Reading Achievement 2024 Analysis of Variance

Curriculum Area	Reading

Focus	• All students are successfully able to access the New Zealand Curriculum as evidenced by achievement in relation to the expected Curriculum Levels in Reading. • Self-review to inform individual and school wide growth and development. • Provision of Professional Learning and Development. • Deliberate action and change to support our target learners.

Baseline Data	• 2023 77.7% Whole School students were At or Above. • 2023 77.5% Māori were At or Above. • 2023 70.6% Pasifika were At or Above. • 2023 52.5% Year 7 students were At or Above. • 2023 75.7% Year 3 students were At or Above.	• 2024 84.1% Whole School students were At or Above. • 2024 82.9% Māori were At or Above. • 2024 72.7% Pasifika were At or Above. • 2024 57.1% Year 8 students were At or Above. • 2024 81.6% Year 4 students were At or Above.

Targets	• 80% of Whole School students to be achieving at or above the expected Curriculum Level. • Māori students are an area of focus as 47.5% identified as being Below/Well below the expected Curriculum Level in 2023. • Pasifika students are an area of focus as 29.4% identified as being Below/Well below the expected Curriculum Level in 2023. • 2023 Year 7 students to be a target focus group as 47.5% identified as being Below/Well below the expected Curriculum Level. • 2023 Year 3 students to be a target focus group as 24.3% identified as being Below/Well below the expected Curriculum Level. • 80% of these target students to be achieving at or above the expected Curriculum Level.

Responsibility	SMT, Literacy / Writing PLD Team, Literacy Leader, School Team Leaders, Teachers, P4C Leader, LSC, RTLit, RTLB, Students

Specific Actions	Expected Outcome	Analysis of Variance	
• Analyse Term 1 PAT/STAR data to inform planning and teaching focus areas. • Use reading assessments based on student needs (Benchmarks or Probe). • Teach learning qualities to develop a growth mindset. • Deliver weekly P4C lessons to enhance reading comprehension. • Implement the Professional Growth Cycle for teacher reflection and improvement. • Apply learning from the NSS Backpack learning qualities.	• Targets focus on the achievement of priority learners (students achieving below or well below their expected curriculum level). • Reading comprehension will improve through higher order thinking in P4C lessons. • Student achievement data is analysed, and	• Maintain data reporting system for staff to track Target/Priority learners. • Conduct conferences and prepare reports. • Discuss progress and strategies in team meetings. • Regularly update the SMS system. • Integrate assessment data into class planning.	• 80% of Whole School students to be achieving at or above the expected Curriculum Level. 2024 Whole school data 84.1% At or Above. Positive outcome; as this is 4.1% above expectation in 2024. • 2023 Māori students are an area of focus as 22.5% identified as being Below/Well below the expected Curriculum Level. Positive outcome - 82.9% At or Above; as this is 2.9% above expectation in 2024.

• Link teaching practices to the Teaching Standards. • Follow the NSS appraisal process and Annual Targets. • Continue the Reading Recovery programme. • Include target students in daily planning documents for regular review and discussion. • Provide extra TA support during Literacy time. • Implement Structured Literacy (LLLL) for Years 1-4. • Engage RTLit and/or RTLB for targeted student and staff support. • Use Decodable Texts school-wide. • Implement *Mahi by Mahi*. • Complete 6-Year Nets to guide next steps in consultation with RR teachers. • Run reading workshops in collaboration classes to strengthen reading-writing connections. • Explicitly teach 'The Code.' • Set and track SMART goals with students. • Utilise online reading resources: StepsWeb, Study Ladder, LLLL apps, Lexia, Bookmaker app. • Implement AVAILLL and CSI Reading Programmes. • Use *The Writing Book* by Sheena Cameron & Louise Dempsey.	action plans are developed. • Data is used to inform next steps, guide deliberate acts of teaching, and improve standards. • Online programmes are set up to strengthen literacy at home and build connections between home and school.	• Complete and analyse Running Records to inform next steps. • Document informal observation notes. • Encourage student reflections. • Provide ongoing PLD for staff in key areas: assessment, inquiry, and growth mindset. • Utilise decodable texts in literacy instruction. • Implement cross-school literacy training with Liz Kane. • Share professional readings with staff.	• 2023 Pasifika students are an area of focus as 29.4% identified as being Below/Well below the expected Curriculum Level. Negative outcome - 72.7% At or Above; as this is 7.3% below expectation in 2024. However, in the 2024 T1 vs T4 data, the Pasifika data went from 66.7% At or Above to 72.7% indicating an improvement of 6%. • 2023 Year 7 students to be a target focus group as 47.5% identified as being Below/Well below the expected Curriculum Level. Negative outcome - 57.1% At or Above; as this is 7.3% below expectation for Year 8 in 2024. However, in the 2024 T1 vs T4 data, the Year 8 data went from 33.3% At or Above to 57.1% indicating an improvement of 23.8%. • 2023 Year 3 students to be a target focus group as 24.3% identified as being Below/Well below the expected Curriculum Level. Positive outcome - 81.6% At or Above; as this is 1.6% above expectation in 2024.

