

Gulfview Heights Primary School- Numeracy Operational Plan 2016-2018

Key Objective: Improve Numeracy Learning Outcomes for ALL learners, with a focus on increasing the percentage trend of students who attain DECD SEA, increasing the number of students who attain achievement in the top 2 bands and retaining them in the higher bands as they progress through their schooling years.
A whole school approach for teaching and learning Numeracy is maintained through the eight effective practices (DECD LNI Modules – Peter Sullivan).

Targets:	Key Strategies:	Evidence and Evaluation:
<p>Percentage of students attaining DECD NAPLAN Standard – Five Year Percentage Trend 2011-15 Year 3 – 82% Year 5 – 65% Year 7 – 72%</p> <p>2015 Percentage Year 3 -100% Year 5 – 78% Year 7 – 78%</p> <p>Percentage of students attaining achievement in Top 2 Bands Year 3 -30% Year 5 – 10% Year 7 – 17%</p> <p>2015 Percentage Year 3 – 50% Year5 – 27% Year 7- 12.5%</p> <p>Increase the percentage of Year 5 students who achieved in the upper 25% of all students in the state in Numeracy from their year 3 assessment – 17% 2015</p>	<p>Effective Teaching & Pedagogy</p> <ul style="list-style-type: none"> • Provide challenge for all learners. Develop a clear and focused whole school approach to intellectual challenge. • Collect and respond to evidence of students’ knowledge and understanding. Monitor and adjust learning at the school, class and individual level. • Identify learning goals by authentically involving students in setting specific, measurable, attainable, realistic and time-bound goals for personal learning and achievement. Students identify success criteria and teachers share assessment and reporting procedures with students. Teachers have documented individual learning goals/targets and strategies for intervention and support. • Make connections by facilitating timely teacher judgements about the next steps to meet individual learning needs. • Build fluency from conceptual understanding in all classes R – 7 through the numeracy block. The numeracy block comprises of opportunities to build fluency, skill development and time for practise in the use of these during problem solving. • Numeracy block encompasses modelled, shared and guided mathematics. • Foster engagement with rich learning environments are provided that promotes vocabulary development and students access problem solving experiences to promote the use and development of their skills through multi step instructions. • Facilitate meaningful collaboration and dialogue through mental routines and reflection time. • Follow the scope and sequence for the teaching of computation strategies. • 3/5 of mathematics learning time to be spent on the learning of Number. Minimum of 300 minutes per week dedicated to mathematics learning. Plot numeracy strand during 2016 to ensure this distribution. • Use digital technologies to connect and support authentic numeracy practices. Further professional learning for the use of iPads and other learning technologies. • Use the Preschool indicators and key elements to provide continuity of learning in the Early Years. • Use the Numeracy Continuum- Australian Curriculum to support planning across the curriculum. • Accommodations for Special Education, GOM ESL & Aboriginal students (all students at risk) are documented and monitored through NEPs and ILPs. 	<ul style="list-style-type: none"> • Student perception Audits/ TfEL Compass • Australian Curriculum Assessment tool (Achievement Standards and Content descriptors for each year level) is used to determine students reaching year level standards. • Documented and revised learning goals • NAPLAN data • PAT MATHS data • Classroom Walkthroughs & by leadership • Colleagues observe Numeracy Block and provide feedback. • A-E grades based on Australian Curriculum achievement standards in accordance with Federal Government requirements.
<p>Increase the percentage of Year 7 students who achieved in the upper 25% of all students in the state in Numeracy from their</p>	<p>Improvement Planning and Review</p> <ul style="list-style-type: none"> • Australian Curriculum Assessment tool used to inform teaching and flexible learning group structures across learning communities. It is also used to establish distance travelled for individual students. • PASA (Pattern and Structure Assessment) to be trialled in 2016 • NAPLAN data is analysed annually and is used to inform on areas that a greater emphasis be placed upon 	<ul style="list-style-type: none"> • Data for Special Education, GOM, ESL & Aboriginal students shows growth • Documentation of Wave 3 Intervention (Individual Learning Plans / NEPs) shows student growth

<p>year 5 assessment – 23% 2015</p> <p>Increase the percentage of students attaining an A or B grade in Mathematics. 2015 Percentage:</p> <p>Year 1 – 30%</p> <p>Year 2 – 27%</p> <p>Year 3 – 28%</p> <p>Year 4 – 5%</p> <p>Year 5 – 33%</p> <p>Year 6 – 34%</p> <p>Year 7 – 22%</p>	<p>from one year to the next.</p> <ul style="list-style-type: none"> • PAT Maths is implemented in years 3-7 with data used to inform numeracy practices. • Teacher perception data gained through annual operational plan review processes. • Implement rigorous evaluation processes that monitor the impact of intervention processes. 	<ul style="list-style-type: none"> • Students Develop Termly Learning Goals • Performance Development discussions
<p>100% of teachers show a growing confidence in teaching of Mathematics, evidenced by improvement in self-assessment rubric</p> <p>100% of staff implement a Numeracy block encompassing Natural maths methodology ie. mental routines, problematised learning, reflection time</p>	<p>Effective Leadership & Building Staff Capacity</p> <ul style="list-style-type: none"> • Staff use Learning Teams to make decisions regarding assessment tools, successes and future directions. • AC Coordinator appointed to oversee implementation of DECD Numeracy Strategy. • An R-7 balanced dedicated Numeracy Time is implemented. • SSOs document progress with their identified Intervention Support Students, and participate and review & development of individual student goals • Teachers are provided with opportunities for reflection regarding their own learning for Mathematics teaching. They indicate areas of need and interest for professional development through this process. • Site Self review processes are implemented annually to analyse Numeracy outcomes & review practices • Collectively revisit site vision & moral purpose to build a direct link to Numeracy practices • Whole school Numeracy Agreements & assessment expectations are revisited and updated accordingly eg. Numeracy Block expectations. • Organise staff share to facilitate collaborative planning and resource sharing- learning and assessment. 	<ul style="list-style-type: none"> • Annual Review of Operational Plan with all teaching staff • Sharing of Numeracy programs in Learning Team meetings • Performance Development discussions • Annual review of professional learning conducted through site self-review processes
<p>Numeracy parent survey shows high degree of satisfaction with Numeracy learning practices and programs</p>	<p>School Community Partnerships</p> <ul style="list-style-type: none"> • Seek parent and community feedback regarding the Numeracy Block through a questionnaire for all families. eg NLI Family Audit • Information regarding Numeracy teaching and learning is communicated through the school newsletter. • Opportunities are provided to showcase numeracy learning (Numeracy Expo, The Amazing Race). • Early Years/Primary years games sessions provided for families. This includes computation strategies/iPads. • Parent information sessions for new families- Whole School Numeracy Block • Teachers explicitly share adjustments made for individual students. 	<ul style="list-style-type: none"> • Family Audits • Governing Council Education Committee meetings • NEP/ILP Meetings • Parent/ teacher interviews

- Key:
- Recommendations / key strategies for action through teacher feedback & site self-review processes
 - Recommendations / key strategies for action from External School Review processes