STRATEGIC PLAN 2024-2025

P PATHFINDER

Whāia te iti kahurangi!
Strive for something of great value!

LEARNERS ARE NURTURED AND CHALLENGED TO ACHIEVE AT THEIR HIGHEST POTENTIAL

- High academic standards for all learners - Literacy and Maths teaching is prioritised.
- Target learners are supported with individualised interventions - promoting accelerated progress.
- New learning / teaching initiatives promote problem solving skills and encourage creativity. Learning offers extension and enrichment opportunities.
- Connect with Ngāti Kauwhata to enhance opportunities and develop learners abilities in Te Ao Māori.

E ENERGISED

Mauri tū, mauri ora
An active soul is a healthy soul

LEARNING IS A PARTNERSHIP AND IS PROMOTED THROUGH A DIVERSE RANGE OF HANDS ON, PRACTICAL, CLASSROOM BASED AND OUTDOOR INITIATIVES

- Inclusive learning opportunities.
- Physical Education /Sport and fitness is a valued part of our daily teaching programme.
- Teachers are actively involved and supported in strengthening their professional practice.
- Team culture developed and maintained that supports teacher retention and recruitment.
- Weave our 'Reach your Peak values' throughout our classroom teaching and school environment.

OUR VISION: REACH YOUR PEAK

A AWHI

Waiho i te toipoto, kaua i te toiroa.
Let us keep close together, not far apart

LEARNING HAPPENS IN COLLABORATION WITH WHANAU, PEERS, TEACHERS AND OUR LOCAL COMMUNITY. CARE & COMPASSION IS SHOWN FOR ALL

- Build strong partnerships between our learners, teachers, staff, whanau and wider community.
- All learners are well supported to achieve success with a strong, secure sense of their cultural identity.
- Ensure Hiwinui School is an inclusive place: free from racism, discrimination and bullying.
- Our learners interact with others in a kind and respectful way. All learners are empowered to succeed. Tuakana-Teina is valued.

K KAITIAKI

Te Kākano tō, ai, ka tupu, ka puawai
Seeds planted today will flourish and blossom tomorrow

UPHOLD AND MAINTAIN OUR SMALL COUNTRY SCHOOL CULTURE AND REPUTATION. LEARNERS ARE PART OF A THRIVING SCHOOL COMMUNITY AND OUR RURAL SETTING FOR LEARNING IS VALUED.

- Our local environment sets a context for learning.
- Learning is designed within our natural and local environment and based on authentic experiences.
- The Enviro School Dimensions are embedded in learning across the curriculum.

HIWINUI SCHOOL

TE TIRITI O WAITANGI: CULTURAL DIVERSITY & MĀORI DIMENSION…

We acknowledge New Zealand's cultural diversity and the unique position of Māori as tangata whenua. Hiwinui School's commitment to the principles of the Treaty of Waitangi is reflected through the following:

PARTNERSHIP & CONSULTATION: We recognise and value all cultures within our school and acknowledge the special position of Maori within our community and within Aotearoa. We work together to achieve the best environment for success for all our learners. We want our teachers to know / understand our learners and for our learners to respect each other. We interact with members of Ngāti Kauwhata - growing our cultural competency and accessing cultural advice as appropriate.

PARTNERSHIP & CONSULTATION: We promote and teach Te Reo Maori and tikanga Māori. We respect each persons culture and their right to follow their own cultural direction.
We have consulted with our Māori whanau in connection with our Strategic plan and the cultural opportunities we are providing.

PARTICIPATION: We promote Māori achievement and equal opportunities for all members of our school community.

We foster Māori Culture through:

- Te Reo Māori learning in all classrooms
- School kawa: e.g. karakia to start the learning day and before kai.
- Kapa Haka
- Implementation of Aotearoa NZ Histories Curriculum
- Engagement with our Kawakawa Kahui Ako and their Achievement challenges: Whakawhanaungatanga and Akongia.
- Links to our local environment through learning, local narratives and Legends e.g. Turangwaeawae learning focus that connected to The Gorge and the Legend of Okatia.
- School events: e.g. Matariki Breakfast

STRATEGIC GOAL 1: Learners are nurtured and challenged to achieve at their highest potential

