Priority	Strategies/Actions	Baseline Data	Targets/Outcomes
The whole school agreements in mathematics continue to be implemented by all staff.	The whole school agreements for consistent practice in maths teaching are continued to be implemented and reviewed by leadership in performance management meetings. These agreements are: • All teachers are teaching 300 minutes of maths each week. **Teaching of maths language:** • Maths language will be taught explicitly in maths lessons. **Teaching of Mental and written Computation Strategies:** • **By the end of reception:** students know how to subitize, count all, count on, and introduce doubles facts to 20. • **By the end of Year 1:** Students can count on 1, 2, 3 and understand the turnaround rule, know the rainbow facts, know near doubles facts, and can spot and apply the friendly number rule. • **By the end of Year 2:** Students can apply the bridge through 10 rule, can count on 10, 20 or 30,can apply doubles and near doubles rules into the 10s,and can extend rainbow facts into the 10s. • **By the end of year 3:** Students can use landmark numbers as an addition strategy (25, 50, 75, 100), can use tallies as an addition strategy, can spot and use rainbow facts to help with addition of large numbers, and can split numbers. • **By the end of year 4:** Students can understand which strategy is the most efficient to use to solve a variety of word problems. They are able to use a combination of algorithms to work out word problems and manipulate numbers to reach answers quickly. • **In year 5:** Students consolidate understanding to use mental and written computation strategies with automaticity. • **In year 6 :** Students will continue to consolidate understandings from previous years and move from concrete to abstract- beyond landmark numbers. • **By the end of year 7:** Students can apply the associative, commutative and distributive laws to aid mental and written computation.	In 2015 all staff agreed on the teaching of maths language and mental and computation strategies. In 2016 these were reviewed and improved upon. No agreements were recorded for the teaching of maths language and Mental and written Computation Strategies for year 6 and 7 in 2015. Agreements were recorded for these year levels in 2016.	All staff have implemented the whole school agreements for consistent practice in maths teaching and reviewed this in performance management meetings. Consistent agreements for year 6 and 7 students are implemented for the teaching of maths language and Mental and written Computation Strategies, and these are reviewed in performance development meetings.

1

Continue to develop a common understanding of quality pedagogy in numeracy.	All staff participate in and will be provided with opportunities to attend maths professional development, including: • Morialta Partnership moderation professional learning. • Sharing successful maths teaching ideas in team meetings. • Discussion time and professional development in quality pedagogy in numeracy. • Pupil Free Day presented by Back to Front Maths Team. -Problem solving tasks form the basis of maths lessons using the agreed upon STAR (Sort out, Think about, Action, Reflect on) problem solving model. -All staff are provided with teaching resources/texts to guide their teaching of mathematics. -A parent workshop in Natural Maths Strategies is offered and videos posted on line on maths language and Mental and written Computation Strategies.	All teachers have had the training and resources to teach a consistent approach in mathematics. In 2015 all staff agreed to using the STAR problem solving model and Natural Maths Strategies. These were implemented in 2016 and will continue to be implemented in 2017.	-Teachers are teaching maths through problem solving and '*authentic*' real world tasks. (STAR problem solving model and Natural Maths Strategies) -Teachers are integrating maths through Science, Technology, Engineering and Maths (STEM) -All teachers are delivering quality pedagogy in maths teaching as outlined in TfEL.
Formative assessment is used consistently to inform maths teaching.	Staff use PAT M and NAPLAN data to measure individual student growth and identify 2-3 significant teaching priorities that emerge from the data as the most critical areas for focus.	**2016 NAPLAN Numeracy data:** **Year 3** percentage below national minimum standard: 0.9 % **Year 3** percentage in proficiency band 6 and above: 17.5 % **Year 5** percentage below national minimum standard: 2.3 % **Year 5** percentage in proficiency bands 8 and above: 17.2 % **Year 7** percentage below national minimum standard: 2.5 % **Year 7** percentage in proficiency bands 9 and above: 16.0 % **2016 PAT Maths data** (average scale scores): Reception: 98.4 Year 5: 127.1 Year 1: 107.4 Year 6: 132.7 Year 2: 111.4 Year 7: 136.8 Year 3: 116	Staff members have identified 2-3 significant priorities for focus and have used these to inform their maths teaching. 2017 NAPLAN data shows an increase to 20.0 % of students in the top 2 proficiency bands at all year levels, and only 2.0 % of students below national minimum standard at all year levels. 2017 PAT Maths data shows an increase of 1 average scale score at all year levels.

		Year 4: 122.3	
Maths intervention programs are continued and established.	Quick smart Maths is continued as an intervention program for students who are identified through PAT Maths data as being significantly behind. This is implemented in year 6.	2 years of Quick Smart in 2015 and 2016 were implemented.	Identified students with learning needs in maths are supported, resulting in improved mathematics outcomes. Year 7 students' results in 2017 are compared to 2015 Naplan results and show growth for the 12 students supported in 2016. Growth results from a comparative group of students in 2017 are compared with Quick smart students' growth and the Quick smart students show greater growth to gauge the success of the program.
	Too Smart Maths is implemented as an intervention program for students who have been identified through PAT Maths data and the Westwood One Minute Basic Number Facts test as being significantly behind. This is implemented in year 2.	No intervention program for Junior Primary has been implemented.	Identified students with learning needs in maths are supported, resulting in improved mathematics outcomes. PAT Maths data for these students show improvement, as well as improvement in the Westwood One Minute Basic Number Facts test.