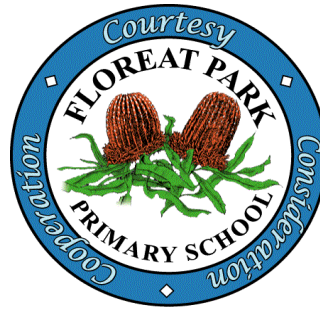


# FLOREAT PARK PRIMARY SCHOOL



## Mathematics Annual Operation Plan 2015

*Courtesy, Consideration and Cooperation*

At Floreat Park Primary School we are committed to  
fostering attitudes of respect for the rights of  
others, a cooperative and responsible  
attitude and socially acceptable behaviour.

Our aim is to develop and maximise each student's potential academically, creatively, socially, emotionally and physically. There is a commitment at Floreat Park Primary School to develop the whole child in order that they become active, responsible members of the wider community.

## Mathematics Targets

Curriculum Team: Robyn Comtesse, Sally Cousins, Jayne Prentice, Caroline Priskich, Gemma Rennie

### **2015 – 2017 Floreat Park Primary School Business Plan Targets**

#### ***NAPLAN progress and achievement***

- Maintain or exceed year 5 students' numeracy results compared to statistically similar schools.
- Increase year 3 students' numeracy results compared to statistically similar schools

#### **Pre-primary On-entry assessment**

- Literacy: by the start of year 1 students will achieve an average cohort score of 1.0 VELs
- Numeracy: by the start of year 1 students will achieve an average cohort score of 1.0 VELs

<b>FOCUS AREA</b>	<b>Actions</b> <i>You will see teachers:</i>	<b>Evidence to support</b> <i>You will see students:</i>	<b>Resources</b> <i>What resources are available?</i>
<b>Classroom Management and Instructional Approaches</b> <ul style="list-style-type: none"> <li>• Balanced numeracy programs</li>   <li>• Uninterrupted numeracy learning blocks</li>   <li>• Numeracy teaching and learning across curriculum areas</li>   <li>• Scaffolded learning</li>   <li>• Recognition of difference</li>   <li>• Grouping learners</li>   <li>• Time allocation</li> <li>• Opportunities to observe and practise</li>   <li>• Explicit teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and cater for individual differences using NAPLAN, On Entry Data, Individual Education Plan, student folders &amp; handover files.</li> <li>• Provide an uninterrupted block of time for numeracy. (50% of instruction time on literacy &amp; numeracy)</li> <li>• Use Australian Curriculum documents &amp; DET Portal online resource materials to develop balanced numeracy programs.</li> <li>• Use First Steps in Mathematics &amp; imaths to promote a whole school focus and common approach to numeracy.</li> <li>• Use common instructional learning strategies, explicit teaching &amp; Wistar to support numeracy learning.</li> <li>• Use Mathletics to extend student learning and consolidate skills.</li> <li>• Use NAPLAN planners and resources to prepare for NAPLAN testing.</li> <li>• Provide opportunities for students to develop skills in the Proficiency Strands.</li> <li>• Incorporate General Capabilities into mathematics programs.</li> <li>• Incorporate Cross Curricular priorities</li> </ul>	<ul style="list-style-type: none"> <li>• Engaged in numeracy learning where possible across multiple learning areas.</li> <li>• Working individually, in small groups and as a whole class during numeracy learning.</li>   <li>• Working at appropriate developmental level.</li>   <li>• Engaged in common cooperative instructional learning strategies K-6.</li>   <li>• Reaching targets outlined in this document.</li>   <li>• Completing set tasks using electronic learning resources including completing tasks at home.</li> <li>• Demonstrating the A/C Proficiency Strands of Understanding, Fluency, Reasoning &amp; Problem Solving when engaged in mathematic activities.</li> <li>• Developing the skills, behaviours and attributes of the A/C General</li> </ul>	<ul style="list-style-type: none"> <li>• NAPLAN, On Entry Data, Student Achievement Information System</li> <li>• NAPLAN resources</li> <li>• Australian Curriculum documents (online) and Floreat Park (year level) Maths Files</li>   <li>• Mathematics Resources – equipment and texts (imaths)</li>   <li>• First Steps Numeracy resources</li>   <li>• SAER co-ordinator to assist teachers with compilation of IEPs/GEPs for identified SAER students</li> <li>• First Steps Numeracy resources</li> <li>• Interactive Whiteboard resources</li>   <li>• Online resources; Number Shark, Mathletics, Studyladder, The Learning Federation Resources &amp; maths apps for ipads</li> </ul>

