Strategic Goal 1 - Our learners / Akonga

Our students and staff are engaged and empowered in their learning

Annual Target/Goal: 1

Target: Year 2-3 children who are below/of concern in Reading, aiming to raise the number of children at/above to 75% by the end of 2023.

Year 2 - 14 akonga of concern, 4 akonga below
Year 3 - 2 akonga of concern, 12 akonga below

Actions	What did we achieve?	Evidence	Reasons for any differences (variances) between the target and the outcomes	Planning for next year – where to next?
List all the actions from your Annual Implementation Plan for this Annual Target/Goal.	*What were the outcomes of our actions?* *What impact did our actions have?*	*This is the sources of information the board used to determine those outcomes.*	*Think about both where you have exceeded your targets or not yet met them.*	*What do you need to do to address targets that were not achieved.* *Consider if these need to be included in your next annual implementation plan.*

Action 1

Identify the target group of children; share with Team Leaders, and class teachers.

Create baseline data for this group to measure progress

Action 2

Create the role of a Specialist Intervention teacher to work with these children in addition to the work in class

Action 3

Junior Team Meeting time dedicated to monitoring these children's progress 2x termly, discuss next steps, share ideas for progress

Target:

<u>By end of year:</u>
Year 2 - 7 below, 3 of concern
Year 3 - 4 below, 2 of concern

Year 2 has reduced overall, however more are now below.

6 Year 2 ākonga were identified as target children who were able to accelerate progress - from the initial target group of 18

The Year 2 cohort has some significant learning needs which is impacting their achievement.

Each one of the 7 akonga below have an identified special need and are working with RTLB, are ESOL gaining additional support, or SLT support.

End of Year Reading Data for Target Group:
48% or 12/25 ākonga are at or above expectation in Reading in Year 2

December data report to the Board

See link:

Report from Specialist Teacher includes information

See link:

Report to board from SENCO which describes growing needs, especially in Year 2 cohort

See link

Having a specialist intervention teacher, that is a highly skilled literacy teacher being able to identify, diagnose and teach deliberate acts of teaching with children who are underachieving is essential. Denise was able to support ākonga to accelerate their learning.

We do continue to have learning support assistants who also work with groups of children, on specific programmes.

Where ākonga didn't accelerate, we then had quality information about individual learning needs which can be used then by SENCO to seek additional support from outside agencies.

After mid year levels proved to be not where we had hoped for this cohort we implemented 2 further changes

1. BSLA target group to see if this has an impact on progress

We will continue with the specialist teacher as this was so successful. We have increased the staffing to 0.3 in order to help support more ākonga.

As special needs continues to grow with our role, we have also increased the SENCO to 0.2

After the trial of BSLA we have decided to have all ākonga in Year 1 and 2, use the full programme. To support the implementation for this we have allocated a fixed term unit to the teacher responsible.

We have a new DP who will lead the Junior team, and will support the teachers to continue to improve teaching and learning in the area of reading.

Data Monitoring continues to need to be embedded in practice. This will

| Action 4

Team Leader, and teachers to visit Year 2 and 3 classes in the local area. To build high expectations for achievement for all learners	77% or 20/26 ākonga are at or above expectation in Reading in Year 3		of those with more needs 2. Introduce more opportunities to read throughout the day - reading to, reading mileage with older peer tutors, independent reading time	remain a work on for all teachers in 2024.

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Annual Target/Goal 2: Writing Achievement all levels:

Target: We would expect to see all year levels achieve 75% of akonga at or above expectation in Writing by end of year.

Based on the 2022 EOY data we need to see accelerated progress for akonga in Years 3, 4, and 8, whilst maintaining the achievement of the remaining year groups.

>   53% or 16/30 akonga are at or above expectation in Writing in Year 3
>   54% or 13/24 akonga are at or above expectation in Writing in Year 4
>   64% or 9/14 akonga are at or above expectation in Writing in Year 8

Actions	What did we achieve?	Evidence	Reasons for any differences (variances) between the target and the outcomes	Planning for next year – where to next?
List all the actions from your Annual Implementation Plan for this Annual Target/Goal.	*What were the outcomes of our actions?* *What impact did our actions have?*	*This is the sources of information the board used to determine those outcomes.*	*Think about both where you have exceeded your targets or not yet met them.*	*What do you need to do to address targets that were not achieved.* *Consider if these need to be included in your*

Action 1 Identify the target group of children; share with Team Leaders, and class teachers. Create baseline data for this group to measure progress **Action 2** Teachers to bring writing books to staff meetings 1x a term to discuss ideas for progress,Strengths and possible teaching points at least 1x a term **Action 3** Literacy Lead Teacher to observe classes writing and offer feedback and Feedforward at least 1x a term	**December Writing Data:** **56% or 14/25** ākonga are at or above expectation in Writing in Year 2 **73% or 19/26** ākonga are at or above expectation in Writing in Year 3 **76% or 16/21** ākonga are at or above expectation in Writing in Year 4 **70% or 12/17** ākonga are at or above expectation in Writing in Year 5 **82% or 18/22** ākonga are at or above expectation in Writing in Year 6 **69% or 11/16** ākonga are at or above expectation in Writing in Year 7 **57% or 8/14** ākonga are at or above expectation in Writing in Year 8	December data report to the Board See link: The Writing results were generated post a school wide moderation process where we ensured consistency in all staff levelling of writing. This was based on a writing sample, using AsTTLe. Teachers were able to make a judgement, based on what children are able to write during their usual instructional writing programme, and the sample collected in October. Mid year summary of Writing was provided to team leaders See link	This target did not get the time it deserved. We had a schoolwide PGC inquiry into the development of the teachers' understanding of the Digital Technology curriculum, which culminated in a highly successful Open Evening sharing this new curriculum with our parent community. At the same time we were also building the teacher's awareness of the Aotearoa New Zealand Histories Curriculum, working with our local MOE Curriculum Lead. At the mid year point a school wide summary of writing was completed by the Principal and the actions from this was shared with Team Leaders. An example of Writing Progressions for each level were provided to support teachers to know what they are focusing on.	Careful consideration needs to be made when setting targets and other actions within the Annual Implementation plan to ensure that they are realistic and able to be achieved, whilst maintaining a healthy work load and well being focus for all. We will continue to address the need for improvement in writing in 2024. We have enrolled in IDEAL structured literacy PLD for 2024, which will address teacher capability in phonological awareness from Year 3 to Year 8. This will form one of the Annual Goals in 2024. The last 2 years have shown a pattern of underachievement in Year 7 and 8. This may be due to the high expectation to be writing within Level 4 at this stage. We will set a specific

