

HAURAKI SCHOOL

ANNUAL PLAN AND REPORT 2025

The following annual report is aligned to the Strategic Plan. It provides direction for 2025 as well as evidence of ongoing monitoring. It includes:

- actions to be taken
- who will lead the work
- when it is to be completed
- report on progress made

Strategic Aim 1:

Teaching and Learning: The National Curriculum is delivered effectively so that all students /akonga are able to access this with engagement and challenge to the best of their ability.

1.1. Strategic Goal: Implementation of the new curricula for English and Maths by providing learning experiences that embrace and inter-weave the 3 key elements: understanding, know and do.

Actions	When	Who	Annual Report
Develop a new Maths Scheme that documents how the new curriculum is to be interpreted at Hauraki School.	Term 1	All staff	New Maths Scheme has been developed.
Develop a new English Scheme that documents how the new English curriculum is to be interpreted at Hauraki School.	Term 1/2		
Ensure reading, writing and maths are being taught an hour per day each week.	On going		All classrooms are teaching an hour of reading, writing and maths daily.
Continue to develop a history teaching framework aligned to the Curriculum Refresh for our School Scheme that provides teaching guidance	Term 2		

1.2 Strategic Goal: Continued development of future focused inquiry learning

Continue to monitor adequate coverage of the teaching of inquiry skills and use of graphic organisers via observations and regular inquiry team meetings	On going	Logan/inquiry team	Recommendations for Inquiry learning to be focussed on were outlined to staff as result of the recent review. Image of the child reading provided and the Reggio way of being has been reiterated to staff.
Continue to strengthen embracing the Reggio philosophy as part of inquiry learning			
Provide opportunity for students to pursue their own passions using the inquiry process	Term 4		

Continue to provide an art specialist		Sen School - year 6 Sharon H	Art specialisation for all classes is underway
1.3 Strategic Goal: On going monitoring of literacy and numeracy programmes to ensure quality delivery			
Continue to strengthen the structured literacy school wide approach for spelling and reading with new staff particularly.	On going	All staff	Existing teachers are modelling for new staff.
Focus on the implementation of SRSD (Self Regulated Strategy Development) school wide using the POWER framework (PD focus)	On going	Logan	TOD 30 Jan 2025 with Emma Nahna. All classes have POWER and TIDE frameworks for teaching writing displayed in their classrooms.
Target a small group of year 3 students by providing 'on top' of writing four sessions a week	On going	Carlyn	Successfully achieved ALL MoE funding
Implement the teaching of maths kura wide that is aligned to the new curriculum using the Prime Resource as a guide. (PD focus)	On going	Mel	TOD 31 Jan 2025 with Marie Hirst Staff meeting 10 Feb by Prime facilitators to explain text book use
Target a small group of year 3 students by providing 'on top' of maths four sessions a week	Term 1	Mel	Successfully achieved ALiM funding for this purpose
Continue to set high expectations for the learning of basic facts by introducing differentiated tests for year 3 and 4 aakonga	Term 1	Middle staff	New year 4 basic facts test developed, and year 3 test updated in line with new curriculum
1.4 Continued focus on furthering student agency and assessment capability			

Continue to strengthen the implementation of Assessment for Learning strategies school wide Revisit SOLO Taxonomy - staff development minor focus Ensure incorporation of thinking tools and graphic organisers into curriculum plans is used consistently Continue to encourage student agency through the use of student goals, and visibility of 'third teacher' in all classrooms	On going Term 2 On going	All staff	Aspects of AFL reiterated to staff. Student goals are in the process of being reviewed to align with the new curriculum.
1.5 Strategic Goal: Digital technology that supports quality teaching and learning			
Improve the accessibility and use of seesaw? Provide robotic/coding opportunities for students using outside expertise - 'Brain Play'	Term2/3	Logan	
1.6 Continue curriculum reviews as set out in the School Scheme			
Inquiry Handwriting Literacy - reading and writing	T1 T1 T2/3		Presented to staff term 1 2025 Inquiry Review 2025
1.7 Assurance that current assessment practices including reporting inform teaching and learning, demonstrate progression of learning, comply with MOE requirements and align to new curricula			
Re-introduce PAT testing Align new testing recommendations with new Maths and English Curricula	On going	All staff Clarinda	