Whāia te iti kahurangi - Strive for something of great value

Strategic Initiative 1a:	**Enhance our teaching programmes as part of our strengthening our Literacy and Maths achievement.**
2024 Actions	Outcomes
Implementation of one hour a day of Reading, Writing and Maths. Professional development in line with Te Mataiaho Strengthen processes of moderating assessment data: Writing, Maths Rich Tasks Target learners are identified Accelerated Progress is Tracked within teams - 2024: Google Sheets (2025 - HERO) Assessment data is shared with BOT: Mid year / End of Year.	Literacy and numeracy prioritized in our learning day and timetabled for daily teaching. Build consistency between programmes across year levels and within Wharite and Maharahara. We work with curriculum experts to explore best practice Teachers feel supported and gain knowledge around effective teaching and learning. Assessment data is used to inform next teaching steps.
School Improvement Indicators: LC2: Culture of Quality Teaching LC4: High Quality Evidence C4: Schoolwide Assessment TL1: Learning Environments	
WHARITE: Impact of learning day being switched with Literacy and Maths Impact… NE achieving at, Year 1's achieving at expectation. Year 2 cohort - some accelerated progress. Differentiation - Flexible grouping for The Code. Mixed ability grouping. New assessment Teacher capability and capacity - broadening understanding from a Structured Literacy perspective. Implementation of PR1ME - Number Agents: Wharite team. Whole class knowledge base. Knowledge assessment re-developed. Review of Maths pathway for Hiwinui Learners Teaching and learning programmes: Focus around Maths Pedagogy PLD Where to from here: The Learner First Consideration around Standardised Testing - twice a year.	

Strategic Initiative 1b:	**Strengthen our teaching of Structured Literacy within Years 0-3**	
2024 Action Plan	Measurement / Evidence	**2024 EVALUATION**

Plan for and trial a Structured Literacy programme that involves cross grouping within Years 0-3 Implement 'on top of' small group teaching with target learners. Structured Literacy Network PLD Explore and implement a range of new Code Resources Structured Literacy lessons are observed within our school and across other schools to develop new systems and enhance teaching strategies. Flexible Grouping: level based instruction with cross grouping Target Learners are part of intervention programmes Ongoing resourcing of Decodable and Code resources. Exploration of resources we can use to support students beyond Year 3 with Code learning.	Tracking of Target Learners and Year Level Data Tracking of Maori Learners Milestone Data on HERO Teacher reflection on PGC focus Governance report on trends of Achievement Data **School Improvement Indicators:** TL3: Differentiated Teaching C5: Effective Teaching and Learning Resources TL7: Assessment for adaptive teaching PCCE3: Collective Approaches to improving	Learner engagement was boosted started the day with Structured Literacy. Cross grouping within Wharite Team ensured this happened daily and built consistent practice across the team. Teachers engaged in the following PLD: - Structured Literacy Network Meetings - Massey University Structured Literacy - 3 days (Data was gathered and reviewed as part of this). - Observations in Hiwinui Classrooms as part of Professional Growth Cycle. Target learners monitored. Termly intervention programmes delivered with support of Learning Assistants.
2024 LITERACY DATA: SCHOOL WIDE DATA - 94% of learners achieved at or above Reading Expectation, at the end of 2024. (122 students) 6.6% achieving Below: 9 students 3.7% Well Below: 5 students **2025 Reading Intervention - 14 Target Learners** 1 student has been referred to RTLit for specialist support. 2 students have been reclassified to also support in receiving targetted support at their academic level Year 3 Cohort will have a continued focus around making accelerated progress in Reading (8 students).		

Strategic Initiative 1c:	**Develop creative programmes that allow learners to explore the Arts.**	
2024 Actions	Outcomes	**2024 EVALUATION**
Develop a range of additional Arts activities that learners can be engaged in - including Dance Club and Kapa Haka Plan for and create our first schoolwide Production Foster a passion for the arts through student Led Clubs Provide other opportunities for learners to explore musical passions through offering piano lessons and EPIC lessons. Build on our range of Arts curriculum resources Continue involvement with Kainui Schools e.g. Kapa Haka festival	Learners have an opportunity to develop new skills and explore their own creative talent e.g. Dance NZ made competition. Learners have the experience of performing on The Regent stage in front of a large audience. This will incorporate a range of dance, drama and music. Students seek opportunities to perform within our school context. Teachers are engaged in professional learning to consider ways their classroom programmes can offer great options for learning through The Arts. School Kapa Haka performing in a range of settings. Learners engaged in cultural experiences.	Whole School Production - Alice the Musical. An exceptional performance incorporating the whole school at the Regent Theatre. Over 20 characters and class / school items. Two Dance NZ Made groups that performed at The Regent Student Lead clubs have continued. Happy Kids Club was a huge success and became a very creative way to engage our newest learners in school and creative activities. Kapa Haka continued as an opt in Programme led by Emma, Jessica and Elise. This roūpu performed at our end of year Prize Giving. Development of a School Band with the support of EPIC.
School Improvement Indicators: C3: Curriculum reflects local contexts C6: Support from Curriculum Leaders PCCE6: Valuing culture		

