

Flinders View Primary School: Site Improvement Plan 2016-2019

School Vision

At Flinders View, we provide quality teaching and learning experiences that are inclusive and celebrate cultural identity. Positive relationships and high expectation built on our values (Respect, Responsibility, Honesty, Teamwork) drive our commitment to improving the learning outcomes of all students. Together, as a strong school community we can ensure that all students reach their full potential and become lifelong learners.

Parent and Community Partnerships Agreement

Implement the Parent and Community Partnerships Agreement which will help to consolidate the teaching and learning experiences and expectations held between the schooling community and parents/families.

Objectives:

Literacy

To improve the literacy skills of students (as determined by student growth) by providing all students with a balanced approach to the teaching of literacy; regular assessment and monitoring of student achievement data; Knowledgeable and Proficient Teaching Staff (APST); Targeted Professional Learning; Rigorous Curriculum that meets the need of students (differentiation/inclusive); Pedagogies based in Evidenced Research (Explicit Teaching Model, AL, GR).

Numeracy

To embed consistent whole-school approaches to the teaching of, planning for, and assessment of Numeracy and Mathematics that utilise the Explicit Teaching Model and Pedagogies of Empowering Local Learners, whilst developing teacher understandings of the conceptual development of mathematics (with an explicit focus on Place Value).

Engagement and Wellbeing

To provide safe and supportive conditions and processes for learning and well-being, that ensures the engagement and participation of all students and puts student wellbeing at the forefront of all that we do.



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Links to Australian Professional Standards for Teachers

Professional Knowledge		Professional Practice		Professional Engagement
Standard 1: Know Students and How they Learn 1.2- Understand how students learn 1.3- Students with diverse linguistic, cultural, religious, socioeconomic backgrounds 1.4- Strategies for teaching Aboriginal and Torres Strait Islander students 1.5- Differentiate teaching to meet the needs of students across the full range of abilities 1.6- Strategies to support the full participation of students with disability	Standard 2: Know the Content and How to Teach it 2.1- Content and teaching strategies of the teaching area 2.2- Content selection and organisation 2.3 – Curriculum assessment and reporting 2.5- Literacy and numeracy strategies	Standard 3: Plan for and Implement Effective Teaching and Learning 3.1- Establish challenging learning goals 3.2- Plan, structure and sequence learning programs 3.3- Use teaching strategies 3.4- Select and use resources 3.6- Evaluate and improve teaching programs	Standard 5: Assess, provide feedback and report on student learning 5.1- Assess student learning 5.4- Interpret student data 5.5- Report on student achievement	Standard 6: Engage in Professional Learning 6.1- identify and plan professional learning needs 6.2- Engage in professional learning to improve practice 6.3- Engage with colleagues to improve practice 6.4- Apply professional learning and improve student learning

Links to Teaching for Effective Learning Framework (SA)

Domain 1: Learning for effective Teaching	Domain 2: Create safe conditions for rigorous learning	Domain 3: Develop expert learners	Domain 4: Personalise and connect learning
1.1- Understand how self and others learn 1.2- 1.3- Participate in professional learning communities and networks 1.3- 1.6- Design, plan and organise for teaching and learning.	2.4- Challenge students to achieve high standards with appropriate support	3.2- Foster deep understanding and skilful action.	4.1- Build on learners' understandings 4.3- Apply and assess learning in authentic contexts



