



# CHARTER AND STRATEGIC PLAN 2026 - 2029

**Bailey Road**  
PRIMARY &  
INTERMEDIATE SCHOOL

*Aim  
High*



*Whaia  
Ngāi  
Taumata*

This Charter was ratified by the Bailey Road School Board and will be submitted to the Ministry of Education before 31 March 2026.

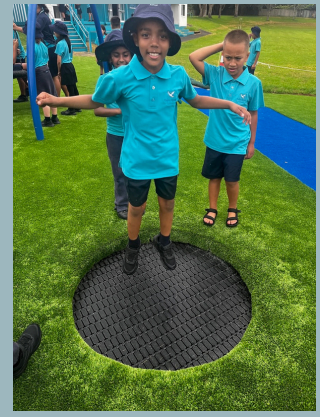
# WELCOME TO BAILEY ROAD SCHOOL: OUR STORY!

We are so proud of our school and the amazing history we share! Here's how we started and what makes our school special today.

## Our Roots: How Bailey Road School Began

- Our school first opened its doors in 1967—that's well over 50 years of learning!
- In the mid-1960s, lots of young families were moving into our area, and they needed a great school for their kids. Bailey Road School was built to meet that need.
- We are named after the Road we can be found on.

Before we had classrooms and playgrounds, this land was actually part of the old Penrose Farmhouse site!



## A Community of Cultures

One of the coolest things about Bailey Road School is how many different cultures are represented here—we have a truly vibrant, worldwide community right on our school grounds!

We have always had a strong connection to our local neighbourhood, and over the years, our student body has grown to represent many different ethnic groups.



## Our amazing mix of student ethnicities (as of November 2025):

- Māori: 23%
- Samoan: 13%
- Filipino: 12%
- Tongan: 11%
- Cook Island Māori: 7%
- Pākehā: 7%
- Indian: 6%
- Niue: 5%
- Fijian: 4%
- And many other amazing cultures make up the remaining 12%!



## Our Values are our Superpower

We don't just focus on subjects like Maths and English; we focus on being good people and great citizens!

## Our Community Partners

We have awesome long-time helpers who support us. They include:

- The Maungarei Community Christian Trust
- The Navy team from HMNZS Te Kaha
- The St John Ellerslie Rotary Club
- The many Community Trusts in our area

**HEART VALUES**

**Bailey Road School**

**H**onesty **Pononga**

**E**ffort **Kaha**

**A**chievement **Tutuki**

**R**espect **Whakaute**

**T**ogetherness **Whakakotahi**

## Living the HEART Values

We are proud to live by our Bailey Road HEART values every day. These are the superpowers we use to make our school the best place to be:



### We Are a Special Kind of School!

**Green-Gold Enviro School:** We are super committed to looking after the planet! We work hard to be eco-friendly and learn about sustainability.

**PB4L School:** This stands for Positive Behaviour for Learning. It means we focus on teaching great behaviour, just like we teach reading!



### Learning & Leadership

#### Everyone is Welcome!

Our school is an inclusive and supportive place. That means every single learner is welcome, and we work hard to make sure you have the support you need to shine.

#### Our Teachers are Learners, Too!

Our teachers and school leaders are always working to be the best they can be! They are constantly learning from each other through coaching and mentoring. This is called distributive leadership—it means everyone on the staff helps lead and improve the way we teach.

#### Whānau First

We believe that whānau (family) are the first and most important teachers you will ever have. We deeply respect this and work in a close, respectful partnership with all of our families to support your journey.

**HEART VALUES**

**Bailey Road School**

**H**onesty  
To be trustworthy, fair and do the right thing

**E**ffort  
To always try my best and aim high

**A**chievement  
To be successful and show my progress

**R**espect  
To show respect for self, others and our environment

**T**ogetherness  
To care, collaborate and co-operate with others

# The Statement of National Education and Learning Priorities (NELP) & Tertiary Education Strategy (TES)

The Statement of National Education and Learning Priorities (NELP) and the Tertiary Education Strategy (TES) are issued under the Education and Training Act 2020.

