer Mediators provide a student centred approach [The influence and focus around our PB4L programme is a particular focus of 2025 and beyond. The PB4L team meets and reports regularly on the progress of the varied data streams we focus upon. The PB4L Team also concentrates upon coordinating Restorative Practice professional development for the entire staff].

3] **b) Student leadership programmes are integrated with PB4L and the BRS graduate profile** [Whānau/House Teams are a significant component of our 2025 strategy to encourage improved attendance and behaviour management among students]. Eight House Leaders have been appointed, two for each house, and they have been supplied with uniforms and identification badges. The next tier of leadership will focus upon projects such as our Year Book.

3] **c) Local curriculum focus enhances our sense of self and place in the community.**

3] **d) Health and physical wellbeing are emphasised through work with Sport Auckland to develop our own effective delivery** [A teacher is assigned to developing these roles, and opportunities for students to compete]. The varied support programmes available to our school are accessed when possible.

Bailey Road School enjoys the support of a Social Worker Within Schools {SWIS} embedded with us

How will our Targets and Actions give effect to the Treaty of Waitangi

Our founding document provides for Māori to be treated as one of two peoples [British subjects] who live side by side, enjoying the benefits that both may bring to a society. In the context of education, Māori have been significantly disadvantaged by the colonisation process and it is legally accepted that this was never the intention of Te Tiriti.

The role of Bailey Road School is to recognise that some whānau, due to the historical injustices that have taken place, do not enjoy the same advantages of other ethnic groups in Aotearoa New Zealand. The ongoing struggle for tangata whenua to achieve equivalence in education with NZ Europeans is a long realised blight on our education system. Beyond recognising this imbalance, Bailey Road School leadership and staff are determined to model a pedagogical approach that will bring about equivalence by the end of 2025 for Māori students with their NZ European brothers and sisters.

We achieve this by the following:

Placing high expectation academic results for our Māori students that will bring them to equivalence with our European students on an achievable timeline, and closely monitoring progress as we proceed towards those goals.

We embrace the culture and language of Māori who make up a quarter of our school's population and welcome language, culture and world view {Matauranga Māori} into the way we see and do things because we clearly see the value of such for us all.

We have established an overall approach where te reo is a respected language for instruction and some curriculum delivery in classrooms.

We have an immersion class that is building towards 50% te reo use in 2025, Nga hua e wha.

We undertake Whakataetae, Takaro Whānau, hui, open assemblies, cultural performances to invite our whānau into our school and engage with our staff so that we can better work together to bring about improved learning outcomes.

Māori learners are prioritised as target learners in an effort to bring about improved learning outcomes.

School wide assessment takes place in term one and term 4 to measure the growing ability of our students to understand and use te reo in our school context.

A Bailey Road Te reo and Te Ao Māori learning progression has been developed and will be launched in Term 2, 2025.

Strategic Goal 1] Improve Student Outcomes Through Our Consistent Pedagogical Approach
NELP 1: Priority 2; NELP 3: Priority 5 and Priority 6

Annual Target/Goal:

- 1] Teachers provide projections of student academic success to be modified and monitored throughout the year. Twice per term. These Target students are assessed every five weeks to ascertain their progress and any changes that might be required to the bespoke programmes.
- 2] Māori learners are measurably prioritised as target learners in an effort to bring about improved learning outcomes
- 3] Five weekly updates of academic, social and wellbeing information are shared to gauge progress and invite suggestions
- 4] ESOL students are identified and directed to in-class or out-of-class programmes to improve learning outcomes
- 5] Literacy Support outside the classroom are options for as many students as practicable - with a 125% increase in teacher resourcing directed towards this
- 6] PB4L will report every 5 weeks on progress and intervention suggestions from discussion with all staff
- 7] All teachers will receive IYT [positive classroom behaviour management] and First Aid Training
- 8] All students with special learning requirements will be identified by our Learning Support Coordinator LSC and have support provided, with ORS and ICS students prioritised.

Strategic Goal 2] Improve Student Outcomes Through Our Consistent Curriculum Design and Delivery
NELP 1: Priority 2; NELP 2: Priority 4; NELP 4: Priority 7

Annual Target/Goal:

- 1] The acquisition of reading skills will be the key focus of our literacy programme. Without the ability to read, few doors to learning are easy to pass through. BSLA and Literacy support [based upon BSLA] will be monitored and reported upon every two weeks to ascertain progress.
- 2] Classroom delivery of Reading, Writing and Maths will be monitored twice each term to ensure coverage is consistent and averages one hour each per day
- 3] Handwriting will be required daily in Years 1-3 and targeted as required in Years 4-8. A termly sample will be taken of all students handwriting to ascertain progress and make decisions on interventions.
- 4] The improvement of Writing Curriculum outcomes will be a school wide focus built into our expanded BSLA approach.
- 5] Four target students in each of the three core curriculum areas will be chosen to be moved from either Working Towards Curriculum Expectation to At or Above Curriculum Expectation Or Working Towards Curriculum Expectation with Support to Working Towards Curriculum

Expectation .

