

Priority Learning Targets and Planned Actions to Raise Achievement (2024)

Strategic Aims: **Strategic Goals:** 1. To ‘CONTINUALLY’ improve the school’s learning culture so ākonga (students) are safe, secure, engaged and have a strong sense of belonging. 2. ‘Ki Runga Rawa (Aim HIGH)’: To support all ākonga to be the best they can be and to develop a love and passion for learning. 3. To ‘BUILD’ teachers capability by embedding schoolwide best practice, which is aligned to the New Zealand Curriculum and supports each ākonga AIM High to be the best they can be.

- **Most Year 8 learners** (with a focus on Māori students and boys) are meeting/exceeding the Stratford Primary School Curriculum Milestones (Reading, Writing and Mathematics) when they leave for high school.

Annual Aim + Targets and Baseline Data: **Writing Target Roopu for 2024:** 50+% of Priority Learners will be ‘Working Within’ the Curriculum Milestone for writing. Roopu will be in Year 2, Year 3, Year 4, Year 5, Year 6, Year 7 and Year 8. They will include all gender and ethnic groups.

Writing Baseline Data: See the Writing Improvement Plan (above).

Basic Facts Target Roopu for 2024:

75+% of Priority Learners will be ‘Working Within’ the Curriculum Milestone for Basic Facts. Roopu will be in Year 2, Year 3, Year 4, Year 5, Year 6, Year 7 and Year 8. They will include all gender and ethnic groups.

Basic Fact Baseline Data: See the Mathematics Improvement Plan (above).

Attendance Target for 2024:

At least 75% of ākonga will be attending school regularly (Note: This is 5% higher than the Ministry of Education Target).

Attendance Summary from 30 January to 11 December 2023 (Compared with 2022):

The results show improvement in overall attendance by 2.05%. Justified and unjustified absences also improved. For example, justified absences dropped by 1.42% and Unjustified absences dropped by 0.63%. Overall term attendance showed that Stratford Primary School is well above local and national trends. Our average attendance rate per half day for 2023 finished at around 89.18%, which was just below our school goal.

Attendance	2022	2023
Present	84.78%	86.83%
Justified	9.39%	7.97%
Unjustified	5.83%	5.2%

Planned Actions:	Target Area/When:	What:	Who:	Indication of Progress:
Term 4, 2023 and Term 1, 2024	Writing/Basic Facts Weeks 2-5, Term 4 2023	Teams reviewed Priority Learners with the aim of identifying ākongas for 2024: <ul style="list-style-type: none"> • Questions... what would support the transition for ākongas to their new teachers? What assessments/data would support this process? • Writing: Ākongas who are “Working Towards” or are just “Within” the SPS Standards. • Mathematics Basic Facts: 	Lead: Leadership and Team Leaders. Team Leaders with their Teaching Team.	<input type="checkbox"/> 2024 Priority Learners identified with transition plan notes to support the change. <input type="checkbox"/> Confirm and strengthen the Markbook Moderation Process for Term 1, 2024 with Team Leaders.
	Writing/Basic Facts/ Attendance Monday 20 November, Term 4 2023.	Teachers are fully aware of the School Improvement Plans for: <ul style="list-style-type: none"> • Writing • Mathematic: Basic Facts • Te Reo • Attendance 	Lead: Leadership Team and Team Leaders. Team Leaders with their Teaching Team.	<input type="checkbox"/> Each Team (Including individual teachers) has a shared understanding of the 2024 Annual Improvement Plan: <ul style="list-style-type: none"> • Teams and individual teachers have identified what actions they will take.
	Writing/Basic Facts/ Attendance Monday 22 January 2024	An analysis of the 2023 Writing Improvement Plan is completed, identifying what supported the acceleration of ākongas progress and teacher capability. In addition, next steps are identified for the 2024 Writing Improvement Plan, Writing Targets, Basic Facts Targets and Attendance Targets.	Lead: Leadership Team with the support of an external advisor.	<input type="checkbox"/> Analysis of Variance report completed. <input type="checkbox"/> Findings shared with ERO.
	Writing/Basic Facts 5 February 2024 (Week 2)	Teams developing and then sharing their School Improvement Actions <ul style="list-style-type: none"> • Team Leaders share their room environments against the SPS Standards. • Teams sharing their Improvement Plan Actions, with a focus on Boys. 	Lead: Team Leaders with their Teams.	<input type="checkbox"/> There is less variation from 2023 to 2024 Writing Data. <input type="checkbox"/> Teams are able to drive improvement strategies for Writing, and Basic Facts. <input type="checkbox"/> Process shared with the Board on 25 March.
	Board Monitoring 12 February (Week 3, Term 1)	Review of the 2023 Analysis of Variance: <ul style="list-style-type: none"> - 2023 End of Year Writing Analysis - 2023 Attendance Report - 2023 Mathematics Data. 	Lead: Principal reporting to the Board.	<input type="checkbox"/> The Board has a good understanding of the overall Writing, Mathematics and Attendance trends and the planned actions to address points of challenge.

