

Section 3-Annual Goals

Kapakapanui School 'Raising Achievement Plan' 2025 – Annual Targets

Aim: For all children to achieve their individual goals to the satisfaction of their teacher, their parents and themselves. We want our children to have high levels of literacy and numeracy as well as demonstrating independent work habits/skills.

We aim to maintain or improve our current levels of all students within the wider New Zealand Curriculum. A particular focus will include the foundational learning areas of maths, reading, and writing whilst ensuring our students experience and are exposed to a broad and exciting curriculum and learning experiences-refer to the [Kapakapanui School Local Curriculum Guidelines](#).

In 2025 we will continue to build on the overall picture of the whole school data and continue to track our Māori, Pasifika and Asian students, ESOL students and students who have dyslexia/other identified learning difficulties (ILD) . We are also into our third year of BSLA and PLD is being introduced from Years 5-8

Broad questions are

- How are our students achieving at Kapakapanui School?
- What progress are they actually making as many of these students may already be below the expected levels for the age cohorts.
- The school invests a lot of financial resources into these groups e.g. specialist teachers, tutors, teacher aides, intervention programmes and professional development. Are these programmes fulfilling our aim of improving student outcomes?

2025 Achievement Goals/Targets – to be achieved and reported on by mid December 2025

1. To accelerate the reading and writing achievement levels of students in the following groups
 - a. ESOL- 79 students or 15.2%
 - b. Dyslexia/Identified Learning Difficulties (ILD) - 50 students or 10%
2. To increase the number of students achieving at or above the appropriate Curriculum Level for their year group in all foundation learning areas.
3. To ensure Māori, Pasifika and Asian students continue to achieve at a similar level to other cohorts in ALL foundation learning areas.

Pasifika students = 19 or 3.6% Māori students = 94 or 18% Asian students= 39 or 7.5%

Goal 1-To accelerate the reading and writing achievement levels of students in the following groups

- a. ESOL- 79 students or 15.2%
- b. Dyslexia/Identified Learning Difficulties (ILD) - 50 students or 10%

Baseline Data:

Table comparing ESOL and Dyslexic Students and Whole School data for Reading and Writing

	End Year 2024- % of ALL students Within or Above	End Year 2024- % of ESOL students Within or Above	End Year 2023- % of ESOL students Within or Above	End Year 2022- % of ESOL students Within or Above	End 2024- % of students Dyslexic students Within or Above	End 2023- % of students Dyslexic students Within or Above	End 2022- % of students Dyslexic students Within or Above
Reading	84%	72%	75%	80%	70.6%	62%	66.7%
Writing	70%	63%	71%	67.3%	25%	40%	38.3%

Goal 2-To increase the number of students achieving at or above the appropriate Curriculum Level for their year group in all foundation learning areas.

Baseline Data:

Schoolwide Summary Table Comparing Progress from End Year 2021 to End Year 2024

	End Year 2024- % of students Within or Above	End Year 2023- % of students Within or Above	End Year 2022- % of students Within or Above	End Year 2021- % of students Within or Above
Reading	84%	87%	86.5%	88%
Writing	70%	74%	71.5%	78%
Maths	80%	82%	80.1%	83%

Goal 3 To ensure Māori, Pasifika and Asian students continue to achieve at a similar level to other cohorts in ALL foundation learning areas.

Pasifika students = 19 or 3.6% Māori students = 94 or 18% Asian students= 39 or 7.5%

Baseline Data:

Table comparing Maori (88), Pasifika (19), Asian (51) and Whole School data

	End Year 2024- % of ALL students Within or Above	End 2024 % of Maori students At or Above	End 2023 % of Maori students At or Above	End 2022 % of Maori students At or Above	End 2024 % of Pasifika Students At or Above	End 2023 % of Pasifika Students At or Above	End 2022 % of Pasifika Students At or Above	End 2024 % of Asian Students At or Above	End 2023 % of Asian Students At or Above	End 2022 % of Asian Students At or Above
Reading	84%	78%	86%	75.7%	63%	62%	69.5%	77%	82.6%	73.3%
Writing	70%	63%	73%	60%	58%	62%	56.5%	69%	73.9%	66.6%
Maths	80%	67%	65%	74%	64%	72%	66.6%	85%	80.4%	80.6%

How will we achieve this?

