



“Ko te manawa ū, kia rere, kia tīna”
 “Actively involved learners, empowered and thriving”

Statement of Variance 2024: Progress Against Targets

Strategic Goal 1: AKO / Teaching & Learning

Annual Target/Goal: To provide a responsive curriculum and effective teaching to raise student achievement and success for all

Actions <i>Actions from our Annual Implementation Plan for this Annual Target/Goal.</i>	What did we achieve? <i>What were the outcomes of our actions? What impact did our actions have?</i>	Evidence <i>Sources of information the board used to determine these outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i>	Planning for next year – where to next? <i>What we need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.</i>
Action 1: Curriculum Refresh Unpack Whakapapa of Te Mātaiaho (Curriculum Refresh) Explore and grow understanding of English, Mathematics and Statistics areas of Te Mātaiaho	<ul style="list-style-type: none"> Teacher readiness to implement change with English, Mathematics and Statistics areas of Te Mātaiaho. 	<ul style="list-style-type: none"> Board reports Professional development opportunities planned and undertaken. Teacher Only Days Review of long term planning templates to align with the refreshed English and Mathematics & Statistics learning areas of the NZC. Successful application for structured mathematics professional learning development. 	<ul style="list-style-type: none"> Through Teacher Only Days, teachers: <ul style="list-style-type: none"> Were able to get to know Tāhūrangi, the Ministry’s new online curriculum hub Were introduced to, and explored, the Science of Learning Participated in activities that focused on Structured literacy approaches from a science of learning perspective Explored, read and discussed the NZC Draft Mathematics & Statistics (October 2024 - Years 0-8) - with a specific focus on the teaching sequence (progress outcomes) 	<ul style="list-style-type: none"> Plan and implement programmes of learning using the refreshed NZC years 0–6 English learning area. Plan and implement programmes of learning using the refreshed NZC years 0–8 mathematics and statistics learning area. Continue to build teacher capability in structured literacy across the school. Build teacher capability in structured mathematics by engaging in structured maths professional development Use of Ministry funded maths resources to support implementation of the Te Mātaiaho Mathematics and Statistics curriculum

<p>Action 2: Improve Outcomes for ALL learners</p> <p>Annual targets and plans set to increase the number of learners achieving at / above the NZ curriculum expectations</p>	<ul style="list-style-type: none"> • All learners made progress towards learning at or beyond appropriate literacy and mathematics curriculum expectations. • Accelerated the progress of some priority individuals and groups in literacy and mathematics. • Equitable outcomes for Māori learners. • Positive learning relationships 	<ul style="list-style-type: none"> • Annual targets and plans set to increase the number of learners achieving at / above the NZ curriculum expectations. • Progress and achievement reports to the board for reading, writing and mathematics. • Data informed practice • Learning trajectories in place for target students • Whānau involved in learning • School vision, values, pedagogy and practices link to the articles of te Tiriti o Waitangi • Mathematics leadership • Literacy leadership • Teacher engagement with ALiM) contract funded by the MOE 	<ul style="list-style-type: none"> • See below for detailed analysis of targets and plans set to increase the number of learners achieving at / above the NZ curriculum expectations. • Target student learning trajectories around progress and achievement supported professional discussions, analysis and next steps. • Inclusive Teaching - teachers adjusting the explicitness and intensity of teaching based on knowledge of students' progress towards mastery of their current learning and any learning challenges. • Teachers held high expectations for every student, and were prepared to accelerate learning in response to student progress. • Schoolwide ALiM (accelerating learning in mathematics) intervention approach for target students. • Schoolwide ALL (accelerating learning literacy) intervention approach for target students. • Provision of intensive, accelerative, targeted support to build literacy skills using age appropriate materials. • Scaffolding students into accessing year level texts so that the development of content knowledge, vocabulary, and comprehension skills is not restricted to the level of decoding skills. • Teaching and leadership supported equitable outcomes by: <ul style="list-style-type: none"> ○ incorporating te reo Māori, and tikanga Māori into teaching and the day-to-day life of our school demonstrating integrity, sincerity, and respect towards Māori beliefs, language, and culture ○ monitoring achievement to provide support (including learning support) or extension programmes as required. ○ using data informed practices. ○ supporting staff to access appropriate professional development • Equitable access to education <ul style="list-style-type: none"> ○ Differentiate instruction to meet 	<ul style="list-style-type: none"> • Develop clear guidance on the teaching of literacy and communication at Whakamārama School in order to improve student achievement • Develop clear guidance on the teaching of mathematics at Whakamārama School in order to improve student achievement. • Continue to use the Progress and Consistency Tool (PaCT) for reading and writing to help teachers confirm their judgements for student progress and achievement. • Continue to build teacher capability to make valid and reliable Overall teacher judgements about learning. • Set targets and plans to increase the number of learners achieving at / above the NZ curriculum expectations for reading, writing and mathematics. • Monitor support for students with learning support needs, including gifted students.
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			<p>the diverse needs of ākongā</p> <ul style="list-style-type: none"> ○ Provision of additional resources and support for students with learning challenges. ○ Ensured that all ākongā had access to high-quality instruction and materials. 	
<p>Action 3: Learner Agency</p> <p>Grow assessment for learning (AfL) capabilities for learners, teachers and leaders.</p>	<ul style="list-style-type: none"> ● AFL learning and teaching evidenced in all classrooms across the school 	<ul style="list-style-type: none"> ● Reports to the board. ● Assessment for Learning (AfL) professional development completed by all teachers and leaders (Evaluation Associates) ● 50 hours assessment for learning professional development (Core Education). ● Teacher planning ● Learners can talk about their learning and their next steps. ● Improved AfL capabilities for learners, teachers and leaders. ● AfL capabilities at Whakamārama School reviewed - learning and teaching capabilities unpacked and documented. 	<ul style="list-style-type: none"> ● Through Assessment for Learning professional development with Evaluation Associates, teachers were supported to engage with theoretical knowledge and practical assignments that assisted them to: <ul style="list-style-type: none"> ○ Create an environment that encouraged active learners ○ Set clear pathways for their ākongā ○ Use assessment to address students' needs ○ Give feedback that promoted learning ○ Listen and respond to students' thinking ○ Understand and monitor students progress through the curriculum ● Through Assessment for Learning professional development, ākongā / students: <ul style="list-style-type: none"> ○ Developed a greater understanding of active learning and their important role in it ○ Increasingly became clear about what they were learning, and the steps to success ○ Improved their ability to seek and give feedback (this was particularly noticeable for Year 6-8 learners) ○ Reflected on their learning and identified next steps (this continues to grow across the school). ● 50 hours regionally allocated professional learning development supported teachers to focus on high impact teaching practices with an assessment lens and have a cross curricular lens when planning assessment. 	<ul style="list-style-type: none"> ● Knowledge gained from 'Assessment for Learning' professional development implemented and evidenced - learner focused relationship, clarity about what is to be learnt, self and peer assessment, assessment literacy, promoting learning further, active reflection and shared clarity about next learning to be evident across all classrooms. ● Use AFL. kete of practical resources developed with Core Education across 2025. Refine and add as necessary.

Strategic Goal 2: TO TATOU WAHI, TO TATOU IWI / Our Place, Our People

Annual Target/Goal: To build a rich integrated curriculum that is unique to our people and our place.

Actions <i>Actions from our Annual Implementation Plan for this Annual Target/Goal.</i>	What did we achieve? <i>What were the outcomes of our actions? What impact did our actions have?</i>	Evidence <i>Sources of information the board used to determine those outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i>	Planning for next year – where to next? <i>What we need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.</i>
<p>Action 1: Embed Uara (school values)</p> <p>Explicit teaching of values</p> <p>Role modelling, using the 'teachable moment' and celebrating.</p>	<ul style="list-style-type: none"> The learning environment has increasingly reflected uara o te kura (school values) Values inform our teaching and learning practices (the 'how' to achieve our vision). 	<ul style="list-style-type: none"> Reports to the board Explicit teaching of values Role modelling, using the 'teachable moment' and celebrating. Explicit references to the school's values. Reports to parents Visual displays, newsletter, assemblies, school website, kaupapa during Kapa Haka, kaupapa during board meetings Teachers and learners schoolwide know our school mihi 	<ul style="list-style-type: none"> Each class starts the day with Ngā Uara o te Kura / School Values - our schoolwide mihi arising from 2023 consultation. Teachers using the language of our values in and out of the classroom. Teachers recognised when students displayed the school values (voucher system used) Values recognised at school assemblies through certificates and the drawing of vouchers received. Values communicated with parents, whānau and school community. Newly branded value wristbands used Mid year and end of year reports include our school values. In Years 1-3, teachers identify how students show these with links to the areas of the New Zealand Curriculum. In Years 4-5, there is a blend of student and teacher voices. In Years 6-8, students make their own comments, with teachers scaffolding the process. 	<ul style="list-style-type: none"> A one mural style illustration, that encompasses our vision and values through abstract narrative, to be designed by artist Chloe Reweti (Ngāi Te Rangi, Ngāti Ranginui, Ngāti Tukorehe, Ngāti Porou descent) Extract different parts or motifs of our mural to represent each value for other applications. Students to gain a deeper understanding of the core of our school mihi.

