



St Brigid's School 2024

Statement of variance: progress against targets

Strategic 1: Enriching Faith

Annual Target/Goal: Strengthen Parish/School relationships.

Actions	What did we achieve? <i>What were the outcomes of our actions?</i> <i>What impact did our actions have?</i>	Evidence <i>This is the sources of information the board used to determine those outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i>	Planning for next year – where to next? <i>What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.</i>
Action one: Implement Tō Tatou Whakapono in Year 1-4	Teachers using To Tatou Whakapono in Year 1-2 Living Special Character	NE/ Year one curriculum is taught regularly in classroom and Learning is shared in the classroom and whānau Weekly School Newsletter -Faith Facts Termly liturgy for whole school using the touchstones Review with school of PB4L / School Charism /Values Combine school mass St Bernadettes and St Brigid's Breaking down school values and expectations with students	Priority for Sacramental programmes DRS leads staff in understanding the new Curriculum- Modelling long term plans set up and assessment tracking sheets to begin to use in the 2025	Year 3-4 Classroom learning packs Teachers supported with background notes in staff meetings let by DRS Pastoral Care Year 2-4 confident in teaching To Tātou

		<p>Teacher only day- Te tapa whare wha</p> <p>School Masses every second Friday a few parishioners are attending</p> <p>Sharing Lenten information in the newsletter</p> <p>Mid year PB4L review with children</p> <p>Analysing information with Support Teachers working on School Wide inquiry on this year's Christian Witness- Linked to Cultural Strategic Plan</p> <p>Sharing classroom learning with Whanau to improve home school partnership</p> <p>Reviewed Catholic Dimensions . Pastoral Care processed</p>	<p>Year 0-1 are being taught using To Tatou Whakapono</p> <p>Professional learning for teacher</p>	<p>Whakapono</p> <p>To build assessment into teaching programmes and tracking achievement to be reported to the board.</p> <p>PB4L - Positive Behaviour for Learning Tier 2 professional development with the Ministry</p>
<p>Action Two:</p> <p>Increase participation in the Mercy Parish/ School</p>	<p>Welcoming Community</p> <p>Sacramental Programme</p> <p>Positive Special Character review</p> <p>Parent meetings- Pastoral Care support for families</p> <p>Successful PB4L Review</p> <p>Increased Community involvement</p>	<p>Grandparents/ Parishioners at Friday Masses</p> <p>Children and families attending School Mass - Percentage</p> <p>Visit from Mission NZ congratulating on being 1/10 schools supporting the missions</p> <p>Children preparing to retell the Easter story through drama, Advertised Masses in the newsletter</p> <p>Holy week</p> <p>Caritas challenges raises \$1008.10</p> <p>Easter Liturgy Good community attendance</p> <p>Teacher only day- Te tapa whare wha</p> <p>New priest welcomed/ Great relationship in the school</p> <p>Parish sharing facebook and events in the community</p> <p>Twilight meeting in Prayer</p> <p>Father J visiting weekly children and staff</p> <p>Fortnightly mass / Sacramental programme</p> <p>Experience staff</p> <p>Working Bees</p> <p>Fundraisers</p>	<p>Invitations sent out</p> <p>Newsletters for Mercy parish and School Newsletter</p> <p>Community nights</p> <p>Another family is attending and also our Filipino families at the Assumption mass, one regular attendee.</p> <p>80% of families attending our liturgy nights.</p> <p>Strong service with Caritas</p> <p>Day and Clean up day</p> <ul style="list-style-type: none"> - Feedback form children , Mission NZ 	<p>Catholic School Dimension - Encounter with Christ</p> <p>Regular school events/ opportunities to grow in Faith/ Service</p>

		<p>Community Christmas Market School Mission Market PB4L review with the facilitator BookMarks for the parishioner Carmel, Teenaka and Colin attended the Catholic Convention in Wellington.</p>	<p>and Caritas for our support.</p> <p>Social justice projects</p> <p>PB4L - positive report and next steps</p> <p>Preparation for Reconciliation children/ Confirmation for 5 children/Baptisms three</p> <p>Baptism preparation for four students with parish Reconciliation prep for four students - Teenaka</p> <p>Family support at events.</p> <p>PB4L SET Reports positive</p>	
--	--	--	---	--

