

# **Lancelin Primary School**

## **2019**

### **Numeracy Operational Plan**

#### **K-6**



# LANCELIN PRIMARY SCHOOL

## 2019 MATHS MONITORING AND ASSESSEMENT PLAN

WEEK	TERM 1	TERM 2	TERM 3	TERM 4
	<b><u>Stepping Stones Program: Formative Assessment Options</u></b> Observations and Discussions Journals and Portfolios			
	<b><u>Stepping Stones Program: Summative Assessment Requirements</u></b> **All results to be recorded electronically on Shared Drive: 2019 Numeracy Profile **All check-ups and tests to be sent home for parent perusal Check-ups 1&2 at the end of each module Quarterly Test at the end of each term			
1				
2	PAT Maths Test year 1-6			
3	End of Module 1 Check-up	End of Module 4 Check-up	End of Module 7 Check-up	End of Module 10 Check-up
4	PP On Entry Maths Test	Year 3 & 5 NAPLAN Maths		PP yr1 & yr2 On Entry Maths
5	Math GEP's & IEP's completed			
6	End of Module 2 Check-up	End of Module 5 Check-up	End of Module 8 Check-up	End of Module 11 Check-up
7				
8				
9	End of Module 3 Check-up	End of Module 6 Check-up	End of Module 9 Check-up	End of Module 12 Check-up
10	End of Module 3 Test Revision of Modules 1-3	End of Module 6 Test Revision of Modules 4-6	End of Module 9 Test Revision of Modules 7-9	End of Module 12 Test Revision of Modules 10-12

## Kindergarten - Numeracy

<b>Data Analysis</b> (what does the data tell us?)	<b>Targets</b> (where are we heading)	<b>Strategies</b> (How will we meet our targets)	<b>Resourcing</b> (What will we need to meet our targets)	<b>Success Indicators</b> (what will tell us that we have been successful?)
<p>On-entry Kindergarten 2018 indicates 2019 Kindy teaching and learning focus should be:</p> <ul style="list-style-type: none"> <li>Principles of Counting</li> <li>Basic shapes and colour recognition</li> <li>Simple interpretation of graphs</li> <li>Locational relationships</li> <li>Simple connections between time and events</li> <li>Manipulatives</li> <li>Oral language modelling</li> <li>Directed activities</li> <li>Play based activities</li> <li>Immersion in mathematical language</li> <li>Small group rotations</li> </ul>	<p>To prepare for On- Entry Pre Primary Term One 2020 back mapping should occur to include:</p> <ul style="list-style-type: none"> <li>Estimate and count using Whole numbers</li> <li>Recognise and use patterns and relationships</li> <li>Use fractions in every day experiences</li> <li>Use spatial reasoning</li> <li>Interpreting data</li> <li>Use measurement</li> </ul>	<ul style="list-style-type: none"> <li>Teacher made resources relevant tot he cohorts ability</li> <li>Maths online resources (Ipads)</li> <li>Daily warm up</li> <li>Cross curricula links—with particular focus with literacy and numeracy</li> </ul>	<p>\$4,100.00 2019 Budget</p> <ul style="list-style-type: none"> <li>* Ipads</li> <li>* Manipulatives</li> <li>* Teacher made resources</li> <li>* Smart Board</li> <li>* Jellybean table</li> </ul>	<ul style="list-style-type: none"> <li>On –Entry 2020 to confirm the 2019 Kindergarten PLD program: with 80% of the stable cohort achieving 0.5 reading progression points</li> <li>Numeracy Profile</li> <li>Teacher assessments</li> <li>RTP</li> </ul>

