



<b>School Name:</b>	St Peter's Catholic School	<b>School Number:</b>	1965
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<b>Strategic Aims 2023:</b>	<ul style="list-style-type: none"> <li>• Provide Intentional experiences to bring Christ alive</li> <li>• Develop consistently confident and capable leaders of learning, impacting positively on learners</li> <li>• Strengthen collaborative relationships that make a difference educationally</li> </ul>								
<b>Annual Aims 2023:</b>	<ol style="list-style-type: none"> <li><b>1. Provide Intentional experiences to bring Christ alive:</b> <ol style="list-style-type: none"> <li>a. Imbed Charism,</li> <li>b. Review our local R.E. Curriculum implementation plans</li> <li>c. extend opportunities for full, active engagement in masses, liturgy and prayer</li> </ol> </li> <li><b>2. Develop consistently confident and capable leaders of learning, impacting positively on learners</b> <ol style="list-style-type: none"> <li>a. Strengthen use of Assessment</li> <li>b. Review and implement Curriculum plans for Structured Literacy and Health</li> <li>c. Strengthen Cultural Competency ensure te Tiriti obligations honoured</li> <li>d. Build leadership capabilities</li> </ol> </li> <li><b>3. Strengthen collaborative relationships that make a difference educationally</b> <ol style="list-style-type: none"> <li>a. Strengthen Collaboration within our school and community</li> <li>b. Develop collaborative teaching spaces and practices</li> </ol> </li> </ol>								
<b>Baseline Data 2022:</b>	<p><b>Reading</b> 2022 data showed 93.5% of students were achieving at or above expectations, with 56.4% 'At (Step 2) and above' and 18.6% 'above' expectations.</p> <p><b>Writing</b> 2022 data showed 88% of students were achieving at or above expectations, with 59% 'At (Step 2) and above' and 18% 'above' expectations.</p> <p><b>Maths</b> 2022 data showed 86.8% of students were achieving at or above expectations, with 56.6% 'At (Step 2) and above', 16.2% 'above' expectations</p> <p><b>2022 Reading, Writing, Maths 'at and above' expectations average 89.43%, 'at (Step 2) and above' expectations average 65.68% and 17.6% above</b></p>								
<b>Targets 2023:</b>	<p><b>Raise Reading, Writing and Maths average achievement 'at (step 1) and above' expectations achievement 2022 from 89.43% to 90%</b></p> <p><b>Raise Reading, Writing and Maths average achievement 'at (step 2) and above' expectations achievement 2022 from 65.68% to 70%</b></p> <p><b>Raise Reading, Writing and Maths average achievement above' expectations achievement 2022 from 17.6% to 20%</b></p> <table border="1"> <thead> <tr> <th>READING</th> <th>WRITING</th> <th>MATHS</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> <li>• To raise At (step 1) and Above from 93.4% to 95%.</li> <li>• To raise At (step 2) and Above from 56.4% % to 60%.</li> <li>• To raise Above from 18.6%% to 20%.</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>• To raise At (step 1) and Above from 88% to 89%.</li> <li>• To raise At (step 2) and Above from 69.25% to 70%</li> <li>• To raise Above from 18% to 20%</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>• To raise At (step 1) and Above from 86.6% to 88%.</li> <li>• To raise At (step 2) and Above from 66.2% to 68%.</li> <li>• To raise Above from 16.2% to 20%.</li> </ul> </td> </tr> </tbody> </table>			READING	WRITING	MATHS	<ul style="list-style-type: none"> <li>• To raise At (step 1) and Above from 93.4% to 95%.</li> <li>• To raise At (step 2) and Above from 56.4% % to 60%.</li> <li>• To raise Above from 18.6%% to 20%.</li> </ul>	<ul style="list-style-type: none"> <li>• To raise At (step 1) and Above from 88% to 89%.</li> <li>• To raise At (step 2) and Above from 69.25% to 70%</li> <li>• To raise Above from 18% to 20%</li> </ul>	<ul style="list-style-type: none"> <li>• To raise At (step 1) and Above from 86.6% to 88%.</li> <li>• To raise At (step 2) and Above from 66.2% to 68%.</li> <li>• To raise Above from 16.2% to 20%.</li> </ul>
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<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p><b>Reading Target -</b></p> <ul style="list-style-type: none"> <li>Tracking students identified from across achievement groups and tracked Termly by the 'Assessment Leader' and teachers throughout the year.</li> <li>Greater emphasis on monitoring the progress of students.</li> <li>Team discussions on best practice and support for Tracing students.</li> <li>Teacher training and implementation of a Structured Literacy Approach in the Senior School.</li> <li>Professional Growth Cycle - all teachers having a Literacy Goal to accelerate progress.</li> </ul>	<p><b>READING TARGETS</b></p> <ul style="list-style-type: none"> <li><b>To raise At (step 1) and Above from 93.4% to 95%.</b>  <b>NOT ACHIEVED:</b>  Students 'At Step 1' and 'Above' the expected levels in reading dipped from 93.4% to 92.4%</li> <li><b>To raise At (step 2) and Above from 56.4% to 60%.</b>  <b>EXCEEDED:</b>  Students 'At Step 2' and 'Above' the expected levels in reading rose from 56.4% to 69.7%  <b>The target was exceeded by 9.7%</b></li> <li><b>To raise Above from 18.6% to 20%.</b>  <b>EXCEEDED:</b>  Students achieving 'Above' the expected levels in reading rose from 18.6% to 24.1%  <b>The target was exceeded by 4.1%</b></li> </ul>	<p>The slight dip in % the first reading target accounts to one child who was achieving above expectations in 2022 leaving the school in 2023.</p> <p><u>Several factors had a positive impact, which we would like focus on in 2024:</u></p> <ul style="list-style-type: none"> <li>Focused work on progressing students from a range of achievement groups (not just those achieving below). eg. professional learning discussions at team meetings, tracking by teachers.</li> <li>Strong classroom teaching practices with targeted teaching for groups of students at the level they are operating.</li> <li>The use of a rigorous and systematic Structured Literacy approach to teaching reading across the whole school based on the Science of Reading.</li> <li>Improved us of consistent school-wide Literacy Progressions.</li> <li>Improved assessment for learning practices</li> </ul>	<ul style="list-style-type: none"> <li>Identify (name) specific students to focus for acceleration and Literacy Leader to monitor improvements - putting targeted actions in place where needed.</li> <li>Focus on the increased number of students achieving at the higher end of 'at' (step 2) for acceleration into above expectations.</li> <li>Build the Literacy Leaders' skills with a more systematic tracking of target students (and all students) with the support of an Assessment Leader.</li> <li>Strengthen Leaders and teacher's capabilities around analysis and use of data to inform planning and teaching to accelerate learning in Reading.</li> <li>Dedicate time to set up and support and have professional discussions around strong reading programmes across the school. Led by the Literacy Leader.</li> <li>Purchase more LLL books to support students reading.</li> <li>Begin to develop links in our progressions to Structured Literacy Approach and link these into our Literacy Implementation Plan.</li> </ul>



