Values, Beliefs, Aspirations and Vision
Through a process of community consultation, the Eleebana Public School Learning community has identified Excellence, Respect, Resilience, Trust and Care as our shared values.
Eleebana Public School is committed to improving every child’s academic, sporting, cultural and social development by providing a stimulating, engaging and supportive environment.

Background Information
The Eleebana Public School community enjoys positive relationships and high expectations demonstrated by inclusive access to learning programs and the celebration of excellence by all students. This includes meeting the needs of gifted and talented students and those with identified special / support needs.

Student Performance Information
Eleebana Public School students demonstrate a high level of academic performance in school-based and external assessments. Data analysis indicates that our students have consistently performed above State and Statistically Similar Group (SSG) students in the National Assessments in Literacy and Numeracy (NAPLAN).

Staff Information
Eleebana Public School staff demonstrates a commitment to Quality Teaching and management of change in teaching practises by using a collaborative team approach, focused professional learning, and team Planning, Programming, Assessment and Reporting (PPAR) K-6. School teaching and learning elements will be enhanced in 2014 through the implementation of the National School Improvement Tool and the Department’s Classroom Teacher Program.

Significant School Programs
Enrichment classes and on-going workshop opportunities
Public Speaking and Debating
Support programs for special needs students (ESES)
Student-centred welfare programs including Anti Bullying, Cybersafety and Seasons for Growth
High level of integrated technology in classrooms
School-based and external sporting competitions
Creative and Performing Arts - Bands, Choir, Dance groups, Starstruck, Spotlight
Extensive transition programs for Kindergarten and Middle Years of School (Years 5-8)
Community collaboration programs including active P&C committees, self-evaluation team and classroom participation programs
Establishment of a partnership agreement with Minimbah AECG in 2014.

The plan has been endorsed and approved by:

<table>
<thead>
<tr>
<th>Principal:</th>
<th>Date:</th>
<th>Director:</th>
<th>Date:</th>
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<tbody>
<tr>
<td>Principal’s initials:___________________</td>
<td>Director’s initials:___________________</td>
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</table>
### 2014 Literacy Priorities:

2013 data analysis indicated that while **reading** accuracy performance was well above State and SSG in Years 3, 5, & 7, Eleebana Public School comprehension achievement revealed areas for development in items requiring students to directly locate information, make inferences, connect information, and to successfully use applied comprehension (identify an acronym in a scientific description, summarise information in a table, interpret detail in an interview, give reasons for character’s actions, identifies emotion in persuasive text, uses evidence to identify character in a poem, and identifies synonymous term t build coherence in a narrative). Performance of Year 3 girls was low and trended down from previous years.

2013 data analysis indicated that while **exposition writing** performance was well above State and SSG in Years 3, 5, & 7, Eleebana Public School exposition writing achievement revealed areas for development against the upper ends of the Exposition criteria including audience, ideas, persuasive devices, vocabulary, cohesion, paragraphing, sentence structure, punctuation and spelling. Performance of Year 3 girls was low and trended down from previous years.

2013 data analysis indicated that while **spelling** performance showed significant improvement from previous years (above State, similar to SSG for Year 3; above State, but below SSG for Year 5, and above State in Year 7), data analysis indicated major areas of development beings to correctly spell various multi-syllable words that follow specific rules, correctly spell words containing vowel digraphs, adding suffix to base words which does/does not change base word, and to identify spelling errors, then correctly spell words that follow specific rules.

2013 data analysis indicated that **grammar and punctuation** performance was again outstanding and above State and SSG in Years 3, 5, & 7 with focus required on identifying verbs (particularly auxiliary verbs), use of direct and indirect speech, identifying the correct tense and shortening words using contractions.

**With reference to 2011 - 2013 literacy growth from Years 3 to 5**, Eleebana Public School student growth was above the State and SSG in all NAPLAN aspects, i.e., Reading, Spelling, Grammar and Punctuation.

