

Stratford Primary School: Mathematics Improvement Plan for 2025

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.

Theory of Improvement Approach: Hunch: If ākonga improve their Number and Basic Facts knowledge, other parts of their Mathematical knowledge will improve. **Why?** Less cognitive overload - Number/Basic Facts become instant so tamariki are not having to store so much information. **Action:** Recognise improvement in Number knowledge and Basic Facts.

Improvement Goal 1:

1. To increase consistency in the teaching of Mathematics across the school, which are aligned to Government expectations.
2. To support teachers to engage and unpack the new Mathematics Curriculum.
3. To continue to improve assessment for learning in Mathematics.

Improvement Target 1: Where do we want to be at the end of 2025?

- Ākonga are Working Within or Exceeding their expected Mathematics level in Year 3, Year 5, and Year 7.
- Ākonga are Working Within or Exceeding the scale scores for PAT Mathematics.

Baseline Data: Where are we now? What is the justification for our supporting improvement goals?

Schoolwide Mathematics Data (Comparing Term 2 2023 with Term 4 2023) (Supporting documentation):

- **Summary of the three Key Cohorts from Markbook Data:**
 - **3+ Cohort (136):** 67.6% of ākonga are Working 'Within (At)' or 'Exceeding (Above)' the Mathematics Curriculum Milestones. There has only been a small decline of 3.4%. However, more ākonga have made progress from Within to Exceeding the Mathematics Milestones (+5.5% improvement).
 - **Current Year (No IEP - (286):** This group shows for **286/342 ākonga** who were at SPS in Term 1, 2024. Number of current ākonga (**Non IEP - 286**) who are Working Within or Exceeding the Milestones = 68.5% (Progress in 2024 = -4.1% decline). The trend again shows more students have moved to Exceeding (+6.7%) and more have dropped to Working Towards (+3.2%).

Schoolwide PAT Data (Comparing 2023 to 2024):

An analysis of the school wide PAT results show some encouraging shifts in our data from 2023 to the current year. Key points to note include:

1. The mean Stanine increasing from 3.8 in 2023 to 4.7 in 2024.
2. A reduction of students below standard (Stanine 1-3) from 46% in 2023 to 27% in 2024.
3. An increase of students at Stanine 4 or above moving from 54% in 2023 to 73% in 2024.

An analysis of the Boys PAT results show some encouraging shifts in data from 2023 to the current year. Key points to note include:

1. The mean Stanine increasing from 3.9 in 2023 to 4.8 in 2024.
2. A reduction of students below standard (Stanine 1-3) from 49% in 2023 to 26% in 2024
3. An increase of students at Stanine 4 or above moving from 51% in 2023 to 74% in 2024.

An analysis of the Māori Boys PAT results show some encouraging shifts in data from 2023 to the current year. Key points to note include:

1. The mean Stanine increasing from 3.9 in 2023 to 4.4 in 2024
2. A reduction of students below standard (Stanine 1-3) from 48% in 2023 to 39% in 2024.
3. An increase of students at Stanine 4 or above moving from 53% in 2023 to 61% in 2024.

Observations of changing behaviours include:

1. Ākonga feeling more comfortable taking the test
2. Ākonga are giving the test more importance and taking the time to ensure their answers are accurate.
3. Kaiakao have commented on increased ākonga engagement in Mathematics sessions and this has also been noted by Team Leaders and Senior Leadership from walk throughs and anecdotal conversations.

Key Improvement Strategies: What do we have to learn? What will we do? When? Who is responsible for making this is done; What will we see?

What:	Who/When:	Indicators of Progress:
<u>Assessment Practices:</u> PAT Assessment is administered at the start of Term 2 and Term 4. Standardised assessment is analysed and used to plan future programmes by Team Leaders and the Mathematics Team. Formative assessment: <ul style="list-style-type: none">• Teams are analysing formative assessment to make future	Associate Principal, Team Leaders and Mathematics Team. Associate Principal, Team Leaders and Teachers.	<input type="checkbox"/> There is a schoolwide approach to gathering and analysing formative and summative assessment. <input type="checkbox"/> There is a consistent approach around how teams and teachers are using assessment to make