<p>Action 2: Aotearoa NZ Histories</p> <p>Ākonga supported to be 'critical thinkers', and to understand our past, in order to make sense of the present.</p> <p>Te Tai Whanake ki Tauranga Moana explored and used by teachers for storytelling</p> <p>Links with Tawhitinui Marae</p>	<ul style="list-style-type: none"> • Aotearoa New Zealand's histories continues to develop as being part of the learning under the Social Sciences learning area of <i>The New Zealand Curriculum</i>. 	<ul style="list-style-type: none"> • Reports to the board • Teacher planning 	<ul style="list-style-type: none"> • Use of new planning templates and the new curriculum document is developing progressively across the Year levels. Teachers are working towards delivering planning that supports students to access rich and broad learning opportunities of Aotearoa New Zealand's histories. • Teachers are developing in how they can use these learning opportunities to weave the UNDERSTAND , KNOW , and DO elements together. • Teachers are progressively using School Journals as a source to include Aotearoa NZ histories into their teaching and learning. • Working towards using Te Tai Whanake ki Tauranga Moana across the school. 	<ul style="list-style-type: none"> • Explore Te Tai Whanake ki Tauranga Moana as a staff, with a specific focus on storytelling. • Staff to know stories about our local history and people, including pakiwaitara (stories) and pūrākau (ancient stories) and make these a regular feature of our curriculum. • Plan a schoolwide pūrākau focus for each term using local storytelling so that our tamariki learn local history and whakapapa, and use oral language skills to become creative storytellers (knowing local stories introduces meaningful vocabulary, such as place names. It also contributes to a sense of identity and relationship to people and land).
<p>Action 3: Environmental Learning</p> <p>Plan and implement teaching and learning programmes to develop knowledge, awareness, values and skills</p> <ul style="list-style-type: none"> ○ In the environment ○ About the environment ○ For the environment 	<ul style="list-style-type: none"> • Learners have knowledge and understanding of the environment, and the impact of people on it. 	<ul style="list-style-type: none"> • Reports to the board • Involvement with Bay Conservation Alliance • Teacher planning • Planting of Uru Huarakau (school orchard) • Successful grant applications 	<ul style="list-style-type: none"> • Involvement with Bay Conservation Alliance <ul style="list-style-type: none"> ○ In Class Sessions ○ Field Trips ○ Follow up activities • School community, wider community and agencies, contributed towards maintaining and improving the quality of the environment. <ul style="list-style-type: none"> ○ Volunteers ○ Successful grant from Regional Council - School Sustainability and Resilience Fund. ○ Garden to Table lead teacher ○ Garden to Table kitchen and garden experts 	<ul style="list-style-type: none"> • Sustain planning and implementation of teaching and learning programmes that develop knowledge, awareness, values and skills <ul style="list-style-type: none"> ○ In the environment ○ About the environment ○ For the environment • Build teacher capability to have a cross curricular lens when planning assessment (AfL professional development)
<p>Action 4: Strategic Investment Priorities</p> <p>Priorities identified and budgeted for</p> <p>Timelines organised and resourcing managed</p>	<ul style="list-style-type: none"> • Implementation of Board projects, with input from staff, students and whānau. 	<ul style="list-style-type: none"> • Reports to the board • Playground resurfacing • Device upgrade • Modular classrooms underway (not completed) • Drinking fountains installed • Working towards visual representation of school values 	<ul style="list-style-type: none"> • Review of annual plan and projects identified • Engagement with an artist is ongoing. The board had a commitment to using an artist that had knowledge of our iwi which took longer than engaging with a standard graphic designer. • Engagement with PTA to complete projects - water fountains. • Modular classrooms held up with MOE scrutinising projects to ensure they receive value for money. 	<ul style="list-style-type: none"> • Completion of modular classrooms • Completion of artwork that represents school vision and values • Shade and landscaping for new classrooms • Continued device upgrades

Strategic Goal 3: HAUORA / Wellbeing

Annual Target/Goal: To develop and maintain a safe, physical, emotional and quality school environment

Actions <i>Actions from our Annual Implementation Plan for this Annual Target/Goal.</i>	What did we achieve? <i>What were the outcomes of our actions? What impact did our actions have?</i>	Evidence <i>Sources of information the board used to determine those outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i>	Planning for next year – where to next? <i>What we need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.</i>
<p>Action 1: Te Kura Tapa Whā framework</p> <p>Review what is being done and identify where potential for opportunity lies in the 4 locatives of Te Kura Tapa Whā (linking to Te Kura Tapa Whā)</p>	<ul style="list-style-type: none"> The learning environment reflects the 4 locatives of Te Kura Tapa Whā 	<ul style="list-style-type: none"> Board reports Self-Review - Staff self reflected on what is being done and identified where potential for opportunity lies in the 4 locatives of Te Kura Tapa Whā (linking to Te Kura Tapa Whā) <ul style="list-style-type: none"> Runga - What is projected to our school community; linking the culture of home and school (our relationship with the community)? Raro - Where have we come from and where we are heading (our stories, history and direction, values)? Roto - What happens inside the classroom (inside our teaching space)? Waho - What happens on our school grounds, beyond the classroom environment (our physical environment and spaces)? 	<p>As a result of staff self reflecting and identifying where potential for opportunity lies in the 4 locatives of Te Kura Tapa Whā (linking to Te Kura Tapa Whā):</p> <ul style="list-style-type: none"> Wero o te wiki is displayed in the staffroom for teachers to take into their classrooms. How can we develop this further to ensure that new te reo Māori learnings are taken away by teachers, practised in their classrooms, reflected across the school, and communicated to parents / whānau? An artist is currently developing artwork that is versatile to use across various platforms across our school. Staff are using sign offs and greetings in te reo Māori. How can we further this with other languages that represent the cultures in our school? Re-branding of school values on wristbands. Healthy Active Learning facilitators built teacher and student knowledge of the traditions of Matariki through games (expanding traditions of Matariki). 	<ul style="list-style-type: none"> From self-review, action where potential for opportunity was identified in the 4 locatives of Te Kura Tapa Whā Continue working alongside facilitators from Healthy Active Learning
<p>Action 2: Implement Health & Physical Education Delivery Plan (2023 consultation)</p> <p>Implement Health and Physical Education delivery plan (consultation 2023)</p> <p>Work with agencies to add value to our teaching and learning</p>	<ul style="list-style-type: none"> Learners provided with a caring, child friendly environment where they feel safe and are able to 'thrive with confidence' 	<ul style="list-style-type: none"> Reports to the board Analysis of NZCER data around student wellbeing in school. Teacher planning Minutes, applications, correspondence, professional learning development presentations Happy, engaged tamariki Attendance 	<ul style="list-style-type: none"> Teaching and learning associated with Te Whare Tapa Whā. Evidence of Health and Physical Education delivery plan implementation - explicit teaching of health and wellbeing concepts, programmes and strategies. Provision of social-emotional learning opportunities for students. 	<ul style="list-style-type: none"> Continue to implement Health & Physical Education Delivery Plan (2023 consultation). Plan and implement Zones of Regulation and Stop, Think, Do programmes to ensure sustainability of learning for students over time. Undertake Health & Physical Education consultation for 2026 Delivery

