

WCB Numeracy Plan 2013 - 2016

	Key Improvement Strategy	What (Actions) the activities and programs required to progress the key improvement strategy	How (Resources) the budget, equipment, professional learning required	Who the individuals or teams responsible for implementation	When the date, week, month or term for completion	Achievement milestones the changes in practice or behaviours
2013	Develop consistency within the Mathematics DLG	<ul style="list-style-type: none"> Sequenced syllabus based on AusVELS curriculum Team teaching Standardised assessment pieces developed. Develop moderation guidelines. Reporting guidelines developed for end of semester reports. 	<p>Goodwill of maths DLG members</p> <p>AusVELS curriculum</p> <p>Timetable allowing teams to work together.</p> <p>Assessment pieces saved in Curriculum Resources for staff to access.</p>	Maths Teachers	<ul style="list-style-type: none"> Five week units taught with standardised test completed at the end of each unit. Reporting completed once per term. Standardised tests written before the end of each unit for use as assessment of (and then 'for') learning. 	<ul style="list-style-type: none"> All teachers following the curriculum outlined in the syllabus which is broken up into five week units. Teams of teachers work together in each community to allow for stage-related learning to occur. All students complete the same assessment pieces at each level. A common shared practise developed for moderation. Semester reports are consistent in what they tell parents about their child's progress.
	Maths teachers know our students	<ul style="list-style-type: none"> Learning mathematics in a stage-related learning Standardised assessment pieces developed. Moderating Recording of results in assessment record sheet. On Demand testing Use NAPLAN results as part of our planning in following year. Electives developed to support students learning needs. 	<p>Assessment Online DLG</p> <p>AusVELS curriculum</p>	Maths Teachers	Ongoing	<ul style="list-style-type: none"> Teachers begin to use their knowledge of students to place them in groups to allow for stage related learning. Common assessment tasks aligned with AusVELS developed and used by all teachers. Students results recorded in a shared place to ensure the information is available and known by all staff (assessment of learning becomes assessment for learning). Analysis section of On Demand testing is used to personalise learning needs of students and to help identify suitable maths electives for current Year 8 and 9 students to study in 2014. NAPLAN results shared and used to help identify students stage of learning and to help identify suitable maths elective for current Year 8 and 9 students to study in 2014/15 and current Year 7 students to study in 2015.
	Students know themselves as mathematical learners	<ul style="list-style-type: none"> Learning mathematics in a stage related learning environment. Participating in On Demand testing once per term. NAPLAN testing 	<p>Results from various forms of assessment.</p>	Students Teachers of maths	Ongoing	<ul style="list-style-type: none"> 2013 On Demand testing results are entered into MID tool. On Demand results from previous tests converted to AusVELS levels and entered into new MID tool. Students are aware of the level they are working at.
	Maths teachers develop an understanding of maths pathways	<ul style="list-style-type: none"> Develop electives that make direct links to VCE maths subjects 	<p>VCE study guides</p> <p>BSSC teachers</p> <p>AusVELS curriculum</p>	Maths teachers SLT	By elective deadline decided by SLT.	<ul style="list-style-type: none"> Current Year 8 and 9 students have the opportunity to select electives for 2014 that are clearly linked to a direct pathway in their VCE studies. Begin to develop an understanding within our college community around the importance of studying mathematics.

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2014	All teachers are teachers of numeracy	<ul style="list-style-type: none"> All DLG's identify numeracy component/s within each unit of study at each level. 	<p>Goodwill of all DLG leaders.</p> <p>Numeracy teaching within domains.</p>	<p>DLG leaders and members</p> <p>Maths Teachers</p>	Ongoing	<ul style="list-style-type: none"> Section added to each WUP in each DLG to identify the numeracy components within the unit.