Strategic Initiative 1d:	Develop culturally responsive pedagogy	
2024 Actions	Outcomes	2024 EVALUATION
Acknowledge and celebrate the different cultures within our school. Continued growth and development of Kaka Haka. Liaise with Pā Ronald through our Kahui Ako and strengthen opportunities for our Māori learners and all learners. Provide guidance , training and PLD for teachers to enhance their proficiency in teaching Maori language. To genuinely connect with whanau around their aspirations. Explorations at a Governance level giving effect to Te Tiriti o Waitangi.	Students bring their own cultural experiences and languages to learning - which are embraced and valued. Whanau are included to share in our learning programmes and what is happening across our school. All students and staff can say know and can say their Pepeha. We are developing our Kapa Haka to perform and support with mihi whakatau and poroporaki Maori learner achievement is monitored and individual learning needs are catered for. Our school environment is inclusive and responsive to cultural identity e.g. naming, signage, use of language. Teachers are actively involved in Professional Learning within our Kahui Ako.	School wide initiative creating our Pepeha Wall: collaboration with whanau in drafting these Pepeha, learning about Taonga, sharing Pepeha in a digital way, school wide visual project on display with QR codes Kapa Haka teaching continued. Maori achievement data discussed at teacher and governance level Involvement in Kahui Ako Professional Development: e.g. Cultural Tour of North Street School. Collaboration with Pa Ronald. Whakawhānaungatanga: Matariki Breakfast

STRATEGIC GOAL 2: Learning happens in collaboration with whanau, peers, teachers and our local community. Care and compassion is shown for all.

Waiho i te toipoto, kaua i te toiroa - Let us keep close together, not far apart.

Strategic Initiative 2a:	Whānau engagement and community events	

2024 Actions	Outcomes	2024 EVALUATION
Create a range of initiatives that foster whānau interaction across our kura. Engage Whānau online: Seesaw, Skool Loop, Facebook Develop new school website Continue to support Playgroup sessions and invite 4 year old learners into our class spaces. Continue our connection with Hiwinui Community Committee	Build a sense of community through events including: Whānau Picnic, Working Bees, Fundraising events etc School has a community feel. Learners want their families to be part of our school events and drive some of the things happening through student lead events e.g. House Leader Sports Day New families are welcomed and know where to access information. Continue involvement in wider community initiatives e.g. War Memorial Project, Food Drive	High level of whānau involvement in Hay working bees and school working bees. Highlights: House Leader Tabloids, Lamb and Calf Day, Playgroup, The Food Drive. New Website developed for sharing information Facebook used as a stronger platform to build community awareness and to encourage whānau interaction

Strategic Initiative 2b:	Reporting to whānau:	
2024 Actions	Outcomes	2024 EVALUATION
New Reporting Overview developed to encompass 'real time reporting' and mid / end of year achievement. Learning goals connected with PEAK and shared via seesaw. PEAK Snapshots shared via seesaw. Consideration around how we can invite whānau into school more often and also informally (open classrooms initiative).	Whānau aspirations are shared and welcomed. Whānau are aware of what to expect throughout the year in terms of reporting Whānau engage with school in a range of contexts to celebrate learner progress and also stay connected around next learner steps and how they can support at home. Teachers are ensuring that reporting is personalized to individual learners. Student voice is evident throughout our reporting. Students know next steps.	Seesaw Reporting Posts explored a range of learning and values based examples including: - Student PEAK Goals - Pathfinder - academic learning e.g. writing sample and how a maths rich task is solved - Engerised - involvement in a school event Mid Year and End of Year report re-designed. PEAK Goals were evident in all classes throughout the year.