Strategic Goal 2: Empowering Learners

Annual Target/Goal: To Develop a high quality local curriculum to support all learners

Actions <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i>	What did we achieve? <i>What were the outcomes of our actions?</i> <i>What impact did our actions have?</i>	Evidence <i>This is the sources of information the board used to determine those outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i>	Planning for next year – where to next? <i>What do you need to do to address targets that were not achieved.</i> <i>Consider if these need to be included in your next annual implementation plan.</i>
<p>Action 1</p> <p>Develop a high quality curriculum to support all learners</p>	<p>Professional Growth Cycles</p> <p>St Brigid's Assessment for learning professional learning- clarity of learning</p> <p>LSC supporting Targeted learners and staff regularly monitoring this support</p> <p>Healthy Active learning contract Unpacking explicit teaching and what that looks like</p>	<ul style="list-style-type: none"> Teachers using shared progressions for literacy and math with improved outcomes for students Target learning register is updated for 2024. A working document to monitor progress and achievement of targeted children. Kapa Haka Lessons to support teacher and child knowledge in Te Reo and tikanga māori Carmel attended DRS termly meeting 	<p>Professional coaching and Growth cycles have enabled us to track implementation if Structured Maths 0-3 and support for explicit teaching in MATHs</p> <p>Ideal Structured Spelling has been embedded from Year 2-6</p> <p>Targeted children are regularly monitored and goals are set. Extra support from the Ministry and</p>	<ul style="list-style-type: none"> Grow Teacher capabilities in Maths and Literacy using the new curriculums Planning and implement school wide progressions in Literacy and Math Embedding Assessment for learning across the school. Growth Coaching for teachers to reflect and improve teaching and learning

	Teacher PLD around the new curriculum	<ul style="list-style-type: none">• Staff meeting Developing the E in P.E - Katie Moody, Healthy Active Contract• Staff Meeting- Assessment for Learning looking at exemplars and writing• Deborah attended MATHs PLD on the new curriculum• OCPPA Carmel and Teenaka - Lyn Smith meeting Wanaka• Deborah - Year 3/4 New Religious Education Curriculum• Deborah - Reading Recovery ongoing Professional learning• Deborah- Structured Math Teaching 0-3• Assessment for learning• Iain - Teacher aide course- digital Fluency MArie and Rob attended• Talana- Catholic Kahui Akō Deborah, Teenaka and Carmel• Teenaka First Aid Course up date completed• Teenaka Kahui Ako Principals Meeting March 19th• MOE Math and English PLG• Reading moderation in staff meeting• Review of target learners in priority of needs for Joneen for assessments and intervention work	<p>outside agencies has been applied for and support networks or waiting lists are in place for these children.</p> <p>Progress for enhancing Healthy Active processes including sport visitors. Basketball</p> <p>Teacher Assessment focusing on Moderation in Writing shows more consistent approach to Writing</p> <p>Support Implementation of Clarity of Learning</p> <p>Cultural Relationship improvements for school groups - Bilingual support</p> <p>Asttle assessment workshops and suing the to in Writing School Wide</p> <p>ERO Framework with evidence has been completed and review of goal sent to ERO</p>	
--	---------------------------------------	--	--	--

		<ul style="list-style-type: none">• Teenaka attended E Asttle course- Assessment in Reading and Maths• Learning support coordinator helped Teachers with Targeted learning profiles where children are in their learning and identified help needed for teacher and learners• Beginning Principal Hui- Teenaka• Teenaka Met Murray South ERO to begin review of school using self reflection tool• Teacher only day 31st May- Assessment for Learning whole staff• Assessment for Learning Deb and Teenaka - Clarity of Learning• School Writing Moderation between staff using writing samples November• Secured more PLD hours to work with Assessment for learning 25 hours• Review classroom practises in Reading, Writing, Maths in our school sharing practises and aligning our processes - sharing evidence of Professional growth cycle		
--	--	--	--	--

		<ul style="list-style-type: none"> Science of learning - Kāhui Ako Teacher only day Leadership team. Draft English Curriculum reading and understanding led by Education Associates Assessment for Learning Maths Teaching at St Brigids- What is good practice?/ Non Negotiables for teaching - Joneen Walker Staff working on looking at phases and changes at their phase of the Maths and English Curriculum reading led by Education Associates Using Assessment and planning for 2025 strategic planning 		
--	--	--	--	--