Writing Achievement 2024 Analysis of Variance

Curriculum Area	Writing
Focus	• All students are successfully able to access the New Zealand Curriculum as evidenced by achievement in relation to the expected Curriculum Levels in Writing. • Self-review to inform individual and school wide growth and development. • Provision of Professional Learning and Development. • Deliberate action and change to support our target learners.

Baseline Data		
	• 2023 58.9% Whole School students were At or Above. • 2023 69.7% Māori were At or Above. • 2023 64.7% Pasifika were At or Above. • 2023 50% Year 7 students were At or Above. • 2023 68.3% Year 5 students were At or Above. • 2023 60.6% Year 4 students were At or Above.	• 2024 76.3% Whole School students were At or Above. • 2024 70.4% Māori were At or Above. • 2024 66.7% Pasifika were At or Above. • 2024 51.3% Year 8 students were At or Above. • 2024 62% Year 6 students were At or Above. • 2024 73.3% Year 5 students were At or Above.

Targets	• 80% of Whole School students to be achieving at or above the expected Curriculum Level. • Māori students are an area of focus as 30.3% identified as being Below/Well below the expected Curriculum Level in 2023. • Pasifika students are an area of focus as 35.3% identified as being Below/Well below the expected Curriculum Level in 2023. • 2023 Year 7 students to be a target focus group as 50% identified as being Below/Well below the expected Curriculum Level. • 2023 Year 5 students to be a target focus group as 31.7% identified as being Below/Well below the expected Curriculum Level. • 2023 Year 4 students to be a target focus group as 39.4% identified as being Below/Well below the expected Curriculum Level. • 80% of these target students to be achieving at or above the expected Curriculum Level.
Responsibility	SMT, Literacy / Writing PLD Team, Literacy Leader, School Team Leaders, Teachers, P4C Leader, LSC, RTLit, RTLB, Students

Specific Actions	Expected Outcome	Analysis of Variance	
• Plan deliberately and collaborate to improve students' spelling, punctuation, and writing organisation. • Strengthen school-wide writing assessment moderation for greater consistency and reliability. • Implement the Professional Growth Cycle to support teacher reflection and practice improvement. • Align teaching with the Teaching Standards. • Ensure target students are included in daily planning, with regular review and discussion.	• Deliver direct teaching to target writing groups to accelerate progress. • Focus achievement targets on priority learners (Below or Well Below expected levels). • Develop students' ability to give meaningful peer	• Purchase reading and phonics apps to enhance literacy support for priority learners. • RTLit provided targeted interventions to support struggling students. • Conducted school-wide moderation to ensure consistency and	• 80% of Whole School students to be achieving at or above the expected Curriculum Level. 2024 Whole school data 76.3% At or Above. Negative outcome as this is 3.7% below expectation. However, in the 2024 T1 vs T4 data, the whole school data went from 63.7% At or Above to 76.3% indicating an improvement of 13.4%. • 2023 Māori students are an area of focus as 30.3% identified as being Below/Well below the expected Curriculum Level.

