

Clovelly Park Primary School Site Improvement Plan – Numeracy 2016-2018

KEY FOCUS AREAS	PRIORITIES	TARGETS	STRATEGIES	BUDGET	EVALUATION
Student Learning Achievement, Growth, Equity, Challenge and engagement	<ul style="list-style-type: none"> Improve numeracy outcomes for all students Develop students' mathematical skills and proficiencies, particularly fluency and problem solving 	<ul style="list-style-type: none"> Progress monitored of <u>all</u> students especially IELC, EALD, NEP, ATSI Students set goals to improve their numeracy skills and proficiencies 	<ul style="list-style-type: none"> Teachers use TfEL to design maths and numeracy learning that improves student engagement, challenge and achievement Intervention strategies implemented for those students achieving below expected levels Extension/challenge provided for students achieving above expected levels 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Numeracy progress against AC Numeracy General Capability learning continuum Students can articulate their Maths learning
Effective Teaching <i>Australian Curriculum-</i> learning areas, general capabilities, cross-curriculum priorities <i>Effective pedagogy-</i> TfEL, assessment, inquiry, differentiation	<ul style="list-style-type: none"> Develop an agreed whole school approach to numeracy teaching for consistency and continuity of learning 	<ul style="list-style-type: none"> Satisfactory achievement or above in the AC Maths (R/1-7) All classes have a maths resources set (books, IWB, equipment) to support effective numeracy teaching Numeracy agreement is developed across all cohorts 	<ul style="list-style-type: none"> Teachers use formative assessment strategies to inform teaching and student learning Classroom pinup boards not only <i>display</i> student mathematical work but also <i>teach</i> eg different strategies, word/visual walls Use ICT to support students' mathematical thinking and learning 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Progress toward AC achievement standards (R/1-7) Teachers differentiate the AC Maths curriculum All students accessing DECD guaranteed minimum teaching time of 5 hours/week
Effective Leadership <i>Australian Professional Standards for Teachers,</i> Building capacity - teachers and leaders	<ul style="list-style-type: none"> Build the capacity of all teachers to improve student engagement and achievement in numeracy and maths 	<ul style="list-style-type: none"> School and partnership moderated and validated AC Maths achievement standards All teachers use APST to guide numeracy teaching (2.5) 	<ul style="list-style-type: none"> Targeted professional learning TLCs structured into staff meeting times Classroom and peer observations Work with CPAC to plan effective numeracy lessons 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Staff feedback indicates confidence in planning, teaching, assessing and reporting in Maths
Improvement Agenda Analysis and use of data including monitoring, evaluation and self-review to inform teaching and improve practice	<ul style="list-style-type: none"> Staff confidently analyse and use data to inform teaching and learning: NAPLAN, PAT-M, 1 min maths test, School A-E data, Student perception 	<ul style="list-style-type: none"> Increase the number of students achieving DECD Standard of Educational Achievement targets 	<ul style="list-style-type: none"> Staff use ACER and Markit tools to track student growth Teachers set targets from NAPLAN question analysis each year 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Progress indicated by NAPLAN results Numeracy progress against PAT Maths scale scores
School Community Partnerships Student influence, Parent partnerships, Marion Inland, wider community	<ul style="list-style-type: none"> Promote maths and numeracy across the school and community 	<ul style="list-style-type: none"> Teachers provide regular feedback to parents about how children are progressing Students and parents are able to recognise connections between maths and other areas 	<ul style="list-style-type: none"> Problem of the Day, Family Maths Challenges Parent conversations and workshops about how they can help their children learn in maths 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Students indicate they are engaged and intellectually challenged Parents indicate they are involved in their child's maths education