Strategic Goals 3: Engaging Whānau

Annual Target/Goal: Foster stronger partnerships between our parent/ Whānau and wider community

Actions <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i>	What did we achieve? <i>What were the outcomes of our actions? What impact did our actions have?</i>	Evidence <i>This is the sources of information the board used to determine those outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i>	Planning for next year – where to next? <i>What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.</i>
Action 1	Regular Hui Termly gatherings	<ul style="list-style-type: none"> Wheels and cup of tea prior to school starting for whānau 	Parent feedback and involvement in the school from working bees and	<ul style="list-style-type: none"> Continue to Grow Te Ao Māori Capabilities- Te

Foster stronger partnerships between our parent/ Whānau and wider community	<p>Targeted support</p> <p>Increased attendance</p> <p>Improving cultural relationships/ inclusivity</p> <p>PB4L Review</p>	<ul style="list-style-type: none"> • Resource teacher of learning hours secured for Term one to help run Kapa haka • Te reo Māori annual plan and curriculum review is in draft • Data from 2023 guiding teaching and learning for 2024 • Teachers are updating assessments and grouping children accordingly for explicit instruction • Support staff are working with identified children from our targeted learning register • Family night / Kai planned for the 18th Feb • Pb4L review of values and rewards with school children, Staff and community • Parent interview times have been sent out. Good support. • Good support at weekly assembly • P.T.A has some new members • Kapa Haka continues weekly. One week was led by tamariki which was very powerful showing their learning • Move it March - Family focus • School Sports day with other Catholic small schools a success • Teachers review and reflect on groups in the classroom • Teacher Aides attended PLD Digital Fluency • Teacher Aides supporting teacher programme • Tuakana-Teina groups have completed different challenges - Maths/ Easter • Meeting with Lara to discuss whānau engagement 	<p>fundraisers. gardening, cultural events.</p> <p>Talana with the Kahui Āko schools gathering to support Pasifika group</p> <p>Attendance reports show increase in school engagement and attendance 2024</p> <p>Community/ Interviews fully supported by community fundraisers, community liturgies, working bees</p> <p>Hui - indian, Māori, Pacifica, Filipino groups</p> <p>Welcoming group</p> <p>MRT support for school to lead</p> <p>Good PLD</p>	<p>Reo and Tikanga using school action plan and progressions</p> <ul style="list-style-type: none"> • Embed Healthy active learning • Promote, family hui, cultural nights and opportunities to celebrate our diversity • Continues supporting for ELL with learning and attendance • Community consultation/ meetings and support around changes in Education
--	---	---	---	--

		<ul style="list-style-type: none"> • Assessment practises moderation of reading and writing schoolwide • PB4L review with PB4L facilitator tier one • Community Liturgy/ shared dinner night We are loved • PTA AGM/Book Fair • Family night - Disco • Reports being written • RTLB/Speech Language and Learning support coordinator working with children and staff to support learning • Talanoa- Catholic Schools at Trinity Performances, food and community consultation • Draft Plan of planning and evaluation of at St Brigid's School Te Reo Māori school learning - ready for consultation with our Maori Whānau- Waiting for time • Talanoa • School wide progressions and draft planning for Te Ao Maori • Reporting to parents • Parent communication feedback • Pb4L Values support and review with children and staff • Teenaka Principal Wellbeing pilgrimage 	<p>Priority given in staff meetings</p> <p>Referrals from experienced teachers- knowing our learners</p> <p>Talanoa study and work with Pasifika</p>	
--	--	--	--	--



St Brigid's School

End of Year Data 2024

What did we do?

Data is measured in relation to the level that the child should be working on in Reading, Writing and Maths. The children are judged as below, at or above in Reading, Writing and Maths. The overall teacher judgment is made up from a variety of sources - formal testing, informal testing, learning conversations, classwork and observations.

The information was presented to parents in an end of year report and uploaded to our management system..

Information has been broken down into boys, girls, everyone, Maori and Pasifika. Teachers then analyzed the results and looked at who these children were and what measures did we have in place to support or extend the children. Our learning register has been updated.

Our Goal:

- To identify the progress and achievement of our students against the expected curriculum level
- To identify areas of strength and weakness.
- To indicate the next teaching and learning steps.

