

Site Improvement Plan

Alberton PS

2020 to 2022 (2021 Version)

Vision Statement:

Alberton PS is an amazing place to work and learn in, we are faced with a diverse range of challenges every day like many schools and yet find ways to achieve success through team work. The school is a warm, inviting and caring place to engage in learning. This has been established, nurtured and grown over many years. Our work is reflected in how we live our school values of ***Belonging, Wellbeing, Success, Diversity and Discovery***. Together, as a school community we create a vision for the future, a safe environment where learning is the focus and a sense of belonging for ***'ALL'*** to achieve our ***'Personal Best'***.

Every child has the ability to learn, can be successful, can make valuable citizens within the community and through high quality education and strong relationships we are inspiring our students and community to reach their potential.

Plan Summary (detailed targets with identified students can be provided upon request)

Goals		Targets	Challenge of Practice
Improving student achievement in reading R-3	2020		<p>When we implement an intentional planning process to explicitly teach Oral Language, Phonological Awareness and Phonics, we will improve student achievement in Reading R-3</p>
	2021	22 Reception students will achieve the expected Reception PASM skills (tracked on PASM Skill Tracker) 22 Reception students will achieve the expected Set 1 and Set 2 Phonemes from LGU Phonic Sequence 16 Year 1 students will achieve a score of 28 or above in Phonics Screening Check. (See summary page for list of students) 9 Year 3's to increase to 'at or above' SEA in PAT-Tracker for Reading. (See 2020 Markit graph summary) All children will make 12 months learning growth and every child's learning progression is tracked and monitored at Alberton PS	
	2022	Targets for 2022 will be constructed through a formative site review process throughout 2021.	
Improving student achievement in Reading Yr4-7	2020		<p>When we implement an intentional planning process to explicitly teach Vocabulary and Comprehension, we will improve student achievement in Reading Yr4-7</p>
	2021	2 Year 4's, 2 Year 5's, 3 Year 6's, 2 Year 7's to increase to 'at or above' SEA in PAT-Tracker for Reading. 10 Year 4, 5 Year 5's, 5 Year 6's and 11 Year 7's move into 'Significantly Above SEA' in PAT R. 13 Year 4, 6 Year 5's, 6 Year 6's and 7 Year 7's retained in 'Significantly Above SEA' in PAT-R. All children will make 12 months learning growth and every child's learning progression is tracked and monitored at Alberton PS	
	2022	Targets for 2022 will be constructed through a formative site review process throughout 2021.	
Improving student achievement in Maths R-7	2020		<p>When we implement an intentional planning process to improve a student's fluency and automaticity, we will improve achievement in Maths R-7</p>
	2021	10 Year 3, 3 Year 4, 5 Year 5's, 5 Year 6's and 2 Year 7's to increase to 'at or above' SEA in PAT-M 5 Year 3, 9 Year 4, 4 Year 5's, 3 Year 6's and 9 Year 7's move into 'Significantly Above SEA' in PAT-M 2 Year 3, 5 Year 4, 1 Year 5's, 2 Year 6's and 3 Year 7's retain in 'Significantly Above SEA' in PAT-M All children will make 12 months learning growth and every child's learning progression is tracked and monitored at Alberton PS	
	2022	Targets for 2022 will be constructed through a formative site review process throughout 2021.	

Step 1 – Analyse and Prioritise

Analyse evidence of student learning and answer the question ‘What are our goals for improvement?’ Specify up to 3 goals and annual targets for student learning improvement in the table below. The Quality School Improvement Planning Handbook explains how to do this.

