

## **Annual Curriculum Target 2024:**

### **Strategic Aim:**

To ensure that all students are able to access the New Zealand Curriculum as evidenced by progress and achievement.

### **Annual Aim:**

To increase the number of student's achieving in Mathematics.

### **Baseline Data:**

Analysis of school-wide Mathematics data in November 2023 identified that 87% of our pupils were achieving at or above the expected level in Mathematics that is 13% (17 pupils) were not meeting the required academic level.

Our school target for 2024 is to have 89% of our students achieving the expected level for Mathematics, (our aspirational goal is to have 95% of our students achieving the expected level.)

To achieve our annual aim of increasing the number of our pupils achieving at or above the expected level for Mathematics we have identified two primary cohorts that give cause for concern: a group of seven year 4/5pupils (2024), and a group of five year seven pupils (2024). This data may change as we have a number of new pupils beginning at the school whose level of achievement we are unsure of.

For these pupils not yet achieving the expected level in Mathematics; six are well below and 10 are below the expected level (all students in our school are included in this data). We have identified that a number of them are close to achieving the expected level. Our goal is to have 50 % of the 10 pupils who are below the expected level in February achieving the standard by November. This will enable us to achieve our annual target and to get closer to achieving our aspirational goal.

### **Target:**

To achieve our target of having more that 89% of our pupils achieving in mathematics at or above the expected level we set the target of having 50%, or more, of our pupils, who are achieving below the expected level, meeting the target by the end of the year.

To achieve our strategic aim and thus our annual target for 2024 we have identified several general areas that we feel require to be a focus for resourcing and attention.

We are involved in two professional learning contacts that will support our staff in the development of the teaching of Mathematics at our school: our schools involvement in the assessment for learning contract with "ImpactED" (subject to acceptance) and our school's involvement in the Alim (accelerated learning in Mathematics) project 2024. We will focus on ; best practice in teaching Mathematics, moderation and goal setting using student agency. We will ensure resources that will support the teaching and learning of Mathematics are purchased and utilised.

We will continue to teach the Ideal spelling programme across the school and to develop the use of structured literacy to further support improved outcomes in Mathematics.

We ensure that every class includes an hour of daily Mathematics as a key component of their programme and that Mathematics is taught explicitly and that the students are given opportunities to complete mathematical task individually, collectively and ensuring that they see meaning in the tasks.

School wide PLD will have a focus on Mathematics, we have a teacher who will undertake ALIM training in 2024, and two teachers who will be involved in the termly lead teacher in maths support cluster. We will also receive support from the Col as Mathematics is also listed as one of their achievement challenges.

A six month “progress against the expected level” check will be conducted by the NE classroom teachers to identify, at an early stage, any pupil at risk of not meeting the standards, and if required suitable interventions and support will be put in place to assist these students.

To assist those students not achieving in the middle and upper school the classroom teachers will develop action plans that focus on the specific needs of each individual learner and a programme to support their specific needs will be put in place.

To help achieve our goals we will continue to use teacher aid programmes alongside teacher support as required. We will also use our syndicate groups to support each other to develop pedagogy, to develop action plans to support individual students and to analyse data and to use it to achieve progress.

The group of three Year 4/5 pupils achieving below the expected level in Mathematics will have made more than one year’s progress. That is to achieve our target for this cohort we need them to achieve accelerated progress. We aim to have 50 % or more of the pupils targeted in this cohort working at or above the expected level by the end of the year. We believe that these results are achievable by: incorporating fully our action plan to ensure achievement in Mathematics by ensuring that Mathematics is the focus for professional development for the 2024 school year and by regularly monitoring our success / variance against our targets by regular review and if needs be redirecting our resources and foci.

The group of three Year seven pupils achieving below the expected level will have made more than one year’s progress. That is to achieve our target for this cohort we need them to achieve accelerated progress. We aim to have 50 %, or more, of the pupils targeted in this cohort achieving at or above the expected level by the end of the year. We believe that these results are achievable by: incorporating fully our action plan to ensure achievement in mathematics, by ensuring that mathematics is the focus for professional development for the 2024 school year and by regularly monitoring our success / variance against our targets by regular review and if needs be redirecting our resources and foci.

Our PLD for the year will focus on Mathematics. We will use our school syndicates to: peer review teaching practice and curriculum delivery, moderate pupils work, look at teachers planning and model teaching and learning. We will continue with our support programmes and also continue to stress the importance of the home – school partnership

Note: 'Progress' measures the difference in achievement at two points of time. If a student starts Year 5 well below the Year 5 Mathematics standard, and at the end of the year has reached the Year 5 Mathematics standard, he or she has made more than one year's progress; this is accelerated progress.