## Challa Gardens Primary School
### MATHEMATICS PLAN
#### 2015 - 17

<table>
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<tr>
<th>OBJECTIVE</th>
<th>STRATEGIES</th>
<th>WHO</th>
<th>WHEN</th>
<th>PERFORMANCE INDICATORS</th>
<th>TARGETS</th>
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</table>
| 1. Teachers develop knowledge, skills and understandings of the Australian Mathematics Curriculum. Including:  
   1a) Cross-curriculum priorities  
   - Aboriginal and Torres Strait Islander histories and cultures  
   - Asia and Australia’s engagement with Asia  
   - Sustainability  
   1b) General capabilities  
   - Literacy  
   - Numeracy  
   - Information and Communication Technology capacity  
   - Critical and creative thinking  
   - Personal and social capacity  
   - Ethical understanding  
   - Intercultural understanding | All teaching staff are participating in ongoing appropriate Professional Development on the AC Mathematics curriculum and relevant pedagogies  
Teaching staff are planning and delivering programs of learning using the AC in Mathematics, including making reference to Cross-Curriculum Priorities and General Capabilities  
Pupil free days to support implementation process  
School budget and resources meet the needs of teachers  
Teachers share good practice, planning ideas in year level, PLC’s and staff meeting/release times | All staff  
School Coordinator  
Partnership Coordinator  
DECD personnel including Regional Curriculum Consultant | Term 1 2015 and ongoing | Teachers are planning and delivering programs of learning that is based on the Australian Curriculum in Mathematics  
Teachers are planning units of work and staff is attending appropriate training. Relevant shared assessment and moderation practices using the AC are in place.  
Release time is provided and used effectively  
Materials purchased are stored and used effectively  
Over the cycle of improvement there is significant increase in specific knowledge and confidence by all teachers in using/assessing and reporting the Australian Mathematics Curriculum | By the end of 2015 100% of teachers demonstrate evidence of knowledge with the AC in Mathematics and are implementing the appropriate program of learning and assessment in their class  
By the end of 2016 100% of teachers demonstrate evidence of knowledge with the AC in Mathematics and are implementing the appropriate program of learning and assessment in their class  
By the end of 2017 100% of class teachers demonstrate evidence of knowledge with the AC in Mathematics and are implementing the appropriate program of learning and assessment in their class |
| Using Natural Maths and other relevant programs and resources to support teacher practice | Coordinator and identified member from each Yr Level PLC | 2015 Ongoing | Teachers are using TfEL strategies to drive their teaching practices Natural Maths Practices are implemented across all year levels
Staff engaging and attending program
Teacher journal entries re engaging of programme and classroom practice
PLC across the Partnership and inclusion of other staff. | Some classes to trial and implement aspects Natural Maths Program
2015 classes using Mental Routines – common approach across school. Major focus - scope and sequence of mental strategies from R - 7
Common approach by all classes in problem solving strategies. – using the Challa STAR Model. |

<p>| Mathematician in Resident Program | Holiday Program for all other staff and Specialist team that did not attend training in 2014 | Started Term 1 2014 and ongoing | | |</p>
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<td>2. To monitor and improve the outcomes for all students</td>
<td>All student learning is based on the AC in Mathematics</td>
<td>All teachers</td>
<td>Term 1 and ongoing</td>
<td>Students are accessing all strands of Mathematics in their learning</td>
<td>2015 – Students are assigned an appropriate AC Standard in Mathematics with the target that 80% of students reach the standard</td>
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<td>Students in years 3-7 are working in flexible groups</td>
<td>School Coordinator</td>
<td></td>
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<td>2016 – 85% students show improvement in reaching the AC Standard in Mathematics. 98% students show improvement in reaching the National Benchmarks in Numeracy and 80% improvement in M &amp; U level of growth in NAPL&amp;N</td>
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<td></td>
<td>Students are assessed in Mathematics including PATMaths, with results recorded onto school's database</td>
<td>Cluster coordinator</td>
<td></td>
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<td>2017 – 90% students show improvement in reaching the AC Standard in Mathematics 99% students show improvement in reaching the National Benchmarks in Numeracy and 87% improvement in M &amp; U level of growth in NAPL&amp;N</td>
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<td>PATMaths and NAPL&amp;N results will inform future student learning programs</td>
<td>DECD personnel</td>
<td></td>
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<td>There is ongoing and incremental improvement in the achievement of Aboriginal learners</td>
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<td>Student achievement undergoes a moderation process using agreed to proformas</td>
<td>Staff</td>
<td></td>
<td></td>
<td>Challa Gardens students who attend from Reception will use Common Lang and understanding as to how maths works</td>
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<td>PLC’s collaborating and planning common produced assessment tasks</td>
<td>PLC</td>
<td></td>
<td>In PLC’s sharing and regularly moderating assessment tasks</td>
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<td>Coordinator released 0.4 to work with all JP staff in area of Maths.</td>
<td>JP staff &amp; Coordinator</td>
<td>Term 1 2015</td>
<td>All JP staff working with Coordinator Common and continued JP practice from Reception on</td>
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<td>Whole School Numeracy Agreement Implemented</td>
<td>All Teachers</td>
<td>Term 1 2015</td>
<td>Staff are using Whole School Agreement and whole school consistency is evident</td>
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