Goals		Targets	
Goal 1	Improving student achievement in Reading R-3	2020	
		2021	22 Reception students will achieve the expected Reception PASM skills (tracked on PASM Skill Tracker) 22 Reception students will achieve the expected Set 1 and Set 2 Phonemes from LGU Phonic Sequence 16 Year 1 students will achieve a score of 28 or above in Phonics Screening Check. (See summary page for list of students) 9 Year 3's to increase to 'at or above' SEA in PAT-Tracker for Reading. (See 2020 Markit graph summary) All children will make 12 months learning growth and every child's learning progression is tracked and monitored at Alberton Primary School
		2022	Targets for 2022 will be constructed through a formative site review process throughout 2021.
Goal 2	Improving student achievement in Reading Year 4-7	2020	
		2021	2 Year 4's, 2 Year 5's, 3 Year 6's, 2 Year 7's to increase to 'at or above' SEA in PAT-Tracker for Reading. (See 2020 Markit graph summary) 10 Year 4, 5 Year 5's, 5 Year 6's and 11 Year 7's move into 'Significantly Above SEA' in PAT R. (See 2020 Markit graph summary) 13 Year 4, 6 Year 5's, 6 Year 6's and 7 Year 7's retained in 'Significantly Above SEA' in PAT-R. (See 2020 Markit graph summary) All children will make 12 months learning growth and every child's learning progression is tracked and monitored at Alberton Primary School
		2022	Targets for 2022 will be constructed through a formative site review process throughout 2021.
Goal 3	Improving student achievement in Maths R-7	2020	
		2021	10 Year 3, 3 Year 4, 5 Year 5's, 5 Year 6's and 2 Year 7's to increase to 'at or above' SEA in PAT-M (See 2020 Markit graph summary) 5 Year 3, 9 Year 4, 4 Year 5's, 3 Year 6's and 9 Year 7's move into 'Significantly Above SEA' in PAT-M (See 2020 Markit graph summary) 2 Year 3, 5 Year 4, 1 Year 5's, 2 Year 6's and 3 Year 7's retain in 'Significantly Above SEA' in PAT-M (See 2020 Markit graph summary) All children will make 12 months learning growth and every child's learning progression is tracked and monitored at Alberton Primary School
		2022	Targets for 2022 will be constructed through a formative site review process throughout 2021.

Step 2 – Determine challenge of practice

Consider how improvements in teaching practice will help to achieve your improvement goals and answer the question 'What areas of practice should we focus on improving to reach our goals?' Specify your challenge of practice for each goal in the table below. The Quality School Improvement Planning Handbook explains how to do this.

Challenge of Practice	
Goal 1	When we implement an intentional planning process to explicitly teach Oral Language, Phonological Awareness and Phonics, we will improve student achievement in Reading R-3
Goal 2	When we implement an intentional planning process to explicitly teach Vocabulary and Comprehension, we will improve student achievement in Reading Yr4-7
Goal 3	When we implement an intentional planning process to explicitly teach Number to improve a student's fluency and automaticity, we will improve achievement in Maths R-7

Step 3 – Plan Actions for Improvement

Consider evidence of best practice to answer the question 'What actions should we take to improve our practice and reach our goals?' Specify your actions for improvement, timeline, responsibility, resources and success criteria for each goal in the tables below. The Quality School Improvement Planning Handbook explains how to do this.

