



Bellevue School: 2024 Annual Plan

Motto:

E tipu, e ako – Where Learning Grows

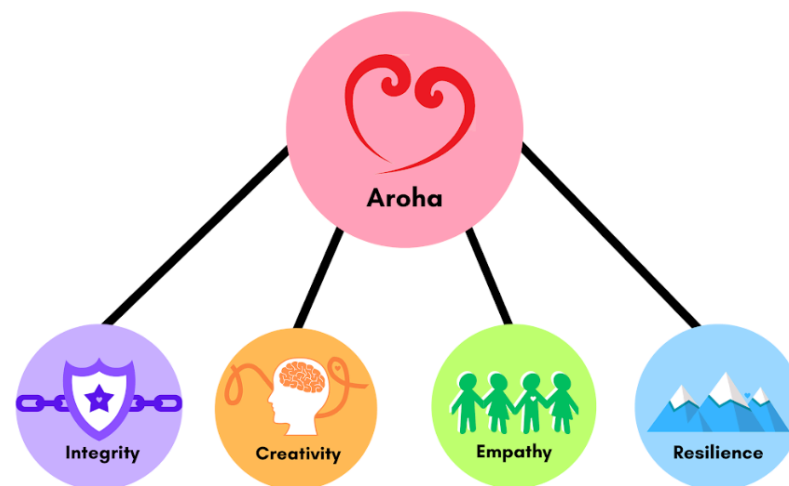
Vision:

Igniting Learning, Empowering Learners

At Bellevue School we show

Our Learner Dispositions:

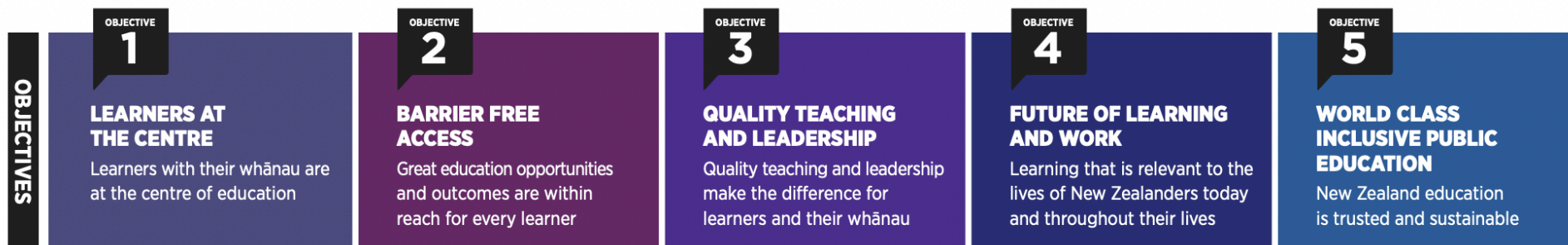
- Curiosity
- Collaboration
- Resilience
- Risk-taking
- Self-managing



2024-2025 [Strategic Plan](#) and [Action Implementation Plan](#)

[Bellevue Board's primary governance objectives](#)

[Link to The Statement of National Education & learning Priorities \(NELP\)](#)



Strategic Goal 1:
Ākonga: We belong, contribute and are active in our learning (NELP: 1, 2, 3, 4, 7)