**With reference to 2011 - 2013 literacy growth from Years 5 to 7**, Eleebana Public School student growth was above H/CC and State in the spelling aspect of NAPLAN, but equal to or below in reading, writing, and punctuation & grammar. However, our trend data for growth in reading and spelling was up on 2012, with our trend data in writing down from 2012. Overall, priority areas for literacy development across Years 3, 5 and 7 include improvement in higher order comprehension skills, high-end, sophisticated writing criteria, and continued focus on improvements in spelling K-6 going forward.

### 2014 Numeracy Priorities:

2013 data analysis indicated that our whole school numeracy performance was above State and SSG. K-7 Numeracy items where we achieved well above State and SSG included items requiring students to interpret data, 3D objects, length, calculations involving whole numbers, addition, subtraction, multiplication and division, simple number patterns, chance, angles, time, mass, linear relations, volume and capacity, and work mathematically to solve single step problems.

**Year 3 areas for development** were identified through an item analysis, and where student performance was below 75% accuracy, < State and SSG. Items for development included **Time** (reads time on analogue clock to half-hour), **2D** (distinguishing between symmetrical/non-symmetrical shapes, count number of rectangles cut from an irregular shape, determine result of folding rectangle along its diagonal), **F&D** (partitions objects into halves, adds small amounts of money & compares totals), **Whole No's** interprets 'more' & 'fewer' to match quantities with names). The numeracy performance of Year 3 girls was low(below State and SSG), particularly in the Number, Patterns and Algebra strands.

**Year 5 areas for development** were identified through an item analysis, and where student performance was below 75% accuracy, < State and SSG. Items for development included **Addition & Subtraction** (calculates difference between two 4-digit numbers), **Multiplication & Division** (multi-step word problem involving both operations), **Position** (estimates a curved distance on a grid map), **Mass** (reads scales marked in 0.25kg & calculates how many grams are to be added), **F&D** (uses inverse operations to solve multi-step problem).

**Year 7 areas for development** were identified through an item analysis, and where student performance was below 75% accuracy, < State and SSG. Items for development included **2D** (finds angle closest to 45 degrees from 4 angles inside a quadrilateral), **Addition & Subtraction** (solves word problem using simple equations X2) **Fractions, Decimals and Percentages** (adds 7/2 to 5/6 and simplifies the result), **Perimeter & Area** (finds the area of a composite shape), **Patterns and Algebra** (find next term in pattern).

**With reference to 2011 - 2013 numeracy growth from Years 3 to 5**, Eleebana Public School student growth was above the State and SSG in Numeracy.

**With reference to 2011 - 2013 numeracy growth from Years 5 to 7**, Eleebana Public School student growth was very similar to H/CC and State in Numeracy. Overall, priority areas for numeracy development across Years 3, 5 and 7 includes improvement in understanding and use of items involving calculations in patterns and algebra, time, 2D shapes, fractions, decimals and percentages, measurement of perimeter and area, and solving multi-step problems.

### 2013 NAPLAN Gender Observations

**In Year 3 2013** boys performed better than girls in all aspects of literacy (except P&G) and numeracy. **In Year 5 2013** girls performed better than boys in all areas of literacy and numeracy. **In Year 7 2013** girls performed better than boys in all aspects of literacy and numeracy (except boys performed better than girls in the Number, Patterns and Algebra strands of numeracy). An **improved outcome in 2013** was the improved performance trends of Year 3 boys in all aspects of literacy, and the improved performance trends of Year 7 girls, particularly in reading, spelling, punctuation & grammar and all strands of numeracy, which has been the result of strategies from the previous Improvement Plans.