Goal 1		Improving student achievement in Reading R-3	
Challenge of Practice		When we implement an intentional planning process to explicitly teach Oral Language, Phonological Awareness and Phonics, we will improve student achievement in Reading R-3	
Actions	Timeline	Roles and Responsibilities	Resources
<p>Teachers meet regularly to collaboratively plan for intentional Oral Language (including vocabulary), Phonological Awareness and Phonics teaching using evidence-based strategies.</p> <p>This will incorporate:</p> <ul style="list-style-type: none"> • trauma informed practices and special rights documented adjustments • co-constructing anchor charts and learning values • intentional focus on learning dispositions and routines for learning <p>This is supported by the re-structure of the PLE and PLTs through the Specialist Timetable and Professional Learning Evenings.</p> <p>Teams will co-construct this framework with leaders in 2021.</p>	<p>PLE / PLT structure to include 4-6 times per term in Term 1-3 and 4 times in Term 4. This time is allocated to team planning, review and evaluation and professional learning</p> <p>PLT – Professional Learning Team</p> <p>PLE – Professional Learning Evening</p>	<p>Leadership roles:</p> <p>Present PLE and PLT framework at beginning of each term. Ability to differentiate PD is a focus.</p> <p>Co-construct planning processes with staff.</p> <p>Teachers roles:</p> <p>Teachers will engage in agreed planning processes throughout PLE/PLT.</p> <p>These will be constructed in 2021</p> <p>Teachers will develop 'Essential Agreements' as part of PLT commitment to each other.</p>	<p>PLE/PLT</p> <p>Agreed planning processes & frameworks in place, reflective of differentiated needs of staff and teams.</p> <p>Australian Curriculum Literacy Progressions APS Essential Guides DfE Guide Books</p> <p>Literacy Guarantee Team (Coaching/PD Delivery)</p> <p>(\$5 Approximate)</p>
<p>Teachers engage in Performance Development through:</p> <ul style="list-style-type: none"> • classroom observations (Peer/Coach/External) • Pedagogical goals established, implemented and reviewed for impact • PLT / PLE – Intentional planning and content knowledge building • Agreed coaching and mentoring – differentiated basis <p>Construct Professional Learning goals (no more than 3) to include:</p> <ul style="list-style-type: none"> • At least 1 to reflect in the area of teaching reading • Specific to your need (include pedagogical or content knowledge) • Measurable improvement indicator – evidence based (How will we know?) 	<p>Performance Development Framework Constructed (Coach/Self/Peer) Term 4, 2020</p> <p>PLE / PLT structure to include 4-6 times per term in Term 1-3 and 4 times in Term 4. This time is allocated to team planning, review and evaluation and professional learning</p>	<p>Leadership roles:</p> <p>Performance Development Framework constructed and passed by decision making policy Term 4, 2020</p> <p>Co-construct Professional Development program based on needs analysis (PLT/PLE)</p> <p>These will be constructed in 2021</p> <p>Ongoing progress analysis: Gains and Gaps?</p> <p>Teacher roles:</p> <p>Teachers will engage in Performance Development opportunities reflective of the framework</p>	<p>Professional Learning Evenings</p> <p>PLT Framework and Agenda</p> <p>Coaching & Mentoring</p> <p>Literacy Guarantee Team (Coaching / PD Delivery)</p> <p>APS Staff Teacher Leaders: Bookmaking Partnership Phonic PD</p> <p>(\$5 Approximate)</p>

		Teachers implement agreed teaching strategies and use data/evidence of learning to inform planning and explicit teaching of reading	
<p>Develop and implement explicit agreements, which include scope and sequences and teaching framework for the teaching of Oral Language (including vocabulary), Phonological Awareness and Phonics using evidence-based research on the teaching of reading.</p> <p>Agreed strategies, frameworks and practices will include:</p> <ul style="list-style-type: none"> • active listening and wait time • building on learner language through explicit teaching of vocabulary • consistent use of scope and sequence as agreed • agreed allocation of Whole class, small group and 1:1 instruction • use of synthetic phonics R-3 <p>This will include incorporating:</p> <ul style="list-style-type: none"> • engagement in Performance Development • Effective use of Assessment (Formative and Summative) • PA Focus, particularly at Reception and Year 1 • Synthetic Phonics Program R-3 to identify gaps and intervention • Expanding knowledge of The Big 6 in Literacy Development and explicitly teaching this as agreed within our framework. <p>Some aspects of this work will extend through to Year 4-7 as necessary</p>	<p>Frameworks constructed, presented and agreed to T4 2020 – T1 2021</p> <p>We will not re-invent the wheel, we have some frameworks, others have already been developed.</p> <p>Reading Improvement Team to lead this work in 2020/2021</p> <p>Every Rec - 3 student will complete PASM (PA) and LGU (Phonics) screen by Week 5, T1 2021</p>	<p>Leadership roles:</p> <p>Construct frameworks, including a scope and sequence for Oral Language (including vocabulary), Phonological Awareness and Phonics</p> <p>Staff input to inform frameworks through the Reading Improvement Advisory Team</p> <p>Teachers to be coached and mentored in the teaching of effective reading strategies.</p> <p>We will monitor and review the effectiveness of strategies taught through tracking and monitoring of assessment data (formative and summative)</p> <p>Teacher roles:</p> <p>Teachers will implement agreed teaching strategies.</p> <p>Use data/evidence to intentionally plan for explicit teaching.</p> <p>Use the agreed scope and sequences to plan next steps based on data/evidence/assessment for reading</p>	<p>Heggerty – PA</p> <p>Literacy Guarantee Phonics Scope and Sequence</p> <p>Decodable Reading Material</p> <p>General Resources:</p> <p>Games Phonics Activities</p> <p>Literacy Guarantee Team (Coaching/PD Delivery)</p> <p>Australian Curriculum Literacy Progressions APS Essential Guides DfE Guide Books</p> <p>Data Platforms:</p> <p>ED Dashboard Markit School Based Snapshot Summary</p> <p>(\$20K Approximate)</p>
Review all structures and process on an ongoing basis with staff	<p>2 x PLT Check Points Traffic light process early T2 & Late T3</p> <p>External School Review Term 3</p> <p>Annual Review Day T4</p>	<p>Four levels of checking in:</p> <p>Managerial Coaches PLT</p> <p>Self-Reflection - Performance Development</p>	<p>Review of Practice Meetings</p> <p>Leadership Meetings</p> <p>PLE/PLT's</p> <p>Literacy Guarantee Team (Coaching/PD Delivery)</p> <p>PDP Conversations</p>
Total financial resources allocated			(\$30K appropriately)

