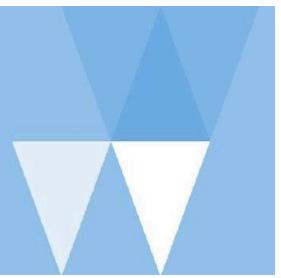
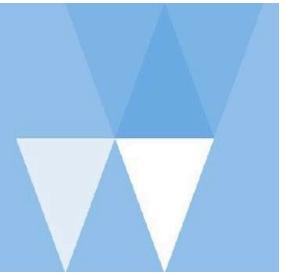


Tātaritanga raraunga



School Name:	Tuia Burnside Primary School	School Number: 3305
Strategic Aim:	<p>Taken from the 2025 Tuia Burnside Primary School Strategic Plan</p> <ol style="list-style-type: none"> 1. Support ākonga to achieve their best by keeping the learner at the centre of all decision making 2. Kaiako create relevant, purposeful learning environments to enhance learning outcomes 	
Annual Aim:	<ul style="list-style-type: none"> • Develop sustainable practices in the use of structured literacy programmes across the school. • Development of consistent expectations across our kura (eg. reporting, assessment, Professional Growth Cycles) 	
Target:	<p>Writing Target: to increase the percentage of students at the end of 2024, who are working at or above their expected curriculum level from 53% to 57%</p> <p>Reading Target: to increase the percentage of students at the end of 2024, who are working at or above their expected curriculum level from 62% to 65%</p>	
Baseline Data:	<p>Writing baseline data:</p> <p>2023 end of year data indicated that:</p> <ul style="list-style-type: none"> • Only 53% of ākonga were achieving at or above their expected curriculum level (this includes students with extenuating circumstances). • Of our Māori ākonga (47 ākonga), only 36% were achieving at or above their expected curriculum level. • For our Pasifika ākonga (15 ākonga), 53% were achieving at or above their expected curriculum level. • Our ELL ākonga (72 ākonga) had 54% achieving at or above their expected curriculum level. 	



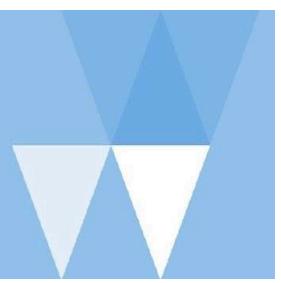
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Reading baseline data:

2023 end of year data indicated that:

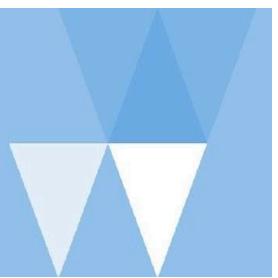
- Only 62% of ākonga were achieving at or above their expected curriculum level (this includes students with extenuating circumstances).
- Of our Māori ākonga (47 ākonga), only 40% were achieving at or above their expected curriculum level.
- For our Pasifika ākonga (15 ākonga), 60% were achieving at or above their expected curriculum level.
- Our ELL ākonga (72 ākonga) had 73% achieving at or above their expected curriculum level.
- Based on gender, 58% of girls were achieving at or above their expected curriculum level, well below the boys at 67%

Actions What did we do?	Outcomes What happened?	Reasons for the variance Why did it happen?	Evaluation Where to next?
<ul style="list-style-type: none"> • BSLA provided for those who required in Years 3/4 • Literacy Action Plan in place 	<ul style="list-style-type: none"> • PLD provided and Consistent structured literacy practices are used across the school. • There is a clear understanding of how structured literacy is being implemented throughout the kura. 	<ul style="list-style-type: none"> • BSLA in Year 3/4 throughout the whole team. Has shown a decrease in the percentage of ākonga achieving below or well below the curriculum expectation for their year level. Using BSLA in Years 1-4 has meant that there is now consistent practice and use of planning documents being used and prior learning is being built upon. • Data and staff voice was used to inform the literacy action plan 	<ul style="list-style-type: none"> • Year 5/6 kaiako enrolled to receive BSLA PLD in Term 2 2025 • Working towards fidelity in lesson delivery • Literacy Pathways document created to support understanding of resources, support and planning expectations across the kura.



