BACKGROUND
The CEOSale’s *Success in Literacy and Numeracy* initiative (2013) was developed in response to the Improving Literacy and Numeracy National Partnership Agreement.

AIMS
The National Partnership Agreement aimed to:

- Improve student performance in literacy and/or numeracy for students who fall in the lowest two NAPLAN bands and students from disadvantaged backgrounds and Aboriginal and Torres Strait Islander students.
- Identify areas of improvement through monitoring and analysing students’ literacy and numeracy performance.
- Improve the capability and effectiveness of literacy and/or numeracy teaching.

The National Partnerships Agreement Performance Indicators included:

- Improvement in literacy and numeracy results for targeted student groups (including Aboriginal and Torres Strait Islander students) as measured by the Reading and Numeracy NAPLAN results.
- Education systems and participating schools conducting effective data collection and assessment to inform best practice in literacy and numeracy teaching.
- Engagement of teachers in participating schools in professional learning in literacy and/or numeracy.

IMPLEMENTATION
The Success in Literacy and Numeracy initiative provided ongoing professional learning for teachers and key leaders, in collaboration with school leadership. All professional learning aimed to build teacher capacity as outlined in the Australian Charter for the Professional Learning of Teachers and School Leaders (AITSL Aug 2012).

There were 17 primary schools involved in the initiative which represent 48% of all primary schools in the diocese. These schools were selected based on 2010-2012 NAPLAN data in Reading and Numeracy. In total, 79 teachers and 8 principals participated in the diocesan professional learning programs.
The model of support consisted of a range of diocesan and school-level professional learning that focused on:

1. Literacy and Numeracy (Pedagogy)
2. Leading Professional Learning (Coaching)

Each school was supported by the Success in Literacy and Numeracy diocesan team to develop and implement a school-based action learning project. The diocesan team included, Ellen Hauser (Literacy), Carole Livesey (Numeracy), Tamina Taylor (Coaching). Schools personalised their professional learning in response to their action learning projects including:

- Collegiate conversations within and across schools
- Student data analysis
- Classroom observations
- Feedback
- Coaching and mentoring
- Modelled teaching
- Professional readings

The diocesan level professional learning was designed to complement the school-based action learning projects and to collectively address common learning needs. Professional learning opportunities included:

- Networking conversations across schools
- Exploration of assessment practices and impact on student learning
- Professional reading and discussion
- Research-based workshops led by relevant guest speakers
- Use of evidence-based teaching practices that support effective student learning
- Specific skill based training for leaders in facilitating coaching conversations

ACCOUNTABILITY

EVIDENCE OF PROGRESS TOWARDS THE NATIONAL PARTNERSHIPS PERFORMANCE INDICATORS

Each individual school was responsible for monitoring progress towards the three National Partnership performance indicators. Information for this report was gathered from NAPLAN data 2010-2013; school summaries, reflections and presentations provided to CEO on completion of the project; participation data and participant surveys.
**Performance Indicator 1**

Improvement in literacy and numeracy results for targeted student groups including Aboriginal and Torres Strait Islander student groups.

**Performance Indicator 2**

Education Systems and participating schools conducting effective data collection and assessment to inform best practice Literacy and Numeracy teaching.

**Diocesan Level**

Schools were selected to participate in the initiative based on the number of students at/or below the national benchmark using 2010-2012 NAPLAN aggregated data in both reading and numeracy. Each school selected to focus on either Literacy or Numeracy for the initiative. In addition to NAPLAN data, school local data was also to be collected as evidence of progress.

The NAPLAN assessments in 2013 took place shortly after the first diocesan professional learning days occurred and the initiative was in the early stage.

