

Reading Achievement 2022 Analysis of Variance

Curriculum Area		Reading	
Focus	<ul style="list-style-type: none"> All students are successfully able to access the New Zealand Curriculum as evidenced by achievement in relation to the expected Curriculum Levels in Reading. Self-review to inform individual and school wide growth and development. Provision of Professional Learning and Development. Deliberate action and change to support our target learners. 		
Baseline Data	<ul style="list-style-type: none"> 88.1% Māori were At or Above. 71.4% Pasifika were At or Above. 85.1% Year 7 students were At or Above 42.8% Year 4 students were At or Above 66.7% Year 3 students were At or Above. 85.2% Whole School students were At or Above. 		
Targets	<ul style="list-style-type: none"> 80% of Whole School students to be achieving at or above the expected Curriculum Level. 2021 Year 7 students to be a target focus group as 14.9% identified as being below/well below the expected Curriculum Level. 2021 Year 4 students to be a target focus group as 17.6% identified as being below/well below the expected Curriculum Level. 2021 Year 3 students to be a target focus group as 33.3% identified as being below/well below the expected Curriculum Level. 2021 Māori students are an area of focus as 11.9% identified as being below/well below the expected Curriculum Level. 2021 Pasifika students are an area of focus as 28.6% identified as being below/well below the expected Curriculum Level. 75% of these target students to be achieving at or above the expected Curriculum Level. 		
Responsibility	SMT, Literacy / Writing PLD Team, Literacy Leader, School Team Leaders, Teachers, P4C Leader, MSL Leader, LSC, RTLit, RTLb, Students		
Specific Actions	Expected Outcome	Analysis of Variance	
<ul style="list-style-type: none"> Term 1 PAT/Star data analysed and next steps formulated for planning and teaching focus areas. Reading assessment used according to child's needs, between Benchmarks and Probe. Teaching of learning qualities for improved growth mind-set. P4C weekly lessons to improve reading comprehension. Implementing the Professional Growth Cycle for teachers to reflect upon and improve practice. Apply learning around the NSS backpack learning qualities. Make links to the Teaching Standards. NSS appraisal process and Annual targets. Reading Recovery programme continued. 	<ul style="list-style-type: none"> Targets are centred around the achievement of the priority learners (students achieving Below or Well Below their expected Curriculum Level). Reading comprehension will improve through higher order thinking in P4C lessons. Student achievement data is analysed and action plans developed. 	<ul style="list-style-type: none"> Data reporting: continue system for staff to complete for Target/ Priority learners. Conferences / Reports Discussion held at team meetings. SMS updated on a regular basis. Class planning. Running Records completed, information analysed for next steps for planning. 	<ul style="list-style-type: none"> 80% of Whole School students to be achieving at or above the expected Curriculum Level. 82.9% Positive outcome; as this is 2.9% above expectation. 2021 Year 7 students to be a target focus group as 14.9% identified as being below/well below the expected Curriculum Level. 2022 27.5% Negative outcome; as this is a 12.6% decline. However, in the 2022 T1 vs T4 data, the Year 8 students went from 65% below/well below to 72.5% indicating an improvement of 7.5%.