- 6] Basic Literacy Facts teaching and regular [5 week] assessments are a component of our striving to improve literacy outcomes
- 7] Structured Maths will be the tool that supports our Maths programme from 2025 and beyond.
- 8] Our Inquiry programme called Curiosity, Purpose, Wonder will focus each year on delivering one history, one science and any two other areas of focus each year.
- 9] All students with special learning requirements will receive individual support wherever possible and for as long as possible. Each will have Student Tracker goals set to be achieved, wherever possible, by the end of the year

Strategic Goal 3] Improve Student Outcomes Through Consistently Understanding and Prioritising the Important Role of Wellbeing in Our Success

NELP 1: Priority 1; NELP 2: Priority 3; NELP 4: Priority 7

Annual Target/Goal:

- 1] PB4L gains further prominence as the vehicle from which we bring about ever improving student ability to self manage their behaviour
- 2] Every senior student is engaged in a leadership programme and all other students are provided in-class opportunities to lead. Measured and reported upon.
- 3] Peer mediation gains more emphasis and data is recorded. This programme is also integrated with our PB4L and Restorative Practice programmes.
- 4] We endeavour to have a least one in-school or out-of-school activity to engage and enhance student learning opportunities, each term
- 5] Seesaw use for the access it can provide for whānau to what happens in the classroom will be encouraged and monitored on a two weekly basis.
- 6] All students with special learning requirements will be involved and included in all school activities, whether onsite or offsite.

What do we expect to see by the end of 2025?

We expect to see significant progress towards our three curriculum targets for the end of 2025.

We expect to see our Māori and Pasifika learners gaining ground on our NZ European learners in all curriculum areas in 2025.

We expect to see no students falling back in 2025, with an early signpost meeting required about this and reasons why being discussed with the principal.

We expect to see that all target children have achieved their goal of reaching one level above a year's progress in relation to their current academic position - and any who have not have been signposted as to why during meetings throughout the year. At the end of 2023 only 33.3% of our target students reached the desired level of improved outcome. The percentage was less than 30% at the end of 2024. With our enhanced focus [5 weekly checkpoint assessments] in response to these disappointing results we hope to see 60% or above success. We expect to see a continuing improvement in our Maths basic facts knowledge and improvement in our Literacy Basic facts knowledge. We expect to see a measurable improvement in handwriting legibility at the end of 2025. We expect to see a measurable improvement in classroom behaviour entries to our PB4L records between term 1 and term 4, 2025. We expect to see our five weekly cycles of progress have been achieved and discussion recorded to have brought about improved progress

Actions	Who is Responsible	Resources	Timeframe	How is Success Measured
Teachers provide projections of student academic success to be modified and monitored throughout the year.	Each teacher and the Principal	Meeting places and access to Student Trackers	Meetings twice per term, commencing in Week 5 of term 1	The projections are in place by the end of term 1 and by the end of week 5, term 4, success can be measured
Māori learners are measurably prioritised as target learners	Each teacher and the Principal	Ease of access to the Target Student lists. Meeting places.	Meetings twice per term, commencing once near the end of term 1	Target students are in place by the end of term 1 and by the end of week 5, term 4, success can be measured
Five weekly updates of academic, social and wellbeing information are shared	Principal	Collated available data	Every 5 weeks	The timeframe is met and information shared as scheduled
ESOL students are identified and directed to in-class or out-of-class programmes	LSC, DP and Principal	Student lists	Twice annually before the ESOL list due dates	All ESOL students have identified plans for their learning
Literacy Support outside the classroom are options for as many students as practicable	LSC, DP and Principal	Students are identified at the end of 2024 as Tier 2 candidates	Student lists are identified at the end of 2024 and added to as the year unfolds	Achievement results for 2025 will be compared with those of 2023 and 2024
PB4L will report every 5 weeks	PB4L Team	Access to PB4L resources	Every 5 weeks	Data results for behaviour