<p>decision making around Mathematics programmes.</p> <ul style="list-style-type: none"> Tools are developed at the end of each term for the next term. Team Leaders share trends with other Team Leaders. <p>The eTap Markbook process is modified to align with the new curriculum expectations.</p> <p>Board Monitoring: PAT Trends are shared with the Board.</p>	<p>First Team Leaders meeting of each term.</p> <p>Associate Principal/Principal. Completed by the end of Term 1.</p> <p>Associate Principal Feb, June and November.</p>	<p>informed next teachers steps.</p> <p><input type="checkbox"/> Standard assessment is used to develop a two year Mathematics Programme.</p> <p><input type="checkbox"/> The Board is well informed about Mathematics Achievement and Progress.</p>
<p><u>Teacher Practice:</u></p> <p>Teachers are supported to develop schoolwide consistencies for a Mathematics lesson. This will include:</p> <ul style="list-style-type: none"> Professional development to unpack the new Curriculum and structured approach to Mathematics. Professional Growth Document supports the development of schoolwide consistencies. Team meetings provide time to share practice. Priority Learners Meetings (See below). Team Leader feedback on teacher practice. 	<p>Associate Principal, Team Leaders and Teachers. See the Term Calendar.</p>	<p><input type="checkbox"/> Teacher consistencies are developed with teachers through the Professional Growth Cycle and Professional Development.</p> <p><input type="checkbox"/> Consistent non-negotiables are developed for an effective Mathematics Lesson.</p> <p><input type="checkbox"/> Teacher Practice is aligned to the new Government expectations.</p> <p><input type="checkbox"/> Regular engagement with whānau via Seesaw.</p>
<p><u>Mathematics Team:</u> Will support teachers to...</p> <ul style="list-style-type: none"> Unpack the new curriculum. Provide formative assessment tools for teams to utilise. Effectively use the new Mathematics Resources. Provide education guidance for parents, which can go on the website and be used for a parent Mathematics Evening. 	<p>Associate Principal with the Mathematics Team.</p> <p>Two-Three meetings per term as planned on the Term Calendar.</p>	<p>The Mathematics Team:</p> <p><input type="checkbox"/> Promote the importance and passion for Mathematics across the school.</p> <p><input type="checkbox"/> Take risks with teaching approaches and share successes with teachers e.g. planned staff meetings, team meetings.</p>
<p><u>Induction of new staff:</u></p> <p>New and beginning Teachers are supported with a planned programme around:</p>	<p>Associate Principal. See the Term Calendar e.g. Term 1, 2025.</p>	<p><input type="checkbox"/> All new teachers understand schoolwide teaching and assessment practices.</p>

<ul style="list-style-type: none"> • Schoolwide Mathematics Expectations and Assessments. • How to use and understand eTap. • Using and unpacking PAT Mathematics Assessment. • Setting up a Mathematics environment and routines. 		
<p><u>Mathematics Support Teacher:</u> Small groups of children work specifically on Basic Facts for 20 minute sessions. This will support what the classroom teacher is doing.</p> <p>Continue to extend our high achievers in maths through problem solving practise and support in small groups.</p>	Associate Principal/ Maths Support Teacher Aide.	<input type="checkbox"/> Children identify goals. They can master these outside of the classroom. They are able to use Basic Facts in class. <input type="checkbox"/> 10h targeted Mathematics support.
<p><u>Curriculum Days - Mathematics:</u> Teachers will participate with other teachers from the Kahui Ako in two Mathematics Curriculum Days.</p>	MoE: Lead advisors. Term 2 and term 3.	<input type="checkbox"/> There is consistent knowledge across the school and Kahui Ako around the implementation of the new Mathematics Curriculum.
<p><u>Notes:</u></p>		

Stratford Primary School: Writing Improvement Plan for 2025

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.

Theory of Improvement Approach: Murray Gadd's Writing Research (STRATFORD PRIMARY SCHOOL: SCHOOL-WIDE DIRECTIONS FOR EFFECTIVE TEACHING OF WRITING BASED ON RESEARCH)

Improvement Goal 2:

1. All teachers in Year 5-8 will have training with the Structured Literacy Approach, which is appropriate to their teaching level.
2. Selected teachers at Year 1-4 will have BSLA training.
3. New staff will be upskilled with Murray Gadd and the Deputy Principal.
4. We will continue to embed the SPS Writing Framework into daily classroom practice.