			<ul style="list-style-type: none"> • Analysis of NZCER data around student wellbeing was positive and affirmed that our students are cared for and feel safe. Goals set. • Professional learning development opportunities through involvement with Healthy Active Learning initiative <ul style="list-style-type: none"> ○ Integrated learning using movement ○ Reimagining whole school events ○ Health Education ○ Challenging the current state of Health & Physical Education • Engagement with Healthy Active Learning, Garden to Table, Bay Conservation Alliance, WBOP Sport facilitators, RTLB, Phycologist, MOE • Fostering a positive and supportive school climate. 	
<p>Action 3: Relationships and Connections</p> <p>Prioritise and promote effective communication</p> <p>Plan a range of events and social opportunities that encourage all families in the school community to be involved</p> <p>Utilise whānau / community skills and knowledge</p>	<ul style="list-style-type: none"> • Whanaungatanga is reflected • Effective school-family/whānau connections • Parents / whānau are contributing to the learning journey at Whakamārama School 	<ul style="list-style-type: none"> • Board reports • Involvement with Bay Conservation Alliance • Parent / whānau invitations • Parent / whānau involvement & support • Newsletters • Correspondence 	<ul style="list-style-type: none"> • Whānau skills used for coaching • Bay Conservation Alliance In-Class sessions and field trips supported by parents / whānau • Antarctic Heritage Trust Virtual Reality Day • A high level of attendance at 3 Way Conferences • Parents, whānau, students, board, community, PTA and wider community uniting with us for Show Day displaying our value of Manawa-tīna (family, community, togetherness, unity and friends). 	<ul style="list-style-type: none"> • Prioritise and promote effective communication • Create opportunities that encourage parents, whānau and community to collaborate, contribute and be involved • Utilise whānau / community skills and knowledge

Annual Achievement Targets 2024 and Variance

Focus Area	MATHEMATICS									
Strategic Aim:	Strategic Goal 1: Ako - Teaching and Learning: To provide a responsive curriculum and effective teaching to raise student achievement and success for all									
Annual Aim:	Annual Plan Action Targets and plans set to increase the number of learners achieving at / above the NZ curriculum expectations for mathematics									
Target:	<p>Target students will make accelerated progress to achieve expected curriculum levels in mathematics</p> <p>Success Indicators:</p> <p>We will know when we have achieved this when we:</p> <ol style="list-style-type: none"> 1. Increase the total number of students achieving at / above the NZ curriculum expectations for mathematics by the end of 2024 2. Ensure all students make progress towards achieving at / above the NZ curriculum expectations for mathematics by the end of 2024 3. Achieve equitable outcomes for Māori 4. To accelerate the progress of the following priority groups as identified in the 2023 end-of-year achievement data (excluding leavers): <ul style="list-style-type: none"> ● 2 Female; 4 Male ● 3 Māori; 3 NZ / European ● <i>Year level targets also set (not included due to possible identification of students)</i> 									
Baseline Data:	Baseline Data End of 2023									
Mathematics		At Risk		Cause for Concern		Expectation		Exceeding Expectation		Total
		Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
All students	Male			4	7.7%	32	61.5%	16	30.8%	52
	Female			2	6.5%	25	80.6%	4	12.9%	31
	Total			6	7.2%	57	68.7%	20	24.1%	83
Māori	Male			1	12.5%	5	62.5%	2	35%	8
	Female			2	40%	3	60%			5
	Total			3	23.1%	8	61.5%	2	15.4%	13
Asian / MELAA / Pasifika / Other	Male					3	75%	1	25%	4
	Female					1	100%			1
	Total					4	80%	1	20%	5
European /Pākehā/Other European	Male			3	7.5%	24	60%	13	32.5%	40
	Female					21	84%	4	16%	25
	Total			3	4.6%	45	69.2%	17	26.2%	65

Actions <i>Actions from our Annual Implementation Plan for this Annual Target/Goal.</i>	What did we achieve?	Evidence	Reasons for the variance <i>Why did it happen?</i>	Planning for next year									
<p>Improve Student Achievement</p> <ul style="list-style-type: none"> Set achievement targets to accelerate progress of students performing below curriculum expectation Current data of target group children will be compiled early Term 1 to gain specific individual / group needs <p>Māori Student Achievement</p> <ul style="list-style-type: none"> Teachers link learning to real life experiences of Māori learners Evaluate the impact of initiatives to improve Māori students' presence, engagement and achievement Continue to review the school curriculum to ensure that this reflect the aspirations and needs of Māori students and are inclusive of the principles of The New Zealand Curriculum Meet with Māori parents to discuss their involvement with the school and find out what we can do to improve communication. <p>Culturally Responsive School Culture</p> <ul style="list-style-type: none"> Continue to build relationships and connections with Māori students in our school. Find out where they are from, their iwi affiliations, and who their whānau are. Talk with ākonga about their aspirations, their experiences at school, and their ideas for improving the school. Whanaungatanga - focus on building strong learning focussed relationships with the ākonga and their whānau. Utilise the experiences they bring to school. Include contexts for learning that reflect New Zealand's cultural diversity and values the histories and traditions of all its people. School and classroom practices to show knowledge and respect of our learners' cultural backgrounds (language, beliefs, 	<p>Increase the total number of students achieving at / above the NZ curriculum expectations for mathematics by the end of 2024</p> <ul style="list-style-type: none"> The total number of 2024 learners working at / above the NZ curriculum expectations for mathematics is 89.6% (86/96) compared with 80/90 (88.9%) at the end of 2023. The total number of 2024 Māori learners working at / above the NZ curriculum expectations for mathematics is 64.7% (11/17) compared with 11/15 (73.3%) at the end of 2023. <p><i>Whakamārama recognises that the comparisons are different cohorts of students - same cohort tracking is outlined below.</i></p> <p><i>Note: 19/96 (19.8%) students enrolled at Whakamārama School across 2024 and were new to cohort reporting since the end of 2023. 5/19 (26%) did not reach typical student progress at year end.</i></p> <p>Ensure all students make progress towards achieving at / above the NZ curriculum expectations for mathematics by the end of 2024</p> <ul style="list-style-type: none"> Learners from 2023, continued to make progress towards learning at or beyond their appropriate curriculum level for mathematics. <table border="1" data-bbox="488 997 943 1166"> <thead> <tr> <th colspan="3">Cohort Tracking from 2023 (77 students)</th> </tr> <tr> <th>Nov 2023</th> <th>July 2024</th> <th>Dec 2024</th> </tr> </thead> <tbody> <tr> <td>92.2% (71/77)</td> <td>93.5% (72/77)</td> <td>93.5% (72/77)</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Of the 12 students identified as needing targeting across 2024 in April: <ul style="list-style-type: none"> 4/12 (33.3%) reached curriculum expectation by July reporting 1/12 (8.3%) left the school 1/12 (8.3%) students accelerated but continued to be a cause for concern in July reporting 	Cohort Tracking from 2023 (77 students)			Nov 2023	July 2024	Dec 2024	92.2% (71/77)	93.5% (72/77)	93.5% (72/77)	<ul style="list-style-type: none"> Progress and achievement reports to the board Observation of Process - evidence obtained from informal assessment opportunities: <ul style="list-style-type: none"> Focussed classroom observation Students' book work Tasks Student peer assessment Student self assessment I Do, You Do, We Do (gradual release of responsibility' model) Think-pair-share 5 Talk Moves Tool Outcomes - evidence obtained from assessment tools: <ul style="list-style-type: none"> PAT GloSS E-AsTTle (mid and end of year) Learning Conversations - evidence arising from learning conversations: <ul style="list-style-type: none"> Conferencing Interviewing Questioning Explaining Discussing Student progress graphs (longitudinal data) 	<p>Target Student Data</p> <ul style="list-style-type: none"> Data from December 2023 was used to compile target group students. Assessment data was collected, analysed and reviewed regularly. ALiM intervention approach for target students (core and more) Student learning trajectory was in place for all target students and reviewed each term. Through a planned learning trajectory, teachers and leaders were provided with information that supported regular decisions for target students. Teachers held high expectations for every student, and were prepared to accelerate learning in response to student progress. Monitoring of students that accelerated (2021, 2022, 2023) <p>Māori Student Achievement</p> <ul style="list-style-type: none"> To meet the needs of Māori learners, teachers showed manaakitanga (caring for the person), mana motuhake (care for the performance and learning of their students) and demonstrated whakapiringatanga (create and maintain a secure and well managed learning environment). Teachers were professionally committed to knowing and understanding how to bring about change for the educational achievement of Māori students. Equity, excellence, respect and success through mixed ability groups. Teachers linked learning to real life experiences of Māori learners <p>School Wide</p> <ul style="list-style-type: none"> Focus on High Impact Teaching Strategies: goal setting, structured lessons, explicit teaching, worked examples, collaborative learning, 	<p>Target Student Data</p> <ul style="list-style-type: none"> Annual targets and plans set to increase the number of learners achieving at / above the NZ curriculum expectations Address priority learners: identification; collaborating to better address students' learning needs; whānau engagement Improve outcomes for all students, particularly Māori, Pasifika, children with special needs, including gifted and talented. Accelerate the progress and achievement of 8 students across 2025 as identified from 2024 achievement data. Learning trajectory in place for target students. Mathematics Curriculum and Achievement Action Plan to be reviewed to align with the refreshed NZC mathematics and statistics learning area. <p>Māori Student Achievement</p> <ul style="list-style-type: none"> Evaluate the impact of initiatives to improve Māori students' presence, engagement, and achievement. Parent / Whānau connect meetings: Gain feedback from parents / whānau about their involvement with the school and find out what we can do to improve communication. Find out how they prefer to be consulted about their child's progress and achievement. <p>Culturally Responsive School Culture</p> <ul style="list-style-type: none"> Include contexts for learning that acknowledge and recognise our biculturalism. Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning. Increase visible te reo and tikanga Māori in our kura. Whanaungatanga – continue to focus on building strong learning focussed relationships with the ākonga and their whānau. Utilise the experiences they bring to school.
Cohort Tracking from 2023 (77 students)													
Nov 2023	July 2024	Dec 2024											
92.2% (71/77)	93.5% (72/77)	93.5% (72/77)											

traditions).