2014 NAPLAN results will be included when available.

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage of students at/below national benchmark</th>
<th>Number of schools at each band</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Above 50%</td>
<td>36-50%</td>
</tr>
<tr>
<td>2010</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>2011</td>
<td>0</td>
<td>11</td>
</tr>
<tr>
<td>2012</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>2013</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2014</td>
<td>Available in Sept 2014</td>
<td></td>
</tr>
</tbody>
</table>

Table 1: Percentage of students at/below national benchmark for Reading/Numeracy combined for the 17 schools in initiative

The area in Table 1 shaded in red shows that 65% of the 17 schools in 2011 and 70% in 2012 had a combined total of at/below benchmark students in excess of 36%.

In 2013 this had reduced to 29% of schools (as shown in orange).
2013 NAPLAN data shows:

- 9 of the 17 participating schools had their lowest percentage of students at/or below the national benchmark for the past four years.
- When comparing the 2010-12 data with 2010-13 4 year period, 13 of the 17 participating schools showed a decrease in the average percentage of students at/or below the national benchmark
- Anecdotal observation across schools indicates that:
  - There has been development of teacher mathematical knowledge that underpins the mathematics growth point framework.
  - Teachers have greater confidence in gaining information from observation of students
  - Some schools developed tools to assist them in monitoring ongoing student learning progress
  - Schools valued the sharing of effective assessment practices within and across schools
  - Teachers are making increased use of formative data/feedback to inform learning experiences

School Level

Individual schools used their school-based assessment data to select a focus area and identify a targeted student group for their action learning project. This varied from whole school to cohorts or individual students according to the identified needs. Participating schools collected formal and informal evidence to demonstrate improvement in literacy or numeracy for their targeted student group. Results across all schools are unable to be collated at a classroom level as different assessment tools and cohort samples were used.

Two samples of classroom results of progress against the National Partnership Performance Indicator 1 are illustrated below.

Example from School A

<table>
<thead>
<tr>
<th>Focus Student</th>
<th>Year Level</th>
<th>Beg 2013 PV Growth Point</th>
<th>End 2013 PV Growth Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student A</td>
<td>1</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Student B</td>
<td>1</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Student C</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Student D</td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Student E</td>
<td>5</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Student F</td>
<td>5</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Student G</td>
<td>5</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Student H</td>
<td>6</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Student I</td>
<td>6</td>
<td>3</td>
<td>6</td>
</tr>
</tbody>
</table>

Table 2: Student Growth Point Progress
Table 2 shows 9 students from one of the schools (School A) participating in the National Partnership initiative. It reflects their growth as measured by the Mathematics Assessment Interview and Growth Points. 56% of these targeted students made significantly “above average” progress of 2 or more growth points, 44% of these targeted students made above average progress of 1 growth point.

Example from School B

<table>
<thead>
<tr>
<th>Beg Stanine</th>
<th>No of Students</th>
<th>End Stanine</th>
<th>No of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>5</td>
<td>2</td>
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</tr>
<tr>
<td>3</td>
<td>11</td>
<td>3</td>
<td>6</td>
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<td>4</td>
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<td>4</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
<td>5</td>
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<td>0</td>
<td>6</td>
<td>4</td>
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<td>7</td>
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</tr>
<tr>
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<td>8</td>
<td>1</td>
</tr>
<tr>
<td>9</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Table 3: Student Test 3 PAT Maths (3rd Edition)

Table 3 shows the progress of a class of 26 students in School B, from the beginning to the end of 2013 as measured by PAT Math’s assessment. 23% of students were at stanine 4 or above at the beginning of the year. 69% were at stanine 4 or above at the end of the year.

Participating schools made progress towards this indicator by:

- Identifying specific tools and processes for assessing student learning appropriate to the nominated focus area in their implementation plan
- Developing a school-based action learning plan based on the analysis of whole school, cohort and individual student assessment data
- Developing ongoing formative assessments that aimed to monitor and track student progress based on the learning focus for students
- Developing recording systems to inform school level analysis of student progress
- Collecting artefacts and work samples throughout the project as evidence of student growth over time
- Using a variety of assessment information and student observations as the basis of feedback to inform planning for further learning
Performance Indicator 3
Staff in participating schools engage in professional learning in Literacy and Numeracy

