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| ***“Learn, Discover and Inspire”*** | Situational Analysis- Improving Literacy and Numeracy National Partnership Chifley College Dunheved Campus |
| **School Context** | Chifley College Dunheved Campus is a progressive, collaborative and compassionate middle-school (Years 7-10), where together, students, staff, collegial partners, parents and the community “Learn, Discover and Inspire”. The school is an individual campus that exists as part of a federation of five schools known as Chifley College and is situated on Darug land in the Mt. Druitt school education area. In celebration of our Aboriginal heritage, our community acknowledges the traditional custodians of the Land, and continues to respect the wisdom and leadership of elders both past and present.  The school’s current enrolment of 285 students, includes a Support Unit for IM and IO students with an enrolment of 40 students. The school currently receives funding to support student learning outcomes through the Priority Schools and Low Socio Economic/ Improving Literacy and Numeracy National Partnership Programs.  Through the Positive Behaviour for Learning framework and a focus on Creativity and Innovation in all aspects of the school’s operations, we provide a continuum of social and learning support for all students. The school has established 21st Century Learning Hubs where students can access the latest technology for learning. We promote personalised learning and a holistic approach to the development of students in the social and affective domains, as key drivers for academic development. Our links with Mt Druitt TAFE provide our students with unique opportunities to develop and pursue vocational skills and courses. Students are guided by dedicated staff members who act as learning advocates, providing support in all aspects of learning as students navigate their way through secondary schooling. |
| **School Targets** | The School Plan has a range of 3 year targets in literacy and numeracy (some of these were revised in the 2012 evaluation process) aimed at significantly reducing the percentage of Year 9 students in Band 5 and increasing the percentage of Year 9 students achieving Bands 8, 9 and 10. The focus for the Improving Literacy and Numeracy National Partnership will be numeracy. The current targets, as stated in the school plan, will be maintained and targets specific to the focus group added.  **School Plan Targets – NAPLAN Numeracy**   * Reduce the percentage of Year 9 students in Band 5 from 30% in 2012 to 25% by 2014 * Increase the percentage of Year 9 students in Bands 8, 9 & 10 from 3% in 2011 to 15% by 2014   **School Plan ILNNP Targets- Numeracy Continuum**   * Reduce the percentage of Year 7 students ‘well below’ expectation on the Numeracy Continuum from 31% in 2013 to 25% in 2014 * Increase the percentage of Year 7 students ‘well above, above and at’ expectation on the Numeracy Continuum from 23% in 2013 to 30% in 2014 * Increase number of teaching staff accessing training in the Numeracy Continuum from 10% in 2013 to 90% in 2014.   \*Numeracy Continuum- K-10 Early Arithmetical Strategies and Place Value. |
| **2012-2013 Numeracy Performance**  **Local Measures**  **NAPLAN** | **Numeracy Continuum: Performance against Local Measures**   * In 2013 31% of Year 7 students are ‘well below’ expectation on the Numeracy Continuum\* * In 2013 46% of Year 7 students are ‘below’ expectation on the Numeracy Continuum\* * In 2013 23% of Year 7 students are ‘at’ expectation on the Numeracy Continuum\*   \*Numeracy Continuum- K-10 Early Arithmetical Strategies and Place Value.  **NAPLAN Numeracy 2013- Year 7 Students- Target Group**   * In 2012, 78% of Year 7 students achieved numeracy results which were placed in Bands 4 and 5, the lowest two bands. In 2013, 73.3% of Year 7 students achieved numeracy results which were placed in Bands 4 and 5. The gap in Bands 4 and 5 results for CCDC compared with SSG was reduced by 3.6% between 2012 and 2013. * The highest band achieved by students at CCDC in Year 7 numeracy was Band 7 in 2012 and 2013. There was an increase in Band 7 results during this time, from 3.4% in 2012 to 8.9% in 2013. * There was a decline in the proportion of students achieving expected growth in Year 7 numeracy from 33.3% in 2012 to 27.5% in 2013.   **NAPLAN** **Numeracy- 2012 and 2013- Year 9 Students**   * In 2012, 29.8% of Year 9 students achieved numeracy results which were placed in Band 5, the lowest band. In 2013, 35.3% of Year 9 students achieved numeracy results which were placed in Band 5. The increase of 5.5% was slightly higher than an overall increase across the state of 4.0%. On a positive note, the gap in Band 5 results for CCDC compared with SSG was reduced by 4.8%. * In 2012, 4.3% of students achieved results which were placed in Band 8, with no students achieving results in the highest two bands, Bands 9 and 10. In 2013, 7.8% of students achieved results which were placed in Bands 8 and 9 and none in Band 10. The gap between CCDC and SSG for the top 3 skill bands was reduced from 13.8% in 2012 to 7.4% in 2013.   **NAPLAN Numeracy- as reported in 2012 National Partnership Evaluation Report**   * In 2011 42.6% of students were in Band 5. In 2012 this reduced to 29.8% of students in Band 5. In 2011 the gap between CCDC and SSG was 22.5% and was reduced in 2012 to 15.2%. * In 2011 3.3% of students were in Bands 8 and 9. In 2012 4.3% of students were in Band 8. In 2011 the gap between CCDC and SSG was 16.7% and was reduced in 2012 to 13.8%. |
| **Improving Literacy and Numeracy National Partnership Focus** | The focus for the Improving Literacy and Numeracy National Partnership (ILNNP) will be numeracy. In 2013/2014 the school will use resources provided by the Improving Literacy and Numeracy Partnership to implement the numeracy continuum, refine and consolidate a school-wide approach to numeracy. The target group will be Year 7 (45 students) and efforts will focus on lifting the numeracy performance of students “well below” expectation on the continuum as well as consolidating and improving the performance of students “well above, above and at” expectation. Professional learning to increase staff confidence in implementing the numeracy continuum is a key strategy. Funding will also ensure ongoing professional learning in Counting-On strategies for identified staff members. School Plan targets in numeracy will remain unchanged; however, additional ILNNP targets specific to the target group will be added. |
| **Improving Literacy and Numeracy National Partnership Actions** | **School actions over 2013 and 2014 will include:**   * Refine and consolidate whole-school approach to numeracy. This will occur in a 4 Phase planning cycle: Assessment, Familiarisation, Tailoring and Sustainability. The partnership will be led by the Principal, Deputy Principals and HTs Teaching and Learning. * Consultant partner to work with each KLA as critical friend to provide in-faculty support: observe lessons, study programs and discuss organic numeracy teaching moments and opportunities, as well as develop numeracy teaching toolkits. * Allocation of funding to purchase numeracy resources and SASS support to facilitate the creation of resources for faculty toolkits. * Provide ongoing professional learning to enhance staff members’ ability and confidence in using the Numeracy Continuum as well as linking the continuum to the NAPLAN exam, the numeracy in their KLA programs and apply strategies in their teaching. The professional learning includes a variety of modes such as in-school events, mentoring through critical friend, online courses, external courses, staff meetings, Community of Schools events. * Implementation of a support program for students at-risk of falling behind in numeracy. These students will be identified as those “well below” and “below’ in the baseline data collection for numeracy in May 2014. Teachers (specialist staff) will be released for additional training in the “Counting-On” program. These staff members will provide the targeted and intensive intervention for identified students.   Indicators:   * All students in target group mapped against Numeracy Continuum, progress reviewed each term. * All KLA programs have numeracy teaching and learning strategies and evidence of numeracy elements in assessment tasks e.g. focus on numeracy in assessments * Change in classroom practice, professional learning and professional dialogue.   The school has revised its School Plan in line with the revised actions and additional resources for numeracy. |