Student Achievement Annual Implementation Plan 2024

Writing

Strategic Aim	*Goal 1: Ako - manaakitanga: we nurture learning for all* *Our local curriculum will provide responsive and engaging learning experiences for children that nurtures personal pathways leading to learning success* *Goal 2: Whanaungatanga - Hauora: Partnerships strengthen wellbeing* *A sense of belonging will be strengthened through relationship and wellbeing practices*
Annual objective/goal	*National Education and Learning Priorities* **Objective 1:2** *Learners at the centre - High aspirations for every learner and support these by partnering with their whānau to design and deliver education that responds to their needs* **Objective 2:4** *Barrier Free Access - Ensure every learner gains sound foundational skills including language, literacy and numeracy* **Objective 3: 6** *Develop staff to strengthen teaching, leadership and learner support capability* *Identify learners who are not making sufficient progress in writing, and adjust learning opportunities, teaching approaches and supports and seek additional support from specialists*
Baseline data from 2024	Cohorts of significant interest:

	Mid Year 2	End Year 2	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6
Above	7	6		1	3	3	1	1
At	23	28	27	23	22	22	18	22
Towards	12	11	4	9	6	10	9	7
Below			1	1	3	1		
Totals	42	45	32	34	34	36	28	30

	📄 2023 End of Year Student Achievement Data and Analysis of Variance: Writing			
What do we expect by the end of the year	*Accelerated plans identifying shifts in learner progress* *Assessment data analysed within and across teams to identify learner progress and achievement* *Overall Teacher Judgements consistent and progressive within the curriculum refresh and alongside the PACT tool* *UDL practices in place for students developmental needs across the curriculum*			
Key improvement strategies	**What actions will we take this year?** (goal clarity, communication, strategic resourcing, PLD, assessment practices)	**Timeframe**	**Who is responsible**	**Indicators of progress - how will we measure success** (eg, what will we see by the end of term 1, learners will, teachers will, leaders will)
	Data *Embed a robust system for individual teachers to track learning progress in a timely and ongoing manner.*	*Term 1* *Ongoing* *Ongoing* *Ongoing*	*Senior Leadership team* *Teaching Teams Leadership team* *Leadership team* *Leadership team*	At the beginning of 2024, we will use the newly developed functions within Hero to identify and group our At Risk learners based on our end of year data For those at risk learners, samples of writing will be gathered more frequently and analysed with the leadership team Continue to build teacher capability through the moderation tasks, as well as to continue to refine the process to further support teachers forming OTJs Develop an action plan that is shared with our whānau which involves developing a learner profile/avatar for what a writer looks like at different year levels across the school

	Learning opportunities _Accelerated plans are implemented and reviewed by teachers regularly to ensure learners are making progress_	_Ongoing_ _Ongoing_	_Teaching teams_ _Whole staff_	Learners will have their accelerated plans added to their page on Hero. This will allow for SLT, Team Leaders, Key Teachers and Specialist Teachers to access the plan. It also means we can track the support provided over time. Continue to build staff understanding of the expected writing behaviours at different curriculum levels including: writing meaningful text using appropriate structures, language features, and vocabulary; encoding using letter/sound knowledge to write; writing to influence, to communicate knowledge and to create for literacy purposes. This will enable teachers to plan next steps for
	Teaching approaches _Utilising the accelerated plans in a systematic school-wide approach to review teaching practices and its impact on student learning_	_Ongoing_	_Senior Leadership Team_ _Teaching Teams_	Continue to consolidate teacher understanding and implementation of a balanced writing programme including guided writing lessons, writing circles, splinter groups, quick writes, independent writing and writing across the curriculum Continue to look at our neurodiverse learners and consider the cognitive load they are experiencing and how UDL and our teaching approaches can best meet their needs
	Additional support _Continue to provide additional staffing and expertise (internally and_	_Ongoing_	_Leadership team_ _Teaching teams_	A professional development plan for 2024 will be developed. This plan will include the continuation of looking at samples of student writing in depth, creating a strengths and needs document for their whole class and identifying individual goals for each student, checking that draft writing books are consistent with the type of writing children are doing, feedback teachers are giving and the follow up children are doing

	externally) as required			Additional staffing if available and expertise (internally and externally) will continue to be utilised next year to ensure progress of target students Our 2024 budget will allow for specific and targeted resources to be purchased and for ongoing professional development opportunities to be utilised
Monitoring (How are we going? Check student outcome every term, where are the gaps? What needs to change if this is not working?	*What the data is telling us – cohorts, gender, maori/pacific* *What progress has been made against the action to date based on the targets set* *What support might be needed for teachers and groups of students identified* *What funding or resourcing may be necessary to support the identified needs and actions?*			
Resourcing (How much money and time is needed? Who will help us?)	*Additional staffing if available and expertise (internally and externally) will continue to be utilised next year to ensure progress of target students* *Our 2024 budget will allow for specific and targeted resources to be purchased and for professional development opportunities to be utilised.* *Details are provided within the annual budget, the professional learning plan and whole staff and team meeting agendas.*			