Collate and analyse school wide literacy and numeracy data for a mid and end of year achievement report based on National Curriculum expectations			
Provide an Analysis of Variance Report of specialist groups			
1.8 Extra curricular opportunities are provided			
Continue to support activities out of school hours e.g. music and dance	On going		Dance classes are underway each Monday lunch time.
Perform an Arts festival	Term 3		Music centre are using our music room for regular after school lessons
Organise orchestras, choirs, marimba, kapa haka, drama	Terms 1 and 3		John Casson teaches guitar lessons regularly in music room
Organise basketball, hockey, netball, cricket, flipperball, rugby and soccer sports teams	Term 1		Lauren Boyle's swim school is underway
Set up at least one swim school to operate out of school hours			
<i>Strategic Aim 2</i> <i>Te Tiriti O Waitangi: The principles of partnership, participation and protection provide a foundation for school decision making by affirming New Zealand's unique identity</i>			
2.1 Ensure that our curriculum reflects local tikanga Maori, maatauranga Maori, and te ao Maori			
Continue to develop productive partnerships with whanau by following up on 2023 hui suggestions	Staff		
Introduce food blessing daily before lunch.	Students		
Continue with powhiri at Open Days	Clarinda		
Organise a junior and senior kapa haka			

2.2 Enhance te reo and tikanga instruction			
Continue to develop our own model for teaching of te reo in the senior school	Sen staff		
Continue to employ a specialist teacher for the teaching of te reo in the middle school	Lesley		
2.3 Achieve equitable outcomes for Maori and Pasifika students			
Continue to report on Maori and Pasifika separately	Mid and end of year	Clarinda	
Analyse data to identify Maori and Pasifika needing additional support			
Strategic Aim 3: <i>School Culture: A values based place of learning that is safe, caring, inclusive and where there are strong connections and partnerships with learners/akonga and families/whanau</i>			
3.1 Consideration of strategies for promoting mental health, well being and resilience			
Continue to educate students from a values perspective at whole school assemblies and in classrooms	On going	Clarinda/ all staff	
Re-survey senior students regards well being and compare with 2023 and 2024 results	Mid year	Staff	
Provide e-safety training across the school especially in the senior school		Gaea	
Monitor attendance school wide to ensure 80% of students are achieving 90% of the time or better	On going	Chris	
3.2 Provision of a safe and inclusive learning environment that is free from racism, discrimination and bullying			

Ensure anti -bullying messages are clearly articulated to all students on a regular basis and monitored through assemblies and classrooms	On going	All staff	
Review all health and safety procedures	All year	All About People	All policies and procedures were outlined to staff and each have completed an induction checklist. A new Hazards Register and also a Training Register have been developed.
3.3 Enhance communication to ensure a well informed community			
Develop an updated school web site and prospectus	On going	Clarinda	
3.4 Improved quality of the school uniform			
Introduce new netball uniforms	Term 2	Clarinda	
Number backs of all basketball uniforms	Term 1	Samara	
3.5 Review health and safety practices currently in place			
Move to paperless system by using app 365Safe for recording purposes	Term 1	Clarinda Chris James	A staff meeting on 3rd Feb reviewed all emergency procedures, RAMs reports, hazards etc. An induction worker check list has been completed by all staff. Training for the H and S Committee has taken place.
Review all aspects of health and safety with staff including emergency procedures, hazards, RAMs reports, policies			
All staff to complete an updated induction worker check list.			
Develop an updated Training Competency Register			Training Register has been set up.