on progress and intervention suggestions				incidents for 2025 will be compared with those for 2024
All teachers will receive IYT and First Aid Training	DP and H&S Coordinator	Access to training	Half teaching staff receive First Aid training each year. IYT scheduled as and when available	Staff receive the training as planned
All students with special learning requirements will be identified by our Learning Support Coordinator LSC and have support provided, with ORS and ICS students prioritised	LSC, DP and Principal	Funding lists are available. Teacher Aide availability is accessible. All learning resources needed are accessible.	ASAP in Term 1	All students in this category are identified and can have their personal support followed and success towards their goals clear to see
The acquisition of reading skills will be the key focus of our literacy programme	Teachers, including Literacy Support, DP, SLT and Principal	Access to reading material of all types and mediums	Ensuring Reading acquisition is prioritised for an average of 5 hours each week	We will see Reading Curriculum levels rise significantly by EOY 2025
Classroom delivery of Reading, Writing and Maths will be monitored twice each term to ensure coverage is consistent and averages one hour each per day	Teachers, DP, SLT, Principal and BOT	Planning that represents this target	Reviewed twice per term and reported to the BOT	The twice termly reviews indicate the targeted time on curriculum area is achieved
Handwriting will be required daily in Years 1-3 and targeted as required in Years 4-8	Teachers, SLT and Principal	Handwriting learning material. Termly samples	The samples are collected each term. Checkpoints on teaching taking place occur when the 'Hour Of' checkpoints take place	A visual improvement will be recognisable from the initial sample
The improvement of Writing Curriculum outcomes will be a school wide focus in 2025	Teachers, SLT and Principal	BSLA programme expected to enhance Writing achievement	Commencing with BSLA. Rata - full programme; Kowhai trialing and introducing; Rimu pending	We will see Writing Curriculum levels rise significantly by EOY 2025
Four target students in each of the three core curriculum areas	Principal, SLT and Teachers	Lists identifying the target students and that they fit the	Meetings every 5 weeks	As near to 100% of target students will have moved more

will be chosen to be moved from Not Yet at Curriculum Expectation to At or Above Curriculum Expectation OR from Not Yet at Curriculum Expectation needing Support to Not Yet at Curriculum Expectation		criteria		than one year of learning
Basic Literacy Facts teaching and regular assessment will become a component of our striving to improve literacy outcomes	Principal, SLT and Teachers	Basic Literacy facts tests and a warm up built into Reading and Writing programmes	Assessment every 5 weeks.	The same expected improvement trajectory as observed with Basic Maths Facts assessments
Jordan Priestly and Oxford Structured Maths will be cornerstone tools of our Maths programme	Miss Foster and DP and Principal	Priestly and Oxford resource material	PD as scheduled	We will see Maths Curriculum levels rise significantly by EOY 2025
Our Inquiry programme called Curiosity, Purpose, Wonder will focus each year on delivering one history, one science and any two other areas of focus each year.	Curriculum Team and Principal	All resources are identified and curated by the Curriculum Team	A CPW unit is produced at the end of each term for the following term	History and Science focuses are recorded
All students with special learning requirements will receive individual support wherever possible and for as long as possible	LSC, DP and Principal	Funding lists are available. Teacher Aide availability is accessible. All learning resources needed are accessible.	ASAP in Term 1	All students in this category are identified and can have their personal support followed and success towards their goals clear to see
PB4L gains further prominence as the vehicle from which we bring about ever improving student ability to self manage their behaviour	PB4L Team	Access to PB4L resources, Etap data and a budget of \$10K yet to be received	Every 5 weeks	Data results for behaviour incidents for 2025 will be compared with those for 2024

Every senior student is engaged in a leadership programme and all other students are provided in-class opportunities to lead	Principal, DP, Mrs Love	Access to a meeting schedule	Fortnightly activity schedule from Term 2	By EOY 2025 all senior students will have been involved in a leadership project
Peer mediation gains more emphasis and data is recorded	Miss Stiers, DP and Principal	Access to Peer Mediator resources. A location for data.	Meeting twice a term, commencing end of term 1	Data results for behaviour incidents for 2025 will be compared with those for 2024
We endeavour to have a least one in-school or out-of-school activity per term [average] to engage and enhance student learning opportunities	Curriculum Team, DP, SLT and Principal	A meeting and planning schedule. Access to the appropriate budget.	Once per term	EOY 2025 will indicate the number of shows and trips our students have been exposed to.
Seesaw use for the access it can provide whānau to what happens in the classroom, will be encouraged and monitored	LSC, DP, SLT, Principal and Teachers	Access to Seesaw as an administrator	Weekly	Data will show weekly engagement information and observations will reveal content.
All students with special learning requirements will be involved and included in all school activities, whether onsite or offsite	LSC, DP, SLT and Principal	Funding lists are available. Teacher Aide availability is accessible. All learning resources needed are accessible.	ASAP in Term 1	All students in this category are identified and can have their personal support followed and success towards their goals clear to see