<ul style="list-style-type: none"> • Target students present in daily planning documents (reviewed and discussed regularly). • Extra support (TA) during Literacy time. • Structured Literacy LLLL Year 1-4 • RTLit and/ or RTLB working with specific and identified groups students - and staff. • Using Decodable Texts school wide. • Using Mahi by Mahi • 6 year nets completed to inform next steps in consultation with the teacher of RR. • Reading workshops for collaboration classes, continue to build greater links between reading and writing for students to experience literacy as a connected whole. • Explicit teaching of 'The Code.' • SMART Goals used in conjunction with students. • Use of online reading resources – Steps Web, Study Ladder, LLLL apps, Lexia, Bookmaker app • AVAILL Reading Programme. • CSI Reading Programme. • The Writing Book, Sheena Cameron & Louise Dempsey. 	<ul style="list-style-type: none"> • Data is used to inform next steps, deliberate acts of teaching, improved standards. • Setting online programmes to strengthen Literacy at home, build home and school connections, especially during COVID-19 lockdowns. 	<ul style="list-style-type: none"> • Informal observations notes. • Students' reflections. • On-going PLD for staff in the key learning areas, assessment, Inquiry, Growth Mindset. • Use of Decodable texts. • Across school training on Literacy with Liz Kane. • Professional readings shared with staff. • 2022, a year that was marked by disruption to learning as a result of the impact of COVID-19. 	<ul style="list-style-type: none"> • 2021 Year 4 students to be a target focus group as 17.6% identified as being below/well below the expected Curriculum Level. 2022 24.2% Negative outcome; as this is a 13.9% decrease. However, in the 2022 T1 vs T4 data, the Year 5 students went from 36.4% below/well below to 24.2% indicating an improvement of 12.2%. • 2021 Year 3 students to be a target focus group as 33.3% identified as being below/well below the expected Curriculum Level. 2022 7.1% Positive outcome; as this is a 26.2% increase. • 2021 Māori students are an area of focus as only 11.9% identified as being below/well below the expected Curriculum Level. 2022 12.7% Negative outcome; as this is a 1.2% decrease. However, this is still 7.3% above expectation. • 2021 Pasifika students are an area of focus as 28.6% % identified as being below/well below the expected Curriculum Level. 2022 9.1% Positive outcome; as this is a 17.5% increase. • Māori students are a continued area of focus. • Pasifika students are a continued area of focus. • 80% of Whole School students to be achieving at or above the expected Curriculum Level.
---	---	---	---

Writing Achievement 2022 Analysis of Variance

Curriculum Area		Writing	
Focus		<ul style="list-style-type: none"> All students are successfully able to access the New Zealand Curriculum as evidenced by achievement in relation to the expected Curriculum Levels in Writing. Self-review to inform individual and school wide growth and development. Provision of Professional Learning and Development. Deliberate action and change to support our target learners. 	
Baseline Data		<ul style="list-style-type: none"> 86.4% Māori were At or Above. 62% Pasifika were At or Above. 70.2% Year 7 students were At or Above. 82.5% Year 6 students were At or Above. 67.6% Year 4 students were At or Above. 80.6% Whole School students were At or Above. 	
Targets		<ul style="list-style-type: none"> 80% of Whole School students to be achieving at or above the expected Curriculum Level. 2021 Year 7 students to be a target focus group as 29.8% identified as being below/well below the expected Curriculum Level. 2021 Year 6 students to be a target focus group as 17.5% identified as being below/well below the expected Curriculum Level. 2021 Year 4 students to be a target focus group as 32.4% identified as being below/well below the expected Curriculum Level. 2021 Māori students are an area of focus as 19.4% identified as being below/well below the expected Curriculum Level. 2021 Pasifika students are an area of focus as 38% identified as being below/well below the expected Curriculum Level. 75% of these target students to be achieving at or above the expected Curriculum Level. 	
Responsibility		SMT, Literacy / Writing PLD Team, Literacy Leader, School Team Leaders, Teachers, P4C Leader, MSL Leader, LSC, RTLit, RTLB, Students	
Specific Actions		Expected Outcome	Analysis of Variance
<ul style="list-style-type: none"> Deliberate in planning for and collaborating to improve our students spelling, punctuation and organisation in written language. Moderation of school wide writing assessment developed so that there is improved consistency and reliability of assessment information. Implementing the Professional Growth Cycle for teachers to reflect upon and improve practice. Make links to the Teaching Standards. Target students present in daily planning documents (reviewed and discussed regularly). Apply learning around the NSS backpack learning qualities. Moderate writing samples within teams more frequently. 		<ul style="list-style-type: none"> Direct teaching with target Groups in Writing. Targets are centred around the achievement of the priority learners (students achieving Below or Well Below their expected Curriculum Level). Student's will be able to give effective peer feedback, evident on google docs. 	<ul style="list-style-type: none"> Purchasing reading and phonetical apps for priority learning. RTLit worked with Target students School wide moderation took place Data gathered in writing to help build a more comprehensive overall teacher judgement. Literacy leads and team meetings to look at target students and at teaching practise. <ul style="list-style-type: none"> 80% of Whole School students to be achieving at or above the expected Curriculum Level. 81.6% Positive outcome; as this is 1.6% above expectation. 2021 Year 7 students to be a target focus group as 29.8% identified as being below/well below the expected Curriculum Level. 32.5% Negative outcome; as this is a 2.7% decline. However, in the 2022 T1 vs T4 data, the Year 8 students went from 50% below/well below to 32.5% indicating an improvement of 17.5%.

