# Waitakere Primary School Achievement Target 2024

**Annual Target**
To improve achievement in writing in Year 4, 6, and 8 students who are not at expectation by at least 5% and maintain steady progress for all students working within the expected curriculum level range.

**Interim data**
**Endpoint Data Years 5 and 6 OTJs in Writing 2023**

| | *21* | | *22* | | *23* | | *21* | | *22* | | *23* | | *21* | | *22* | | *23* | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Year** | **Well below** | | | | | | **Below** | | | | | | **At/Above** | | | | | |
| **4** | | | | | | | | | 3 | 5% | 13 | 22% | 65 | 100% | 58 | 95% | 47 | 78% |
| **6** | 1 | 1% | 3 | 5% | 3 | 5% | 19 | 28% | 20 | 33% | 9 | 16% | 49 | 71% | 38 | 62% | 43 | 79% |
| **8 NB** | 4 | 7% | 6 | 10% | 10 | 20% | 15 | 25% | 9 | 15% | 7 | 14% | 41 | 68% | 46 | 75% | 34 | 67% |

NB This cohort decreased in number by 10 students in 2023

| Actions | Timeframe | Who | Outcome |
|---|---|---|---|
| Identify students who are achieving below expectations in Writing | February 2024 | All staff | |
| Continue monitoring student achievement/progress in writing through team meetings, staff meetings and discussion with teachers running support programmes | Ongoing | SLT and staff | |
| Monitor progress of students achieving below expectations regularly in team meeting, staff meetings and in meetings with LSC in writing. | Scheduled meeting each term | All staff | |
| Monitor and address attendance concerns of students in our target groups including lateness | Ongoing | Teachers and Principal | |
| Data analysis meetings held to identify trends and patterns, plan interventions, research best practice and review progress | Term 1, Term 2 and Term 4 | All staff | |
| Set up collaborative Cycle of Improvement to conduct a shared focus based on 2023 data. This could include exploring the following to effect change: <ul><li>Establishing Formative Assessment Practices</li><li>Flexible grouping</li><li>Growing student agency</li><li>Learner Dispositions</li><li>Phonological awareness</li><li>Using research to effect change</li><li>Writers' Toolbox</li></ul> | Term 1 | All staff | |
| Professional development using our Mentor teachers within our staff for Writers Toolbox (previously known as WTE) for the Year 3 to 6 teams involving the following: <ul><li>Team meetings</li></ul> | Whole Year | As needed for Year 3-8 | . |

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| • Collaborative planning<br>• Use of online tool (year 5 and 6 only)<br>• Use of resources available | | | |
| Continued moderation of achievement expectations and use of mid-point expectations to have greater consistency in levelling for writing, and increase teacher self-efficacy | Ongoing | All staff | |
| Establish expectations re how a writing lesson should be structured to achieve maximum impact –i.e. timing, content, use of student voice/feedback (our common practice model) | Term 1 | All staff | |
| Familiarise and use the Curriculum Refresh to inform programmes | Ongoing | All Staff | |