Diocesan Level
87 staff from 16 participating schools engaged in the Success in Literacy and Numeracy professional learning initiative throughout 2013.
7 staff from one school continued school-based professional learning in Oral Language.
160 school visits were made by the three members of the Diocesan team across 16 participating schools. The visits consisted of one or more of the following elements:

- Team planning
- Individual teacher/leader coaching
- PLT meetings
- In class observation/demonstration
- Analysing student work and data

14 leaders from the 17 participating schools undertook the specific skill-based training for leaders in facilitating coaching conversations.
Participants rated the value of each of the main elements of the Success in Literacy and Numeracy Initiative in a feedback survey. The results are presented below in Table 4. The team of colleagues that teachers worked with during the initiative was most highly valued. All elements recorded the largest percentage of responses in the two most highly valued categories. The small number of respondents for the coaching element reflects the smaller number of participants in this element.

![Value of NP Initiative Elements](chart.png)

Table 4: Participant value ratings of elements of NP Initiative.
Collation of participant reflections and feedback highlighted some similar insights they developed throughout the initiative:

**Literacy**
- Importance of use of multi-model texts in literacy learning
- Value of student goal setting and reflection on learning
- Connection between all the modes of literacy
- Importance of formative assessment and feedback

**Numeracy**
- To challenge expectations
- To allow children to explore their learning more deeply
- Create learning through problem solving
- Importance of questioning to elicit children’s thinking
- Role of mathematical proficiencies in children’s learning
- Encourage students as mathematicians

**Leadership (Coaching)**
- Coaching conversations require being an active listener
- Coaching is about empowering others to achieve their goals
- Coaching is a rich element of effective professional learning

**School Level**
All participating schools have reflected on the impact of their action learning project and selected a format to share their learning. This has included team and individual presentations at the 2013 Diocesan Learning Expo, publications for the Diocesan website and a presentation at the Gippsland Catholic Primary Principals’ Association meeting.

See Appendix 1 for further information and an overview of each school’s project. Full details can be found on the CEOSALE website: [http://www2.ceosale.catholic.edu.au/](http://www2.ceosale.catholic.edu.au/)

**Participant Survey**
A survey of participants was conducted in the first and last of the group professional learning days. A selection of focus areas taken from the National Professional standards for teachers (AITSL) was used and participants ranked their view of their own effectiveness according to a five point scale. 41 participants completed both pre and post surveys. The results are presented below in Tables 5-12.
Table 5: Focus 1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities

![Chart](chart1.5.jpg)

Table 6: Focus 2.5 Literacy and Numeracy Strategies

![Chart](chart2.5.jpg)

Table 7: Focus 3.1 Establish Challenging Learning Goals

![Chart](chart3.1.jpg)
Table 8: Focus 3.6 Evaluate and Improve Teaching Programs

3.6 Evaluate & Improve Teaching Programs

![Bar chart showing evaluation of teaching programs at the beginning and end of a program.](chart1)

Table 9: Focus 4.1 Support Student Participation

4.1 Support Student Participation

![Bar chart showing support for student participation at the beginning and end of a program.](chart2)

Table 10: Focus 5.4 Interpret Student Data

5.4 Interpret Student Data

![Bar chart showing interpretation of student data at the beginning and end of a program.](chart3)
The surveys show that according to teacher self-ratings, many teachers perceived there was an increase in their effectiveness in a number of the 8 focus areas. Some teachers identified that they had made gains but were still on the way to moving a full rating e.g. from effective to very effective. In a few cases, teachers chose a lower rating for an area after exploring their practice and identified a focus for further development.

A selection of highlights from participants:

- **Opportunity to reflect on my own teaching practice**
- **Using an action learning approach**
- **Developing questions to challenge my teaching practice**
- **Ongoing in-school support from a colleague whose role was key leader / coach**
• Work with ‘in-focus’ students was directly related to individual student needs
• We were supported with the design of instruction for individual ‘in-focus’ students, personalizing the instruction within a whole class context
• Level of challenge provided, with support
• Majority of Professional learning took place in-schools
• Exploring a range of ways to look at and gather evidence of student learning
• Opportunity to share individual teacher, team or school learning through a range of forums including the 2013 Diocesan Learning Expo, publications, and presentations beyond the school.