The NELP must be consistent with the objectives for education. These are: helping children and young people to attain their educational potential; preparing young

people for participation in civic and community life and for work, and promoting resilience, determination, confidence, creative and critical thinking, good social skills and the ability to form good relationships; and helping children and young people to appreciate diversity, inclusion and Te Tiriti o Waitangi.

The TES must set out the Government's long-term strategic direction for tertiary education, including economic, social, and environmental goals, and the development aspirations of Māori and other population groups.

One of the purposes of the Act is to establish and regulate an education system that honours Te Tiriti o Waitangi and

supports Māori-Crown relationships. Section 9 sets out the main provisions of the Act in relation to the Crown's responsibility to give effect to Te Tiriti o Waitangi. These provisions include obligations in relation to Te Tiriti o Waitangi for school boards, tertiary education institutions and education agencies.

OBJECTIVES	OBJECTIVE 1	OBJECTIVE 2	OBJECTIVE 3	OBJECTIVE 4	OBJECTIVE 5	
	<b>LEARNERS AT THE CENTRE</b> Learners with their whānau are at the centre of education	<b>BARRIER FREE ACCESS</b> Great education opportunities and outcomes are within reach for every learner	<b>QUALITY TEACHING AND LEADERSHIP</b> Quality teaching and leadership make the difference for learners and their whānau	<b>FUTURE OF LEARNING AND WORK</b> Learning that is relevant to the lives of New Zealanders today and throughout their lives	<b>WORLD CLASS INCLUSIVE PUBLIC EDUCATION</b> New Zealand education is trusted and sustainable	
PRIORITIES	<b>1</b> Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying	<b>2</b> Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures	<b>3</b> Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs	<b>4</b> Ensure every learner/ākonga gains sound foundation skills, including language*, literacy and numeracy	<b>5</b> Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning	<b>6</b> Develop staff to strengthen teaching, leadership and learner support capability across the education workforce
				<b>7</b> Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work	<b>8</b> Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)	

\* Oral language encompasses any method of communication the learner/ākonga uses as a first language, including New Zealand sign language

In particular, licensed early learning services are required to have regard to the NELP as part of the Governance, Management and Administration (GMA) Standard. Boards of schools and kura must have particular regard to the NELP, including when developing or renewing their charters.

The TES sets the direction for tertiary education. Tertiary Education Organisations are required to show how they have regard for the TES. The Tertiary Education Commission must give effect to the TES, and the New Zealand Qualifications Authority must have regard for the TES.

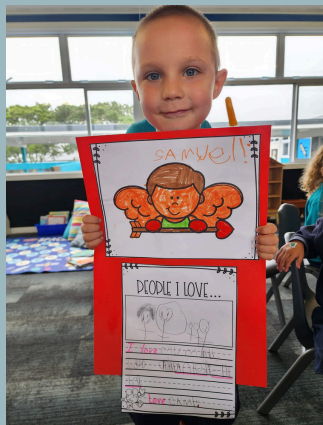
The NELP and TES are statutory documents enabled by the Education and Training Act 2020 that set out the Government's priorities for education. This document forms both the NELP (priorities 1-7) and the TES (priorities 1-8).

Some aspects of these priorities will be more applicable to one sector than others.

The NELP is designed to guide those who govern licensed early learning services, ngā kohanga reo, schools and kura.

Our strategic plan is based on the [National Education and Learning Priorities \(NELP\)](#), which set the Government's direction for what all learners in Aotearoa should experience at school. NELP helps us focus on putting learners and their whānau at the centre, removing barriers so every child can access great learning, and ensuring high-quality teaching and leadership. It also guides us to honour Te Tiriti o Waitangi and to value diversity and inclusion, so that our decisions, programmes, and use of resources support the aspirations of our tamariki, their whānau, and our wider community.

We will refer to [NELP](#) objectives throughout the plan.



## Our Strategic Aims: Planning for Success (2026-2029)

This is our plan for making Bailey Road School even better over the next few years! Think of these as our main goals to help every student succeed.