Strategies to particularly improve the literacy and numeracy performance of girls in Year 4 and the literacy and numeracy performance of boys in Year 6 will be a focus area in the 2014 Improvement Plan, including rigorous, quality teaching, Personal Learning Plans (PLP) and strategic monitoring of individuals, groups and grades overall.
## School Identified priority area: 2014 LITERACY

### Outcome – 3 Year Focus

<table>
<thead>
<tr>
<th>Targets – 2012-14(2014)</th>
<th>Strategies</th>
<th>Indicators</th>
<th>Resources</th>
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</table>
| Raise the number of K-2 students achieving Regional reading grade exit levels to 75% (2012-13) | Implement Teacher Professional Learning in relation to:  
- Deep understanding of and plotting individual students on the Literacy Continuum K-6  
- Collaborative Group Work / Teaching strategies:  
  - use of group roles, WALT (we are learning to) and WILF (what I am looking for) and TIB (this is because) processes K-6  
  - incorporating systematic reflection and feedback -0esses K-6  
- Full implementation K-6 of the National English Curriculum across school and LMG (Google docs)  
- ‘Focus on Reading Program’ implemented in all Years 2-6 classrooms, and PEG spelling in Years 1-6.  
- School Improvement Team leads K-6 staff audit of numeracy pedagogy through National School Improvement Tool and the Department’s Classroom Teacher Program for improved teaching going forward.  
- Use of Literacy Continuum and NAPLAN student performance (F/U program) to inform specific teaching focuses at class and individual level.  
- Item analysis to identify a specific teaching focus areas across literacy teaching S&S and homework.  
| Staff plot students on Literacy Continuum and assist them to move through clusters (Sem 1)  
Analysis of all data, including Running Records, will demonstrate student growth (in reading, writing and spelling) on the Literacy Continuum (Collect / analyse monthly)  
PLP development for all students not at exit reading levels.  
LaST program to focus on reading K-3.  
Executive leaders report staff successfully implementing National English Curriculum, including coverage of ALL objectives.  
Professional dialogue and critical reflection indicates success with the implementation of the L3 / L3S1 and Super Six comprehension strategies (staff meetings and term reviews).  
Focus on Reading PL Years 2-6 staff untrained.  
Evidence in class programs & staff discussion/evaluation of programs each term reflects use / analysis of student reading assess data.  
Survey data suggests grouping practices are successful and students are suitably challenged; and that ‘feedback processes’ have a positive impact on student literacy performance and growth. |
| Relevant ICT Literacy resources |
| Full implementation of the L3 (Language, Literacy & Learning) program into Kindergarten/Stage 1 classes, and ‘Focus on Reading’ in Years 2-6. |  |  | National School Improvement Tool and DEC Classroom Teacher Program  
Literacy Continuum |
| Increase the number of Year 3 students achieving in the top 2 bands in reading from 59%(2012) to 65% (2014); with girls achieving top 2 bands in reading from 72% (2012) to 75% (2014) |  |  | 2014 TARS / EARS documentation and processes |
| Increase the number of Year 5 students achieving in the top 2 bands in reading from 48%(2012) to 55% (2014); with boys achieving top 2 bands in reading from 53% (2012) to 55% (2014) |  |  | ‘L3’ / ‘L3S1’ and ‘Focus on Reading’ TPL (See attached WBLMG improvement Plan) |
| Increase the percentage of students achieving expected growth in reading for Years 3-5 from 65% in 2013 to 70% in 2014; and for Years 5-7, from 54% in 2013 to 58% in 2014. |  |  | RR teacher / tutor and LaST staff focus on reading improvement K-6 |

### Responsibility

All staff will have responsibility for the implementation of the literacy plan under the guidance of the Executive, School Improvement Team and the Literacy Leaders.

- Increase the number of Year 3 students achieving in the top 2 bands in reading from 59% (2012) to 65% (2014); with girls achieving top 2 bands in reading from 72% (2012) to 75% (2014).
- Increase the number of Year 5 students achieving in the top 2 bands in reading from 48% (2012) to 55% (2014); with boys achieving top 2 bands in reading from 53% (2012) to 55% (2014).
- Increase the percentage of students achieving expected growth in reading for Years 3-5 from 65% in 2013 to 70% in 2014; and for Years 5-7, from 54% in 2013 to 58% in 2014.

