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Strategic Aim: Analysis report	<ol style="list-style-type: none"> 1. Within the process of ‘Teaching as Inquiry’, teachers monitor and reflect upon their teaching effectiveness and the impact their Mathematics programme is having on student learning and achievement specifically the 2016 Mathematics Curriculum and Achievement Plan (MCaAP) 2. Cater for the learning needs of identified target students through targeted intervention and specific learning support programmes including Perceptual Motor Programme (PMP), Teacher Oral Language Development Programme (TOLD)/KLST assessment in Years’ 1, 2 & 3, Irlen Screening in Year 4, Auditory Processing Disorder (APD) Screening in Year 4, ‘Hear Builder’ app. Lucid Screening and Language Learning Initiative (LLI). 3. Cater for the learning needs of all students through targeted differentiation within classroom programmes 4. Accelerate the progress and achievement for the students evidenced to be ‘Well Below’, ‘Below’ or achieving ‘At’ the National Standard in Mathematics 5. Provide PL & D to support digital, learner agency, student voice & personalised learning pedagogy (Refer to Annual Aims 3.) 6. Develop inclusive transitional practices (Refer to Annual Aims 4.) 7. Build inclusive whanau partnerships (Refer to Annual Aims 5.) 8. Strengthen the Ngā Pumanawa e Waru (NPeW) professional association / network
Annual Aims:	<ol style="list-style-type: none"> 1. To accelerate progress for all students identified as achieving ‘Well Below’ and ‘Below’ the National Standard in Mathematics by more than one year 2. To increase the number of students achieving ‘At’ or ‘Above’ the National Standard in Mathematics



	<ol style="list-style-type: none"> 3. Provide specific and relevant PL & D for teaching and support staff supported by strategic and targeted resourcing including sound digital, learner agency, student voice and personalised learning pedagogy (NPeW Digital Team & Core Education-MOE Centrally-funded PL & D 2017) 4. Review and develop inclusive transitional practices at all year levels including ECE and Year 7, as such, engaging whānau and our tamariki more willingly and purposefully throughout the learning journey (NPeW Engagement Team & Core Education-MOE Centrally-funded PL & D 2017) 5. Review, build and sustain highly effective and inclusive whānau partnerships in the learning process at a digital, personal, 1:1 level and whānau level, thus, removing any perceived or actual barriers to the learning journey of our tamariki (NPeW Engagement Team & Core Education-MOE Centrally-funded PL & D 2017)
<p>Target:</p>	<ol style="list-style-type: none"> 1. 20% of ALL female students will achieve 'Above' the N/S in Mathematics at the end of 2017 2. 25% of students 'After 1 and 2 Years' at School' (2016) will achieve 'Above' the N/S in Mathematics 'After 2 and 3 Years' at School' (2017)
<p>Baseline Data:</p>	<ol style="list-style-type: none"> 1. Overall Teacher Judgements (OTJ's) based upon sound formative and summative data gathered throughout 2016 in Mathematics which focused on three key areas: learning conversations, learning tasks and assessment tools. 2. Refer to the National Standards data and Overall Teacher Judgements (OTJ's) for Mathematics 2016



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>Actions: What did we do?</p> <ol style="list-style-type: none"> Plan for and implement 'Annual Plan – Curriculum & Student Achievement' and 'Annual Plan' strategies Teachers actively use 'Teaching as Inquiry' to reflect on the effectiveness of their Mathematics/Numeracy teaching practice Irlen Screening & monitoring of diagnosed students through in-school trained Irlen facilitator/SENCo & the 'Empowered Learning Trust' More specialised & focussed SENCo role school-wide 7. Strengthening school culture, inclusiveness & whanau engagement through genuine relationship building including whanau hui including the introduction of the Seesaw trial from Years' 4-6 2017 supporting student voice & learner agency Provision of superior teaching & learning resources at all levels including text resources & ICT tools/apps and Numicon) Involvement in on-line mathematical activities including '10 	<p>Outcomes: What happened?</p> <p>Target 1.</p> <p>20.3% (12 students) of ALL female students achieved 'Above' the N/S in Mathematics at the end of 2017. An increase of 9.0% (6 students) from 2016</p> <p>TARGET OF 20.0% ACHIEVED</p> <p>Target 2.</p> <p>45.9% (8 students) 'After 2 and 3 Years' at School' achieved 'Above' the N/S in Mathematics at the end of 2017. An increase of 34.8% (8 students) from 2016</p> <p>TARGET OF 25.0% ACHIEVED</p>	<p>Reasons: Why did it happen?</p> <p>All Targets</p> <p>Targeted teaching and the provision of required resourcing school-wide</p> <p>Effective 'Teaching as Inquiry' reflective practice school-wide</p> <p>Increased knowledge and understanding of assessment practices, assessment tools, levelling awareness and accuracy of OTJ's school-wide</p> <p>Targeted resourcing including Numicon, Sumblox, books & texts</p>	<p>Evaluation: Where to next?</p> <ol style="list-style-type: none"> Deepen teachers' understanding. pedagogy, reflective practice, teaching & learning in Mathematics Consolidate teachers' use of ICT teaching & learning tools/iPad Air/apps to support students engagement/interest in Mathematics & targeted learning needs Implement Seesaw school-wide to foster/support whānau engagement, student voice & learner agency Strengthen 'Professional Partners' priority for 2018 including links to CoL/Kahui Ako Oral Language, Seesaw, student voice & learner agency On-going focus on & priority to moderation, teaching practice & 'Teacher as Inquiry' Provision of additional PL & D in Mathematics as priorities and needs arise Provide superior levels of resourcing based upon the specific learning needs of all students including Numicon & Sumblox

- Monkey' competition, XtraMaths, Splash Maths and SkoolBo with a focus on creativity/creative apps
8. Teacher Aide/Registered Teacher specialised 1:1/small group teaching and learning
 9. Tauhara North #2 provision of Kip McGrath 2017
 10. Integration of ICT/iPad apps into teaching and learning programmes including Seesaw trial 2017

8. Prioritise the means to build educationally powerful and inclusive connections/partnerships with whanau, assisted by Ngā Pumanawa e Waru (NPeW). Refer also to 2. above

Planning for next year:

Planning for next year: Annual Plan 2018 & Strategic Plan 2018:

1. Sustain/consolidate school-wide Mathematics & Statistics/Numeracy peer support, role modelling & observational support/feedback/feedforward
2. Provision of targeted teaching and learning resources (as requested/recommended by classroom teachers, SENCo and Numeracy Lead Teacher)
 3. Provision of additional Teacher Aide time in 2018 (as required)
4. Build educationally powerful and inclusive connections/partnerships with whanau, including the implementation of Seesaw school-wide to support student voice and learner agency
5. Effectively and pedagogically integrate the ICT/digital/BYOD/Seesaw environment with a priority in the BYOD to Years' 5/6 facilitated by Lead Teacher ICT
6. Review moderation including both summative & formative assessment practices school-wide