

Mathematics Target 2017

Strategic Priority 1:

Ensure all students are experiencing a rich personalized learning programme (active engagement of the learner) that puts children, their interests, aspirations and needs first.

Strategic Priority 2:

Ensure that all students are progressing and achieving their potential in relation to the NZ Curriculum Standards in Reading, Writing and Mathematics.

Mathematics Annual Aims

To decrease the number of students achieving below and well below the NZ Curriculum Standards in Mathematics

2016 Targets

All % are reflective of students achieving below, or well below the NZ Curriculum Standards

Baseline data: (2016)

After 1 year – 10%

After 2 Years – 19%

After 3 Years – 41%

Year 4 – 33%

Year 5 – 32%

Year 6 – 23%

Year 7 – 42%

Year 8 – 28%

Target 2017 (below or well below)

Year 3 Anniversary Girls = 40% or less

Year 4 Girls = 40% or less

Year 6 Girls = 22% or less

Year 6 Boys = 20% or less

Year 8 Boys = 23% or less

Annual Actions:	Led By	Budget	Resources
<ul style="list-style-type: none"> ● Seek MOE funding for PLD to work with Institute of Professional Learning (university of Waikato) around improving teacher capability and capacity with the teaching of Mathematics. ● Strong emphasis on Numeracy in Years 1-3. ● Guided Mathematics programmes evident in all classrooms. ● Delivery of a strong maintenance programme. ● Professional learning and support from leaders will ensure assessment for learning aligns accurately with NZ Curriculum Standards. ● Targeted TAI's, professional learning and development around the identified areas for improvement and planned actions. ● Integration of Strand into classroom programmes will be a focus. ● Ongoing focus on linking Mathematics with rich topic and the process of inquiry to support the application of Mathematical concepts. ● Increased focus will be placed on our learners' ability to apply their skills and knowledge to mathematical problems. ● Mathletics programme to help support, enrich and extend students in Mathematics. <p>Anniversary 1, 2 & 3</p> <ul style="list-style-type: none"> ● T2S (Transition to School) pack with Mathematics based resources to introduce children to some fundamental numeracy skills before they start school. ● T2S transitioning with a series of regular classroom visits, where teachers can build relationships with new entrant children before they start. ● Accessibility to Mathletics within the classroom programme. ● Continue to support students with making connections with more meaningful, authentic contexts. ● Planning with a more intentional focus on fractions and basic facts teaching. ● Use of digital technologies to enhance number knowledge, problem solving and strategy teaching. <p>Years 4-8</p> <ul style="list-style-type: none"> ● Continue to develop co-teaching strategies to foster added support with smaller groups, i.e. Station Teaching/ Alternative Teaching for direct instruction to target specific needs. ● Ensure our reporting to parents process is being followed to support and strengthen relationships. ● Continue regular monitoring of student progress through our assessment schedule. ● All students consider to be achieving below the NZC Standards will continue to be apart of target groups for 2017. ● Continue to further develop strong maintenance programmes to consolidate knowledge. ● Continued emphasis on strand based learning. ● Strongly encourage Mathletics for Years 4-8. Aiming to achieve 80% subscriptions. ● Resource strategically to cater for learners needs: i.e Purchase of class set text books and online learning resources: eg: NZC Mathematics Caxton Educational online Resource. 	<p>Leadership Team</p>	<p>\$5000.00</p>	<p>Leadership Team Continue to deliver purposeful P.L with the intent to grow professional capability in the teaching of Mathematics.</p> <p>Gaynour Terill (IPL)</p> <p>BES Mathematics in the NZ Curriculum.</p> <p>Robin Avrill & Roger Harvey 'Teaching Primary School Mathematics and Statistics.</p> <p>Leadership Team Prepare school wide data analysis</p> <p>Classroom Teachers – Analysis data at class and group level. Set clear next steps with students.</p>

Reading Target 2017

Strategic Priority 1:

Ensure all students are experiencing a rich personalized learning programme (active engagement of the learner) that puts children, their interests, aspirations and needs first.

Strategic Priority 2:

Ensure that all students are progressing and achieving their potential in relation to the NZ Curriculum Standards in Reading, Writing and Mathematics.

Reading Annual Aim:

To decrease the number of students achieving below and well below the NZ Curriculum Standards in Reading.

2016 Targets:

All % are reflective of students achieving below or well below the NZ Curriculum Standards

Baseline data: (2016)

After 1 year – 54%

After 2 Years – 16%

After 3 Years – 7%

Year 4 – 8%

Year 5 – 14%

Year 6 – 10%

Year 7 – 34%

Year 8 – 24%

Target 2017 (Below or Well Below)

3rd Anniversary Girls = 16% or less

Year 8 Boys = 20% or less

Writing Target 2017

Strategic Priority 1:

Ensure all students are experiencing a rich personalized learning programme (active engagement of the learner) that puts children, their interests, aspirations and needs first.

Strategic Priority 2:

Ensure that all students are progressing and achieving their potential in relation to the NZ Curriculum Standards in Reading, Writing and Mathematics.

Reading Annual Aim:

To decrease the number of students achieving below and well below the NZ Curriculum Standards in Writing.

2016 Targets:

All % are reflective of students achieving below or well below the NZ Curriculum Standards

Baseline data: (2016)

After 1 year – 29%

After 2 Years – 19%

After 3 Years – 24%

Year 4 – 21%

Year 5 – 32%

Year 6 – 20%

Year 7 – 42%

Year 8 – 38%

Target 2017 (below and Well Below)

2nd Anniversary (all) = 20% or less

3rd Anniversary Girls = 10% or less

Year 6 Boys = 30% or less