## Numeracy Operational Planning PP-2

Data Analysis (what does the data tell us?)	Targets (where are we heading)	Strategies (How will we meet our targets)	Resourcing (What will we need to meet our targets)	Success Indicators (what will tell us that we have been successful?)
<p>On-entry Pre Primary data 2019 indicates:</p> <ul style="list-style-type: none"> <li>Students require play based learning strategies</li> <li>80% of students are at or above expected level at beginning of year.</li> <li>20% below IEP/GEP in place</li> <li>More formalised explicit teaching required towards the end of the year</li> </ul>	<p>To implement a whole school monitoring and assessment plan for numeracy at Lancelin PS.</p>	<ul style="list-style-type: none"> <li>Whole school Implementation of Numeracy Monitoring and Assessment Plan</li> <li>Teachers to deliver Maths PAT pre-test assessment and analyse data to establish student starting points and allow for differentiation</li> </ul>	<p>\$4,100.00 2019 Budget</p> <ul style="list-style-type: none"> <li>Staff to receive a copy of 2019 Numeracy Monitoring and Assessment Plan.</li> <li>\$300 Pat Tests: Maths (included in the \$2000 Maths budget).</li> </ul>	<ul style="list-style-type: none"> <li>Teacher input and feedback sought on structure of assessment plan</li> <li>Numeracy Specialist to monitor teacher fulfilment of monitoring and assessment plan</li> <li>Teacher feedback on benefits of PAT tests and data gathered</li> </ul>
<p>On Entry Data end of PP 2018 (Year 1 2019 students) indicates:</p> <ul style="list-style-type: none"> <li>45% above 1.5</li> <li>25% between 1.0 - 1.5</li> <li>30% below 1.0 (10% not assessed T4)</li> </ul>				
<p>On Entry Data end of Year 1 2018 (Year 2 students 2019) indicates:</p> <ul style="list-style-type: none"> <li>75% between 1.5 - 2.0</li> <li>25% below 1.5 (1.3,1.4)</li> </ul>				
	<p>To maintain a common whole school numeracy structure and approach across the school.</p>	<ul style="list-style-type: none"> <li>Numeracy Block in year level cohorts based on:</li> <li>LPS Beliefs about Numeracy</li> <li>Guiding Principles</li> <li>Explicit Teaching Structure; and</li> <li>Gradual Release of Responsibility Model</li> <li>iSTAR Model</li> </ul>	<p>\$4,100.00 2019 Budget</p> <ul style="list-style-type: none"> <li>Staff to receive a copy of Numeracy Plan 2019.</li> <li>Stepping Stones Textbooks (parent funded)</li> <li>\$500 Stepping Stones Licence for Online Program.</li> <li>Stepping Stones Maths Teacher Resources in Library.</li> <li>Maths Resource Room – Stepping Stones resources; maths equipment; visual aids; concrete materials; Paul Swan maths sets and games.</li> <li>Numeracy Specialist to co-ordinate staff collaboration time and teacher support where need is identified.</li> </ul>	<ul style="list-style-type: none"> <li>Numeracy Specialist to collaborate with teachers to assist the implementation of numeracy block and delivery of Stepping Stones program.</li> <li>Numeracy Specialist and Admin Staff to seek teacher input and feedback during staff meetings, phase meetings and individual meetings.</li> </ul>

## Numeracy Operational Planning PP-2 cont.

Data Analysis (what does the data tell us?)	Targets (where are we heading)	Strategies (How will we meet our targets)	Resourcing (What will we need to meet our	Success Indicators (what will tell us that we have
<p>On-entry Pre Primary data 2019 indicates:</p> <ul style="list-style-type: none"> <li>Students require play based learning strategies</li> <li>80% of students are at or above expected level at beginning of year.</li> <li>20% below IEP/GEP in place</li> <li>More formalised explicit teaching required towards the end of the year</li> </ul>	<p>To consolidate teacher's knowledge of best practice and continue to further develop skills in teaching numeracy effectively.</p>	<ul style="list-style-type: none"> <li>In accordance with the Numeracy Plan, the delivery of numeracy concepts and content are based on the principles of:</li> <li>the gradual release of responsibility model; and</li> <li>the iSTAR model</li> <li>Teachers to use a variety of explicit strategies and visual, concrete and hands-on experiences for all students Kindergarten to Year 6.</li> <li>Professional Learning (internal and external) offered to all teachers based on Numeracy plan and applicable strategies.</li> </ul>	<p>\$4,100.00 2019 Budget</p> <ul style="list-style-type: none"> <li>Staff Copy of Numeracy Plan 2019.</li> <li>\$1400 Maths Resources (included in the \$2000 Maths budget) – restocking and new purchases of Stepping Stones resources; maths equipment; visual aids; concrete materials; Paul Swan maths sets and games.</li> <li>Numeracy Specialist to co-ordinate school based professional learning where deemed necessary.</li> <li>Staff to participate in external professional learning where need is identified.</li> </ul>	<ul style="list-style-type: none"> <li>Numeracy Specialist to seek teacher input and feedback during staff meetings, phase meetings and individual meetings in regards to:</li> <li>the implementation of the iSTAR model</li> <li>the availability of adequate visual, concrete and hands-on maths resources.</li> <li>Teacher input sought on whole school and/or individual professional learning needs.</li> <li>Teachers to deliver information and/or outcomes to other staff following professional learning participation.</li> </ul>
<p>On Entry Data end of PP 2018 (Year 1 2019 students) indicates:</p> <ul style="list-style-type: none"> <li>40% above 1.5</li> <li>40% between 1.0 - 1.5</li> <li>20% below 1.0 IEP/GEP in place</li> </ul>				
<p>On Entry Data end of Year 1 2018 (Year 2 students 2019) indicates:</p> <ul style="list-style-type: none"> <li>75% between 1.5 - 2.0</li> <li>25% below 1.5 (1.3,1.4)</li> </ul>	<p>To create Individual and Group Education Plans to target specific areas and needs of students, with a focus on differentiated instruction.</p>	<ul style="list-style-type: none"> <li>Use data from 2018 NAPLAN results, PAT tests, Stepping Stones modules test results and IEP/GEP progress notes to create Group Education Plans and Individual Education Plans.</li> </ul>	<p>\$4,100.00 2019 Budget</p> <ul style="list-style-type: none"> <li>Numeracy Profile data entered on the shared drive for class teachers to access to assist the formation of year level IEP's and GEP's.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher's to create GEP's and IEP's for identified students and regularly review plans and monitor student progress.</li> <li>Numeracy Specialist to support teachers to create and review GEP's and IEP's.</li> </ul>

