

To develop confident, numerate students who can apply and make connections to the real world they live in in the 21st Century.

Key improvement strategies and significant projects.

- Continue to develop and embed a consistently applied whole school approach to teaching and learning based upon shared understanding and beliefs.
- Continue to build individual teacher capacity for explicit teaching and the implementation of a differentiated curriculum which best ensures all students' progress their learning.
- Support continuous improvement through the integration of e5 instructional model, eLearning e.g. NZMATHS,, Ultranet and the National Curriculum.
- Implement a consistently applied Whole – School approach to assessment and reporting, to teacher moderation and subsequently to whole school data analysis which informs curriculum programs.
- Numeracy is a priority in AIP and budgeted according.

The school uses data to monitor and evaluate the effectiveness of Numeracy programs.

Planning uses baseline data to establish goals for improving numeracy outcomes. A range of data is available for use including the, *NAPLAN, On Demand Testing across all strands 3-6 and Numeracy Progress Assessment*. Teachers engage in moderation to ensure consistent judgement. *Performance and Development Plans* include numeracy as a focus for review linked to our AIP

Professional Learning Teams are actively involved in ensuring that numeracy learning is a central part of the school's improvement efforts. There is numeracy focus at PLT meetings and meeting schedule as 'inhouse' PD every term. The school has Numeracy Leaders and Committee. There is a school *NUMERACY IMPROVEMENT ACTION PLAN* which is regularly reviewed and updated by the Numeracy Leaders.

Teachers are part of a vibrant Numeracy learning community.

The school nurtures collaboration and reflective practice including shared planning, focused observation, examination of student work and professional dialogue around numeracy learning. Teachers use numeracy 'best practice', various coaching protocols and research to inform improvement efforts. New approaches are developed, trialled and evaluated.

Stimulating and Secure Learning Environment: School classrooms and facilities are good places for Numeracy learning.

Classrooms present a relevant, rich and stimulating learning environment. Students are challenged and engaged in their learning and feel supported in their efforts. They feel safe to take risks in their learning. Classroom routines are established and used to maximise learning time. Effective classroom and behaviour management processes are in place to minimise disruption to learning.