• Apply NSS Backpack learning qualities to enhance student learning. • Increase the frequency of team-based writing moderation. • Use formative data to guide and track the progress of target students. • Continue integrating digital devices to support and engage learners. • Explore effective writing apps to boost student motivation. • Provide additional TA support during Literacy sessions. • Expand the use of Google Docs for collaborative writing and feedback. • Gather student voice to inform writing programme improvements. • Review NSS progressions against NZ Curriculum levels for alignment. • Teach students how to provide meaningful peer feedback. • Deliver weekly P4C sessions to strengthen writing skills. • Utilise RTLit and RTLB support for identified student groups and staff. • Implement explicit instruction in spelling using "The Code." • Use TKI Writing Matrices to assess writing, aligning with NZ Curriculum levels. • Strengthen internal evaluation through coaching, encouraging teachers to take risks, adapt strategies, and engage Māori and male students in writing. • Provide PLD on student self-reflection, the writing process, and NSS Explorer Backpack learning qualities. • Develop PLD strategies to enhance student agency, engagement, and participation, making writing more meaningful for Māori learners. • Continue the Writer's Tool Box with Year 7/8. • Introduce the Writer's Tool Box to Year 5/6.	feedback, recorded on Google Docs. • Strengthen the spelling programme to improve accuracy and spelling ages. • Provide written feedback to teachers to guide next instructional steps. • Improve writing skills for target students through structured interventions. • Enhance teaching practices in writing by upskilling teachers through PLD. • Implement targeted writing strategies to meet student needs. • Regularly review and refine teaching approaches for effectiveness. • Ensure validity of Overall Teacher Judgments (OTJs) through moderation. • Implement curriculum support programmes for additional student assistance. • Utilize online literacy programmes to reinforce learning at home. • Set achievement targets, review progress, and adjust budgets for future PLD.	accuracy in assessments. • Collected and analyzed writing data to strengthen overall teacher judgments and inform instruction. • Literacy leads and teams reviewed target students and teaching practices to improve outcomes. • Used P4C lessons to develop sentence structures and improve written expression. • PLD on Growth Mindset and mindfulness fostered positive dispositions toward writing and learning. • Introduced the Writer's Tool Box to Year 7/8. • Continued developing Writing CAAP Plan.	Negative outcome - 70.4% At or Above; as this is 9.6% below expectation in 2024. However, in the 2024 T1 vs T4 data, the Māori data went from 57.3% At or Above to 70.4% indicating an improvement of 13.1%. • 2023 Pasifika students are an area of focus as 35.3% identified as being Below/Well below the expected Curriculum Level. Negative outcome - 66.7% At or Above; as this is 13.3% below expectation in 2024. However, in the 2024 T1 vs T4 data, the Pasifika data went from 57.6% At or Above to 66.7% indicating an improvement of 9.1%. • 2023 Year 7 students to be a target focus group as 50% identified as being Below/Well below the expected Curriculum Level. Negative outcome - 48.7% At or Above; as this is 31.3% below expectation for Year 8 in 2024. However, in the 2024 T1 vs T4 data, the Year 8 data went from 24.4% At or Above to 48.7% indicating an improvement of 24.3%. • 2023 Year 5 students to be a target focus group as 31.7% identified as being Below/Well below the expected Curriculum Level. Negative outcome - 62% At or Above; as this is 38% below expectation for Year 6 in 2024. However, in the 2024 T1 vs T4 data, the Year 6 data went from 24.4% At or Above to 48.7% indicating an improvement of 24.3%. • 2023 Year 4 students to be a target focus group as 39.4% identified as being Below/Well below the expected Curriculum Level. Negative outcome - 73.3% At or Above; as this is 6.7% below expectation for Year 5 in 2024. However, in the 2024 T1 vs T4 data, the Year 5 data went from 63.4% At or Above to 73.3% indicating an improvement of 9.9%.

Mathematics Achievement 2024 Analysis of Variance

Curriculum Area	Mathematics

Focus

- All students are successfully able to access the New Zealand Curriculum as evidenced by achievement in relation to the expected Curriculum Levels in Maths.
- Self-review to inform individual and school wide growth and development.
- Provision of Professional Learning and Development – whole school focus 2024
- Deliberate action and change to support our target learners.

Baseline Data

- 2023 73.9% Whole School students were At or Above.
- 2023 69.1% Māori were At or Above.
- 2023 66.7% Pasifika were At or Above.
- 2023 51.3% Year 7 students were At or Above.
- 2023 71.4% Year 6 students were At or Above.
- 2023 70.7% Year 5 students were At or Above.
- 2023 66.7% Year 4 students were At or Above.

- 2024 81.8% Whole School students were At or Above.
- 2024 80.3% Māori were At or Above.
- 2024 70.6% Pasifika were At or Above.
- 2024 43.9% Year 8 students were At or Above.
- 2024 70.5% Year 7 students were At or Above.
- 2024 86.2% Year 6 students were At or Above.
- 2024 90% Year 5 students were At or Above.

