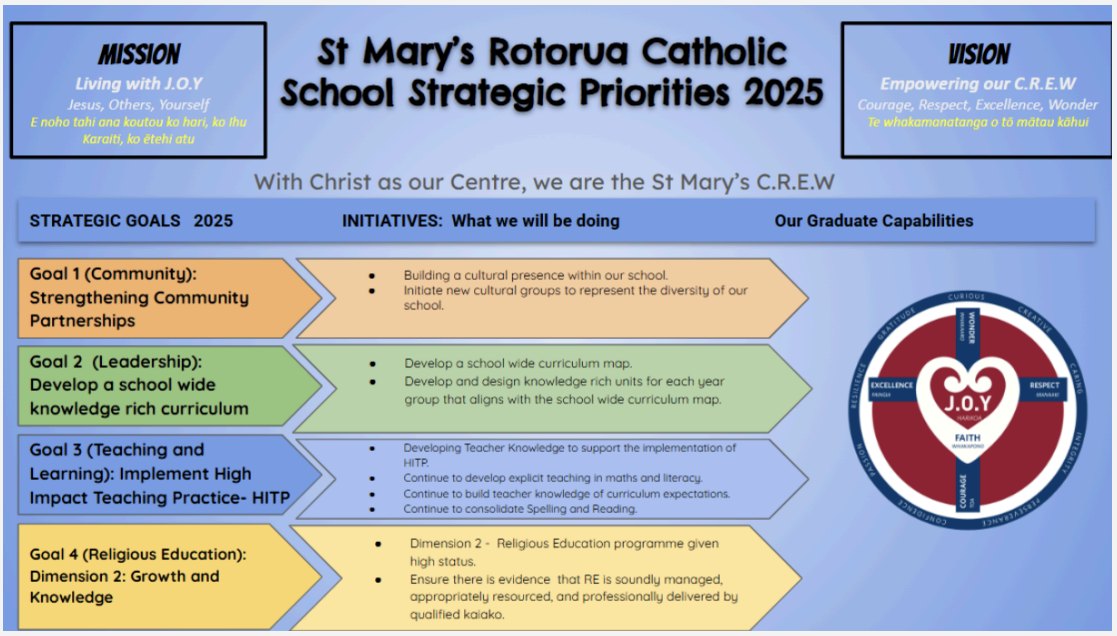
St Mary's Catholic School: Analysis of Variance of Mathematics Targets November 2025	
Focus:	**Mathematics**
Aim:	**To increase the number of students achieving 'At' or 'Above' the National Standard for Mathematics**
Strategic Goals 2025:	
	<u>Annual Mathematics Objective and Aim (2025):</u> • To sustain or increase the number of students achieving at or above the Expected Curriculum Level in Mathematics. • To inquire into the current Year 5 year group (both boys and girls) with a view to understanding underachievement. • Teachers using resources and tools effectively to improve mathematics teaching
Baseline Data: End of 2024 **(Targets for 2025)**	**Mathematics Baseline Data:** In Maths, currently **82%** of students across the school are achieving 'At' or 'Above' the Expected Curriculum Level. At the same point **last year 81 %** of students across the school were achieving 'At' or 'Above' the Expected Curriculum Level. In Maths, currently **82%** of boys across the school are achieving 'At' or 'Above' the