# Tātaritanga raraunga

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p><b>Writing Target -</b></p> <ul style="list-style-type: none"> <li>Tracking students identified from across achievement groups and tracked Termly by the 'Assessment Leader' and teachers throughout the year.</li> <li>Team discussions on best practice and support for Targeted students.</li> <li>Teacher training and implementation of a Structured Literacy Approach in the Senior School.</li> <li>Teacher training and implementation of Writers Toolbox in Year 7/8.</li> <li>Professional Growth Cycle - all teachers having a Literacy Goal to accelerate progress.</li> <li>Dedicated time for all teachers to moderate writing and discussion about learners and how they could accelerate progress.</li> </ul>	<p><b>WRITING TARGETS</b></p> <ul style="list-style-type: none"> <li><b>To raise At (step 1) and Above from 88% to 89%.</b> <b>ACHIEVED:</b> Students 'At Step 1' and 'Above' the expected levels in writing rose from 88% to 89.4%</li> <li><b>To raise At (step 2) and Above from 69.25% to 70%</b> <b>ACHIEVED:</b> Students 'At Step 2' and 'Above' the expected levels in writing rose to 70.6%</li> <li><b>To raise Above from 18% to 20%</b> <b>ACHIEVED:</b> Students achieving 'Above' the expected levels in writing rose to 20.6%</li> </ul>	<p><u>Several factors had a positive impact, which we would like focus on in 2023:</u></p> <ul style="list-style-type: none"> <li>Focused work on progressing students from a range of achievement groups (not just those achieving below). eg. professional learning discussions at team meetings, tracking by teachers.</li> <li>Strong classroom teaching practices with targeted teaching for groups of students at the level they are operating.</li> <li>The use of a rigorous and systematic Structured Literacy approach to teaching reading across the school, based on the Science of Reading.</li> <li>Improved use of consistent school-wide Literacy Progressions.</li> <li>Improved assessment practices - assessing Tracking readers termly and all children assessed 2x per year.</li> </ul>	<ul style="list-style-type: none"> <li>Identify (name) and track specific students to focus for acceleration.</li> <li>Literacy Leader to closely monitor these students.</li> <li>Continue a more systematic tracking of target students (and all students) with the support of an Assessment Leader.</li> <li>All staff to revise teaching of Structured Literacy approach.</li> <li>Year 5-8 teachers to receive Writers Toolbox training</li> <li>Continue developing Leaders and teacher's capabilities around analysis and use of data to inform planning and teaching to accelerate learning in Writing.</li> <li>Begin to develop links in our progressions to Structured Literacy Approach and link these into our Literacy Implementation Plan.</li> </ul>