### NELP Objective 1 Priorities 1 & 2; NELP Objective 2 Priorities 3 & 4; NELP Objective 3 Priority 6

#### 1. Clear Goals & Tracking Our Progress

We will create a simple plan so everyone (students, teachers, and families) knows exactly what we are aiming for.

- What this means for you: We will use easy-to-read charts and updates so you can see how the school is improving and reaching its goals.
- These will be shared on our website.

#### 2. Making Attendance, Engagement, and Wellbeing Our Foundation

We believe that being at school, being involved, and feeling good are the keys to success! We will have an Attendance Plan that shows what we plan to do, what happens and how successful we are being.

- **What this means for you** - we will work hard to make sure:
  - You are coming to school every day (Attendance)
  - You are excited about learning (Engagement)
  - You are happy and healthy (Wellbeing)
  - We will be working closely with our Aro Ake Attendance Service to make sure we do all we can to get you coming regularly to school



#### 3. Achieving Excellence in Key Subjects

We are committed to making sure every student is excellent at the most important skills: reading (literacy), math, and writing.

- **What this means for you:**
  - Evidence-Based Teaching: Teachers will use the best, proven methods to help you learn. We believe in the evidence behind Structured Literacy and Structured Maths and will use the Better Start Literacy Approach [BSLA], Oxford Structured Maths in Years 4 to 8 and Jordan Priestley's Structured Maths Years 0 to 3 to improve our literacy and maths student success.
  - Support & Challenge: We will have special programmes ready for students who need extra help (withdrawal interventions) and exciting projects for students who are ready to be challenged (extension programmes).

#### 4. Nurturing Our Staff and Teachers

We want our teachers to be the best in the business! We will help them grow their skills so they can give you the best learning experience.

- What this means for you: Your teachers will work together, share ideas, receive coaching, and constantly think about, and report upon, how they can make their lessons more awesome for you. We believe in upskilling our teachers as much as possible and will seek out the best professional development to have the way they teach you the best it can be.
- Every year we will choose a professional growth goal to achieve so we become better and better at teaching you.

#### 5. Strengthening Our Community and Whānau Connection

School is a partnership! We want to work even closer with all our families and the local community.

- What this means for you:
  - Better Communication: We will make our updates to parents easier to access. We will use effective tools like Seesaw and do our best to make sure everyone can access them. We will call to let whanau know about issues and meet when it is required to bring about the best results for tamariki.
  - "Living Document" Reporting: Your reports to parents will be updated more often—like a running notebook of your learning progress, not just a grade at the end of the term! Our Student Trackers will let you see where your learning is and how family might help with this.
  - Fun Events: We will hold community events that are fun and offer great benefits for everyone involved.
  - We will ask you questions about plans we have and do our best to include your good ideas.



#### 6. Staying Aligned with National Education Priorities

We will make sure our school plan fits perfectly with the big goals set by the Ministry of Education (MOE) and the National Education and Learning Priorities (NELP).

- What this means for you: We are always connected to the national system, so you know you are receiving a high-quality education that is up-to-date and relevant. We will do our best to be first off the starting line when changes come.



## Curriculum Priorities: What We're Focusing On (2026-2029)

Our curriculum is our plan for learning! These are the main things we'll be doing in the classroom over the next few years to make sure you get the best education.

### NELP Objective 1 Priorities 2, NELP Objective 2 Priority 4

#### 1. Strong Foundations in Reading and Math

We will keep using structured, proven ways to teach reading (literacy) and maths. This means we use methods that research shows work best!

- Targeted Support: We'll make sure our Māori, Pasifika, and all our diverse learners get the specific help they need to shine in all subjects.
- We will keep you informed about how we are doing through our website.

#### 2. Tracking Your Progress

We need to know how well you're learning so your teachers can teach even better!

- Assessment Tools: We'll continue to use tools like Student Trackers, PATs (Progress and Achievement Tests), and e-asTTle to see your progress.
- Facts First: We also focus on your Basic Maths and Literacy Facts to build fast and solid skills.
- We will show you how you can help yourself get even better.