Targets

- 80% of Whole School students to be achieving at or above the expected Curriculum Level.
- 2023 Māori students are an area of focus as 30.9% identified as being below/well below the expected Curriculum Level.
- 2023 Pasifika students are an area of focus as 33.3% identified as being below/well below the expected Curriculum Level.
- 2023 Year 7 students to be a target focus group as 48.7% identified as being Below/Well below the expected Curriculum Level.
- 2023 Year 6 students to be a target focus group as 28.6% identified as being Below/Well below the expected Curriculum Level.
- 2023 Year 5 students to be a target focus group as 29.3% identified as being Below/Well below the expected Curriculum Level.
- 2023 Year 4 students to be a target focus group as 33.3% identified as being Below/Well below the expected Curriculum Level.
- 80% of these students to be achieving at or above the expected Curriculum Level.

Responsibility	SMT, Mathematics Leader, Team Leaders, Teachers, LSC, RTLB, Students

Specific Actions	Expected Outcome	Analysis of Variance	
- Target students identified in daily planning documents, reviewed and discussed regularly. - Set clear expectations for Mathematics delivery and assessment. - Maths PLD Leaders conduct observations to ensure effective programmes. - Align teaching with the Teaching Standards.	- Develop and implement action plans to accelerate Maths progress. - Provide ongoing PLD on school-wide Maths expectations. - Deliver direct teaching	Continue implementing the CAAP plan for Maths to ensure consistency and progress in teaching and learning.	• 80% of Whole School students to be achieving at or above the expected Curriculum Level. 2024 Whole school data 81.8% At or Above. Positive outcome as this is 1.8% below expectation. • 2023 Māori students are an area of focus as 30.3% identified as being Below/Well below the expected Curriculum Level.

• Staff meetings focus on one of the three curriculum areas as PLD for all staff. • Integrate NSS backpack learning qualities into teaching. • Deliver weekly P4C lessons to enhance thinking and problem-solving skills. • Make Maths more meaningful for Māori and Pasifika students. • Foster motivation and engagement through open-ended problems. • Maintain CAAP plan expectations for Mathematics delivery and assessment. • Teach learning qualities to develop a growth mindset. • Ensure a school-wide expectation of weekly rich Maths tasks. • Facilitate Maths workshops for collaboration classes. • Guide students in setting SMART Goals. • Utilize online Maths resources (e-ako, Numicon, Prodigy, Study Ladder, Seesaw). • Use PAT data to inform curriculum coverage and enhance teacher capability. • Develop and measure positive learning dispositions consistently. • Strengthen digital capability across the school. • Implement the Professional Growth Cycle to support teacher reflection and improvement. • Deploy new Chromebooks to enhance digital learning.	to target groups throughout the year. • Focus targets on priority learners (students Below or Well Below expected levels). • Strengthen student-teacher conversations to enhance learning. • Foster positive learning dispositions. • Tailor Maths strategies to meet identified needs. • Support parents in understanding the Maths programme. • Improve outcomes for target students. • Enhance effective teaching practices each term. • Ensure validity of OTJs through regular moderation. • Expand eLearning opportunities in Mathematics. • Support teachers in integrating digital tools into lessons. • Implement inquiry-based Maths lessons. • Raise achievement for priority students. • Review and refine Maths teaching approaches. • Utilise online programmes to strengthen home-school Maths connections.	• Strengthen teacher practice in Maths pedagogy by improving dispositions and supporting change through PLD and Coaching. • Monitor and track the progress of target students, ensuring interventions are effective and responsive. • Integrate eLearning opportunities into teaching to enhance engagement and support diverse learning needs. • Parenting programmes were not implemented but remain an area for future development. • Share professional readings with staff to encourage best practices and ongoing professional growth.	Positive outcome - 80.3% At or Above; as this is 0.3% above expectation in 2024. • 2023 Pasifika students are an area of focus as 33.3% identified as being Below/Well below the expected Curriculum Level. Negative outcome - 70.6% At or Above; as this is 9.4% below expectation in 2024. However, in the 2024 T1 vs T4 data, the Pasifika student data went from 64.7% At or Above to 70.6% indicating an improvement of 5.9%. • 2023 Year 7 students to be a target focus group as 48.7% identified as being Below/Well below the expected Curriculum Level. Negative outcome - 43.9% At or Above; as this is 36.1% below expectation in 2024. However, in the 2024 T1 vs T4 data, the Year 8 student data went from 34.1% At or Above to 43.9% indicating an improvement of 9.8%. • 2023 Year 6 students to be a target focus group as 28.6% identified as being Below/Well below the expected Curriculum Level. Negative outcome - 70.5% At or Above; as this is 9.5% below expectation in 2024. However, in the 2024 T1 vs T4 data, the Year 7 student data went from 50% At or Above to 70.5% indicating an improvement of 20.5%. • 2023 Year 5 students to be a target focus group as 29.3% identified as being below/well below the expected Curriculum Level. Positive outcome - 86.2% At or Above; as this is 6.2% above expectation in 2024. • 2023 Year 4 students to be a target focus group as 33.3% identified as being below/well below the expected Curriculum Level. Positive outcome - 90% At or Above; as this is 10% above expectation in 2024.