Improvement Target 2: Where do we want to be at the end of 2025?

- All teachers have been trained in the Structured Literacy Approach.
- Continue exploring and developing strategies that extend partnerships with whānau to support their learner progress and achievement.
- Self Review: To continue using ERO as part of evaluating our improvement cycle.
- To continue to accelerate the progress of priority learners in writing (see the annual targets below).
- To continue to raise the achievement levels of writing across the school (students).

Baseline Data: (Where are we now? What is the justification for our improvement target?)

Points of Celebration: There are numerous points of celebration in the 2024 dataset. Even though some of the targets we established from the 2023 dataset were not met, some important ones were.

1. A majority of students at SPS are continuing to achieve well as developing writers, with just under two-thirds (65.9%) achieving 'at' or 'above' national expectations for writing. This is 2.7% greater than the proportion who achieved in 2023 and 4.9% greater than the proportion who achieved in 2022. Although this proportion (65.9%) does not meet the target we set for 2024 (68%), it is somewhat closer to it than was the case in 2022 and 2023. A target of 68% be retained for 2024. This proportion (65.9%) would be even higher if one removed the large number of students across the school on

Individual Education Plans (n=63) from the data. It would increase from 65.9% to 76.4%. It is worth noting that 76% of students on IEPs across the school are male and that a greater proportion of the boys on IEPs are Māori. The proportion would also be higher if one removed the large number of students who did not begin their primary schooling at SPS (n=80) from the data. It would increase from 65.9% to 75.6%.

2. The proportion of all students achieving 'well below' national expectations is 3.7% less than the equivalent proportion in 2023 (15.8% cf. 19.5%). This equates to 15 students across the school moving out of the 'well below' achievement band into the 'below' achievement band.
3. Students in some year level cohorts at SPS are achieving at a level that is above (sometimes well above) what they achieved in 2023. In particular:
 - The Year 2 cohort (n=50) is achieving at a level that is 17.9% greater than what they achieved as Year 1s in 2023 (90% cf. 72.1%).
 - The Year 4 cohort (n=55) is achieving at a level that is 32.9% greater than what they achieved as Year 3s in 2023 (69.1% cf. 36.2%).
 - The Year 6 cohort (n=48) is achieving at a level that is 8.8% greater than what they achieved as Year 5s in 2023 (64.6% cf. 55.8%).

This means that several cohorts have met or exceeded the achievement targets we set for them for 2023. In particular:

- The Year 4 cohort (n=55) is achieving at a level that is 19.1% greater than their

2023 target (69.1% against a target of 50%).

- The Year 6 cohort (n=48) is achieving at a level that is 4.6% greater than their 2023 target (64.6% against a target of 60%).

4. This also means that two cohorts (Year 2 and Year 3) are achieving at a level that is greater than the national level for these cohorts as reported by the Ministry of Education in their most recent (2017) analysis of writing achievement levels across the country. In the case of the Year 2 cohort, it is 15.8% greater than the national level for Year 2 (90% cf. 74.2%). Girls at SPS (n=189) have continued to make good progress as developing writers across the school during 2024. The proportion of all girls achieving 'at' or 'above' national expectations for writing has increased from 68.4% in 2022 to 76.8% in 2024. This proportion is moving close to what the Ministry of Education last reported as the national proportion for all girls across the country in writing (79.4%). An excellent aspect of this result is that almost four-fifths (78.6%) of Year 8 girls are moving on to secondary school 'at' or 'above' national expectations for writing in 2023.
5. Māori students at SPS (n=120) have also made good progress across the school during 2024, especially in comparison to 2023. The proportion of all Māori students achieving 'at' or 'above' national expectations for writing has increased by 5.8% - from 54.2% in 2023 to 60% in 2024. It is also worth noting that the gap in achievement between Māori students and NZE/Other students has narrowed considerably (by 5%) since 2023. It has narrowed from 11.6% to 6.6%. At 60%, Māori achievement across the school is now close to what the Ministry of Education last reported as the national proportion for all Māori students across the country in writing (61.6%). Is this linked to the work that the school has undertaken on addressing issues of cultural competency during 2024?