- Implement quality systems and teaching practices for literacy in all K-6 classrooms through:  
  - daily guided, modelled and independent reading  
  - explicit small group guided instruction  
  - explicit teaching of strategic processes in reading including ‘Best Start’, ‘L3’ / ‘L3S1’, ‘Focus on Reading’ (Super Six Strategies systematically programmed into weekly timetable) and ‘RR’ strategies used K-6.  
  - focused literacy TPL to successfully implement the National English Curriculum (TARS processes)  
  - rigorous analysis of reading behaviours using ‘running records’ to inform teaching focus for all students K-2 and students at risk in Year 3-6 (data collected monthly)  
  - observational rubric and pre and post testing used in Years 2-8 to monitor student progress in literacy areas.  
  - systematic implementation of feedback processes.  
  - Boys and Girls Education strategies embedded with Quality Teaching Framework to effectively meet gender needs in literacy strands (see targets)  
  - Evaluate 2012-2014 literacy strategies.

- National English Curriculum resources (including online programs)
- Springboards into Literacy Texts used in Years 2-6
- Quality Picture Books and Literature texts (librarian updates for new syllabus)
- Best Start leaders and Lit/Num Consultant
### School Identified priority area: 2014 NUMERACY

<table>
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| **Improved numeracy performance of all students K-6.** | Raise the number of K-2 students reaching expected benchmark strategies on the Best Start / Numeracy Continuum to 50% of Kinder at figurative; 60% of Year 1 at counting-on/back; and 60% of Year 2 at facile (2013-2014) | Implement teacher professional learning and embed quality systems and teaching practices for numeracy in all K-6 classrooms through:  
- Implement Best Start into Stage 1, including assessment (plotting students on continuum, identifying teaching strategies for each cluster & student reporting)  
- PPAR aligned to Best Start / Numeracy Continuum(staff plot individual students on Numeracy continuum Sem 1).  
- Implement ‘Taking Off With Numeracy’ in Years 3-6 where relevant and incorporating PLPs with LaST help.  
- Collaborative Group Work / Teaching strategies: 1. use of group roles, WALT(we are learning to) and WILF(what I am looking for);TIB (this is because) processes in all classrooms K-6 2. incorporate systematic reflection and feedback processes K-6 to make needs-based learning significant.  
- School Improvement Team leads K-6 staff audit of numeracy pedagogy through National School Improvement Tool and the Department’s Classroom Teacher Program for improved teaching going forward.  
- Teachers unpack Patterns and Algebra T/L processes at EPS and develop a systematic K-6 plan going forward.  
- Class group-work organised to ensure individual student needs are met (personalised learning in small groups)  
- TPL for deep understanding of National Mathematics Curriculum, including w/shops with LMG schools.  
- Identification of focus areas from analysis of NAPLAN and school-based data to inform / adjust class groupings (NAPLAN follow-up program used K-6)  
- Using QTF and Working Mathematically outcomes, teach for deep understanding of key ideas in identified areas of need in fractions and decimals, patterns and algebra, measurement, space items and program into weekly class and homework timetables (including K-6 Mathletics program)  
- explicit teaching of Newman’s Error Analysis and 7 Problem Solving Strategies in all classrooms.  
- Boys and Girls Education strategies embedded with Quality Teaching Framework to effectively meet gender needs in identified numeracy strands.  
- Tracking of grade cohort to accurately measure student growth within t/m/b band groupings. | Staff plot students on Numeracy Continuum and assist them to move through clusters,(Sem 1)  
- Monitor numeracy progress via TEN program (K-2) and TOWN(3-6 where necessary) every 5 weeks.  
- PPAR involving TEN/TOWN / pre / post assessments.  
- Individual and guided instruction based on unit assessment / TEN TOWN student results.  
- Executive leaders report staff successfully implementing National Mathematics Curriculum workshops.  
- Teachers unpack Patterns and Algebra T/L processes at EPS and develop K-6 plan.  
- Student assessment tasks reflect deep understanding of key ideas and allow for range of student performance, especially in working mathematically.  
- Student work samples will feature extended investigations (numeracy text type with students suitably challenged)  
- Teachers identify students with needs in numeracy and develop Personal Learning Plans with numeracy goals to be achieved in expected timelines.  
- Tracking numeracy progress in identified areas more rigorously from Years K-6 on Numeracy Continuum.  
- Teachers identify t/m/b band students in numeracy lessons.  
- Student achievement against items tracked as part of teach, learning, & feedback cycle.  
- Evaluate 2012-2014 numeracy strategies. | National School Improvement Tool and DEC Classroom Teacher Program.  
- 2013 TARS / EARS processes  
- ES1/S1 PL for new teachers in Best Start and TEN  
- Relevant classroom resources produced.  
- Teacher PL plotting students on Num Continuum  
- Stage and individual TOWN resources and TPL.  
- National Mathematics Curriculum resources (including online programs)  
- Explicit school numeracy program: Sharon Tookey model  
- Unpack Patterns & Algebra T/L @EPS Fractions and Decimal Kits (Stages 2&3) X4  
- Newman’s Error analysis revisited.  
- 7 Problem solving strategies.  
- School and NAPLAN F/U programs.  
- Individual Learning Plans.  
- School and NAPLAN F/U programs |
### Evaluation of Mathematics Teaching and Learning Programs