Develop an information sheet for relieving teachers			
Develop an updated Hazards Register			
Ensure some staff have up to date first aid certificates			Seven staff completed their first aid certificates in the holidays.
Strategic Aim 4 Environment: A focus that promotes school wide environmental awareness and sustainability			
4.1 Encourage students/akonga to work collaboratively in our environment, reflecting our bi-cultural heritage and the diversity of our community			
Continue to build on number of native trees	T2	Clarinda/James	
4.2 Drive sustainable practices			
Support Travelwise	On going	Ivy	
Strategic Aim 5 Property: Provision of a physically purposeful and attractive environment that contributes to enhances student achievement			
51 Enhance school grounds/buildings/gardens			

Replant hedge on one side of the senior playground			
Install six heat pumps in middle school classrooms	T1	Clarinda	
Provide additional security cameras for pool area	T1	Clarinda/ PTA	
Complete changing sheds			
Create a green wall			
Stain boundary fence			
Upgrade senior school drinking fountains			
Extend concrete path to front gate			
Provide a new cover for long jump pit			
Install an additional piece of equipment in the senior playground			
Consider shade over junior sandpit			
Upgrade soccer goals			
Consider flood gates for remainder of senior classrooms			

Strategic Aim All students are able to access <i>The N.Z. Curriculum</i> as evidenced by achievement in relation to the National Curriculum.
Annual Objective: Improve areas of weakness and identified from end of 2023 analysed literacy and numeracy data.

Target Group 1	Year 3 Writing Group (8 students)	Led By	Time Frame	Budget
Base Data	At the beginning of 2024, there were 8 students were at 1P.	Belinda	Terms 1 - 4	1.0 Teacher
Target Set	Overall aim is to accelerate these students so that they are achieving at 2B by the end of the year.			
Assessment Tool	E-asttle writing, Schonell Spelling, SL, overall teacher judgement.			
Action	These children are to be withdrawn from their class five days a week during writing time to work with a specialist teacher according to individually identified needs. Ongoing monitoring is to take place.			

Target Group 2	Year 4 Writing Group (10 students)			
Base Data	At the beginning of 2024, nine students were at 1A, and one student was at 2B.	Belinda	Terms 1 - 4	1.0 Teacher
Target Set	The overall aim is to accelerate the progress of these children and have all students progressing and achieving at 2P by the year's end.			
Assessment Tool	asTTle, Schonell Spelling, PAT, overall teacher judgement.			
Action	These children are to be withdrawn from their class four days a week during writing time to work with an experienced teacher. Ongoing monitoring is to take place.			
Target Group 3	Year 5 Writing Group (10 students)			
Base Data	At the beginning of 2024, 1 student is at 1A, and 9 were at 2B.	Christine	Terms 1 - 4	.56 Teacher
Target Set	It is our aim to accelerate the progress of these students so that they are all achieving the expected level at 3B by the end of the year.			
Assessment Tool	asTTle, Schonell Spelling, PAT, overall teacher judgement.			
Action	These children are to be withdrawn from their class four days a week during writing time to work with an experienced teacher			

	according to individually identified needs. Ongoing monitoring is to take place.			
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Target Group 4	Year 6 Writing Group (10 students)			
Base Data	At the beginning of 2024, one student is at 2P, 5 are at 2A and 3 are at 3B.	Christine	Terms 1 - 4	.56 Teacher
Target Set	It is our aim to accelerate the progress of these students so that they are all achieving the expected level at 3P or within one sub-level of this by the end of the year.			
Assessment Tool	asTTle, Schonell Spelling, PAT, overall teacher judgement.			
Action	These children are to be withdrawn from their class five days a week during writing time to work with an experienced teacher according to individually identified needs. Ongoing monitoring is to take place.			

