**FINAL: Aberfoyle Hub R- 7 Site Improvement Plan: Operational Plan 2014**

(Approved by Staff 4/2/2014. On-going reflection and review as needed during 2014)

**IMPROVING MATHEMATICS OUTCOMES ACROSS R-7... Focus on Learning:**

<table>
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<th>PRIORITY</th>
<th>BUILDING INSTRUCTIONAL CAPACITY (WHOLE SCHOOL)</th>
<th>ENHANCING LEARNING ENVIRONMENTS (CLASSROOM STRATEGIES)</th>
<th>EVIDENCE</th>
<th>TARGETS</th>
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| **Improve Mathematics outcomes for all students R-7** | **Teachers and Leaders will**  
- Plan collaboratively using the Learning by Design Model and Backward Planning  
- Use data to plan for effective classroom practices  
- Plan common, high quality assessment tasks and engage in moderation with like year levels and meet timelines set  
**Target their Professional Learning to support Mathematics and work in PLCs**  
- Access T&D opportunities  
- Utilise colleagues expertise and engage in Peer observation  
- Be a member of a PLC  
**Focus on the Australian Professional Standards for Teachers**  
Standard 5: Assess, provide feedback and report on student learning  
**Focus on Teaching for Effective Learning Framework**  
- 1.3 Participate in professional learning communities  
- 2.4 Create safe conditions for rigorous learning: challenge students to achieve high standards  
- 3.4 Promote dialogues as a means of learning  
- 4.3 Apply and assess learning in authentic contexts  
**Use the Australian Curriculum to Familiarise and be ready to Implement**  
- Geography (2015)  
- Humanities and Social Sciences -Civics and Citizenship, Economics and Business (2015)  
- The Arts- dance/drama/visual arts/music/media arts (2015)  | **In classrooms we will see**  
- ALL students using Higher Order Thinking Skills  
- Evidence of the General Capabilities and Cross Curricular Priorities  
- Word walls to support learning in Maths, English, Science and History  
- Assessment for/as/of learning – Students knowing how to be successful and know when they are successful.  
- Evidence of Summative and Formative Assessment and Reporting  
- Ongoing data collection practices, analysis and usage  
- Explicit teaching and opportunities to transfer understanding across learning areas; particularly in Mathematics  
- Comprehension of Mathematical language, strategies and skills  
- Natural Maths Strategies (Ann Baker) – Mental  
- Explicit Student Voice in learning  
- Students transferring their knowledge and skills into new and authentic contexts | **Ongoing collaborative planning and moderation of common assessment tasks in PLCs and Levels of Schooling**  
**With particular focus on -**  
- Improved development of high quality assessment tasks and making balanced judgements  
- Mathematics – portfolio of assessment tasks ready for mid term 3  
- English: Writing samples – (min. of 2/year in Levels of Schooling)  
(low, mid and high achievers)  
- Science end of Unit Assessment tasks  
- History end of Unit Assessment tasks  
**Student Feedback**  
- Mathematical survey  
- Reflective recording their thinking in Mathematics  
**Teacher Feedback**  
- Student survey  
- Performance Feedback  
**Premier’s Reading Challenge** – 100% of R-7 students participating  
**Australian Curriculum**  
- Performance Development meetings, PLCs and class observation | **NAPLAN - Y3/5/7**  
- Improve the % of Yr 5 students achieving in the top 2 proficiency bands in NAPLAN Reading and Numeracy  
**Target -**  
Reading | Numeracy | Y3 40%+ | 25%+ | Y5 30%+ | 25%+ | Y7 30%+ | 25%+ | Greater than 25% of students achieve in the upper growth band from Yr 3 to 5 and Yr 5 to Yr 7 in NAPLAN Reading and Numeracy  
**Target -**  
Reading | Numeracy | Y3-y5 – 25%+ | 35%+ | Y5-y7 – 25%+ | 25%+  
**READING Running Records R-7**  
- 70% children in Year 2 achieve level 21-26 reading an information text, by the end of Term 3 2014  
**Lexiles – Year 3-7**  
- The Lexile level of 85% of children in Yrs 3 to Yr 7 match year level expectations as outlined in the Aberfoyle Hub R-7 English Agreements  
**IN SCHOOL TESTING** (scale score)  
**PAT R**  
Y1 | 93 | 19  
Y2 | 103 | 34  
Y3 | 113 | 48  
Y4 | 120 | 54  
Y5 | 125 | 60  
Y6 | 128 | 63  
Y7 | 130 | 65  
**ATTENDANCE**  
All levels 95% |