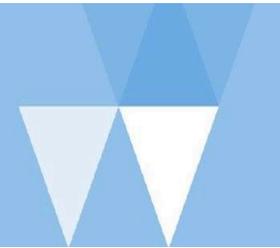




School Name:	Stratford Primary School	School Number:	2244
---------------------	---------------------------------	-----------------------	-------------

Target 1: Planned Actions to Improve Mathematics Achievement in 2025

Strategic Aim:	<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 to AIM High to be the best they can be. Goal: 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.</p>
Annual Aim for Mathematics:	<p>Mathematics Target Roopu for 2025: Most Priority Learners will make accelerated progress in 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? The updated reporting tool will be used to show progress within a stage.</p>
Baseline Mathematics Data from 2024:	<p>Schoolwide Mathematics Data (Comparing Term 2 2023 with Term 4 2023) (Supporting documentation):</p> <ul style="list-style-type: none"> ● Summary of the three Key Cohorts from Markbook Data: <ul style="list-style-type: none"> ○ 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 (Non- I.E.P - (286): This group shows for 286/342 ākonga who were at S.P.S in Term 1, 2024. Number of current ākonga (Non I.E.P - 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%). <p>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:</p> <ol style="list-style-type: none"> 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:

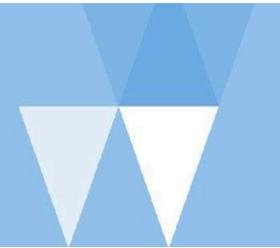
1. The mean Stanine increasing from 3.9 in 2023 to 4.4 in 2024
2. A reduction of students below standard (Stanine 1-3) from 48% in 2023 to 39% in 2024.
3. An increase of students at Stanine 4 or above moving from 53% in 2023 to 61% in 2024.

Observations of changing behaviours include:

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

Actions: What did we do for Mathematics?

1. **Mathematics Team:** The Associate Principal led the Mathematics Team. They planned staff professional development to support the implementation of the new Curriculum. The Team also supported the development of schoolwide consistent practice. This included what lessons should look like, the use of the new Mathematics Work Books (Mathematics No Problem) and scaffolding questions for teachers to reflect from in relation to their three videos.
2. **Professional Development:** The whole staff were involved in two full-day Professional Developments days to unpack the new Curriculum. This was funded by the Ministry of Education. Members of the Mathematics Team were involved in the local Mathematics Network with an external provider. All teachers unpacked and used the new Mathematics Curriculum, where they continually reflected on their practice. Staff meetings further supported



the development of the new Curriculum.

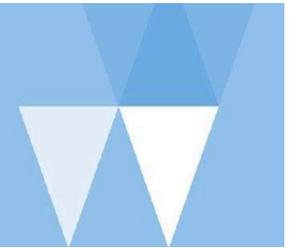
3. **Priority Learners Meeting:** The Principal, Deputy Principal, Associate Principal and Year 1-2 Team Leader led Priority Learners meetings. These were held twice each term.
4. **Professional Growth Docs and video reflections:** Teachers reflected on their practice, including three videos. Reflections formed part of the discussions at Priority Learners Meetings, to support teachers with the acceleration of ākonga.
5. **Markbook updates:** Markbooks were updated. The number strand was weighted at different Year Levels. For example, 80% for Year 1-4 and 50% for Year 5-8. The weighting system supported teachers to make their overall teacher judgements when comparing number and other strands.
6. **Reporting to the Board:** Data was regularly presented to the Board throughout the year. The Associate Principal also provided reports to the Board around the implementation of the new Mathematics Curriculum.

Mathematics Outcomes: What happened?