Target Group 5	Year 3 Maths Group (7 students)			
Base Data	At the beginning of 2024, 6 students were at 1P, and one student was at 1A.	Belinda	Terms 1 - 4	1.0 Teacher

Target Set	It is our aim to accelerate the progress of these students so that they are all achieving the expected level at 2B by the end of the year.			
Assessment Tool	asTTle, PAT, overall teacher judgement.			
Action	These children are to be withdrawn from their class four days a week during maths time to work with a specialist teacher who is to provide and in depth instructional teaching according to individually identified needs. Ongoing monitoring is to take place.			

Target Group 6	Year 4 Maths Group (10 students)			
Base Data	At the beginning of 2024, 9 students were at 1A, and one was at 2B.	Belinda	Terms 1 - 4	1.0 Teacher
Target Set	It is our aim to accelerate the progress of these students so that they are all achieving the expected level at 2P by the end of the year.			
Assessment Tool	asTTle, Gloss, Ikan and PAT, overall teacher judgement.			
Action	These children are to be withdrawn from their class four days a week during maths time to work with a specialist teacher according to individually identified needs. Ongoing monitoring is to take place.			

Target Group 7	Year 5 Maths Group (11 students)			
Base Data	At the beginning of 2024, one student was at 1A, and 10 were at 2B.	Christine	Terms 1 - 4	.56 Teacher
Target Set	Overall aim is to accelerate these students so that they are all achieving at 3B which is curriculum expectation.			
Assessment Tool	asTTle, Gloss, Ikan and PAT, overall teacher judgement.			
Action	These children are to be withdrawn from their class four days a week during maths time to work with a specialist teacher according to individually identified needs. Ongoing monitoring is to take place.			
Target Group 8	Year 6 Maths Group (8 students)			
Base Data	At the beginning of 2024, 1 student was at 2B, 2 at 2P, 4 at 2A and 1 at 3B.	Christine	Terms 1 - 4	.56 Teacher
Target Set	It is our aim to accelerate the progress of these students so that they are all achieving the expected level at 3P by the end of the year.			
Assessment Tool	asTTle, Gloss, Ikan and PAT, overall teacher judgement.			

Action	These children are to be withdrawn from their class four days a week during maths time to work with an experienced teacher according to individually identified needs. Ongoing monitoring is to take place.			
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Target Group 1	Year 3 Writing Group (8 students)	Led By	Time Frame	Budget
Base Data	At the beginning of 2024, there were 8 students were at 1P.	Belinda	Terms 1 - 4	1.0 Teacher
Target Set	Overall aim is to accelerate these students so that they are achieving at 2B by the end of the year.			
Assessment Tool	E-asttle writing, Schonell Spelling, SL, overall teacher judgement.			

Action	These children are to be withdrawn from their class five days a week during writing time to work with a specialist teacher according to individually identified needs. Ongoing monitoring is to take place.			
Target Group 2	Year 4 Writing Group (10 students)			
Base Data	At the beginning of 2024, nine students were at 1A, and one student was at 2B.	Belinda	Terms 1 - 4	1.0 Teacher
Target Set	The overall aim is to accelerate the progress of these children and have all students progressing and achieving at 2P by the year's end.			
Assessment Tool	asTTle, Schonell Spelling, PAT, overall teacher judgement.			
Action	These children are to be withdrawn from their class four days a week during writing time to work with an experienced teacher. Ongoing monitoring is to take place.			
Target Group 3	Year 5 Writing Group (10 students)			
Base Data	At the beginning of 2024, 1 student is at 1A, and 9 were at 2B.	Christine	Terms 1 - 4	.56 Teacher
Target Set	It is our aim to accelerate the progress of these students so that they are all achieving the expected level at 3B by the end of the year.			

Assessment Tool	asTTle, Schonell Spelling, PAT, overall teacher judgement.			
Action	These children are to be withdrawn from their class four days a week during writing time to work with an experienced teacher according to individually identified needs. Ongoing monitoring is to take place.			