Initiative	2024 Outcome	Key Actions	Leadership & Timeframe	Resources	Measures
<p>1.1 Te Tiriti ō Waitangi Ākonga know they have positive valued contributions to make.</p>	<p>Ākonga have a growing understanding that they have a positive valued contribution to make.</p>	<p>Celebrate and respond to the diverse cultures / identities of our student community through curriculum, promoting a sense of belonging (eg cultural celebrations, whakawhanaungatanga Fridays, Heritage Languages, Production).</p> <p>Explicitly highlight the relevance of students' learning to real life and the wider world. Actively look for and support students to contribute/give back to their wider community, including connecting with experts in the world of work.</p> <p>Teach students the Aroha values with a focus on Empathy alongside assertiveness skills to support the building of an increasingly positive student culture.</p> <p>Seek and respond to student voice to inform learning or wellbeing priorities, school decisions, assessment, teaching and learning approaches.</p>	<p>SLT, Whaka Friday Leads, Mātauranga Māori Lead, Heritage Language Lead, Production Lead- Ongoing</p> <p>Teaching Team, Tūrangawaewae Lead - Ongoing</p> <p>PB4L Team, Hub 4 & 5 Teachers, Production Lead - Ongoing</p> <p>SLT, Student Council Lead - Ongoing Terms 1-4</p>	<p>Whānau inventory Communication platforms</p> <p>Leadership release for planning</p> <p>Community expertise</p> <p>PB4L Network</p> <p>Student surveys - NZCER Wellbeing & other (informal)</p> <p>TAI - through Professional Growth Cycle</p>	<p>More students respond positively to the statements about culture or family background in 'Wellbeing @ School' survey. Ākonga willingly share and celebrate their cultural identity.</p> <p>Ākonga understand <u>why</u> they are learning what they are learning and are beginning to take action in their school and community.</p> <p>Students continue to report increasing levels of wellbeing in the NZCER Wellbeing@School survey - with a particular focus on 'Student Culture'</p> <p>Ākonga report a strong sense of belonging and safety at school and that their voice is valued.</p>
<p>1.2 Assessment for Learning Ākonga set goals and reflect.</p>	<p>Ākonga achieve their goals through their learning experiences.</p>	<p>Identify focus students whose needs have not yet been well met and collaboratively delve into data to:</p> <ul style="list-style-type: none"> • identify barriers • plan for deliberate acts of teaching to address these • monitor the impact of interventions <p>so as to accelerate progress.</p> <p>Embed schoolwide systems (Progress Tracker, PGC, TAI meetings) of monitoring progress towards student achievement targets at hub level.</p> <p>Increase opportunities for professional dialogue, collegial problem solving, planning, monitoring and evaluating the effectiveness of interventions.</p> <p>Utilise student voice to evaluate the effectiveness of teacher actions.</p> <p>Embed Better Start Literacy Approach effective practices in Year 2.</p>	<p>SLT, Hub Coaches (Literacy & Mathematics Leads) LSCs, MoE Learning Support Term 1-3</p> <p>SLT, Hub Coaches (Literacy & Mathematics Leads)</p> <p>SLT through PGC facilitation, Teaching Team</p> <p>BSLA Lead & teaching team</p>	<p>TODs - assessment focus</p> <p>Schoolwide data</p> <p>Progress Trackers</p> <p>Hub Meetings</p> <p>Hub Colleagues</p> <p>PLD - WLA Writing PLD, RTLB Effective Literacy Practice (Science of Reading)</p> <p>Student surveys</p> <p>BSLA</p>	<p>Students whose needs have not yet been well met make accelerated progress.</p> <p>Student progress and the impact of interventions is monitored more closely at individual teacher and hub level so that changes can be made to maintain/improve progress.</p> <p>Teachers are engaging in weekly professional dialogue about student achievement and professional practice.</p> <p>Teacher Inquiries provide evidence of student voice informing practice.</p> <p>Year 2 teachers are confident in the BSLA approach - achievement data is evidence of effectiveness.</p>
<p>1.3 Curriculum Learning experiences enable ākonga to reach their goals and aspirations.</p>	<p>What Ākonga bring to their learning is beginning to inform the local curriculum.</p>	<p>Develop a local curriculum that is relevant to the lives, culture, identities, strengths and aspirations of our Māori students and all our students.</p> <p>Develop ākonga skills and understandings in te reo and tikanga Māori through Te Reo Tuatahi Māori language and tikanga programme.</p>	<p>SLT, Whānau Māori, All Whānau - ongoing</p> <p>Mātauranga Māori Lead, Kaiāwhina Māori, Te Reo Tuatahi Lead - ongoing</p>	<p>SLT time, planning days</p> <p>Te Reo Tuatahi Programme & Resources Poutama Reo Kura Ahurea</p>	<p>Our Māori students, and all our students, report that their learning is relevant to their lives, culture and identity.</p> <p>All Ākonga are able to use their pepeha and make simple statements about their ancestry/where they are</p>

