

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

Strategic Aims:	<p>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.</p> <ul style="list-style-type: none"> • 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:	<p>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).</p>		
	<p>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).</p>		
Planned Actions:	Target Area → What: Writing and Mathematics	Who: When:	Indication of Progress:
	<p>Teams reviewed Priority Learners with the aim of identifying ākonga for 2025:</p> <ul style="list-style-type: none"> • Priority Learners for 2024 (Writing/Mathematics): <ul style="list-style-type: none"> - 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): <ul style="list-style-type: none"> - Confirm the list below. Discuss next steps? 	<p>Lead: Team Leaders + Leadership Team</p> <p>When: The Leadership Team reviews Priority Learners on 17 January 2025.</p>	<ul style="list-style-type: none"> • 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.