Yr 2 - 6 Data								
	Writing - mid year	Writing - end year		Reading - mid year	Reading - end year		Maths - mid year	Maths - end year
Well above	0/42	0/42		4/42 = 9.5%	3/42= 7%		1/42 = 2.3%	1/42 = 2%
Above	8/42 = 19%	7/42 = 16.6%		15/42 = 35.7%	19/42 = 45%		8/42 = 19%	12/42 29%
At	14/42 = 33.3%	20/42 = 47.6%		8/42 = 19%	9/42%= 21%		18/42 = 42.8%	14/42 = 33%
Below	18/42 = 42.8%	13/42 = 30.9%		9/42 = 21.5%	6/42 = 14%		11/42 =26%	10/42 =24%
Well below	2/42 = 4.7%	2/42 = 4.7%		6/42 = 14.2%	5/42- 12%		4/42 = 9.5%	5/42 = 12%
	52.% at or above	65% at or above		64.% at or above	73% at or above		63 .%at or above	64%
	48% below	35 % below		36% below	27% below		36% below	36% below

Writing Data Analysis and Support Strategies

At mid year we had 52% working at or above and 48% below. At the end of the year we have 65% at or above in Writing. 35% working below. Writing is across the curriculum and has many opportunities to explore good examples and time for children to write often with writing that is over a few days. Classroom Programmes support different groups of learners from Teacher aide support and repetition to teacher extension and regular feedback to the children on next working steps. A breakdown of support for children working below.

In Writing, we have identified 15 children working below the expected level, all of whom are included on our targeted roll. In 2024, we introduced the IDEAL Spelling program for Years 2–6. This program includes learning spelling rules and regular dictation practice. As a staff, we have focused on clarifying learning intentions, sharing specific learning outcomes, modeling expected standards, and providing clear feedback on next steps. These strategies have resulted in noticeable improvements in writing. To maintain consistency, we have used regular staff meetings to review writing

progress through *asTTle* assessments. This process has led to consistent teacher judgments across writing samples, and we plan to continue this collaborative approach, including working with other small schools to enhance shared expertise.

Year 2: Targeted Interventions

A group of Year 2 boys is identified as needing additional support. Two are ESOL learners, and one has completed Reading Recovery and is now receiving additional Resource Teacher of Literacy (RTLit) support alongside classroom instruction. Our Learning Support Coordinator is investigating other potential factors impacting these students to ensure tailored interventions meet their needs.

Year 3: Attendance and Progress

In Year 3, three children are working below the expected level. Improving attendance for these students is a priority, as it directly impacts their progress. All three children have previously participated in Reading Recovery and, while still below the expected level, have made progress. Additional support is being provided to consolidate their learning.

Year 4: Progress and Support

Five children in Year 4 are working below the expected level in Writing. Despite this, they have shown progress, with some achieving up to a year's growth. These students are supported through daily IDEAL Spelling practice, explicit teaching of sentence structures, and the use of modeled writing examples. Of these five, one receives extra support outside of school, two are ESOL learners, and two joined from other schools and were also identified there as children needing and receiving additional support.. We are preparing a group referral to the Resource Teacher of Learning (RTLb) to further support these students and their teacher in 2025.

Year 5: Individualised Focus

In Year 5, one child is working below the expected level. This student receives targeted additional support, which has contributed to their ongoing progress.

Reading Data Analysis and Support Strategies

At mid-year, 64% of students were working at or above the expected level in Reading, with 36% working below. By the end of the year, we saw an improvement, with 73% at or above the expected level and 27% below. Reading is taught five days a week for one hour each day, incorporating instructional reading, guided reading, and shared reading.

We see challenges in reading progress, including delays in acquiring sound and letter knowledge, English as a second language, inconsistent school attendance, and learning difficulties such as speech and language impairments. Junior teachers have been trained in structured literacy approaches, focusing on explicit teaching and repetition to support foundational skills. Extension activities are also provided for high-achieving students to ensure they remain engaged and challenged.

Targeted Support for Students Working Well Below Expectations

From the five students identified as working well below the expected level:

- **Two students** were referred to the Resource Teacher of Literacy (RTLit) after not achieving the expected progress through Reading Recovery.
- **One student** is receiving external support and has shown significant progress with consistent reinforcement of classroom learning strategies.
- **Two students** are ESOL learners requiring additional language support.
- **Four of these students** joined our school within the last year, presenting an additional need for targeted integration and assessment.