		<p>Continue to seek opportunities to involve whānau in school events and local curriculum.</p> <p>Seek and act on opportunities for our students to actively contribute to their community in ways that are valued.</p> <p>Provide Heritage Language / Cultural opportunities for our EAL students to support their sense of belonging.</p> <p>Embed Digital citizenship messages through learning with online tools so that students are supported to participate positively, safely, and confidently in the digital world.</p>	<p>FUNdraisers / All kaiako / kaiāwhina Māori - ongoing</p> <p>Tūrangawaewae Lead, Production Lead - Term 2-4</p> <p>SLT, Heritage Language Lead T1-3</p> <p>e-Learning Lead - ongoing</p>	<p>Whānau inventory</p> <p>School events: Matariki, Production, Learning Celebrations, Kapa Haka Festival, Whānau Hui</p> <p>Wellington Hindi School, Heritage Language speaking families</p> <p>Netsafe Resources</p>	<p>from. They have a kete of karakia / waiata.</p> <p>Whānau are increasingly involved in school events and learning experiences. Students are contributing to their school and community.</p> <p>Heritage language sessions are underway.</p> <p>Students have a kete of tools and understandings that support them to engage in the digital world positively.</p>
--	--	--	--	--	---

<p align="center">Strategic Goal 2 Kaimahi: We are growing as effective educators. (NELP: 1, 2,3, 4, 5, 6, 7)</p>					
Initiative	2024 Outcome	Key Actions	Leadership & Timeframe	Resources	Measures
<p>2.1 Te Tiriti o Waitangi Te Tiriti o Waitangi provides the foundation for positive relationships for all.</p>	<p>The school is beginning to strengthen te reo me ona tikanga and connections with local iwi.</p>	<p>Complete Hautu self review to identify areas for development in governance that gives effect to Te Tiriti o Waitangi.</p> <p>Engage with Te Ātiawa ki Te Whanganui a Tara/Taranaki Whānui perspectives on local historical narratives, tikanga and kawa through Kura Ahurea Cultural Kaupapa.</p> <p>Strengthen whānau hui and utilise Māori expertise - whānau, hapu, iwi, Board networks, professional learning to guide strategic direction of the school.</p> <p>Continue to develop the cultural responsiveness of our kaimahi so that they provide learning experiences that build on students' culture and identity.</p> <p>Develop staff capability to meaningfully incorporate te reo and tikanga Māori into everyday school life through Te Reo Tuatahi Māori language and tikanga programme.</p> <p>Strengthen connections with Ngā Hau e Whā o Paparāangi Marae and Te Korowai o Horokiwi cluster schools.</p> <p>Embed Whakawhanaungatanga Fridays as a school practice to involve whānau in learning with a focus on self directed learning, school values, dispositions.</p>	<p>Board - Term 1 - 3</p> <p>SLT, Kura Ahurea Leads, All staff -ongoing</p> <p>Board Whānau Māori Kaiāwhina Māori Mātauranga Māori Lead</p> <p>SLT, Kura Ahurea Kaiāwhina Māori - ongoing</p> <p>Te Reo Tuatahi Lead, Mātauranga Māori Lead - ongoing</p> <p>SLT, Tūrangawaewae Lead, Kaiāwhina Māori, Mātauranga Māori Lead - ongoing</p> <p>Whakawhanaungatanga Friday lead</p>	<p>Hautū - self review tool</p> <p>Poutama Reo - ERO school self review tool.</p> <p>Kura Ahurea Resources</p> <p>Time for leads to attend KA Wānanga</p> <p>Te Reo Tuatahi Language & Tikanga Programme</p> <p>Ngā Hau e Whā o Paparāangi Marae</p> <p>Te Korowai o Horokiwi cluster schools.</p>	<p>Bellevue school direction is increasingly guided by partnerships with our Māori Whānau, hapu and iwi.</p> <p>Students and staff have a growing understanding of the cultural narratives, tikanga and kawa of Te Ātiawa</p> <p>Whānau Māori are increasingly involved in school decision making.</p> <p>Kaimahi are increasingly aware of their own cultural lens and the place of unconscious and systemic bias in our educational landscape.</p> <p>All kaiako and kaiawhina are developing their te reo/tikanga Māori. Teacher inquiries / kaiāwhina goals reflect daily use of this.</p> <p>Staff and Ākonga are visiting NHEWOP. They understand what it is, know its stories and its significance in our community.</p> <p>Whakawhanaungatanga Fridays are a regular well attended event.</p>
<p>2.2 Assessment for Learning Everybody knows our learners.</p>	<p>Kaimahi have the tools to identify the strengths and aspirations of ākonga and their whānau.</p>	<p>Continue to build understanding and capability in assessment for learning including:</p> <ul style="list-style-type: none"> Professional learning in, and sharing of, effective assessment for learning practices 	<p>SLT - Literacy & Mathematics Leads - Ongoing</p>	<p>Data - mid and end of year</p> <p>Progress Trackers</p>	<p>Teachers are more confident in making and justifying their judgements about students' progress against the curriculum. They can describe:</p> <p align="center"><i>- Where each child is sitting</i></p>