	Expected Curriculum Level. In Maths, currently **83%** of girls across the school are achieving 'At' or 'Above' the Expected Curriculum Level. In Maths, currently **91%** of our Maori students across the school are achieving 'At' or 'Above' the Expected Curriculum Level. In Maths, currently **78%** of our Pasifika students across the school are achieving 'At' or 'Above' the Expected Curriculum Level. In Maths, currently **73% of Indian students** are achieving 'At' or 'Above' the Expected Curriculum Level. . In Maths, currently **84% of Filipino students** are achieving 'At' or 'Above' the Expected Curriculum Level.
Outcomes for 2025 based on end of year data. What happened?	In Maths, currently **86%** of students across the school are achieving 'At' or 'Above' the Expected Curriculum Level. At the same point **last year 82 %** of students across the school were achieving 'At' or 'Above' the Expected Curriculum Level. In Maths, currently **85%** of boys across the school are achieving 'At' or 'Above' the Expected Curriculum Level. ● At: 58% (131 students) ● Above: 27% (61 students) In Maths, currently **86%** of girls across the school are achieving 'At' or 'Above' the Expected Curriculum Level. ● At: 68% (139 students) ● Above: 18% (37 students) In Maths, currently **91%** of our Maori students across the school are achieving 'At' or 'Above' the Expected Curriculum Level. ● At: 76 % (16 students) ● Above: 10 % (2 students) In Maths, currently **%** of our Pasifika students across the school are achieving 'At' or 'Above' the Expected Curriculum Level. **Girls** ● At: 64 % (7 students) ● Above: 0% (0 students)

	Boys • At: 30% (3 students) • Above: 10 % (1 student) In Maths, currently 87**% of Indian** students are achieving 'At' or 'Above' the Expected Curriculum Level. In Maths, currently **78% of Filipino** are achieving 'At' or 'Above' the Expected Curriculum Level. **Girls** • At: 76% (28 students) • Above: 8% (3 students) **Boys** • At: 61% (28 students) • Above: 13% (6 students)		
Goals for 2025:	• To sustain or increase the number of students achieving at or above the Expected Curriculum Level in Mathematics. • To inquire into the current Year 5 year group (both boys and girls) with a view to understanding underachievement. • Teachers using resources and tools effectively to improve mathematics teaching		
Targets for 2026 (from End of 2025 data)	• To have 92% or more of all students achieving 'At' or 'Above' the Expected Curriculum Level for Mathematics.		
Focus areas of Action for 2025	Outcomes (What happened in 2025?)	Reason for the Variance (Why did it happen in 2025?)	Evaluation: Where to next? For 2025 action plan
Key Goal: To ensure the teaching and learning of mathematics is robust • Staff/Team meetings to share consistency of teaching	Staff Meeting to share Junior School Mathematics programme for Year 0 - 2. Recap The Learner First PLD (Year 2 of 3 year PLD) Revisit an example of what a balanced maths weekly timetable might look like. Share the updated poster of The Learner First overview Mental Maths daily review programme and basic facts	Some variance	*An increase in teaching and learning of Mathematics is more robust with the delivery of EMP programme in the Junior School and basic facts and review in Senior School. The use of PRIME has increased teacher confidence*

content and delivery • Delivery of EMP in Yr 0-2 Junior classes • Delivery of Balanced Maths Programme in Yr 3 - 6 using TLF and PRIME as the main resource • Daily basic facts and Maths review (Mental Maths) • Using EDI practice in the delivery of teaching mathematics • Teachers using resources and tools effectively to improve mathematics teaching	daily maintenance programme started in Year 3 - 6. A set of guidelines and procedures was created this term to ensure consistency across classes. Maths Team attended day 1 workshop of PLD with Marie Hirst from The Learner First team - Open Ups Staff Meeting Week 4 - Open Up tasks Revisited the Learner First resources and a balanced timetable Report to the Board about Mathematics across the school. Routines revisited for Mental Maths and Basic facts programmes at Staff and Team Meetings Maths Team attend workshop - Unfamiliar Tasks #1 Staff Meeting - Week 7 Science of Learning in Mathematics Phase 2 Snapshot assessment shared with Tōtara Team to assist in making End of Year OTJ's Routines of Basic facts, review revisited to ensure consistency of delivery Walk throughs/Critical Friend observations focused on routines of Maths Review and EDI Some classes have trialled units from Ochre Maths Team continue to attend The Learner First workshop Unfamiliar Task #2 Classes continue to engage in daily basic facts and maths review Juniors reporting success with EMP Year 4 classes have trialed Ochre maths review slides		*in explicit direct instruction and resources from TLF have had an increase in the students using mathematical processes in learning.* *Looking ahead to 2026* • *Consolidate Explicit Direct Instruction* • *Consolidate HITS* • *Roll out EMP to Year 3 students* • *Using the new curriculum across the school*