Focus Area	Sub-Strand	Targets	Strategies			Evidence			
			2016	2017	2018				
	English and Literacy	<p><u>Concepts of Print</u> 95% of all students in Reception will achieve Standard (24/24 known concepts) in COP.</p> <p><u>Phonological Awareness</u> 95% of students in Reception will achieve Standard (9/9 known principles) in PA.</p> <p><u>Letter & sound recognition</u> 80% of Students know all 44 Phonic sounds by the end of Reception.</p> <p><u>Sight Words</u> 80% of students reach the expected standard for their year level.</p> <p><u>Running Records</u> 80% of students to reach the expected Reading Level (Running Records) for their year level.</p>	61%	56%	56%	73%	48%	<p>Literacy Pedagogies and Approaches</p> <ul style="list-style-type: none"> Teachers use Explicit Instruction Model (inc. Daily Warm-ups), to teach a balanced Literacy Block. Balanced Literacy Block has evidence of: Big 6 of Reading; Daily writing experiences (inc. Handwriting); Guided Reading and the Explicit Teaching of Text-Types (ie. AL) <p>Data and Assessment</p> <ul style="list-style-type: none"> Student achievement data tracked (bi-termly), analyzed and shared at Team Meetings. Week 1 of each Term dedicated to Team meetings to Analyze previous Terms Data. Teachers using Data Analysis Report to inform planning differentiate learning for students (class, small-group, individual levels) <p>Spelling</p> <ul style="list-style-type: none"> Continued implementation of Spelling Mastery Program (R-7); according to Spelling Mastery agreements. Placement Testing: Spelling Mastery (Term 1, Term 4) Spelling Mastery Program Review (Due 2019) <p>Writing</p> <ul style="list-style-type: none"> Ensure students are engaged in daily writing experiences including explicit teaching of text type structures, sentence structure, and handwriting (R-7) Explicit Teaching of Text-Types (AL) implemented 4x per week (50min). <p>Reading</p> <ul style="list-style-type: none"> Guided Reading implemented in all classes with every GR group seen min. once per week (Lowest Level group seen daily- where possible). All teachers trained in RR and taking Running Records (with M, S, V's) twice per term to inform teaching, on each child (revisit expectations). Teachers develop understanding of and implement of Big 6 of Reading (Oral Language, Phonological Awareness, Phonics, Comprehension, Fluency, Vocabulary) Teachers develop understanding of the levels and strategies of comprehension and plan for/ embed this in daily practice- developed through Teams focus on Guided Reading. Building Literacy Support Teacher to run parent workshops each year (targeting Reception/ Year 1 students) on Reading with Children at Home; How to practice Sight Words etc... Building Literacy Support Teacher work with teachers/SSOs (EY) to understand, plan for, implement: PA, JP, COP, E2000 	<p>Teachers are implementing Explicit Instruction(including warm ups), and , Guided Reading AL pedagogies</p> <p>Teachers are explicitly teaching Text Types through reading and writing</p> <p>Students are tracking their reading progress.</p> <p>Teachers planning and programming reflects and includes – learning design, lesson intentions, success criteria, transformed tasks, and assessment tasks, reflections., use of the proficiencies</p> <p>Staff are using achievement data to inform their teaching and learning, target intervention support</p> <p>Spelling Mastery is implemented across the school and growth is evident in student achievement and data is used to inform groups</p> <p>Daily warm ups and writing experiences being implemented 4@ per week Students using</p> <p>Guided Reading pedagogy is implemented across the school with staff using RR to inform their instructional groups</p> <p>All staff understand the Big 6 of Reading and are planning for each of this as part of their reading program specific to PA, Phonics, Comprehension, Fluency & Oral Language</p> <p>Parent workshops run and parents reporting they feel more confident to listen to children reading</p> <p>Teachers confidently teaching and planning for COPs, PA, JP and E2000</p>



Focus Area	Sub-Strand	Targets	Strategies			Evidence
			2016	2017	2018	
CURRICULUM	English and Literacy	<u>NAPLaN- Writing</u> 85% students (years 3,5,7) achieving at or above national minimum standard in writing.	78%			<p>Teachers have been trained and are using the strategies to support their reading program</p> <p>Intervention programs are implemented and data shows significant growth for students involved in the program</p>
		<u>NAPLaN- Spelling</u> 80% students (years 3,5,7) achieving at or above the national minimum standard in spelling.	82%			
		<u>NAPLaN- Grammar and punctuation</u> 80% students (years 3,5,7) achieving at or above the national minimum standard in spelling.	84%			
		<u>NAPLaN- Reading</u> 85% students (years 3,5,7) achieving at or above national minimum standard in reading.	63%			
		<u>PAT-R (Comprehension)</u> 50% of students (Years 2-7) to be working within stanines 4-6 for their year level.	26%			
		Professional Learning <ul style="list-style-type: none"> Teaching of Text Types (Stephen Graham) Guided Reading (Stephen Graham) Running Records (DECD) Comprehension (Sheena Cameron/ PY) Oral language- Sheena Cameron Phonological Awareness (Daniela/ EY) NAPLaN Writing (Dani/ 3-7) Big 6 of Reading (Deslea Konza) Jolly Phonics, Concepts of Print (Early Years) Intervention <ul style="list-style-type: none"> Continue with Multi-Lit program for primary students (5-7) to intervene with students who are not reaching expected targets for their year levels. Continue with Mini-lit for Junior Primary Students Investigate, train, trial and review 'Pre-Lit' intervention program Continue with (and monitor progress) of students on the Warndu Watya Reading Program targeting Year 1 students 				