Success Criteria

Reception

When we listen to students read and confer with them about their reading, they will be able to:

- Orally blend two or three phonemes together to make a one-syllable word (*a-sh, s-u-n, b-i-n, sh-i-p*)
- Read taught high-frequency words in a decodable text and in the environment (the, to, I, no, go)

Year 1

When we listen to students read and confer with them about their reading, they will be able to:

- Orally blend four phonemes together to make a one-syllable spoken word (*s-t-o-p, stop*)
- read an increasing number of taught high-frequency words in decodable texts and different contexts
- discuss the content and features of texts using taught vocabulary

Year 2

When we listen to students read and confer with them about their reading, they will be able to:

- read high-frequency words within a continuous text accurately and without hesitation
- recount or describe sequenced ideas or information from texts read and age appropriate texts using taught vocabulary

Year 3

When we listen to students read and confer with them about their reading, they will be able to:

- read less common graphemes that contain alternative spelling for phonemes (*/ch/tch/j/g/*) and applies when reading continuous texts
- read high-frequency words within a continuous text accurately and without hesitation
- Use taught vocabulary to discuss texts they have read & literate texts read by the teacher

Success Criteria in full can be provided upon request (Success Criteria Goal 1 & 2)

Adapted from Literacy Learning Progressions and Australian Curriculum English

Step 3 – Continued

Goal 2		Improving student achievement in reading Year 4-7	
Challenge of Practice		When we implement an intentional planning process to explicitly teach Vocabulary and Comprehension, we will improve student achievement in Reading Yr4-7	
Actions	Timeline	Roles and Responsibilities	Resources
<p>Teachers meet regularly to collaboratively plan for intentional teaching of Vocabulary and Comprehension using evidence-based strategies.</p> <p>This will incorporate:</p> <ul style="list-style-type: none"> • trauma informed practices and special rights documented adjustments • co-constructing anchor charts and learning values • intentional focus on learning dispositions and routines for learning <p>This is supported by the re-structure of the PLE and PLTs through the Specialist Timetable and Professional Learning Evenings.</p> <p>Teams will co-construct this framework with leaders in 2021.</p>	<p>PLE / PLT structure to include 4-6 times per term in Term 1-3 and 4 times in Term 4. This time is allocated to team planning, review and evaluation and professional learning</p> <p>PLT – Professional Learning Team</p> <p>PLE – Professional Learning Evening</p>	<p>Leadership roles:</p> <p>Present PLE and PLT framework at beginning of each term. Ability to differentiate PD is a focus.</p> <p>Co-construct planning processes with staff.</p> <p>Teacher roles:</p> <p>Teachers will engage in agreed planning processes throughout PLE/PLT.</p> <p>Teachers will develop 'Essential Agreements' as part of PLT commitment to each other.</p>	<p>PLE/PLT</p> <p>Agreed planning processes & frameworks in place, reflective of differentiated needs of staff and teams.</p> <p>Australian Curriculum Literacy Progressions APS Essential Guides DfE Guide Books</p> <p>DfE Curriculum Resources Online – Yearly Release</p> <p>Literacy Guarantee Team (Coaching/PD Delivery)</p>
<p>Teachers engage in Performance Development through:</p> <ul style="list-style-type: none"> • classroom observations (Peer/Coach/External) • Pedagogical goals established, implemented and reviewed for impact • PLT / PLE – Intentional planning and content knowledge building • Agreed coaching and mentoring <p>Construct Professional Learning goals (no more than 3) to include:</p> <ul style="list-style-type: none"> • At least 1 to reflect in the area of teaching reading • Specific to your need (include pedagogical or content knowledge) • Measurable improvement indicator – evidence based (How will we know?) 	