6. Another good result from the 2024 dataset relates to the progress made during the year by a cohort of Year 2-8 priority students. These are students (n=69) who had been identified as under-achieving in writing at the beginning of 2024 but who were considered capable of making good progress if given targeted teaching. Note, however, that many of these students had displayed a range of needs (cognitive, social, emotional, behavioural and/or attendance) that needed to be addressed if progress was to be made by the students. So making progress by some was going to be somewhat difficult. Hence it is great to report that over two-thirds (69.6%) of priority learners met the curriculum expectation or milestone for their year level in writing by the end of the year. Priority learners in Years 2, 3 and 4 have done particularly well.

Points of Challenge: Points of challenge in the dataset include the conclusions that: Although students in some year level cohorts are achieving well or reasonably well (as indicated above), students in some other year level cohorts are achieving less well. To this end, particular attention should be given to monitoring the progress of the:

- Year 6 cohort in 2025 in that average achievement by these students as a Year 5 cohort in 2024 (61.1%) is 10.9% lower than what they achieved as Year 4s in 2023 (72%). It is recommended that a target of at least 65% of Year 6s achieving 'at' or 'above' national expectations be set for 2025.
- Year 8 cohort in 2025 in that average achievement by these students as a Year 7 cohort in 2024 (52.5%) is 6.8% lower than what they achieved as Year 6s in 2023 (59.3%). It is recommended that a target of at least 58% of Year 8s achieving 'at' or 'above' national expectations be set for 2025.

The maintenance of an achievement gap of around 22% between boys and girls in writing at SPS continues to be a concern. Not only is it 4.8% greater than the equivalent gap in 2022 but it is 7.5% greater than the equivalent national gap reported by the Ministry. This was a concern at the end of 2023; it continues to be a concern at the end of 2024. Boys' achievement in writing across SPS (54.8%) is relatively low, but particularly worrying are the levels of boys in this year's Year 1 (52.6%), Year 5 (52%), Year 6 (45.8%) and Year 7 (43.3%) cohorts, meaning that the progress of boys in the Years 2, 6, 7 and 8 during 2025 will need to be monitored especially closely.

Teachers will continue to appreciate the need to continue their inquiry around ways of engaging more boys in writing with a view to not only building the progress of boys as writers but also narrowing the gender gap considerably. The national gap of 15.5% would seem to be an appropriate target for SPS by the end of 2025, requiring a decrease of 7.5% from the current gap.

Although achievement by Māori students across the school has increased somewhat during 2024 and the gap in achievement between NZE/Other and Māori students has narrowed slightly, work needs to be continued on building Māori achievement levels. For every year cohort (with the exception of Year 2), achievement by Māori students is somewhat or significantly lower than achievement in writing by NZE/Other students. A suggested target for 2025 might be to narrow the achievement gap between NZE/Other and Māori students in writing from 6.6% to no more than 2%.

Although it has only decreased by 1.5% since 2023, another suggested target for 2025 might be to continue to increase the proportion of students achieving in the 'above' band. A possible goal could be to lift the proportion (currently at 16.5%) to at least the 2023 proportion of 18%.

Writing Strategies for 2025: With an aim of moving as many students as possible from the 'under-achieving' to the 'achieving' bands there is a need for teachers:

To identify, from the 2024 data, every student at the beginning of 2025 who is in the 'below/well below' band for writing (n=142) and:

- Set an achievement target for each student (what curriculum level/sub-level does the student need to reach by the end of 2025?).
- Set some learning goals for each student (what specific learning does the student need to do to reach their achievement target?).
- Decide on the teaching approaches/actions that the teacher needs to undertake in order to help the students reach their targets/goals. It could be that students could be grouped from this data and targets, goals and teaching actions planned at the group level.

To be very clear about what expectation for each cohort actually looks like for writing and to share these expectations with students as appropriate, maybe as annotated examples of expected outputs and/or as lists of writing skills and strategies required. This is a good opportunity for teachers to explore the content of the revised English Curriculum.

