

Carterton School 2016**Goal: Improving** Literacy and **Numeracy**.**Mathematics****Target**

By the end of the year the percentage of **Māori students** below or well below national standard expectations for **mathematics** will reduce to 15% or less.

By the end of the year the percentage of **girls** below or well below national standard expectations for **mathematics** will reduce to 15% or less.

By the end of the year the percentage of **Year 6** students below and well below the National Standard in **mathematics** will reduce to 15% or less.

By the end of the year the percentage of **Year 7** students below and well below the National Standard in **mathematics** will reduce to 15% or less.

By the end of the year the percentage of **Year 8** students below and well below the National Standard in **mathematics** will reduce to 14% or less.

Budget / Resources

PLD budget
\$1500 total Maths budget

Background Data**Maths**

End of Year data in 2016 identifies that 27.7% (#25) **Māori students** are working in **maths** below or well below national standard expectations.

End of data in 2016 identifies that 26% (#34) **of girls** are working in **maths** below or well below national standards expectations.

End of year 2016 data identifies that 31.7% (#13) **Year 6 students** are working in **maths** below or well below national standards expectations.

End of year 2016 data identifies that 30% (#12) **Year 7 students** are working in **maths** below or well below national

standards expectations.

End of year 2016 data identifies that 30.4% (#7) **Year 8 students** are working in **maths** below or well below national standards expectations.

Actions / strategies to achieve target	Led by	Timeframe
1. <i>Yr 6/7/8 teachers investigate possibility of using a ‘Strand Based’ programme, based on data analysed from easTTLe, GloSS & PAT assessments.</i>	<i>Lesley Kennedy</i>	<i>Term 1-2</i>
2. <i>Sharing of best practice from ALIM across the school. [Accelerated Learning in Maths]</i>	<i>Nathan Hill (Maths leader, ex ALiM lead)</i>	<i>Ongoing</i>
3. <i>Review ‘CS Characteristics of an Effective Numeracy Classroom’ document – whole school.</i>	<i>Maths team</i>	<i>Term 1-2</i>
4. <i>Mathematics curriculum team to lead a review of basic facts teaching and learning across the school.</i>	<i>Maths team</i>	<i>Term 2</i>
5. <i>Organise a maths information day at school for whanau. Provide additional support for parents to help their child at home with home learning support packs.</i>	<i>Maths team with all staff</i>	<i>Term 2-3</i>
6. <i>Continue the SPRING into Maths intervention for specific students. Include teacher professional development to enable integration into everyday classroom maths for students following intensive learning.</i>	<i>Yr 4-8 staff</i>	<i>Term 2-3</i>
7. <i>Regular (2-3 weekly) focused reviews of progress & achievement of target students, in year group teams. ‘Faces of data’.</i>	<i>All teachers in teams</i>	<i>Terms 1-4</i>
8. <i>School wide ongoing monitoring of all students at risk of not achieving. Include IKAN assessments.</i>	<i>Leadership team</i>	<i>Ongoing</i>
9. <i>Review planning and practice in maths teaching across the school – observations and review of documentation.</i>	<i>Maths leader and team leaders.</i>	<i>Term 2-4</i>

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