Mundaring Primary School  
2012/13 Operational Plan - Numeracy

**Key Overarching Learning Outcome**  
2. Students select, integrate and apply numerical and spatial concepts and techniques.

**Learning Area Focus**  
- Provides the skills for students to be confident, creative users and communicators of mathematics  
- Enables students to investigate, represent and interpret situations both at school and in their lives out of school  
- Focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, logical reasoning, analytical thought and problem solving

**Learning Area Strands**: Number and Algebra; Measurement & Geometry; Statistics & Probability

**Learning Area Proficiencies**: Understanding; Fluency; Problem Solving & Reasoning

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| **Outcome #1**  | All class teachers will differentiate the curriculum for lower and higher achieving students in their class through the development and implementation of appropriate planning (eg: classroom programs, IEPs/ GEPs). The school will provide targeted support for those students not expected standards (eg: National Minimum Standard, Top 20%) through:  
- Additional SAER Support  
- Additional PL for staff in supporting SAER students  
- School based TAGS programs | Staffing : 1.2 SAER EA  
0.3FTE SAER Coord.  
0.2FTE LSC  
0.1FTE SAER Mtgs  
Staff professional learning and support with catering for students at educational risk.  
Relief time for regular SAER meetings and case conferences. | Regular SAER review mtgs including:  
- IEPs/GEPs  
- Identified/selected students  
Annual review of PP On-Entry Testing data. |
| **Targets**  | To demonstrate improvement in Numeracy standards by matching or bettering the school’s means to that of ‘like’ school’s mean.  
To demonstrate progress towards achievement of the National Minimum Standard for identified lower achieving students. | **Budget Areas**  
D6240 SAER - $3000  
D2705 Staff Develop’t - $5000 |  |
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| Students are provided with high quality teaching to support the achievement of the numeracy standards as expected in the Australian Curriculum and NAPLAN. | To support this outcome, teachers will explicitly teach and model good numeracy practices using the following whole school strategies:  
  - Daily Mental Maths Practice  
  - Use of Australian Curriculum Scope and Sequence  
  - The use of the Mathletics or Study Ladder computer programs  
  - The use of the NAPLAN planner to prepare students in Yrs 3, 5 & 7  
  - The use of previous NAPLAN resources to prepare students in Yrs 2, 4 & 6  
  - Completion of an ECE Audit of T&L practices to identify areas of need  
  - Regular sharing of classroom maths strategies used  
  - Westpac Maths Challenge  
  - Mad Maths Morning | A variety of Maths Resources including:  
  - Student Maths Books  
  - Maths Resource Room  
  - Teacher Maths Resources  
  - Mathematics Coordinator  
  - Teacher Relief for ECE Audit  
  - The Australian Curriculum Resources | Annual review of NAPLAN  
Annual review of PP On-Entry Testing data.  
Annual review of SAIS data.  
Annual review of Numeracy Operational Plan.  
School surveys of parents, students and teachers  
Staff Performance Management |
| Target  
To demonstrate improvement in Numeracy standards by matching or bettering the school’s means to that of ‘like’ school’s mean. | Teachers will be provided with:  
  - Relevant professional learning in the above strategies.  
  - Support with implementing the above strategies. | Budget Areas  
Maths Budget - $5,000  
Lit/Num Reserve – $14,000  
D2705 Staff Develop’t - $5000 |