- To consider different ways of organising their students at the team level so as to attend to addressing the needs of some significant groups of under-achieving and/or more able students in each team. This could be (for example) by placing each cohort of students with a teacher who demonstrates effective skills for addressing their needs, whether this be addressing the needs of low progress or high progress students.
- To ensure that the actual writing programme/skills taught are appropriate to addressing the needs of students.

For under-achieving students, especially boys and/or Māori students, this might mean teachers inquiring:

- Are my students getting sufficient opportunities to actually write?
- Are the writing tasks in my classroom 'open enough' for my 'below' students to achieve?
- Are my writing topics 'inviting enough' and culturally appropriate for my students? Is a programme that focuses more on genre (structure and language features) rather than basic writing skills/strategies appropriate for under-achievers?
- Have I organised my programme so that I can work with my under-achieving or struggling writing as often as possible during the week (through strategic grouping) while my more able writers get a chance to work more independently but as guided by me?
- Do I ensure that my teaching of word/sentence/text formation skills is explicit and deliberate?
- Do I give my students sufficient opportunities to practise independently the skills and strategies I have taught them?
- Do I hold good knowledge of the encoding and processing skills and strategies that my students need to develop? Again, teachers could refer to the content of the revised English Curriculum.
- Do I recognise that success in writing is closely linked to success in reading, oral language and vocabulary development?
- To discuss and analyse the progress of targeted students regularly at the team level. These approaches are in addition to the particular attention that teachers must continue to give to **effective literacy practices developed through professional development in 2022-2024. Particular Attention should be given to the work we have undertaken on addressing under-achievement in writing by boys.**
- **Teachers need to recognise that merely 'doing more of the same' will not accelerate under- achieving students, especially students who have a history of under-achievement.**

Key Improvement Strategies: What do we have to learn? What will we do? When? Who is responsible for making this is done; What will we see?

What:	Who/When:	Indicators of Progress:
Assessment Practices: <ul style="list-style-type: none"> Schoolwide writing consistencies align with the new Curriculum expectations for Literacy. Ongoing review of shift reports and schoolwide data to see what is working and areas to focus on, Schoolwide writing data occurs twice a year as per the Government expectations. For example, e-asTtle writing. 	<p>Deputy Principal/Term 1 - Team Leaders Hui.</p> <p>Deputy Principal/Term 2-4 - Team Leader Hui.</p>	<p>DP has reviewed the new Curriculum and identified gaps from the SPS Literacy Overview. Sharing with Team Leaders. Teams to review.</p> <p>DP to review the Writing Markbook process as well as Shift Reports each term. Moderation process shared with the Board in Term 2 and Term 4.</p>
Teacher Practice: <ul style="list-style-type: none"> Deputy is trained in the Better Start Literacy Approach as a facilitator. They will then train new and existing teachers in the BSLA Approach, with the support of the RTLit. Year 5-8 teachers and new teachers receive training around the Structured Literacy Approach. New teachers are inducted into the SPS Writing Framework. Team Meetings setup for regular sharing of writing practice. 	<p>DP+RTLit/Term 1-3.</p> <p>External Providers/ Roopu 1 (Term 1), Roopu 2 (Term 1).</p> <p>DP/External Provider/Term 1-3.</p> <p>DP/Team Leaders/Terms 1-3.</p>	<p><input type="checkbox"/> DP becomes a trained facilitator in the BSLA. New and existing teachers are trained in this approach.</p> <p><input type="checkbox"/> Yr 5-8 teachers are well informed around the new Structured Literacy Approaches with older ākonga.</p> <p><input type="checkbox"/> New teachers have knowledge around motivating ākonga; new teachers have knowledge around teaching a writing workshop using the Six Key Features.</p> <p><input type="checkbox"/> At Team Meeting, one teacher shares their formative assessment, evidence of writing workshops, modelling books, planning and student books. This happens twice per term. Staff Sharing: Term 2, 3 → motivating boys to right → selected teachers to share x 2.</p>