**Background**

In preparation for implementation of the Australian Maths Curriculum in 2015, the school sought the opinions of parents, students and teachers about the teaching of mathematics at Eleebana PS. Their responses are detailed below.

**Findings and conclusions**

**Parents:**

75 parents responded to the 2013 Maths Survey. Of these parents, 66% reported that the Semester 1 report gave them sufficient to excellent detail about their child/ren’s progress in maths, while 34% reported that the detail was only somewhat sufficient. 55 of the parent respondents indicated that they attended a parent-teacher interview with 73% reporting that they were given specific detail about their child/ren’s progress in maths. 14 parents reported that they received limited or no specific detail about their child/ren’s progress in maths. Suggestions from parents on how they could provide additional information about their child/ren’s maths performance at the commencement of the school year included a survey of student maths ability, a student profile sheet highlighting parent perception of their child/ren’s strengths and weaknesses, and meeting directly with the class teacher. Mathletics is the online mathematics learning tool used by Eleebana PS; yet, only 33% of parents reported their child/ren’s used Mathletics at home often or always. 66% of parents reported that their child’s class teacher never or seldom set tasks for their child to complete on Mathletics; yet, only 3 parents reported that their child/ren never enjoy using Mathletics. The delivery and uptake of Mathletics appears to require additional review. Parents reported that, when completing maths homework, the major areas of difficulty for their child/ren were times tables, multiplication, division, fractions and working mathematically. With regard to the impending implementation of a new national maths curriculum, almost 60% of parents indicated they not aware that a new Australian Curriculum and NSW Board of Studies Syllabus will be implemented in maths in 2014, and 81% indicated that would be interested in parent professional learning about the new syllabus and curriculum. 22 parents indicated that their child/ren participated in external mathematics competitions and tests in 2013, such as the UNSW Maths Test and the vast majority of these parents felt the test opportunities represented good value for money. Overall parents reported that were very happy with programs and the learning of maths at Eleebana, and many congratulated the school and teachers on their efforts . Some areas that parents felt could be enhanced included: increased speed drills on number facts, increased use of technology in maths lessons, further differentiation of maths content aligned with individual student need, further aligning maths homework with content covered in class, and further sharing of information with parents regarding content covered in class and achievement of milestones/markers in maths.

**Students:**

467 students from Kindergarten to Year 6 responded to the 2013 Maths Survey. Of these students, 65% reported that maths lessons in their respective classes were fun. Approximately 75% of students reported that their teachers model how to do maths