		<ul style="list-style-type: none"> Moderation practices to support consistency of teacher judgements (reliability of data) and teacher understanding of progression across curriculum levels Use of summative assessment tools (PACT, BSLA) to inform teaching and learning Analysis of assessment to identify teaching actions and monitor their impact <p>Review existing practice in Literacy & Mathematics at Bellevue, develop shared understandings of effective practice, and provide support required to align the two.</p> <p>Collaborative Teacher Inquiries to focus on acceleration of students and utilising assessment for learning in Literacy.</p>	<p>SLT - Hub Coach Role & PGC Facilitation Term 2-4</p> <p>SLT, All teaching staff - ongoing</p>	<p>Teacher Only Days, Staff meetings, Hub Meetings</p> <p>ERO Research & Evidence (eg Making it Count Y1-3)</p> <p>Effective Literacy Practice, Best Evidence Synthesis (Mathematics), BSLA LSCs, RTLB ERO partner, PGCs</p>	<ul style="list-style-type: none"> How they know Their strengths and next steps What is working/not working Where to next <p>The way in which judgements are made is increasingly consistent across teachers, hubs and curriculum levels.</p> <p>Kaimahi have a shared understanding of effective practice in Literacy and Mathematics at Bellevue and this is evident in observations.</p>
<p>2.3 Curriculum Learning is effective, holistic and child-centered.</p>	<p>Kaimahi are developing a toolkit to respond effectively to the changing needs of our diverse community.</p>	<p>Continue to develop our Local Curriculum to align with refreshed vision and values, specifically:</p> <ul style="list-style-type: none"> Conceptual Curriculum Inquiry Cycle Logo <p>Embed Aotearoa New Zealand's Histories learning area into our Local Curriculum.</p> <p>Develop understanding of the Literacy & Mathematics learning areas of the NZC refresh, considering how these align to existing practice and adapting practice as required.</p> <p>Involvement in Effective Literacy Project (Year 3-6) based on Science of Reading pedagogy that underpins BSLA to strengthen Literacy practices in the middle and senior school. Explicit phonics teaching in Year 3-6.</p> <p>Learn about our school whakapapa - whenua, school song, four winds, karakia to increase sense of tūrangawaewae.</p> <p>Partner with Te Korowai ō Horokiwi schools to develop resource kete of local stories.</p> <p>Professional learning supports planning for, and supporting of, EAL learners.</p> <p>Embed PB4L pedagogies from 2021-2, including establishing new break times and Play, Eat, Learn approach.</p> <p>Continue to work towards our cluster vision of strengthening and sustaining students' tūrangawaewae, hauora, whanaungatanga, kotahitanga and ako across our kura from early childhood to college.</p> <p>Continue developing relationships with local organisations/businesses to support student learning.</p>	<p>SLT, PB4L Team, Logo Team (e-learning Lead) - ongoing</p> <p>All Teaching Team - ongoing</p> <p>SLT (Literacy & Mathematics Leads) Term 2-4</p> <p>RTLB Effective Literacy Project Lead Y3-6 Coaches Term 1-3</p> <p>Tūrangawaewae Lead - ongoing</p> <p>Tūrangawaewae Lead Term 2-4</p> <p>DP, SENCO & LSC - ongoing</p> <p>PB4L Team, Production Lead - ongoing</p> <p>TKoH Boards, Principals, SLT, Mātauranga Māori Lead - ongoing</p> <p>Board, SLT, FUNdraisers, All Staff, Production Lead - ongoing</p>	<p>Leading Local Curriculum Guides & Resources</p> <p>ANZH Curriculum Area resources NZC Refresh Resources & Learning Area Descriptors, Progressions & Common Practice Model</p> <p>RTLB Webinars, Yolande Sorrell Resources, LSC support</p> <p>Te Korowai ō Horokiwi Cluster Schools Whānau Māori (Hui) Kaiawhina Māori Ngā Hau e Whā o Paparāangi & kaumatua</p> <p>TkoH networks Professional learning opportunities Teacher Only Days</p> <p>Whānau, Community & Local Business expertise/resource</p>	<p>Logo is refreshed, socialised and adopted by our current community. Conceptual curriculum development is underway. Inquiry cycle is in use.</p> <p>Teachers are confident in designing local curriculum that integrates The ANZH learning area.</p> <p>Teachers are planning learning programmes from the refreshed Literacy and Mathematics learning areas of the NZC.</p> <p>Science of Reading pedagogies are beginning to underpin Literacy teaching and learning throughout the middle and senior school.</p> <p>Our school community has a deepening understanding of our whakapapa.</p> <p>A bank of local stories is developed and shared with cluster schools.</p> <p>Teachers report confidence in responding to the needs of EAL learners.</p> <p>Students are more settled for learning times and experience less issues at playtimes (PB4L data)</p> <p>Over time students experience cohesive learning pathways that support their wellbeing and sense of belonging.</p> <p>Bellevue has increasing connections with local organisations/businesses.</p>

