NUMERACY ACTION PLAN 2015 FOR (ST JOSEPH’S TWEED HEADS)

**QUANTITATIVE DATA**

**NAPLAN Highlights**

**Year 3**
- Numeracy – 22% in Bands 5 & 6
- Year 5
  - Numeracy – 60.6% in Bands 6, 7 & 8
  - DSMG – 66.7% in Bands 6, 7 & 8
  - NPA – 68.7 in Bands 6, 7 & 8

**NAPLAN Areas of Concern**

**Year 3**
- Numeracy – 12% at or below NMS
- Numeracy – 54% in Bands 1, 2 & 3

**Year 5**
- Numeracy – 12% at or below NMS
- Numeracy - 60% of students less than expected growth
- DSMG – 0% in Band 8

**ACER PAT Data**
- Refer to School Data in Drive

**QUALITATIVE DATA**

**NAPLAN Highlights**

**Year 3**
- Girls – NPA on Diocesan and State means

**Year 5**
- Numeracy - Close to Diocesan and State means
- Numeracy & NPA - Only slight decline in trend data but still significantly higher than 2010-2012
- DSMG – results continuing to improve from 2010

**NAPLAN Areas of Concern**

**Year 3**
- Numeracy – double the % of students in Band 3 to Diocesan and State
- NPA – significant decline in trend data since 2012

**Year 5**
- Numeracy – decline in students achieving in Bands 7 & 8

**ACER PAT Data**
- K-6 - Most students achieving Stanine 3, 4 or 5
- PAT Maths Plus considered a challenging assessment

**WHOLE SCHOOL AGREED FOCUS**

- Implementing the BOSTES Mathematics Syllabus
- Developing teacher pedagogy and improving student outcomes through the CSO K-6 Mathematics Lesson Sequence - modelling of lesson sequence and structure, P2P observations of effective practice, tracking, monitoring and analysis of student data in PLTs.
- Development of Learning Intentions and Success Criteria.
- Development of Assessment for, as and of learning

**STRATEGIES TO ACHIEVE AGREED FOCUS**

- Regular PLC meetings to address the four critical questions in the Mathematics area.
- Develop K-6 Scope and Sequence with support from Origo Mathematics platform.
- School-based and CSO PD opportunities (Anita Chinn and e-learning modules).
- Grade PLTs to disseminate Assessment data to inform teaching and learning needs, flexible groupings, differentiated instruction.
- Peer 2 Peer Curriculum/Pedagogy.
- LOP to use Gradual Release model to support staff with Learning Intentions and Success Criteria.
- Learning support using Numicon for children with additional needs.
- Explore digital-based pedagogies to support teaching, learning and assessment using school & student i-pads

**EVALUATION OF IMPLEMENTED STRATEGIES**

- Sharing pedagogy used in the classrooms at staff meetings.
- Ongoing analysis of formative & summative assessment, NAPLAN and PAT Maths data.
- Common assessment tasks completed across grades and criteria used to moderate A-E achievement levels.
- Use of Assessment for, as, of visible in learning spaces.
- Monitoring and recording of all students’ literacy progress in achieving Kindergarten, Year 1, Year 2 and Year 3 continuum cluster markers.
- Programs monitored by Principal and Assistant Principal checking for Outcome/Content links.
- Staff Maintain data using the online Student Tracking in google drive.
- Monitor IP and PLP implementation. IP is evident in teaching programs.