FLINDERS PARK PRIMARY SCHOOL ACTION PLAN – MATHS 2016-17

FOCUS	TEACHERS	LEADERS	TARGETS
Student Learning **Students use a variety of methodologies including Natural Math strategies to improve their mathematical skills and engage in challenging problem solving activities.**	Plan for and implement regular mathematics blocks which include: Mental routines, Problematised Situations/Strategy lessons and Reflection time Allocate and teach 300 minutes of mathematics each week Continually monitor student achievement and modify programs to meet needs of all learners, using formative assessment/diagnostic strategies (stretch the more capable mathematicians) (External Review Point 4) Work in year level teams to plan and develop common assessment tasks (External Review point 2.) Use and promote the use of proper mathematical language Track and monitor student achievement data MARKIT Software	Monitor Whole School Math Agreement so that we are consistent in teaching approaches and students are engaged in maths programs – especially high achieving students in math. (External Review Point 3) Ensure each student has 300 minutes mathematics entitlement Ongoing review of data and student progress	Student perception data collected by teachers on their students' attitude to Mathematics shows improvement from Term One to Three Increase mean scores in Numeracy to above Regional and DECD scores and National mean scores. Increase the number of students in the top two bands for each year 3,5,7 students in NAPLAN by 2% (Yr 3 37%, Yr 5 26%, Yr 7 30%) 100% of teachers using MARKIT Software to record student achievement Students use consistent mathematical language to describe the processes and strategies used to demonstrate their thinking in maths.

	Mathematics is integrated into early years play, and specialist subject areas where possible		
<u>Effective Teaching</u> **Teachers use a variety of methodologies to provide high quality, rigorous and challenging experiences in mathematics**	Teachers follow our whole school Mathematics agreement Teachers provide differentiated learning tasks dependent on ongoing assessment/ diagnosis of student understanding. Five staff members attend Big Ideas In Number (BIIN) PD and act as mentors for year level teams Know individual students and their conceptual understanding of big ideas and differentiate tasks accordingly Teachers dedicate their year level team time/ own time to professional learning to improve their own content knowledge and understanding of mathematics	Provide Training and Development opportunities through workshops, Pupil Free day, and peer coaching release. Mathematics vocabulary list developed – numeracy group Monitor student and site achievement. Allocate time for teams to meet and monitor progress through analysis of data from Mark iT software and their own formative assessment data. (External Review point 2.) Facilitate release for peer coaching opportunities to model, team teach, observe and reflect rigorous Math pedagogy with a focus on conceptual understanding (External Review Point 3) (External Review Point 4)	All staff, including SSOs working with students in mathematics are using consistent approaches to the teaching of mathematic skills and associated mathematical language. Teachers observe each other's practice and provide constructive feedback to improve pedagogy.

<u>Intervention</u> **All students are supported to improve their engagement and achievement in mathematics.**	Implement and review **Intervention Program** for identified students in years 4.-7 Students identified through NAPLAN, PAT Math data and teacher recommendations. 20 students identified along with 20 comparative students Diagnostic assessments are trialed For example; Big Ideas in Number, George Booker diagnostic from Building Numeracy Teachers use diagnostic testing tools to support their teaching and student learning	Quicksmart Maths Intervention program is implemented, reviewed. and reported to teachers This is where identified students work in pairs with SSO 3 times per week over 30 weeks with a focus on developing automaticity skills in number Explore intervention options for R-3 students – ***PASA*** Patterns and Structure Assessment ACER Kits are provided and time is allocated for diagnostic testing BIIN	Identified students demonstrate improved NAPLAN and PAT M results Data collected demonstrates improved automaticity through pre and post testing. Differentiated learning programs are evident.
<u>Community Engagement</u> **Build family and community knowledge to enable families to support and be actively involved as partners in their child's learning**.	Promote classroom Maths learning via school and class newsletters, teacher blogs, Open mornings, photographs etc.	Present workshops on Mathematics, trust the count etc offered throughout day, after school sessions Parents kept informed of contemporary math practices through newsletters, brochures etc.	Parents attending workshops Parent Feedback through newsletter articles and teachers