

SCHOOL PLAN 2013

School Priority Area: NUMERACY

Intended Outcomes: IMPROVE NUMERACY OUTCOMES FOR K-2 STUDENTS

**Target 4: At least 85% of K – 2 students will achieve grade appropriate Early Arithmetic Strategies levels by T4 2013.
(Kinder Perceptual, Year 1 Figurative, Year 2 Counting On.)**

Strategies	Indicators	Time	Responsibility	Resource Allocation & Funding source
<ul style="list-style-type: none"> • All K-2 students assessed in numeracy using Best Start and Sena Assessment 	<ul style="list-style-type: none"> • Assessment tasks completed and results recorded on database. • Students grouped according to ability level in Maths groups 	<ul style="list-style-type: none"> • Term 1 and ongoing 	<ul style="list-style-type: none"> • Class teachers 	<ul style="list-style-type: none"> • 2 days teacher release (Numeracy budget)
<ul style="list-style-type: none"> • All K-2 staff trained in use of Learning Continuum 	<ul style="list-style-type: none"> • Staff using continuum to track students and program to meet needs. 	<ul style="list-style-type: none"> • Terms 1/2 2012 	<ul style="list-style-type: none"> • Principal 	<ul style="list-style-type: none"> • Best Start Consultant
<ul style="list-style-type: none"> • Teachers use assessment results to program for individual needs. 	<ul style="list-style-type: none"> • Teaching and learning programs reflect needs – based targets. 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • Classroom teachers 	
<ul style="list-style-type: none"> • Every student K-2 collaboratively sets a numeracy learning goals with teacher. Goals are monitored and re-evaluated as they are achieved. Achievements celebrated with in the wider community. 	<ul style="list-style-type: none"> • Students achieving individual goals in numeracy. • Goal achievement recognised at assemblies and in newsletters. 	<ul style="list-style-type: none"> • Term 1 - ongoing 	<ul style="list-style-type: none"> • Classroom teachers 	
<ul style="list-style-type: none"> • K-2 staff collaboratively plan teaching and learning tasks, sharing expertise and resources. 	<ul style="list-style-type: none"> • Staff confident in catering for diverse range of learning levels in class. • K-2 maths programs demonstrate curriculum differentiation to cater for range of abilities. • Results (SENA tracking tasks and teacher created assessments) show students are achieving numeracy targets. 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • Classroom Teachers 	<ul style="list-style-type: none"> • TPL time

<ul style="list-style-type: none"> • Share staff expertise in curriculum differentiation and integrating ICT in Maths 	<ul style="list-style-type: none"> • Staff skills and confidence improving. • Technology being effectively used to teach, extend and remediate in Maths. 	<ul style="list-style-type: none"> • Term 1 and ongoing 	<ul style="list-style-type: none"> • Principal 	<ul style="list-style-type: none"> • TPL budget as required
<ul style="list-style-type: none"> • Increase usage of “hands on” (CMIT) tasks in Numeracy lessons - purchase and create resources as needed. 	<ul style="list-style-type: none"> • Students engaged in “hands on” tasks in class. • Sufficient resources in classes for “hands on” learning to be effective and viable. 	<ul style="list-style-type: none"> • Term 2 - ongoing 	<ul style="list-style-type: none"> • Class teachers 	<ul style="list-style-type: none"> • \$200 Maths resources. • TPL budget as required