

SCHOOL PLAN 2013

School Priority Area: NUMERACY

Intended Outcomes: IMPROVE NUMERACY RESULTS

Target 2: Increase % of students achieving expected growth in Year 5 – 7 numeracy will be equal to or greater than the state percentage.

Strategies	Indicators	Time	Responsibility	Resource Allocation & Funding source
<ul style="list-style-type: none"> • Analyse NAPLAN and school tracking data to identify areas of school weakness 	<ul style="list-style-type: none"> • Stage 2/3 staff spend time analysing data, identifying individual needs and setting targets to improve. • School areas of weakness identified and programs put in place to address. 	T1 2013 & ongoing	<ul style="list-style-type: none"> • Stage 3 staff 	<ul style="list-style-type: none"> • Curriculum meetings • 1 day per term x 2 staff (P5 time)
<ul style="list-style-type: none"> • Every child in Years 3-6 has individual numeracy goals, set collaboratively by teacher and student. These are continually monitored and adjusted. 	<ul style="list-style-type: none"> • Students have “ownership” of their goals and what they need to do to improve. • Parents also aware of goals. • Students achieving and resetting goals, achievements are celebrated at assemblies. • All students making progress in numeracy, based on school based and external assessment and teacher observation. 	Ongoing	<ul style="list-style-type: none"> • Stage 2 & 3 staff 	<ul style="list-style-type: none"> • TPL meetings
<ul style="list-style-type: none"> • Naplan style questions included in numeracy teaching and learning programs, with teachers explicitly teaching strategies for answering. 	<ul style="list-style-type: none"> • Class programs reflect inclusion and explicit teaching of Naplan style (multiple choice) questions as numeracy as part of weekly program. 	Ongoing	<ul style="list-style-type: none"> • All staff 	
<ul style="list-style-type: none"> • LAST teacher supports Stage 2 & 3 teachers with team teaching in numeracy to support curriculum differentiation. 	<ul style="list-style-type: none"> • LAST teacher working in classrooms to support teachers in meeting individual needs in numeracy. • Students report satisfaction with numeracy program and are fully engaged in learning tasks. 	Ongoing	<ul style="list-style-type: none"> • LAST • Teachers 	<ul style="list-style-type: none"> • LAST allocation

<ul style="list-style-type: none"> • ICT used to engage, remediate and extend students in numeracy. 	<ul style="list-style-type: none"> • ICT in constant use in numeracy lessons. • Students engaged with technology in numeracy tasks. 	Ongoing	<ul style="list-style-type: none"> • Class teachers 	
<ul style="list-style-type: none"> • Purchase ICT resources as required to support teaching and learning programs in numeracy. 	<ul style="list-style-type: none"> • Teachers and student report satisfaction with ICT resources. 	Ongoing	<ul style="list-style-type: none"> • Principal 	<ul style="list-style-type: none"> • Maths budget \$1000 (Mathletics) • P & C \$1100.
<ul style="list-style-type: none"> • Continue to implement strategies learnt from T 7 D in 2012 across school, including WALT, (What are we learning today?) and WILF (What am I looking for), and Newman's Problem solving steps. 	<ul style="list-style-type: none"> • Class Programs reflect explicit teaching of Problem Solving Steps. • Student workbooks observations reflect consistent use of strategies. • WALT & WILF prompts evident in classroom, displays, programs and in class lesson observations. 	Ongoing	<ul style="list-style-type: none"> • Teachers • Principal (TARS observations) 	