

MATHEMATICS 2016: Strategic Planning Document 2016

Goal: To develop and consistently implement whole school planning documents to reflect best practice teaching and learning programs, with the intent to improve student numeracy skills in number and algebra; measurement and geometry; and statistics and probability.

Key Staff: Tricia Mitchell: TL (Learning Support Coordinator), Anthea Stark (Yr 2), Sue Reynolds (Kindergarten), Vanessa Trinca (Yr 3) and Alexis Francke (Yr 5),

Business Plan Targets

- Improve or maintain results in NAPLAN against like schools
- Reduce the percentage of students below the minimum standard
- Increase the percentage of students who fall into the category high progress/high achievement in NAPLAN

Key Objectives	Key Strategies	Resources	Key Staff	Timeline	
<p><i>Continually improve standards in Mathematics and numeracy skills of our students by building a consistent whole school approach to a quality teaching and learning program.</i></p>	<ul style="list-style-type: none"> • Teachers to implement whole school Mathematics curriculum documents and National Curriculum documents to inform their classroom practice and pedagogy. This includes an uninterrupted dedicated Numeracy Block in all classrooms to include explicit teaching, group work, independent work and a plenary session that relates specifically to learning intentions for all students. 	<ul style="list-style-type: none"> • Mathematics Strategic Plan 2016. • Collaborative Team curriculum planning documents. 	<ul style="list-style-type: none"> • Line Managers: Jenn Allsop & Blake Ingersole • Mathematics Committee TL: Tricia Mitchell • Curriculum Improvement Leader: Felicity Plant 	Ongoing	
	<ul style="list-style-type: none"> • Regular collaborative team planning and review meetings with classroom teachers to ensure a common approach to Mathematics teaching and learning throughout the school, consistent with the school's Mathematics curriculum documents. 		<ul style="list-style-type: none"> • Class teachers • Collaborative Team Leader 	Ongoing	
	<ul style="list-style-type: none"> • Deliver an effective mental maths program to be incorporated into daily uninterrupted Numeracy Block. • Group marking to promote rich discussion and learning • Identify and target gaps in student understanding and skill level 		<ul style="list-style-type: none"> • New Waves Mental Maths (Yrs 1 – 6) 	<ul style="list-style-type: none"> • Class teachers 	Ongoing
	<ul style="list-style-type: none"> • Mathematics to be incorporated into Numeracy block and homework program to consolidate concepts and develop fluency. • Reward consistent participation through acknowledgement at assembly and newsletter. 		<ul style="list-style-type: none"> • Mathematics (Yrs 1 – 6 and targeted Kindergarten students) Student Certificates and Reward pencil 	<ul style="list-style-type: none"> • Class teachers • Tricia Mitchell 	Ongoing

	<ul style="list-style-type: none"> • Dr Paul Swan strategies and resources to be integrated into Numeracy blocks to develop understanding of concepts; fluency; and strategic and higher order thinking. 	<ul style="list-style-type: none"> • Paul Swan Maths resources 	<ul style="list-style-type: none"> • Class Teachers 	Ongoing
	<ul style="list-style-type: none"> • A Class Meeting is to be conducted at the beginning of each year. At this meeting, teachers will communicate to parents the curriculum targets expected to be achieved during the year for Mathematics. At this meeting, teachers are expected to outline any homework programs relating to Mathematics, relevant to year level. 		<ul style="list-style-type: none"> • Class teachers 	Term 1
<i>Build staff capacity through ongoing professional development to ensure all staff demonstrate high levels of pedagogical knowledge, understanding and skill, including expert implementation teaching strategies.</i>	<ul style="list-style-type: none"> • Implement Mathematics Professional Learning sessions to consolidate teaching understanding in whole school research based instructional strategies. (See Resources). • See Appendix 2 for ongoing 2016 professional learning sessions. 	<ul style="list-style-type: none"> • Dr Paul Swan 	<ul style="list-style-type: none"> • Class teachers • Tricia Mitchell 	Term 3, Week 6 Term 4, Week 6
	<ul style="list-style-type: none"> • Professional learning staff survey to build a profile of staff competencies to inform effective professional learning across the school. 		<ul style="list-style-type: none"> • Felicity Plant 	Semester 1
	<ul style="list-style-type: none"> • Curriculum Improvement Leader to be appointed 0.2FTE to develop and implement whole school policy documents to ensure best practice. 		<ul style="list-style-type: none"> • Curriculum Improvement Leader: Felicity Plant 	Ongoing
	<ul style="list-style-type: none"> • Mathematics Committee to meet regularly to monitor the Strategic Plan and implementation of whole school numeracy programs. 		<ul style="list-style-type: none"> • Mathematics Committee 	Ongoing
<i>Commitment to creating an engaging learning community where individual differences are acknowledged and a rigorous and differentiated curriculum is delivered to ensure successful student learning.</i>	<ul style="list-style-type: none"> • To effectively monitor student development of Mathematics skills and identify students learning needs for the purpose of assessment and reporting. See Appendix 1 for Whole School Assessment Schedule. • Individual education plans are written to inform intervention programs both in and out of the classroom- differentiation, extension and remediation. These documents are to be informed by collected student performance data and include a profile of the student performance level. • Adopt a Case Management process to track students who are 	<ul style="list-style-type: none"> • SEN Process See Appendix 3. 	<ul style="list-style-type: none"> • Class teachers • Learning Support Coordinator: Tricia Mitchell • Line Managers 	Each term

