



Goal	Increase the number of students achieving SEA in maths				
Challenge of Practice	If we prioritise a consistent, daily, timetabled maths program that develops students' sense of number by following the sequence provided in the Maths Units of Work/Big Ideas in Number with a focus on trusting the count, place value and multiplicative thinking, then we will increase the number of students achieving SEA in maths.				
Success Criteria	Student Success Criteria (what students know, do, and understand): We will see students in R-2 use subitising, as the basis for ordering and comparing collections of numbers. We will see students in year 3 partition numbers using place value to at least 10,000 We will see students in year 4 use place value to demonstrate the addition and subtraction of numbers We will see students in years 5 & 6 Identify & describe factors and multiples of whole numbers and select and apply efficient mental and written strategies and appropriate digital technology to solve problems using all 4 operations.				
ACTIONS	Strategies	Teacher Role/Responsibility	Leader Role/Responsibility	Timeline PD	Resources
	NB : Embedding - re strategies already implemented Implementing – new strategies on the SIP		<ul style="list-style-type: none"> (Preschool Coordinator –PSC) (Early Years Senior Leader – EYSL) (Early Years Curriculum Coordinator – EYCC) (Primary Years Curriculum Coordinator – PYCC) (Deputy Principal-Teaching & Learning – DPTL) (Senior Leader for Intervention & Students with Disabilities) (Student Wellbeing Leader – SWL) 		
Each teacher will implement the Maths Curriculum Units relevant to their year level	All staff will promote positive beliefs and attitudes about mathematics across the school community.	All classroom teachers will implement either the Yr 1 or Yr 2 Unit 1 of the Maths Curriculum Units - Being A Mathematician in Weeks 1 and 2 of Term 1 (GRFL) Establish and regularly refer to Jo Boaler's 7 "Setting up positive norms in Maths class"	Pre and Post Beliefs about Mathematics survey Develop 2023 overview of Observation cycle - all leaders to monitor as part of observations Prioritise staff meeting PD agenda alongside SIP actions/timeline.	Term 1 2023	Best Advice Paper - "Beliefs & Attitudes about Mathematics" https://www.youcubed.org/wp-content/uploads/2017/09/How-Students-Should-be-Taught-Mathematics.pdf Positive-Classroom-Norms2.pdf (youcubed.org)
	Planning and teaching of Mathematics Units to be responsive to the ongoing needs of individual children in providing authentic inclusion.	Implement the Units of Work in a sequential manner with fidelity Model the technical mathematical language when defining or explaining concepts 1-2 week planning cycle handed to DPTL & line manager Development of common planning template for 1-2 week planning cycle	DPTL to ensure all resources for Curriculum Units available/purchased Develop 2023 overview of Observation cycle	Term 1 – ongoing 2023	Mathematics Curriculum Units of Work
Each teacher will use formative assessment processes to identify what learners know, understand, and can do, prior to and during the learning.	Implement Mathematics Curriculum Units assessment processes to determine students understanding before, during and after learning	Gather and analyse data to determine next steps, including concepts to be retaught/revisited, moving forward, differentiation and intervention needs (Wave 1, 2 and 3) Trial identified formative assessment strategies and discuss/evaluate in Yr level/team meetings	Revisit Glen Pearsall work – Fast and Effective Assessment and identify strategies to trial and evaluate in the classroom Review Big Ideas In Number Masterclass Video 1.4 (Formative Assessment) and plan/prioritise for Staff Meeting PD Calendar	Term 3 - ongoing 2023	Big Ideas In Number Masterclass Video 1.4 (Formative Assessment) Glen Pearsall resources