<ul style="list-style-type: none"> • Priority Learners: Teachers reflect in their Professional Growth Document. • Team Leaders providing feedback from observations. 	<p>Teachers/ Term 1-3. .</p> <p>Team Leaders/Term 1-3.</p>	<p><input type="checkbox"/> Priority Learners continue to make accelerated progress.</p> <p><input type="checkbox"/> One formal visit per term. 2-3 informal visits per term focused on the Six Writing Features. Team Leaders to record feedback in teachers Professional Growth Doc.</p>
<p><u>Literacy Team:</u></p> <ul style="list-style-type: none"> • Ako Mai. • Students: Trial groups for handwriting. 	<p>DP/Team Leaders/Once Per Term.</p>	<p><input type="checkbox"/> The Ako Mai programme will support tamarikis oral language development.</p> <p><input type="checkbox"/> Identified ākonga are able to write automatically, whilst increasing their spelling knowledge. This will also support their writing achievement.</p>
<p><u>Mutukaroa Review at the end of 2025:</u></p> <p>This programme was reviewed at the end of 2024. An interim programme has been put in place until the new Curriculum guidelines are finalised.</p>	<p>DP/SENCO/Junior Team Leader/ Term 4.</p>	<p><input type="checkbox"/> The Mutukaroa Programme is aligned to the new Government expectations for assessment in Literacy for 5-6 year olds.</p>
<p><u>Whānau Education:</u></p> <p>Teachers engage with whānau around all areas of literacy, to share and celebrate ākonga progress.</p> <ul style="list-style-type: none"> - Seesaw: Sharing of writing samples by tamariki. - Website/Newsletters. <p>Provide education guidance for parents, which can go on the website and be used for a parent Mathematics Evening.</p>	<p>Team Leaders.</p> <p>IT Tech/Senior Ākonga/Term 1-3.</p>	<p><input type="checkbox"/> Whānau are educated to see their value in being an audience for their tamariki writing. For example, they support tamarikis motivation to write for an audience.</p> <p><input type="checkbox"/> Whānau are educated around current Literacy Practices through videos shared on the school website.</p>

Stratford Primary School: School Culture Improvement Plan for 2025

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.

Theory of Improvement Approach: Sustaining a safe and inclusive school environment supports all ākonga to be at their best and excel as AIM High Learners. Furthermore, providing opportunities to lead school events and activities enhances ākongas sense of belonging and engagement in learning. Attendance at school is crucial to develop future citizens for our community. SPS will continue to promote the importance of attendance, which is also a National priority.

Supporting Improvement Goals:

1. School Culture: Continue to...
 - Enhance opportunities for student leadership; Enhance opportunities for extension opportunities; Enhance Green-Gold environmental initiatives that develop sustainable practices with tamariki; Look at enhancing the staff culture through positive initiatives.
2. PB4L Strategies: Continue to...
 - Use data and modelling to enhance schoolwide consistencies; Work through the PB4L Action Plan that has been developed with the PB4L Regional Practitioner.
3. Te Reo Māori: Continue to...
 - Provide 3 - 7 ½ hours of integrated Te Reo Māori across the school per week; Ākonga continue to be provided opportunities to lead and grow Te Reo Māori and School Tikanga.
4. Attendance: Continue to...
 - Educate whānau around the importance of attending school 9 out of 10 days every fortnight.

Supporting Improvement Targets: Where do we want to be at the end of 2025?

1. **School Culture:**
 - a. Leadership opportunities: Students are leading school initiatives such as lunch time activities, school assemblies, school events
 - b. Extension opportunities: For example, Languages, Mathematics extension, Science, Literacy, Kapa Haka Tuakana.
2. **PB4L:** Reviewing with Team Leaders how the school culture is working, highlighting areas of strength and opportunities to develop.
3. **Te Reo Māori:** Review classroom practice to show that we are providing 3 - 7 ½ hours of integrated Te Reo Māori in all our classrooms (Level 4a Te Reo Māori Funding requirement); The Teaching Staff reflect on the Culturally Responsive Framework to indicate potential areas of development for 2025.
4. **Attendance:** 75% of Ākonga are attending school regularly (9 out of 10 days every fortnight).

Priority Learning Targets and Planned Actions to Raise Achievement (2025)

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:

Mathematics Target Roopu for 2025:

Most Priority Learners will make accelerated progress for Mathematics. 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. Review Questions: What were the reasons that supported accelerated progress? What were the reasons ākonga did not make accelerated progress with their Mathematics? Updated reporting tool used to show progress within a stage. **Mathematics Baseline Data:** See the Mathematics Improvement Plan (above).

