

An education to **believe** in

Annual Improvement Plan



EIA: To develop confident, creative and engaged users and communicators of mathematics through develop students' proficiency with particular focus on fluency as described in Australian Curriculum v9.

Goal 1:

- To further develop teacher understanding of fluency (Math Proficiency Aus Curriculum V9) -evidence based and evidence informed.

To achieve this goal, we will:

1. Provide PD for staff around 'what is fluency in mathematics' what should we first expect to see?
2. Connect the importance of fluency in mathematics to the BCE Education Strategy and Growing and Thriving document, what should we first expect to see?
3. Deepen teachers' understanding of fluency in Mathematics and capacity to implement evidence-based strategies to develop students' fluency in Mathematics.

Our success in 2025 will be measured by:

1. A movement in teacher position on bullseye chart around understanding of fluency – growth in understanding and confidence.
2. Teachers planning explicitly for fluency practice in planning documents.
3. Tighter connection between proficiencies when planning maths evidenced in unit planning.
4. Teachers having an increased range of strategies to teach fluency measured by self-reporting and through LW and T.

Goal 2:

- To develop a school scope/sequence of fluency - primary focus area is Number P-6 (Initial work by M0THS (Mathematics On the Hill Team) then across year level teams and year levels).

To achieve this goal, we will:

1. Revise fluency in mathematics, look at year level sequence in year level teams and across year levels, checking against BCE Growing and Thriving Document on Model for Numeracy (interactive). Aligning games to match the fluency from a bank of games. Time to explicitly teach it and trial it and report back on how it goes. To be included in Whole School Math Focus – Simultaneous Math Games.

Our success in 2025 will be measured by:

1. A growth in nominated students per class in PAT Adaptive – fluency, a percentage increase.
2. Explicit teaching of nominated games to enhance fluency practice. Checklists for monitoring progress with games – LW&T (Learning Walks and Talks)

Goal 3:

To develop a suite of games that appropriately promote fluency in each year level. Record these in sequence as part of 'how we teach mathematics on The Hill' (Signature practices

To achieve this goal, we will:

1. Explicit teaching of nominated games to enhance fluency practice.
2. Develop suite of Mathematical Games to support the development of fluency.
3. Include Mathematical Games in Maths Routines.
4. Have whole school Simultaneous Mathematical Games
5. Engage parents In Mathematical Games within homework

Our success in 2025 will be measured by:

1. Improvement in fluency around data collected when students are playing fluency games.
2. Student engagement in Mathematical Games
3. Student voice – post survey with nominated students. Impact of spotlight on fluency

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