A selection of challenges expressed by participants:
• Lack of clarity of direction and purpose for teachers in school teams, at the beginning of the professional days, as the implementation plans were predominantly developed quickly and between CEOSale team and Principals.
• The collection of data and tracking for “in-focus” students was a requirement but not specifically addressed in the Literacy pedagogy.
• Trying to ensure that participation in the initiative linked and connected to the existing school plans took considerable energy and at times took the focus away from the direction already planned for in the ASIP.
• The number of days withdrawn from school to participate in professional learning.
• The implementation of the AusVELS in 2013 was significant for schools and not necessarily addressed to the depth needed in this initiative.

SUMMARY
The 17 schools in the initiative embarked on an intensive year of professional learning, practice and reflection. The teams all had a commitment to improving student learning and tackled challenges along the way with creativity. The project evolved in differing ways for each school according to their context and focus.

Highlights:
• Level of energy and enthusiasm for team areas of action
• Teacher risk taking in trying new or different practice
• Accounts and evidence of change in student confidence, thinking and skills
• Leadership that teams showed within their own schools in contributing to the whole school professional learning
• Collegiate support between team members and the key leader and team members
• Beginning to see a pedagogical shift from collecting pre and post data (beginning and end of year data) to an ‘analysis of growth over time’ paradigm
- The ability to design and tailor the full day professional learning in response to areas of common needs as the action learning projects unfolded. This included professional readings, guest speakers and topics that arose as the teacher teams undertook action learning projects.
- Projects helped to identify teachers strengths and challenged their thinking to build on current practices.
- The opportunities for professional conversations, which challenged expectations of student growth within the school and across schools.
- Schools, with support, made deliberate efforts to ensure the initiative linked to existing school learning themes and plans.
- Broadened the concept of professional learning through coaching conversations, observation and PLT/Whole staff discussions.
- Commitment of Principal and school leadership teams.
- In school professional learning, supported by CEOSale team members. These varied and included team discussions, professional readings, whole school staff learning forums and closure days, classroom observation and discussions using protocols, coaching conversations amongst team members.

**Challenges:**
- Short lead in time for initiative, and in turn the schools development of their implementation plans and action learning projects.
- Schools had already planned their school improvement focus and associated professional learning for 2013 without prior knowledge of this major initiative. In some schools, the initiative competed with other school improvement initiatives which were already happening in schools and unfortunately required considerable re-planning at the school.
- The large number of schools involved (48% primary schools in diocese).
- Some confusion initially over the role of the key leader in the initiative, especially given the leadership strand was focussed solely on coaching skills training.
- The professional learning content at the Diocesan full days did not always meet the school foci, or individual needs at that point in time.
- Time frame of less than a year was too short to be able to effectively measure long term data change.
- Tracking of the ‘in-focus’ students was a key element in the initiative design and feedback from participants suggests that they were not all clear on the purpose of this.
- For some participants, the school’s final publication/presentation became a distraction from the enactment of the learning project.
RECOMMENDATIONS
The following recommendations have been formed by the CEOSale team after considering all feedback and progress throughout the initiative.

Project Design and Delivery
When possible:
- Consult with all stakeholders in the design phase of a major initiative
- Maximise the school flexibility in the ways they are able to engage in the initiative
- Explicitly build understandings of effective professional learning practices in conjunction with the pedagogy strand of Professional Learning
- Allow sufficient time to communicate more effectively with all stakeholders
- Explore a range of different options for providing access and choices about new input/content areas e.g. guest speakers, optional workshops
- Consider ways of bringing school teams together who are working on similar projects to learn from each other
- Consider a more effective time frame for supporting growth