School Wide

- Provision of focussed numeracy support (explicit teaching) to accelerate students yet to meet curriculum expectation (ALiM approach)
- Teachers Setting up Positive Norms in their Math Class (Jo Boaler)
- Focus on the 'Key Competencies' to improve the ability of students to self-manage and self-regulate their own learning.
- Improve student assessment capability (school-wide rubrics)
- Use of mathematics progressions (student agency)
- Monitor systems and the impact they are having of students. Monitor the progress of students that have accelerated in previous years
- PAT, E-AsTTle and GloSS used as a diagnostic tool, using achievement data to inform next steps

Teacher Inquiry

- Continue to apply successful strategies from ALiM PD project (lead teacher))
- Collaborative Teacher Inquiry- Teachers and leaders being aware of students, particularly Maori students, yet to meet curriculum expectations. Regular discussion and monitoring of progress. Collaborative analysis of next steps

Parent Partnership

- Plan and negotiate opportunities for parents / whānau to participate in the math learning environment alongside their child
- Conversations with parents of target students – at least twice a term
- Build genuine learning-focused partnerships between students, teachers and whānau using ClassDojo to support parent feedback, interactions and learning conversations.

Resourcing

- Continue to review equipment and resources available to students who are

- 6/12 (50%) progressed, but did not accelerate to reach curriculum expectation
- In July 2024, the 7 students identified as needing continued targeting from April, continued to progress, but did not accelerate to reach curriculum expectation
 - 1/7 (14.3%) students reached curriculum expectation by November reporting

To **accelerate** the progress of the following priority groups as identified in the 2023 end-of-year achievement data:

2 Female; 4 Male

- 4/4 (100%) male cause for concern at the end of 2023 made progress but they continue to be a 'cause for concern'.
- 1/2 (50%) female cause for concern at the end of 2023 made accelerated progress and is working at their appropriate curriculum level.

3 Māori; 3 NZ / European

- 1/3 (33.3%) Māori students cause for concern at the end of 2023 made accelerated progress
- 2/3 (66.7%) Māori students cause for concern at the end of 2023 progressed but did not accelerate to reach curriculum expectation
- 3/3 (100%) NZ / European students cause for concern at the end of 2023 progressed but did not accelerate to reach curriculum expectation

Note: acceleration requires monitoring, so these learners are in the foreground for 2025

Achieve equitable outcomes for Māori

Cohort Tracking from 2023 (12 Māori students)		
Nov 2023	June 2024	Dec 2024
75% (9/12)	83.3% (10/12)	83.3% (10/12)

Teaching and leadership supported equitable outcomes by:

- incorporating te reo Māori and tikanga Māori into teaching and the day-to-day life of our school
- demonstrating integrity, sincerity, and respect

multiple exposures, feedback, differentiated teaching, questioning.

- Use of modelling books - record of student thinking during teacher-led groups
- E-AsTTle used as a formative tool to inform next steps (Years 4-8)
- PAT used as a formative tool, to inform next steps (Years 3-8)

Teacher Inquiry

- Two teachers received mentor support across the year with their involvement in the ALiM contract with the MOE. They were supported with network meetings and a mentor who worked closely with them. Analysis of progress for the end of their interventions showed acceleration of groups of students.

Parent Partnership

- Parent / whānau meetings took place in February, April and July
- Use of ClassDojo to promote learning partnerships
- Face to face meetings, phone calls, and messaging (the regularity of this for target learners continues to grow across the team).
- Lead teacher of mathematics led teachers in the review of Building Powerful Learning Partnerships with Whānau (Thinking Frame). Teachers identified what currently takes place and reflected on what else could be done to add to our kite of practice to enhance or build genuine learning partnerships with our whānau to engage them regularly and involve them in students' learning.

Resourcing

- Equipment purchases as necessary to effectively meet the mathematical needs of all students.

Professional Development / Learning

- In-class modelling, and observation took place for teachers as required.

- Continue with integrated learning: curriculum development encompassing an integrated curriculum, authentic learning experiences, culturally responsive and relational pedagogy.

School Wide

- Support all students to develop sound skills in numeracy
- Develop clear guidance on the teaching of mathematics in order to improve student achievement.
- Plan and implement programmes of learning using the refreshed NZC years 0–8 mathematics and statistics learning area.
- 'One hour a day' teaching requirement implemented
- Continued provision of focussed numeracy support (explicit teaching) to accelerate students yet to meet curriculum expectation. ALiM intervention approach.
- Grow assessment for learning (AFL) capabilities for learners, teachers and leaders. Knowledge gained from 'Assessment for Learning' professional development implemented and evidenced.
- Continue to monitor the progress of students that accelerated across 2022, 2023 and 2024.
- Use E-AsTTle to monitor student progress and inform next steps.
- Monitor systems and the impact they are having on student learning (next steps)
- Attendance targets set

Teacher Inquiry

- Sustain researched evidence approaches to accelerating the progress of students - strategies from ALiM professional learning development.
- Collaborative Teacher Inquiry- Teachers and leaders being aware of students, particularly Māori students, yet to meet curriculum expectations. Regular discussion and monitoring of progress. Collaborative analysis of next steps.
- Lead teacher of mathematics to review GAP analysis teachers to consider the

<p>yet to meet curriculum expectation to effectively meet their mathematical needs and purchase as necessary</p> <ul style="list-style-type: none"> Leadership of mathematics <p>Professional Development / Learning</p> <ul style="list-style-type: none"> Programmes for Students: ALiM (teacher participation in programme, MOE funded) Provision for individual professional development, in class modelling, observation and feedback for teachers as required 	<p>towards Māori beliefs, language, and culture</p> <ul style="list-style-type: none"> monitoring achievement to provide support (including learning support) or extension programmes as required. using data informed practices. supporting staff to access appropriate professional development 		<ul style="list-style-type: none"> Teachers were proactive in utilising the expertise of mathematics lead. Leader responsive in supporting staff. Two teachers took part in the programmes for students funded by the MOE. The teachers involved in ALiM were supported throughout the year with network meetings and a mentor who works closely with them. Maths leader delivered a staff meeting with a focus on GloSS moderation and a balanced maths diet Professional learning activities (whole school): Curriculum Refresh, Science of Learning Assessment for Learning modules completed (Evaluation Associates) Assessment for Learning (Core Education) 	<p>schools strengths and impact of interventions. Support staff to use the four levers for change.</p> <p>Parent Partnership</p> <ul style="list-style-type: none"> Action review of Building Powerful Learning Partnerships with Whānau (Thinking Frame) Continue to build genuine learning-focused partnerships between students, teachers to support parent feedback, interactions and learning conversations. Conversations with parents of target students – at least twice a term Create opportunities that encourage parents and whānau to collaborate, contribute and be involved in their child's learning <p>Resourcing</p> <ul style="list-style-type: none"> Leadership of mathematics. Board to continue supporting resourcing that impacts on mathematics. <p>Professional Development / Learning</p> <ul style="list-style-type: none"> Engage in structured maths professional development to grow teacher capability - 4 days professional learning from MOE. Continue to provide provision for individual professional development; in class modelling, observation and feedback for teachers as required. Lead teacher of mathematics to work in classrooms and model effective mathematical pedagogy to teachers as necessary.
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Focus Area	READING									
Strategic Aim:	Strategic Goal: To provide a responsive curriculum and effective teaching to raise student achievement and success for all									
Annual Aim:	Annual Plan Action Targets and plans set to increase the number of learners achieving at / above the NZ curriculum expectations for reading									
Target:	<p>Target: Target students will make accelerated progress to achieve expected curriculum levels in reading</p> <p>Success Indicators:</p> <p>We will know when we have achieved this when we:</p> <ol style="list-style-type: none"> 1. Increase the total number of students achieving at / above the NZ curriculum expectations for reading by the end of 2024 2. Ensure all students make progress towards achieving at / above the NZ curriculum expectations for reading by the end of 2024 3. Achieve equitable outcomes for Māori 4. Accelerate the progress of the following priority groups as identified in the 2023 end-of-year achievement data- (excluding leavers): <ul style="list-style-type: none"> ● 2 Female; 8 Male ● 5 Māori; 5 NZ / European ● <i>Year level targets also set (not included due to possible identification of students)</i> 									
Baseline Data:	Baseline Data End of 2023									
Reading		At Risk		Cause for Concern		Expectation		Exceeding Expectation		Total
		Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
All students	Male	2	3.8%	6	11.5%	25	48.1%	19	36.5%	52
	Female			2	6.5%	22	71%	7	22.6%	31
	Total	2	2.4%	8	9.6%	47	56.6%	26	31.3%	83
Māori	Male	1	12.5%	3	37.5%	3	37.5%	1	12.5%	8
	Female			1	20%	3	60%	1	20%	5
	Total	1	7.7%	4	30.8%	6	46.2%	2	15.4%	13
Asian / MELAA / Pasifika	Male					2	50%	2	50%	4
	Female					1	100%			1
	Total					3	60%	2	20%	5
European /Pākehā/Other European	Male	1	2.5%	3	7.5%	20	50%	16	40%	40
	Female			1	4%	18	72%	6	24%	25
	Total	1	1.5%	4	6.2%	38	58.5%	22	33.8%	65

