

HUNUA SCHOOL ANNUAL TARGETS

2025

Target 1: Raising student achievement in Writing			
Student Achievement Action Plan			
Annual Targets ✔ To maximise the number of students reaching or exceeding their expected New Zealand Curriculum level. ✔ All students below their expected level are to make at least a year's worth of progress. ✔ EOY 2025 goal – 76% of all students achieving at/above their expected level.		Target Groups: <u>Gender:</u> Male & Female <u>Ethnicity:</u> Māori & Pasifika students <u>Students Years:</u> 1 - 8 Currently below the expected NZC level in Writing will make accelerated progress.	
Historical Position The historical annual data shows our school follows similar trends to the rest of NZ. With a new structured literacy approach we will be aiming to strengthen our teaching and learning programme in writing with BSLA and Jolly Phonics. 2025 Professional Development Phonics Plus PLD Implementation of structured literacy E-Asttle moderation EOY 2024 data – 66% of students achieving at/above their expected level.			
Action Plan			
What will the school do to meet the target?	When will it be done?	Who is involved & responsible?	What resources will be allocated?
Set aside PLC meetings to discuss target students and their learning.	Throughout the year	All teachers Principal	Staff meeting time
Ongoing online professional development opportunities.	End of Term 4 2025	Facilitators Teaching team Principal	Time, budget for resources
Implementation of learnings from structured literacy programmes.	Ongoing	Teaching team Principal	Staff meetings
Teachers will design and implement a programme catering specifically to the needs of their students based on the data, observations and student voice.	Ongoing	Teaching team Literacy lead teacher Principal	Staff meetings
Constructing the Writing aspect of the school	End of Term 4		Release time as required

curriculum document, including new progressions from Te Mataiaho.			PD opportunities
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<p>Success Criteria</p> <p>End of Year assessment data meeting targets. Progress made by all students. Accelerated progress for all target students. Accelerated progress made by Maori/Pasifika students between Year 1 – 8. Students demonstrate an increased confidence in writing. Teachers demonstrate increased confidence in teaching writing. Writing progressions constructed and used in all classrooms. Formative assessment: learning intentions & success criteria used in all classrooms. Parental involvement in the work undertaken.</p>

<p>Recommendations</p> <p>Writing will take place daily - including writing based on experiences in school and out of school. Writing is to be integrated into all curriculum areas, making it clear to the learner that writing is not a stand-alone subject. Students can demonstrate their ability to transfer writing skills in a range of situations across their learning. Moderation of writing samples as a school in staff meetings. Moderation at mid-year before reporting. Clear communication between home and school. Parents are notified if their child requires extra support in class or is a target student.</p>
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Target 2: Raising student achievement in Reading			
Student Achievement Action Plan			
Annual Target ✔ To maximise the number of students reaching or exceeding their expected New Zealand Curriculum level. ✔ All students below their expected level are to make at least a year's worth of progress. ✔ EOY 2025 goal – 81% of all students achieving at/above their expected level.		Student Group <u>Gender</u> : Male <u>Ethnicity</u> : Māori & Pasifika students <u>Students Year</u> : 1 - 8 Currently below the expected NZC level in Reading will make accelerated progress.	
Historical Position Reading has tended to be a high-performing curriculum area for our students. Maths is now the highest out of the three core curriculum areas. BSLA and Jolly Phonics have been introduced and teachers across the school are shifting their programmes to cater for the new approaches. EOY 2024 data – 76% of students achieving at/above their expected level.			
Action Plan			
What will the school do to meet the target?	When will it be done?	Who is involved & responsible?	What resources will be allocated?
Set aside PLC meetings to discuss target students and their learning.	All year	All teachers Principal	Staff meeting time
Continue to implement structured literacy approaches.	All year	Lead teacher T.A, Principal	School visits Increase readers
Teachers will design and implement a programme catering specifically to the needs of their students based on the data, observations and student voice.	Ongoing	Teaching team	Nil
Model reading comprehension strategies using	Ongoing	Teaching team	Nil

skills developed e.g. activating prior knowledge, summarising etc.			
Students have daily opportunities to read with clear learning focus, feedback, and next steps. Including learning experiences outside the class.	Ongoing	Teaching team Principal	Nil
Constructing the Reading aspect of the school curriculum document, including progressions.	End of year	Group of teachers Principal	Release time as required

Success Criteria

End of Year assessment data—meeting targets
Progress made by all students.
Accelerated progress for all target students.
Students increased confidence in reading.
Teachers' programmes cater for individual needs.
Formative assessment: learning intentions & success criteria used in all classrooms.
Parental involvement in the work undertaken.

Recommendations

Reading will take place daily.
Reading is to be clearly integrated into all curriculum areas.
Understanding that 'skimming & slurping' for research are not the only reading skills our students require.
Moderation at mid-year before reporting.
Clear communication between home and school.
Parents are notified if their child requires extra support in class or is a target student.

