

BELIEFS AND UNDERSTANDINGS

- High expectations and early intervention are essential.
- Numeracy needs to be taught in context and across all key learning areas. Each day there should be 1 hour of explicit teaching devoted to Numeracy.
- Authentic assessment is a vital part of the teaching learning cycle and data needs to be collected to monitor and measure student progress.
- Staff should work together in teams to understand the data, determine targets and plan strategies, to ensure student outcomes are met.
- Teaching staff should work collaboratively and share the resources and programs that are being utilised and implemented.
- The establishment of positive home-school relationships are essential.
- All classroom Numeracy programs and lesson structures should be informed by Meaningful Maths philosophies and beliefs, and strategies of automaticity.
- That students need to be catered for at the appropriate achievement level, not at year level, and that multi-level planning is essential.

School and Class Organisation

- ★ We need to keep our Early Years classes as low as possible in class numbers.
- ★ Funding for classroom support is to be a priority in the school budget with a focus on;
 - Supporting the Early Years Numeracy Program through a support tutor for rotations
 - Supporting students at risk across the school through targeted learning and intervention program.
 - Classroom support for Years 3-6 four days per week where possible.
- ★ The EALD and Special Education team will work together as the Student Support team to maximise efficient and effective utilisation of human resources to support students at risk.
- ★ Maintain a current audit and list of Numeracy resources.
- ★ Streaming will be implemented where applicable. Streaming in classes will be based on Australian Curriculum monitoring data and NAPLAN results + PAT testing done in Term 2 and 4 as well as on results from the Meaningful Maths diagnostic testing to be completed at the end of the previous year.
- ★ We need to ensure appropriate EALD teaching strategies are incorporated into teaching programs to cater for EALD learners.
- ★ Across the school Numeracy must be taught in small ability groups targeting all Maths strands (T-Yr6). All class teachers to receive Meaningful Maths Numeracy kits including an assessment kit.

Professional Learning

- ★ Encourage and promote embedded collaborative practices that allow for moderation and professional dialogue. This will include sharing and the promotion of successful teaching and learning strategies to ensure Numeracy outcomes are consistent across the school.
- ★ Ongoing implementation of Meaningful Maths needs to be mapped out at the end of each year and there needs to be a set induction process for all teachers (including new teachers) which will include modelling and mentoring.
- ★ A commitment to ensure that all teaching staff are trained in the following;
 - Meaningful Maths
 - Quicksmart (Yr3-6) as a rotation
 - Australian Maths Curriculum
- ★ A commitment to resourcing regular professional learning for tutors in identified priority areas to support classroom learning including training in facilitating the individual diagnostic test.
- ★ To have regular observation visits to other schools using Meaningful Maths and yearly visits by Meaningful Maths representative as a critical friend providing feedback on the implementation of our programme.
- ★ Sufficient funding is allocated in the budget for professional learning in the Numeracy area, including an annual visit from the team from NZ to observe and provide feedback on classroom practice.

Standards and Targets

Ongoing analysis and interpretation of student outcome data as outlined in Monitoring and Assessment to identify and monitor targets -

School	Class	Individual
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Home School & Community Partnerships

- ★ Establishment of strong community-home-school relationships.
- ★ Sharing information e.g. results - Parent Teacher Conferences/School Council.
- ★ Develop programs, guides and workshops for parents and carers to support their children's Numeracy development and acknowledge and build on the language and

Explicit targets are set each year and identified in the School Operational Plan.

mathematical literacy that children learn in their homes and communities.

- ★ Parent Maths nights (1 per Semester).

Classroom Teaching Strategies

- ★ All classroom Numeracy programs will be learner centred, achievement standards based and informed by Meaningful Maths beliefs and philosophies. Each day teachers will undertake 1 hour of **explicit teachings** in the Numeracy strands - Number and Algebra, Measurement & Geometry, Statistics & Probability.
- ★ Teachers will seek and provide professional feedback to improve and enhance teaching practice.
- ★ Hands on/ discussion based learning approach.
- ★ Lessons include whole class "Hotspot" which is derived from student needs in Basic Facts and/or Australian Curriculum Standards.
- ★ Open ended assessment tasks
- ★ Rotations are to include:
 - ★ Teacher small group: (Strategy)
 - ★ Practice: (Board work or Activity Sheet related to Teacher small group activity).
 - ★ Knowledge: Activities aligned with Strategy outcomes (could use activities from Book 4 or your own, computer).
 - ★ Activity: Game related to concept (Add/Sub etc.) Quicksmart.

Intervention & Special Assistance

- ★ Intervention will be provided in collaboration with the **Student Support Team** (EALD Teachers, Special Education Teacher, Special Education Assistant, Classroom Teaching Assistants, AIEW and Tutors). Alawa is committed to valuing and supporting the delivery of the intervention and support programs through minimising disruptions.
- ★ Students identified as at risk receive **early intervention** support through EALD, and Special Education teachers as well as targeted funds which employ tutors to enhance the support provided to students identified at risk.
- ★ We will adopt both in-class support and withdrawal strategies to support students at risk.
- ★ At the beginning of each term class teachers will meet with Student Support Team to identify priority needs for support and intervention.

Leadership & Coordination

Leadership Team are responsible for

- Focussing, coordinating and disseminating data to increase student Numeracy achievements.
- Professional learning to ensure teachers are skilled in the use of Meaningful Maths and maintain skills to enable high standards in the teaching of Numeracy
- Professional learning in data analysis and accessing relevant data.
- Timetabling
- Communication
- Financial support for Numeracy program.
- Monitoring the implementation of the program.
- Accountability in writing and in practice.

Assessment & Monitoring

Assessment will be used to

- Determine students' interests, strengths and stages of Numeracy development
- Inform decisions about how best to support students' Numeracy development
- Monitor student development
- Provide a tool for reflecting on and improving teaching
- Provide information about students that can be shared with others

There is a need to collaboratively develop Common Numeracy assessment tasks across the school, and follow this with moderation. A common bank of annotated sample tasks are available on the Australian Curriculum Website.

In Term 2 and Term 4 PAT Maths will be used as an assessment across the school from year 1 [only term 4] to year 6. I Can Do It will be used for students in Transition [semester 2] and Year 1 [semester 1]. Students in Transition will be profiled against the Assessment of Student Competencies in April.

Database to be set up for ongoing tracking of student progress.

- ★ All Strands are monitored, assessed and reported on at Strand level using SAIS.
- ★ Weeks 2-4 of Terms 2 and 4 to be used to complete diagnostic testing at individual level. [Gloss & iKan for Years 3-6]
- ★ Term 1 - Transition to do Mod 1, 3, 4, and 5 to help inform SLC [JAM]
- ★ Term 2 - Transition to do ALL Mod to inform reports, Mod 9-11 (after teaching week/s) [JAM]
- ★ Term 3 - Transition to do Mod 1-3 to inform SLC and also to show progress [JAM]
- ★ Term 1 - Year 1/2 to do Mod 1-7 to inform SLC [JAM]
- ★ Term 2 - Year 1/2 to do Mod 9-11 (after teaching week/s) [JAM]

- ★ Term 3 - Year 1/2 to do Mod students at risk [JAM]
- ★ Term 4 - Transition to Year 2 - complete Mod 1-8 to inform reports [JAM]
- ★ Any students who are able to go beyond Stage 5 in Mod 1 and 2 can go onto GLOSS [T-2]