Strategic Goal 3:
Whānau me te hapori: Relationships are valued, meaningful and two way. (NELP: 2, 3, 5,7)

Initiative	2024 Outcome	Key Actions	Leadership & Timeframe	Resources	Measures
<p>3.1 Reporting Reporting that works for families:</p> <ul style="list-style-type: none"> - Timely - Holistic - Honest - In plain language 	<p>The school is making changes to reporting processes in response to feedback and seeking feedback on these.</p>	<p>Review existing processes for reporting to families in light of feedback from 2023.</p> <p>Adapt reporting processes to provide honest, timely information on student progress & next steps across the curriculum in plain language Trial this for first half of year.</p> <p>Provide clear visual for families of where the child is sitting against the NZC throughout the year - also to indicate progress over time.</p> <p>Schedule two opportunities for face to face conversations with the teacher during the year (second one dependent mid year feedback) - optional child attendance.</p> <p>Provide templates and support to teachers for consistency of reporting processes across school.</p> <p>Communicate changes with families and gather feedback.</p>	<p>SLT - Early T1</p> <p>SLT, Teaching Team, Reporting Leader</p> <p>Term 1 & 2</p> <p>SLT Lead for Reporting Term 1 - ongoing</p> <p>SLT Term 1 (scheduled for end Term 2 & 4)</p> <p>SLT & Reporting Leads Term 1</p> <p>Principal, SLT Term 1 & end Term 2</p>	<p>SLT planning days</p> <p>TKoH contacts - reporting in cluster schools.</p> <p>TKi guidance on Reporting to families</p> <p>Bellevue Poutama and progressions</p> <p>School interviews platform</p> <p>2 days reporting release</p> <p>Newsletter, Seesaw, Survey</p>	<p>Every family has received a reading, writing, mathematics and cross curricular learning story post via Seesaw in the first half of the year.</p> <p>Every family has opportunity to meet face to face with the teacher to discuss academic progress at the end of Term 2.</p> <p>Reporting processes are consistent across the school.</p> <p>Family feedback gathered at mid year indicates that: reporting processes are working for them OR changes are required for the second half of the year.</p>
<p>3.2 Communication Opportunities for two way communication between home and school increase.</p>	<p>The school is trialling more effective use of existing tools for two way communication with families.</p>	<p>Consistently provide opportunities and avenues for reciprocal communication between home and school to:</p> <ul style="list-style-type: none"> - inform school planning - improve or develop existing events - raise queries or considerations. <p>Use existing school events (Matariki, Production, Kapa Haka) as opportunities to hear from families face to face or through 'Grow/Glow' feedback</p> <p>Open up Facebook commenting to allow for queries or comments on school event posts.</p> <p>Utilise Seesaw for reporting, communication to families, engagement in learning, and to gather feedback both for students learning or school direction.</p>	<p>Board, SLT, All staff - ongoing</p> <p>Board, all staff, Kaiāwhina Māori Ongoing</p> <p>Board, SLT Ongoing</p> <p>SLT, Teaching Team, e-Learning Leader Ongoing</p>	<p>Community events:</p> <ul style="list-style-type: none"> - Picnic - Matariki - Whaka Friday - Three Way Conferences - Learning Celebrations - Digital Awareness Evening - Production - Whānau Info Evenings - Digital platforms 	<p>Families are engaging more in communications with the school as evidenced through:</p> <ul style="list-style-type: none"> - Seesaw commenting - Feedback from events - Facebook commenting
<p>3.3 Communication Information for whānau is easily found and understood.</p>	<p>The school is working towards making school information more accessible.</p>	<p>Improve access to the guiding documents for Bellevue School with a focus on:</p> <ul style="list-style-type: none"> ● Being concise ● Using plain language ● Translatable (Seesaw, Newsletter) ● Easy to locate <p>Increase reminders - for upcoming events - through all channels.</p> <p>Define use of existing communication platforms for staff/community for clarity - website, newsletter, Seesaw, Facebook, email</p> <p>Support families with use of digital learning and reporting</p>	<p>SLT, eLearning Lead</p> <p>Term 1 - Term 3</p> <p>Office staff, Principal, SLT and teaching staff Ongoing</p> <p>SLT, eLearning Lead Term 1</p> <p>eLearning Lead Term 1</p>	<p>School communication platforms:</p> <p>Website Facebook Newsletter Email Seesaw eTap (SMS)</p> <p>Leadership time</p>	<p>Families report being able to easily access guiding documents and information about Bellevue School.</p> <p>Families report feeling well informed about school events.</p> <p>Staff and families are clear about which platform is used for which communication and there is consistency across the school.</p> <p>Families have access to a portal that outlines the e-Learning tools used at Bellevue.</p>