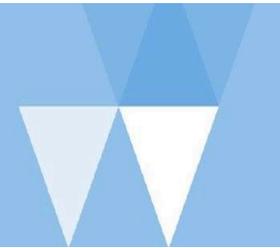
A breakdown of results showed:

- Year 2: 14/16 (88%) achieved the Year Level expectation.
- Year 3: 2/10 (20%) achieved the Year Level expectation.
- Year 4: 0/4 (0%) achieved the Year Level expectation.
- Year 5: 1/7 (14%) achieved the Year Level expectation.
 - Note: +1 other ākonga is nearly at the expectation.
- Year 6: 2/6 (33%) achieved the Year Level expectation.
 - Note: +1 other ākonga is nearly at the expectation.
 - Note: +1 other ākonga made accelerated progress e.g. Mid Year = Yr 4 → End of Year = Yr 5
- Year 7: 2/8 (25%) achieved the Year Level expectation.
- Year 8: 0/8 (00%) achieved the Year Level expectation.

Mathematics Priority Learners Results = 21/59 (36%) ākonga made accelerated progress in Mathematics.

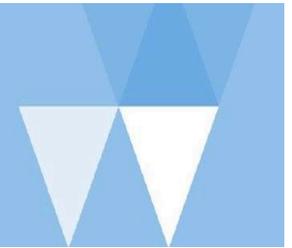


<p>Reasons for the variance in Mathematics: Why did it happen?</p>	<ol style="list-style-type: none"> 1. Students required a significant amount of “backfilling” of knowledge in order to access the learning at their level. All of these students made one year of progress but were unable to complete another full year of progress to ensure they were accelerated enough to be proficient. 2. In many of the Year levels, the expectations have changed with the new curriculum meaning that the expectations are higher than they have been historically. This only serves to increase the challenge of achieving sufficient progress.
<p>Evaluation: Where to next?</p>	<p>Priority Learners Process for 2026:</p> <ul style="list-style-type: none"> • The Associate Principal will review additional Mathematics data, before identifying potential priority learners. • The selection of Priority Learners will be tighter, where ākongā who just reached the expectation or were just below will be selected. • The Leadership Team will review the Priority Learners Process, planning actions in the first four weeks of Term 1. • Tracking Boards: The Leadership Team will explore the use of a visual tracking board to support teachers to understand ākongā progress over the term. • Keeping Priority Learners on top for teachers • Long-term tracking of Priority Learners • Developing a greater understanding of ‘Maths No Problem’ and how to ensure our priority learners are still receiving the extra support required for acceleration.

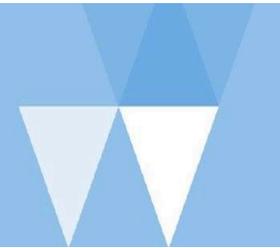


Target 2: Planned Actions to Improve Writing Achievement in 2025

<p>Strategic Aim:</p>	<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> <p>Theory of Improvement Approach: Murray Gadd's Writing Research (Stratford Primary School: School-Wide Directions For Effective Teaching Of Writing Based On Research)</p>
<p>Annual Aim for Writing:</p>	<p>Writing Target Roopu for 2025:</p> <p>Most Priority Learners will make accelerated progress in writing. Roopu will be in Year 3, Year 4, Year 5, Year 6, Year 7 and Year 8. They will include all gender and ethnic groups. Target: 68% of Priority Learners will make accelerated progress in Writing.</p>
<p>Baseline Data for Writing:</p>	<p>Although students in some year level cohorts are achieving reasonably well (especially Years 1, 2, 4, 8), 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:</p> <ul style="list-style-type: none"> ● Year 4 cohort in 2024 in that average achievement by these students as a Year 3 cohort in 2023 (36.2%) is 51.3% lower than what they achieved as Year 2s in 2022 (87.5%). It is recommended that a target of at least 50% of Year 4s achieving 'at' or 'above' national expectations be set for 2024. ● Year 6 cohort in 2024 in that average achievement by these students as a Year 5 cohort in 2023 (55.8%) is 14% lower than what they achieved as Year 4s in 2022 (69.8%). It is recommended that a target of at least 60% of Year 6s achieving 'at' or 'above' national expectations be set for 2024. ● Year 8 cohort in 2024 in that average achievement by these students as a Year 7 cohort in 2023 (53.6%) is 4.1% lower than what they achieved as Year 6s in 2022 (57.7%). It is recommended that a target of at least 60% of Year 8s achieving 'at' or 'above' national expectations be set for 2024.