New Zealand Curriculum Reading Targets 2025

Strategic Goals

- **Student Achievement:** All students effectively access the New Zealand Curriculum, as demonstrated by achievement in relation to NZC levels in Writing.
- **Self-Review:** Ongoing self-review informs both individual and school-wide growth and development.
- **Professional Development:** The school ensures the provision of high-quality Professional Learning and Development.
- **Targeted Support:** Strategic actions and targeted interventions support priority and target learners.

Annual Aims

- Professional Development: The school ensures the provision of high-quality Professional Learning and Development.
- Continue the P4C Project to strengthen literacy intervention and development.
- Provide Literacy Support through Teacher Aides for Years 1-4.
- Implement a Multi-Sensory Learning Programme for Years 1-4.
- Deliver targeted support and intervention for special needs students.
- Promote inclusive practices across the school.
- Establish a schoolwide Literacy Team to oversee and implement action plans.
- Raise student achievement in literacy, focusing on those below the expected Curriculum Level.

Target

- Whole School students are an area of focus as 15.9% identified as being below/well below the expected Curriculum Level.
- 2024 Māori students are an area of focus as 17.1% identified as being Below/Well below the expected Curriculum Level.
- 2024 Pasifika students are an area of focus as 27.3% identified as being Below/Well below the expected Curriculum Level.
- 2024 Year 3 students to be a target focus group as 23.1% identified as being Below/Well below the expected Curriculum Level.
- 2024 Year 7 students to be a target focus group as 25.7% identified as being Below/Well below the expected Curriculum Level.
- 80% of these students to be achieving at or above the expected Curriculum Level.

Cohort Data

Level in 2024	Above	At	Below	Well Below	Percentages of children At or Above
Year 3	37%	39.1%	23.1%		76.1%
Year 7	8.6%	65.7%	22.9%	2.9%	74.3%

Baseline Data - End 2024

Whole school 53.7% At 30.4% Above = 84.1%
Male 50.3% At 28.6% Above = 78.9%
Female .54.2% At .33.9% Above = .88.1%
Māori 59.1% At 23.8% Above = 82.9%
Māori Male 59.6% At 19.1% Above = 78.7%
Māori Female 58.1% At 28.4% Above = 86.5%
Pasifika 42.4% At 30.3% Above = 72.7%

Specific Actions

- **Term 1 PAT/Star data analysed,** and next steps formulated for planning and teaching focus areas.
- **Teaching of learning qualities**, focusing on the NSS backpack to support a growth mindset.
- **Weekly P4C lessons** to improve reading comprehension.

Led by

- Senior Management Team
- PLD Provider in Maths
- Literacy Leaders
- Schoolwide Curriculum Leaders
- Teachers
- Learning Support Coordinator (LSC)
- Resource Teacher of Learning/Behaviour

Budget

$5000.00 Literacy

$5000.00 Duffy

Time Frame

Terms 1 – 4

• **RTLit** working with specific and identified groups of students and staff. • **Target students identified** in daily planning documents. • **Using Decodable Texts schoolwide** to support reading development. • **6-year nets completed** to inform next steps in consultation with the teacher of Reading Recovery. • **Reading workshops for collaboration classes,** continuing to build stronger links between reading and writing for students to experience literacy as a connected whole. • **Explicit teaching of 'The Code.'** • **SMART Goals used** in conjunction with students to set clear learning targets. • **Use of online reading resources** – Steps Web, Study Ladder, LLLL apps, Lexia, Bookmaker app. • **AVAILLL Reading Programme.** • **CSI Reading Programme.** • **The Writing Book,** Sheena Cameron & Louise Dempsey. • **New Chromebooks purchased** to support digital learning. • **New resources purchased** to enrich learning experiences. • **Requested PLD provided** to support teacher development in Structured Literacy. • **Curriculum Leaders** help to remove barriers, track the progress of Priority/Target learners, and share best practise across year levels.	(RTLB) • Resource Teacher of Literacy (RTLit) • Students		

