

Annual Curriculum Target 2023:

Strategic Aim:

To ensure that all students are able to access the New Zealand Curriculum as evidenced by progress and achievement.

Annual Aim:

To increase the number of student's achieving in writing.

Baseline Data:

Analysis of school-wide writing data in November 2022 identified that 82% of our pupils were achieving at or above the expected level in writing that is 18% (23 pupils) were not meeting the required standard.

When this data is adjusted for students who have left our school at the end of the 2022 academic year we have a cohort of 15 students who are achieving below the expected level. (our school's aspirational goal is 87.5% or above achieving at or above the expected level).

To achieve our annual aim of increasing the number of our pupils achieving at or above the expected level for writing we have identified three primary cohorts that give cause for concern: a group of 10 year 5/6 pupils (2023), a group of 5 year 2/3 pupils (2023). This data may change as we have a number of new pupils beginning at the school whose level of achievement we are unsure of.

For these pupils not yet achieving the expected level in writing we have identified that a number of them are close to achieving the expected level. Our goal is to have 50 % of the 15 pupils not achieving the expected level in February achieving the standard by November. This will enable us to achieve our annual target and to get closer to achieving our aspirational goal (87.5% or above).

Target:

To achieve our aspirational target of having more that 87.5% of our pupils writing at our above the expected level we set the target of having 50%, or more, of our pupils, who are achieving below the expected level, meeting the target by the end of the year.

To achieve our strategic aim and thus our annual target for 2023 we have identified several general areas that we feel require to be a focus for resourcing and attention.

We are involved in two professional learning contacts that will support our staff in the development of the teaching of writing at our school: our schools involvement in the assessment for learning contract with "ImpactED" and our school's involvement in the COL structured literacy PLD. We will focus on ; best practice in teaching writing, moderation and goal setting using student agency. We will ensure that resources that will support the teaching and learning of writing are purchased and utilised.

We will continue to teach the Ideal spelling programme across the school and to develop the use of structured literacy to further support improved outcomes in writing.

We ensure that every class includes daily writing as a key component of their programme and that writing is taught explicitly and that the students are given opportunities to write individually and for pleasure.

We will look to refine our teaching practice in the junior school in the areas with the continued focus on handwriting (using the Casey the caterpillar programme) and in working on the development of strong phonological awareness and the beginning aspects of “alphabetic principal”; such as short vowels and consonants. Then moving into segmenting and blending sounds as we decode and encode words. A six month “progress against the expected level” check will be conducted by the classroom teacher to identify, at an early stage, any pupil at risk of not meeting the standards, and if required suitable interventions and support will be put in place to assist these students.

To assist those students not achieving in the middle and upper school the class room teachers will develop action plans that focus on the specific needs of each individual learner and a programme to support their specific needs will be put in place.

To help achieve our goals we will continue to use teacher aid programmes as required but to also use our syndicates groups to support each other to develop pedagogy, to develop action plans to support individual students and to analyse data and to use it to achieve progress.

The group of 10 Year 5/6 pupils achieving below the expected level in writing will have made more than one year’s progress. That is to achieve our target for this cohort we need them to achieve accelerated progress. We aim to have 50 % or more of the pupils targeted in this cohort working at or above the expected level by the end of the year. We believe that these results are achievable by: incorporating fully our action plan to ensure achievement in writing, by ensuring that writing is the focus for professional development for the 2023 school year and by regularly monitoring our success / variance against our targets by regular review and if needs be redirecting our resources and foci.

The group of five Year 2/3 pupils achieving below the expected level will have made more than one year’s progress. That is to achieve our target for this cohort we need them to achieve accelerated progress. We aim to have 50 %, or more, of the pupils targeted in this cohort achieving at or above the expected level by the end of the year. We believe that these results are achievable by: incorporating fully our action plan to ensure achievement in writing, by ensuring that writing is the focus for professional development for the 2023 school year and by regularly monitoring our success / variance against our targets by regular review and if needs be redirecting our resources and foci.

For our school to meet our annual target we need to target all pupils who are not yet achieving to the expected level; to this end we have added a component in our budget to ensure that class sizes are small and conducive to teaching and learning. Our PLD for the year will focus on writing. We will use our school syndicates to: peer review teaching practice and curriculum delivery, moderate pupils work, look at teachers planning and model teaching and learning. We will continue with our

support programmes and also continue to stress the importance of the home – school partnership

Note: 'Progress' measures the difference in achievement at two points of time. If a student starts Year 5 well below the Year 5 writing standard, and at the end of the year has reached the Year 5 writing standard, he or she has made more than one year's progress; this is accelerated progress.