<p>Performance Development Framework Constructed (Coach/Self/Peer) Term 4, 2020</p> <p>PLE / PLT structure to include 4-6 times per term in Term 1-3 and 4 times in Term 4. This time is allocated to team planning, review and evaluation and professional learning</p>	<p>Leadership roles:</p> <p>Performance Development Framework constructed and passed by decision making policy Term 4, 2020</p> <p>Co-construct Professional Development program based on needs analysis (PLT/PLE)</p> <p>Ongoing progress analysis: Gains and Gaps?</p> <p>Teacher roles:</p> <p>Teachers will engage in agreed Performance Development opportunities</p> <p>Teachers implement agreed teaching strategies and use data/evidence of learning to inform planning and explicit teaching</p>	<p>Professional Learning Evenings</p> <p>PLT Framework and Agenda</p> <p>Coaching & Mentoring</p> <p>Literacy Guarantee Team (Coaching/PD Delivery)</p>

<p>Develop and implement explicit frameworks, which include scope and sequences and teaching framework for the teaching of Vocabulary and Comprehension using evidence-based research.</p> <p>Agreed strategies, frameworks and practices will include:</p> <ul style="list-style-type: none"> • active listening and wait time • building on learner language through explicit teaching of vocabulary • consistent use of scope and sequence as agreed • agreed allocation of Whole class, small group and 1:1 instruction • use of synthetic phonics as an intervention where needed Yr4-7 <p>This will include incorporating:</p> <ul style="list-style-type: none"> • engagement in Performance Development • effective use of Assessment (Formative and Summative) • identifying gaps and intervention for Year 4-7 students • expanding knowledge of The Big 6 in Literacy Development and explicitly teaching this as agreed within our framework. <p>Some aspects of R-3 Phonics and PA framework will extend through to Year 4-7 as necessary.</p>	<p>Frameworks constructed, presented and agreed to T4 2020 – T1 2021</p> <p>We will not re-invent the wheel, we have some frameworks, others have already been developed.</p> <p>Reading Improvement Team to lead this work in 2020/2021</p> <p>Every Year 4-7 student will complete PAST (PA) and PLD (Phonics) screen by Week 5, T1 2021</p> <p>This will inform Wave 1,2 & 3 Intervention</p>	<p>Leadership roles:</p> <p>Construct frameworks, including a scope and sequence for expanding vocabulary.</p> <p>Staff input to inform frameworks through the Reading Improvement Advisory Team</p> <p>Teachers to be coached and mentored in the teaching of effective reading strategies.</p> <p>We will monitor and review the effectiveness of strategies taught through tracking and monitoring of assessment data (formative and summative)</p> <p>Teacher roles:</p> <p>Teachers will implement agreed teaching strategies.</p> <p>Use data/evidence to intentionally plan for explicit teaching.</p> <p>Use the agreed scope and sequences to plan next steps based on data/evidence/assessment</p> <p>To be sourced in 2021</p>	<p>Literacy Guarantee Team (Coaching/PD Delivery)</p> <p>DfE Curriculum Resources Online – Yearly Release</p> <p>Short Reads (hard copy/online)</p> <p>Decodable Readers & reading material for advanced readers (age Appropriate)</p> <p>Promoting Literacy Development PLD – Spelling (Word Work) Based on synthetic phonics</p> <p>PASM Resource and PD for Yr3-7 staff as needed</p> <p>Relevant Online resources (Reading Material & Development of Comprehension)</p> <p>Australian Curriculum Literacy Progressions APS Essential Guides DfE Guide Books</p>
<p>Review all structures and process on an ongoing basis with staff</p>	<p>2 x PLT Check Points Traffic light process early T2 & Late T3</p> <p>External School Review Term 3</p> <p>Annual Review Day T4</p>	<p>Four levels of checking in:</p> <p>Managerial Coaches PLT</p> <p>Self-Reflection - Performance Development</p>	<p>Review of Practice Meetings</p> <p>Leadership Meeting</p> <p>PLE/PLT's</p> <p>Literacy Guarantee Team (Coaching/PD Delivery)</p> <p>PDP Conversations</p>
<p>Total financial resources allocated</p>			<p>Refer to above for costing</p>

