

John Hartley School B - 7

Numeracy Site Improvement Plan 2017: To improve student learning outcomes in Numeracy – with a focus on Number

Priorities	Outcomes	Strategies	Measurable Targets																															
<p>Focus on Learning - Setting Directions for Continuous Improvement</p> <p>Teachers design and implement rich and differentiated Numeracy learning opportunities, catering for scaffolding and intellectual stretch.</p>	<p>Effective Numeracy sessions are implemented R-7, embedding the key components: mental computation, key vocabulary, problem solving, explicit teaching and reflection – with a focus on number</p> <p>The Early Years Learning Framework (EYLF) and Numeracy Indicators are implemented</p> <p>The Australian Curriculum (A.C) is implemented and student progress is measured with the Achievement Standards</p> <p>Performance Development includes discussion around the differentiation of Numeracy learning</p> <p>Target Intervention - Numeracy intervention programs will be targeted to need of individuals/groups</p>	<ul style="list-style-type: none"> Teachers attend Peachey Partnership professional learning (PL) – share with other staff Teachers work with Senior Leader: Mathematics, Line Managers and others to develop, differentiate and enrich Numeracy Learning Design Mathematics Learning Intentions and Success Criteria are aligned with Australian Curriculum/EYLF and also made visible to students Targeted learning opportunities for student who have achieved beyond DECD achievement standards QuicksmartMaths program implemented for ATSI students (Yrs. 5/6/7 Terms 1 and 2 and Yrs. 4/5/6 Terms 3 and 4) Mathematics Intervention sessions for targeted students – beginning Term 2 2017 Teachers have documented individual/group goals and strategies for Wave 2 students Targeted numeracy goal included in N.E.P. and I.E.L.P. documents 	<table border="1" data-bbox="1518 197 2172 446"> <thead> <tr> <th>Year Level</th> <th>DECD 2017 PAT Maths Standard of Educational Achievement (SEA)</th> <th colspan="2">2017 PAT Maths Target (SEA)</th> </tr> <tr> <td></td> <td></td> <th colspan="2">Students achieving SEA</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>101+</td> <td></td> <td></td> </tr> <tr> <td>4</td> <td>110+</td> <td></td> <td></td> </tr> <tr> <td>5</td> <td>112+</td> <td></td> <td></td> </tr> <tr> <td>6</td> <td>120+</td> <td></td> <td></td> </tr> <tr> <td>7</td> <td>121+</td> <td></td> <td></td> </tr> </tbody> </table> <p>All students to demonstrate appropriate year level achievement of/improvement in Schedule for Early Numeracy (SENA 1 and SENa 2) diagnostic assessment – refer to benchmarks in John Hartley School ‘SENA 1 & 2 Achievement Reference Guide’</p>				Year Level	DECD 2017 PAT Maths Standard of Educational Achievement (SEA)	2017 PAT Maths Target (SEA)				Students achieving SEA		3	101+			4	110+			5	112+			6	120+			7	121+		
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<p>Make Data Count</p> <p>Teachers collect and analyse the key data to evaluate and improve numeracy outcomes</p>	<p>Consistent use of formative and summative assessment models R-7</p> <p>Numeracy learning program will be targeted to need of individuals/groups</p>	<ul style="list-style-type: none"> NAPLAN testing (T2) - identification of students not meeting NMS – use information. T4 - disseminate information to next year teacher PatMathsPlus – Weeks 9/10 T3 Teachers meet to analyse and discuss results from PATMaths assessment and design mathematics learning (Term 1 Staff/Team meetings) SENA 1 – New JP students – by end of T1 – re-administer to all students by end of T4. Copy of completed SENa is blue teacher-to-teacher folder SENA 1/2 – New Yr 3-7 by end of T1 – re-administer to all students by end of T4. Copy of completed SENa is blue teacher-to-teacher folder Teachers meet to analyse and discuss results from SENa and design mathematics learning (Staff/Team meetings – ongoing throughout the year 	<p>Up 20% improvement of students achieving National Minimum Standard (NMS)</p> <table border="1" data-bbox="1518 718 2172 885"> <thead> <tr> <th>Year Level</th> <th>Students achieving NMS 2015</th> <th>Students achieving NMS 2016</th> <th>Students achieving NMS 2017</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>78%</td> <td>91%</td> <td></td> </tr> <tr> <td>5</td> <td>88%</td> <td>74%</td> <td></td> </tr> <tr> <td>7</td> <td>95%</td> <td>88%</td> <td></td> </tr> </tbody> </table>				Year Level	Students achieving NMS 2015	Students achieving NMS 2016	Students achieving NMS 2017	3	78%	91%		5	88%	74%		7	95%	88%													
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<p>Target Resources</p> <p>Align resources reflect our priorities and provide the best opportunity to achieve desired outcomes</p>	<p>Learning area teachers and students have access to equipment to ensure ‘hands on’ learning can occur</p>	<ul style="list-style-type: none"> Increase equipment in Learning Area resource kits Learning design plans stored in share drive so they can be shared as resources – to add and build on what has already planned Implement ‘Origo – Stepping Stones’ mathematics to support numeracy learning design 	<p>All maths equipment accessible by all teachers and students – continuous review by Maths Committee</p> <p>Teachers accessing and using Mathematics Learning d</p> <p>Teachers implementing Stepping Stones mathematics program</p>																															
<p>Attend to Culture/Professional Learning</p> <p>Teachers are confident mathematicians and also confident in their knowledge and understanding of the TfEL Framework and A. C/EYLF and Numeracy Indicators.</p>	<p>Effective teaching strategies (in reference to the Teaching for Effective Learning Framework (TfEL)) are implemented in Numeracy sessions</p> <p>Staff reflect and act on their personal learning needs in Numeracy/mathematics</p> <p>Quality Learning Technologies resources are used when designing numeracy learning</p>	<ul style="list-style-type: none"> Teachers invited to complete the ‘How to Learn Math’ Stanford University online course Four teachers participate in the ‘Creative Body-Based Learning (CBL) Project’ – UniSA/Carclew/Univerity Teachers invited to participate in ‘Body Based Learning’ professional learning sessions (onsite at JHS) Professional Learning Communities (Learning Teams and Staff meetings) regularly focus on TfEL /mathematics – at least 2 Staff Meetings a term 	<p>Teachers implementing the Australian Curriculum: Mathematics/Early Years Learning Framework/Numeracy Indicators and Teaching for Effective Learning Framework</p>																															
<p>Listen and Respond – Parent/Community support</p> <p>Develop partnerships with parent/caregivers – inform and involve community</p>	<p>Community members engage in opportunities to know about numeracy at JHS</p>	<ul style="list-style-type: none"> Numeracy information included in newsletter – e.g., classes share what they are currently learning about (photos etc) Numeracy workshops for school community – learning about the ‘why’ and ‘how’ we are implementing the current pedagogies and content and strategies to support mathematical learning at home 	<p>Parent feedback through annual questionnaire reflects positive involvement/interest/support for numeracy programs</p>																															