<table>
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<tr>
<th>Evaluation of Mathematics Teaching and Learning Programs</th>
<th>Evaluation of Reporting Student Progress to Parents procedures</th>
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<tr>
<td><strong>Background</strong></td>
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<td>In 2013, the school implemented new assessment, reporting and parent-teacher interviews systems and processes. The opinions of parents and teachers were sought regarding these new procedures. Their responses are detailed below.</td>
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<tr>
<td>50 parents responded to the 2013 EPS Reporting and Interviews Survey. Overall, parents who responded were overwhelmingly (96%) satisfied with the new report style and format introduced in Semester 1 and found the reports easy to understand (98%). Almost all parents surveyed felt that the reports contained sufficient detail about children’s performance and progress in all key learning areas (93%); while 1 in 5 respondents (20%) felt further detail could be included about areas for development in all key learning areas. Parent concerns primarily related to the key learning area comments that were perceived as generic with the insertion of their child’s name, as opposed to a detailed description of learning undertaken, personal strengths, weaknesses and areas for further development. Additionally a number of parents were keen for the inclusion of information regarding their child’s position in class/rank for each key learning area. 87% of respondents used the Eleebana online parent-teacher interview booking system with all finding the system was easy to use and navigate. Perceived parent issues related to unexpected teacher absences resulting in cancelling and rescheduling of interviews, rather than the booking system itself. Interestingly 33% of respondents attended more than one interview (i.e. had more than 1 child at the school), with almost all parents reporting that the interviews were both effective and useful. Parents reported that the most useful aspect of the interview was the chance to get some personal feedback, meet with the teacher face-to-face and identify areas/skills they can assist with at home. Access to assessment tasks and assessment data was also considered a strength of the interview process, with some parents requesting prior access to these assessments. Additionally, some parents were concerned that job-share teachers varied in both their knowledge and perception of their child. Other parents commended staff for their professionalism, in-depth knowledge of their child and capacity to provide a snapshot of their child’s school life, beyond what is covered in a school report.</td>
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<td>14 Teachers responded to the 2013 EPS Reporting and Interviews Survey. All teachers who responded were satisfied with the new report style and format introduced in Semester 1, found the reports easy to understand and agreed that the made the task of report preparation both quicker and easier. All teachers surveyed felt that the report structure allowed them to provide sufficient detail about children’s performance in all key learning areas; while 2 respondents felt further detail could be included regarding progress and areas for development in all key learning areas. Importantly, all teachers agreed that our Semester 1 Reports and reporting processes, including the use of Sentral Reports was a significant improvement on previous practice.</td>
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question in class; that their teachers guide them through maths activities in class; and, that they enjoy group work in maths. Interestingly, 30% of students reported that 4 was the number of people they like to work with in group activities; while, 22% of respondents suggested 3 was the ideal number, and another 22% suggested 2 (group size of 3) was the ideal group size. This is clearly an area for further investigation. 56% of students confirmed that their teacher often or always lets them work independently on maths tasks, while 34% reported that this occurred sometimes. Importantly, with regard to quality pedagogy, 80% of students reported that their teacher often or always marks their work. 48% of respondents reported that their teacher often or always gives them individual feedback about how they are progressing in maths, while 46% reported that this only happens sometimes. 70% of students reported that their teacher often or always helps them if they are finding the work too hard. 25% said this happens sometimes. 51% of students reported that their teacher often or always extends them in maths if they are finding the work too easy. Importantly 1 in 5 (20%) students reported that this never happened. With regard to current models of effective classroom practice and quality teaching, 89% of students reported that their teacher often or always explains WHAT students will be learning at the start of each lesson. Interestingly, only 58% of students reported that their teacher often or always explains WHY students will be learning it and only 44% of teachers at the end of each lesson review WHAT students have learned. 43% of students reported that their class do hands-on activities in maths; yet, almost 75% of students reported that they enjoy hands-on activities in maths. There is clearly a disconnect with regard to student desire for hand-on maths activity. Mathletics is the online mathematics used by Eleebana PS; yet only 31% of students reported using Mathletics at home and less than 20% at school. 48% of students reported that their class teacher often or always sets tasks for them to complete on Mathletics and 52% of students reported that they often or always enjoy Mathletics. The delivery and uptake of Mathletics appears also to require additional review. With regard to student perception of mathematics as a key learning area, 94% of respondents considered learning about maths important and 82% considered themselves good at maths. However, 34% of students indicated that they have learned. 43% of students reported that their class do hands-on activities in maths; yet, almost 75% of students reported that they enjoy hands-on activities in maths. There is clearly a disconnect with regard to student desire for hand-on maths activity. Mathletics is the online mathematics used by Eleebana PS; yet only 31% of students reported using Mathletics at home and less than 20% at school. 48% of students reported that their class teacher often or always sets tasks for them to complete on Mathletics and 52% of students reported that they often or always enjoy Mathletics. The delivery and uptake of Mathletics appears also to require additional review. With regard to student perception of mathematics as a key learning area, 94% of respondents considered learning about maths important and 82% considered themselves good at maths. However, 34% of students indicated that they have learned.