Success Criteria

Year 4

When we listen to students read and confer with them about their reading, they will be able to:

- Decode and interpret unfamiliar words using knowledge of phonics, syllables, morphology and word origin
- Accurately retell a text including most relevant details using taught vocabulary

Year 5

When we listen to students read and confer with them about their reading, they will be able to:

- Decode and interpret unfamiliar words using knowledge of phonics, syllables, morphology and word origin
- Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources

Year 6

When we listen to students read and confer with them about their reading, they will be able to:

- Decode and interpret unfamiliar words using knowledge of phonics, syllables, morphology and word origin
- Use taught vocabulary to discuss texts they have read & literate texts read by the teacher
- Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts

Year 7

When we listen to students read and confer with them about their reading, they will be able to:

- Decode and interpret unfamiliar words using knowledge of phonics, syllables, morphology and word origin
- Accurately retell a text including most relevant details using taught vocabulary
- Use taught vocabulary to discuss texts they have read & literate texts read by the teacher
- Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources

Success Criteria in full can be provided upon request (Success Criteria Goal 1 & 2)

Adapted from Literacy Learning Progressions and Australian Curriculum English

Step 3 – continued

Goal 3		Improving student achievement in Maths R-7 (Number)	
Challenge Of Practice		When we implement an intentional planning process to explicitly teach Number to improve a student's fluency and automaticity, we will improve achievement in Maths R-7	
Actions	Timeline	Roles and Responsibilities	Resources
<p>Teachers meet regularly to collaboratively plan for intentional teaching of number in mathematics.</p> <p>This will incorporate:</p> <ul style="list-style-type: none"> • trauma informed practices and special rights documented adjustments • construct maths values that establish positive attitudinal dispositions • intentional focus on learning dispositions and routines <p>This is supported by the re-structure of the PLE and PLTs through the Specialist Timetable and Professional Learning Evenings.</p> <p>This includes Nest and Junior Primary staff collaborating together to consolidate Base-10 Knowledge for children.</p>	<p>PLE / PLT structure to include 4-6 times per term in Term 1-3 and 4 times in Term 4. This time is allocated to team planning, review and evaluation and professional learning</p>	<p>Leadership roles:</p> <p>Present PLE and PLT framework at beginning of each term. Ability to differentiate PD is a focus.</p> <p>Co-construct planning processes with staff.</p> <p>Deputy Principal to facilitate teacher leader and PD opportunities for identified staff in Mathematics.</p> <p>Teacher roles:</p> <p>Teachers will engage in agreed planning processes throughout PLE/PLT.</p> <p>Teachers will develop 'Essential Agreements' as part of PLT commitment to each other.</p> <p>Teachers will explicitly teach using the constructed weekly Maths cycle (To be developed in 2021)</p>	<p>PLE/PLT identified</p> <p>Agreed planning processes & frameworks in place, reflective of differentiated needs of staff and teams.</p> <p>Professional Learning: DfE Thinking Maths Yr4-7 Focus Online Jo Bolar Course – Mathematical Mindsets and Values</p> <p>Essential Guides to Mathematics Australian Curriculum Resources Numeracy Progressions Big Ideas in Number Guide Books - DfE</p>
<p>Implement learning progressions in number referenced to our scope and sequence framework. This would include being informed by:</p> <ul style="list-style-type: none"> • Intentional use of diagnostic assessment tool and evidence TBA in 2021 • Specific progression chart in number R-7 • Peer Audits and Self Reflection tools • Progress data and evidence in Number <p>Alignment of Essential Guides in Mathematics, Australian Curriculum, DfE Numeracy Progressions, Base 10 and processes in calculating will be reviewed.</p>	<p>Implemented Scope and Sequence framework in Number</p> <p>By end of Term 2, 2021</p>	<p>Leadership roles:</p> <p>Facilitate with identified teacher the implementation of our scope and sequence framework in Number through explicit planning.</p> <p>Teacher roles:</p> <p>Teachers intentionally planning for explicit teaching in number that is reflective of the scope and sequence framework in Number.</p>	<p>ACER & AC Resources Numeracy progressions Essential Guides in Mathematics Base 10 and processes of calculating</p> <p>DfE Guide Books</p> <p>Diagnostic Assessment Tool TBA in 2021</p> <p>(\$10K Approximate)</p>
Total financial resources allocated			(\$10K Approximate)