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Domain 1: Learning for effective Teaching	Domain 2: Create safe conditions for rigorous learning	Domain 3: Develop expert learners	Domain 4: Personalise and connect learning
1.4- Understand how self and others learn 1.3- Participate in professional learning communities and networks 1.6- Design, plan and organise for teaching and learning.	2.4- Challenge students to achieve high standards with appropriate support	3.2- Foster deep understanding and skilful action.	4.1- Build on learners' understandings 4.3- Apply and assess learning in authentic contexts

Links to Empowering Local Learners Project

Teaching students about the role of Executive Functions 1. Impulse Control 2. Working Memory 3. Cognitive Flexibility	Developing Mathematical Proficiencies through Transforming the Tasks	Developing Teacher Questioning
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Focus Area	Sub-Strand	Targets	Strategies			Evidence
			2016	2017	2018	
CURRICULUM	Mathematics and Numeracy	<p><u>PAT-M</u> 50% of students in years 1-7 achieve within stanines 4-6 for their year levelled test.</p>	30%			<p>Action plans guide staff and individual professional learning aligned to priorities</p> <p>Teachers planning and programming reflects and includes – learning design, lesson intentions, success criteria, transformed tasks, and assessment tasks, reflections., use of the proficiencies</p> <p>Recommendations from a whole school maths audit will drive improvement Teachers are incorporating Warm ups, Explicit Instruction and ELL practices in their teaching</p> <p>Tools are used to evaluate whole school approaches and practices to improve teaching and learning.</p> <p>Teachers are sharing and reflecting on their practices and acting on feedback. Team planning and teaching Data analysis(PAT M, NAPLAN) informs teaching and is evident in planning and programming</p> <p>Students are tracking their progress and learning</p> <p>EY classes are using a diagnostic/ mapping assessment to monitor growth in learning</p> <p>Intentional vocabulary is taught and consolidated through warm ups</p> <p>Teachers including Support staff build their understanding of mathematical concepts specific to Trust the Count and Place Value</p> <p>All staff engage in Big Ideas in Number specific to Trust the Count & Place Value and are using this in their planning and teaching</p> <p>Teachers are planning together to construct and implement and moderate transformed tasks.</p>
		<p><u>NAPLAN- Mathematics</u> 80% of students (years 3,5,7) to achieve at or above National Minimum Standard in numeracy.</p>	72%			

Numeracy Pedagogies and Approaches

- Revise/ update 5 year Plan for School’s journey with Mathematics Development (including Professional Development). **(MA5.1) (MA5.2)**
- Utilise the Mathematics Audit (2014) and action recommendations (Develop New Audit Process for Term 2, 2018)
- Utilise Numeracy Coordinator to further focus upon mathematics through programming and planning/lesson intentions **(MA1.2) (MA1.1) (MA2.1)**
- Embed whole-school agreements regarding mathematics environments, practice and pedagogies.
- Develop a balanced Mathematics block that includes whole-school approaches to pedagogy and practice (i.e. Explicit Instruction- including warm-ups, Math proficiencies, numeracy)
- Investigate tools to use to evaluate the effectiveness of strategies, pedagogies and approaches used. **(MA3.1) (MA5.3)**
- Incorporate peer observations to share and collaboratively teach mathematics (released by Coach, coordinator or during 6th NIT)

Data and Assessment

- Use Staff Meeting/ Team Meeting time to analyse NAPLAN and PAT Data and ascertain where students are falling down (use PAT Resource Centre to plan for learning)
- Continuation of the development of Moderation Tasks that enable teachers to consistently moderate students understanding (A-E) of mathematical tasks. **(MA3.2)**
- Trial, review and embed suitable diagnostic/growth mapping assessment tool to use in the Early Years.

Mathematical Language

- Identify literacy requirements in mathematics and explicitly teach relevant vocabulary (consolidate through Warm-ups).

Content

- Teachers to develop further knowledge about the development of mathematical concepts/ misconceptions and the proficiencies.

Professional Learning

- Undertake professional development (e.g. Di Siemon) that focuses specifically on developmental sequence (e.g. place value) **(MA1.2) (MA2.1)**
- Revisit Transforming the Task and practice Transforming Tasks collaboratively to develop and embed teacher understanding and confidence.
- Provide opportunities for teachers to share successful strategies through staff and team meetings



