

## NUMERACY IMPLEMENTATION PLAN

2018

| PRIORITY AREA      | STRATEGIES   | SUCCESS INDICATORS   | TIME FRAME<br>WHO  |
|--------------------|--|--|--|
| Numeracy Team      | <ul style="list-style-type: none"> <li>• Respond to internal and external data</li> <li>• Develop whole school approach to numeracy intervention linked with the school plan</li> <li>• Utilise Departmental resources as a tool to support numeracy skill development across KLAs</li> </ul>  | <ul style="list-style-type: none"> <li>• Team meetings have representation from all KLAs</li> <li>• Clear plans developed with implementation strategies, timeframe and support staff</li> <li>• All teachers are aware of numeracy resources within the school and know how to use them</li> <li>• Staff identify areas where they would like assistance</li> <li>• Minutes recorded and submitted to Senior Executive</li> </ul> | <ul style="list-style-type: none"> <li>• TERM 1 – 4</li> <li>• CROSS KLA REPRESENTATION</li> </ul> |
| Faculty Commitment | <ul style="list-style-type: none"> <li>• Faculties are aware of numeracy requirements in subject syllabuses</li> <li>• Commit to implementing whole school numeracy strategies eg               <ul style="list-style-type: none"> <li>➢ Basic skill training as lesson starters (Maths – times tables, Science – multiplying decimals, PE – ordering decimals, TAS – measurement)</li> <li>➢ Explicit and systematic teaching of problem solving using Newman’s Analysis or 6S strategy</li> </ul> </li> <li>• Commit to whole school numeracy training</li> <li>• Teachers research individual student results (NAPLAN and internal assessment data) to determine class needs – teachers differentiate work accordingly</li> <li>• Use numeracy resources eg Numeracy Works (Subject based explicit numeracy workbooks)</li> </ul> | <ul style="list-style-type: none"> <li>• HT supports staff in implementing numeracy strategies in programs and classroom practice reflects explicit numeracy teaching</li> <li>• HT supports staff in Professional Learning focusing on numeracy</li> </ul>  | <ul style="list-style-type: none"> <li>• TERM 1 – 4</li> <li>• All staff</li> </ul>                |

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| <p>Internal Assessment – determining student needs</p> | <ul style="list-style-type: none"> <li>• Yr 6 Transition Testing – LAST team administer PAT Math</li> <li>• Transition meetings with Primary schools (WELFARE &amp; LASTS) to identify students with specific learning needs</li> <li>• Quicksmart assessment</li> <li>• NAPLAN analysis to identify students performing below benchmark in numeracy</li> <li>• NAPLAN assessment to determine future school numeracy planning</li> </ul>  | <ul style="list-style-type: none"> <li>• All students are appropriately placed within the high school setting</li> <li>• Student needs are determined on entry</li> </ul>  | <ul style="list-style-type: none"> <li>• Term 3 – Primary Testing</li> <li>• Term 1 - Yr 7 Reading Assessments</li> <li>• Term 3 NAPLAN Analysis</li> </ul> |
| <p>Intervention &amp; Special Needs Support</p>        | <ul style="list-style-type: none"> <li>• Supported Learning classes Yr 7 – 10</li> <li>• LAST support for students identified as performing under numeracy benchmarks <ul style="list-style-type: none"> <li>➢ Withdrawal Numeracy Support for Learning Supported Classes (7-8)</li> <li>➢ Quicksmart withdrawal (10 or 30 week program)</li> <li>➢ Disability Provisions (Yr 7 – 12)</li> <li>➢ SLSO support for all Learning Supported Classes</li> </ul> </li> <li>• Differentiated Resources (Spectrum Gold Texts) for Learning Supported Classes Yrs 7 &amp; 8</li> <li>• Numeracy Reports for all students participating in Quicksmart programs</li> </ul> | <ul style="list-style-type: none"> <li>• Curriculum delivered at appropriate levels</li> <li>• Students below benchmark receive targeted assistance</li> <li>• NCCD requirements met</li> </ul>                    | <ul style="list-style-type: none"> <li>• Term 1 – 4</li> <li>• LASTs</li> <li>• SLSOs</li> <li>• HT Teaching &amp; Learning</li> </ul>                      |
| <p>Community Links</p>                                 | <ul style="list-style-type: none"> <li>• Maintain links with feeder primary schools <ul style="list-style-type: none"> <li>➢ NAPLAN results</li> <li>➢ Numeracy focus</li> </ul> </li> <li>• Maintain LAST networking with local high schools (Gorokan and Wyong)</li> </ul>   | <ul style="list-style-type: none"> <li>• Sharing of strategies and information occurs across settings</li> <li>• Common strategies are applied across settings</li> <li>• Shared training opportunities</li> </ul> | <ul style="list-style-type: none"> <li>• Term 1 - 4</li> </ul>  |