Actions <i>Actions from our Annual Implementation Plan for this Annual Target/Goal.</i>	What did we achieve?	Evidence	Reasons for the variance <i>Why did it happen?</i>	Planning for next year									
<p>Improve Student Achievement</p> <ul style="list-style-type: none"> Set achievement targets to accelerate progress of students performing below curriculum expectation Current data of target group children will be compiled early Term 1 to gain specific individual / group needs Target small groups for reading to support further progress <p>Māori Student Achievement</p> <ul style="list-style-type: none"> Teachers link learning to real life experiences of Māori learners Evaluate the impact of initiatives to improve Māori students' presence, engagement and achievement Continue to review the school curriculum to ensure that this reflect the aspirations and needs of Māori students and are inclusive of the principles of The New Zealand Curriculum Meet with Māori parents to discuss their involvement with the school and find out what we can do to improve communication. Find out how they prefer to be consulted with about their child's progress and achievement <p>Continue to build a Culturally Responsive School Culture</p> <ul style="list-style-type: none"> Continue to build relationships and connections with Māori students in our school. Find out where they are from, their iwi affiliations, and who their whānau are. Talk with ākonga about their aspirations, their experiences at school, and their ideas for improving the school. Whanaungatanga - focus on 	<p>Increase the total number of students learning at or beyond their appropriate curriculum level for reading by the end of 2024</p> <ul style="list-style-type: none"> The total number of 2024 learners working at or beyond their appropriate curriculum level in reading is 86.5% (83/96) compared with 75/90 (83.3%) the end of 2023 The total number of 2024 Māori learners working at or beyond their appropriate curriculum level in reading is 52.9% (9/17) compared with 53.3% (8/15) at the end of 2023. <p><i>Whakamārama recognises that the comparisons are different cohorts of students - same cohort tracking is outlined below.</i></p> <p><i>Note: 19/96 (19.8%) students enrolled at Whakamārama School across 2024 and were new to cohort reporting since the end of 2023. 4/19 (21.1%) did not reach typical student progress at year end.</i></p> <p><i>Some learners reached a learning plateau (a time when the learner, regardless of their best efforts, seem to "stop" making visible progress) but these learners continued to make progress towards learning within their appropriate level of the NZ Curriculum.</i></p> <p>Ensure all students make progress towards learning at or beyond their appropriate curriculum level for reading by the end of 2024</p> <ul style="list-style-type: none"> Learners from 2023, continued to make progress towards learning at or beyond their appropriate curriculum level for reading <table border="1" data-bbox="439 1150 904 1342"> <thead> <tr> <th colspan="3">Cohort Tracking from 2023 (77 students)</th> </tr> <tr> <th>Nov 2023</th> <th>July 2024</th> <th>Dec 2024</th> </tr> </thead> <tbody> <tr> <td>89.6% (69/77)</td> <td>89.6% (69/77)</td> <td>89.6% (69/77)</td> </tr> </tbody> </table> <ul style="list-style-type: none"> By July, of the 15 students identified as needing targeting across 2024 in April: 	Cohort Tracking from 2023 (77 students)			Nov 2023	July 2024	Dec 2024	89.6% (69/77)	89.6% (69/77)	89.6% (69/77)	<ul style="list-style-type: none"> Progress and achievement reports to the board Observation of Process - evidence obtained from informal assessment opportunities: <ul style="list-style-type: none"> Focussed classroom observation Students book work Running records Tasks Student peer assessment Student self assessment I Do, You Do, We Do (gradual release of responsibility' model) Tool Outcomes - evidence obtained from assessment tools: <ul style="list-style-type: none"> PAT STAR E-AsTTle (mid and end of year) Learning Conversations - evidence arising from learning conversations: <ul style="list-style-type: none"> Conferencing Interviewing Questioning Explaining Discussing Think-pair-share Use of PaCT to support teachers make dependable judgments about students' achievement in writing. Teachers located students on the Learning Progression Frameworks (LPFs) when they made judgments in PaCT. Student individualised progress and achievement graphs (longitudinal data) 	<p>Target Student Data</p> <ul style="list-style-type: none"> Data from December 2023 used to compile target group students. Assessment data was collected, analysed and reviewed regularly. ALL (Accelerating Literacy Learning) intervention approach for target students (core and more) Student learning trajectory was in place for all target students and reviewed each term. Through a planned learning trajectory, teachers and leaders were provided with information that supported regular decisions for target students. Teachers identified major learning challenges that were a barrier for individual student's learning, and actively researched and experimented with strategies to mitigate these learning challenges. Teachers held high expectations for every student, and were prepared to accelerate learning in response to student progress. Monitoring of students that accelerated (2021, 2022, 2023) <p>Māori Student Achievement</p> <ul style="list-style-type: none"> To meet the needs of Māori learners, teachers showed manaakitanga (caring for the person), mana motuhake (care for the performance and learning of their students) and demonstrated whakapiringatanga (create and maintain a secure and well managed learning environment). Teachers were professionally committed to knowing and understanding how to bring about change for the educational achievement of Māori students. Equity, excellence, respect and success through mixed ability groups. 	<p>Improve Student Achievement (student improvement)</p> <ul style="list-style-type: none"> Annual targets and plans set to increase the number of learners achieving at / above the NZ curriculum expectations Addressing Priority Learners: identification; collaborating to better address students' learning needs; whānau engagement Improve outcomes for all students, particularly Māori, Pasifika, and children with special needs (including gifted and talented) Accelerate the progress and achievement of 9 students across 2025 as identified from 2024 achievement data yet to meet curriculum expectations. Sustain researched evidence approaches to accelerating students. Provision of intensive, accelerative, targeted support to build literacy skills using age appropriate materials. Scaffolding students into accessing year level texts so that the development of content knowledge, vocabulary, and comprehension skills is not restricted to the level of decoding skills. <p>Māori Student Achievement</p> <ul style="list-style-type: none"> Link learning to real life experiences. Evaluate the impact of initiatives to improve Māori students' presence, engagement, and achievement. Parent / Whānau connect meetings: Gain feedback from parents / whānau about their involvement with the school and find out what we can do to improve communication. Find out how they prefer to be consulted about their child's progress and achievement. <p>Culturally Responsive School Culture</p> <ul style="list-style-type: none"> Continue to build relationships and connections with Māori students in our school.
Cohort Tracking from 2023 (77 students)													
Nov 2023	July 2024	Dec 2024											
89.6% (69/77)	89.6% (69/77)	89.6% (69/77)											

building strong learning focussed relationships with the ākongā and their whānau. Utilise the experiences they bring to school.