<p>Actions: What did we do to improve Writing Achievement?</p>	<p>Writing Coaches: Teachers were supported to learn how to take the Writing Workshops. The Teams have been planning together for writing topics. The Writing Coach helped guide teachers through best practice and our schoolwide consistencies.</p> <p>Explicit Instruction of Writing: Teams have been weaving the deliberate acts of teaching into their writing plans. This has been collaborative. For example, planning out their teaching think alouds. There has been more deliberate planning of workshops by teams. Bek Galloway has supported the development of sentence structure and how to teach it.</p> <p>Double Dosing: This has been one of the biggest impacts of achievement, especially for Boys. The Writing Coach took the lesson with Priority Learners before the class. This developed ākongā self efficacy. For example, they were able to participate more in class discussions and as learners. As a result, a lot more Boys have wanted to share their writing.</p> <p>Handwriting: There has been more explicit teaching of handwriting. This was taken by the teacher, writing coaches and teacher aides. This has supported ākongā to be able to write without thinking about their formation. For example, this takes it to automaticity and reduces cognitive load. One ākongā could not correctly form letters. He can now write 19 letters in a minute to support his writing.</p> <p>Trained Teachers in the Better Start Literacy Approach: Two leaders have been trained in the facilitator role. Three teachers have also trained in the programme. This training has supported teachers' knowledge, consistent practice in Writing.</p> <p>Moderation: The Leadership Team has supported Team Leaders to unpack shift reports from Markbooks. Team Leaders are analysing shifts before the data is moderated. They have taken back to their Teams questions around sudden drops or increases in data and getting them to explain this with evidence. This has improved the validity of schoolwide data.</p> <p>Structured Literacy Support: The focus has been on phonological awareness and developing alphabet code in the earlier years. This has also supported Priority Learners Writing progress.</p> <p>Small Focus Groups of Priority Learners: This programme has supported classroom teachers to see the significant shifts that can be made through explicit teachers of writing.</p>
<p>Writing Outcomes: What happened?</p>	<p>A breakdown of results showed:</p> <ul style="list-style-type: none"> • Year 3: 1/2 (50%) achieved the Year Level expectation. • Year 4: 11/14 (78%) achieved the Year Level expectation.



	<ul style="list-style-type: none"> • Year 5: 9/9 (100%) achieved the Year Level expectation. • Year 6: 4/8 (50%) achieved the Year Level expectation. • Year 7: 8/9 (88%) achieved the Year Level expectation. • Year 8: 0/9 (0%) achieved the Year Level expectation. <p>Writing Priority Learners Results: 33/51 (65%) ākonga made accelerated progress in Writing. This is just short of the 68% Target that was set at the start of the year.</p>
<p>Reasons for the variance in Writing: Why did it happen?</p>	<p>Some ākonga are only one to two points away. Some of the original assessment data for Priority Learners were inaccurate; this prompted strengthened moderation processes. The Deputy Principal will take a deeper dive into writing data, with a particular focus on Boys and Priority Learner progress. This will shape the approach for 2026.</p>
<p>Evaluation: Where to next?</p>	<p>We need to sustain the writing programme, especially for Boys.</p> <p>All teachers in Years 1-4 will have been trained in the BSLA. This provides more consistency as we move forward with the new curriculum and focus on Boys writing.</p> <p>The Deputy Principal, with the support of the Literacy Team, will develop and monitor writing programmes, with a focus on Year 3-8 target groups. Continue to use a specialist teacher/coach to support practice. Continue to develop moderation with writing assessments. A more integrated approach at the Year 7 - 8 level to support interest and motivation of writing across the curriculum. Priority learners to stay 'priorities for longer' long term tracking of these children to monitor progress.</p> <p>Teachers: To focus on one priority learner for writing as we the schoolwide focus for Maths 2026.</p> <p>Explore the new literacy assessments in line with the 'new curriculum'.</p> <p>Specialist writing coaches will continue, with two positioned in the Year 7-8 area where acceleration has historically been more challenging.</p>