Target Group 4	Year 6 Writing Group (10 students)			
Base Data	At the beginning of 2024, one student is at 2P, 5 are at 2A and 3 are at 3B.	Christine	Terms 1 - 4	.56 Teacher
Target Set	It is our aim to accelerate the progress of these students so that they are all achieving the expected level at 3P or within one sub-level of this by the end of the year.			
Assessment Tool	asTTle, Schonell Spelling, PAT, overall teacher judgement.			
Action	These children are to be withdrawn from their class five days a week during writing time to work with an experienced teacher according to individually identified needs. Ongoing monitoring is to take place.			

Target Group 5	Year 3 Maths Group (7 students)			
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Base Data	At the beginning of 2024, 6 students were at 1P, and one student was at 1A.	Belinda	Terms 1 - 4	1.0 Teacher
Target Set	It is our aim to accelerate the progress of these students so that they are all achieving the expected level at 2B by the end of the year.			
Assessment Tool	asTTle, PAT, overall teacher judgement.			
Action	These children are to be withdrawn from their class four days a week during maths time to work with a specialist teacher who is to provide and in depth instructional teaching according to individually identified needs. Ongoing monitoring is to take place.			

Target Group 6	Year 4 Maths Group (10 students)			
Base Data	At the beginning of 2024, 9 students were at 1A, and one was at 2B.	Belinda	Terms 1 - 4	1.0 Teacher
Target Set	It is our aim to accelerate the progress of these students so that they are all achieving the expected level at 2P by the end of the year.			
Assessment Tool	asTTle, Gloss, Ikan and PAT, overall teacher judgement.			

Action	These children are to be withdrawn from their class four days a week during maths time to work with a specialist teacher according to individually identified needs. Ongoing monitoring is to take place.			
Target Group 7	Year 5 Maths Group (11 students)			
Base Data	At the beginning of 2024, one student was at 1A, and 10 were at 2B.	Christine	Terms 1 - 4	.56 Teacher
Target Set	Overall aim is to accelerate these students so that they are all achieving at 3B which is curriculum expectation.			
Assessment Tool	asTTle, Gloss, Ikan and PAT, overall teacher judgement.			
Action	These children are to be withdrawn from their class four days a week during maths time to work with a specialist teacher according to individually identified needs. Ongoing monitoring is to take place.			
Target Group 8	Year 6 Maths Group (8 students)			
Base Data	At the beginning of 2024, 1 student was at 2B, 2 at 2P, 4 at 2A and 1 at 3B.	Christine	Terms 1 - 4	.56 Teacher
Target Set	It is our aim to accelerate the progress of these students so that they are all achieving the expected level at 3P by the end of the year.			

Assessment Tool	asTTle, Gloss, Ikan and PAT, overall teacher judgement.			
Action	These children are to be withdrawn from their class four days a week during maths time to work with an experienced teacher according to individually identified needs. Ongoing monitoring is to take place.			

Strategic Aim All students are able to access <i>The N.Z. Curriculum</i> as evidenced by achievement in relation to the National Curriculum.
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Assessment Tool	E-asttle writing, Schonell Spelling, SL, overall teacher judgement.			
Action	These children are to be withdrawn from their class five days a week during writing time to work with a specialist teacher according to individually identified needs. Ongoing monitoring is to take place.			
Target Group 2	Year 4 Writing Group (10 students)			
Base Data	At the beginning of 2024, nine students were at 1A, and one student was at 2B.	Belinda	Terms 1 - 4	1.0 Teacher
Target Set	The overall aim is to accelerate the progress of these children and have all students progressing and achieving at 2P by the year's end.			
Assessment Tool	asTTle, Schonell Spelling, PAT, overall teacher judgement.			
Action	These children are to be withdrawn from their class four days a week during writing time to work with an experienced teacher. Ongoing monitoring is to take place.			
Target Group 3	Year 5 Writing Group (10 students)			
Base Data	At the beginning of 2024, 1 student is at 1A, and 9 were at 2B.	Christine	Terms 1 - 4	.56 Teacher

Target Set	It is our aim to accelerate the progress of these students so that they are all achieving the expected level at 3B by the end of the year.			
Assessment Tool	asTTle, Schonell Spelling, PAT, overall teacher judgement.			
Action	These children are to be withdrawn from their class four days a week during writing time to work with an experienced teacher according to individually identified needs. Ongoing monitoring is to take place.			

