**Annual Implementation Plan**

| **Summary of the plan**  **To accelerate the progress of a group of students in the curriculum area of writing.**  **We aim to move these students at least 2 or more e-asTTle sublevels in the curriculum area of writing.**  **To do this we will:**  -continue to strengthen whanau-school relationships, through parent meetings, providing support, guidance, and up-to-date assessment information at regular intervals throughout the year, with all staff participating in this.  -deliver targeted structured literacy programmes in all classes (eg, structured phonics programme in the Junior Class and Agility with Sound for older students.)  -continue to deliver the Steps programme in Years 1 and 2, in the classroom.  -deliver a grammar programme in Years 3 – 8.  -use “The Code” spelling programme for targeted students.  -use technology and apps available, when applicable.  -use external support agencies where applicable (eg LSC, RTLB, RTLit).  -continue to participate in Kahui Ako professional development.  -use local community connections.  -use local landmarks and natural assets to help engage students to write.  -link writing to student’s interests.  -publish work.  -write for a purpose and make this purpose clear to children.  -integrate writing in all curriculum areas, eg, Science reports, EOTC reports. |
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| **Where we are currently at:**  -writing has been identified by staff for 2024 as the curriculum area where most students (particularly boys) are working towards meeting the curriculum level. 19% of our students are working towards meeting the curriculum level.  -see our “Statement of Variance 2022” for what has been done in 2022 to meet these targets. |
| **How will our targets and actions give effect to Te Tiriti o Waitangi:**  -our targets and actions will ensure that Maori world view and student success is kept at the forefront of teachers practice.  -from Maori professional development undertaken by staff in 2023 more Te Reo Maori language is being implemented in the classroom. |