Our Learning Support Coordinator has conducted assessments to determine how classroom programs can best meet the needs of these learners. Adjustments and additional support strategies are being implemented to ensure progress.

Math Data Analysis and Support Strategies

At mid-year, 64% of students were working at or above the expected level in Math, with 36% working below. Math is taught five days a week for one hour daily, incorporating number work, regular revision, independent activities, and instructional small groups. Targeted learning groups, supported by teacher aides, provide both extension and additional support for students as needed. Junior classes follow structured math programs with a clear scope and sequence, building from known skills to scaffold learning effectively.

The results reflect progress in key areas such as number knowledge, strategies for addition, subtraction, multiplication, and division, as well as place value and fractions.

Students Working Well Below Expectations

- **Two Year 5 students** identified as working well below have received focused support on number knowledge and conceptual understanding using concrete materials.
- Other students working well below have specific learning difficulties and are receiving tailored, in-class support at their level. Further assessments are being conducted to understand their learning needs, and external agency support has been applied for. However, the waiting list for such services remains lengthy.

Impact of Attendance

- **Four students** working below have inconsistent attendance, which has significantly impacted their progress. Strategies to address attendance issues will be prioritised.

Year 4 Target Group

- The Year 4 cohort has been identified as a group needing targeted support. These students will be included in a group referral for additional assistance in 2025, aiming to address gaps and build foundational math skills to ensure success with solving strategies.

Data Broken into Year groups

Year 6					
Writing - mid year	Writing - end year	Reading - mid year	Reading - end year	Maths - mid year	Maths - end year
28.4% at or above	85.5% at or above	71.1% at or above	85.3% at or above	56.9 %at or above	56.9%% at or above
71.4% below	14.1 % below	28.5% below	14.1% below	42.6% below	42.6% below

Year 5					
Writing - mid year	Writing - end year	Reading - mid year	Reading - end year	Maths - mid year	Maths - end year
80% at or above	80 % at or above	80% at or above	80% at or above	80%at or above	80% at or above
20% below	20 % below	20% below	20% below	20% below	20% below
Year 4					
Writing - mid year	Writing - end year	Reading - mid year	Reading - end year	Maths - mid year	Maths - end year
28.2 % at or above	28.5% at or above	42.6% at or above	42.6% at or above	28.5%at or above	42.8% at or above
71.4% below	71.4% below	56.9% below	56.9% below	71.4% below	57.1% below
Year 3					
Writing - mid year	Writing - end year	Reading - mid year	Reading end year	Maths - mid year	Maths - end year
61% at or above	69.1% at or above	69% at or above	92.1%at or above	76.8%at or above	69.1% at or above
38.3% below	30.6%% below	30.6% below	7.6% below	23% below	30.6%% below
Year 2					
Writing - mid year	Writing - end year	Reading - mid year	Reading - end year	Maths - mid year	Maths - end year
50 % at or above	50% at or above	50% at or above	50% at or above	66.6% at or above	66.6% at or above
50% below	50% below	50% below	50% below	33.3% below	33.3% below
Year 1					
Writing - mid year	Writing - end year	Reading - mid year	Reading - end year	Maths - mid year	Maths - end year
	70% at or above		60% at or above		80% at or above

	30% below		40% below		20% below
--	-----------	--	-----------	--	-----------

Ethnicity

	Writing - mid year	Writing - end year	Reading - mid year	Reading - end year	Maths - mid year	Maths - end year
Filipino	50% at or above	100% at or above	50% at or above	50% at or above	50 %at or above	50% at or above
	50% below	below	50% below	50% below	50% below	50 % below
Indian	33.2% at or above	33.2% at or above	33.3% at or above	50 %at or above	33.2% at or above	50% at or above
	66.6% below	66.6% below	66.6% below	50 % below	66.6% below	50% below
Māori	50 %at or above	50% at or above	50% at or above	50% at or above	50% at or above	50% at or above
	50% below	50% below	50% below	50% below	50% below	50% below
Pasifika	38% at or above	38% at or above	50% at our above	50% at or above	62% at or above	50% at or above
	62% belw	62% below	50% below	50% below	37% below	50% below