	Develop consistency within the Mathematics DLG	<ul style="list-style-type: none"> Sequenced syllabus based on AusVELS curriculum Team teaching Standardised assessment pieces reflected upon and improved Moderation of common assessment tasks occurring. Reporting guidelines developed to include term 1 & 3 reports. Targeted numeracy activities 	<p>Goodwill of maths DLG members</p> <p>AusVELS curriculum</p> <p>Timetable allowing teams to work together.</p> <p>Assessment pieces saved in Curriculum Resources for staff to access.</p> <p>Moderation document.</p> <p>On Demand Testing Analysis.</p>	Maths Teachers	<ul style="list-style-type: none"> Five week units taught with standardised test completed at the end of each unit. Reporting completed once per term. Standardised tests written before the end of each unit for use as assessment of (and then 'for') learning. Ongoing development of numeracy activities linked to On Demand testing analysis. 	<ul style="list-style-type: none"> Teachers reflect on experiences in previous year and refine WUPs which are based on the syllabus <u>before</u> each unit is studied by students. All teachers continue to following the curriculum outlined in the syllabus which is broken up into five week units. Teams of teachers work together in each community to allow for stage-related learning to occur. Each teaching team has a representative that is responsible for ensuring that teams are communicating clearly within and across communities, with DLG Leader and meeting deadlines set in DLG meetings. All students complete the same assessment pieces at each level. The common practise developed in 2013 for moderation is embedded within our DLG. Term and Semester reports are consistent in what they tell parents about their child's progress. Maths teachers are using half-session/s to target students individual learning needs in relation to numeracy.
	Maths teachers know our students	<ul style="list-style-type: none"> Learning mathematics in a stage-related learning environment. Standardised assessment tasks in the maths domain reviewed and used. Moderation occurring for each common assessment task. Recording of results in assessment record sheet. On Demand testing Use NAPLAN results as part of our planning in following year. Electives support students learning needs. 	<p>Assessment Online</p> <p>Become more familiar with AusVELS curriculum</p> <p>Moderation document</p>	Maths Teachers	Ongoing	<ul style="list-style-type: none"> Teachers use their knowledge of students and of the four proficiencies that are required by AusVELS to be covered in the syllabus, to place students in groups to allow for stage related learning. Common assessment tasks developed in 2013 reviewed and improved <u>before</u> the teaching of each unit. Students results recorded in a shared place to ensure the information is available and known by all staff (assessment of learning becomes assessment for learning). Analysis section of On Demand testing is used to personalise learning needs of students and to help identify suitable maths electives for current Year 8 and 9 students to study in 2015. NAPLAN results shared and used to identify students stage of learning and to help identify suitable maths elective for current Year 8 and 9 students to study in 2015/16 and current Year 7 students to study in 2016. NAPLAN results used to identify areas of need for our current Year 7 and 9 students in 2015.

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2014	Students know themselves as mathematical learners and collaborate with peers and teachers to improve results.	<ul style="list-style-type: none"> Learning mathematics in a stage-related learning environment. On Demand testing NAPLAN testing Self-reflections on progress during and at end of units. Facebook groups developed. 	Results from various forms of assessment. Self reflection templates	Students Teachers of maths	Ongoing	<ul style="list-style-type: none"> Students are aware of the level they are working at. 2014 On Demand testing results are entered into MID tool. Students use analysis of results from On Demand testing to set specific goals. Current Year 8 and 9 students select appropriate maths electives under guidance from their teachers and advisors. Students have access to specific maths facebook groups which will allow collaboration when working through specific units. Students complete self-reflections on progress during and at end of unit.
	All teachers develop an understanding of maths pathways.	<ul style="list-style-type: none"> Offer electives that make direct links to VCE maths subjects. Teachers develop a strong understanding of the numeracy used in their own domain. 	Through WUPs	All teachers	Ongoing	<ul style="list-style-type: none"> Current Year 8 and 9 students have the opportunity to select electives for 2015 that are clearly linked to a direct pathway in their VCE studies. All teachers begin to develop an understanding within our college community around the importance of studying mathematics and our students being numerate. Advisors and maths teachers conference with students to ensure they are choosing the correct maths elective. All teachers have a list of numeracy skills that their students will need to develop to be successful in a field related to their DLG. These are included in their WUPs.

