

Pomaria School Annual Implementation Plan for Maths 2025

Strategic Goal	Initiatives	Measures	Actions	Accountable	Responsible	Forecast Start Date
1. LEARNER AT THE CENTRE To continue to grow Relationship Based Learning through the implementation of a coaching model.	- Implementing new resource for Maths programme to align with new curriculum.	- All learners to be using new Math resource. - Student voice about the new resource.	- New government resource - decision was made for PR1ME Maths to be used. - Resources distributed and utilised within classes - Track, organise, and distribute PR1ME resources according to learners' levels to ensure effective implementation of PR1ME across the school.	All teachers	Math team	Term 1 2025 Term 1
	- Sharing good practice of implementing Math resource.	- Math team to collect data from pilot group in regards to implementation of PR1ME - engagement, foundational skills	- Regular touch-base meetings with pilot group to share practices; successes and struggles with the implementation of PR1ME. - Use information from pilot group to prepare PLD for all teachers for full implementation in Term 2.	All teachers	Maths Team	Term 1
	Implement problem-solving pedagogy to align with new curriculum and new PR1ME Maths resources initiated by the government	- Maths team to collect data re: implementation - how is problem-solving being integrated into their programmes? - Sharing/observations of good practice.	- Evaluate instructional methods - Implementing problem-solving through tumbles, independent/peer tasks. - Including Maths talk moves as part of the PR1ME Maths session.	All teachers	Maths Team	Term 1
2. BARRIER FREE ACCESS Meaningfully incorporating Te Reo Māori and Pasifika Language and Culture into our kura through the lens of our local curriculum.	- Learn to count in te reo Māori & Pasifika Languages	- Evaluate students' counting skills in te reo Māori and Pasifika languages before and after instruction. - Ask Māori facilitator (Audrey) to introduce/integrate Maths concepts into her programme.	- Develop and implement lesson plans that integrate counting in te reo Māori and Pasifika languages - Liaise with Māori facilitator about how this could best be implemented in each class.	Maths & Māori Team	Maths team Individual teachers to incorporate into their lessons/programme.	Term 1

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	<ul style="list-style-type: none"> - Use materials/resources to support place value understanding. 	<ul style="list-style-type: none"> - Learners becoming more competent with foundational skills, e.g. understanding place value. - Shown through shift in skills and data, using formative assessment practices and frameworks to monitor shifts in learning. 	<ul style="list-style-type: none"> - Include activities that allow students to practice counting objects and using numbers in context - Reinforce place value concepts using materials/base ten blocks. Teachers knowing what resources and approaches could be used to teach place value. - Using reo Māori to reinforce place value, e.g. tekau mā waru (10 and 8 = 18) 	All teachers	Maths Team	Term 1

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<p>3. QUALITY TEACHING AND LEADERSHIP</p> <p>Ensure that every one of our learners gain sound foundation skills in Literacy and Numeracy.</p>	<ul style="list-style-type: none"> - Schoolwide Maths Action Research - Assessment: Upskill staff with current government initiatives. - Implement e-asTTle or PAT testing as per MOE guidelines. - Update Maths Frameworks to align with new curriculum - External facilitator provided by MoE to assist with Maths curriculum - Implementation of PRIME 	<ul style="list-style-type: none"> - Observation and Feedback; Evaluation of Data - monitoring and tracking; Group/Peer/Self reflection - Wānanga Tahī; - Use current and new assessment practices to triangulate data - Are there shifts in our schoolwide data? Is there more engagement in Maths? Do they enjoy Maths? - Teacher and learner feedback. Are there improvements in learners' ability to explain reasoning, use mathematical strategies and apply learning to new problems? - Evaluate the implementation of PR1ME - most effective way to use PR1ME resource, follow PR1ME chapters vs School overview and CCD. - Evaluate the effectiveness of the online Maths Pro resource and how to utilise it to reinforce lessons and skills taught. 	<ul style="list-style-type: none"> - Action Research driven in PLG's. Data and 'opportunities' identified with possible actions to drive. Reporting back as a leadership team. - Review a sample of assessments to ensure they reflect curriculum standards. - PLD for staff to use resource. - Collect qualitative data through classroom observations and teacher feedback on resource effectiveness. Teachers becoming more familiar with new curriculum - Developed a phased approach with Pilot/Core group to trial implementation of PR1ME to ensure smooth roll out for rest of the school. Teachers from across all levels of the school to trial in Term 1. - 1 term ahead of the rest of the school with the chapters focussed on Number strand, this will allow the core team to guide PLD and the implementation school-wide. - PLD session week 11 to prepare all teachers for full implementation in Term 2 	<ul style="list-style-type: none"> PLG Leaders/Management Maths & Assessment Leads Math team Math team 	<ul style="list-style-type: none"> PLG Leaders Assessment & Maths Team Core team/PR1ME pilot group 	<ul style="list-style-type: none"> Term 1 Term 1