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						<ul style="list-style-type: none"> • Provide Opportunities for trained staff to share their knowledge and learning of the Empowering Local Learners project and filter this into the classrooms of other teachers within the school. In particular learning around: deep thinking tasks, questioning, reasoning and the proficiencies. • Skills acquired throughout PD opportunities implemented and developed in classroom practice (including consolidation with coaching by Numeracy Coordinator. . <p>Assessment</p> <ul style="list-style-type: none"> • PAT-M Testing (Term 3 each Term) • Trial, embed EY diagnostic Test • Class formative Assessments • <p>Intervention</p> <ul style="list-style-type: none"> • Explore/ implement possible intervention strategies to support targeted students • Continue with and review Mathematics Intervention program that focuses on Trust the Count (Early Years) and Developing Automaticity (Primary Years). 	<p>Maths intervention is implemented to target specific students through data analysis.</p>



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ENGAGEMENT AND WELLBEING	<u>Attendance and Lateness</u> <i>Lateness</i> <i>Absence</i> <i>Initiatives</i> <i>Referrals</i>	<ul style="list-style-type: none"> 90% of students meet the School Attendance Standard (attending 90% of the time-averaged over 4 terms). Lateness' decrease by 5% P.A Unexplained absences decrease by 10% P.A 	84%	88%	90%	<p>Attendance</p> <ul style="list-style-type: none"> Whole school Attendance Display to help students monitor their attendance (Graphs in Display Case-Front Office) Inform and update school attendance regularly through various forums (Newsletter, Governing Council, Facebook) Individual classes to set up a system to monitor attendance & lateness which includes a visual display. Teachers given attendance updates each fortnight to help monitor student attendance and lateness. 100% It's Deadly Cool to Attend School- Strategy Daily contact made with families of children not at school via phone calls and home visits 90% Attendance Target for individual students with reward at end of term. Work with families and agencies to give support to get students to attend regularly and address wellbeing issues in the household. Whole school reward systems for students' who meet attendance targets- make these explicit to students, families, community and include lateness. Aboriginal Education Team to follow up unexplained absences of Aboriginal Students (each day). Home visits to students who have not attended 3 consecutive unexplained days (where phone contact has not been possible) or who have regular absent patterns in collaboration with Partnership Services. Attendance referrals for students who have 10 unexplained/ unauthorised days or more absences in a term or there is a consistent pattern. Employment of ACEO to work with families to significantly improve attendance of targeted ATSI students. 	<p>Attendance Display- updated weekly</p> <p>Class attendance displays up and utilised by week 2 (Term 1). Regularly updated.</p> <p>Fortnightly Attendance Updates per class.</p> <p>Tiered list of students (whole-school)</p> <p>School Attendance Officer making daily contact with families.</p> <p>Data shows growth in attendance across all year levels</p>
	<u>Engagement</u> <i>Student Voice/</i> <i>Student</i> <i>Leadership</i> <i>Student with</i> <i>Special Needs</i> <i>Intervention</i> <i>Cultural</i> <i>Competency</i> <i>Parent/</i> <i>community</i> <i>engagement</i>	<p>100% of year 6/7 students attend Student Impact Leadership Conference</p> <p>100% of staff participate in Cultural Competency training.</p> <p>100% of teaching staff attend training on social disadvantage</p> <p>96% of students report they are challenged and motivated to learn from 85%</p>	100%	100%	100%	<p>Engagement:</p> <ul style="list-style-type: none"> SRC to be involved in whole-school decision making processes. Community Mentoring Programs Embed Whole-School Parent Partnership Agreement Plan Further develop Student Leadership and decision making (eg. Impact Leadership course). Build staff understandings of cultural competencies and social disadvantage through focused Professional Development Continue to build Respect and Belonging through embedding cultural perspective in learning programs and contextualizing learning to meet the needs of students. Implement IEPs for relevant students and maintain consistent communication with Families SA From the data focus on individuals to target specific students who need to develop skills and strategies in these areas. NEPs, ILPs written and reviewed as required. All students with learning difficulties being referred for support prior to Term 3. Students with Learning Difficulties (or similar) referred to Support Agencies as required. 	<p>Student Voice provide feedback to teachers about their practice</p> <p>Students with specific Wellbeing concerns are supported and attending or engaging in school with more success.</p> <p>Better staff, student and families relationships</p> <p>Teachers developing NEP, IEP & IPLs that address the specific needs of students</p> <p>Students needs are referred receiving levels of support</p>