Target Group 4	Year 6 Writing Group (10 students)			
Base Data	At the beginning of 2024, one student is at 2P, 5 are at 2A and 3 are at 3B.	Christine	Terms 1 - 4	.56 Teacher
Target Set	It is our aim to accelerate the progress of these students so that they are all achieving the expected level at 3P or within one sub-level of this by the end of the year.			
Assessment Tool	asTTle, Schonell Spelling, PAT, overall teacher judgement.			
Action	These children are to be withdrawn from their class five days a week during writing time to work with an experienced teacher according to individually identified needs. Ongoing monitoring is to take place.			

Target Group 5	Year 3 Maths Group (7 students)			
Base Data	At the beginning of 2024, 6 students were at 1P, and one student was at 1A.	Belinda	Terms 1 - 4	1.0 Teacher
Target Set	It is our aim to accelerate the progress of these students so that they are all achieving the expected level at 2B by the end of the year.			
Assessment Tool	asTTle, PAT, overall teacher judgement.			
Action	These children are to be withdrawn from their class four days a week during maths time to work with a specialist teacher who is to provide and in depth instructional teaching according to individually identified needs. Ongoing monitoring is to take place.			

Target Group 6	Year 4 Maths Group (10 students)			
Base Data	At the beginning of 2024, 9 students were at 1A, and one was at 2B.	Belinda	Terms 1 - 4	1.0 Teacher
Target Set	It is our aim to accelerate the progress of these students so that they are all achieving the expected level at 2P by the end of the year.			
Assessment Tool	asTTle, Gloss, Ikan and PAT, overall teacher judgement.			

Action	These children are to be withdrawn from their class four days a week during maths time to work with a specialist teacher according to individually identified needs. Ongoing monitoring is to take place.			
Target Group 7	Year 5 Maths Group (11 students)			
Base Data	At the beginning of 2024, one student was at 1A, and 10 were at 2B.	Christine	Terms 1 - 4	.56 Teacher
Target Set	Overall aim is to accelerate these students so that they are all achieving at 3B which is curriculum expectation.			
Assessment Tool	asTTle, Gloss, Ikan and PAT, overall teacher judgement.			
Action	These children are to be withdrawn from their class four days a week during maths time to work with a specialist teacher according to individually identified needs. Ongoing monitoring is to take place.			
Target Group 8	Year 6 Maths Group (8 students)			
Base Data	At the beginning of 2024, 1 student was at 2B, 2 at 2P, 4 at 2A and 1 at 3B.	Christine	Terms 1 - 4	.56 Teacher
Target Set	It is our aim to accelerate the progress of these students so that they are all achieving the expected level at 3P by the end of the year.			

Assessment Tool	asTTle, Gloss, Ikan and PAT, overall teacher judgement.			
Action	These children are to be withdrawn from their class four days a week during maths time to work with an experienced teacher according to individually identified needs. Ongoing monitoring is to take place.			

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Annual Objective: Improve areas of weakness and identified from end of 2023 analysed literacy and numeracy data.

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Target Set	Overall aim is to accelerate these students so that they are achieving at 2B by the end of the year.			
Assessment Tool	E-asttle writing, Schonell Spelling, SL, overall teacher judgement.			

