

# Researching Numeracy Teaching Approaches in Primary Schools

## SCHOOL IMPACT REPORTS

### Description

The *School Impact Report* was completed by each school's leadership team (generally the coordinator and principal) in April 2003. The purpose of this report was to document the school-wide impact of the project and the outcomes of the school's Action Plan. A number of questions used a Likert scale to evaluate the incidence and/or strength of particular claims made in relation to project outcomes that had been made during the meetings of the Project Director and each research school principal over the course of 2002. Specific evidence was sought in relation to student learning outcomes as part of this report together with an indication of future plans.

### Analysis

The tick-the-box type data from the *School Impact Reports* completed by the teachers were coded and entered into a database to provide overall means against key statements and/or indicators. Responses to the open-ended questions on the *School Impact Reports* were analysed in terms of emergent categories or themes which were recorded and exemplified. Where additional material was provided this was categorised and noted.

### Contents

- School Impact Report Form
- School Impact Report Example
- School Impact Report Technical Report

## Researching Numeracy Teaching Approaches in Primary Schools **SCHOOL IMPACT REPORT<sup>1</sup>**

Thank you for completing this Report. We really appreciate the time and effort involved. Could you please email your completed report on or BEFORE TUESDAY 8<sup>th</sup> APRIL and a hard copy **together with any attachments** (eg, Action Plan, copies of relevant evidence etc) **and the Project Impact Statements** completed by staff by the same date.

1. SCHOOL: \_\_\_\_\_

2. PRINCIPAL: \_\_\_\_\_

3. CO-ORDINATOR: \_\_\_\_\_

### SCHOOL SNAPSHOT:

4. We have relevant demographic data from DE&T, CECV and AISV - Is there anything else about your school that might have affected the implementation of the project or that you would like to tell us that might be helpful in interpreting the results?

### ACTION PLAN REPORT:

5. Did you achieve what you set out to achieve? YES / PARTIALLY / NO

6. Please explain the reasons for this evaluation and attach an annotated copy of your Action Plan.

---

<sup>1</sup> All data collected on this form will be used in accordance with current Privacy Legislation. A summary of RMIT University's Privacy Policy can be viewed at [www.rmit.edu.au/browse/Help%2FPrivacy/](http://www.rmit.edu.au/browse/Help%2FPrivacy/)

**STUDENT LEARNING OUTCOMES:**

7. What, if any, improvements in student numeracy/mathematics outcomes can you attribute to your participation in the project? Please specify as relevant.

**SCHOOL-WIDE CHANGE:**

8. Please note the extent of any changes you have observed in the school-wide policies and practices related to mathematics teaching and learning (tick as appropriate and use blank rows to add others as needed). If 'some' or 'a lot' please indicate how you know this practice has changed.

<b>School-wide practices and policies related to mathematics teaching and learning</b>	<b>None</b>	<b>Some</b>	<b>A lot</b>	<b>Indicator (evidence in support of change claim)</b>
Staff-room conversations				
Maths reports				
Language used to describe maths teaching and learning				
Typical lesson structure				
Typical classroom organisation				
Extent of teacher collaboration in maths				
Awareness of maths teaching practices				

Staff deployment (eg, continuing numeracy/maths support position)				
Maths/Numeracy policy				
Mathematics materials and resources				
Mathematics curriculum				
Teacher confidence in teaching mathematics				
Teachers sharing their practice with colleagues				

#### FUTURE PLANS:

9. Rate the following statements to the extent that you strongly disagree (SD), disagree (D), have no views about or are unsure (N), agree (A) or strongly agree (SA). Use the blank rows to describe and rate any other decisions or plans that you have made as a result/partial result of the project.

No.	As a result of the school's participation in the project, we will/intend to:	SD	D	N	A	SA
1	maintain numeracy/mathematics as a charter priority					
2	appoint/continue a specialist numeracy/mathematics position in the school					
3	review our reporting formats in maths					
4	maintain/increase existing level of school funding for numeracy/maths resourcing					
5	continue to work on establishing a consistent language to describe effective mathematics teaching practice					
6	extend the use of the Early Numeracy Interview into higher grades to identify what children know					
7	explore richer ways to assess students' understanding in Year 3 to 6 to inform our planning					
8	give numeracy a bit of a rest as we have a number of other pressing priorities to focus on					

9	explore ways of utilizing the Behind-the-screen process in some form to allow teachers to observe and reflect upon each other's practice					
10	provide more maths professional development opportunities for staff					
11						
12						

**ANY OTHER COMMENTS:**

10. Please add as appropriate (including any reflections on project management and/or organization and any advice as to what follow-up or further activity needs to be considered by project partners, that is, DE&T, CECV and the AISV).