Writing Target Roopu for 2025:

Most Priority Learners will make accelerated progress in 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. Review Questions: What were the reasons that supported accelerated progress? What were the reasons ākonga did not make accelerated progress in writing? **Writing Baseline Data:** See the Writing Improvement Plan (above).

Planned Actions:

Target Area → What: Writing and Mathematics

Who: When:

Indication of Progress:

Teams reviewed Priority Learners with the aim of identifying ākonga for 2025:

- Priority Learners for 2024 (Writing/Mathematics):
 - Who will get there? Who is just about there and will need a little push over the first half of Term 4? Who will not get there?
- Priority Learners for 2025 (Writing/Mathematics):
 - Confirm the list below. Discuss next steps?

Lead: Team Leaders + Leadership Team

When: The Leadership Team reviews Priority Learners on 17 January 2025.

- 2025 Priority Learners identified with transition plan notes to support the change.
- Confirm and strengthen the Markbook Moderation Process for Term 1, 2025 with Team Leaders.
- Update Priority Learners Groups on eTap, and share with teachers.

Actions:	Target Area →What: Writing and Mathematics	Who: When:	Indication of Progress:
	<p>Teachers are constantly reflecting on their practice. This is supported by the processes described in the Mathematics and Writing Annual Plan Areas, identified above.</p>	<p>Lead: Teachers</p> <p>When: Completed by Week 9 of each term (Term 1, 2 & 3).</p>	<ul style="list-style-type: none"> Teachers are authentically reflecting on their practice, adapting their programmes and engaging in dialogue with other team members.
	<p>Team Meetings - Priority Learners Progress</p> <ul style="list-style-type: none"> Twice a term, teams will share progress with their Priority Learners. Inquiry Questions: What is your teaching goal to support priority learners; What worked/needs adapting from your planned actions? How has this impacted on ākonga learning progress? What do they need to do to 	<p>Lead: Leadership Team + Junior Team Leader</p> <p>When: Call back days + once a Term (Terms 1-3)</p>	<ul style="list-style-type: none"> Teachers provided evidence of their reflections/ākonga progress through their Professional Growth Documents. Sharing practice supports teachers to adapt and grow their practice to further accelerate priority learners progress.
	<p>The Principal will provide Teams with a summary report that highlights the progress of priority learners. This will include what successful practice is having a positive impact on accelerating learning in Writing and Mathematics.</p>	<p>Lead: Principal supported by the DP and AP.</p> <p>When: At the start of each term (Term 2, 3 and 4).</p>	<ul style="list-style-type: none"> The Leadership Team identifies trends from Data, Teachers Professional Growth Docs and Priority Learners Meetings minutes to determine what is working and areas to develop. There is a collective mindset to accelerate priority learners' progress in Writing and Mathematics.
	<p>The Principal will provide a summary of Priority Learners Progress once a term through his Principal Report.</p> <ul style="list-style-type: none"> Priority Learners Progress in Writings. Priority Learners Progress in Mathematics. 	<p>Lead: Principal reporting to the Board.</p> <p>When: 19 May, 21 July, 13 Oct.</p>	<ul style="list-style-type: none"> The Board has a clear understanding of the overall impact teaching is having on priority learners progress with Writing and Mathematics.