When	Actions-What	Who	Indicators of Progress
Weeks 1-5 term 1	<p>Review 2024 assessment data and AOV and strategic priorities. Look for and identify trend areas of concern as a school and in individual teams, plan appropriate programmes.</p> <p>Students of concern identified - those having made limited shift in achievement over a year/s</p> <p>Teachers set up tracking journals to monitor achievement and next steps for targeted students. Review notes from previous years, discuss with previous teachers if required. Week 2 staff meeting to discuss students with the 2024 teacher.</p> <p>Use priority learner template</p> <p>Students of concern with attendance and lower achievement identified.</p>	All staff	<p>Priority lists developed with targeted students identified and groups placed onto etap and shared with teachers</p> <p>Tracking journals set up by teachers to monitor students of concern</p>
Ongoing	Team Teaching-Collaboration Teams working and collaborating together, syndicate meeting	All staff SLT	Increased collaboration, sharing of ideas, discussion and support for learners, teaching to strengths, shared planning/thinking/support

Ongoing	<p>Maths PD with Audrey Tan-possible online session (TBC) Years 5-8 teachers attending Secondary/Primary PD run by KC Maths teacher</p> <p>Moderation of students work using the Maths exemplars and progressions</p> <p>Greater focus on basic facts, columns, building student confidence, and the whole class.</p> <p>Implementation of new knowledge testing sheets</p> <p>Implement aspects of 2024 Maths review.</p> <p>Implement new maths curriculum and use MOE resources-Numicon (Years 1-3, Oxford Press Years 4-8).</p> <p>Attend maths PD</p>	<p>All staff SLT</p> <p>Years 5-8 teachers</p> <p>Teachers</p>	<p>Increased teacher confidence and understanding</p> <p>Increased student confidence and success-data from student voice review</p> <p>Improvement in maths data</p>
Ongoing	<p>Integrated local curriculum and Te Ara pathway-ensure children experience a rich and broad curriculum, teach the foundation skills of literacy and numeracy in order to develop more integrated</p>	<p>Teacher SLT WSL (2)</p>	<p>Improvement in assessment data</p> <p>Children enjoy learning, are engaged and keen, active learners.</p> <p>Te Ara is embedded into practice</p>

	<p>approaches to delivering the curriculum</p> <p>Enrichment activities-EPRo8, ToM, Electronics, writing groups, ESOL classes, Leadership-whānau & mediators</p> <p>Kāhui Ako WLS (2) to drive curriculum with support from Team Leaders</p> <p>Introduction of Writer's Toolbox for Years 5-8-\$13,000. Staff member to coordinate</p>		<p>Monitoring by SLT and WLS and discussed at management level.</p> <p>Reporting to BOT in strategic review</p>
TOD-weeks 1-3 Ongoing	<p>Tools to support students with Dyslexia and other identified learning difficulties</p> <p>-Stepsweb 170 paid licences-\$2500 Staff member to coordinate</p> <p>-Google Read and Write-\$2500 APs to coach teachers and students with use of this in classrooms.</p>	<p>APs Teachers SENCO</p>	<p>Improvement in assessment data-particularly writing for our ESOL and Dyslexia students</p>
Ongoing	<p>Māori – The Success for Māori and Pasifika team will continue to identify ways to engage parents and iwi and inform staff of effective ways to teach Māori and Pasifika students. Whānau evenings-shared kai.</p> <p>Participation in Pasifika research within Kāhui Ako</p>	<p>TEAM Leaders / Success for Māori Team</p>	<p>Improvement in student outcomes</p> <p>Build on current strong and genuine connection/relationship with whānau</p> <p>Students/whānau feel connected and a sense of belonging in the wharehau room-kotahitanga</p> <p>Increased numbers in kapahaka rōpu</p>

	<p>Kapa haka, Pōwhiri, Matariki, Parihaka, Whakarongotai Marae-hangī and noho</p> <p>Continue funding Kaiarahi Te Reo tutor and Tō whakapapa (Years 5-8)</p> <p>Development of wharenui-pōhutukawa ruma</p> <p>BOT funding additional Kaiārahi sessions -Tō Whakapapa -\$3600</p>		
Ongoing	<p>Awareness of brain development research -ie the stage a child is at developmentally. What can they do, what can they not do, what can WE do to ensure their emotional and physical needs are met in order for student success? Examples- emphatic, caring and meaningful relationships, Learning through Play, music, PMP etc</p> <p>Trauma PLD for TOD-Dr Chris Bowden</p>	All staff	<p>Emotionally settled children, strong and positive relationships with families and whānau</p> <p>Student progress.</p>
Ongoing	<p>Ensure assessment moderation processes are consistent throughout the school. Regular discussions, use of exemplars, sharing of views/work samples, information.</p> <p>Moderation meetings mid and end of year to moderate with teachers</p>	<p>Teachers</p> <p>Team Leaders</p> <p>AP's</p>	<p>Assessment and moderation practices will be consistent throughout the school.</p>