NZE	62 % at or above	77% at or above	81% at or above	81% at or above	76.% at or above	76.% at or above
	38% below	23.% below	19% below	19% below	24% below	24% below

Gender

	Writing - mid year	Writing - end year	Reading - mid year	Reading - end year	Maths - mid year	Maths - end year
Female	52.3% at or above	61.8% at or above	71.8% at or above	71.3% at or above	57% at or above	76.1% at or above
	47.6% below	38% below	38% below	28.5% below	42.8% below	28.5% below

	Writing - mid year	Writing - end year	Reading - mid year	Reading - end year	Maths - mid year	Maths - end year
Male	52.3% at or above	66.5% at or above	66.4 % at or above	76% at or above	71.3% at or above	71.3% at or above
	47.5% below	33.3% below	33.2% below	23.7% below	28.5% below	28.5 % below

School-Wide Expectations and Support for Consistency

As a staff, we have established school-wide expectations for Reading, Writing, and Math to ensure consistent practices across all levels. These expectations are integral to our Professional Growth Cycle, fostering ongoing reflection and review of classroom programs. This approach has encouraged meaningful conversations about target learners, the changes needed to support their progress, and the effective use of support staff.

To further enhance learning outcomes, we have introduced *Story Maker* for selected students and purchased two laptops to facilitate its use. We have introduced and continued use of Structure Maths and Literacy approaches in the classroom. Accurate assessment data continues to guide our next teaching steps, enabling targeted and informed instruction.

We have also drawn on the expertise of various specialists to support both teaching staff and students. This includes working with Speech-Language Therapists, Occupational Therapists, Resource Teachers of Learning, Blendz, Audiology services, and bilingual support workers. These partnerships ensure a holistic approach to meeting diverse learning needs. Our Learning Support Coordinator knowledge and our staff experience and expertise ensures we are thinking and challenging to modify and review our classroom practice.

Teachers have attended numerous Professional development exploring the New revised curriculum and further developing Assessment for Learning practises in the classroom.

Next steps for 2025:

1. Targeted Interventions:

- Strengthen support for identified groups in all subject areas, including Year 4 students in Math, ESOL learners in Reading and Writing, and Year 2 and Year 3 boys in Writing, by implementing tailored classroom strategies and external referrals such as RTLB support.

2. Attendance Improvement:

- Prioritise initiatives to improve attendance for students across all levels, working collaboratively with families and community services to address barriers and create consistent learning opportunities.

3. Consistency and Collaboration:

- Maintain and enhance school-wide consistency in teaching practices for Reading, Writing, and Math through regular staff reflection, asTTle moderation, and cross-school collaboration to share expertise and strengthen teaching strategies.

4. Use of Specialist Resources:

- Expand the use of external specialists and tools (e.g., Story Maker, bilingual support workers, structured literacy programs) to meet diverse learning needs and build staff capacity in addressing specific challenges.

Key Findings:

- We have a clear understanding of next steps and know our learners
- Teacher are reflective and adapt teaching to support all learners
- Our Assessment is collated by teachers and Teenaka and discussed School Wide as a team
- We have 22% of ELL learners requiring vocabulary and comprehension support to better understand instructions, routines, and the learning needed for success.

- We need to address Math and Writing progress to improve support for our targeted learners
- We know that explicit teaching has impacted the most progress daily and step by step
- Teachers know their learners well
- Full Attendance makes progress

Actions Taken so far and plans moving forward:

✓ Consistent School-wide Practices:

- Established common routines for handwriting and writing norms across all classes.

✓ Prioritizing Core Learning:

- Reading, Maths, and Literacy are now prioritised in the morning to optimise learning time. We have changed our timetable to accommodate this.

✓ Targeted Learner Support:

- Additional students have been added to our Target Learners list for deeper understanding of their learning and needs.

- Applications are being made for RTLB, RTLit, and speech support.
- Small-step interventions are in place to help learners fill specific gaps.
- Fluid grouping - Teachers and T-Aides

✓ Spelling and Phonics Focus:

- A school-wide emphasis on Essential Lists and spelling rules.
- Junior School implementing Heggerty to support pre-phonological learning.
- IDeal continues in Years 2–6 to reinforce literacy skills.

✓ Mathematics Focus:

- Strengthening basic fact knowledge, place value and improving number understanding through hands-on materials and stronger understanding and structure of school-wide systems.