<p>Leaders will ensure all teachers have the pedagogical content knowledge to support students to build on number ideas and concepts sequentially and developmentally</p>	<p>Implement a quality PD agenda that is responsive to the needs of staff and the proposed SIP action timeline</p>	<p>Staff to participate in “How to learn maths for teachers” Jo Boaler course (Stanford University)</p>	<p>Leadership members to attend Numeracy Summit (Term 1 2023)</p> <p>Leadership to view Big Ideas in Number Masterclass videos and plan deliberate and intentional PD</p> <p>Principal and DPTL to prioritise deliberate, intentional staff meeting PD agenda alongside SIP actions/timeline.</p> <p>Timetable follow up Team Meetings to discuss topics raised/trialled from PD</p>	<p>Minimum of 2 Maths PD staff meetings per term from Term 1 2023</p>	<p>“How to learn maths for teachers” Jo Boaler course (Stanford University)</p> <p>Big Ideas in Number Masterclass Series (DfE)</p> <p>ACARA Numeracy Progressions</p> <p>ACARA Numeracy Scope and Sequence</p>
<p>Leaders will develop the expertise of teachers to interpret numeracy data and support them to notice cohort and individual anomalies in whole-school numeracy results. (Data literacy)</p>	<p>FACES TO DATA, track and monitor using a traffic light colour coding system with clarity around who is just below SEA, who is just below HB and identify individual progress against the SIP Student Success Criteria for the applicable year level.</p> <p>Analyse data to determine Wave 1, 2, 3 intervention needs of students</p>	<p>Testing all students using Big Ideas in Number assessment tools (R-6)</p> <p>All teachers to use traffic light colour coding to track and monitor and identify differentiation and intervention needs of children through teach-plan-assess cycle</p> <p>DfE – Units of work, unpack and identify assessment strategies</p> <p>Identify students for SST, Wave 2&3 interventions and plan interventions to align to class instructional routines.</p> <p>Be familiar with SIP student success criteria in analysing individual achievement</p> <p>Yr 2 students to be included in PAT Maths assessment</p> <p>Bring data to Team Meetings and data chats with DPTL and EYSL</p>	<p>Determine assessment cycle of Big Ideas in Number assessment tools</p> <p>DPTL to research Numeracy intervention programs available, (particularly Bond Blocks) and determine suitability of program for intervention needs</p> <p>Re-establish site focus on Trusting the Count</p> <p>Track and monitor student growth and achievement to identify students who need Wave 2 or 3 intervention</p> <p>Prioritise regular, intentional data discussion in team meetings</p> <p>DPTL and EYSL to timetable twice yearly data chats with all teachers</p>	<p>Data tracked, monitored and analysed from beginning of term 1 2023; robust data analysis and data discussions beginning term 3 2023 and ongoing</p>	<p>Guidebooks- Numeracy</p> <p>Big Ideas in Number assessment tools</p> <p>NAPTracker and PATTracker (Impromation)</p> <p>Jade Mattin (ENPS)</p>
<p>Leaders will ensure shared priorities for classroom practice are collaboratively developed and recorded in a working document that is constantly reviewed, discussed and annotated. (Statement of Practice)</p>	<p>Development of Statements of Practice regarding Instructional Routines and expectations for Daily Numeracy/Mathematics Blocks R-6.</p> <p>Agree & action strategies to support and monitor implementation and consistency of practice regarding the agreed Instructional Routines.</p>	<p>Trial and give feedback on mathematics 1-2 weekly planning documents</p> <p>Contribute ideas to Statement of Practice working document</p>	<p>DPTL to establish Maths committee with Yr level representatives to propose, draft, trial, evaluate and give feedback on Statements of Practice document</p> <p>Working with staff to design 1-2 weekly maths planning document</p>	<p>Term1 2023 ongoing</p>	<p>Guidebooks- Numeracy</p> <p>The Dept Literacy & Numeracy First</p>
<p>2023 TARGETS</p>	<p>Year 3 - 56% (30/53) students achieve SEA in NAPLAN Numeracy</p> <p>Year 4 - 58% (36/62) students, who sat the test for their year level will achieve SEA in PAT Maths (progress Indicator)</p> <p>Year 5 - 50% (27/54)students achieve SEA in NAPLAN Numeracy</p> <p>Year 6 - 62% (28/45) students, who sat the test for their year level will achieve SEA in PAT Maths (progress indicator)</p> <p>Year 7 - 64% (30/47)students achieve SEA in NAPLAN Numeracy</p>				