Literacy:
- Promote daily opportunities for independent reading and writing
- Emphasise interweaving the three strands of English to contextualise learning
- Identify student learning needs, using formative assessments and design explicit teaching to support this
- Focus on the development of metacognitive skills and support students to develop personal learning goals in literacy
- Promote opportunities for students to receive ongoing feedback on learning in reading and writing
- Identify the key elements of literacy learning that underpin and effective Literacy lesson/block

Numeracy:
- Further exploration and development of teachers own content knowledge in mathematics and utilising assessment data
- Place emphasis on the development of the proficiencies of mathematicians in all mathematical learning experiences
- Focus on the visualising and articulating of mathematical thinking
- Deepen understandings of place value and support learners to translate into a range of mathematical contexts appropriately
- Identify the key elements of mathematical learning that underpin and effective Maths lesson/block
Leadership (Coaching):

- Define the role of coaching within the initiative
- Embed the professional learning about coaching within each school context
- Promote the notion of coaching and the development of skills in this area, as a more effective way of having a professional conversation and supporting reflective practice
- Support leaders to explore deeply, and reflect on their own classroom practice, as a pre requisite to leading the learning of others
- Build the capacity of teacher leaders to coach others, by building their own deep understandings of learning, focussing first and foremost on exemplary classroom practice
Many of the schools presented their learning at the 2013 Diocesan Learning Expo in October 2013.

Full details can be found on the CEOSALE website http://www2.ceosale.catholic.edu.au/
For details of the other projects contact the schools at the numbers provided.

LITERACY STRAND

Columba Catholic Primary School, Bunyip
(Carol Websdale, Donna Handley and Leonie Hester)

The National Partnership initiative was used at Columba as an opportunity to add support to a school focus on literacy practices in spelling and reading. A team of three attended the professional learning days and decided to explore ways to help students apply reflective and critical thinking skills across reading and spelling. Ideas were trialled and adjustments were made to existing practices in these teachers’ classrooms which contributed to whole school discussions and professional learning meetings. Observations of students gave evidence of increasing independent reading and spelling thinking behaviours. A written report on the team’s experience and reflections can be accessed on the CEOSALE website.

Sacred Heart Primary School, Morwell
(Tricia Hicks and Elyse Strecker)

The Reading Connections classroom strategy was developed by two Grade 3-4 classroom teachers, as part of a whole-school Literacy learning initiative. The overall aim was to improve student reading comprehension and student engagement in reading. With the support of a key school leader and two CEOSale Education Officers (the literacy coach and leadership coach), the teachers determined the literacy focus of each meeting and the coach/es facilitated the discussions, drawing on research and evidence-based practice to challenge the group’s thinking. Coaching included an analysis of student learning; modelled teaching with a clear learning focus; feedback on teaching and shared observation of focus students (students making slower than expected progress). A written report on this strategy can be accessed on the CEOSALE website. Further details from the school on (03) 5134 3718.

St Patrick’s Primary School, Pakenham
(Teresa Andrews, Narelle West, Dominic Arcaro, Josie Hayek and Sonia Toneatto)

The St Patrick’s team consisted of teachers from different year levels across the school. They focussed on exploring teaching strategies which enabled students to reach deeper levels of reading comprehension, a need identified in their school’s literacy data. The team trialled and explored the use of new and different teaching strategies across year levels 2-6. They met regularly, with the support of a literacy coach and a leadership coach (CEOSale), to reflect on their learning and participate in rigorous discussions drawing on research and evidence-based practice. Further details from the school on (03) 5940 2888.
St Vincent’s Primary School, Morwell
(Meagan Blewett, Helen Watson and Cameron Greenslade)

The St Vincent’s team, with the support of learning coach, set out to explore how the school could ensure students were more focused and engaged in their literacy learning. They considered the correlation between written and oral language and good learning behaviours, with an emphasis on comprehension; prior knowledge; building vocabulary; strategic questioning; and the use of ICT to engage students. As a result of their action learning, the team developed a new approach to using the Read Aloud strategy in the 2-4 classrooms. The new approach considers use of prior knowledge, reflection, and goal setting. Key learnings from the team’s work have been compiled in a report which can be accessed on the CEOSALE website. Further details from the school on (03) 5134 2060.