#### 3. Using the Best Programmes

We use specific programmes in class that are designed to help you succeed:

- Literacy: We'll continue to embed the Better Start Literacy approach.
- Maths: We use structured programmes like Structured Mathematics (for Years 4-8) and the Jordan Priestley structured maths programme (for Years 1-3) to build strong maths skills and knowledge.
- Inquiry Projects (CPW): We'll use the Curiosity, Purpose, Wonder (CPW) inquiry cycle to explore topics in-depth. This cycle encourages you to ask questions and investigate. You'll use this in:
  - Science, History, and The Arts every year and one other curriculum area each year to make sure we cover everything!

#### 4. Learning Together: Home and School

We know you learn best when home and school work together!

- Stay Updated: We'll encourage working with your families through:
  - Newsletters and digital updates.
  - Access to your Student Tracker so your family can see your goals.
  - Giving families learning tips to help you at home.
  - Giving you information through our website.



#### 4. Checking our Impact

We'll regularly look at the results of our teaching to see what's working and what we need to change.

- Regular Review: Teachers and leaders will meet termly (every term) to analyse your progress data and make sure our plans are making a clear, positive impact on your learning.

### Our School Board: Who Leads Our School?

The School Board is like the school's leadership team. They are a group of parents and community members who volunteer their time to make the big decisions about how the school is run.

#### Here is what they focus on:

##### 1. Focusing on Students First

The Board's main job is to make sure everything the school does helps you, the student, learn and succeed.

- Setting the Direction: They set the Strategic Aims and Curriculum Priorities (like the ones we just talked about!) to ensure we're always working towards excellence.
- Checking the Results: They regularly look at student progress data to make sure the school's plans are actually working.

##### 2. Looking After Our Resources

The Board is responsible for managing the school's money and property wisely.

- Budgeting: They decide how to spend the school's budget on things like new technology, resources, building maintenance, and paying our amazing staff.
- Safety & Maintenance: They ensure our buildings are safe, our grounds are tidy, and we have all the equipment we need to learn well.



## **Our Pedagogical Approach: How We Teach and Learn**

Pedagogy is just a fancy word for how we teach! Our school uses a specific, consistent approach to make sure every student gets the best learning experience.

### **NELP Objective 1 Priorities 2, NELP Objective 2 Priority 3 & 4; NELP Objective 3 Priority 5 & 6**

#### **1. Aiming for the Stars: High Expectations**

We believe every student is capable of amazing things!

- **Equity and Excellence:** We expect excellence from everyone—including you! We also work for equity, which means making sure every student gets the support they personally need to reach that high level.

#### **2. Learning Who You Are: Culturally Responsive Practice**

Your teachers are dedicated to making sure learning feels relevant and meaningful to you.

- **You in the Classroom:** We teach in ways that reflect your identity, your background, and your goals (aspirations). This means you should see your culture and your life reflected in what you learn.

#### **3. Working Together: Team Learning**

Learning doesn't just happen alone in one classroom—it's a team effort for students and teachers!

- **Teacher Collaboration:** Teachers work together in whānau teams (family-like groups) to plan lessons, track your progress using student evidence, and constantly ask, "How can we teach this better?" (inquiry).

#### **4. Growing Our Teachers: Leadership and Coaching**

The adults at our school are always learning and growing, too!

- **Distributed Leadership:** This means leadership responsibilities are shared across many teachers, not just the Principal.
- **Support for Staff:** Teachers help each other through coaching and mentoring so they can continuously improve their skills and teaching methods.

#### **5. Focusing on Key Skills**

We ensure our staff gets specialized training (professional development) in the most important areas of modern teaching:

- **Assessment for Learning:** Using classroom checks and tests to help you learn while you're learning, not just to give you a grade at the end.
- **Digital Fluency:** Making sure everyone (students and staff) is confident and skilled at using digital tools for learning.
- **Local Curriculum Design:** Creating learning programs that connect to our local area, history, and community (we will adapt this as the Ministry of Education [MOE] directs).



## Wellbeing and Engagement: Getting Involved and Feeling Great (2026–2029)

We believe that being happy, healthy, and involved is the most important part of being a successful learner! Here's how we plan to keep focusing on your wellbeing and engagement.