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2015	All teachers are teachers of numeracy	<ul style="list-style-type: none"> Teacher from Maths domain works with another domain to assist in teaching of numeracy concept identified in WUPs. 	<p>Goodwill of all teachers.</p> <p>Specific planning time given.</p>	All teachers	Ongoing	<ul style="list-style-type: none"> Students are being explicitly taught numeracy in all domains in every unit of work.
	Develop consistency within the Mathematics DLG	<ul style="list-style-type: none"> Sequenced syllabus based on AusVELS curriculum Team teaching Standardised assessment pieces reflected upon and improved. Moderation of common assessment tasks occurring. Targeted numeracy activities. Reporting guidelines followed. Expert teacher identified by looking at moderated results from previous years units. 	<p>Goodwill of maths DLG members</p> <p>AusVELS curriculum</p> <p>Timetable allowing teams to work together.</p> <p>Assessment pieces saved in Curriculum Resources for staff to access.</p> <p>Moderation document.</p> <p>Reporting guidelines.</p> <p>On Demand Testing Analysis.</p> <p>Assessment record sheet.</p> <p>DLG meeting time</p>	All maths teachers	<ul style="list-style-type: none"> Five week units taught with standardised test completed at the end of each unit. Reporting completed once per term. Standardised tests written before the end of each unit for use as assessment of (and then 'for') learning. Ongoing development of numeracy activities linked to On Demand testing analysis. DLG time 	<ul style="list-style-type: none"> Teachers reflect on experiences in previous year and refine WUPs which are based on the syllabus before each unit is studied by students. All teachers continue to following the curriculum outlined in the syllabus which is broken up into five week units. Teams of teachers work together in each community to allow for stage-related learning to occur. Each teaching team has a representative that is responsible for ensuring that teams are communicating clearly within and across communities, with DLG Leader and meeting deadlines set in DLG meetings. All students complete the same assessment pieces at each level. The common practise developed in 2013 for moderation is followed. Term and Semester reports are consistent in what they tell parents about their child's progress. Maths teachers are using half-session/s to target students individual learning needs in relation to numeracy. Teachers share effective practises with each other to improve student outcomes.
	All Teachers know our students	<ul style="list-style-type: none"> Learning mathematics in a stage-related learning environment. Standardised assessment tasks in the maths domain reviewed and used. Moderation occurring for each common assessment task. Recording of results in assessment record sheet. On Demand testing Use NAPLAN results as part of our planning in following year. Electives support students learning needs. Standardised assessment tasks incorporating numeracy component created in domains other than maths. 	<p>Assessment Online</p> <p>Become more familiar with AusVELS curriculum</p> <p>Moderation document</p> <p>DLG meeting time</p>	All teachers at WCB	Ongoing	<ul style="list-style-type: none"> Teachers use their knowledge of students and of the four proficiencies that are required by AusVELS to be covered in the syllabus, to place students in groups to allow for stage related learning. Common assessment tasks developed in 2013 reviewed and improved before the teaching of each unit. Students results recorded in a shared place to ensure the information is shared and known by all staff (assessment of learning becomes assessment for learning). Analysis section of On Demand testing is used to personalise learning needs of students and to help identify suitable maths electives for current Year 8 and 9 students to study in 2016. NAPLAN results shared and used to help identify students stage of learning and to help identify suitable maths elective for current Year 8 and 9 students to study in 2016/17 and current Year 7 students to study in 2017. NAPLAN results used to identify areas of need for our current Year 7 and 9 students in 2016. All teachers are assessing students on various numeracy components within their respective domains.