	<p>across all levels in reading, writing or maths</p> <p>Create: a supportive forum for professional conversations opportunities to observe and be observed support for teachers to be reflective of their own practices and that this is to include shared reflection</p> <p>Staff development to enhance teacher inquiry the use of outside expertise to supplement current staff expertise</p>		
On-going	<p>Monitor and track students' levels of achievement termly.</p> <p>Students of concern identified and included on tracking journals with current achievement and next steps recorded.</p> <p>Discuss progress, next steps, areas needing ideas/support with PLC groups of teachers from across all levels termly</p> <p>Implement appropriate actions/strategies.</p>	All staff	<p>PLC Meetings ongoing, reflection/progress , notes from meetings</p> <p>Tracking journals are up to date</p>
1 morning per week	Continue funding writing Yrs 5-8 enrichment and extension teachers-\$15k	Principal Writing release teachers	Improvement in writing confidence and achievement levels

As required	Staff professional readings and discussions, staff meetings, links. Trialling new initiatives and reflecting on the impact of these.	All staff	Greater teacher effectiveness in teaching. Student outcomes improve.
Ongoing	<p>Professional Growth Cycle. (revised 2025) Meetings to build on the regular time spent in classes as noted above.</p> <p>Professional Growth Cycle to reflect on and adapt and guide teaching practice and student achievement/progress. Linked to tracking journals for student achievement.</p> <p>Induction and mentoring programmes for new staff and PCT</p>	<p>Principal, SLTs Teachers</p> <p>APs+Mentor Teachers</p>	<p>Adapt and guide teacher practice as required. Happy teachers who feel supported and mentored Positive impact on student outcomes</p> <p>New staff and well supported, grow and improve their teaching practice, feel included and valued at KKS.</p>
Ongoing	<p>Team Leaders/APs support, guide, coach, mentor and understand the needs of the classes. This will be 15-20 min each fortnight.</p> <p>AP's meet with team leaders for regular support and guidance meetings</p>	Team leaders SENCO APs	Teachers are supported and mentored as required. Deeper understanding of the dynamics of the class and the needs of the learners. Professional conversations.
On-going	BYOD for Years 5-8. This can have a positive impact on levels of achievement.	Principal/BYOD teachers/BOT	<p>Students show motivation to write and enjoy writing</p> <p>Writing results improve</p>

As required	Attend relevant PD/courses. PD budget-\$40k	Literacy Leader/Principal	PLD is in place and effective Student outcomes improve, targets met.
On-going	We will use appropriate writing resources and exemplars-Writer's Toolbox, Stepsweb (see above)	Teachers & SLT	Resources effectively support programme Staff and students use exemplars to guide teaching and learning
Term monitoring	Continue to provide additional support/PD through teacher aide hours. TA wages-\$365k	BOT/ SENCO/ Principal	Student outcomes will improve
Ongoing	Junior classes continue with learning through play Writing to be based on experiences and have an authentic context. Development of oral language and fine motor skills through play based activities.	Years 1-2 Team leader Principal	Increased engagement and enthusiasm for writing Readiness for writing to be assessed on an individual basis.
On-going	Work with parents/whānau to further support learning at home. We will inform parents of concerns and look for ways to work together to improve the achievement levels of our students.	SENCO ESOL TA and Lead Support Teacher Teachers	Parents/whānau are more confident in supporting student progress. No surprises when reporting to parents. Strong connections between home and school. Whānau attend whānau evenings
End of Term 2	Complete mid year assessments in Term 2, analyse data across the school and in teams and plan teaching and learning and resourcing for the remainder of the year. Report to the BOT.	SENCO Principal Teachers Team leaders AP's	Mid year results used to inform next teaching steps for remainder of 2024

Term 1-ongoing	<p>Students with dyslexia identified by teachers and groups created on etap and SENCO register.</p> <p>Follow and implement the school dyslexia strategy</p>	<p>SESCO TA Teachers SLT</p>	<p>Regular monitoring of student progress should see improvements in student outcomes</p>
Term 1-ongoing	<p>ESOL students identified and groups created on etap.</p> <p>Specific Teacher Aide will be working with these students throughout the year</p> <p>Management unit (\$5k) for ESOL school coordinator</p> <p>Students to use the MOE funded Learning Village Programme</p> <p>Hangī-mid Year</p>	<p>SESCO TA Teachers ESOL Coordinator</p>	<p>Students english language will improve and they will make academic progress</p> <p>Whānau to connect with school, attend school events, feels welcomed and a genuine part of KKS-that their culture is valued.</p>
Ongoing	<p>Kāhui Ako workstreams-trauma informed practices, Aotearoa Histories, Local Curriculum, Structured literacy</p> <p>Staff attend workshops and KA cross school conference</p> <p>Goals-Enhancing Hauora & Educational Success for all ākonga</p>	<p>WSL (1) ASL Principal Staff</p>	<p>Increased collaboration amongst teachers throughout the KA and positive relationships-sense of belonging</p> <p>Improved assessment data</p> <p>Increase in attendance</p>

End of Term 4	Complete final assessments in Term 4, analyse data and plan teaching and learning and resourcing for 2025. Report to the BOT.	SENCO/Principal/ Teachers	End of year results used to inform us for 2025.
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