New Zealand Curriculum Writing Targets 2025

Strategic Goals	Annual Aims	Target
• **Student Achievement:** All students effectively access the New Zealand Curriculum, as demonstrated by achievement in relation to NZC levels in Writing. • **Self-Review:** Ongoing self-review informs both individual and school-wide growth and development. • **Professional Development:** The school ensures the provision of high-quality Professional Learning and Development. • **Targeted Support:** Strategic actions and targeted interventions support priority and target learners.	• Professional Development: The school ensures the provision of high-quality Professional Learning and Development. • Continue the P4C Project to strengthen literacy intervention and development. • Provide Literacy Support through Teacher Aides for Years 1-4. • Implement a Multi-Sensory Learning Programme for Years 1-4. • Deliver targeted support and intervention for special needs students. • Promote inclusive practices across the school. • Establish a schoolwide Literacy Team to oversee and implement action plans. • Raise student achievement in literacy, focusing on those below the expected Curriculum Level.	• Whole School students are an area of focus as 23.7% identified as being below/well below the expected Curriculum Level. • 2024 Māori students are an area of focus as 29.6% identified as being Below/Well below the expected Curriculum Level. • 2024 Pasifika students are an area of focus as 33.3% identified as being Below/Well below the expected Curriculum Level. • 2024 Year 4 students to be a target focus group as 37.1% identified as being Below/Well below the expected Curriculum Level. • 2024 Year 5 students to be a target focus group as 26.7% identified as being Below/Well below the expected Curriculum Level. • 2024 Year 6 students to be a target focus group as 38% identified as being Below/Well below the expected Curriculum Level. • 2024 Year 7 students to be a target focus group as 27.2% identified as being Below/Well below the expected Curriculum Level. • 80% of these students to be achieving at or above the expected Curriculum Level.

Cohort Data

Level in 2024	Above	At	Below	Well Below	Percentages of children At or Above
Year 4	11.4%	51.4%	37.1%	0%	62.8%
Year 5	20%	53.3%	16.7%	10%	73.32%
Year 6	3.4%	58.6%	27.6%	10.3%	62%
Year 7	3%	69.7%	24.2%	3%	72.7%

Baseline Data - End 2024

Whole school 44.4% At 31.9% Above = 76.3%
Male 39.1% At 29.5% Above = 68.6%
Female 50.4% At 34.5% Above = 84.9%
Māori 21.7% At 48.7% Above = 70.4%
Māori Male 41.9% At 18.6% Above = 60.5%
Māori Female 57.6% At 25.8% Above = 83.4%
Pasifika 30.3% At 36.4% Above = 66.7%

Specific Actions	Led by	Budget	Time Frame
• **Deliberate planning and collaboration** to improve student spelling using "The Code,"	• Senior Management Team • PLD Provider in Maths	$13000.00 Writers Toolbox	Terms 1 – 4

punctuation, and organization in written language. • **Moderation of school-wide writing assessments** (developed in teams) to enhance consistency and reliability of assessment data. • **Target students identified in daily planning documents**, regularly reviewed and discussed. • **Use of TKI Writing Matrices** to assess student writing against NZ Curriculum Levels. • **Weekly P4C sessions** to enhance writing skills. • **Explicit teaching of 'The Code'** to strengthen spelling and literacy foundations. • **Explicit teaching of 'Structured Literacy'** to support systematic literacy development. • **Strengthening internal evaluation through coaching**, empowering teachers to take risks, refine writing instruction, and design engaging activities—particularly for Māori students and boys. • **PLD on student writing reflection and process**, focusing on self-assessment, the writing process, and key learner qualities. • **PLD on strategies to enhance student agency, engagement, and participation in writing**, ensuring writing is meaningful for Māori students. • **New Chromebooks purchased** to support digital learning • **New writing resources acquired** to enrich learning experiences. • **Requested PLD provided** to support teacher development in Structured Literacy. • **Curriculum Leaders** help to remove barriers, track the progress of Priority/Target learners, and share best practise across year levels.	• Literacy Leaders • Schoolwide Curriculum Leaders • Teachers • Learning Support Coordinator (LSC) • Resource Teacher of Learning/Behaviour (RTLB) • Resource Teacher of Literacy (RTLit) • Students		