### 1. Living Our Values

- We will continue to use our HEART values (Honesty, Effort, Achievement, Respect, Togetherness) everywhere—in the classroom, on the playground, and during all school activities. These values help us all treat each other well.
- From time to time we will share how we are making gains or what things we still have to work on.
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### 2. Get Involved and Celebrate!

We want to make school exciting and give you lots of chances to participate.

- Participation: We will encourage you to join clubs, leadership opportunities, and our special assemblies.
- Celebration: We will create more ways to celebrate your successes—both big and small!
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### 3. Making Attendance Awesome

Being at school every day is vital for your learning! We are focused on helping every student attend regularly.

- Recognition: We'll use recognition systems (like rewards or certificates or Banqer) to celebrate students with great attendance.
- Support: We will keep up strong communication between home and school, and use Attendance Liaison support to help families whose attendance is tricky. This is part of our official Attendance Plan guided by the MOE.

### 4. Keeping Our Support Programmes Strong

We have great programmes in place to support your emotional health, and we will continue to use and improve them:

- Positive Behaviour for Learning (PB4L): Teaching and reinforcing positive behaviour.
- Peer Mediators: Students who are trained to help solve smaller disagreements fairly.
- Our In-House Neuro-Diversity training / SWiS (Social Worker in School) / Counselling Services: Trusted professionals who provide extra emotional and social support when you need it, and First Aid training.

### 5. Better Communication with Whānau

We want to make sure your family always knows what's going on and feels included.

- Digital Updates: We will expand our use of tools like Seesaw and school social media to share your learning and news.
- Community Events: We will run Hui and Fono (meetings/gatherings) and other innovative events to encourage whānau (family) to participate, provide feedback, and celebrate with us.



## Core Support Systems: The Team and Tools Behind Our Success (2026-2029)

These are the essential systems and resources we rely on to make sure all of our goals are met and every student is supported!

### NELP Objective 3 Priority 6

#### 1. The Principal

- leads the strategy we have shown here
- hires the best people available
- makes sure the school runs smoothly by keeping an eye on everything, every day
- makes sure our systems, policies and procedures are followed
- makes sure the school is as safe as possible and a fun place to learn
- oversees putting together all of the information a school collects on your learning success so that we can get better and better
- leads the teachers, teachers aides, office staff and caretaking staff to be the best team possible.

*Every year an annual report is produced by the principal to show how we are doing.*

#### 2. The Deputy Principal

- works to help the Principal do all of the things a Principal does.
- the Deputy Principal makes sure there are lots of teachers with lots of jobs to make them ready for when they want to take school jobs in places outside their classroom
- like the Principal, the Deputy Principal makes sure our systems, policies and procedures are followed

#### 3. Leaders of Learning

- their jobs are to work with the Principal and Deputy Principal to understand our goals and strategies and share them with the teachers they lead, helping them to achieve them
- there is a Leader of Learning for our Year 0-1 students; our Year 2-3 students; our Year 4-6 students and our Year 7-8 students. Sometimes this changes depending on the number of students we have
- we also have a Leader of Learning who can concentrate on our environment, our school events, our sports events and other special areas that might be needed from time to time

#### 4. Learning Support Coordinator and Special Educational Needs Coordinator SENCo

- the Learning Support Coordinator [LSC] makes sure that all of our students who need additional support get all of the help we are able to provide
- the LSC leads our Teacher Aides and assigns them to their students
- the LSC oversees learning programmes and how teachers are using those programmes
- The SENCo makes sure all of our students with special needs are supported in the best ways we are able

#### 5. Curriculum Team

- our Curriculum Team is made up of Leaders of Learning and other teachers who are asked or volunteer to join the team
- they develop our curriculum topics term by term and come up with exciting activities, shows and guests to make learning as interesting as possible



## 6. Positive Behaviour for Learning Team

- the Positive Behaviour for Learning [PB4L] Team works really hard on making sure we have the safest, friendliest, happiest school possible
- they come up with plans from the information we collect about any behaviour issues we have and then meet with all staff to help us understand ways we can help you make it better

## 7. Peer Mediator Team

- the Peer Mediator Team is made up of students who help resolve small problems with our junior students at playtimes
- the teacher in charge works closely with the PB4L Team

## 8. Leaders for Every Key Area

We don't just have one leader; we assign specific teachers or staff to be champions for the most important parts of your learning.