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2015	Students know themselves as mathematical learners, collaborate with peers and teachers to improve results and can work independently to improve their results.	<ul style="list-style-type: none"> Learning mathematics in a stage-related learning environment. On Demand testing NAPLAN testing Self-reflections on progress during and at end of units. More facebook groups developed. Online learning modules developed. 	Results from various forms of assessment. Self reflection templates ICT training and recording equipment	Students Teachers of maths	Ongoing	<ul style="list-style-type: none"> Students are aware of the level they are working at . 2015 On Demand testing results are entered into MID tool. Students use analysis of results from On Demand testing to set specific goals. Current Year 8 and 9 students select appropriate maths electives under guidance from their maths teachers and advisors. Students have access to specific maths facebook groups which will allow collaboration when working through specific units. Students begin to have access to online learning modules that are produced specifically for our students.
	Working with Primary Schools	<ul style="list-style-type: none"> One feeder school and WCB begin collaborating to improve students' numeracy skills. 	Time to collaborate	WCB Maths teacher/Feeder school teacher	Ongoing	<ul style="list-style-type: none"> Weaknesses from Year 7 NAPLAN results in 2014 are identified and the two schools work together to improve the teaching of these concepts in the Primary years.
	All teachers and students develop an understanding of maths pathways	<ul style="list-style-type: none"> Offer electives that make direct links to VCE maths subjects Teachers continue to develop a strong understanding of the numeracy used in their own domain. Teachers share with students the importance of numeracy within various fields related to their domain. 	Through WUPs	All teachers	Ongoing	<ul style="list-style-type: none"> Current Year 8 and 9 students have the opportunity to select electives for 2016 that are clearly linked to a direct pathway in their VCE studies. All teachers continue to develop an understanding within our college community around the importance of studying mathematics and our students being numerate. Advisors and maths teachers conference with students to ensure they are choosing the correct maths elective. All teachers have a list of numeracy skills that their students will need to develop to be successful in a field related to their DLG. These are included in their WUPs. Numeracy concepts are explicitly taught to students in all domains.

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	All teachers are teachers of numeracy	<ul style="list-style-type: none"> Teacher from Maths domain works with another domain to assist in teaching and assessing of numeracy concept/s identified in WUPs. 	<p>Goodwill of all teachers.</p> <p>Specific planning time given.</p> <p>Accelerus Reporting</p>	All teachers	Ongoing	<ul style="list-style-type: none"> Students are being explicitly taught and assessed on numeracy in all domains in every unit of work.
2016	Develop consistency within the Mathematics DLG	<ul style="list-style-type: none"> Sequenced syllabus based on AusVELS curriculum Team teaching Standardised assessment pieces reflected upon and improved Moderation of common assessment tasks occurring. Reporting guidelines followed. Targeted numeracy activities. Expert teacher identified by looking at moderated results from previous years units. Incorporating technology into units being taught. 	<p>Goodwill of maths DLG members.</p> <p>AusVELS curriculum</p> <p>Timetable allowing teams to work together.</p> <p>Assessment pieces saved in Curriculum Resources for staff to access.</p> <p>Moderation document.</p> <p>Reporting guidelines.</p> <p>On Demand Testing Analysis.</p> <p>Assessment record sheet.</p> <p>DLG meeting time</p> <p>External and internal PD involving the use of technology.</p>	All maths teachers	<ul style="list-style-type: none"> Five week units taught with standardised test completed at the end of each unit. Reporting completed once per term. Standardised tests written before the end of each unit for use as assessment of (and then 'for') learning. Ongoing development of numeracy activities linked to On Demand testing analysis. DLG time Ongoing ICT training. 	<ul style="list-style-type: none"> Teachers reflect on experiences in previous year and refine WUPs which are based on the syllabus before each unit is studied by students. All teachers continue to following the curriculum outlined in the syllabus which is broken up into five week units. Teams of teachers work together in each community to allow for stage-related learning to occur. Each teaching team has a representative that is responsible for ensuring that teams are communicating clearly within and across communities, with DLG Leader and meeting deadlines set in DLG meetings. All students complete the same assessment pieces at each level. The common practise developed in 2013 for moderation is followed. Term and Semester reports are consistent in what they tell parents about their child's progress. Maths teachers are using half-session/s to target students individual learning needs in relation to numeracy. Teachers share effective practises with each other to improve student outcomes. Teachers are becoming more familiar with and using technology to: <ul style="list-style-type: none"> support the development of understanding in our students allow students to work more efficiently and to communicate more clearly.
