**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
Year7 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
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| Develop common understandings and practices of R-7 in the teaching, learning and assessment of numeracy; incorporating the implementation of the Australian Curriculum | • 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 | Coordinate whole school timetables to support intensive interventions in numeracy.  
Establishment of math key teachers to participate in Anne Baker cluster research project and to share back with teachers on site.  
Use of team specific release time for planning supported by Anne baker and whole staff closure day focussing on numeration R-7.  
Continue to utilize moderation practices across classes using rich assessment task design proforma and accepted moderation protocol  
Continued deprivatization of classes within cohorts and across cohorts  
Staff meetings R-7 T&D re connections of 4 proficiencies the skills and understandings in the maths curriculum.  
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  
Interested teachers team teaching with Chris M.  
Team planning days to incorporate ICT across curriculum | Qualitative data will indicate increased motivation and confidence with regard to mathematics teaching and learning  
Qualitative data indicates increased levels of engagement with a range of interactive/hands on tools to explore numeracy and build mental computational strategies  
Moderated students work demonstrates learning tasks that enable students to demonstrate their understandings and skills in appropriate standards and across a range of contexts.  
An increase in the number of students using e-learning tools. | NAPLAN  
2013  
27 / 96% Year 5 at or above NMS  
37 100% Year 7 students at or above NMS  
National Curriculum  
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.  
PAT Maths assessment  
70% of yr3 – 7 students will improve by 1 or more stanines in the PAT maths test by term 4.  
80% of students 3-7 are at or above their expected stanine levels.  
Targeted students will improve by 1-2 stanines |