Action	These children are to be withdrawn from their class five days a week during writing time to work with a specialist teacher according to individually identified needs. Ongoing monitoring is to take place.			
Target Group 2	Year 4 Writing Group (10 students)			
Base Data	At the beginning of 2024, nine students were at 1A, and one student was at 2B.	Belinda	Terms 1 - 4	1.0 Teacher
Target Set	The overall aim is to accelerate the progress of these children and have all students progressing and achieving at 2P by the year's end.			
Assessment Tool	asTTle, Schonell Spelling, PAT, overall teacher judgement.			
Action	These children are to be withdrawn from their class four days a week during writing time to work with an experienced teacher. Ongoing monitoring is to take place.			
Target Group 3	Year 5 Writing Group (10 students)			
Base Data	At the beginning of 2024, 1 student is at 1A, and 9 were at 2B.	Christine	Terms 1 - 4	.56 Teacher
Target Set	It is our aim to accelerate the progress of these students so that they are all achieving the expected level at 3B by the end of the year.			

Assessment Tool	asTTle, Schonell Spelling, PAT, overall teacher judgement.			
Action	These children are to be withdrawn from their class four days a week during writing time to work with an experienced teacher according to individually identified needs. Ongoing monitoring is to take place.			

Target Group 4	Year 6 Writing Group (10 students)			
Base Data	At the beginning of 2024, one student is at 2P, 5 are at 2A and 3 are at 3B.	Christine	Terms 1 - 4	.56 Teacher
Target Set	It is our aim to accelerate the progress of these students so that they are all achieving the expected level at 3P or within one sub-level of this by the end of the year.			
Assessment Tool	asTTle, Schonell Spelling, PAT, overall teacher judgement.			
Action	These children are to be withdrawn from their class five days a week during writing time to work with an experienced teacher according to individually identified needs. Ongoing monitoring is to take place.			

Target Group 5	Year 3 Maths Group (7 students)			
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Base Data	At the beginning of 2024, 6 students were at 1P, and one student was at 1A.	Belinda	Terms 1 - 4	1.0 Teacher
Target Set	It is our aim to accelerate the progress of these students so that they are all achieving the expected level at 2B by the end of the year.			
Assessment Tool	asTTle, PAT, overall teacher judgement.			
Action	These children are to be withdrawn from their class four days a week during maths time to work with a specialist teacher who is to provide and in depth instructional teaching according to individually identified needs. Ongoing monitoring is to take place.			

Target Group 6	Year 4 Maths Group (10 students)			
Base Data	At the beginning of 2024, 9 students were at 1A, and one was at 2B.	Belinda	Terms 1 - 4	1.0 Teacher
Target Set	It is our aim to accelerate the progress of these students so that they are all achieving the expected level at 2P by the end of the year.			
Assessment Tool	asTTle, Gloss, Ikan and PAT, overall teacher judgement.			

Action	These children are to be withdrawn from their class four days a week during maths time to work with a specialist teacher according to individually identified needs. Ongoing monitoring is to take place.			
Target Group 7	Year 5 Maths Group (11 students)			
Base Data	At the beginning of 2024, one student was at 1A, and 10 were at 2B.	Christine	Terms 1 - 4	.56 Teacher
Target Set	Overall aim is to accelerate these students so that they are all achieving at 3B which is curriculum expectation.			
Assessment Tool	asTTle, Gloss, Ikan and PAT, overall teacher judgement.			
Action	These children are to be withdrawn from their class four days a week during maths time to work with a specialist teacher according to individually identified needs. Ongoing monitoring is to take place.			
Target Group 8	Year 6 Maths Group (8 students)			
Base Data	At the beginning of 2024, 1 student was at 2B, 2 at 2P, 4 at 2A and 1 at 3B.	Christine	Terms 1 - 4	.56 Teacher
Target Set	It is our aim to accelerate the progress of these students so that they are all achieving the expected level at 3P by the end of the year.			

Assessment Tool	asTTle, Gloss, Ikan and PAT, overall teacher judgement.			
Action	These children are to be withdrawn from their class four days a week during maths time to work with an experienced teacher according to individually identified needs. Ongoing monitoring is to take place.			