Strategic Initiative 2c:	Implementation of Reach your Peak Values	
2024 Actions	Outcomes	2024 EVALUATION
Reach your PEAK values re-launched to start year. School Goal focus each fortnight to explicitly teach elements of each value. Positive reinforcement systems with classes. New school signage to visually represent our values. Build on our culture of Tuakana-Teina Link values to our approaches as an Enviro School. PB4L Professional Development Connect with other PB4L schools and share in their journey / professional learning.	Learners are confidently using our Reach your Peak language in a range of learning and social settings. Teachers are planning for explicitly teaching our values and integrating this teaching through our local curriculum.. Whānau are immersed in our new school values and see the connection made to these on trips, at sporting events, on camp and through our written communication too.	Our learners have been immersed in learning all about Reaching your PEAK! This teaching has had an impact on the language teachers use across the school. We now have a common way of reinforcing and redirecting behaviour. Weekly PEAK Goals have had a high impact on introducing values in an explicit way and these are now also being shared at home. Reach your PEAK is infused into all elements of our how

		our Kura operates. Teachers are refining their classroom environments and programmes to support learners as Pathfinders. Learner engagement is a focus around our value of being Energised. A culture of inclusion is developed. Learner wellbeing is supported through our Awhi Value The vision for how we care for our environment is uplifted through our Kaitiaki Value.

STRATEGIC GOAL 3: Learning is a partnership and is promoted through a diverse range of hands on, practical, classroom based and outdoor initiatives.

Mauri tū, mauri ora - An active soul is a healthy soul.

Strategic Initiative 3a:	**Development of Sports Programme to build engagement and enhance opportunities through sport**	
2024 Actions	Outcomes	**2024 EVALUATION**
Opportunities for learners to be engaged in sports and physical education. New Sports Leadership Role to coordinate events and boost numbers of learners involved Classroom fitness programmes are designed to build personal capability, strength and resilience. School wide events: Triathlon, Cross Country Kainui Sporting events Teacher professional development e..g basketball coaching. Health and wellbeing education	Learners are all involved in sporting opportunities, team events and programmes to refine their physical skills further New skills are introduced via a range of sports e.g. Futsal coaching programme, Central Football development programme with girls Fitness is timetabled and learners see the benefit in this. Opportunities for learners to be competitive and challenge themselves against other schools e.g. interschool events / kainui events, promotion of rep teams. Encouraging culture developed in the playground through sport / games. Lunchtime sports / teacher led games. Life Ed Programmes across the school.	Our highest involvement in Team Sports across the year eg. Term 4 - 15 Summer sports teams (Soccer, Hockey, Netball, Touch). Specialist Coaching: - Miles: basketball x 8 sessions (school wide) - Girls Futsal - Futsal League with Ross Intermediate - Hockey Manawatu x 6 sessions (school wide) - Boys netball lunchtime sessions Individual achievement and success at Kainui Event Hiwinui hosted Netball Tournament for Kainui Schools

Strategic Initiative 3b:	**Development of Professional Growth Framework**	

2024 Actions	Outcomes	**2024 EVALUATION**
Teachers set professional goals using the Teaching Sprints Model. Teachers all become familiar with Teaching Sprints and how this can be used to enhance their impact as teachers. Teacher collaboration with others. Teacher feedback from colleagues and leadership. Observation of 'best practice' in a range of contexts. Self reflection and self guided professional development.	A culture where teachers are continually and naturally inquiring into their own practice. Using agreed goals/ next steps, staff reflect on and share their learning and shifts in practice. Use of Simon Breakspear research to inform teacher development A culture of collaboration and openness to coaching. Progress towards professional goals shared at a staff, leadership and BOT level. Teachers personal exploration around other research Teachers are energised and focused on how they can enhance their own classroom practice Teaching Sprints model applied to Leadership Inquiry too.	All teachers developed goals as part of the Professional Growth Cycle process. Feedback provided to affirm and also provide next steps. Increased collaboration between teachers CRT focus around observing others practice

STRATEGIC GOAL 4: **Our Small country school culture is maintained. Our learners are part of a thriving school community and our rural setting for learning is valued.**
Te Kākano tō ai, ka tupu, ka puawai.