St Joseph’s Primary School, Trafalgar
(Lucy O’Connell)

St Joseph’s merged the National Partnership Success in Literacy Initiative together with the school’s Performance and Development Culture learning focus: Building Independent & Collaborative Learners. The aim was to develop independent self-monitoring throughout the writing process. Lucy, the teaching and learning leader and 5/6 classroom teacher, conducted action research to ensure that her practice in the classroom — specifically in writing — reflected her beliefs about student learning and enhanced St Joseph’s PDC of building independent and collaborative learners. Further details from the school on (03) 5633 1151.

Mary Mackillop Primary School, Narre Warren North
(Lynda Kennedy, Bek Weichard and Helen Fournia)

The team from Mary Mackillop focussed their action learning project on developing consistent understandings across the whole school of effective literacy pedagogy, with particular emphasis on reading comprehension. Individual emphasis was placed on exploring ways for students to self-monitor their reading in order to improve their comprehension. The team was supported by a school-based literacy coach to experiment with, and, introduce new teaching practices into their own classrooms and to ensure their learning connected to the whole-school’s professional learning. A written report on the team’s experience and reflections can be accessed on the CEOSALE website. Further details from the school on (03) 8794 5777.

NUMERACY STRAND

St John the Baptist Primary School, Koo Wee Rup
(Simon Dell’Oro, Justin Greenwood, Bill Speekman, Kristy Telford and Karleigh Fiddelaers)

A whole-school approach was adopted where the student learning theme was viewed through a mathematics lens. Level leaders supported their teams in developing plans that focussed on helping students gain a deeper understanding in relation to place value. In developing the student’s knowledge and understanding of place value, there was an emphasis on knowing student ‘starting points’. Strategies such as open ended tasks; use of number lines; student discussion; developing student mathematical language; and student reflection were maximised. Key learnings from the team’s work have been compiled in a report which can be accessed on the CEOSALE website. Further details from the school on (03) 5997 1653.
St Brendan’s Primary School, Lakes Entrance
(Delma Brazzale, Lou Battista and Lia DiCorleto)

Three teachers worked on a project that led a whole-school approach to address place value in the area of mathematics. Year level teams developed a teacher action cycle, targeting the development of deeper student understanding of place value. This included a focus on developing the children’s mathematical thinking and questioning. Small group work targeting student needs was utilised and adjusted based on the analysis of assessment data and ongoing monitoring. The teachers shared the story of their action learning through a presentation at the 2013 Diocesan Learning Expo. Further details from the school on (03) 5155 2712.

Mary Mackillop Primary School, Narre Warren North
(Maree Harris, Jenny Gulavin and Jacqui Butler)

Three teachers worked on a numeracy project where they explored and reflected on their practices in mathematics that could lead to improved outcomes for student learning. A focus of this student learning was the building of confidence as mathematicians and a deeper understanding of number and place value. Team members led professional learning team meetings and engaged with the whole staff to share and explore a school-wide view of mathematics learning and teaching. The team’s written report on their shared experiences and reflections can be accessed on the CEOSALE website. Further details from the school on (03) 8794 5777.

St Joseph’s Primary School, Orbost
(Chen Pearson and Sue Collier)

The St Joseph’s team focussed on a whole-school project as they explored and developed the use and understanding of mathematical language. The goal for students was to strengthen their ability to articulate their mathematical thinking. Building vocabulary walls and personal dictionaries; explicit discussion of vocabulary; and oral and written reflections were some of the strategies that were utilised. The team considered the role of mathematical language in interpreting and working with maths word problems and trialled strategies for supporting students in their problem solving. Further details from the school on (03) 5154 1289.

