



School Name:	Tokomaru School	School Number:	3046
Strategic Aim:	Strategic Intention A: Promote continuous improvement in all areas of the curriculum achieving the highest levels of achievement and progress in Reading, Writing and Mathematics.		
Annual Aim:	Global Target: To consistently improve the Mathematics progress of all students to the expected National Standard or Above for the length of time they have been at school (Years 1-3) or their end of year level (Years 4-8).		
Target:	MATHEMATICS TARGET 2017: All current Year 6-8 (10 students) who were Below or Well Below the National Standard in November 2016 will make more than one year's progress in relation to the National Standard for Mathematics and will be achieving At or Above the National Standard at the end of November 2017.		
Baseline Data:	Baseline Data Against National Standards Dec 2016: A total of 21 students were Below the National Standard in Maths at the end of November, two were Well Below. In the Year 6-8 cohorts we had 15 students (nearly half of the three year groups) who were BELOW or WELL BELOW in Maths. While 6 of these students are moving on to High School in 2017, we will have a Target Group of 10 students in Year 6-8; 6 are Girls.		

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>In addition to identifying these learners as focus learners who needed accelerated progress, we shared effective practice in the following ways:</p> <ol style="list-style-type: none"> 1. Staff identified the students who were achieving BELOW or WELL BELOW in Mathematics and created a shared ACTION PLAN for Maths, which was used to track and the on-going progress of these students (10 students from Year 6-8). 2. We regularly shared and discussed next steps and progress of target students at Staff Meetings. 3. Target students were referred to in Teacher Appraisals. Regular reflections were recorded (via the Action Plan) and shared by teachers. 4. Teacher Aide time was allocated to support Target Students on a needs basis, and was reviewed termly. The SENCO (Mel Bismark) applied for RTLB support as/when needed. 5. We worked with Bek Galloway (Building Powerful Learners - with a focus on Inquiry). Our work with Bek built on our development of Growth Mindset and Student-Directed Learning (with emphasis on motivation, student choice and student engagement). This built on the work teachers did in 2016 in their classrooms to introduce new approaches in Maths such as; workshops, 'Daily 4', student voice tasks, ICT integration etc. 6. Two staff visited three schools in Wellington to explore workshoping and student-led learning. This enabled them to come back to school and trial these new approaches. Maths workshops will be rolled out across the school in 2018 (after a successful trial in all rooms this year). 7. Inter-class teaching, targeted to the needs of individual students, will be the way forward on 2018 (via workshoping in Maths initially). 8. The "Kick It" Basic Facts Programme is now used from Year 2 upwards in all rooms, and has shown to provide excellent basic facts progress in all children. 	<p>75.8% of our children (75/99) are At / Above the Mathematics Standard.</p> <p>74.3% of our Maori children (26/35) are At / Above the Mathematics Standard.</p> <p>77.3% of Boys (34/44) are At / Above the Mathematics Standard.</p> <p>74.6% of Girls (41/55) are At / Above the Mathematics Standard.</p> <p>75.8% of our children are achieving At / Above the National Standard in Mathematics. This is slightly higher than the National Average of 75.4%. Achievement for Girls is slightly lower than Boys; nationally they are on par. Maori students achieved similar success as their European peers, and all Pacifika students achieved At/Above Standard.</p> <p>2017 has seen significant shifts in the numbers of students meeting or exceeding the Standard in Maths; 54 students in 2016 to 75 students in 2017. 8 students (8.1%) are achieving Above the National Standard; two of whom are Maori.</p> <p>Overall we have seen an increase of nearly 3% since 2016.</p>	<p>Teachers monitored those students they deem 'at risk of not achieving'. These students were identified on teacher's individual planning also.</p> <p>Teachers used the appropriate parts of GLOSS/JAM specifically to target learning outcomes for individual students. PAT and IKAN tests were also used to identify areas of need and to show progress across the year.</p> <p>We used online programmes such as IXL (whole school) and Khan Academy, and interactive animations from the NZMATHS site, in instructional sessions with students as well as independent activities (and follow-up practice).</p> <p>Teachers (Karen and Sara-Lee cross-grouped for Maths (as needed) thus ensuring that all students are well catered for.</p>	<p>Due to the success of workshops (high student engagement, retention and progress), we will be operating a workshop system in every class next year. Teachers plan and teach collaboratively across levels and strands.</p> <p>We will also be reviewing the Mathematics Curriculum Document to ensure that it still meets our needs.</p>

Planning for next year:

- We will continue to explore 'workshops'; developing our own 'flavour'.
- Sharing and discussions about next steps and progress will continue at Staff Meetings.
- Target students will be discussed at Staff Meetings monthly (timetabled for) and recorded in Teacher Appraisals. Regular reflections will be recorded (via the Action Plan) and shared by teachers.
- Teacher Aide time will be allocated to support Target Students on a needs basis, and will be reviewed at least termly. The SENCO (Mel Bismark) will apply for RTLB support as/when needed.
- Teachers will cross-group for Maths (only as appropriate and suited to the workshops being offered at the time) thus ensuring that all students are well catered for.