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| **School Name**: | St John’s School | **School Number**: | 3824 |
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| **Strategic Aim**: | That all students are able to access the New Zealand Curriculum as seen through progress and achievement. | | |
| **Annual Aim**: | To plan, develop and implement a school wide literacy programme. | | |
| **Target**: | To accelerate the progress of 11 students (8 boys and 3 girls). This includes 5 Filipino students.  We aim to move these students at least 2 or more e-asTTle sublevels in the curriculum are 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. | | |
| **Baseline Data**: | **Year Level 2023** **B/G** **2023 end of year e-asTTle** **Should be** **End of 2024 result** **Should be**  1. Year 6 M 23 2A 3A 23 2A 4B  2. Year 6 M 27 3P 3A 27 2A 4B  3. Year 6 F \*Filipino 27 3P 3A 31 4B 4B  4. Year 6 F \*Filipino 16 1P 3A 25 3B 4B  5. Year 5 M \*Filipino 13 1B 2A Moved away 3A  6. Year 3 F 18 1A 1A 22 2P 2A  7. Year 3 M \*Filipino 12 1B 2B 21 2P 2A  8. Year 2 M 15 1P 1A 19 2B 2A  9. Year 2 M \*Filipino 14 1P 1A 19 2B 2B  10.Year 1 M 11 1B 1P 16 1A 1A  11.Year 1 M 14 1B 1P 18 1A 1A | | |
|  | **How will we know?**  -e-asTTle end of term writing samples and results.  -regular reports to the BOT.  -classroom writing programmes; teacher observation and moderation.  -structured literacy programmes. | | |

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| **Actions**  ***What did we do?*** | **Outcomes**  ***What happened?*** | **Reasons for the variance**  ***Why did it happen?*** | **Evaluation**  ***Where to next?*** |
| -structured teaching.  -gathered and analysed data three times during the year.  -reported to the Board of Trustees on writing data regularly.  -held many discussions around next steps.  -these discussions were data driven and gave us direction and next steps for the following terms planning and teaching.  -older children in the Junior Class took part in the Steps programme, as well as a structured literacy programme.  -the Code spelling programme was introduced in the Middle Class Yrs 4 – 6 and other classes used parts of the programme for spelling.  -target students worked with a specialist teacher 1-on-1 on a phonics programme for older students called “Agility with Sound.” This helps with spelling and spelling rules and patterns. The programme is designed for students from 8 years old onwards.  -lots of daily practice of writing and exposure to different types of writing. | One student moved away during the year so is not included in the end results.  In total at the end of 2024 there were 10 target students.  All target students made progress.  7 students moved 2 sublevels. 5 of these students were male and 2 female and included 2 ESOL students.  1 ESOL student moved 5 sublevels and 1 ESOL male student moved 4 sublevels.  1 male student moved 1 sublevel.  Of these 10 students 4 are in Year 7, 2 are in Year 4, 2 are in Year 3 and 2 are in Year 2. | 5 of the 10 students receive Board funded support with a specialist teacher three times a week for 1-on-1 lessons. These are approximately 20 minutes each so this is an extra 60 minutes a week which we believe does help their progress in writing. It specifically helps with spelling and decoding and gives the children confidence.  4 students are ESOL students who are supported through Teacher Aide help (funded by our Board of Trustees) in each classroom. Two of these students have made great progress and this is due to being immersed in the English language within the classroom environment and also time – 1 student has now been in New Zealand 2 years and the other 1 year. Another younger ESOL student has made progress and is supported by a teacher aide and the classroom teacher and continues to work of focused writing sessions looking at the structure of writing and vocabulary development.  We have experienced staff who all have e-asTTle knowledge.  We try to give our students many experiential writing opportunities. This helps to give the students an opportunity to give depth to their writing. Topics for writing need to interest and engage students and providing a variety of ways of writing also keeps them engaged, eg, google slides. | -continue to report to the Board of Trustees regularly on writing programmes results and data.  -writing will continue to be planned school wide.  -structured school wide writing will continue daily.  -continue to collect data three times a year/ beginning, middle and end of year.  -continue to analyse data in depth.  -fund specialist teacher to support individual, identified students in literacy, both in class and out of class. This includes writing, where and when possible.  -continue to take part in Kahui Ako literacy professional development.  -take part in any PLD offered in the literacy area if it looks worthwhile. |
| **Planning for next year**: | | | |
| Please refer to 2025 Annual Plan. | | | |