NUMERACY ACTION PLAN 2015 FOR ST MARY’S GRAFTON

QUANTITATIVE DATA
- NAPLAN Data showed: Targeted students showed growth
  - Yr 3: 30.8% students had less than expected growth. Space, measurement and data: 46.7% Band 5 and below. Number, Patterns and Algebra: 60% Band 5 and Below
- PAT Maths Yr 6
  - 76% answered incorrectly within the aspect of Number and Algebra.
  - 71% students answered incorrectly within the aspect of Measurement and Geometry.
- Assessment For, Of and As Learning indicates 14% ES1, 2% S1, 15% S2, 5% S3 students did not meet expectations for Number
  - 17% ES1, 2% S1, 17% S2, 5% S3 students did not meet expectations for Patterns and Algebra
  - 3% ES1, 2% S1, 2% S2, 3% S3 students did not meet expectations for Patterns and Measurement and Data
  - 0% ES1, 0% S1, 0% S2, 5% S3 students did not meet expectations for Space and Geometry

QUALITATIVE DATA
- Best Start data, Numeracy Continuum and Data Walls shows – We need to target students who are not showing growth in Tier 1 differentiation.
- PAT Maths data indicates Measurement and Data, especially Time needs more of a focus.
- P2P data – further development on elements of the CSO Mathematics session eg. Deconstructing of a question, session times etc. and further instruction to microskills
- NAPLAN indicated students have weak understanding and knowledge of Mathematics vocabulary.
- Teachers indicated students need to make more real world connections to make Mathematics ‘real’.

WHOLE SCHOOL AGREED FOCUS
- CSO Mathematics Session outline to be refined and embedded.
- Australian Curriculum in NSW Mathematics Syllabus to be implemented.
- Action research project - EMU
- Establish and embed agreed practices for assessment and data gathering.

STRATEGIES TO ACHIEVE AGREED FOCUS
- Professional Learning and follow up online modules from Anita Chin to inform and allow for ownership of the organic whole school agreed Mathematics Session structure using CSO Guidelines
- Focus on inquiry, Working Mathematically and problem solving
- P2P Environment and P2P Curriculum plus LOP & NST modelling best practice to support pedagogy
- Maths vocabulary visible, utilised and deconstructed
- Use of WIN (What I Need) Tier 2 intervention
- PLT focus on assessment for, of and as to ensure a uniform approach
- QuickSmart to be implemented
- Continue PAT Maths assessment
- Further explore a whole school approach to Mathematics data wall
- ELP continuum to extend to Stage 2
- Professionalism towards teacher organisation and preparation to maximise quality Time on Task.

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EVALUATION OF IMPLEMENTED STRATEGIES
- Contemporary Learning Framework
  - A culture of learning that builds capacity to deepen insight and meaning
  - A continual focus on leadership for learning
  - A rich curriculum that engages the contemporary learner
  - A learning community built on strong partnerships that promote, challenge and collaborate
  - Pedagogy designed to empower the learner

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