		platforms such as Seesaw, Mathletics, Reading Eggs. Keep school communications concise and targeted and through appropriate platforms for the type of communication.	Office staff, Principal, SLT and teaching staff Ongoing		Families report that communications are concise and targeted.
3.4 Engagement Whānau know that their involvement is valued and encouraged.	Whānau are attending school events in greater numbers and providing feedback.	Survey families what community events that would be useful during the year. Provide events that respond to our community voice and school direction. Continue to strengthen relationships with our whānau Māori through regular hui that inform decision making for local curriculum.	SLT - Beginning Term 1 Board, All staff, FUNdraisers - ongoing SLT, Mātauranga Māori Lead, Kaiāwhina Māori - ongoing	Beginning of year picnic FUNdraisers Kura Ahurea Kai - budgeted	There are high levels of attendance at school wide events. A greater number of whānau Māori are attending hui.

Summary of Student Achievement Targets 2024

Please note that while the school is focusing intensely on accelerating learning for students who are not working at the expected curriculum level in all cohorts, there is also a focus on raising achievement levels in identified cohorts of students in the school that have not previously been achieving at expected levels.

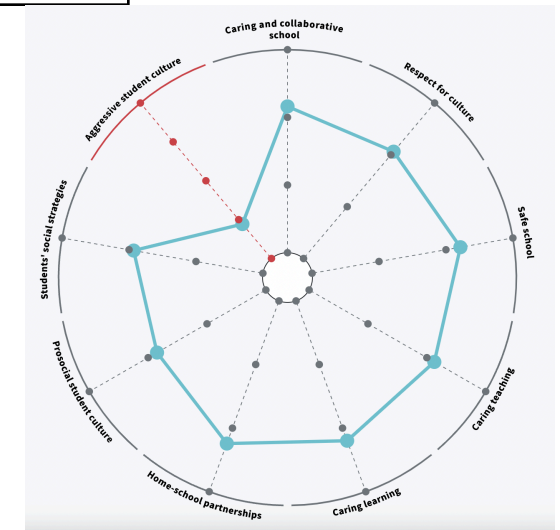
Target 1 – Student Well-being

To continue to celebrate culture and identity as a platform for ako and turangawaewae, involving and acknowledging students' contributions to learning and behaviour.
To build positive student culture with a focus on empathy and students expressing their feelings and needs positively and assertively.
Reviewed in December 2024 with a focus on the Year 4-6 cohort group.