<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p><b>Mathematics Target -</b></p> <ul style="list-style-type: none"> <li>Appointed an 'Assessment Leader' who analysed tracking student data and supported teachers to accelerate progress.</li> <li>Tracking students identified from across achievement groups and tracked Termly by the 'Assessment Leader' and teachers throughout the year.</li> <li>Team discussions on best practice and support for Tracking students.</li> <li>Full week support and PLD from Michelle Rigby</li> <li>2 teachers attending numicon training.</li> </ul>	<p><b>MATHS TARGETS</b></p> <ul style="list-style-type: none"> <li><b>To raise At (step 1) and Above from 86.6% to 88%.</b> <b>ACHIEVED:</b> Students 'At Step 1' and 'Above' the expected levels in Maths rose to 88.4%</li> <li><b>To raise At (step 2) and Above from 66.2% to 68%.</b> <b>ACHIEVED:</b> Students 'At Step 2' and 'Above' the expected levels in Maths rose to 68.3%</li> <li><b>To raise Above from 16.2% to 20%.</b> <b>EXCEEDED:</b> Students achieving 'Above' the expected levels in Maths rose to 24.1% The target was exceeded by 4.1%</li> </ul>	<p><u>Several factors had a positive impact, which we would like focus on in 2023:</u></p> <ul style="list-style-type: none"> <li>Focused work on tracking students - professional learning discussions at team meetings, tracking by teachers.</li> <li>Improved assessment for learning practices in Maths</li> <li>improved use of 2022 Maths progressions.</li> <li>Revisiting Maths at another staff meeting.</li> <li>Implemented more systematic tracking of target students (and all students) with the support of an Assessment Leader.</li> </ul>	<ul style="list-style-type: none"> <li>Clearly identify (name) the students to focus for acceleration and Maths leader to monitor this.</li> <li>Revisit the use of equipment to support maths. Discuss in teams.</li> <li>Prioritise and designate specific time for Maths teaching observations.</li> <li>Whole staff PLD with Numicon and follow-up staff discussions/training.</li> <li>Purchase more Numicon equipment and resources for Maths extension.</li> <li>Explore what we can do to extend and challenge our most able learners in Maths.</li> <li>Continue developing Senior Leaders, Middle Leaders and teacher's capabilities around analysis and use of data to inform planning and teaching to accelerate learning in Maths.</li> </ul>
<p><b>Raise student average achievement of: 'At ' and 'Above' in Reading, Writing and Maths from 89.43% in 2022 to 90% 2023.</b></p>			
<p><b>ACHIEVED:</b> An <b>average</b> of 90% of students achieved 'At or Above' expectations in Reading, Writing and Maths in 2023. This is an increase of 0.63% from 2022-2023.</p>			
<p><b>Raise student achievement average achievement of 'At (Step 2) and Above' achievement from 65.68% in 2022 to 70% 2023.</b></p>			
<p><b>ALMOST ACHIEVED:</b> An <b>average</b> of 69.53% of students achieved 'At Step 2 and Above' in Reading, Writing and Maths in 2023. This is an increase of 3.85% from 2022-2023.</p>			
<p><b>Raise Reading, Writing and Maths average achievement above' expectations achievement from 17.6% in 2022 to 20% in 2023.</b></p>			
<p><b>EXCEEDED:</b> An <b>average</b> of 22.9% of students achieved 'above' in Reading, Writing and Maths in 2023. This is an increase of 5.33% from 2022-2023.</p>			

## Planning for next year, 2024:

# 2024 Reading Achievement Targets:

## 2024 Whole School Reading Focus Actions:

- Identify (name) specific students to focus for acceleration and Literacy Leader to monitor improvements - putting targeted actions in place where needed.
- Build the Literacy Leaders' skills with a more systematic tracking of target students (and all students) with the support of an Assessment Leader.
- Strengthen Leaders and teacher's capabilities around analysis and use of data to inform planning and teaching to accelerate learning in Reading.
- Dedicate time to set up and support and have professional discussions around strong reading programmes across the school. Led by the Literacy Leader.
- Purchase more LLL books to support students reading.

Begin to develop links in our progressions to Structured Literacy Approach and link these into our Literacy Implementation Plan.