Strategic Initiative 4a:	**Development as a Bronze Enviro School**	
2024 Actions	Outcomes	**2024 EVALUATION**
Specialized Enviro Teaching each fortnight Development of Enviro Leaders and Enviro Crew Enviro Hour in all classrooms Community projects e.g. Predator Free Hiwinui Development of our school environment Sustainability practices	Enviro teaching is embedded in classroom programmes across our school. Teachers make links to authentic enviro projects and connect this with Literacy and Numeracy learning. Enviro projects are student led (where possible). All learners identify as being part of an Enviro School and what this means to them. New school systems are developed to build foster sustainability and enviro systems that protect our school environment.	Enviro Projects driven and taught by Heidi Highly motivated Enviro Crew with voice and input into learning. Wider community project building Traps and creating a Hiwinui Trap Line Class garden projects continued

Strategic Initiative 4b:	**Development of our localised curriculum**	**2024 EVALUATION**

2024 Actions	Outcomes	
Learing experiences within our local environment e.g. link to farms, Te Ahu a Turanga, The Gorge Implementation of Aotearoa Histories Curriculum Exploration around local narratives from Hiwinui Collaboration and involvement within Kawakawa Kahui Ako Te Ao Māori taught in conjunction with local learning. Involvement in Community initiatives Build a connect with Ngāti Kauwhata	Schoolwide and team planning that reflects our local environment, rural contexts and links to authentic learning. Learners can talk about the hands on and real community projects they have been part of. Teachers have developed knowledge around local content that can be further explored through ANZHC. Community links are strengthened with Ngāti Kauwhata. Members of our community are used to support teaching and learning e.g. through Wonder Projects.	Weekly / Fortnightly whanau connect regarding ANZHC and interaction between home and school to gather information from whānau and build a picture around students and where they are from, places and people of significance etc. Connect with Ngāti Kauwhata through our Kahui Ako.

ACHIEVEMENT TARGET - LITERACY

ACHIEVEMENT TARGET:
CURRENT POSITION **69% of Year 1-3 learners are achieving at or above the expected level at the end of the year in Reading. 31% of learners need additional support to make accelerated progress in Reading.** Continued targeted teaching is required to accelerate the progress of 19 learners who are currently not achieving at expectation.

TARGET: We want to extend the percentage of our Year 1 - 3 learners that are achieving at / above the expected level by the end of 2024.
By the end of 2024: 80% of our junior learners will be achieving at or beyond our expectation in Reading.
Target Groups will be established across Wharite Team and a whole team structured literacy approach will be used.

ACTION	EXPECTED OUTCOMES	
Continue to monitor 'Target Learner' groups. Use team meetings to monitor achievement and analyze accelerated progress.	Teachers know the individual learning needs of our target learners and these are considered as they are grouped and provided additional support. A team doc is created to monitor groupings and track progress each term.	Achieved
Learning Assistant support - on top of teaching	Learning Assistant time will be dedicated to additional teaching: practicing the skills and strategies that have been introduced by the teacher. Teachers will plan these lessons and provide the resources to further promote accelerated progress.	Achieved and regularly reviewed
Explicit Instruction in Structured Literacy	Establishment of Team Structured Literacy Teaching time. 3 x Teachers, 3 x Learning assistants 45mins Explicit Teaching x 5 days per week. Additional daily literacy incorporated in classroom programmes e.g. Read Alouds, Poetry, Word Games,	Achieved

	Literacy follow up tasks.	
Update and widen range of resources used	Invest in new decodable texts e.g. Fox Kid Extend number of copies of Stage 1-5 LLLL texts Alignment of new Ready to Read texts to our LLLL Scope and Sequence.	Purchased
Curriculum Growth and Leadership: - PLD in Structured Literacy - Review of moderation processes within teams (writing - with link to being taught as a reciprocal skill as learners are decoding).	Literacy Lead Teacher - Leadership Unit Teachers and Learning Assistants attend Manawatu Literacy Network Meetings Observations of best practice within our school Observations with other local schools Leadership coaching with Team Leader / DP / Principal to support in developing teacher capability further.	PLD as planned and additional Massey x 3 days for 4 teachers
Use of HERO to track learner progress	New tracking systems in place using HERO milestones	Now in place with mid year and end of year data
Engage with RTLB / RTLit to support Tier 3 Learners	Conversations with Liasion RTLB . Consider learners who are 2 years below expected level and Tier 2 /3 interventions. Connect with LSC.	1 student - RTLit referral
Strengthen partnerships between home and school to further support next learning steps.	Develop seesaw posts that share with parents how they can support their learners at home. Whanau welcome to see learning in action e.g. Open Classrooms.	Wharite Team
Review and monitor support programmes implemented (on top of teaching)	Professional learning conversations Progress reviewed as a Wharite Team and presented to Leadership Team BOT reporting	Ongoing

ACHIEVEMENT TARGET 1: 2024 EVALUATION

SCHOOL WIDE DATA - 90% of learners achieved at or above Reading Expectation, at the end of 2024. (122 students)
6.6% achieving Below: 9 students
3.7% Well Below: 5 students

WHARITE - JUNIOR SCHOOL DATA: 63 students
79.4% of junior learners are achieving at or above the expectation in Reading
40% of these learners (20 students) are above expectation or well above expectation.

