

Numeracy Plan 2017

Site Priorities: Improved Numeracy outcomes for all students.

Results Plus- Pedagogical Shift

- Strategic Priority: Staff to collect data from student achievements to identify areas of success and development, then create plans that differentiate the needs for all students.
- Students view of how they learn Mathematics (Student Voice Action Plan) to help decide and design how they learn.
- To improve staff capabilities to deliver effective Numeracy learning through differentiating curriculum
- To develop a Numeracy Agreement and Assessment Agreement
- To improve students' abilities working with trusting the count and subsequent movement to the other Big 5 ideas

| Priorities <i>These are the agreed "big picture" results that have been identified through analysis of data</i> | Targets <i>Agreed, specific targets that clearly indicate what improved outcomes learners will achieve or demonstrate</i> | Strategies <i>The key actions that staff – teachers, SSOs, leaders – commit to do, so that learners are supported at classroom level to achieve the Targets</i> | Evaluation Measures <i>The processes, data and timelines to be used to monitor / measure / evaluate progress towards achievement of the Targets (how will we know?)</i> |
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| <ul style="list-style-type: none"> • Teacher Pedagogy | <ul style="list-style-type: none"> • Incorporating Numeracy across the curriculum especially in STEM • Develop Numeracy Block • Implement Numeracy Assessment Agreements • Implement the 8 ways Aboriginal students learn • Utilise the Big 5 of Numeracy • Access training with Numeracy and Critical and Creative Thinking experts to develop and | <p><u>Structured Learning Focus</u></p> <ul style="list-style-type: none"> • Purchase Maths 300 software • Using Numeracy experts, modelling, observing, feeding back. • 3 Way conversations after Numeracy expert and staff member observe practice then apply strategies • Implementing the Big 5 of Numeracy, starting with Trust the Count. • Use the Common Misconceptions for Understandings Tool to support assessing, planning and differentiating. | <ul style="list-style-type: none"> • Role- M results in JP and MP • Individual scaling twice yearly • Mathematics Achievement Standards Matrix to be completed for planning and put on data wall • Staff meetings to discuss the program and reflect on the processes. • Look at tests and identify whether improvements have been made. • NAPLAN results. • Reflect on warm ups that are being |

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| <ul style="list-style-type: none"> • Learning Design • Assessment and Moderation • Data | <p>implement authentic applications of Numeracy</p> <ul style="list-style-type: none"> • To continue to improve student dispositions towards Numeracy • Use ILPs to set measurable and achievable goals. • Training from experts to be implemented and reflected upon in our practice • Student Voice- students as decision makers and designers • Collaborative planning approaches as a staff • Implement Assessment Agreement • Use assessment for learning strategies (ACMT) to plan for the needs of individual students and AC. • Develop Instruction strategies to deliver lessons • Students to demonstrate and provide evidence through a variety of assessment tools regularly • Display, analyse and plan collaboratively using assessment data. | <ul style="list-style-type: none"> • Provide opportunities for students to reflect on their learning and share their experiences • Implement the Student Voice Action Plan • Collaborative planning as a staff using data and student voice. • More work and learning in small groups • Provide varying opportunities for students to demonstrate learning and for teachers and students to provide feedback on learning. | <p>used to improve students understanding of number facts.</p> <ul style="list-style-type: none"> • Analysing PAT-M results in MP and UP class • More engagement in Numeracy lessons. • Improved outcomes. • Students positively talking about maths. • At the end of each topic summative tests used to identify strengths and future areas to plan for. |
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