	<p>performing at a below standard and are considered to be a student at educational risk (SAER) or are a student with diagnosed special needs. This process is to include the profiling of students using a number of data sources.</p> <ul style="list-style-type: none"> • A 'Data Wall' will be implemented with the purpose of tracking student progress in Mathematics. It will be a visual representation of student achievement and will enable to teachers to identify student needs in all phases of learning. 			
<p><i>Commitment to creating an engaging learning community where individual differences are acknowledged and a rigorous and differentiated curriculum is delivered to ensure successful student learning.</i></p>	<ul style="list-style-type: none"> • Provide GATE Mathematics opportunities for students through Numero program • Explore and implement other GATE Mathematics opportunities for students. 	<ul style="list-style-type: none"> • Numero Resources 	<ul style="list-style-type: none"> • Blake Ingersole 	Ongoing
<p><i>Implement effective use of ICT to maximise teaching and learning opportunities across Mathematics.</i></p>	<ul style="list-style-type: none"> • To equip students to be literate life-long learners and global citizens of the 21st century by integrating ICT into both the Mathematics curriculum and Mathematics pedagogical practice. • Implement the 'Trial BYOD Program' for (iPads) in Year 5 and Year 6 in 2016. • Through the use of iPads, ensure that ICT provides opportunities for students to develop numeracy skills. To ensure that all ICT devices become a valuable tool for practising number skills; problem solving tasks; and communicating findings. 	<ul style="list-style-type: none"> • iPads • Smart Boards • Laptops • ITC Think Drive 		Ongoing
<p><i>Build and sustain strong relationships with parents to support student learning in Mathematics</i></p>	<ul style="list-style-type: none"> • Partnerships with Parents workshops focusing on Mathematic topics to support parents to support their child's learning in Mathematics. • Maintain information for parents on school website to support Math's learning at home. 	<ul style="list-style-type: none"> • 2016 PwP sessions • Maths at Home • Introduction to Mathletics • Mathletics at Home 	<ul style="list-style-type: none"> • Jo Griffiths • Tricia Mitchell 	Term 1 Term 2
<p><i>Create an engaging and stimulating Mathematics Learning community.</i></p>	<ul style="list-style-type: none"> • Provide engaging and stimulating activities during Maths Week Buddy class maths activities Lunchtime math games – including Numero • Collaborate with Science Team to provide engaging STEM activities 	<ul style="list-style-type: none"> • Maths Games • Numero 	<ul style="list-style-type: none"> • Maths Committee • Class Teachers • Maths and Science 	Dates to be confirmed

	<p>linked with both curriculum areas.</p> <ul style="list-style-type: none"> Coordinate classes and students to participate in Mathematics Challenge Week 	<ul style="list-style-type: none"> Mathletics Newsletter 	<p>Committee</p> <ul style="list-style-type: none"> Tricia Mitchell Class Teachers 	
<p><i>Purchase school resources to support 'hands on' activities; development of fluency and strategic thinking in the Mathematics Teaching and Learning programs</i></p>	<ul style="list-style-type: none"> Maintain and build up Paul Swan 'Free' Resources Dr Paul Swan resources Maintain dice, counters, dominoes, card games Número Resources 	<ul style="list-style-type: none"> Photocopying; Paper; Laminating sheets etc. 	<ul style="list-style-type: none"> Tricia Mitchell Educational Assistants 	Ongoing