



TE KURA O PAKIPAKI

National Standards NAG2A(b) 2015

School name and number: Te Kura o Pakipaki 2367

NAG2A (b)

Schools are required to report school-level data on Ngā Whanaketanga Rumaki Māori and/or National Standards under four headings:

- i. School strengths and identified areas for improvement
- ii. The basis for identifying areas for improvement
- iii. Planned actions for lifting achievement
- iv. How students are progressing in relation to Ngā Whanaketanga Rumaki Māori and/or National Standards.

NAG2A (b)(i) Areas of strength

National Standard subjects: Maths

- On-going Professional Development for all teaching staff has been provided by Maths leader.
- Resources are ranged in relevance to teaching needs and independent learning
- Support Systems are active for provisional teacher to form an effective Maths lesson/learning environment.
- The Maths data is being discussed and reviewed regularly.
- Planning and assessment tools are regularly discussed which are led by the team leader.
- To support both teachers and students regular observations are organised by the lead teacher to ensure on-going feedback and feed-forward.
- Teachers are motivated to teaching maths and are creating networks to further their own personal development

NAG2A (b)(i) Areas for improvement

National Standard subjects: Maths

Discussion:

- The Inquiry process has been an important driving tool for the staff to identify their own strengths and areas of improvement in monitoring their own progress through observations, self-review and discussions. A continuation of the Inquiry process for the staff will benefit students learning processes and teacher delivery.
- The staff are familiar and confident with the maths resources and can effectively use the resources for planning, teaching and assessing



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NAG2A (b)(ii) Basis for identifying areas for improvement

Discussion:

- There has been an increase with the students who are achieving at or above the National Standards. (2013 Above 14.8%, At 74.1%, 2014 Above 18.9%, At 69.8%)
- There has been an increase in the tamariki who are working below. (2013 Below 9.3%, Well Below 1.9%, 2014 Below 11.3%, Well Below 0%)
- There has also been a significant decrease for the female and increase for males who are working below. There are no longer students working Well Below. (2013 Female Below 10.7%, Well Below 1%, Male Below 7.7%, Well Below 0%, 2014 Female Below 6.3%, Male Below 19.0%)

NAG2A (b)(iii) Planned actions for lifting achievement

Review data and identify target tamariki – tamariki who are below

Identify the gaps of the target tamariki: knowledge, strategy, basic facts

Continue to focus on basic facts throughout the kura, implementing tasks within Statistics, Geometry and Measurement

Self-Review the Characteristics of an effective numeracy classroom for 2015

Review Inquiry in preparation for 2015 goals and professional development needed for staff

Maths lessons are structured with knowledge, teacher and independent activities.

Second year contract with Mathletics program: to assist in targeting, monitoring specific needs and regular reporting

Continuation of on-going opportunities for accelerate learning for those students who are at / above

Teachers and lead teacher will observe each other and provide feedback / feed forward

Assessment and Maths schedule will be followed

Students will articulate learning and provide evidence daily

Additional information:

The Annual Aim is to increase the number of students achieving at or above the National Standard for Maths. This annual aim has been achieved and now we need to think about changing it at BOT and staff level.