<ul style="list-style-type: none"> • Strong use of formative data collected to support and guide on going progress of Target Students. • Continue to use digital devices in class to motivate, support and engage students. • Explore effective apps to motivate writing. • Extra support (TA) during Literacy time. • Explore the use of google docs. • Obtain Student Voice on writing programmes. • NSS progressions reviewed against NZ Curriculum levels. • Focus on teaching students how to give effective peer feedback. • P4C weekly sessions to improve written skills. • RTLit and/ or RTLB working with specific and identified groups students - and staff. • Deliberate planning for and collaborating to improve our students spelling-using the “Code”, punctuation and organisation in written language. • Moderation of school wide writing assessment developed (in teams) so that there is improved consistency and reliability of assessment information. • TKI Writing Matrices used to assess student’s writing – reviewed against NZ Curriculum Levels. • P4C weekly sessions to improve written skills. • Explicit teaching of ‘The Code.’ • Strengthen internal evaluation through coaching so that teachers will take risks to adapt their teaching practice of writing, developing experiences and activities to engage our learner writers, selecting writing tasks that engage Māori children and in particular the boys, including developing the children's learning qualities. • PLD on developing the children's skills to reflect on their own writing, the writing process, the NSS Explorer Backpack of Learner Qualities. • PLD to develop strategies to increase student agency, engagement and participation in writing, making writing more meaningful to our Māori students. 	<ul style="list-style-type: none"> • Improved spelling programme and spelling ages. • Written feedback to teachers will inform next steps. • Improved writing skills by target students. • Improved effective teaching practises in writing programmes. Teachers upskilled. • Writing strategies used will meet identified needs. • Ongoing review and change as needed. • Ensured validity of OTJ’s through moderation. • Curriculum support programmes are put in place. • Setting online programmes to strengthen Literacy at home, build home and school connections, especially during COVID-19 lockdowns. • Targets are set, budgets are reviewed for future PD/ Planning. • Curriculum support programmes are in place. 	<ul style="list-style-type: none"> • P4C lessons used to develop sentence patterns. • Learning qualities and PLD on Growth Mindset and mindfulness has improved children’s dispositions towards writing. • The lockdown caused disruption to students’ learning and prevented our PLD from gaining momentum and traction. 	<ul style="list-style-type: none"> • 2021 Year 6 students to be a target focus group as 17.5% identified as being below/well below the expected Curriculum Level. 19.3% Negative outcome; as this is a 2.2% decline. However, in the 2022 T1 vs T4 data, the Year 7 students went from 25.8% below/well below to 19.3% indicating an improvement of 6.5%. • 2021 Year 4 students to be a target focus group as 32.4% identified as being below/well below the expected Curriculum Level. 57.6% Negative outcome; as this is a 25.2% decline. However, in the 2022 T1 vs T4 data, the Year 5 students went from 66.7% below/well below to 57.6% indicating an improvement of 9.1%. TARGET GROUP 2023 • 2021 Māori students are an area of focus 19.4% identified as being below/well below the expected Curriculum Level. 19.4% Positive outcome; as this is the expectation/ • 2021 Pasifika students are an area of focus 38% identified as being below/well below the expected Curriculum Level. 25% Positive outcome; as this is a 13% increase. • Māori students are a continued area of focus. • Pasifika students are a continued area of focus. • 80% of Whole School students to be achieving at or above the expected Curriculum Level.
--	---	--	--

