

Numeracy Plan



HENDON PRIMARY SCHOOL

Guiding Principle

“All students have the right to a high quality mathematics programme that prepares them for engagement in daily life, socially and professionally.”

Rationale

The purpose of our agreement is to ensure that:

- all staff understand what is expected in order to provide our students with common and consistent learning experiences
- there is consistency in the way we approach and the language we use in teaching mathematics
- all staff are confident and competent in teaching mathematics, and
- our practices are consistent with ACARA’s outcomes and DFES’ requirements.

Curriculum

- The mathematics block will consist of a minimum of **300min per week**
- The teaching and learning programmes will incorporate:
 - **ACARA** Achievements Standards / Content Descriptors
 - The Proficiencies **1 T-Drive**
 - National Numeracy Learning Progressions **2 T-Drive**
 - The **Big Ideas in Number** for planning and as diagnostic tools to identify students’ misconceptions/misunderstanding for targeted teaching **3 T-Drive**

Pedagogical Practices

At Hendon PS we agree to incorporate the following pedagogical approaches:

- **Learning Intentions** and **Success Criteria** which are visible and understood by students **4 T-Drive**
- **Mental Computation Strategies** **5 T-Drive**, such as
 - Mental Routines
 - Problematized / “ open-ended real life investigations
 - Subitising
- **Descriptive and effective feedback** by the teacher and peers to ensure that students move forward in their learning
- **Mathematical discourse** wherein students:
 - articulate their ideas and reasoning about mathematical concepts and
 - consider their peers’ mathematical perspectives / ideas / strategies to deepen their mathematical understandings **6 T-Drive**
- **Individual learning goals and targets** are set, implemented, monitored and reviewed by students with the support of their teacher(s). Resources such as the National Numeracy Progressions may be used to support students and teachers in setting these goals
- **Inquiry – Based Learning** wherein
 - the teacher or students pose a mathematical problem or question that may encompass a range of mathematical strands and
 - the students collect evidence, make conjectures, test, explain, reason, argue, prove, make connections, represent and communicate their findings. **7 T-Drive**

Data Collection, Analysis and Response

Students' progress is monitored and responded to by data collected from a range of diagnostic, formative, and summative assessments:

- ACARA A-E results and comments
- Naplan Numeracy Proficiencies Bands –term 2 [Appendix A](#)
- Pat Math Scale Scores – term 3, weeks 7-10 [Appendix A](#)
- Teacher Anecdotal notes
- Pre- and post- tests
- Diagnostic tests (teacher designed, Back to Front Maths , [T-Drive](#) and Big Ideas in Number Tools) , [T-Drive](#)
- **Student Maths Surveys** are completed at the end of term 1 to ascertain and respond to students' mathematical mindsets , [T-Drive](#)

Naplan Numeracy Proficiencies Bands and Pat Math Scale Scores are located on **Markit**.

Reporting



Students are reported against the Australian Curriculum achievement standards using A-E grades or word equivalents.

Written reports

- Mid -year reports are handed to parents at the Three - Way Interviews (parents/ teacher/ student) at end of Term 2, weeks 8-10.
- End of year summative reports are sent home in term 4, week 9.

Differentiation and Intervention

At Hendon we implement 3 Wave Intervention Model

- Wave 1: classroom differentiation/individualised learning
- Wave 2: targeted in class intervention programmes
- Wave 3: intensive 1-1 or small group intervention / One Plan (negotiated education plans, individual learning plans) QuickSmart and TooSmart numeracy intervention programmes are provided for nominated students.

The Student Review Team meets twice per term to review and recommend students for invention programmes.

Extension opportunities include:

- **PMA Maths Challenge** wherein individual students or teams investigate and document their mathematics challenge learning
- **ICAS Mathematics Assessment** wherein students are assessed on their ability to apply classroom learning to new contexts using higher-order thinking and problem-solving skills.
- **in class groups** working on extension tasks / differentiation for individual students.

Human Resources and School Structures

The following resources and structures are used to identify, develop, implement and review teachers' professional learning needs:

- Professional Learning Teams (50 min fortnightly meetings)
- Staff meetings (2 per term)
- Maths Coordinator (.2 position)
- Maths Committee with representatives from each sector of the school (2 meetings per term)
- Peer Observations / Feedback
- School Walkarounds
- WASP (combined staff meetings and Pupil Free Days)

Role and Responsibilities of Maths Committee

The Maths Committee membership includes teachers from each sector of the school (teachers Preschool -Y7 and Specialist Teachers) and the Math Coordinator.

Its major role is:

- to represent teachers Preschool –Year 7.

Its responsibilities include:

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- ensure that the Numeracy Agreement and SIP are implemented and reviewed and
- ensure that training and development structures are in line with the agreement.

Professional Development

Professional Development opportunities:

- focus around
 - deepening teachers’ conceptual knowledge and understanding of what it means “to do mathematics and how to teach mathematics”
 - enhancing teachers’ pedagogical practices - their “interactions with their students, the learning environment and the design of learning tasks”
- are in line with Hendon PS’s School Improvement Plan (SIP) and the Numeracy Agreement *to T-Drive* and the Western Adelaide Shores Partnership (WASP) Strategic Plan.



Resources

T-Drive, Australian Curriculum, Maths.....

Item #	Title
1	> Planning and programming > proficiencies
2	> Learning Progressions
3	> BIG IDEAS in number Curriculum Compacting > Assessment reporting and moderation > Diagnostic tests
4	> Planning and programming > Virginia PS Maths Mapping - Learning Intentions and Success Criteria
5	> Ann Baker resources
6	> Questioning
7	Re Solve link
8	> Surveys
9	> Assessment reporting and moderation > Back to Front Maths moderation tasks
10	> policy statements

Other Teaching Resources on T – Drive, Australian Curriculum, Maths include:

> charts grids	> problem solving
> Games	> Professional Standards
> Lesson plans	> Speed and accuracy
> Mental routines	> Text Books > Van de Walle Texts
> Naplan	> Webinars
> Planning and programming	> Websites
> posters	> ICAS

Appendix A

Department of Education SEA standards

	NAPLAN	PAT Maths	Curriculum
		Scale Score	
F			Satisfactory achievement of F Achievement Standard
Year 1		83 or above	Achievement at "C" or above for year level Achievement Standard
Year 2		93 or above	
Year 3	Band 3 or above	101 or above	
Year 4		110 or above	
Year 5	Band 5 or above	112 or above	
Year 6		120 or above	
Year 7	Band 6 or above	121 or above	

Higher Bands (what Hendon PS is aiming for:



	NAPLAN	PAT Maths	Curriculum
		Scale Score	
F			Satisfactory achievement of F Achievement Standard
Year 1		102 or above	Achievement at "C" or above for year level Achievement Standard
Year 2		112 or above	
Year 3	Band 5-6 or above	120 or above	
Year 4		129 or above	
Year 5	Band 7-8 or above	131 or above	
Year 6		139 or above	
Year 7	Band 8-9 or above	140 or above	