

Modbury P-7 School Numeracy SIP 2016—2019

Numeracy Philosophy

At Modbury we want our students to develop a positive disposition, confidently engage and make connections with their world mathematically. Students at Modbury will become independent learners who apply mathematical knowledge and understanding to the world around them.

Outcomes

Student Learning

Students are able to independently use a range of mathematical strategies and language in everyday life to Problem Solve, demonstrate Fluency, Reasoning and Understanding

Students will develop a positive disposition to mathematical learning.

Targets

NAPLAN

Shows a trend increase in the percentage of students achieving the DECD SEA expected achievement (%)*

Shows a trend increase in the percentage of students attaining higher bands

Australian Curriculum:

Increase in the percentage of students achieving SEA or above against the Australian Curriculum standards.

PAT M

Data shows a trend increase in % of students achieving at the SEA stanine level (Standard of Education Achievement) or above their year level.

Student Voice

2:3 Negotiate learning - Compass Data

Comments in maths will show consistency across the school in students having opportunities to choose what and/ or how they learn.

NEP— Students will meet individual SMART goals as per NEP.

Current Data

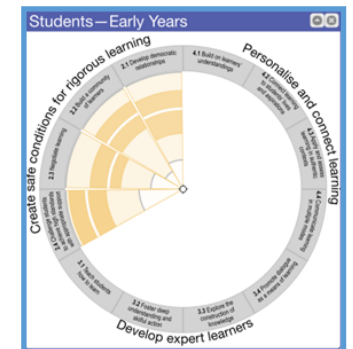
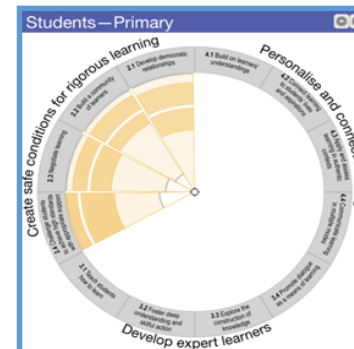
PAT M 2016

2016 PAT-M achievement band chart

Achievement band	scale score	Year 1	year 2	year 3	year 4	year 5	year 6	year 7	total students
10	145+	0	0	0	0	0	0	1	1
9	135-144	0	0	1	0	1	2	3	7
8	125-134	0	0	1	8	3	10	4	26
7	115-124	0	1	6	4	6	6	6	29
6	105-114	0	9	6	5	6	0	1	27
5	95-104	2	10	6	0	0	0	0	18
4	85-94	7	8	1	0	0	0	0	16
3	75-84	0	0	0	0	0	0	0	0
2	65-74	0	0	0	0	0	0	0	0
1	below 64	0	0	0	0	0	0	0	0
	total	9	28	21	17	16	18	15	124
percenta		100	71.42857	66.66667	70.58824	62.5	66.66667	53.33333	

denotes Standard Educational Achievement stanine levels (draft). Satisfactory achievement of the Australian Curriculum Foundation standard in each learning area/subject (Reception) Achievement at 'C' or above in each Australian Curriculum learning area/subject (Year 1–Year 10) These values may/will change on the 27th of July in accordance with the Minister of Education's recommendations. Year 1 and 2 denotes stanine 50 percentile.

TfEL—Term 2, 2016 dispositional data collected.



Year 3- NAPLAN Modbury School

Higher Band attainment (%)			Demonstrated DECD SEA expected achievement (%)*		
2014	2015	2016	2014	2015	2016
30	16.7	25	70	58	56

*2016 Standard of educational achievement

Year 5- NAPLAN Modbury School

Higher Band attainment (%)			Demonstrated DECD SEA expected achievement (%)*		
2014	2015	2016	2014	2015	2016
13	16.7	10.5	78	75	63

*2016 Standard of educational achievement

Year 7- NAPLAN Modbury School

Higher Band attainment (%)			Demonstrated DECD SEA expected achievement (%)*		
2014	2015	2016	2014	2015	2016
12.5	18.8	10	81	75	70

*2016 Standard of educational achievement

Leadership

Leadership will resource through PLC, release, professional & performance development, observations and mentoring opportunities for staff to:

- Build teacher capacity to design learning tasks that increase intellectual stretch and the use of inquiry based approaches.
- Analyse student data from PAT M, NAPLAN, 'Early Years Framework-Numeracy Indicators' and TfEL surveys.
- Identify individual teacher performance goals
- Plan and support the needs of students with additional or extended learning needs.
- Develop whole school documents
 - * Mathematics agreement.
 - * Language continuum
- Implement Results Plus and TfEL strategies to increase student voice and engagement.

Staff

Staff will work together collaboratively in PLCS, professional development and in partnership with parents and students to :

- Apply understanding of designing learning tasks which include intellectual stretch, inquiry based approaches including student voice.
- Use data to:
 - * Identify students who fall above and below the SEA and provide additional programming.
 - * Set individual learning goals for all students.
- Implement individual teacher performance goals which focus on site improvement directions.
- Apply the whole school mathematics agreement and language continuum
- Use TfEL , Results Plus and the BiTL tool to reflect, inform and make changes to practise.

Students

Students will:

- cooperate with teachers to set learning goals, review and make changes.
- ask questions and seek feedback from teachers and peers.
- challenge themselves
- show how they have learnt to others so they understand tasks better
- have a voice in deciding how and what they learn
- support each other to learn and learn in different ways
- put 100% into maths learning
- have the opportunity to learn in different environments such as outside and experiments
- be able to learn in the best learning space available for them

Created by Student Representative Group