	Target Area/When:	What:	Who:	Indication of Progress:
	Writing 1-2 March 2024 (Week 5)	Writing Professional Development: PLD with an external writing facilitator continues into its third year for 2023.	Lead: Deputy Principal + Murray Gadd.	<input type="checkbox"/> Teachers are supported to set their next steps with their writing practice. Inquiry looking into the impact of instructional practices to support priority learners.
	Writing 4 March, 2024 (Week 6) 26 March, 2024 (Week 9)	Staff Meeting + Writing Markbook Moderation: <ul style="list-style-type: none"> Review the Moderating Process for Markbooks. Identified ākongā who have fallen back from Term 4, 2023. Confirmed the process for Term 2. Reflect and update their Team's Action Plan for Writing Inquiry. How successful are the goals and how do teams know (evidence)? 	Lead: Team Leaders with their Teams.	<input type="checkbox"/> Teams have identified ākongā who may have fallen back with their writing progress from 2023. Teams have moderated Markbooks to ensure consistency with data. They have identified what has worked to improve their teaching practice, including using a teacher video to enhance their practice, and they have identified next actionable steps for Term 2.
	Board Monitoring 25 March (Week 9, Term 1)	Priority Learners Targets: <ul style="list-style-type: none"> Setup for Writing and Basic Facts. Schoolwide PAT Mathematics. Attendance Process. 	Lead: Principal reporting to the Board.	<input type="checkbox"/> The Board has a good understanding of the process teachers are using to accelerate learners' progress in Writing and Basic Facts. The Board has a good understanding of Mathematics trends that will shape future priorities.
Planned Actions: Term 2, 2024	Writing/Basic Facts 26 April 2023 (Callback Day)	Priority Learners Inquiry Meetings: <ul style="list-style-type: none"> What is working well? Areas to develop? Ideas? Update ākongā tracking tool. Review schoolwide writing expectations and plan Term 2 videos. Review Basic Facts Progress. 	Lead: Team Leaders and Teaching Teams.	<input type="checkbox"/> Progress of ākongā: Teams are sharing evidence they are growing their writing teaching practice e.g. sharing their reflections, sharing examples of ākongā learning. <input type="checkbox"/> Next steps identified for individual teachers and the team. Findings shared with the Deputy Principal.
	Writing/Basic Facts 6 May 2024 (Week 2)	Staff Meeting (staffroom): Teams to specifically share what teaching strategies and practices are accelerating learners in Writing and Basic Facts.	Lead: Team Leaders with their Teams.	<input type="checkbox"/> Quality sharing supports the embedding of successful teaching practice and builds on teacher knowledge. <input type="checkbox"/> Process shared with the Board on 24 June.

	When:	What:	Who:	Indication of Progress:
	Board Monitoring 20 May (Week 4, Term 2)	End of Term 1 Priority Learners Progress Results <ul style="list-style-type: none"> • Writing progress for Term 1. • Basic Facts progress for Term 1. • Attendance rates. 	Lead: Principal reporting to the Board.	<input type="checkbox"/> The Board can see progress over time and are well informed of what is working well and potential barriers to learning.
	Writing 7 June 2024 (Week 6)	Priority Learners Inquiry Meetings: <ul style="list-style-type: none"> • Update ākongā tracking tool. • Sharing video reflections and next steps. • Reflect and update their Team's Action Plan for Writing Inquiry. How successful are the goals and how do teams know (evidence)? 	Lead: Team Leaders and Teaching Teams, with support of the Leadership Team.	<input type="checkbox"/> Term 2 video and reflections completed by each teacher. <input type="checkbox"/> Priority Ākongā: 50% are making progress in writing and 75% in Basic Facts.
	Writing/Mathematics 18 June, 2024 (Week 8)	Writing/Mathematics Markbook Moderation: <ul style="list-style-type: none"> • Identified ākongā who have fallen back from previous terms. • Confirmed Markbook data following the guidelines if a learner has fallen back or significantly improved. • Reflect and update their Team's Action Plan 	Lead: Team Leaders with their Teams.	<input type="checkbox"/> Teams identified ākongā who may have fallen back with their writing progress. Teams have moderated Markbooks to ensure consistency with data. They have identified what has worked to improve their teaching practice, including using a teacher video to enhance their practice, and they have identified next actionable steps.
	Writing 24 -25 June 2024 (Week 9)	Writing Professional Development: <ul style="list-style-type: none"> • PLD with an external writing facilitator continues into its third year for 2023. 	Lead: Deputy Principal + Murray Gadd.	<input type="checkbox"/> Teachers are supported to set their next steps with their writing practice. Inquiry looking into the impact of instructional practices to support priority learners.
Planned Actions: Term 3, 2024	Writing/Basic Facts 19 July 2024 (Callback Day)	Priority Learners Inquiry Meetings: <ul style="list-style-type: none"> • What is working well? Areas to develop? Ideas? • Update ākongā tracking tool. • Review schoolwide writing expectations and plan Term 2 videos. 	Lead: Team Leaders and Teaching Teams.	<input type="checkbox"/> Progress of ākongā. <input type="checkbox"/> Teams are sharing evidence they are growing their writing teaching practice e.g. sharing their reflections, sharing examples of ākongā learning. <input type="checkbox"/> Next steps identified for individual teachers and the team. Findings shared with the Deputy Principal.
	Writing/ Basic Facts 29 July 2024	Staff Meeting (staffroom): Teams to specifically share what teaching strategies and practices are accelerating learners in Writing and Basic Facts.	Lead: Team Leaders with their Teams.	<input type="checkbox"/> Quality sharing supports the embedding of successful teaching practice and builds on teacher knowledge.