St Therese’s Primary School, Cranbourne
(Mark Linden, Carmel Perrins, Helen Hancock, Sharon Evans and Rosina Chandra)

The Principal and a team of leaders from levels across the school attended the CEOSale Numeracy Pedagogy days. The work on the numeracy project was designed to enhance and complement the school learning theme of “Empowering purposeful learners.” The Prep-2 team had a focus on deepening student understanding through working mathematically and making connections with daily life. The year 3-6 team worked to develop student understanding of and competence in solving mathematical word problems. Each participating teacher focussed in more detail on an individual student. This allowed deeper reflection and consideration of the learning needs and possible actions for the student but also provided ideas and direction for small group and whole class actions.

The team share their reflections and aspects of their journey in the report available on the CEOSALE website. Further details from the school on (03) 5996 7525.
St Kieran’s Primary School, Moe  
(Lisa Broeren, Teresa Dinnie and Kristy Walsh)

The St Kieran’s team developed a project to enhance student flexibility and thinking in mathematics. Incorporating practices using problem solving models and the development of effective questioning in mathematics has been highlighted in the project. The exploration with the students in their classes led to renewed enthusiasm and creativity for both students and teachers. The team has supported whole staff professional learning based on their experiences in the classroom, discussion as a team and information from input sessions. A reflection on the experience is available on the CEOSALE website. Further details from the school on (03) 5127 3606.

St Mary’s Primary School, Newborough  
(Irene Bramstedt, Trish Mulqueen and Lance Rooney)

The St Mary’s team led a whole-school approach to working on Numeracy and utilised their National Partnership project as an opportunity to incorporate their Performance and Development culture focus. They continued exploring aspects of the school learning theme ‘Creating independent learners’ through a numeracy lens. The development of questioning, student thinking and reflection was highlighted for investigation by staff within their classes leading to professional discussions throughout the year. The team planned and led their staff in a school closure day focussing on utilising these learning processes in developing deeper student understanding of place value. A report on the experience can be accessed on the CEOSALE website. Further details from the school on (03) 5127 2342.

St Agatha’s Primary School, Cranbourne  
(Damian Mitchell, Kris Crawford, Libby Williams, Maree Summers and Fiona Howard)

A team of teachers formed a mathematics leadership group at St Agatha’s. The school utilised their National Partnership mathematics project as an opportunity to further explore their Performance and Development Culture focus: Thinking deeply about learning. Supporting students to visualise mathematics, link to real life activities or opportunities and explain their thinking formed the basis of each level team’s action plan. Staff were supported through whole school and team professional learning meetings and input from guest speaker Michael Ymer. A report on the experience is available on the CEOSALE website. Further details from the school on (03) 5996 2724.
Trinity Primary School, Narre Warren South
(Liz Jones, Rebecca Todisco, Sam Moss, Felicity Willmer and Rima Darwish)

A whole-school approach to improving student numeracy learning was undertaken in 2013 through the National Partnership initiative. Team level action plans were developed to focus on student mathematics learning incorporating: developing student understanding of number and place value; making connections between maths and everyday life to utilising effective mathematical strategies; reasoning in problem solving. Professional learning strategies included team level meetings, whole school closure days led by the Teaching and Learning leader, input sessions by Michael Ymer and teacher reflection journals. A report of the school project can be accessed on the CEOSALE website. Further details from the school on (03) 9704 1970.

Lumen Christi Primary School, Churchill
(Jo Brewer, Dave Cooper, Lorraine Glowacki and Josie Wade)

The team at Lumen Christi developed an initial focus on place value into a wider whole school exploration of the use of mathematical language across all areas of mathematics. Observation of students was a key feature of the project and provided information for teacher discussion and planning of strategies to address student needs. Whole-school mathematics professional learning team meetings, led by the Numeracy Leader, evolved throughout the year as teachers became active participants discussing and sharing their own classroom practice. Student evidence is showing an increase in willingness to articulate thinking and a strengthening of specific language use. A report on the experience can be accessed on the CEOSALE website. Further details from the school on (03) 5122 2231.