	All teachers and parents know our students	<ul style="list-style-type: none"> Learning mathematics in a stage-related learning environment. Standardised assessment tasks in the maths domain reviewed and used. Standardised assessment tasks incorporating numeracy component created, assessed and reported on in domains other than maths. Moderation occurring for each common assessment task. Recording of results in assessment record sheet. On Demand testing Use NAPLAN results as part of our planning in following year. Electives support students learning needs. 	<p>Assessment Online</p> <p>Become more familiar with AusVELS curriculum</p> <p>Moderation document</p> <p>DLG meeting time</p> <p>Accelerus Reporting</p>	All teachers at WCB	Ongoing	<ul style="list-style-type: none"> Teachers use their knowledge of students and of the four proficiencies that are required by AusVELS to be covered in the syllabus, to place students in groups to allow for stage related learning. Common assessment tasks developed in 2013 reviewed and improved before the teaching of each unit. Students' results recorded in a shared place to ensure the information is available and known by all staff (assessment 'of learning' becomes assessment 'for learning'). Analysis section of On Demand testing is used to personalise learning needs of students and to help identify suitable maths electives for current Year 8 and 9 students to study in 2017. NAPLAN results shared and used to identify students stage of learning and to help identify suitable maths elective for current Year 8 and 9 students to study in 2017/18 and current Year 7 students to study in 2018. NAPLAN results used to help identify areas of need for our current Year 7 and 9 students in 2017. All teachers are assessing and reporting on students on various numeracy components within their respective domains.

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	Students know themselves as mathematical learners, collaborate with peers and teachers to improve results and can work independently to improve their results.	<ul style="list-style-type: none"> Learning mathematics in a stage-related learning environment. On Demand testing NAPLAN testing Self-reflections on progress during and at end of units. More facebook groups developed. More online learning modules developed. 	Results from various forms of assessment. Self reflection templates ICT training and recording equipment	Students Teachers of maths	Ongoing	<ul style="list-style-type: none"> Students are aware of the level they are working at. 2016 On Demand testing results are entered into MID tool. Students use analysis of results from On Demand testing to set specific goals. Current Year 8 and 9 students select appropriate maths electives under guidance from their maths teachers and advisors. More students have access to specific maths facebook groups which will allow collaboration when working through specific units. More students have access to online learning modules that are produced specifically for our students.
	Working with Primary Schools	<ul style="list-style-type: none"> One feeder school and WCB continue collaborating to improve students' numeracy skills. 	Time to collaborate	WCB Maths teacher/Feeder school teacher	Ongoing	<ul style="list-style-type: none"> Weaknesses from Year 7 NAPLAN results in 2015 are identified and the two schools work together to improve the teaching of these concepts in the Primary years.
	All teachers, students and parents develop an understanding of maths pathways.	<ul style="list-style-type: none"> Offer electives that make direct links to VCE maths subjects Teachers continue to develop a strong understanding of the numeracy used in their own domain. Teachers share with students and parents the importance of numeracy within various fields related to their domain. 	Through WUPs Accelerus Reporting Information Nights	All teachers	Ongoing	<ul style="list-style-type: none"> Current Year 8 and 9 students have the opportunity to select electives for 2017 that are clearly linked to a direct pathway in their VCE studies. All teachers continue to develop an understanding within our college community around the importance of studying mathematics and our students being numerate. Advisors and maths teachers conference with students to ensure they are choosing the correct maths elective. All teachers have a list of numeracy skills that their students will need to develop to be successful in a field related to their DLG. These are included in their WUPs. Numeracy concepts are explicitly taught and reported on in all domains. Information sessions held for parents and students.