- Include contexts for learning that reflect New Zealand’s cultural diversity and values the histories and traditions of all its people.
- School and classroom practices to show knowledge and respect of our learners’ cultural backgrounds (language, beliefs, traditions).
- Continue to strengthen incorporation of te reo and tikanga Maori into our practices

School Wide

- Continuation of structured literacy across all classrooms (iDeal Approach and Better Start)
- Curriculum leader to continue to work with staff in analysing reading judgements made in PaCT and what the data is telling us.
- Teachers use data to inform teaching programmes and guide decisions about how to improve students’ learning.
- Teachers moderating students’ learning against the Learning Progression Framework, so that there is a consistent understanding of progress and achievement
- Provide focussed literacy support (explicit teaching) to accelerate students below curriculum expectation (core and more).
- Observation and feedback for teachers as required
- Have high expectations- create self-belief in learners as readers
- Implement assessment practices which provide feedback to the learner. Students know where they are at, where they are

- 12/15 (80%) progressed, but did not accelerate to reach curriculum expectation by July reporting
- 3/15 (20%) left cohort reporting

- In December 2024, of the 12 students that needed targeting from July:
 - 3/12 (25%) accelerated to reach curriculum expectation
 - 9/12 (75%) continued to progress, but did not accelerate to reach curriculum expectation

To accelerate the progress of the following priority groups as identified in the 2023 end-of-year achievement data:

2 Female; 8 Male

- 1/8 male left cohort reporting
- 1/2 female left cohort reporting
- Of the 8 remaining students that required targeting from 2023:
 - 7/7 male progressed but did not accelerate to reach curriculum expectation
 - 1/1 female progressed but did not accelerate to reach curriculum expectation

5 Māori; 5 NZ / European

- 1/5 Māori left cohort reporting
- 1/5 NZ / European left cohort reporting
- Of the 8 remaining students that required targeting from 2023:
 - 4/4 Māori progressed but did not accelerate to reach curriculum expectation
 - 4/4 NZ / European progressed but did not accelerate to reach curriculum expectation

Achieve equitable outcomes for Māori

Cohort Tracking from 2023 (12 Māori students)		
Nov 2023	June 2024	Dec 2024
66.7% (8/12)	66.7% (8/12)	66.7% (8/12)

Teaching and leadership supported equitable

School Wide

- Focus on High Impact Teaching Strategies: goal setting, structured lessons, explicit teaching, worked examples, collaborative learning, multiple exposures, feedback, differentiated teaching, questioning.
- Use of the Optimal Learning Model (Reggie Routman) which uses a slow-release model of I do (the teacher) We do (Teacher and Students), We do (Teacher and Students), You do (students apply new knowledge independently)
- Learning was scaffolded so that students could notice, understand, and apply new strategies or conventions.
- Teachers having high expectations-creating self-belief in learners as readers.
- Consistent use of modelling books - learners were able to refer back / recap previous learning.
- Through the Learning Progressions Framework, teachers continued to use illustrations to build their understanding of the significant steps that students take as they develop their expertise in reading to ensure no gaps are left in a student’s learning (spanning levels 1–5 of the New Zealand Curriculum)
- PaCT was used to guide teachers to make best-fit decisions about their students’ achievement in each of the aspects of the reading.

Parent Partnership

- Parent / whānau meetings took place in February, April and July
- Use of Class Dojo to promote learning partnerships with whanau/student/teachers.
- Teachers connecting with whānau – especially for target learners (Face to face meetings, phone calls, email, letters). The regularity of this across the team continues to grow.
- Implementation of Reading Together Programme

- Continue to include contexts for learning that acknowledge our biculturalism.
- Weave te reo, te ao Māori, tikanga Māori, and mātauranga Māori through all aspects our school’s curriculum.
- Whanaungatanga – continue to focus on building strong learning focussed relationships with the ākongā and their whānau.
- Focus on local stories

School Wide

- Support all students to develop sound skills in reading
- Develop clear guidance on the teaching of reading in order to improve student achievement.
- Plan and implement programmes of learning using the refreshed NZC years 0–6 english learning area.
- ‘One hour a day’ teaching requirement implemented
- Teachers continue moderating students’ learning against the Learning Progression Framework, so that there is a consistent understanding of progress and achievement.
- Provision of focussed literacy support (explicit teaching) to accelerate the students yet to meet curriculum expectation.
- Knowledge gained from ‘Assessment for Learning’ professional development implemented and evidenced.
- Observation and feedback for teachers
- Leaders use the GROW model for peer coaching and mentoring.
- Planning to continue to involve and reflect an element of student voice in reading topics and genres.
- Teacher planning monitored and open dialogue with staff on how the needs of students below curriculum expectation are being catered for to promote acceleration.
- Collaboratively share strategies and ideas for students that are not progressing.
- Teachers continue to implement and strengthen assessment practices which provide feedback to the learner (learner agency).

<p>going and what their next learning steps are to progress and achieve their goals (learner agency)</p> <ul style="list-style-type: none"> Use of e-learning tools to supplement and enhance the teaching of literacy at school and at home. Improve student assessment capability (school-wide rubrics) <p>Teacher Inquiry</p> <ul style="list-style-type: none"> Collaborative Teacher Inquiry- Teachers and leaders being aware of students below curriculum expectation, particularly Māori, regularly discussing and monitoring progress and analysis of next steps collaboratively. Impact of support programmes monitored. <p>Parent Partnership</p> <ul style="list-style-type: none"> Use a variety of ways to engage parents and whānau regularly and involve them in students' learning. <p>BOT and MOE Funded Learning Support Programmes</p> <ul style="list-style-type: none"> Reading Recovery programme; Early literacy support programmes; The iDeal Approach (structured literacy); Better Start Teacher aide funding <p>Professional Development</p> <p>Provision for individual professional development, in class modelling, observation and feedback for teachers as required.</p>	<p>outcomes by:</p> <ul style="list-style-type: none"> incorporating te reo Māori and tikanga Māori into teaching and the day-to-day life of our school demonstrating integrity, sincerity, and respect towards Māori beliefs, language, and culture monitoring achievement to provide support (including learning support) or extension programmes as required. using data informed practices. supporting staff to access appropriate professional development 		<p>BOT and MOE Funded Learning Support Programmes</p> <ul style="list-style-type: none"> Reading Recovery programme - 1:1 teaching support to a group of target students. Early literacy support programme - (Early words) - Teacher aide Structured literacy in place across all classrooms (iDeal Approach and Better Start) <p>Professional Development</p> <ul style="list-style-type: none"> Provision of professional learning and knowledge to teach explicitly (structured literacy) Professional learning activities (whole school): Curriculum Refresh, Science of Learning Assessment for Learning modules completed (Evaluation Associates) Assessment for Learning (Core Education) 	<ul style="list-style-type: none"> Implement Structured Literacy approach Attendance targets set <p>Teacher Inquiry</p> <ul style="list-style-type: none"> Collaborative Teacher Inquiry- Teachers and leaders being aware of students below curriculum expectation, particularly Māori, regularly discussing and monitoring progress and analysis of next steps collaboratively. Monitor impact of support programmes <p>Parent Partnership</p> <ul style="list-style-type: none"> Create opportunities that encourage parents and whānau to collaborate, contribute and be involved in their child's learning <p>Resourcing</p> <ul style="list-style-type: none"> Board to continue supporting resourcing that impacts on reading. Tier 2 structured literacy (Years 0-3) Purchase of structured literacy resources <p>Professional Development / Learning</p> <ul style="list-style-type: none"> Provision for individual professional development: in class modelling, professional readings, observation, and feedback for teachers as required. Continue to grow assessment for learning (AFL) capabilities for learners, teachers and leaders. BSLA (Better Start Literacy Approach) trial - Years 4-6. BSLA application for structured literacy - teacher complete micro-credential
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Focus Area	WRITING									
Strategic Aim:	Strategic Goal: To provide a responsive curriculum and effective teaching to raise student achievement and success for all									
Annual Aim:	Annual Plan Action Targets and plans set to increase the number of learners achieving at / above the NZ curriculum expectations for writing									
Target:	<p>Target students will make accelerated progress to achieve expected curriculum levels in writing</p> <p>Success Indicators:</p> <p>We will know when we have achieved this when we:</p> <ol style="list-style-type: none"> 1. Increase the total number of students achieving at / above the NZ curriculum expectations for writing by the end of 2024 2. Ensure all students make progress towards achieving at / above the NZ curriculum expectations for writing by the end of 2024 3. Achieve equitable outcomes for Māori 4. Accelerate the progress of the following priority groups as identified in the 2023 end-of-year achievement data- (excluding leavers): <ul style="list-style-type: none"> ● 10 Male; 2 Female ● 5 Māori; 6 NZ / European; 1 Other ● <i>Year level targets also set (not included due to possible identification of students)</i> 									
Baseline Data:	Baseline Data End of 2023									
Writing		At Risk		Cause for Concern		Expectation		Exceeding Expectation		Total
		Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
All students	Male			10	19.2%	41	78.8%	1	1.9%	52
	Female			2	6.5%	27	87.1%	2	6.5%	31
	Total			12	14.5%	68	81.9%	3	3.6%	83
Māori	Male			5	62.5%	3	37.5%			8
	Female					5	100%			5
	Total			5		8				13
Asian / MELAA / Pasifika	Male			1	25%	3	75%			4
	Female					1	100%			1
	Total			1	20%	4	80%			5
European /Pākehā/Other European	Male			4	10%	35	87.5%	1	2.5%	40
	Female			2	8%	21	84%	2	8%	25
	Total			6	9.2%	56	86.2%	3	4.6%	65

