Trinity Catholic Primary School, Narre Warren South

A whole school approach to improving student numeracy learning was undertaken in 2013 through the National Partnership Initiative. The Teaching and Learning leader, supported level leaders and their teams to develop level team action plans to focus on identified student needs in mathematics. These included developing student understanding of number and place value, making connections between maths and everyday life to utilising effective mathematical strategies and reasoning in problem solving.

As this was a major focus for the whole school, processes and structures were put in place by the Principal and leadership team so that significant time could be devoted to supporting teachers in developing, enacting and reflecting on their work with students. This included level team meetings, staff meetings, after school sessions with Michael Ymer, coaching conversations and closure days with a mathematics focus led by the Teaching and Learning leader. Time was spent exploring the Mathematics Proficiencies from the Australian Curriculum and considering implications of Peter Sullivan’s ‘Six Key Principles for Effective Teaching of Mathematics’.

There was a space in the staff room devoted to capturing visually the work of staff over the year, this grew and developed over time, became a source of reflection as well as celebration.

A focus was placed on utilising Hattie and Timperley’s model of action planning to guide team and individual action learning plans.

- Feed Up(goal/purpose) ➔ Feedback(strategies/how going) ➔ feed forward(where to next)

A range of assessment tools were utilised to gather information on student’s starting points and engagement with mathematics as well as to track their ongoing progress.

The Mathematics Assessment Interview and growth point framework was used as a key tool to identify student needs. Staff members developed a spreadsheet to help with the recording and monitoring of ongoing individual student progress. This spreadsheet was shared with fellow schools in the Numeracy Pedagogy strand. The teachers found the MAI spreadsheet was a great visual tool for sharing with students their ‘growth’ through the growth points and for having a shared teacher/student action plan of learning of "where to next" in terms of student goals.

The feedback from staff on the elements of support received within the school was very positive. Teachers appreciated the clear focus and time for input and discussion within and across teams. They have tried new ideas, reflected on their learning and enhanced ways to monitor student
progress. Teachers developed professional learning journals to record their progress and have found these to be a good source of reference and record keeping as well as beneficial to the reflection process.

At Left:

Joe has 3 balloons. His sister, Connie, has 5 balloons. How many more balloons does Connie have than Joe?

At Right: Year 5-6 sample of work and reflection

Our focus for 2014 is to continue to build on improving student learning outcomes in Numeracy by:

* going deeper with our understandings of Principle 5 - in the Six Key Principles for Effective Teaching of Mathematics (the structure of the lesson) and using the Japanese model to build inquiry learning and the AusVELS Maths Proficiencies into mathematics lessons
* engaging in on-going Professional Learning with Michael Ymer (mini sessions 2 hour blocks)
* through teacher Action Learning Plans which focus on a specific area of mathematics teaching / evidence of student learning & coaching
* on-going collection and analysis of data to inform teaching and show evidence of student learning