

HOKOWHITU SCHOOL ANNUAL LITERACY AND MATHEMATIC TARGETS 2026

Target 1a

Strategic Goal # 1 Mathematics

Ensuring all ākonga gain confidence and experience success in literacy and numeracy.

Background

Hokowhitu School is committed to the ongoing development of maths and supporting our learners to improve their mathematical knowledge and application. We are also committed to lifting the capability of teachers so that they can apply effective maths pedagogies in their programmes.

We have traditionally had strong math results. As we transition to the new learning progressions for Math a bigger number of students are not meeting the new expected levels. Our target is to bring the number of our students meeting the expected level back to the levels and even better than what we had under the old curriculum levels.

Annual Target/Goal: Improve Learner Progress in Numeracy in relation to the new curriculum progression indicators

Where we are currently with our targets:

2024 - End of year Teacher informed decision data in Math

11016	Below Expectation	At Expectation	Above Expectation
Y0	100% (<u>1</u>)		
Y1	19% (<u>8</u>)	79% (<u>34</u>)	2% (<u>1</u>)
Y2	6% (<u>3</u>)	63% (<u>32</u>)	31% (<u>16</u>)
Y3	19% (<u>9</u>)	48% (<u>23</u>)	33% (<u>16</u>)
Y4	18% (<u>10</u>)	45% (<u>25</u>)	38% (<u>21</u>)
Y5			
Y6			
Totals	15.6% 31	57.3% 114	27.1% 54

2025 - End of year Teacher informed decision data in Math

11016	Below Expectation	At Expectation	Above Expectation
Y0			
Y1	13% (<u>5</u>)	87% (<u>34</u>)	
Y2	23% (<u>11</u>)	74% (<u>35</u>)	2% (<u>1</u>)
Y3	25% (<u>15</u>)	50% (<u>30</u>)	25% (<u>15</u>)
Y4	27% (<u>14</u>)	41% (<u>21</u>)	31% (<u>16</u>)
Y5	36% (<u>22</u>)	43% (<u>26</u>)	21% (<u>13</u>)
Y6			
Totals	26% 67	56.6% 146	17.4% 45

What do we expect to see by the end of the year?

1. An increase in the number of ākonga succeeding at their year level in Mathematics.
2. Literacy will be taught throughout phases 1 and 2 in a systematic and cohesive way, using the refreshed New Zealand Curriculum

Actions	Who is Responsible?	Resources Required	Timeframe	How will we measure this
Continue to embedding the Oxford Math resource into our programmes as a supporting resource	Priscilla	Nil	Term 1	Oxford math being used around the school
Establish math intervention groups - Using The Maths Acceleration Teacher (MAT) programme designed by the ministry	Kat , Jo, Gwenna	Staffing Moe math intervention staffing	Term 1	Math data
As part of our whole school review of our teaching and learning handbook - we will continue to look at our Math programme delivery, assessment, review current expectations, philosophy, approaches and tools for teaching and assessing maths.	Senior management	Nil	Ongoing	Revised Math section of our learning and teaching handbook.
Collect and analyse progress and achievement data, including the monitoring of our identified intervention groups.	Kat Reece	Nil	Term 2 & 4	Math data
Conduct a stock take of our maths resources/manipulatives and replace and replenish as required.	Priscilla	Maths budget	ongoing	School will be well resourced in math resources
Engage in Maths PLD, utilising the provided Ministry teacher only days to complete at least 2 days of the PLD for the revised NZC Mathematics and Statistics Learning Area. Julia Tongs	Kat	Catering	Term 2 & 3	

Target 1b

Strategic Goal # 1

Ensuring all ākonga gain confidence and experience success in literacy and numeracy

Hokowhitu School is committed to the ongoing development of reading and writing for our learners. We are also committed to continuing to lift the capability of teachers so that they can apply effective literacy programmes.

As in math we have had a drop in students meeting at or above expectation when measuring against the new learning progressions. Our target is to bring the number of our students meeting the expected level back to the levels and even better than what we had under the old curriculum levels.

Annual Target/Goal: Literacy

Improve Learner Progress in Literacy in relation to the new curriculum progression indicators.