Actions <i>Actions from our Annual Implementation Plan for this Annual Target/Goal.</i>	What did we achieve?	Evidence	Reasons for the variance <i>Why did it happen?</i>	Planning for next year									
<p>Improve Student Achievement</p> <ul style="list-style-type: none"> Set achievement targets to accelerate progress of students performing below curriculum expectation Current data of target group children will be compiled early Term 1 to gain specific individual / group needs Target small groups for writing to support further progress <p>Māori Student Achievement</p> <ul style="list-style-type: none"> Teachers link learning to real life experiences of Māori learners Evaluate the impact of initiatives to improve Māori students' presence, engagement and achievement Continue to review the school curriculum to ensure that this reflect the aspirations and needs of Māori students and are inclusive of the principles of The New Zealand Curriculum Meet with Māori parents to discuss their involvement with the school and find out what we can do to improve communication. Find out how they prefer to be consulted with about their child's progress and achievement <p>Continue to build a Culturally Responsive School Culture</p> <ul style="list-style-type: none"> Continue to build relationships and connections with Māori students in our school. Find out where they are from, their iwi affiliations, and who their whānau are. Talk with ākonga about their aspirations, their experiences at school, and their ideas for improving the school. Whanaungatanga - focus on 	<p>Increase the total number of students learning within or beyond their appropriate curriculum level for writing by the end of 2024.</p> <ul style="list-style-type: none"> The total number of 2024 learners working at or beyond their appropriate curriculum level in writing is 84.4% (81/96) compared with 74/90 (82.2%) at the end of 2023. The total number of 2024 Māori learners working at or beyond their appropriate curriculum level in writing is 47.1% (8/17) compared with 7/15 (46.7%) at the end of 2023. <p><i>Whakamārama recognises that the comparisons are different cohorts of students - same cohort tracking is outlined below.</i></p> <p><i>Note: 19/96 (19.8%) students enrolled at Whakamārama School across 2024 and were new to cohort reporting since the end of 2023. 5/19 (26.3%) did not reach typical student progress at year end.</i></p> <p><i>Some learners reached a learning plateau (a time when the learner, regardless of their best efforts, seem to "stop" making visible progress) but these learners continued to make progress towards learning within their appropriate level of the NZ Curriculum.</i></p> <p>Ensure all students make progress towards learning at or beyond their appropriate curriculum level for writing by the end of 2024.</p> <ul style="list-style-type: none"> Learners from the 2023 cohort, continued to make progress towards learning at or beyond their appropriate curriculum level for writing. <table border="1" data-bbox="439 1177 922 1350"> <thead> <tr> <th colspan="3">Cohort Tracking from 2023 (77 students)</th> </tr> <tr> <th>Nov 2023</th> <th>July 2024</th> <th>Dec 2024</th> </tr> </thead> <tbody> <tr> <td>87% (67/77)</td> <td>88.3% (68/77)</td> <td>87% (67/77)</td> </tr> </tbody> </table>	Cohort Tracking from 2023 (77 students)			Nov 2023	July 2024	Dec 2024	87% (67/77)	88.3% (68/77)	87% (67/77)	<ul style="list-style-type: none"> Progress and achievement reports to the board Observation of Process - evidence obtained from informal assessment opportunities: <ul style="list-style-type: none"> Focussed classroom observation Students book work Tasks Student peer assessment Student self assessment I Do, You Do, We Do (gradual release of responsibility' model) Tool Outcomes - evidence obtained from assessment tools: <ul style="list-style-type: none"> PAT STAR E-AsTTle Writing (end of terms 1 & 3) Learning Conversations - evidence arising from learning conversations: <ul style="list-style-type: none"> Conferencing Interviewing Questioning Explaining Discussing Think-pair-share Moderation Use of PaCT to support teachers make dependable judgments about students' achievement in writing. Teachers located students on the Learning Progression Frameworks (LPFs) when they made judgments in PaCT. 	<p>Target Student Data</p> <ul style="list-style-type: none"> Each teacher analysed their classroom writing data to select a target group for 2023. All target students received core and more support with four or five, 20 minutes focussed, targeted teaching sessions with their classroom teacher each week. Teachers identified major learning challenges that were a barrier for individual student's learning, and actively researched and experimented with strategies to mitigate these learning challenges. Monitoring of target students - writing samples every 4 weeks Monitoring of students that accelerated (2021, 2022, 2023) <p>School Wide</p> <ul style="list-style-type: none"> Learning Progressions Framework: Teachers used the writing illustrations to build their understanding of the significant steps that students take as they develop their expertise in writing Teacher judgements made against the learning progressions framework at the end of Term 2 and 4 Continued focus on High Impact Teaching Strategies Making learning visible improved students' understanding of learning goals and what effective writers do. Teachers shared strategies and ideas for students that were not progressing. Teachers supported students to develop strategies for meeting challenges. Teachers having high expectations-creating self-belief in learners as writers. 	<p>Improve Student Achievement (student improvement)</p> <ul style="list-style-type: none"> Set achievement targets to accelerate progress of students performing below curriculum expectation. Improve outcomes for all students, particularly Māori, Pasifika, and children with special needs. Sustain researched evidence approaches to accelerating students. Accelerate the progress and achievement of 11 students across 2025 as identified from 2024 achievement data Teachers adjust the explicitness and intensity of teaching based on knowledge of students' progress towards mastery of their current learning and any learning challenges. <p>Māori Student Achievement</p> <ul style="list-style-type: none"> Continue to link learning to real life experiences. Evaluate the impact of initiatives to improve Māori students' presence, engagement, and achievement. Parent / Whānau connect meetings: Gain feedback from parents / whānau about their involvement with the school and find out what we can do to improve communication. Find out how they prefer to be consulted about their child's progress and achievement. <p>School Wide</p> <ul style="list-style-type: none"> Support all students to develop sound skills in writing Develop clear guidance on the teaching of writing in order to improve student achievement. Plan and implement programmes of learning using the refreshed NZC years 0–6 english learning area. 'One hour a day' teaching requirement implemented Teachers continue to use illustrations from the Learning Progressions Framework to
Cohort Tracking from 2023 (77 students)													
Nov 2023	July 2024	Dec 2024											
87% (67/77)	88.3% (68/77)	87% (67/77)											

