



Learning Area Target

NUMERACY

- Improve student performance relative to 2015 in Year levels 1 – 6 CAMS (Comprehensive Assessment of Mathematics Strategies) throughout 2016 and 2017.
- Match or exceed the performance of like schools in Year 3 and Year 5 NAPLAN results 2016 and 2017.

STRATEGIES	RESPONSIBILITIES	RESOURCES	MONITORING/ 2016 MILESTONES
<p>Appoint staff member to role of the Mathematics Curriculum Leader.</p> <ul style="list-style-type: none"> • modelling, mentoring and coaching support to colleagues, including support to implement the <i>Australian Curriculum</i> content, capabilities and priorities; • development of resources, including resources to support the implementation of the <i>Australian Curriculum</i>; and • delivery of professional learning, including professional learning to support the implementation of the <i>Australian Curriculum</i>; and • management of the Mathematics Cost Centre. <p>Mathematics Curriculum Leader to report to the Principal.</p>	<p>Principal Kathy Williams Phase leaders</p>	<p>Time for Curriculum Leader to perform duties</p>	<p>Mathematics Curriculum Leaders report to all staff each term in relation to the implementation of the Mathematics Operational Plan</p>
<p>Establish a Mathematics Curriculum Committee representing the K-2, 3-4 and 5-6 phases of schools. Committee to meet at least once each term to provide advice and support to the Mathematics Curriculum Leaders. Committee members to report to cluster teams</p>	<p>Principal Mathematics Curriculum Leader Mathematics Committee</p>	<p>Phase of learning meetings</p>	<p>Activities of the Mathematics Curriculum Leaders and the Mathematics Committee are reported and discussed at <u>cluster meetings</u></p>
<p>Provide time for Mathematics Curriculum Leaders to collaborate with primary and secondary leaders from across the Applecross Network to support the implementation of the <i>Australian Curriculum</i>. Network to seek support as required from the Statewide Services Numeracy Coaches.</p>	<p>Principal Mathematics Curriculum Leader</p>	<p>2 days teacher relief (TR) @ \$520 per day = \$1 040 for Mathematics Curriculum Leaders to collaboratively plan Network PL day 26 April 2016</p>	<p>Mathematics Curriculum Leader share expertise with leaders from across the Applecross Network each term</p>
<p>Continue to support implementation of the <i>Australian Curriculum</i> through the delivery of professional development to staff.</p> <p>Survey staff to establish PL focus and target mental maths and problem solving.</p>	<p>Mathematics Curriculum Leader</p>	<p>Network Day April 2016 <i>Australian Curriculum</i> mapping documents that compare the <i>Australian Curriculum</i> content with the <i>K-10 Syllabus First Steps in Mathematics</i></p>	

2016 MOUNT PLEASANT PRIMARY SCHOOL MATHEMATICS OPERATIONAL PLAN



STRATEGIES	RESPONSIBILITIES	RESOURCES	MONITORING/ 2016 MILESTONES
<p>Improve the skills of staff in using performance information to plan effectively at the whole-school, sub-group and individual level through attending workshops to review disaggregated school and student performance data. Analysis of performance information to support curriculum differentiation. Whole-class, small group and individual instruction to be evident across all classrooms.</p> <p>Analyse on-entry assessment.</p>	Principal Teachers	Phase Meetings Staff development days NAPLAN Data CNAP CAMS On-entry assessment	Student performance information, including NAPLAN, on-entry assessment data and student summative report data, is used effectively
<p>Continue implementation of numeracy blocks prior to the lunch break that include a focus on systematic, explicit instruction in the strands of Mathematics. Year 1-7 teachers to clearly articulate the strands on timetables ensuring that the requirements of the SCSA are met i.e. 50% of time is devoted to literacy and numeracy.</p>	Principal Teachers		Where possible class timetables indicate uninterrupted numeracy blocks, Mathematics strands and meet the requirements of the SCSA
<p>Build the capacity of teachers and education assistants to improve Numeracy through modelling of key instructional strategies, mentoring and coaching. Mathematics Leaders will assist colleagues to:</p> <ul style="list-style-type: none"> • implement the school's whole-school approach to learning and teaching numeracy that is founded on sequences of content and instructional practices, including <i>First Steps</i>, that are consistent within and across phases of schooling (see Numeracy Overview); • effectively translate assessment information into focused, differentiated instruction; and • develop case-management plans for identified students not achieving potential detailing learning and teaching strategies. 	Mathematics Curriculum Leaders Teachers Education Assistants	Mathematics Curriculum Leaders to each be provided with time to provide modelling, mentoring and coaching support	<p>Curriculum audit indicates whole-school approach is embedded</p> <p>Case-management plans have been developed for identified students. Student performance is monitored through the achievement of individual targets</p>
<p>Kindergarten teachers to lay the groundwork for the <i>Australian Curriculum</i> through intentional teaching of content based on the general capabilities of the curriculum, focusing on personal and social competence, and preparatory numeracy capabilities.</p>	Kindergarten teachers K-Year 2 teachers		<p>Content in Kindergarten is based on the general capabilities of the <i>Australian Curriculum</i></p> <p>K-2 practice is aligned to the <i>EYLF</i></p>
<p>All teachers to give additional attention to strands identified by 2015 NAPLAN as cause for concern and explicitly teach content presented in identified items.</p> <p>Be aware of teaching previous errors. Look more at a skilled set.</p>	Kathy Williams Maths Committee Phase Leaders Teachers	Phase meetings NAPLAN item analysis resources CNAP	Teaching and learning programs have a strong focus on areas identified by 2015 NAPLAN as cause for concern
<p>Year 3 and 5 teachers to utilise the Department's <i>2016 Numeracy Planner</i> in Term 1 and early term 2 to support student preparation for NAPLAN. Use of this resource should build on existing learning, teaching and assessment programs as well as provide support with test taking.</p>	Principal Teachers	<i>2016 NAPLAN Numeracy Planner</i>	Year 3 and 5 teachers systematically utilise the NAPLAN Planner



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Teachers to improve the accuracy of student reporting data by collecting valid and reliable assessment information over time across a range of contexts.	Principal Teachers	CAMS Reporting exemplars CATS	Year 3 and 5 moderation data to indicate a close alignment between teacher judgement and NAPLAN performance
Learning Support Coordinator to support teachers to develop and implement Individual Education Plans (IEPs) and coordinate support from other agencies to assist in improving the numeracy outcomes for students with complex needs.	Learning Support Coordinator (Deputy Principal) Teachers	Learning Support Coordinator – 0.2 FTE	IEPs have been implemented for students with complex needs. Performance is monitored through the <u>achievement of targets</u>
Refine performance management practices to include focused self-reflection in relation to the teaching of numeracy and the setting of challenging but realistic goals for improvement. A quality professional learning program aligned to performance management and catering for the needs of the whole staff, identified groups and individuals to be established.	Principal Deputy Principals Teachers	Teacher relief to attend professional learning Course fees School Development Days	Performance Agreements indicate a focus on improving numeracy practice
Resources to be purchased in consultation with the Mathematics Committee. Committee to ensure that resources are evidence-based and indicate a clear alignment to strategies in school planning. Survey to update classroom Maths boxes.	Mathematics Curriculum Leaders Mathematics Committee	Resource purchase – \$4 500	Evidence-based resources aligned to school planning are purchased Resources being utilised in classrooms