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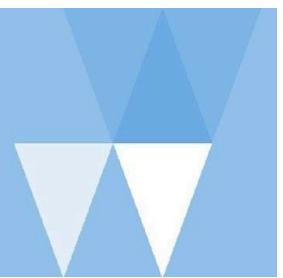
<ul style="list-style-type: none"> Within School Kahui Ako role focusing on developing schoolwide assessment and reporting expectations Review of reporting to parents and guidelines implemented 	<ul style="list-style-type: none"> Assessment and Reporting guidelines now in place. Introduction of online and real time reporting, after a trial in the Year 3/4 team. Exemplars provided for consistency and quality of comments. 	<ul style="list-style-type: none"> Consistency in what assessments are being used and when, so teachers are clear on expectations and reasons for completing. Data used to inform next steps in learning. We notice attendance rates play an important part on achievement levels. Consistent reporting comments and framework. Ongoing, regular communication with whānau about tamariki learning. 	<ul style="list-style-type: none"> Supporting use of new assessments (eg Year 5/6 BSLA, Dibels across the kura, Phonics Check) Analysis of data and investigating trends Support introduction of standardised assessment requirements. Youth worker employed to work with a group of students to increase attendance Attendance focus group Other attendance initiatives to be implemented in 2025 Supporting introduction of HERO throughout the school
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<ul style="list-style-type: none">• Professional Growth Cycles• Schoolwide Writing Moderation process using AsTTle (staff meetings held in Term 2)	<ul style="list-style-type: none">• Focus on personal goals, mainly in writing, classroom observations completed and student voice collected.• Consistency in understanding the expectations for writing across the kura.	<ul style="list-style-type: none">• There was an expectation that there would be growth seen between observations. Feedback and discussion points were provided in two way conversations and a planned way forward.• With a large number of part-time teachers, as well as teachers trained overseas there was a wide variance of understanding across the kura of how to score the tests.	<ul style="list-style-type: none">• Continue with these in 2025 with an expectation that data will support areas of need.• Continue to provide opportunities for schoolwide and kahui ako wide moderation staff meetings.
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Planning for 2025: (Key actions)



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Reading Target:

To increase the percentage of students at the end of 2025, who are working at or above their expected curriculum level from 70% to 72%

Reading baseline data:

2024 end of year data indicated that:

- 70% of ākonga were achieving at or above their expected curriculum level (this includes students with extenuating circumstances).
- Of our Māori ākonga (55 ākonga), 56% were achieving at or above their expected curriculum level.
- For our Pasifika ākonga (25 ākonga), 64% were achieving at or above their expected curriculum level.
- Our ELL ākonga (103 ākonga) had 72% achieving at or above their expected curriculum level.

All ākonga who are below expectation with no extenuating circumstances have been added to our target group for 2025, with a specific interest in Year 3 (8 ākonga working below without extenuating circumstances) and Year 4 (8 ākonga working below without extenuating circumstances).

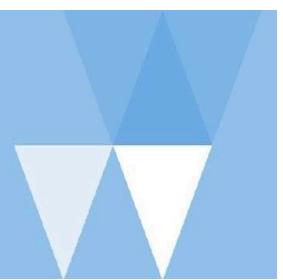
Mathematics Target:

To increase the percentage of students at the end of 2025, who are working at or above their expected curriculum level from 76% to 78%

Mathematics baseline data:

2024 end of year data indicated that:

- 76% of ākonga were achieving at or above their expected curriculum level (this includes students with extenuating circumstances).
- Of our Māori ākonga (55 ākonga), 59% were achieving at or above their expected curriculum level.
- For our Pasifika ākonga (25 ākonga), 64% were achieving at or above their expected curriculum level.



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- Our ELL ākonga (103 ākonga) had 85% achieving at or above their expected curriculum level.

All ākonga who are below expectation with no extenuating circumstances have been added to our target group for 2025, with a specific interest in Year 4 (7 ākonga working below without extenuating circumstances) and Year 6 (9 ākonga working below without extenuating circumstances).

Key Actions General:

- The Board of Trustees have been fully supportive of the strategic goals for 2025 through funding Literacy Support and additional teacher aides
- Track all ākonga who are working below expectation in Reading, Writing and Maths through regular team meetings, senior leadership meetings and hub descriptions.
- Implementation of the Tuia Burnside Primary School Local Curriculum with an understanding that the national curriculums are under review, therefore this may need to change.

Key Actions Reading:

- All Year 3-6 kaiako undertaking BSLA training, either in Year 0-3 or Year 4-6 PLD
- 3 Year 0-3 kaiako undertaking BSLA training in the Year 0-3 microcredential
- Early Literacy Support in place
- BSLA facilitator to support implementation of BSLA approach across the school, ensuring consistency in the implementation of a structured literacy approach with fidelity

Key Actions Mathematics:

- Explore options for programme delivery for mathematics across our kura to ensure consistency of approach.
- Participate in mathematics PLD/Initiatives, provided by the Ministry of Education and the Kahui Ako.
- Maintaining and increasing our results in the context of a potential new mathematics programme in line with the new curriculum and different expectations.



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