<ul style="list-style-type: none"> <li>• Differentiated curriculum</li> <li>• Consistent approaches</li> <li>• Evidence-based</li> <li>• Systematic practise</li> <li>• Focus on developing an understanding rather than short-term recall or memorisation of procedures</li> <li>• Use of data to inform &amp; refine practice</li> <li>• Use of information and communication technologies</li> <li>• Inclusive practises</li> </ul>	<p>into mathematics programs.</p> <ul style="list-style-type: none"> <li>• Use of Floreat 'Scope &amp; Sequence' Planner. ( Floreat Park Maths Files)</li> <li>• Use maths investigations to create a whole school maths display.</li> <li>• Use whole school instructional learning strategies to support numeracy learning.</li> <li>• Use information technology to enhance student learning.</li> <li>• Use NAPLAN data to inform and refine practice &amp; to guide whole school curriculum planning.</li> <li>• Receive support for SAER students.</li> <li>• Use explicit mathematical language.</li> <li>• Become familiar with A/C Achievement Standards as in Floreat Park Maths Files.</li> <li>• Work and plan collaboratively using Wistar lesson structure to promote connected practice.</li> <li>• Teaching and testing basic facts on a regular basis.</li> <li>• Explicit teaching of mental computation strategies K-6.</li> </ul>	<p>Capabilities that students need to succeed in life and work.</p> <ul style="list-style-type: none"> <li>• Develop understanding in mathematics related to the A/C Cross Curricular priorities.</li> <li>• Use ICT resources to extend and consolidate maths understandings.</li> <li>• Showcase their learning to parents on Learning Journey Night.</li> <li>• Mastering essential numeracy &amp; language skills.</li> <li>• Engage in authentic tasks, games and investigations that require thinking and understanding rather than memorisation.</li> <li>• Given the opportunity to talk, report, display and explain their knowledge.</li> <li>• Working in cooperative groups.</li> <li>• Displaying a positive attitude towards mathematical learning.</li> <li>• Given the opportunity to reflect on lessons.</li> <li>• Using a range of technology to assist with problem solving.</li> <li>• Using hands on, concrete materials to assist with problem solving and abstract ideas.</li> <li>• Able to use a range of strategies to solve the same problem.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of Dr Paul Swan resources</li> <li>• Australian Curriculum</li> <li>• First Steps Number resources</li> <li>• Online Resources</li> </ul>
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<b>FOCUS AREA</b>	<b>Actions</b> <i>You will see teachers:</i>	<b>Evidence to support</b> <i>You will see students:</i>	<b>Resources</b> <i>What resources are available?</i>
<p><b>Monitoring and Assessment</b></p> <ul style="list-style-type: none"> <li>• Systematic monitoring and assessment.</li> <li>• Evidence gathered-</li> <li>• Australian Curriculum Achievement Standards</li> <li>• AC Portfolio samples</li> <li>• Use of data to focus instruction and address student’s needs</li> <li>• Use of data to inform future planning at the classroom and school level</li> <li>• Feedback to students</li> <li>• SCSA (School Curriculum &amp; Standards Authority) - 6 Assessment Principles.</li> </ul>	<ul style="list-style-type: none"> <li>• Use NAPLAN data to inform planning for groups and individual students.</li> <li>• Through performance management, demonstrate that data is used to inform planning for groups and individuals.</li> <li>• Use assessment strategies that are valid, educative, explicit, fair and comprehensive.</li> <li>• Use analysis of NAPLAN data to inform whole school planning.</li> <li>• Use of On Entry assessment in Pre-Primary to inform planning and identify students at risk in numeracy.</li> <li>• Plan for all students to meet developmentally appropriate Achievement Standards in Numeracy.</li> <li>• Use year level FPMF (Floreat Park Maths Files) for moderation assessment tasks.</li> <li>• Conduct, collate, record &amp; analyse results for the One Minute Basic Facts Test.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers engage in collaboration to make consistent judgements against Australian Curriculum Achievement Standards.</li> <li>• Teachers provide effective intervention programs for at risk students.</li> <li>• Classroom teachers collaborate to provide effective intervention programs for at risk students. (SAER/TAGS)</li> </ul>	<ul style="list-style-type: none"> <li>• NAPLAN</li> <li>• DoE exemplars</li> <li>• SAIS data</li> <li>• On Entry assessment data</li> <li>• Australian Curriculum</li> <li>• A/C Achievement Standards and portfolio samples</li> <li>• SCSA Judging Standards &amp; year level pointers</li> <li>• UNSW testing</li> <li>• Floreat Park Year Level Maths Files</li> <li>• AMC maths competition</li> <li>• One Minute Basic Facts Test – data collection</li> <li>• Whole school maths assessment</li> </ul>