Action 4 Mid and EOY writing moderation to occur school wide **Action 5** Teachers to use some CRT to observe good practice in writing both within our school and across the Whangārei region , at least 2x this year **Action 5** Teams to unpack the writing expectations for their writing levels - what do we explicitly need to teach at this level.	**The target was met in Year 4 and 6,** and it was very close in Year 3, 5, and 7. With our size cohort this is the difference of 1-2 akonga. We did not meet the target in Year 2 or 8. As noted above in Goal 1 there are significant learning needs in the Year 2 cohort, which we will address through our learning support programme.		Some teachers adapted the I can statements from the Writing Progressions to use to set goals for writing, and provide learning objectives. Kelly modeled writing for children in Year 1 and 2 and worked with the teachers	target for these akonga in 2024 to allow us to explore this more deeply. At the end of year school wide moderation - which provided a forum to discuss, and clarify teacher expectations and accuracy for levelling writing. It became clear the next step would be to compare our samples with that of other schools either within our CoL or local schools. The planned literacy review will occur in 2024 alongside the review into formative practice.

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Annual Target/Goal 3:   Improved school wide use of Learner Agency

Target: All Year Groups - increased Learner Agency across WHS. Learners are able to share and explain how they have the power to act in their day to day class programme.

Actions	What did we achieve?	Evidence	Reasons for any differences (variances) between the target and the outcomes	Planning for next year – where to next?
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Action 1

PLD for staff building understanding of what is learner agency.

Regulate revision through staff meetings in Term 1 and 2 - sharing what agency occurred in their programme that week

Action 2

Creation of shared definition and list of how Learner Agency occurs
At each year level - recorded and on CM Hub

Action 3

Baseline survey -
Akonga to share how much agency they feel they In their current learning programmes
Teachers self relect on the agency in their programme using the ERO Te Ara Huarau Matrix

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Teachers have a wider understanding of learner agency; beyond collecting children's interests for learning.

The children are in most cases given choice and decisions in their learning, from a menu of options. They decide the when and where they learn based on these. An example of this would be the Daily 5 in Korora.

Kotare further adapted this to create more self directed learning for their akonga - known as ILT or Independent learning time. Completing a range of tasks, by Friday. Part of this was a regular conference with the teacher. A core part of this was to allocate time to practise and improve their own personal goals.

Ruru class had a digital example of Must do and Can Dos that supported the self directed learning alongside the literacy and numeracy learning

Friday Fun in Piwakawaka and Tui include a range of opt in activities the children could

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Staff meeting minutes - recording PLG notes

Staffroom board recorded examples of good practice throughout the year

Teacher's planning documentation

CM hub where the shared statement of how Learner Agency works at WHS is recorded with examples from staff

Principal observations when in classes

Email request to staff to provide evidence of their own shift in practice in learner agency

Student Council minutes where the children gave examples and feedback on their agency

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All staff had a significant shift in recognising what was agentic learning.

Most classes have the opportunity to make choices and decisions from a menu of options; like must do and can do's.

Most children are encouraged to select the appropriate space for learning, and who they learn with. This works best in the junior classes, where the furniture allows for this.

We do have some senior classes with single desks, which inhibits some of this choice. Over time we will work to phase these out.

Dane, as Enviro Lead teacher, created an authentic Opt in Programme for Environmental Education on Friday's.

Karearea had their "tTers of learning programme", which allowed children to self identify their level of self

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Because this was relatively new learning for staff we have kept it in the Annual Implementation Plan for 2024.

Rather than be a specific school wide focus, it will now fall to the teams to regularly discuss how they are allowing for Agentic Learning.

Team Leaders have been asked to use Team Meetings to continue the conversation, and take note when observing in class when they do (or don't) see Learner Agency.

A next step would be for teams to plan for Opt in Workshops for akonga. I have discussed this with both Team Leaders, and it is formally recorded in the Annual Implementation plan for 2024.

| Action 4

Gather learner voice

- DP when teaching in classes
- Through student council meetings | choose from, and students often ran their own opt in activity

Also in Tui the children choose where and with whom they would like to sit. The variety of seating options on offer are tables and chairs, floor cushions, or kneeling tables. At each option there maybe one child, two or three, or 6 at a table. Children are encouraged to think about what they like the environment around them to be like so they can work their best, and make a decision based on that.

Also in Tui - We created a 'Wonder Wall' where children could pin up their questions related to Topic (or any subject!). We would then work as a class to answer them and see where the process led us. | | management skill and select a tier that matched their needs.
Those on the highest tier could select their own reading projects (Scaffolded by the teacher) which were often passion projects, and could choose any space in the school from which they can work. | |