<table>
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<tr>
<th>Priorities:</th>
<th>Targets:</th>
<th>Strategies:</th>
<th>Evaluation Measures:</th>
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<tr>
<td>Springton School 2011</td>
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**VALUES**
Our school recognises that individuals/groups within the community have differing and varied values/ethics systems. A non-judgmental philosophy-based approach is used to ensure education, inclusion and acceptance of these.

**CURRICULUM AND PEDAGOGIES FOR ENGAGEMENT**
Student Initiated Curriculum is a proven effective pedagogy for involving and engaging students in their learning.
All R-7 staff works collaboratively to –
- develop units of work/tasks differentiated to meet the range of student needs/skills
- actively employ practices/processes that involve students in decisions about their learning/curriculum
- implement individual learning plans in classes through differentiated tasks and assessment approaches

**NUMERACY**
Our whole school approach delivers improved skill development and achievement in numeracy based on current research and pedagogy…
All R-7 staff works collaboratively to –
- implement the Springton School Maths Agreement Non-Negotiables and Negotiables ensuring student involvement in negotiating tasks where possible
- explicitly teach skills and provide broad opportunities to ensure students are numerate through work/tasks differentiated to meet the range of student needs.

**VALUE-ADDED CURRICULUM – ENVIRONMENT EDUCATION**
Whole-school environment education programmes support students to become active in community and personal environment and sustainability solutions.
All R-7 staff works collaboratively to skill students –
- in the kitchen garden project, focusing on the skills required to maintain a variety of seasonal produce for lunches and for targeted restaurant supply – all stages from procurement of seeds/soil etc to harvest and preparation/sale
- Environment Forum, NRM etc

**BELIEFS about LEARNING**
- Learning is enhanced when the curriculum is differentiated to meet the individual needs of students.
- Students are more engaged in their learning when their curriculum is innovative, challenging, rigorous, relevant to their life experiences and reflects their own decisions.
- Learning is enhanced when students are provided with choices and the skills to make informed decisions for their own learning.
The two or three key areas for specific focus over the next 12 months, as determined from analysis of learner data and Self Review processes

<table>
<thead>
<tr>
<th>Numeracy:</th>
<th>Big Ideas in Number:</th>
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<tr>
<td><strong>Year R-2</strong>: 100% students will achieve full marks for Trusting the Count</td>
<td>Focus numeracy resource development</td>
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<tr>
<td><strong>Year 3-7</strong>: 100% students will achieve scores of 2 or greater for Place Value (2.1 = 3-5, 2.2 = 6-7)</td>
<td>Implement Maths Agreement in all classes</td>
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<td><strong>PAT Maths+</strong>:</td>
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<td><strong>Year 1</strong>: Will achieve 50(^\text{th}) percentile or greater in Test 1 by end term 3</td>
<td>Implement Diagnostic Testing – Data Collection Framework (BIN)</td>
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<td><strong>Year 2-7</strong>: Excluding students with an NEP, 85% of students will improve by 2 stanine points</td>
<td>Focus PD on numeracy - engage qualified professional personnel for T&amp;D, consultation etc focus on Big Ideas in Number - i.e. Bec Knight specifically for all teaching/support staff. Term 1.</td>
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The major actions that staff – teachers, SSOs, leaders – commit to do so that learners are supported at classroom level to achieve the Targets

- Focus staff meetings on ongoing review, analysis and ‘tweaking’ of numeracy programmes delivered via analysis of ongoing data collected
- Implement Intervention Programme for targetted students
- Implement PAT Maths+ assessment at end of T3/early T4. Analyse against previous year for growth. Analyse for patterns, individual achievement and ongoing needs

The data, evidence, processes and timelines to be used to monitor / measure / evaluate progress towards achievement of the Targets and/or effectiveness of Strategies

- Diagnostic tests/assessments and timelines are outlined in the Maths Agreement.

### Big Ideas in Number:
Assessment twice per term. Ongoing review of achievements and strategy effectiveness at these points & corresponding adjustment.

### PAT Maths+:
Carried out end term 3. Analysed as part of annual review early term 4. Growth/achievement mapped as a whole school and individual students against data from same time in 2010.