New Zealand Curriculum Maths Targets 2025

Strategic Goals	Annual Aims	Target
Student Achievement: All students effectively access the New Zealand Curriculum, as demonstrated by achievement in relation to NZC levels in Mathematics. **Self-Review:** Ongoing self-review informs both individual and school-wide growth and development. **Professional Development:** The school ensures the provision of high-quality Professional Learning and Development. **Targeted Support:** Strategic actions and targeted interventions support priority and target learners.	- Provide support and targeted interventions for students with special needs. - Foster inclusive practices within the school environment. - Ensure all teams work collaboratively and remain dedicated to continuous improvement. - Integrate Philosophy for Children (P4C) into the Mathematics Curriculum. - Mathematics Leaders to implement action plans and identify further professional learning and development (PLD) opportunities in collaboration with the PLD coordinator. - Enhance student achievement in Mathematics, particularly for those performing below the expected Curriculum Level.	- Whole School students are an area of focus as 18.2% identified as being below/well below the expected Curriculum Level. 2024 Māori students are an area of focus as 19.7% identified as being Below/Well below the expected Curriculum Level. 2024 Pasifika students are an area of focus as 29.4% identified as being Below/Well below the expected Curriculum Level. 2024 Year 4 students to be a target focus group as 20.8% identified as being Below/Well below the expected Curriculum Level. 2024 Year 7 students to be a target focus group as 30.5% identified as being Below/Well below the expected Curriculum Level. 80% of these students to be achieving at or above the expected Curriculum Level.

Cohort Data

Level in 2024	Above	At	Below	Well Below	Percentages of children At or Above
Year 4	16.7%	62.5%	20.8%	0%	79.2%
Year 7	2.8%	66.7%	27.8%	2.8%	69.5%

Baseline Data - End 2024

Whole school 55% At 26.8% Above = 81.8%
Male 49.1% At 29.1% Above = 78.2%
Female 61.5% At 24.3% Above = 85.8%
Māori 58.3% At 22% Above = 80.3%
Māori Male 54.3% At 22.3% Above = 76.6%
Māori Female 63.5% At 21.6% Above = 85.1%
Pasifika 44.1% At 26.5% Above = 70.6%

Specific Actions	Led by	Budget	Time Frame
Current school-wide focus for PLD 2025. **Dedicated curriculum units** for two curriculum leads (Junior and Senior). **Ākonga whai hua (target students)** identified in daily planning documents, regularly reviewed and discussed.	- Senior Management Team - PLD Provider in Maths - Mathematics Leaders - Schoolwide Curriculum Leaders - Teachers - Learning Support Coordinator (LSC) - Resource Teacher of Learning/Behaviour (RTLB)	$6000.00	Terms 1 – 4

• **Continuation of CAAP plan expectations** for pāngarau (mathematics) teaching, delivery, and assessment. • **Explicit teaching of learning qualities** to foster a whakatipu whakaaro tūwhera (growth mindset). • **Application of learning** related to the NSS backpack. • **Expectation of a weekly mahi whai take (rich task)** implemented schoolwide. • **Weekly P4C lessons** to enhance whakaaro nui me te rapa ā-tautai (critical thinking and problem-solving skills). • **Exploring strategies** to make pāngarau more meaningful for Māori and Pasifika ākonga. • **Enhancing whakahihiko me te whakauru (motivation and engagement)** through open-ended problem-solving. • **Collaborative pāngarau awheawhe (maths workshops)** for partnership classes. • **Students setting SMART goals** to guide their learning. • **Integration of online pāngarau resources** such as e-ako, Numicon, Prodigy, Study Ladder, and Seesaw. • **Using PAT data** to inform curriculum coverage, tātari (analyse) kaiako capability, and improve teaching practice. • **Consistent measurement of ngā āhuatanga ako pai (positive learning dispositions)** across the school. • **Strengthening āheinga matihiko (digital capability)** among ākonga and kaiako. • **Purchase of additional rorohiko ā-ringa (Chromebooks)** to support learning. • **Requested PLD provided** to support teacher development in Structured Maths. • **Curriculum Leaders** help to remove barriers, track the progress of Priority/Target learners, and share best practise across year levels.	• Students