The Goal: We assign special leadership roles to drive big projects (or initiatives) in:

- Reading
- Writing
- Numeracy (Maths)
- Wellbeing
- Engagement (getting involved)

What this means: You'll have dedicated leaders making sure these areas are always improving!

## 9. Our Intervention Teams

Sometimes students need extra, focused help, and that's where our support teams come in.

- Targeted Help: We use Intervention Teams that include:
  - Teachers trained in specific programmes like BSLA (Better Start Literacy Approach).
  - Specialists for literacy and maths support.
  - Teacher Aides who work alongside teachers.
- The Goal: These teams deliver focused programmes to give you the targeted boost you need to catch up or move ahead.

## 10. Smart Fundraising

We make sure the money we raise goes directly toward improving your learning environment and resources.

- The Goal: Our fundraising efforts will be connected to our main needs, like:
  - Buying new learning resources.
  - Improving our school property (like upgrading the pool or building playgrounds).
  - Continuing environment upgrades (as a Green-Gold Enviro School).
- What this means: When you participate in a fundraiser, you know the money is helping make your school a better place to learn and play!



## Big Projects (2026-2029)

Year	Achievement or Planning to Achieve
2025	We covered one of our senior courts with new turf; we renovated Rooms 4-6 and replaced their roofs, as well as some of the roofs on Room 1-3. We renovated two toilet blocks.
2026	We are going to replace the middle and senior school playground we had to demolish because it was too old. We plan to lay some turf on the junior court and replace junior shade sails.
2027-2030	We want to be completing a major improvement of the school each year. This will be hard but we are going to try our best.

## Our Measurable Goals: How We Will Know We Are Succeeding (2026-2029)

These are the clear, specific targets we are aiming for over the next few years. When we meet these goals, we know we are making a real difference in your learning!

## NELP Objective 1 Priorities 2, NELP Objective 2 Priority 1; NELP Objective 3 Priority 5 & 6

### 1. Improving Core Subjects for Everyone

We will track how much everyone is learning in our core subjects.

- The Goal: Every year, we aim to see improvement in Reading, Writing, and Maths across all age groups.
- How We Check: We will check your progress twice a year (mid-year and end-of-year) and look closely at the programmes and extra help (interventions) we used to make sure they are working.
- This is where we are at the end of 2025 [The data will be placed here as it has been worked out properly for the year]



## 2. Accelerating Achievement for Māori and Pasifika Learners

We are committed to helping our Māori and Pasifika students make fast progress to ensure fair and excellent outcomes.

- The Goal: Within three years, we want to see accelerated progress so that achievement levels for Māori and Pasifika learners match or go beyond the levels of our NZ European students.
- We will plan special programmes and support for any student who is falling behind. We watch our Māori and Pasifika student progress very closely and ensure we target all who need support.
- We know that low attendance and lateness are the biggest cause of students falling behind and will do our best to help everyone understand this.



## 3. The 90% Attendance Target

Being present is the first step to success!

- The Goal: We are aiming for 80% of our students to attend school 90% or more of the time. This helps make sure you don't miss important learning.
- We will have a written Attendance Plan that we will follow each year and report to our community on our progress. This plan will be published on our website.
- We will regularly show you how we are doing by using all of our communication tools to keep you informed.

## 4. Teaching That Makes a Difference

Our teachers are always learning and proving that their new methods are working.

- The Goal: Teachers will regularly show evidence (through the Professional Growth Cycle) that their learning and changes to pedagogy (how they teach) are having a positive impact on student learning.
- Making sure that our plans are being used in our classrooms for our students and helping any teachers that might need help

## 5. Special Programmes [we call interventions]

We will be measuring how many students get extra help if they need it, who they are and whether the help has kept working.