	this term with success Staff Meetings/Class walk throughs focus on High Impact Teaching Strategies - shoulder buddies, white boards, warm calling, TAPPLE 2026 Maths overview created for Tōtara Yr 4 - 6 mapping new curriculum AO's, Unit Plans, and Ochre Daily review		
Key Goal: to improve the home-school partnership of all families, particularly our target students. **How?** • Teachers have regular meetings with the parents of target students. • Student-led conferences. • Parent Interviews • Parent meeting to share ideas of how to help children with maths at home / how to use math whizz. • Use information from Tapa Wha to build relationships with learners and whānau • Use Seesaw effectively to share mathematics	Korero Mai interviews to start the year ensure teachers are aware of whanau interests for their children's learning. Maths Whizz used as a home/school learning resource. Seesaw posts are being used by most teachers to share student learning with whanau. Sharing of Maths learning via Seesaw Maths Whizz certificates sent home Term 2 easttle results shared with whanau at 3 Way conferences in Term 3 3 way conferences in Term 3 to share learning Maths Whizz certificates shared with whānau Seesaw posts Maths Week photos shared via Facebook See saw as the main platform for sharing learning with whānau Reports sent home sharing OTJ's Learning Support Teachers taking groups of seniors for maths acceleration	No variance	*Seesaw, Korero Mai, 3 way conferences continue to be the main way to engage parents. The Learning Expo was not well attended, this may have been because of proximity to another event.* *Looking ahead to 2026* • *Continue to engage parents through Learning Expo* • *There will need to be a parent information session to share new curriculum and reporting tool*

learning with whānau			
Key Goal: For teachers, students, and parents to have easy access to a variety of learning tools & activities to support academic achievement in Mathematics. **How?** • Renew Math Whizz subscription • Maths Week - school-wide competitions and within-team competitions. • Teachers to indicate any equipment they need us to purchase with the Math budget at the start of 2025. • Twinkl and Wilkie Way subscription renewals.	Maths Whizz subscription continues. The Maths Whizz team spent a day at school to ignite students' interest in the platform. Twinkl and Wilkie Way subscription renewed for 2025. Numicon equipment has been distributed across the whole school. Resources bought for Measurement Phase 2 snapshot assessment tool shared with Years 4 - 6 Student Home Page has links to learning games and resources to support maths learning Ngati Whakaue resourcing for EMP 2026 Twinkl subscription renewed for 2026	No variance	*Maths week continues to be a whole school fun event especially for the Senior School.* *Looking ahead to 2026* • *Twinkl subscription will not be continued in 2026*
Key Goal: to accelerate the learning of students achieving below the Expected Curriculum Level. **How?** • Teams collaboratively identify, track and refine teaching/learn	SLT (Abby) commenced an accelerated learning group with Year 5 and 6 students this term using a PRIME screening tool to find a starting point. Her focus will be on increasing number knowledge and operations. Whole class teaching of daily review and basic facts should make an improvement for Tier 2 learners. Middle of Year OTJ's	Some variance	*We had a large group of students with very different needs for Maths on our Priority Learner Slides. There was little time in the timetable to target these students effectively* *LST worked hard to accelerate progress for our students below and well below.* *ELL groups concentrated on vocabulary throughout the year.*