<u>Student Wellbeing</u> KS:CPC Anti-Bullying	100% of staff trained in the Keeping Safe: Child Protection Curriculum 100% of classes implementing the Keeping Safe: Child Protection Curriculum.	100%	100%	100%	<ul style="list-style-type: none"> Implementation of Keeping Safe (Child Protection Curriculum) Scope and Sequence as recommended by Wellbeing Committee All staff trained and facilitating Keeping Safe: Child Protection Curriculum. 	Teachers are trained and implementing the CPC
<u>Student Dispositions</u> Growth Mindset Executive Functions	100% of teachers are implementing growth mindset strategies with in their classrooms. 15% reduction of students participating in class activities without being sent to Admin Time out due to refusing to participate in the set tasks learning	100%	100%	100%	<i>Improve staff understandings of the executive functions by:</i> <ul style="list-style-type: none"> Undertake professional development (e.g. executive functions) that focus on building growth mindset of students (MA1.1) Embed into classroom practice – highly visual Build into performance development reviews – constant review Team Meetings/ Work with Numeracy Coordinator: Delivery of information – what are the executive functions? How they can be embedded most effectively into classroom practice? How can they co-exist/reinforce PITW principles? **include in induction processes for new staff. Mentor teachers: Work with staff who are less familiar (Daniela, Troy, Lisa, Dani) (MA2.2) Use of IR, classroom observation, teacher perceptions to observe this aspect of teacher practice 	Staff demonstrates confidence and clarity when embedding growth mindset language and executive functions within learning areas. Pre and post testing (questionnaires) of student growth mindset and executive functions (mathematics and specialist areas). Teachers have explicit understanding of the executive functions and incorporate these within programming and planning and integrate across their practice (as observed through observations/ instructional round). Student perception Data and surveys
<u>Student Behaviour Management</u> Expulsions Suspensions Take home Exits PITW	Suspensions 61 reduced by...30%.... To...43 counts..... 100% of classes implementing Play is the Way (3x 20min sessions per week).	10%	10%	10%	Behaviour: <ul style="list-style-type: none"> All staff trained in Play is the way program (Wilson McCaskill) Embed whole-School Approach to Play Is the Way (3x20min sessions) as per recommendations from Wellbeing Committee. Implement 4 week unit of work (Social Skills) at the beginning of the year to establish safe and orderly environment and routines. PITW Life Raft Concepts/ Principles introduced and embedded through this. Develop Staff Skills Repertoire on how to manage challenging behaviors in a proactive/ non-reactive way. Provide Staff with the opportunity to attend Managing Challenging Behaviors Professional Learning opportunities (i.e. Sue Larkey Training, Managing challenging behaviors workshops, Bill Rogers etc...) Provision of lunch times activities to engage students out in the yard to reduce incidence of bullying and harassment (ie.. PALS program). 	Play is the Way Program is implemented across the school three times per week Less incidents of escalating behaviours, SEE and students reporting their needs are being met Play at Lunch program being implemented with less Rm 9 incidents



Recommendations: Mathematics Audit

1. CURRICULUM CONTENT

Provided Professional Learning to enable teachers to gain an agreed and deep knowledge of :

- 1.1 Proficiencies – problem solving, fluency, understanding and reasoning) and their implication for planning, instruction, language development and thinking processes
- 1.2 The sequential and developmental stages of mathematical knowledge through the numeracy capability and its relevance to all curriculum areas.

2. PEDAGOGY

2.1 Provide professional learning and opportunity for teachers to strengthen their knowledge, understanding and practices in relation to current effective mathematical pedagogy and how this relates and can be melded with the work done on implementation of the Explicit Teaching Model across the site.

2.2 Leadership to create opportunities for teachers to engage in professional conversations, sharing, inquiries and reflection to further develop their pedagogical and intentional planning practices to support students to transfer their mathematical knowledge into different contexts.

3. ASSESSMENT AND REPORTING

3.1 Review, investigate and agree on assessment processes (what, by whom and when) and tools (JP teachers are indicating that a more effective tool is needed that will better able teachers to inform teaching and learning cycles, develop more intentionality and target children's needs in the design of activities.)

3.2 Provide opportunity for teachers to design and moderate assessment tasks collaboratively to gain greater consistency in using and allocating Achievement Standard grades.

3.3 Provide professional learning and opportunity for teachers to analyse data sets to inform the teaching and learning cycle and enable effective target setting at an individual and class level.

4. RESOURCING and ICT

4.1 Review the use of ICT across the school and strategically plan for the upgrade of resources to ensure that students have the opportunity to develop the ICT General Capability through Mathematics and Numeracy.

4.2 Investigate the current level of resourcing and the effective, smarter use of what is already available.

5. WHOLE SCHOOL MATHEMATICS/NUMERACY AGREEMENT

Leadership team to strategically develop a three year plan to address and include:

5.1 The current professional learning needs of staff,

5.2 A whole school approach to the teaching and learning of numeracy,

5.3 An on-going evaluative self-review process.

