

Campbell Primary School Mathematics Operational Plan K-6 2021



Curriculum Leaders: Emily Upson, Kellie Gibson

Budget Code: D5105
Budget Manager: CL

Business Plan Numeracy Targets 2019-2021

- High levels of progress are evident from On-Entry to Year 3, Year 3 to Year 5 NAPLAN results and from Year 5 to Year 7 NAPLAN Numeracy results.
- Increase the percentage of students who achieve moderate to very high progress in Year 3 and Year 5 stable cohort in Numeracy.
- Stable Cohort Year 3 and 5 to achieve at or above like schools in achievement and strive to achieve higher progress than like schools in all areas.
- High levels of achievement and progress are evident from Year 5 to Year 7 NAPLAN results.

Operational Plan Targets

- 90% of students will achieve a C or higher in the Number Strand
- Cohorts to maintain the percentage of students achieving an A or B grade in the Number Strand
(See appendix of 2020 Number Strand Grade Distribution)

Business Plan Use of Resources Targeted to maximise achievement

- PLC Intervention
- PAT Assessment

Professional Knowledge		Professional Practice		
Standard 1 Know students and how they learn.	Standard 2 Know the content and how to teach it.	Standard 3 Plan for and implement effective teaching and learning.	Standard 4 Create and maintain supportive and safe environments.	Standard 5 Assess, provide feedback and report on student learning.

BP	Core Agreements	Monitoring
Quality Teaching Purposeful Pedagogy – Supportive & Challenging Connects to experiences	<p>Mathematics Time Allocation – 90 minutes a day (450 minutes a week)</p> <p>Concepts taught through the lens of the proficiencies with a focus on Understanding before Fluency</p> <p>Implement the iStar Pedagogical Framework with a 2021 focus on using plenaries. PLC's to agree on 4 common plenaries to be used in their year level.</p> <p>At the beginning of each concept, a vocabulary anchor chart will be developed with students, supporting the explicit teaching of Mathematics vocabulary and providing an ongoing reference.</p> <p>Collaborative Year Level Planning:</p> <ul style="list-style-type: none"> • Refer to Key Standards documents to identify topics • Agreed WALT and differentiated WILF & vocabulary • Develop diagnostic task • Analysing diagnostic task to negotiate timeline and form intervention groups • Continue to negotiate timeline throughout the unit and share best practice strategies (Possible Peer Observations) • Analyse Summative Assessment to measure student learning <p>Implement Fixing Misconceptions Intervention Diagnostic Tests as a targeted tool for students identified on Intervention Plans. This information then used to inform the use of the follow up misconception series of lessons.</p> <ul style="list-style-type: none"> • P-2 Addition and Subtraction and Place Value as appropriate • 3-6 Place Value, Multiplication & Division, Fractions as appropriate <p>Use the Concrete, Pictorial, Abstract framework to develop conceptual understandings</p> <p>Weekly problem solving sessions timetabled in all classes to develop and integrate proficiencies through:</p> <ul style="list-style-type: none"> • Asking non-routine questions • Providing students think time and using questioning to challenge misconceptions (not jumping in with the answer) • Asking students to prove/explain their correct thinking <p>Use the UPAC model to support students to solve worded problems (Understand, Plan, Action, Check, Explain)</p> <p><i>30 minute Numero session scheduled at least once a fortnight as part Mathematics time allocation</i></p> <p>Explicitly teach mental computation strategies as identified in Scope and Sequence documents. Provide opportunities to practise strategies explicitly taught in previous years.</p>	<p>450 minutes timetabled</p> <p>PLC Planning Documents</p> <p>PLC Agendas and Minutes</p> <p>Visible iStar (Learning intentions and opportunities for try stage)</p> <p>PLC Intervention Plans</p> <p>Performance Development</p> <p>Class Walkabouts</p> <p>Peer/Classroom Observations</p>

BP	Core Agreements	Monitoring
Learning Environment Effective, safe, caring and inclusive	Creation of Intervention Plans to identify targeted students and differentiate the curriculum based on diagnostic testing Targeted PLC case-management opportunities to improve student learning for both at risk and extension students Utilise computer coding and robotics opportunities for enrichment and to enhance STEM education Teachers to provide timely and relevant feedback to students, reflective of the learning intention and success criteria	Intervention Plans and Data On-Entry PP Term 1 NAPLAN 3/5 Term 2 PAT Term 4 Performance Development

Professional Engagement	
Standard 6 Engage in professional learning.	Standard 7 Engage professionally with colleagues, parents and the community.

Leadership Pedagogy and Collaboration	Curriculum Leaders available for coaching conversations and support Support staff through Professional Learning Peer observations	Professional Learning Records Meeting Minutes Performance Development Peer Observation Template
Relationships/Partnerships Between staff, community & students	School Level: Whole school Numero event to engage students and promote the use of Numero Numero Club Mathematics Committee Meetings – Year level representatives PLC's to regularly moderate student achievement through analysis of diagnostic and summative assessment Community: Parent/Carer meetings to set goals for at risk and extension students Inform parents and carers about how they can support numeracy development at home through: <ul style="list-style-type: none"> ➤ Information on School Website/Connect ➤ Partnership with Parents workshops ➤ Numero Open morning/afternoon 	Student, Staff, Parent Surveys Agendas/Minutes Intervention Plans SEN Planning Attendance Registers

2020 Number Grade Distribution

Pre Primary

A	B	C	D	E
26.87%	32.84%	37.31%	2.99%	0%

Year 1

A	B	C	D	E
27.63%	31.58%	23.68%	11.84%	5.26%

Year 2

A	B	C	D	E
13.92%	34.18%	31.65%	16.46%	2.53%

Year 3

A	B	C	D	E
23.94%	23.94%	39.44%	8.45%	4.23%

Year 4

A	B	C	D	E
23.08%	37.36%	24.18%	10.99%	4.4%

Year 5

A	B	C	D	E
23.46%	33.33%	34.57%	6.17%	4.65%