ing practices for target students. Goals are set every 5 weeks. • Liaise with Team Leaders and SLT to monitor learners in tier 2 and 3 • Inquire into the mathematics learning of Asian and Pasifika students to accelerate learning • Accelerate learners in tier 2 • Acceleration of learners, in particular girls, from 'at expectation' to 'above expectation	analysed and discussed at Team Meetings Data added or updated to Priority Learner slides Any new students identified are referred to LST Maths extension group 1x week with Abby Maths support group Year 5 / 6 with Lori New online tool purchased to assist with our ELL students Michelle has included maths vocabulary with her ELL lessons Tier 2 priority learners supported by classroom teacher Learning Support Teachers taking groups of seniors for maths acceleration of Tier 2/3 students Tier 2 students supported by classroom teacher		*Looking ahead to 2026* • *A more targeted approach to Tier 2 and Tier 3 students need to be implemented - basic facts would be the most appropriate data to use for this as teachers can target Tier 2 students in class*
Key Goal: To build a learning-focused culture through coaching and mentoring methodology which focuses on improved outcomes for all learners via collaborative inquiry. • Each teacher will have a 'shoulder buddy' in a different year level to do observations,	Staff Meeting this term included a time for review with a shoulder buddy of rich routines. The Learner First PLD in Week 8 involved observing OpenUp tasks in 3 different classrooms. This will be the focus of our next staff meeting. Year 3 team using the model of Year 4 - 6 unit plans and yearly overview to implement PRIME into their planning. Teachers continue to use EDI and HITS in teaching and learning. Observations during Term 2 have been	Some variance	Staff Meetings, Observations from buddy teachers, and walk-throughs by the Senior Leadership Team assisted in building a learning - focused culture. Teachers focused on improving EDI and HITS in mathematics to improve outcomes for all learners. *Looking ahead to 2026* • *EDI and HITS will continue to be consolidated through buddy teachers, curriculum teams, and Staff Meetings*

have reflective discussions, and see progressions within school - part of our Professional Growth Cycle.	attached to Professional Growth Cycle folders Teachers continue to chat with Shoulder Buddy to refine EDI delivery, classroom layout, and HITS, Staff Meetings/Class walk throughs focus on High Impact Teaching Strategies - shoulder buddies, white boards, warm calling, TAPPLE		

2025 Summary Statement:

This year has focused on consolidating PRIME teaching and learning in Years 4–6. Teachers have used High Impact Teaching Strategies to deliver lessons explicitly, check understanding, and promote engagement in mathematics. Deliberate timetabling of basic facts and Mental Maths review has positively impacted achievement. While the booklet has supported progress, we will transition to Rocket Maths in 2026 for a more individualised approach, with Mental Maths review moving from the workbook to slides to align with the Science of Learning.

This is the second year of PLD with The Learner First, focusing on open-ended and unfamiliar tasks and consolidating pedagogy. Teachers access examples of tasks via The Learner First portal to support Unit Plans. The Kahui Ako will not participate in the third year of PLD.

Curriculum changes from the Ministry of Education required quick adaptation to new structure, achievement objectives, and expectations. A Yearly Overview for 2026 has been created to incorporate the updated curriculum, with maths review aligned to it. Ochre daily review slides, trialled in Year 4 this year, will be used more broadly in 2026. Years 4–6 teachers feel confident and supported in maths planning.

Junior classes continue to make progress with EMP, which will extend to Year 3 in 2026. Assessment tasks now allow teaching to be targeted to individual student needs, with Tier 2 and 3 students closely monitored.

Mathematics has been showcased through Seesaw posts, Maths Week, staff meetings, Celebrations of Learning, and the Maths and Literacy Expo. Next year, we aim to increase whānau engagement through sharing maths games and new curriculum expectations to support learning at home.

Looking ahead to 2026, we anticipate accelerated learning across the school through Explicit Direct Instruction, High Impact Teaching Strategies, and deliberate planning.

Goals for 2026:

- *Consolidate HITS*
- *Consolidate Explicit Direct Instruction*

- *Continue to strengthen Whānau Engagement*
- *Use Rocket Maths for the Basic Facts programme in Year 4 - 6*
- *Use Ochre Maths Review Slides for daily review*