<p>building strong learning focussed relationships with the ākonga and their whānau. Utilise the experiences they bring to school.</p> <ul style="list-style-type: none"> ● Include contexts for learning that reflect New Zealand's cultural diversity and values the histories and traditions of all its people. ● School and classroom practices to show knowledge and respect of our learners' cultural backgrounds (language, beliefs, traditions). ● Continue to strengthen incorporation of te reo and tikanga Māori into our practices <p>School Wide</p> <ul style="list-style-type: none"> ● Continuation of structured literacy across all classrooms (iDeaL Approach and Better Start) ● Provide focussed literacy support (explicit teaching) to accelerate students below curriculum expectation (core and more). ● Teachers moderating students' learning against the Learning Progression Framework, so that there is a consistent understanding of progress and achievement ● Collaboratively share strategies and ideas for students that are not progressing. Continue to Increase moderation accuracy, including external moderation. Writing moderation of target students (twice a term) ● Continue to apply successful strategies from ALL project ● Provide a variety of opportunities to write in different text forms (particularly boys). Reading and writing across the curriculum. ● Implement assessment practices which provide 	<ul style="list-style-type: none"> ● Of the 12 students identified as needing targeting across 2024, identified in December 2023: <ul style="list-style-type: none"> ○ 1/12 (8%) accelerated and reached curriculum expectations by April and sustained acceleration. ● In April 2024, a further 6 students were identified as needing targeting. A total of 17 students requiring acceleration by year end. ● In July reporting, of the 17 students identified as needing targeting in April 2024: <ul style="list-style-type: none"> ○ 3 students left cohort tracking ○ 1 student accelerated and reached curriculum expectations ○ 13 progressed but did not accelerate to reach curriculum expectation ○ A further student was identified as needing targeting ● In December reporting, of the 14 students identified as needing targeting in July 2024: <ul style="list-style-type: none"> ○ 2/14 (14.3%) students reached curriculum expectation ○ 12/14 (85.7%) continued to progress but did not accelerate to reach curriculum expectation ○ 11 students have been identified as requiring targeting across 2025. <p>To accelerate the progress of the following priority groups as identified in the 2022 end-of-year achievement data:</p> <p>10 Male; 2 Female</p> <ul style="list-style-type: none"> ● 1/10 male left cohort reporting ● 1/2 female left cohort reporting ● Of the 10 remaining students that required targeting from 2023: <ul style="list-style-type: none"> ○ 1/9 male students accelerated to reach curriculum expectations. ○ 1/1 female students accelerated to reach curriculum expectation <p>5 Māori; 6 NZ / European; 1 Other</p> <ul style="list-style-type: none"> ● 1/5 Māori left cohort reporting ● 1/5 NZ / European left cohort reporting ● Of the 8 remaining students that required targeting from 2023: 		<ul style="list-style-type: none"> ● Provision of a variety of opportunities to write in different text forms (particularly boys). ● In school moderation of writing samples ● Consistent use of scaffolds, exemplars, writing tools, classroom displays. ● Teachers modelled and used cameos (examples) so that students knew what their writing should look like. ● Consistent use of modelling books – students able to refer back / recap previous learning. ● Consistent daily 'extra' (on top of) - frontloading. Seeing target groups daily and in addition to existing programme. This developed student confidence and provided multiple exposure to new learning. ● Seeing target groups when they were fresh (in the morning) – teachers being mindful of latecomers. ● Needs based and explicit teaching. <p>Teacher Inquiry</p> <ul style="list-style-type: none"> ● Collaborative Teacher Inquiry- Teachers and leaders were aware of 'at risk' and 'cause for concern' students, particularly Māori, regularly discussing and monitoring progress. <p>Parent Partnership</p> <ul style="list-style-type: none"> ● Parent / whānau meetings took place in February, April and July. ● Use of Class Dojo to promote learning partnerships with whanau/student/teachers. ● Teachers connecting with whānau – especially for target learners (Face to face meetings, phone calls, email, letters). The regularity of this across the team continues to grow. <p>BOT and MOE Funded Learning Support Programmes</p> <ul style="list-style-type: none"> ● Reading Recovery programme: 1:1 teaching support to a group of target students. 	<p>build their understanding of the significant steps that students take as they develop their expertise in writing (spanning levels 1–5 of the New Zealand Curriculum)</p> <ul style="list-style-type: none"> ● Teachers use the writing framework to identify the writing demands of the programmes they provide for students. ● Knowledge gained from 'Assessment for Learning' professional development implemented and evidenced. ● Observation and feedback for teachers. Leaders use the GROW model with peer coaching and mentoring. ● Teachers to share practice with other teachers and to work in partnership with parents, families and whānau. ● School leaders to build conditions to support sustained achievement gains. ● Continue to model and use cameos so that students know what their writing should look like. ● Focus on writing topics and reading material of particular interest to boys. ● Planning to involve and reflect an element of student voice in writing topics / genres. ● Structured literacy across all classrooms ● Applications to RTLit, RTLB, Speech & Language as applicable ● Teacher planning monitored and open dialogue with staff on how the needs of students below curriculum expectation are being catered for to promote acceleration. ● Writing moderation of target students (once a term) ● E-AsTTle script marking by Evaluation Associates ● Attendance targets set <p>Teacher Inquiry</p> <ul style="list-style-type: none"> ● Continue to strengthen staff discussions around student learning trajectory and achievement. ● Continue to strengthen use of 'Spiral of Inquiry'. Leaders leading collaborative inquiry and professional learning group discussions to build teacher capability <p>Culturally Responsive School Culture</p> <ul style="list-style-type: none"> ● Continue to build relationships and connections with Māori students in our school.
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<p>feedback to the learner (learner agency). Improve student assessment capability.</p> <ul style="list-style-type: none"> Use of e-learning tools to supplement and enhance the teaching of literacy at school and at home. <p>Teacher Inquiry</p> <ul style="list-style-type: none"> Continue to strengthen use of 'Spiral of Inquiry'. Leaders leading collaborative inquiry and professional learning group discussions to build teacher capability. Strengthen staff discussions around student learning trajectory and achievement. Monitor the impact of support programmes <p>Parent Partnership</p> <ul style="list-style-type: none"> Use a variety of ways to engage parents and whānau regularly and involve them in students' learning. <p>BOT and MOE Funded Learning Support Programmes</p> <ul style="list-style-type: none"> Reading Recovery programme; Early literacy support programmes; Accelerating Learning in Literacy (ALL) Teaching aide funding <p>Professional Development</p> <ul style="list-style-type: none"> Provision for individual professional development, in class modelling, observation and feedback for teachers as required Develop a whole school approach to proofreading (Text: 'No More, My Students can't Edit') 	<ul style="list-style-type: none"> 4/4 Māori progressed but did not accelerate to reach curriculum expectation 4/4 NZ / European progressed but did not accelerate to reach curriculum expectation <p><i>Note: acceleration requires monitoring, so these learners are in the foreground for 2025</i></p> <p>Achieve equitable outcomes for Māori</p> <table border="1" data-bbox="439 360 920 533"> <thead> <tr> <th colspan="3">Cohort Tracking from 2023 (12 Māori students)</th> </tr> <tr> <th>Nov 2023</th> <th>June 2024</th> <th>Dec 2024</th> </tr> </thead> <tbody> <tr> <td>66.7% (8/12)</td> <td>66.7% (8/12)</td> <td>66.7% (8/12)</td> </tr> </tbody> </table> <p>Teaching and leadership supported equitable outcomes by:</p> <ul style="list-style-type: none"> incorporating te reo Māori and tikanga Māori into teaching and the day-to-day life of our school demonstrating integrity, sincerity, and respect towards Māori beliefs, language, and culture monitoring achievement to provide support (including learning support) or extension programmes as required. using data informed practices. supporting staff to access appropriate professional development 	Cohort Tracking from 2023 (12 Māori students)			Nov 2023	June 2024	Dec 2024	66.7% (8/12)	66.7% (8/12)	66.7% (8/12)		<ul style="list-style-type: none"> Early literacy support programme - (Early words) - Teacher aide Structured literacy in place across all classrooms (iDeal Approach and Better Start) <p>Professional Development</p> <ul style="list-style-type: none"> Principal released teachers to undertake professional readings and collaborative discussions. Provision for individual professional development, in class modelling, observation and feedback for teachers as required. Leadership in writing - Literacy lead facilitated and led professional learning group The Writing Framework – teachers focusing on the set of knowledge and skills that students need when they create different kinds of texts in print or online. Professional learning activities (whole school): Curriculum Refresh, Science of Learning Assessment for Learning modules completed (Evaluation Associates) Assessment for Learning (Core Education) 	<ul style="list-style-type: none"> Continue to include contexts for learning that acknowledge our biculturalism. Weave te reo, te ao Māori, tikanga Māori, and mātauranga Māori through all aspects of our school's curriculum. Whanaungatanga – continue to focus on building strong learning focussed relationships with the ākonga and their whānau. Focus on local stories <p>Parent Partnership</p> <ul style="list-style-type: none"> Create opportunities that encourage parents and whānau to collaborate, contribute and be involved in their child's learning <p>Professional Development / Learning</p> <ul style="list-style-type: none"> Identify gaps in teaching capability and invest in opportunities for teachers/ kaiako and staff to strengthen teaching, leadership and learning support. <p>Resourcing</p> <ul style="list-style-type: none"> Board to continue supporting resourcing that impacts on writing Leadership of writing
Cohort Tracking from 2023 (12 Māori students)													
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