Where we are currently with our targets:

Writing

2024 - End of year Teacher inform decision data in Writing
Old curriculum

11015	Below Expectation	At Expectation	Above Expectation
Y0	100% (1)		
Y1	33% (14)	65% (28)	2% (1)
Y2	25% (13)	75% (38)	
Y3	40% (19)	58% (28)	2% (1)
Y4	32% (18)	54% (30)	14% (8)
Y5			
Y6			
<i>Totals</i>	32.7% 65	62.3% 124	5% 10

2025 - End of year Teacher inform decision data in Writing - New curriculum

11015	Below Expectation	At Expectation	Above Expectation
Y0			
Y1	15% (6)	85% (33)	
Y2	47% (22)	51% (24)	2% (1)
Y3	28% (17)	72% (43)	
Y4	45% (23)	47% (24)	8% (4)
Y5	48% (29)	36% (22)	16% (10)
Y6			
<i>Totals</i>	37.6% 97	56.6% 146	5.8% 15

Reading

2024 - End of year Teacher inform decision data in Reading
Old curriculum

11014	Below Expectation	At Expectation	Above Expectation
Y0	100% (<u>1</u>)		
Y1	30% (<u>13</u>)	67% (<u>29</u>)	2% (<u>1</u>)
Y2	22% (<u>11</u>)	78% (<u>40</u>)	
Y3	23% (<u>11</u>)	35% (<u>17</u>)	42% (<u>20</u>)
Y4	25% (<u>14</u>)	43% (<u>24</u>)	32% (<u>18</u>)
Y5			
Y6			
<i>Totals</i>	25.1% 50	55.3% 110	19.6% 39

2025 - End of year Teacher inform decision data in Reading - New curriculum

11014	Below Expectation	At Expectation	Above Expectation
Y0			
Y1	18% (<u>7</u>)	82% (<u>32</u>)	
Y2	28% (<u>13</u>)	70% (<u>33</u>)	2% (<u>1</u>)
Y3	22% (<u>13</u>)	78% (<u>47</u>)	
Y4	27% (<u>14</u>)	41% (<u>21</u>)	31% (<u>16</u>)
Y5	30% (<u>18</u>)	43% (<u>26</u>)	28% (<u>17</u>)
Y6			
<i>Totals</i>	25.2% 65	61.6% 159	13.2% 34

What do we expect to see by the end of the year?

1. An increase in the number of ākonga succeeding at their year level in Reading and Writing .
2. Literacy will be taught throughout phases 1 and 2 in a systematic and cohesive way, using the refreshed New Zealand Curriculum.

Actions	Who is Responsible?	Resources Required	Timeframe	How will we measure this?
Whole school to be tested using Dibels to identify tier 2 and 3 students	Kat DP Carlee AP Jo intervention teacher	Time	Term 1 End of term 2 End or term 4	Tracking Dibel data Beginning, middle and end of year
Identify students for tier 3 intervention groups. Run daily tier 3 invention groups.	Jo and Carlee	Intervention teacher Funding (part moe funded part school funded)	Terms 1-4	Track progress through Dibel Progress testing and Beginning middle and end of year testing
Structured literacy PLD for Year 4 - 6 teachers	DP - to register staff for Term 2 2026	Relief staff (3 days). MOE approved PLD provider - Liz Kane.	Term 2	6 Teachers completed the phase 2 MOE structured literacy PLD.
Continue with the literacy leadership team with a focus of ensuring that literacy is taught across the phases in a systematic and cohesive way.	Literacy team.	Literacy materials/Literacy budget.	Terms 1-4	Revised literacy section of our learning and teaching handbook.

Liz Kane Two day writing workshop to be attended by 6 teachers	Kat - DP	PLD Funding	Terms 2	Up to date knowledge of teaching writing effectively
Continue to provide resources to support an effective literacy programme including a broad range of instructional reading options and teaching tools e.g. Tools for Teachers subscription.	Literacy team	Literacy budget	ongoing	Well resources in literacy
As part of our whole school review of our teaching and learning handbook - we will continue to look at our Literacy programme delivery, assessment, review current expectations, philosophy, approaches and tools for teaching and assessing maths.	Senior Management			
Collect and analyse progress and achievement data, including the monitoring of our identified intervention groups.	Kat and Reece	Nil	Term2 and term 4	Literacy data