Mathematics Achievement 2022 Analysis of Variance

Curriculum Area		Mathematics	
Focus	<ul style="list-style-type: none"> All students are successfully able to access the New Zealand Curriculum as evidenced by achievement in relation to the expected Curriculum Levels in Maths. Self-review to inform individual and school wide growth and development. Provision of Professional Learning and Development – whole school focus 2023 Deliberate action and change to support our target learners. 		
Baseline Data	<ul style="list-style-type: none"> 80.9% Māori were At or Above. 65.5% Pasifika were At or Above. 65.2% Year 7 students were At or Above. 73.2% Year 6 students were At or Above. 81.8% Year 3 students were At or Above. 78.3% Whole School students were At or Above. 		
Targets	<ul style="list-style-type: none"> 80% of Whole School students to be achieving at or above the expected Curriculum Level. 2021 Year 7 students to be a target focus group as 34.8% identified as being below/well below the expected Curriculum Level. 2021 Year 6 students to be a target focus group as 26.8% identified as being below/well below the expected Curriculum Level. 2021 Year 3 students to be a target focus group as 18.2% identified as being below/well below the expected Curriculum Level. 2021 Māori students are an area of focus as 19.1% identified as being below/well below the expected Curriculum Level. 2021 Pasifika students are an area of focus as 34.5% identified as being below/well below the expected Curriculum Level. 75% of these target students to be achieving at or above the expected Curriculum Level. 		
Responsibility	SMT, Mathematics Leader, Team Leaders, Teachers, LSC, RTLB, Students		
Specific Actions	Expected Outcome	Analysis of Variance	
<ul style="list-style-type: none"> Target students present in daily planning documents (reviewed and discussed regularly). Create expectations for Mathematics delivery and assessment. Maths PLD Leaders carry out observations to oversee effective maths programmes. Make links to the Teaching Standards. Staff meeting focus each time on one of the 3 curriculum focus areas as PLD for whole staff. Apply learning around the NSS backpack learning qualities. P4C weekly lessons to improve thinking, problem solving. Investigate ways to make Maths more meaningful to our Māori/Pasifika students. Motivation and engagement of open ended problems. 	<ul style="list-style-type: none"> Identified action plans and strategies to improve Maths progress. PLD to all staff on school wide Maths expectations ongoing. Direct teaching with target groups throughout year in Mathematics. Targets are centred around the achievement of the priority learners (students achieving Below or Well Below their expected Curriculum Level). Improved conversations 	<ul style="list-style-type: none"> CAAP plan for Maths continued. Development of the teacher practice in Maths pedagogy has improved dispositions and PLD in Coaching supported change in teacher practice. Target Students were monitored eLearning opportunities included in the teaching programme. Parenting programmes did not occur. 	<ul style="list-style-type: none"> 80% of Whole School students to be achieving at or above the expected Curriculum Level. 87.2% Positive outcome; as this is 7.2% above expectation. 2021 Year 7 students to be a target focus group as 34.8% identified as being below/well below the expected Curriculum Level. 37.5% Negative outcome; as this is a 2.7% decline. 2021 Year 6 students to be a target focus group as 26.8% identified as being below/well below the expected Curriculum Level. 6.2% Positive outcome; as this is a 20.6% increase.