## Researching Numeracy Teaching Approaches in Primary Schools SCHOOL IMPACT REPORT<sup>1</sup>

Thank you for completing this Report. We really appreciate the time and effort involved. Could you please email your completed report on or BEFORE TUESDAY 8<sup>th</sup> APRIL and forward a hard copy **together with any attachments** (eg, Action Plan, copies of relevant evidence etc) **and the Project Impact Statements** completed by staff by the same date.

1. SCHOOL: Name With-held
2. PRINCIPAL: Name With-held
3. CO-ORDINATOR: Name With-held

### SCHOOL SNAPSHOT:

4. We have relevant demographic data from DE&T, CECV and AISV - Is there anything else about your school that might have affected the implementation of the project or that you would like to tell us that might be helpful in interpreting the results?

### ACTION PLAN REPORT:

5. Did you achieve what you set out to achieve? YES / PARTIALLY / NO

*Yes and Partially*

6. Please explain the reasons for this evaluation and attach an annotated copy of your Action Plan.

*Monitoring and Assessment this is the focus for 2003*

---

<sup>1</sup> All data collected on this form will be used in accordance with current Privacy Legislation. A summary of RMIT University's Privacy Policy can be viewed at [www.rmit.edu.au/browse/Help%2FPrivacy/](http://www.rmit.edu.au/browse/Help%2FPrivacy/)

## STUDENT LEARNING OUTCOMES:

7. What, if any, improvements in student numeracy/mathematics outcomes can you attribute to your participation in the project? Please specify as relevant.

*Students are more actively engaged in mathematics at their own point of need. Children are both challenged and successful because of this. Children are overtly showing more interest and willingness to discuss their understandings. There have been measurable improvements in (Achievement Improvement Monitor (AIM) testing.*

## SCHOOL-WIDE CHANGE:

8. Please note the extent of any changes you have observed in the school-wide policies and practices related to mathematics teaching and learning (tick as appropriate and use blank rows to add others as needed). If 'some' or 'a lot' please indicate how you know this practice has changed.

School-wide practices and policies related to mathematics teaching and learning	None	Some	A lot	Indicator (evidence in support of change claim)
Staff-room conversations			✓	<i>Teachers discussing their maths lessons</i>
Maths reports		✓		<i>More written about chn's understandings and verbalization of learning</i>
Language used to describe maths teaching and learning			✓	<i>Teachers using vocabulary as part of everyday conversation in maths sessions</i>
Typical lesson structure			✓	<i>Most classes are grouping chn and teaching at point of need (some senior school tchrs are still grappling with this but there has definitely been movement)</i>
Typical classroom organisation				<i>Whole/part/whole</i>
Extent of teacher collaboration in maths			✓	<i>Team planning</i>

Awareness of maths teaching practices			✓	<i>Sharing good practice, emailing ideas</i>
Staff deployment (eg, continuing numeracy/maths support position)			✓	
Maths/Numeracy policy			✓	<i>rewritten</i>
Mathematics materials and resources			✓	<i>More appropriate Curriculum and Standards Framework (CSF) level resources identified and shared</i>
Mathematics curriculum			✓	<i>Audit conducted as part of planning</i>
Teacher confidence in teaching mathematics			✓	<i>Very noticeable</i>
Teachers sharing their practice with colleagues			✓	
School Based PD			✓	<i>Relevance to our school</i>

#### FUTURE PLANS:

9. Rate the following statements to the extent that you strongly disagree (SD), disagree (D), have no views about or are unsure (N), agree (A) or strongly agree (SA). Use the blank rows to describe and rate any other decisions or plans that you have made as a result/partial result of the project.

No.	As a result of the school's participation in the project, we will/intend to:	SD	D	N	A	SA
1	maintain numeracy/mathematics as a charter priority				✓	
2	appoint/continue a specialist numeracy/mathematics position in the school				✓	
3	review our reporting formats in maths			✓		
4	maintain/increase existing level of school funding for numeracy/maths resourcing				✓	
5	continue to work on establishing a consistent language to describe effective mathematics teaching practice					✓
6	extend the use of the Early Numeracy Interview into					✓

	higher grades to identify what children know					
7	explore richer ways to assess students' understanding in Year 3 to 6 to inform our planning					✓
8	give numeracy a bit of a rest as we have a number of other pressing priorities to focus on		✓			
9	explore ways of utilizing the Behind-the-Screen process in some form to allow teachers to observe and reflect upon each other's practice					✓
10	provide more maths professional development opportunities for staff			✓		
11						
12						

**ANY OTHER COMMENTS:**

10. Please add as appropriate (including any reflections on project management and/or organization and any advice as to what follow-up or further activity needs to be considered by project partners, that is, DE&T, CECV and the AISV).

*We will continue with the aims and goals of the project this year. This coincides with the end of our three year charter .*

*Adapt the Behind The Screens concept so that all teachers can benefit from this practice.*

*Involvement in this project has been a fantastic experience and will in the end benefit our children.*