Mathematics

Strategic Aim	*Goal 1: Ako - manaakitanga: we nurture learning for all* *Our local curriculum will provide responsive and engaging learning experiences for children that nurtures personal pathways leading to learning success* *Goal 2: Whanaungatanga - Hauora: Partnerships strengthen wellbeing* *A sense of belonging will be strengthened through relationship and wellbeing practices*
Annual objective/goal	*National Education and Learning Priorities* **Objective 1:2** *Learners at the centre - High aspirations for every learner and support these by partnering with their whānau to design and deliver education that responds to their needs* **Objective 2:4** *Barrier Free Access - Ensure every learner gains sound foundational skills including language, literacy and numeracy* **Objective 3: 6** *Develop staff to strengthen teaching, leadership and learner support capability* *Identify learners who are not making sufficient progress in maths, and adjust learning opportunities, teaching approaches and supports and seek additional support from specialists*
Baseline data 2022	Cohorts of significant interest:

Judgement	Mid Year 4	End Year 4	Mid Year 5	End Year 5
Well above				
Above		4 (12.12%)		10 (27.78%)
At		16 (48.48%)		18 (50.00%)
		12 (36.36%)		7 (19.44%)
Towards		1 (3.03%)		1 (2.78%)
Below		33		36

📄 *2023 End of Year Student Achievement Data and Analysis of Variance: Mathematics* |
| **What do we expect by the end of the year** | *Accelerated plans identifying shifts in learner progress*
Assessment data analysed within and across teams to identify learner progress and achievement
Overall Teacher Judgements consistent and progressive within the curriculum refresh and alongside the PACT tool
UDL practices in place for students developmental needs across the curriculum |

Key improvement strategies	**What actions will we take this year?**	**Timeframe**	**Who is responsible**	**Indicators of progress - how will we measure success**

	(goal clarity, communication, strategic resourcing, PLD, assessment practices)			(eg, what will we see by the end of term 1, learners will, teachers will, leaders will)
	Data *Embed a robust system for individual teachers to track learning progress in a timely and ongoing manner.*	*Term 1* *Termly*	*Teaching team and leadership team* *Leadership team and teaching staff*	At the beginning of 2024, use the newly developed functions within Hero to identify and group our At Risk learners based on our end of year data. Track a cohort of learners who have been at school over a length of time to see the impact teacher professional development is having on learner progress Continue to build teacher capacity through the moderation tasks, as well as to continue to refine the process to further support teachers forming OTJs While there has been a decrease in the percentage of students working towards expectation in the Year 4 cohort, this will still be a cohort to monitor in 2024 as they move into the Level 3 curriculum
	Learning opportunities *Accelerated plans are implemented and reviewed by teachers regularly to ensure learners are making progress*	*Termly* *Ongoing*	*Teaching teams* *Teaching teams*	As above, our At Risk Learners will have their accelerated plans added to their page on Hero. This will allow for SLT, Team Leaders, Key Teachers and Specialist Teachers to access the plan. It also means we can track the support provided over time. Continue to build staff understanding of anticipated misconceptions of mathematical concepts at different year levels, so that staff

				can plan and support our at risk learners accordingly.
			Leadership team	A Maths Professional Development Work Plan will be developed and include feedback from the staff survey where identified areas that teachers would like further support in supporting learners
	Teaching approaches *Utilising the accelerated plans in a systematic school-wide approach to review teaching practices and its impact on student learning*	*Ongoing*	*Leadership team* *Senior leadership team* *Leadership team*	Continue to consolidate teacher understanding and implementation of anticipated planning - with enablers and extenders Continue to look at our Neurodiverse learners and consider the cognitive load they are experiencing and how UDL and our teaching approaches can best meet their needs Develop an action plan around understanding mathematical learning with our whānau
	Additional support *Continue to provide additional staffing and expertise (internally and externally) as required*	*Ongoing*	*Leadership team*	A professional development plan for 2024 will be developed. This plan includes working with Learner First and the continuation of our maths leads in school Additional staffing if available and expertise (internally and externally) will continue to be utilised next year to ensure progress of target students Our 2024 budget will allow for specific and targeted resources to be purchased and for ongoing professional development opportunities to be utilised

Monitoring (How are we going? Check student outcome every term, where are the gaps? What needs to change if this is not working?	*What the data is telling us – cohorts, gender, maori/pacific* *What progress has been made against the action to date based on the targets set* *What support might be needed for teachers and groups of students identified* *What funding or resourcing may be necessary to support the identified needs and actions?*
Resourcing (How much money and time is needed? Who will help us?)	Additional staffing if available and expertise (internally and externally) will continue to be utilised next year to ensure progress of target students Our 2024 budget will allow for specific and targeted resources to be purchased and for ongoing professional development opportunities to be utilised.