The school will continue to focus on **leveraging students' culture and family ako and turangawaewae** in 2024 so that a greater number of the 2024 Year 4-6 cohort are responding positively in the 'Respect for Culture' aspect of the NZCER 'Well-being at School' Student Survey at the end of 2024 than the Year 4-6 cohort at the end of 2023.

2023 Wellbeing at School Overview of Aspects

background as a platform for



- **Respect for culture target:** Increase the mean score for this aspect of the Wellbeing at School survey from 69.3% in December 2023 to 75% in December 2024

The 2024 Year 4-6 cohort will:

- Demonstrate the value of empathy through explicit teaching, learning and acknowledgement of this value
- Practise **respectful, honest, direct and calm communication of their feelings and needs**

so that a greater number are responding positively in the 'Aggressive Student Culture' aspect of the NZCER 'Well-being at School' Student Survey at the end of 2024 than at the end of 2023.

- **Aggressive student culture target:** Increase the mean score for this aspect of the Wellbeing at School survey from 22.7% in December 2023 to 30% in December 2024

Target 2 – Reading

To continue to increase the percentage of students who are achieving at or above the appropriate curriculum level in Reading by December 2024, especially in the identified target groups of Year 4, Year 5 and Year 6 students.

All cohort groups will be accelerated so that a greater number are achieving at or above the appropriate curriculum level by December 2024.

- A change from 82% of all Year 1-6 students in 2023 to at least 85-90% achieving at/above.

The target this year is to move at least the following number of students in the identified group to be reading at/above appropriate curriculum level by December 2024:

- 73% Year 4 (36/49 Year 3 students in 2023) to at least 80% achieving at/above
- 86% Year 5 (44/51 Year 4 students in 2023) to at least 90% achieving at/above (to maintain 2023 progress)
- 82% Year 6 (40/49 Year 5 students in 2023) to at least 85% achieving at/above (to maintain 2023 progress)
- 76% Boys (69/91 Year 2-5 students in 2023) to at least 80-85% of 2024 Year 3-6 boys achieving at/above

Target 3 – Writing

To continue to increase the percentage of students who are achieving at or above the appropriate curriculum level in Writing by December 2024, especially in the identified target groups of Year 4, Year 5 and Year 6 students.

All cohort groups will be accelerated so that a greater number are achieving at or above the appropriate curriculum level by December 2024.

- A change from 75% of all Year 1-6 students in 2023 to at least 80-85% achieving at/above.

The target this year is to move at least the following number of students in the identified group to be writing at/above appropriate curriculum level by December 2024:

- 53% Year 4 (26/49 Year 3 students in 2023) to at least 70% achieving at/above
- 55% Year 6 (27/49 Year 5 students in 2023) to at least 70% achieving at/above
- 2024 Year 5 students (including those who have just met the curriculum expectation) to continue to track at/above the curriculum expectation so that more than 90% of Year 5 students are at/above the curriculum expectation in December 2024
- 58% Boys (53/91 Year 2-5 students in 2023) to at least 75% of 2024 Year 3-6 boys achieving at/above

Target 4 - Mathematics

To continue to increase the percentage of students who are achieving at or above the appropriate curriculum level in Mathematics by December 2024, especially in the identified target groups of Year 4, Year 5 and Year 6 students.

All cohort groups will be accelerated so that a greater number are achieving at or above the appropriate curriculum level by December 2024.

- **A change from 82% of all Year 1-6 students in 2023 to at least 85-90% achieving at/above.**

The target this year is to move at least the following number of students in the identified group to be at/above appropriate curriculum level by December 2024:

- **75% Year 4 (37/49 Year 3 students in 2023) to at least 80% achieving at/above**
- **65% Year 6 (32/49 Year 5 students in 2023) to at least 75% achieving at/above**
- **2024 Year 5 students (including those who have just met the curriculum expectation) to continue to track at/above the curriculum expectation so that more than 90% of Year 5 students are at/above the curriculum expectation in December 2024**