**Future directions**

**Reports:**
Greater differentiation and personalisation of comments for literacy and numeracy with specific areas for improvement
The possible inclusion of student work portfolios with reports
Clarification of expectations regarding character limits for comments
Educating parents regarding A-E grading for Years 1-6 and scaling for Kindergarten.

**Interviews:**
Investigate feasibility of scheduling interviews at 20 minutes per interview
Both teachers on shared classes attending the interview and the option of attending interviews in school hours, such as possibility of a scheduled interview day run across the school rather than interviews occurring over two weeks
Ensuring younger siblings not attending interviews

Review of possible strategies to avoid large gaps between scheduled appointments.
100% of teachers reported that they often or always help students individually if they are finding the work too hard while 95% of teachers reported that they often or always extend students in maths if they are finding the work too easy. With regard to current models of effective classroom practice and quality teaching, 100% of teachers reported that they often or always explain WHAT students will be learning at the start of each lesson, and 96% reported that they often or always explain WHY students will be learning it and at the end of each lesson review WHAT students have learned. All teachers reported that they often or always use assessment data (such as pre-tests, class tests, observation, BestStart and/or NAPLAN) to inform both teaching and learning and student grouping. Almost 75% of teachers reported that their class often or always do hands-on activities in maths; yet, 96% of teachers indicated that they enjoy including hands-on activities in their maths lessons. There is obviously some variance with regard to teacher enjoyment and implementation of hands-on maths activity. Mathletics is the online mathematics used by Eleebana PS; yet only 50% of teachers reported often or always setting weekly tasks for their students to compete at home. Only 8 teachers reported students in their class often or always using Mathletics at school, yet 73% reported both being confident in using Mathletics and considering it a valuable learning tool. The delivery and uptake of Mathletics appears also to require additional review. With regard to teacher perception of mathematics as a key learning area, 96% of respondents considered learning about maths very important and 68% respondents considered themselves always about teaching maths and 32% often confident about teaching maths. Thinking mathematically/abstract concepts, division, fractions, decimals, patterns and algebra, time, percentages, multi-step problem solving and word based problem solving, recall of basic multiplication and division facts where overwhelmingly the concepts teachers felt their students were experiencing most difficulty in learning. Teachers requested additional resources and/or training and development and/or support in the following areas:

**Resources:**
- Hands-on resources - 2D and 3D resources
- Number resources
- Notebook resources for maths and making my own notebook items
- Learning objects to support my teaching.
- Laminating pouches for home-made games so that these games can be reused
- Availability of white board textas as these rub off laminated pouches
- Dice, jumbo dice, character counters (etc teddy bears), balance beams (mine have missing buckets), pocket dice, laminating pouches for made resources for TENS games

**Training:**
- Extension activities, problem solving
- Effective feedback and group work
- Implementing the Australian Maths curriculum
- More time for stage planning
- Structure to implement TENs more consistently into my program
- Patterns and Algebra (school target)
- How to use concrete resources across different areas of maths and different lessons.

**Future directions**

**Resources:**
| Provision of requested teacher resources |
| Effective uptake, implementation and home and school usage of Mathletics |
| **Training:** |
| Extension activities, problem solving |
| Effective feedback and group work |
| Trial implementing the Australian Maths curriculum |
| Investigate opportunities for more time for stage planning |
| Patterns and Algebra (school target) |
| How to use concrete resources across different areas of maths and different lessons. |