<ul style="list-style-type: none"> • Continue CAAP plan expectations for Mathematics delivery and assessment. • Teaching of learning qualities for improved growth mind-set. • Apply learning around the NSS backpack. • Expectation of weekly rich task school wide. • P4C weekly lessons to improve thinking and problem solving. • Maths workshops for collaboration classes. • SMART Goals created with students. • Use of online maths resources – e-ako, Numicon, Prodigy Study Ladder and Seesaw. • PAT data driving aspects of curriculum coverage analysing teacher capability and lifting teacher knowledge. • Develop positive dispositions - consistent measuring across the school. • Identify and develop digital capability. • Implementing the Professional Growth Cycle for teachers to reflect upon and improve practice. • New Chromebooks purchased 	<p>between student and teacher.</p> <ul style="list-style-type: none"> • Improved disposition. • Maths strategies used will meet identified needs. • Upskill parents on Maths programme. • Improved results with target students. • Improved effective teaching practises each term. • Ensured validity of OTJ's through moderation. • Strategies used will meet identified needs. • Improved electronic learning across Mathematics programme. • Teachers are supported to include eLearning opportunities in their teaching programme. • Inquiry based Maths lessons. • Improved priority student results. • Review how Maths is being taught. • Setting online programmes to strengthen Maths at home, build home and school connections, especially during COVID-19 lockdowns. 	<ul style="list-style-type: none"> • Professional readings shared with staff. • 2021, a year that was marked by disruption to learning as a result of the impact of COVID-19. 	<ul style="list-style-type: none"> • 2021 Year 3 students to be a target focus group as 18.8% identified as being below/well below the expected Curriculum Level. 6.6% Positive outcome; as this is a 12.2% increase. • 2021 Māori students are an area of focus as 19.1% identified as being below/well below the expected Curriculum Level. 13.6% Positive outcome; as this is a 5.5% increase. • 2021 Pasifika students are an area of focus as 34.5% identified as being below/well below the expected Curriculum Level. 21.4% Positive outcome; as this is a 13.1% increase. • Māori students are a continued area of focus. • Pasifika students are a continued area of focus. • 80% of Whole School students to be achieving at or above the expected Curriculum Level.
--	---	---	--

New Zealand Curriculum Reading Targets 2023

Strategic Goals	Annual Aims	Target
<ul style="list-style-type: none"> All students are successfully able to access the New Zealand Curriculum as evidenced by achievement in relation to the NZC levels in Reading. Self-review to inform individual and school wide growth and development. Provision of Professional Learning and Development. Deliberate action and change to support our target and priority learners. 	Continue the Reading Recovery project for Literacy intervention and development. <ul style="list-style-type: none"> Continue the P4C Project for Literacy intervention & development. Implement review processes for Literacy. Provision of support and intervention for special needs students. Develop inclusive practice in school. Develop school wide Reading scope and sequence. School wide Literacy Team to monitor the action plans developed. To lift student achievement in Literacy for students identified as below the expected Curriculum Level. 	<ul style="list-style-type: none"> 85% of Whole School students to be achieving at or above the expected Curriculum Level. 2022 Year 5 students to be a target focus group in 2023 as 24.2% identified as being below/well below the expected Curriculum Level. 2022 Māori students are an area of focus as 12.7% identified as being below/well below the expected Curriculum Level. 2022 Pasifika students are an area of focus as 9.1% identified as being below/well below the expected Curriculum Level. 75% of these target students to be achieving at or above the expected Curriculum Level.

Cohort Data						Baseline Data-End 2022	
Level in 2022	Above	At	Below	Well Below	Total number of students	Percentages of children At or Above	
Year 5	18.2%	57.6%	24.2%	0%		75.8%	Whole school 48.6% At 40.8% Above = 89.4% Male 50.8% At 39.7% Above = 90.5% Female 46.5% At 41.9% Above = 88.4% Māori 50% At 37.3% Above = 87.3% Māori Male 55.6% At 34.7% Above = 90.3% Māori Female 43.5% At 40.3% Above = 83.8% Pasifika 63.6% At 27.3% Above = 90.9%