Target 3: Raising student achievement in Maths			
Student Achievement Action Plan			
Annual Target ✔ To maximise the number of students reaching or exceeding their expected New Zealand Curriculum level. ✔ All students below their expected level are to make at least a year's worth of progress. ✔ EOY 2025 goal – 83% of all students achieving at/above their expected level.		Student Group <u>Gender:</u> Male & Female students <u>Ethnicity:</u> Māori & Pasifika students <u>Students Years:</u> 1 - 8 Currently below the expected NZC level in Maths will make accelerated progress.	
Historical Position Maths PD has been a focus for a number of years at Hunua School. Deeper internal evaluation and outside agency support has helped our students achieve better results over the last few years. In 2022 a number of staff members participated in professional development based around the ‘Just in Time Maths’ programme. Maths No Problem is being introduced across the school in 2025. EOY 2024 data – 78% of students achieving at/above their expected level.			
Action Plan			
What will the school do to meet the target?	When will it be done?	Who is involved & responsible?	What resources will be allocated?

Set aside PLC meetings to discuss target students and their learning,	Ongoing	All teachers Principal	Staff Meeting allocation
Consolidate the use of Maths Talk school wide	Ongoing	Teaching team	Release days for the DP
Continued confidence in, and increased understanding of Maths No Problem.	Ongoing	Teaching team Deputy Principal	Nil
Teachers will design and implement a programme catering specifically to the needs of their students based on the data, observations, and student voice.	Ongoing	Teaching team	Nil
Students have daily opportunities to participate in maths experiences which have a clear learning focus, feedback and next steps.	Ongoing	Teaching team Deputy Principal Principal	Nil
Success Criteria End of Year assessment data—meeting targets. Progress made by all students. Accelerated progress for all target students. Students and teachers demonstrate an increased confidence in Maths. Programmes cater for individual needs. Parental involvement in the work undertaken. Refer to the work undertaken by the Deputy Principal during 2022. Accelerated progress for all target students.			
Recommendations Maths will take place daily. Maths is to be clearly integrated into all curriculum areas. Professional development to be scheduled based around the new curriculum, Maths No Problem and low floor/high ceiling activities. Moderation at mid-year and end of year before reporting. Clear communication between home and school.			

Summary of Targets

1. Writing Achievement Goals

End-of-Year (EOY) Target:

- 76% of students achieving at or above their expected level.
- All students below their expected level make at least a year's worth of progress.

Key Focus Areas:

- Implement **Structured Literacy** with **BSLA & Jolly Phonics**.
- Conduct **Phonics Plus PLD** for professional development.
- Use **E-Asttle moderation** to assess progress.
- Develop and integrate **Writing Progressions** from Te Mataiaho.

Action Plan:

- Ongoing online **professional development** for teachers.
- Teachers will design programs based on **student data, observations, and student voice**.
- Daily **writing sessions**, including experience-based writing.
- **Cross-curricular integration** of writing.
- School-wide **writing moderation sessions**.

Success Criteria:

- EOY assessment data meets targets.
- Increased student and teacher confidence in writing.
- **Accelerated progress** for **Māori & Pasifika students** (Years 1-8).
- Writing progressions in **daily classroom use**.
- Stronger **home-school communication**.

2. Reading Achievement Goals

End-of-Year (EOY) Target:

- 81% of students achieving at or above their expected level.
- All students below their expected level make at least a year's worth of progress.

Key Focus Areas:

- Continue **Structured Literacy Approach**.
- Focus on **Reading Comprehension Strategies**.
- Implement daily **reading with feedback & next steps**.
- Expand **learning experiences beyond the classroom**.

Action Plan:

- Model and reinforce **key comprehension strategies**.
- Teachers will develop **individualized reading programs**.
- Construct a **Reading Progressions document**.
- Encourage **daily reading in all curriculum areas**.
- **Mid-year moderation** before reporting.

Success Criteria:

- **EOY assessment data meets targets**.
- Increased **student confidence** in reading.
- Programs tailored to individual student needs.
- **Parental involvement** in student progress.

3. Maths Achievement Goals

End-of-Year (EOY) Target:

- 83% of students achieving at or above their expected level.
- All students below their expected level make at least a year's worth of progress.

Key Focus Areas:

- Strengthen **Maths No Problem** implementation.
- Promote **Maths Talk** across the school.
- Set up **targeted interventions for at-risk students**.
- Use **low-floor/high-ceiling activities** to challenge all learners.

Action Plan:

- Dedicated **PLC meetings** to discuss target students.
- Design and implement **individualized maths programs**.
- Ensure **daily maths sessions** with structured feedback.
- Develop a **Mathematics Progressions document**.
- **Mid-year and end-of-year moderation**.

Success Criteria:

- EOY assessment data meets targets.
 - Increased student and teacher confidence in Maths.
 - Strong **integration of Maths into other curriculum areas**.
 - **Parental involvement** in the learning process.
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Overall School-Wide Strategy

- **Clear communication with parents** about student progress and additional support when needed.
- **Integrated learning approach**, ensuring all core subjects are **not taught in isolation**.
- **Regular assessment and moderation** to track and adjust teaching strategies.
- **Professional development** for teachers to stay aligned with structured literacy, reading comprehension, and maths strategies.

"Empowering every student to reach their full potential through structured learning, individualized support, and community collaboration."