



Challa Gardens Primary School MATHEMATICS PLAN

2015 - 17

OBJECTIVE	STRATEGIES	WHO	WHEN	PERFORMANCE INDICATORS	TARGETS
<p>1. Teachers develop knowledge, skills and understandings of the Australian Mathematics Curriculum. Including:</p> <p>1a) Cross-curriculum priorities</p> <ul style="list-style-type: none"> • Aboriginal and Torres Strait Islander histories and cultures • Asia and Australia's engagement with Asia • Sustainability <p>1b) General capabilities</p> <ul style="list-style-type: none"> • Literacy • Numeracy • Information and Communication Technology capacity • Critical and creative thinking • Personal and social capacity • Ethical understanding • Intercultural understanding 	<p>All teaching staff are participating in ongoing appropriate Professional Development on the AC Mathematics curriculum and relevant pedagogies</p> <p>Teaching staff are planning and delivering programs of learning using the AC in Mathematics, including making reference to Cross-Curriculum Priorities and General Capabilities</p> <p>Pupil free days to support implementation process</p> <p>School budget and resources meet the needs of teachers</p> <p>Teachers share good practice, planning ideas in year level, PLC's and staff meeting/release times</p>	<p>All staff</p> <p>School Coordinator</p> <p>Partnership Coordinator</p> <p>DECD personnel including Regional Curriculum Consultant</p>	<p>Term 1 2015 and ongoing</p>	<p>Teachers are planning and delivering programs of learning that is based on the Australian Curriculum in Mathematics</p> <p>Teachers are planning units of work and staff is attending appropriate training. Relevant shared assessment and moderation practices using the AC are in place.</p> <p>Release time is provided and used effectively</p> <p>Materials purchased are stored and used effectively</p> <p>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</p>	<p>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</p> <p>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</p> <p>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</p>

	<p>Using Natural Maths and other relevant programs and resources to support teacher practice</p> <p>Mathematician in Resident Program</p>	<p>Coordinator and identified member from each Yr Level PLC</p> <p>Holiday Program for all other staff and Specialist team that did not attend training in 2014</p>	<p>2015 Ongoing</p> <p>Started Term 1 2014 and ongoing</p>	<p>Teachers are using TfEL strategies to drive their teaching practices Natural Maths Practices are implemented across all year levels</p> <p>Staff engaging and attending program Teacher journal entries re engaging of programme and classroom practice</p> <p>PLC across the Partnership and inclusion of other staff.</p>	<p>Some classes to trial and implement aspects Natural Maths Program</p> <p>2015 classes using Mental Routines – common approach across school. Major focus - scope and sequence of mental strategies from R - 7</p> <p>Common approach by all classes in problem solving strategies. – using the Challa STAR Model.</p>
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2. To monitor and improve the outcomes for all students	All student learning is based on the AC in Mathematics	All teachers	Term 1 and ongoing	Students are accessing all strands of Mathematics in their learning	2015 – Students are assigned an appropriate AC Standard in Mathematics with the target that 80% of students reach the standard
	Students in years 3-7 are working in flexible groups	School Coordinator		Students are accessing the appropriate time allocation for instruction	2016 – 85% students show improvement in reaching the AC Standard in Mathematics.
	Students are assessed in Mathematics including PATMaths, with results recorded onto school's database	Cluster coordinator		Students are receiving appropriate and challenging learning in Mathematics	98% students show improvement in reaching the National Benchmarks in Numeracy and 80% improvement in M & U level of growth in NAPL&N
	PATMaths and NAPL&N results will inform future student learning programs	DECD personnel		Students are assessed regularly in Maths sessions – pre & post topic PATMaths Plus is administered in Term 4	2017 – 90% students show improvement in reaching the AC Standard in Mathematics
	Student achievement undergoes a moderation process using agreed to proformas	Staff		Information from assessment processes is used to plan instructional focus for students and report to parents.	99% students show improvement in reaching the National Benchmarks in Numeracy and 87% improvement in M & U level of growth in NAPL&N
	PLC's collaborating and planning common produced assessment tasks	PLC		Whole school consistency in written reports	There is ongoing and incremental improvement in the achievement of Aboriginal learners
	Coordinator released 0.4 to work with all JP staff in area of Maths.	JP staff & Coordinator	Term 1 2015	In PLC's sharing and regularly moderating assessment tasks	Challa Gardens students who attend from Reception will use Common Lang and understanding as to how maths works
	Whole School Numeracy Agreement Implemented	All Teachers	Term 1 2015	All JP staff working with Coordinator Common and continued JP practice from Reception on	All staff using agreements.
				Staff are using Whole School Agreement and whole school consistency is evident	