Specific Actions	Led by	Budget	Time Frame
<ul style="list-style-type: none"> Term 1 PAT/Star data analysed and next steps formulated for planning and teaching focus areas. Teaching of learning qualities, learning around the NSS backpack for improved growth mind-set. P4C weekly lessons to improve reading comprehension. Reading Recovery Programme continued, <ul style="list-style-type: none"> 2 Reading Recovery Teachers RTLit working with specific and identified groups students - and staff. Target students present in daily planning documents. Using Decodable Texts school wide. 6 year nets completed to inform next steps in consultation with the teacher of RR. 	Senior Management Team Literacy Team Literacy Leader School Team Leaders Teachers Philosophy for Children Leader (P4C) Multi Sensory Learning Leader (MSL) Learning Support Coordinator (LSC) RTLit RTLB Students	\$6000.00 Literacy Reading/Writing \$4700.00 Duffy	Terms 1 – 4

<ul style="list-style-type: none">• Reading workshops for collaboration classes, continue to build greater links between reading and writing for students to experience literacy as a connected whole.• Explicit teaching of 'The Code.'• SMART Goals used in conjunction with students.• Use of online reading resources – Steps Web, Study Ladder, LLLL apps, Lexia, Bookmaker app• AVAILLL Reading Programme.• CSI Reading Programme.• The Writing Book, Sheena Cameron & Louise Dempsey.• New Chromebooks purchased• New resources purchased• Requested PLD provided			
---	--	--	--

New Zealand Curriculum Writing Targets 2023

Strategic Goals	Annual Aims	Target
<ul style="list-style-type: none"> All students are successfully able to access the New Zealand Curriculum as evidenced by achievement in relation to the NZC levels in Writing. Self-review to inform individual and school wide growth and development. Provision of Professional Learning and Development. Deliberate action and change to support our target and priority learners. 	<ul style="list-style-type: none"> Continue the P4C project for Literacy intervention and development. Literacy Support - Teacher Aides years 1-4. Multi Sensory Learning programme years 1-4 Provision of support and intervention for special needs students. Develop inclusive practice in school. School wide Literacy Team to monitor the action plans developed. To lift student achievement in Literacy for students identified as below the expected Curriculum Level. 	<ul style="list-style-type: none"> 85% of Whole School students to be achieving at or above the expected Curriculum Level. 2022 Year 5 students to be a target focus group as 57.5% identified as being below/well below the expected Curriculum Level. 2022 Māori students are an area of focus as 19.4% identified as being below/well below the expected Curriculum Level. 2022 Pasifika students are an area of focus as 25% identified as being below/well below the expected Curriculum Level. 75% of these target students to be achieving at or above the expected Curriculum Level.

Cohort Data						Baseline Data-End 2022	
Level in 2022	Above	At	Below	Well Below	Total number of students	Percentages of children At or Above	
Year 5	6.1%	36.4%	57.6%	0%		42.5%	Whole school 40.6% At 41% Above = 81.6% Male 40.8% At 40.8% Above = 81.2% Female 45% At 41.2% Above = 86.2% Māori 40.3% At 40.3% Above = 80.6% Māori Male 36% At 41.3% Above = 77.3% Māori Female 45.3% At 39.1% Above = 84.4% Pasifika 25% At 50% Above = 75%

Specific Actions	Led by	Budget	Time Frame
<ul style="list-style-type: none"> Deliberate planning for and collaborating to improve our students spelling-using the "Code", punctuation and organisation in written language. Moderation of school wide writing assessment developed (in teams) so that there is improved consistency and reliability of assessment information. Target students present in daily planning documents (reviewed and discussed regularly). TKI Writing Matrices used to assess student's writing – reviewed against NZ Curriculum Levels. P4C weekly sessions to improve written skills. Explicit teaching of 'The Code.' Strengthen internal evaluation through coaching so that teachers will take risks to adapt their 	Senior Management Team Literacy / Writing PLD Team Literacy Leader School Team Leaders Teachers Philosophy for Children Leader (P4C) Multi Sensory Learning Leader (MSL) Learning Support Coordinator (LSC) RTLit RTLB Students	\$6000.00 Literacy Reading/Writing	Terms 1 – 4

