

2014 School Improvement Priorities DRAFT

Numeracy Professional Learning Community

Outcome: To develop common understandings and practices P-7 in the teaching , learning and assessment of numeracy incorporating the implementation of ACARA.

Target	Actions/strategies	Timeline	People/resources involved	Success indicators
<p>All mainstream students meet the national minimal standards in numeracy at Years 3,5 & 7.</p> <p>All students in Years 5 and 7 achieve medium or upper levels of progress in NAPLAN Numeracy from their 2012 scores as Year 3 and 5 students</p> <p>The percentage of students in the top 2 bands in NAPLAN Numeracy is equal to or better than that of like schools</p> <p>All mainstream students indicate an improvement in PAT maths scales achieved.</p> <p>Whole school agreements are created</p>	<p>Online PAT M testing establishes progress of students 2-7.</p> <p>Sharing practice in: -The application of mental computations and problem solving. -Explicit learning opportunities to interpret questions. -Students developing numeracy goals. -Incorporating reflection as part of our teaching practices. - Strategies for student to student feedback. - Auditing the Australian curriculum re addressing the achievement standards. - Incorporating authentic contextual learning through guided inquiry. -moderating student work samples against the ACARA achievement standards.</p> <p>Provide staff development time to observe colleagues and dialogue about consistent practices and resources P-7.</p> <p>A training and development plan is established in relation to ACARA: - Mike Chartres - Ann Baker</p> <p>Audit resources with view to streamlining existing processes for accessing resources (including ICT) with a focus on space and problem solving resources.</p> <p>Build on comprehensive resources re natural maths planning/problematising and strategizing. Build on early years scope and sequence for years 3-7.</p> <p>Develop a parental training and development program</p>	<p>Term 3</p> <p>Ongoing</p> <p>Ongoing</p> <p>Holidays specific staff Student free and TRT release days term 4</p> <p>Term 2</p> <p>Term 4 2014/ 2015</p> <p>2015</p>	<p>Teachers Steph PLC</p> <p>PLC Teachers Leadership</p> <p>PLC</p> <p>PLC Steph/ Jane</p> <p>All staff Focus staff PLC Steph and Jane</p>	<p>Achievement data is used at the beginning of year and end of year to monitor distance travelled.</p> <p>A 2014 – 2016 training and development plan is successfully implemented and teacher confidence increases in:</p> <ul style="list-style-type: none"> • Mental computations and problem solving. • Interpreting questions. • Setting numeracy goals. • Using reflection as part of our teaching practices. • Student to student feedback. • Accountability against the ACARA achievement standards. <p>Student confidence has increased in:</p> <ul style="list-style-type: none"> • Mental computations and problem solving. • Interpreting questions. • Setting numeracy goals. • Using reflection as part of their learning • Giving and receiving feedback. <p>Adequate resources are being accessed by all staff.</p> <p>Consistent agreements are established with regards our numeracy teaching and learning practices.</p> <p>Personalised learning reflects numeracy across the curriculum</p>