

Vision:
Empowering all to reach
their full potential

ROXBY DOWNS AREA SCHOOL

ACTION PLAN 2015

NUMERACY

VALUES:
Respect
Responsibility
Persistence



RDAS – Numeracy Operational Plan 2014-15	Actions / Strategies Targets	Resources	Evidenced by
Develop and implement a whole school approach to numeracy. This includes the development and use of common agreements R-2, 3-6, 7-10 and 11-12.	SIT teams developed for numeracy. PLC's across R-2, 3-6, 7-10 to monitor agreements developed. Create links beyond the site to share approaches. Ongoing funding of a coaching role to facilitate improvements in T&L. Cohort time to share resources and model ideas.	Numeracy Coach Visit High Performing sites. Ann Baker workshops	
Implement site agreements in relation to the collection and use of 'learning' data.	Development of a data collection timeline, in line with DECD policy. Programmed time in cohort groups for data analysis Release time in R-2 to support teachers with data collection Use of data walls across cohorts for improved analysis Profile forms in Yr 7-12 to monitor student outcomes. Semester analysis of A&R data across year levels	Identify areas to locate data wall	
Develop teacher networks within and beyond the partnership, building capacity and expertise.	Moderation of tasks with the site and beyond Formal observation as part of line management responsibilities, as well as peer observation.	Setting up common drive to save assessment tasks- Julie	
Development of 21 st Century Information Technology skills, with a particular focus on numeracy.	Upgrade of IT infrastructure, including IWB's, to facilitate sharing of resources IT conference in Sydney, Re: Innovation, future planning, effective use of IT Ann Baker to work with Primary staff R-7. Key focus across R-12 on T&D in the area of IT throughout 2015, including observations in sites where good practises are in place. IT focus day in term 2 as part of SFD's BYOD student programme to increase student access to IT. T&D programmes individualised to build skills and capacities in IT Implementation of the use of 'coding' across R-10	1:1 devices for yr 1-12	
Base performance development on the Professional Standards for	Regular and accountable PD across whole site, but seen as an individual's responsibility.		

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Teachers, using the TfEL Framework and performance data to enhance teaching and learning.	PD template for all staff, using National teaching standards, to document growth. Use of TfEL framework as part of whole staff T&D.		
Strengthen the 'coaching' model to develop lead teachers in numeracy.	Funding of a numeracy coach over the next 2-3 years to consolidate the foundation being laid. Broadening of the staff involved in the coaching model to facilitate links with VHHS in the area of mathematics, with a focus on 'higher order thinking' skills. Numeracy and Literacy workshops with parents – in partnership with Angela Thomspson from Semmans and Slattery.		
Provide authentic opportunities for all staff to become leaders in Teaching & Learning.	Teacher involvement in SIT for all school priorities. Linking teacher with less inexperienced staff within the partnership so they can provide support. Encourage staff as trainers, sharing expertise with colleagues. Offering T&D to other schools in the partnership; IT, English, Maths Continue to encourage final year students to do their practicums at RDAS.		
Focus on building quality learners, through the development of higher order thinking skills' and executive function skills.	Sharing strategies within cohort meetings. T&D focus with Martin Westwall, building on the Far North Partnership SFD in T1. Development of teaching resources, across R-10, including IWB resources. Targeted T&D of staff from within each cohort to help drive change		
Develop respectful relationships between the school, families and the community, building pride and a strong connection between the school and the community.	Link with community through the Semmanns and Slattery Project. Running courses from site for the community eg. CAD Parent coaching programme –Numeracy and Literacy. Employment of a parent/ community liaison person, to connect with parents. Connection with the school though P&F – building on their current role. School promotion through special nights, Acquaintance night, school publicity (newsletter)		
Reach out within the Partnership to help build capacity within the whole region.	Involvement of all local staff with PLC's. Regular connection between the school and the kindy – strategic Alliance. Partnership curriculum groups to share and support – leadership capacity. Common SFD's on an annual basis. Communicate SFD programme across Partnership to invite sites to send staff. Creating stronger links with the Area schools in our Partnership (6 in total)		
Develop opportunities for the local educational sites in our immediate area to network, as part of a whole community approach.	Joint involvement in the well-being week, building it into an annual event. Where possible, involve other sites in sports days, swimming carnivals etc. Involve sites in shared cultural events – joint planning committees eg. Arts. Peer mentoring and support of staff across the sites. Joint planning and programming. Shared moderation of work. Alliance of school policies and procedures, eg. Fire Evacuation Policies.		
Focus on regular and timely feedback to parents on learner improvement, fully utilising the capacity of Day Map, with a specific focus around the role of the care			

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group teacher.			
Share student learning data each term to identify achievement and areas for growth.	Transfer of 'data walls' into R-6		
Document cohort agreements around 'code of conduct' and what constitutes a quality lesson and programme.			
Whole school agreement around social education, the pastoral care role of the teacher, mentoring and student accountability.			
Focus on student well-being through targeting attendance and engagement.			

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