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Action	These children are to be withdrawn from their class five days a week during writing time to work with a specialist teacher according to individually identified needs. Ongoing monitoring is to take place.			
Target Group 2	Year 4 Writing Group (10 students)			
Base Data	At the beginning of 2024, nine students were at 1A, and one student was at 2B.	Belinda	Terms 1 - 4	1.0 Teacher
Target Set	The overall aim is to accelerate the progress of these children and have all students progressing and achieving at 2P by the year's end.			
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Action	These children are to be withdrawn from their class four days a week during writing time to work with an experienced teacher. Ongoing monitoring is to take place.			
Target Group 3	Year 5 Writing Group (10 students)			
Base Data	At the beginning of 2024, 1 student is at 1A, and 9 were at 2B.	Christine	Terms 1 - 4	.56 Teacher
Target Set	It is our aim to accelerate the progress of these students so that they are all achieving the expected level at 3B by the end of the year.			
Assessment Tool	asTTle, Schonell Spelling, PAT, overall teacher judgement.			
Action	These children are to be withdrawn from their class four days a week during writing time to work with an experienced teacher according to individually identified needs. Ongoing monitoring is to take place.			

Target Group 4	Year 6 Writing Group (10 students)			
Base Data	At the beginning of 2024, one student is at 2P, 5 are at 2A and 3 are at 3B.	Christine	Terms 1 - 4	.56 Teacher
Target Set	It is our aim to accelerate the progress of these students so that they are all achieving the expected level at 3P or within one sub-level of this by the end of the year.			
Assessment Tool	asTTle, Schonell Spelling, PAT, overall teacher judgement.			
Action	These children are to be withdrawn from their class five days a week during writing time to work with an experienced teacher according to individually identified needs. Ongoing monitoring is to take place.			

Target Group 5	Year 3 Maths Group (7 students)			
Base Data	At the beginning of 2024, 6 students were at 1P, and one student was at 1A.	Belinda	Terms 1 - 4	1.0 Teacher
Target Set	It is our aim to accelerate the progress of these students so that they are all achieving the expected level at 2B by the end of the year.			
Assessment Tool	asTTle, PAT, overall teacher judgement.			
Action	These children are to be withdrawn from their class four days a week during maths time to work with a specialist teacher who is to provide and in depth instructional teaching according to individually identified needs. Ongoing monitoring is to take place.			

Target Group 6	Year 4 Maths Group (10 students)			
Base Data	At the beginning of 2024, 9 students were at 1A, and one was at 2B.	Belinda	Terms 1 - 4	1.0 Teacher
Target Set	It is our aim to accelerate the progress of these students so that they are all achieving the expected level at 2P by the end of the year.			
Assessment Tool	asTTle, Gloss, Ikan and PAT, overall teacher judgement.			
Action	These children are to be withdrawn from their class four days a week during maths time to work with a specialist teacher according to individually identified needs. Ongoing monitoring is to take place.			
Target Group 7	Year 5 Maths Group (11 students)			
Base Data	At the beginning of 2024, one student was at 1A, and 10 were at 2B.	Christine	Terms 1 - 4	.56 Teacher
Target Set	Overall aim is to accelerate these students so that they are all achieving at 3B which is curriculum expectation.			
Assessment Tool	asTTle, Gloss, Ikan and PAT, overall teacher judgement.			
Action	These children are to be withdrawn from their class four days a week during maths time to work with a specialist teacher according to individually identified needs. Ongoing monitoring is to take place.			
Target Group 8	Year 6 Maths Group (8 students)			

Base Data	At the beginning of 2024, 1 student was at 2B, 2 at 2P, 4 at 2A and 1 at 3B.	Christine	Terms 1 - 4	.56 Teacher
Target Set	It is our aim to accelerate the progress of these students so that they are all achieving the expected level at 3P by the end of the year.			
Assessment Tool	asTTle, Gloss, Ikan and PAT, overall teacher judgement.			
Action	These children are to be withdrawn from their class four days a week during maths time to work with an experienced teacher according to individually identified needs. Ongoing monitoring is to take place.			