

Priority

Numeracy: Improvement in student's engagement and skill development in Numeracy

Key Findings

Strengths

NAPLAN

Percentage of students achieving the national minimum standard and their progress over two years:

2010 year 3 92% 2012 Year 5 100% Year 7 95%

93% of year 5 students were in the medium and upper progression rate for numeracy

83% of year 7 students were in the medium and upper progression rate for numeracy

Year 3 word number sentences, identifying shapes and related patterns, 3D shapes, interpreting graphs, subtractions and coins greater than \$1.

Year 5 3D shapes, questions related to data, 2 D shapes, measurement length, Volume

Year 7 Calculating angles, inverse operations, chance, 2D shapes, operations using decimal numbers, measurement using fractions, multiplication whole numbers by decimals

National Curriculum standard according to their expected year level and or intellectual development achieved.

ACER maths assessments

80% of students 3-7 are at or above their expected stanine levels.

Growth Areas

Confidence in understanding and interpreting the language of numeracy

Year 3s interpreting plans to locate points, 2 D shapes with shapes

Year 5s addition of 2 digit numbers, number sentences to determine volume, 3D objects, interpreting column graphs, angles, identifying numbers on a number line

Year 7s Transformational geometry / Speed, distance and time

NUMERACY Priority	Strategies	How	Evidence	Targets
<p>Develop common understandings and practices of R-7 in the teaching, learning and assessment of numeracy; incorporating the implementation of the Australian Curriculum</p> <p>Develop and use consistent practices and language of numeration R-7 (Strategic Mathematical Mental Computations)</p> <p>Common agreement R-7 to utilize the Natural Maths Planning Proforma to develop mathematics units through the Australian Curriculum</p>	<ul style="list-style-type: none"> Target resources human and material to support explicit teaching in numeracy, including the literacy of numeracy. Continue our professional development with Ann Baker focussing on developing mental computations and numeration confidence Build comprehensive resources re Natural maths planning / problematizing and strategizing See Ann Baker recommendations including e-resources, manipulatives and picture books to build math literacy R-7 Teachers to utilize Australian Curriculum to develop units of work including differentiation of units – Use of 5 main Ideas (ILearning intentions) Further develop the numeracy component within inquiry units (The problematize / strategize aspect of mathematical instruction can be delivered within the context of the major inquiry focus) supported by explicit strategy teaching. Incorporate understandings of our ICT scope and sequence into numeracy teaching and learning. Use of accepted screening tests I can do maths and ACVER PAT Math tests to target students and appropriate interventions 	<p>Coordinate whole school timetables to support intensive interventions in numeracy.</p> <p>Establishment of math key teachers to participate in Anne Baker cluster research project and to share back with teachers on site.</p> <p>Use of team specific release time for planning supported by Anne baker and whole staff closure day focussing on numeration R-7.</p> <p>Continue to utilize moderation practices across classes using rich assessment task design proforma and accepted moderation protocol</p> <p>Continued deprivatization of classes within cohorts and across cohorts</p> <p>Staff meetings R-7 T&D re connections of 4 proficiencies the skills and understandings in the maths curriculum.</p> <p>Development of a training program: - 3 teacher facilitators to support teams - Teams of teachers attend training according to need and share back at staff meetings. Eg: Anne baker - ACARA training</p> <p>Interested teachers team teaching with Chris M.</p> <p>Team planning days to incorporate ICT across curriculum</p>	<p>Qualitative data will indicate increased motivation and confidence with regard to mathematics teaching and learning</p> <p>Qualitative data indicates increased levels of engagement with a range of interactive/hands on tools to explore numeracy and build mental computational strategies</p> <p>Moderated students work demonstrates learning tasks that enable students to demonstrate their understandings and skills in appropriate standards and across a range of contexts.</p> <p>An increase in the number of students using e-learning tools.</p>	<p><i>NAPLAN</i> 2013 27 / 96% Year 5 at or above NMS 37 100% Year 7 students at or above NMS</p> <p>Percentage of students in top two bands 2013 Year 5 (6 on) 15% Year 7 (7 on) 30% 2014 100% of year 5s and Year 7s at or above NMS</p> <p><i>National Curriculum</i> 90% of yr R-7 students achieve a content and proficiency standard in the National Curriculum according to their expected year level and or intellectual development.</p> <p><i>PAT Maths assessment</i> 70% of yr3 – 7 students will improve by 1 or more stanines in the PAT maths test by term 4.</p> <p>80% of students 3-7 are at or above their expected stanine levels.</p> <p>Targeted students will improve by 1-2 stanines</p>