Success Criteria

Reception – When students are learning through Number they will:

Stage of Development: Emergent, one-to-one counting, Counting from one on materials

- Establish understanding of the language and processes of counting by naming numbers in sequences, initially to and from 20, moving from any starting point.
- Connect number names, numerals and quantities, including zero, initially up to 10 and then beyond.

Year 1 – When students are learning through Number they will:

Stage of Development: Counting from one by imaging, Advanced counting

- Skip count by twos, fives and tens starting from zero
- Recognise, model, read, write and order numbers to at least 100. Locate these numerals on a numeral line

Year 2 – When students are learning through Number they will:

Stage of Development : Early additive part-whole numbers

- Recognise, model, represent and order numbers to at least 1000
- Group, partition and rearrange collections up to 1000 in hundreds, tens and ones to facilitate more efficient counting
- Solve simple addition and subtraction problems using a range of efficient mental and written strategies

Year 3 – When students are learning through Number they will:

Stage of development - Early additive part-whole

- Recognise, model, represent and order numbers to at least 10 000
- Apply place value to partition, rearrange and regroup numbers to at least 10 000 to assist calculations and solve problems
- Recall multiplication facts of two, three, five and ten and related division facts

Year 4 – When students are learning through Number they will:

Stage of Development: Early additive part-whole

- Recognise, represent and order numbers to at least tens of thousands
- Investigate number sequences involving multiples of 3, 4, 6, 7, 8, and 9
- Recall multiplication facts up to 10×10 and related division facts

Year 5 – When students are learning through Number they will:

Stage of Development: advanced additive/early multiplicative part-whole

- Identify and describe factors and multiples of whole numbers and use them to solve problems
- Solve problems involving multiplication of large numbers by one- or two-digit numbers using efficient mental, written strategies and appropriate digital technologies
- Solve problems involving division by a one digit number, including those that result in a remainder

Year 6 – When students are learning through Number they will:

Stage of Development: advanced additive/early multiplicative part-whole

- Identify and describe properties of prime, composite, square and triangular numbers
- Investigate everyday situations that use integers. Locate and represent these numerals on a numeral line

Year 7 – When students are learning through Number they will:

Stages of Development: Advance multiplicative part-whole, Advanced proportional part-whole

- Investigate index notation and represent whole numbers as products of powers of prime numbers
- Investigate and use square roots of perfect square numbers

Success Criteria in full can be provided upon request (Success Criteria Goal 3)

Adapted from Numeracy Learning Progressions and Australian Curriculum Mathematics