Stratford Primary School Board: Annual Work Plan for 2025

Review Evaluation	Review/ Evaluate	10 Feb	31 March	26 May	23 June	21 July	25 August	13 Oct	18 Nov
Strategic Decisions: Education and Training Act 2020 - 138 - 146	Education and Training Act 2020/Charter/BoT Election	Analysis of Variance for 2024	Table 1 March Return Charter to MoE/ Uploaded to the website (146)		Annual Report for 2024 is available for Whānau (+ Online)	Table the 1 July Return	Annual Improvement Plan 2026 - Discuss	Annual Improvement Plan 2026 - Discuss	
	Board Training/New Members	Discuss the Board's Work Plan for the year	Preparation - Board Election	Preparation - Board Election	Preparation - Board Election	Preparation - Board Election	Preparation - Board Election	Election - 17/9/25 New Members - Induction (Date TBC)	
	Policy Review (Governance)	* See Board notes below; Triennial Work Plan*	Health and Safety*; Enrolment Policy*.	Student Discipline; Stand Down/ Suspension Policy.	Principals Performance Management Policy	Personnel; Appointments; Protected Disclosures; EEO	Whānau Consultation Policy*; OIA; Privacy Policy.	Complaints Policy - with new members Self Review Policy	
	Policy Review (Operational)	Anti - Bullying Policy (2024)		RTLit Policy	ERO Review	Reducing Student Distress/ Restraint*.		Anti Bullying Policy*	
Monitoring (Principal Report)	New Government Initiatives/ Changes	Latest Government changes:	Latest Government changes:	Latest Government changes:	Latest Government changes:	Latest Government changes:	Latest Government changes:	Latest Government changes:	
	Student Assessment	Analysis of Variance 2024; Priority Learners Process for 2025.	E-asttle writing trends; PAT Math/Reading Trends.	Priority Learning Progress for Term 1.	Progress of IEP Learners.	Priority Learning Progress for Term 2.	Schoolwide Reading and Writing Trends.	Priority Progress for Term 3; 3+ Cohort v Current Cohort.	Priority Learning Progress for Term 4. PAT Math/Reading Trends.
	Staff/Ākonga Presentations	RTLIT Report (JM)	Physical Education + PE (CJ)	Within School Lead (TG)/Maths (JD)	Across School Lead (GD)	Team Leaders (KC & GK)	Special Project (SR)	Student leaders	
	Improvement Plan	Review for 2025 Goals.	Annual Plan Goals.	Annual Plan Goals.	Annual Plan Goals.	Annual Plan Goals.	Annual Plan Goals.	Annual Plan Goals.	Annual Plan Goals.
	Kāhui Ako	Monthly Report	Monthly Report	Monthly Report	Monthly Report	Monthly Report	Monthly Report	Monthly Report	Monthly Report
	Whānau Engagement	Ongoing survey with new enrolments - New Questions	Whānau Day (Survey)		Ongoing survey with new enrolments	Anti-Bullying and General Survey	Ongoing survey with new enrolments	Whakapiri Morning Anti - Bullying + General Survey	
	Whānau Education	Whānau Education and Engagement for 2025	Updated Education Plan	→ → →	→ → →	→ → →	→ → →	→ → →	

	Personnel	Resource Teacher of Literacy	Structured Literacy + Remedial Programmes	Appraisal Process and Attestation Process	Teacher Registration; Mandatory Reporting	Appointment Procedure Check	Staffing for 2026 Principal Appraisal	Provisionally Registered Teachers	
	Finance	Budget approved by the Board	Asset Register reviewed and updated by the Finance Committee	Board to approve the 2024 Audit; Audit follow ups; School Donations 2025	Finance Committee: Receipting Process/ Internal Controls	SUE Reports (Audit) by the Finance Committee (Staff check)	Draft Budget approved/ Board; Audit Prep		
	Property	Nov/Dec Report	Jan/Feb Report	March Report	April/May Report	June Report	July Report	Aug/Sep Report	Oct Report
	Anti Bullying	PB4L Report	PB4L Report	PB4L Report	PB4L Report	PB4L Report	PB4L Report	PB4L Report	PB4L Report
	Health and Safety	Induction New Staff/ Police Vetting (Camps) Physical Restraint Register	Health and Safety Procedures		Abuse recognition reporting	Surrender and Retention Process	Emergency Evacuation	Social Media Issues Digital Tech & Cyber	
	Attendance	2024 Attendance Overview	February - March	Feb - May + Term 1	Feb - June	Feb - July + Term 2	2026 School Calendar; Feb - Aug	February - Oct	February - November
Board Notes (Schedule 22 , Schedule 23)		* Appointment of Presiding Member + Sub Committees, Board Conflict of Interest, and the Code of Behaviour Policy. * Policies that are reviewed Annually. Financial Delegations Policy; Credit Card Policy; Fuel Card Policy, RTLit Appendix A. Review the school roll for the year and consider whether the Enrolment Zone needs reviewing with the Ministry of Education.							