14% of learners are achieving below the expectation in Reading (9 students)
6% of learners are achieving well below the expectation in Reading (4 students)

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Across the school: 2025 Reading Intervention - 14 Target Learners
1 student has been referred to RTLit for specialist support. 2 students have been reclassified to also support in receiving targeted support at their academic level. One year 8 learner now has 'in class support' to boost achievement and progress.
Our Year 3 Cohort will have a continued focus around making accelerated progress in Reading (8 students).

ACHIEVEMENT TARGET - MATHEMATICS

ACHIEVEMENT TARGET: **CURRENT POSITION: 48% of Year 4 learners are achieving at or above the expected level at the end of the year in Maths. 52% of learners need additional support to make accelerated progress in Maths.** Continued targeted teaching is required to accelerate the progress of 10 learners who are currently not achieving at expectation. (These learners are now in Year 5). **TARGET GROUP: YEAR 5 Cohort - Rooms 4 and 5.**		
ACTION	EXPECTED OUTCOMES	
Continue to monitor 'Target Learners' and the elements of maths learning that are inhibiting their progress. E.g. Number knowledge vs Strategies vs Strand based knowledge. Use Maharahara team meetings to monitor achievement and analyze accelerated progress.	Teachers know the individual learning needs of our target learners and these are considered as they are grouped and provided additional support. A team doc is created to monitor groupings and track progress each term. Review progress of learners within other year groups and how they are tracking. (Additional / New targets in maths may need to be set after mid year data is analyzed).	Achieved and regularly reviewed
Learning Assistant support - on top of teaching	Learning Assistant time will be dedicated to additional teaching: practicing the skills and strategies that have been introduced by the teacher. Teachers will plan these lessons and provide the resources to further promote accelerated progress.	Achieved and regularly reviewed
Explicit Instruction in Maths focused on strengthening Number Knowledge.	Timetabled daily teaching. 'On top of Teaching' with PRIME	Worked well as extension approach
Assessment of Learners	PAT Testing - beginning / end 2024. Individual tests analyzed to see next learning steps. Number knowledge testing - monitoring progress. Gloss Assessment Strand exemplars used to make OTJ's	Completed
Update and widen range of resources used	Extend on the range of resources and equipment used to introduce rich tasks.	Worked on collaboratively
Curriculum Growth and Leadership: - PLD in Maths - Observation of teaching target learners and how learners are being enabled / extended within tasks.	Individualized classroom support for teachers. Embed our 2024 observation approach: Model, Co-teach, Observe Observe across Hiwinui Classrooms and within other schools. Engage with Maths Facilitator	Engage with The Learner First in 2025
Use of HERO to track learner progress	New tracking systems in place using HERO milestones	Now in place with mid year and end of year data

Engage with RTLB / LSC to support Tier 3 Learners	Conversations with Liaison RTLB . Consider learners who are 2 years below expected level and Tier 2 /3 interventions. Connect with LSC.	Ongoing
Strengthen partnerships between home and school to further support next learning steps.	Develop seesaw posts that share with parents how they can support their learners at home. Whanau welcome to see learning in action e.g. Open Classrooms.	Snapshot reports online showing maths in action
Review and monitor support programmes implemented (on top of teaching)	Professional learning conversations Progress reviewed as a Maharahara Team and presented to Leadership Team BOT reporting	Ongoing

ACHIEVEMENT TARGET 2: 2024 EVALUATION

SCHOOL WIDE DATA - 81% of learners achieved at or above Maths Expectation, at the end of 2024.
18.3% achieving Below: 25 students
.74% Well Below: 1 students

YEAR 4 LEARNERS: 13 students (77% at / above)
1: Well above
2: Above
7: At
3: Below (23%)
0: Well Below

YEAR 5 LEARNERS: 22 students (82% at / above)
0: Well above
1: Above
77: At
4: Below (18%)
0: Well Below

7 Learners continuing to be targeted in Years 5 and 6 for 2025 as part of raising achievement in maths.
Across the school - in total: 25 students receiving additional targeted support in maths.