- There will be help available in maths and literacy

## 6. Measuring Community Connection

We want to know how well we are partnering with your families.

- The Goal: We will track whānau engagement metrics (how often families participate and communicate) every term, and we will report on our annual celebrations to show how we are connecting with our community.



*Whaia nga taumata Aim High*

Every Year we will publish an annual plan. It will be smaller than this but will tell you how we have done over a year. It will show and tell us what we planned, what worked, what didn't work, and what we might have had to change.

Bailey Road School is working towards being better than it has ever been before. You are an important part of how we will achieve that.

# Above and Within Expectation Projections 2026 - 2029



BAILEY ROAD SCHOOL ABOVE AND WITHIN EXPECTATION PROJECTIONS 2026-2029

	Reading 2025	Reading 2026	Reading 2027	Reading 2028	Reading 2029	Writing 2025	Writing 2026	Writing 2027	Writing 2028	Writing 2029	Maths 2025	Maths 2026	Maths 2027	Maths 2028	Maths 2029
ALL 2021-25	86.0%	89.3%	71.8%	74.3%	76.8%	84.8%	87.0%	89.8%	83.8%	84.9%	60.7%	63.2%	65.7%	68.2%	70.7%
Above & Within															
ALL Māori 2021-25	66.0%	68.5%	71.0%	73.5%	76.0%	51.8%	54.1%	56.6%	59.1%	61.5%	62.5%	65.4%	67.9%	70.4%	72.9%
Above & Within															
ALL Pākehā 2021-25	88.1%	90.4%	73.1%	75.4%	77.8%	88.4%	90.9%	93.4%	86.0%	88.4%	68.0%	71.0%	73.5%	76.0%	78.5%
Above & Within															
Māori All 2021-25	59.8%	62.3%	64.8%	67.3%	69.8%	61.2%	63.7%	66.2%	68.7%	71.2%	54.0%	57.4%	60.8%	64.2%	67.6%
Above & Within															
Pākehā All 2021-25	82.6%	85.1%	87.6%	90.1%	92.6%	92.2%	94.7%	97.2%	94.7%	97.2%	82.0%	85.1%	88.2%	91.3%	94.4%
Above & Within															
Māori Female 2021-25	65.9%	68.4%	70.9%	73.4%	75.9%	68.1%	71.6%	74.1%	76.6%	79.1%	56.0%	59.5%	63.0%	66.5%	70.0%
Above & Within															
Pākehā All 2021-25	85.0%	87.5%	90.0%	92.5%	95.0%	88.2%	90.7%	93.2%	95.7%	98.2%	80.0%	83.0%	86.0%	89.0%	92.0%
Above & Within															
Māori Male 2021-25	64.2%	66.7%	69.2%	71.7%	74.2%	67.0%	69.5%	72.0%	74.5%	77.0%	59.3%	61.8%	64.3%	66.8%	69.3%
Above & Within															
Māori Female 2021-25	69.1%	71.6%	74.1%	76.6%	79.1%	69.0%	71.5%	74.0%	76.5%	79.0%	60.0%	62.5%	65.0%	67.5%	70.0%
Above & Within															
Māori All 2021-25	81.9%	84.4%	86.9%	89.4%	91.9%	89.7%	92.2%	94.7%	92.4%	94.9%	74.0%	76.5%	79.0%	81.5%	84.0%
Above & Within															
Māori Male 2021-25	85.5%	88.0%	90.5%	93.0%	95.5%	88.0%	90.5%	93.0%	95.5%	98.0%	76.0%	78.5%	81.0%	83.5%	86.0%
Above & Within															
Māori Female 2021-25	72.8%	75.3%	77.8%	80.3%	82.8%	63.8%	66.3%	68.8%	71.3%	73.8%	72.8%	75.3%	77.8%	80.3%	82.8%
Above & Within															

The target is a 2.5% improvement each year in each curriculum area and each gender and ethnicity group. Those groups not represented in this chart are expected to make the same annual improvement.



Whaia nga taumata - Aim High



# Bailey Road

PRIMARY &  
INTERMEDIATE SCHOOL