<p>teaching practice of writing, developing experiences and activities to engage our learner writers, selecting writing tasks that engage Māori children and in particular the boys, including developing the children's learning qualities.</p> <ul style="list-style-type: none">• Developing the children's skills to reflect on their own writing, the writing process, the NSS Explorer Backpack of Learner Qualities.• Junior doing Colourful Semantics• Developing strategies to increase student agency, engagement and participation in writing, making writing more meaningful to our Māori students.• New Chromebooks purchased• New resources purchased• Requested PLD provided• Reviewing the NSS Writing Process Termly			
---	--	--	--

New Zealand Curriculum Maths Targets 2023

Strategic Goals	Annual Aims	Target
<ul style="list-style-type: none"> All students are successfully able to access the New Zealand Curriculum as evidenced by achievement in relation to the NZC levels in Mathematics. Self-review to inform individual and school wide growth and development. Provision of Professional Learning and Development. Deliberate action and change to support our target and priority learners. 	<ul style="list-style-type: none"> Provision of support and intervention for special needs students. Develop inclusive practice in school. All teams are cohesive and committed to improving practice. Combine P4C into the Maths programme. Maths Leaders to progress the action plans developed and target further PLD opportunities with PLD coordinator. To lift student achievement in Mathematics for students identified as below the expected Curriculum Level. 	<ul style="list-style-type: none"> 85% of Whole School students to be achieving at or above the expected Curriculum Level. 2022 Year 5 students to be a target focus group as 32.4% identified as being below/well below the expected Curriculum Level. 2022 Māori students are an area of focus as 12.8% identified as being below/well below the expected Curriculum Level. 2022 Pasifika students are an area of focus as 21.4% identified as being below/well below the expected Curriculum Level. 75% of these target students to be achieving at or above the expected Curriculum Level.

Cohort Data						Baseline Data-End 2022	
Level in 2022	Above	At	Below	Well Below	Total number of students	Percentages of children At or Above	
Year 5	17.6%	50%	32.4%	0%		67.6%	Whole school 50.2% At 37% Above = 87.2% Male 46.7% At 41.5% Above = 88.2% Female 53.6% At 32.6% Above = 86.2% Māori 48.3% At 38.1% Above = 86.4% Māori Male 47.4% At 42.3% Above = 89.7% Māori Female 49.3% At 33.3% Above = 82.6% Pasifika 50% At 28.6% Above = 78.6%

Specific Actions	Led by	Budget	Time Frame
<ul style="list-style-type: none"> School wide Focus for PLD 2023 Units for 2 curriculum leads, Junior/Senior Target students present in daily planning documents (reviewed and discussed regularly). Review and continue CAAP plan expectations for Mathematics delivery and assessment. Teaching of learning qualities for improved growth mind-set. Unpack and review the refreshed Maths curriculum Apply learning around the NSS backpack. Expectation of weekly rich task school wide. CP4C weekly lessons to improve thinking, problem solving. Investigate ways to make Maths more meaningful to our Māori/Pasifika students. 	Senior Management Team PLD Provider in Maths Mathematics Leaders School Team Leaders Teachers Learning Support Coordinator (LSC) Resource Teacher Of Learning/Behaviour (RTL) Students	\$6000.00	Terms 1 – 4

<ul style="list-style-type: none">• Motivation and engagement of open ended problems.• Maths workshops for collaboration classes.• SMART Goals created with students.• Use of online maths resources – e-ako, Numicon, Prodigy Study Ladder and Seesaw.• PAT data driving aspects of curriculum coverage analysing teacher capability and lifting teacher knowledge.• Develop positive dispositions - consistent measuring across the school.• Identify and develop digital capability.• More Chromebooks purchased.			
---	--	--	--