	(Week 2)			<input type="checkbox"/> Process shared with the Board on 24 June.
	Writing/ Basic Facts 20 August 2024 (Week 5)	Priority Learners Inquiry Meetings: <ul style="list-style-type: none"> Update ākongā tracking tool. Sharing video reflections and next steps. Reflect and update their Team's Action Plan for Writing Inquiry. How successful are the goals and how do teams know (evidence)? 	Lead: Team Leaders and Teaching Teams, with support of the Leadership Team.	<input type="checkbox"/> Term 3 video and reflections completed by each teacher. <input type="checkbox"/> Priority Ākongā: 50% are making progress in Writing and 75% in Basic Facts.
	Writing 26 - 27 28 Aug (Week 6)	Writing Professional Development: PLD with an external writing facilitator continues into its second year for 2023.	Lead: Associate Principal + Murray Gadd.	<input type="checkbox"/> Teachers are supported to set their next steps with their writing practice. Inquiry looking into the impact of instructional practices.
	Board Monitoring 29 August (Week 2, Term 3)	End of Term 2 Priority Learners Progress Results: <ul style="list-style-type: none"> Writing progress for Term 2. Basic Facts progress for Term 2. Attendance rates Term 2. 	Lead: Principal reporting to the Board.	<input type="checkbox"/> The Board can see progress over time and are well informed of what is working well and potential barriers to learning.
	Writing/Mathematics 9 September 2024 (Week 8)	Writing/Mathematics Markbook Moderation: <ul style="list-style-type: none"> Identified ākongā who have fallen back from previous terms. Confirmed Markbook data following the guidelines if a learner has fallen back or significantly improved. Reflect and update their Team's Action Plan for Writing Inquiry. 	Lead: Team Leaders with their Teams.	<input type="checkbox"/> Teams have identified ākongā who may have fallen back with their writing progress from 2023. Teams have moderated Markbooks to ensure consistency with data. They have identified what has worked to improve their teaching practice, including using a teacher video to enhance their practice, and they have identified next actionable steps for Term 3.
Planned Actions: Term 4, 2024	Writing/Basic Facts Term 4 15 October (Week 1)	Priority Learners Inquiry Meetings: <ul style="list-style-type: none"> What is working well? Areas to develop? Ideas? Update ākongā tracking tool. Review schoolwide writing expectations. 	Lead: Team Leaders and Teaching Teams, with support of the Leadership Team.	<input type="checkbox"/> Priority Ākongā: 50% are making progress in Writing and 75% in Basic Facts. <input type="checkbox"/> Teams are sharing evidence they are growing their writing teaching practice e.g. sharing their reflections, sharing examples of ākongā learning. <input type="checkbox"/> Next steps identified for individual teachers and the team. Findings shared with the DP.
	Board Monitoring	End of Term 3 Priority Learners Progress Results: <ul style="list-style-type: none"> Writing progress for Term 3. 	Lead: Principal reporting to the	<input type="checkbox"/> The Board can see progress over time and are well informed of what is working well and

	21 October (Week 2, Term 4)	<ul style="list-style-type: none"> ● Basic Facts progress for Term 3. ● Attendance rates for Term 3. 	Board.	<p>potential barriers to learning.</p> <input type="checkbox"/> Board to confirm the 2025 process and Priority Learners.
	When:	What:	Who:	Indication of Progress:
	Writing/Mathematics 4 November 2023 (Week 4)	Writing Professional Development: Review PLD with an external writing facilitator continues into its second year for 2023.	Lead: Deputy Principal + MG/Associate Principal + Principal.	<input type="checkbox"/> Review completed of schoolwide embedded writing practice. <input type="checkbox"/> Shared with the Board on 7 December.
	By 20 November 2023 (Week 7)	Writing/Mathematics Review by Team Leaders: Team Leaders review the 2024 process, achievement data, & schoolwide writing data.	Lead: Team Leaders.	<input type="checkbox"/> Review: What went well, areas that need improvement and ideas for 2025's process. Updated Schoolwide Writing/Mathematics Practice.
	Board Monitoring First Board Meeting of 2025	<p>End of Term 4 Priority Learners Results:</p> <ul style="list-style-type: none"> ● 3+ Cohort v Current Cohort (Yr 2, 4, 6, 8). ● Progress of Priority Learners for Writing. ● Progress of Priority Learners for Basic Facts ● Attendance Report. 	Lead: Principal reporting to the Board.	<input type="checkbox"/> Review of the 2024 Process.