## 2024 Whole School Reading Targets:

We aim to accelerate reading progress to raise achievement for:

- The 19 children (13%) making insufficient progress across the school, with a focus on Year 4 and 5 readers
- Accelerate 1 of the 2 'well-below' students to be 'below (step 1)'
- Accelerate 5 of the 6 students 'Below (step 2) to be 'at (step 1)'
- Accelerate 8 of the 36 students 'at (step 1) to 'At (step 2)'
- Accelerate progress of 20 of the 196 students 'At (step 2)' to be above achievement expectations
- Extension for the 4 students achieving 2+steps 'Above' (Years 2, 4 and 5)



## Tātaritanga raraunga

### Attainment Targets For Reading Year 1-8:

Year	Well below	Below	At	Above	At and Above	TOTAL STUDENTS
2023 - number of chn	6	8	136	48	184	198
2023- %	3%	4%	68.7%	24.2%	93.4%	
2024 - number of chn	5	4	121	68	189	198
2024- %	2.5%	2%	61%	34.3%	95%	

### Progress Targets:

Reading	insufficient	sufficient	accelerated	Number of pupils
2023 - number of chn	19	87	37	143
2023- %	13%	61%	26%	
2023 - number of chn	10	118	70	198
2023- %	5%	59.6%	35%	

## 2024 Writing Achievement Targets:

### 2024 Whole School Focus Actions:

- Identify (name) and track specific students to focus for acceleration.
- Literacy Leader to closely monitor these students.
- Continue a more systematic tracking of target students (and all students) with the support of an Assessment Leader.
- All staff to revise teaching of Structured Literacy approach.
- Year 5-8 teachers to receive Writers Toolbox training
- Continue developing Leaders and teacher's capabilities around analysis and use of data to inform planning and teaching to accelerate learning in Writing.
- Begin to develop links in our progressions to Structured Literacy Approach and link these into our Literacy Implementation Plan.

### 2024 Whole School Writing Targets:

We aim to accelerate writing progress to raise achievement for:

- The 20 children (14%) making insufficient progress
- Accelerate the 1 student 'well-below' to 'below (Step 1).
- Accelerate 3 the 8 students achieving 'below (Step 2)' to be 'at (step 1)'
- Accelerate 9 of the 18 students from Years 3, 4 and 8 Writing 'at (Step1)' to 'at (step 2)'
- Accelerate 20 of the 100 children 'at (step 2)' to be above



## Tātaritanga raraunga

### Attainment Targets For Writing Year 1-8:

Year	Well below	Below	At	Above	At and Above	TOTAL STUDENTS
2023 - number of chn	6	14	136	42	178	198
2023- %	3%	7.1%	68.7%	21.2%	89.9%	
2024 - number of chn	5	12	119	62	181	198
2024- %	2.5%	6%	60%	31.3%	91.3%	

### Progress Targets:

Writing	insufficient	sufficient	accelerated	No. of pupils
2023 - number of chn	20	82	41	143
2023- %	14%	57%	29%	
2024 - number of chn	10	128	60	198
2024- %	5%	64.6%	30%	



## 2024 Maths Achievement Targets:

### 2024 Whole School Maths Focus Actions:

- Clearly identify (name) the students to focus for acceleration and Maths leader to monitor this.
- Revisit the use of equipment to support maths. Discuss in teams.
- Prioritise and designate specific time for Maths teaching observations.
- Whole staff PLD with Numicon and follow-up staff discussions/training.
- Purchase more Numicon equipment and resources for Maths extension.
- Explore what we can do to extend and challenge our most able learners in Maths.
- Continue developing Leaders and teacher's capabilities around analysis and use of data to inform planning and teaching to accelerate learning in Maths.

### 2024 Whole School Maths Targets:

We aim to accelerate writing progress to raise achievement for:

- The 23 children (16%) making insufficient progress in 2022
- Accelerate 4 the 12 students achieving 'below (Step 2)' to be 'at (step 1)'
- Focused acceleration on the 18 students from Years 3, 4 and 8 Writing 'at (Step1)'
- Accelerate 15 of the 85 students 'at (step 2)' to be above
- Extension of the 5 students 'above (step 2+)'



## Tātaritanga raraunga

### Attainment Targets For Maths Year 1-8:

Year	Well below	Below	At	Above	At and Above	TOTAL STUDENT S
2023 - number of chn	4	19	128	47	175	198
2023- %	2%	9.6%	64.6%	23.7%	88.3%	
2024 - number of chn	4	15	117	62	176	155
2024- %	2%	7.6%	59%	31.3%	88.8%	

### Progress Targets:

Maths	insufficient	sufficient	accelerated	No. of Students
2023- number of chn	23	78	42	143
2023- %	16%	55%	29%	
2024 - number of chn	10	128	60	198
2024- %	5%	64.6%	30.3%	

# Tātaritanga raraunga