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<p>On Entry Data end of PP 2018 (Year 1 2019 students) indicates:</p> <ul style="list-style-type: none"> <li>40% above 1.5</li> <li>40% between 1.0 - 1.5</li> <li>20% below 1.0</li> </ul>	<p>To provide an opportunity for a Numeracy school incursion with a focus on problem solving</p>	<ul style="list-style-type: none"> <li>Whole school to participate in World of Maths Day incursion.</li> </ul>	<ul style="list-style-type: none"> <li>\$4,100.00 2019 Budget</li> <li>\$300 to subsidise parent cost for the World of Maths day incursion (included in the \$2000 Maths budget)</li> </ul>	<ul style="list-style-type: none"> <li>Numeracy Specialist to seek teacher input in regards to the delivery of the World of Maths Day and feedback on its effectiveness.</li> </ul>
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## Numeracy Operational Planning Year 3-6

Data Analysis (what does the data tell us?)	Targets (where are we heading)	Strategies (How will we meet our targets)	Resourcing (What will we need to meet our targets)	Success Indicators (what will tell us that we have been successful?)
<p>Standardised testing data in Term 1 2019 in Year 3 indicates:</p> <ul style="list-style-type: none"> <li>38% above 80%</li> <li>38% above 60%</li> <li>24% above 50%</li> </ul>	<p>To implement a whole school monitoring and assessment plan for numeracy at Lancelin PS.</p>	<ul style="list-style-type: none"> <li>Whole school Implementation of Numeracy Monitoring and Assessment Plan</li> <li>Teachers to deliver Maths PAT pre-test assessment and analyse data to establish student starting points and allow for differentiation</li> <li>Stepping Stones whole school resources</li> <li>Manipulatives</li> <li>Directed differentiated tasks</li> <li>Mathematic iPad resources</li> <li>Group rotations</li> <li>World of Maths Day</li> <li>Involving Mathematics across the curriculum</li> </ul>	<p>\$4,100.00 2019 Budget</p> <ul style="list-style-type: none"> <li>Staff to receive a copy of 2019 Numeracy Monitoring and Assessment Plan.</li> <li>\$300 Pat Tests: Maths (included in the \$2000 Maths budget).</li> </ul>	<ul style="list-style-type: none"> <li>Teacher input and feedback sought on structure of assessment plan</li> <li>Numeracy Specialist to monitor teacher fulfilment of monitoring and assessment plan</li> <li>Teacher feedback on benefits of PAT tests and data gathered</li> <li>Standardised assessments term 1 and 3</li> <li>End of module testing</li> <li>Check ups</li> <li>Numeracy Profile</li> <li>Work Samples</li> <li>RTP</li> </ul>
<p>Standardised testing data in Term 1 2019 in Year 4 indicates:</p> <ul style="list-style-type: none"> <li>50% above 80%</li> <li>25% above 60%</li> <li>25% above 50%</li> </ul>				
<p>Standardised testing data in Term 1 2019 in Year 5 indicates:</p> <ul style="list-style-type: none"> <li>50% above 80%</li> <li>25% above 60%</li> <li>25% above 50%</li> </ul>				
<p>Standardised testing data in Term 1 2019 in Year 6 indicates:</p> <ul style="list-style-type: none"> <li>73% above 80%</li> <li>7% above 60%</li> <li>20% below 50% ( 6% on a modified programme)</li> </ul>	<p>To maintain a common whole school numeracy structure and approach across the school.</p>	<ul style="list-style-type: none"> <li>Numeracy Block in year level cohorts based on: <ul style="list-style-type: none"> <li>LPS Beliefs about Numeracy</li> <li>Guiding Principles</li> <li>Explicit Teaching Structure; and</li> <li>Gradual Release of Responsibility Model</li> <li>iSTAR Model</li> </ul> </li> </ul>	<p>\$4,100.00 2019 Budget</p> <ul style="list-style-type: none"> <li>Staff to receive a copy of Numeracy Plan 2019.</li> <li>Stepping Stones Textbooks (parent funded)</li> <li>\$500 Stepping Stones Licence for Online Program.</li> <li>Stepping Stones Maths Teacher Resources in Library.</li> <li>Maths Resource Room – Stepping Stones resources; maths equipment; visual aids; concrete materials; Paul Swan maths sets and games.</li> <li>Numeracy Specialist to co-ordinate staff collaboration time and teacher support where need is identified.</li> </ul>	<ul style="list-style-type: none"> <li>Numeracy Specialist to collaborate with teachers to assist the implementation of numeracy block and delivery of Stepping Stones program.</li> <li>Numeracy Specialist and Admin Staff to seek teacher input and feedback during staff meetings, phase meetings and individual meetings.</li> </ul>

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<p>Standardised testing data in Term 1 2019 in Year 6 indicates:</p> <ul style="list-style-type: none"> <li>73% above 80%</li> <li>7% above 60%</li> <li>20% below 50% ( 6% on a modified programme)</li> </ul>				



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