WORKING TOGETHER ON 6 – 7 TRANSITION WITH A FOCUS ON IMPROVING MATHEMATICS

The Rolling Hills Primary School & Mooroolbark College P22 Partnership

The Rolling Hills Primary School
Craig Bradley - Principal

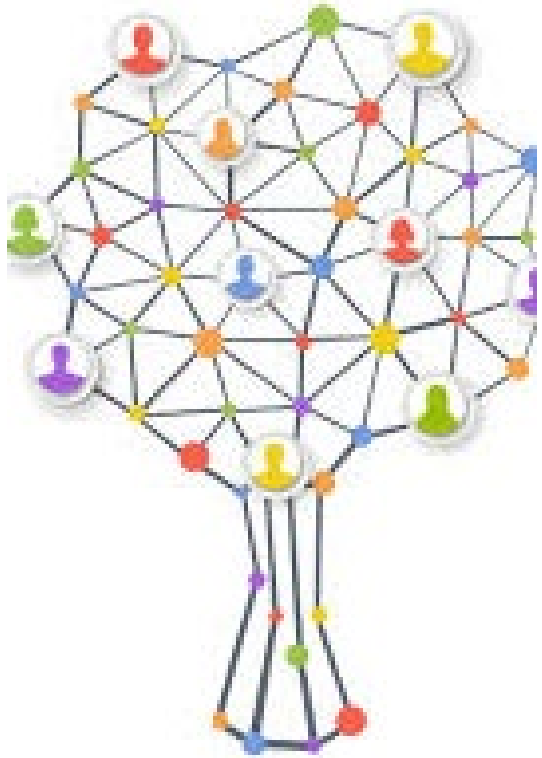
Mooroolbark College
Ann Stratford – Principal
James Taylor – Senior School Leader (Maths KLA Leader - previous)
Jade Hubben – Numeracy Learning Specialist
Abbie Hansen – Year 7 Transition/Community Relations Leader
Kara Salmon – Maths KLA Leader (current)

Learning Intention

By the end of this workshop, participants will have:

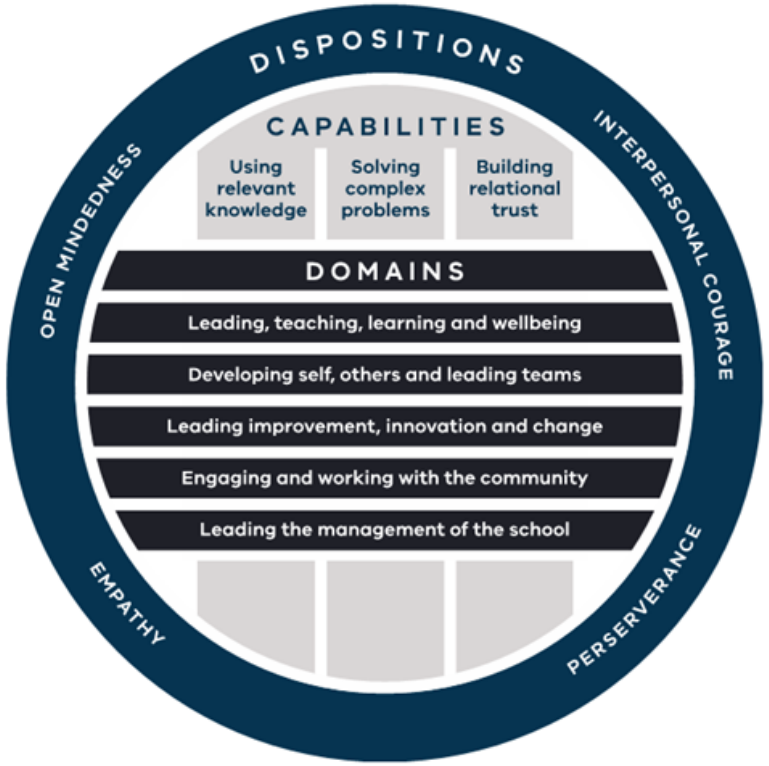
- An understanding of the way schools working together (networking) between Year 6 and Year 7, can improve student outcomes.
- The opportunity to reflect on their own practices in mathematics transition.
- Learnt from our mistakes and our successes.
- Recognised the importance of leadership in making real networks work at a school level.

THE POWER OF NETWORKING



ACADEMY LEADERSHIP EXCELLENCE FRAMEWORK

A yellow arrow indicates which domain we were working in at the time



A red circle indicates which capability we were using at the time.

A green tick indicates which disposition of the framework we were working in at the time.

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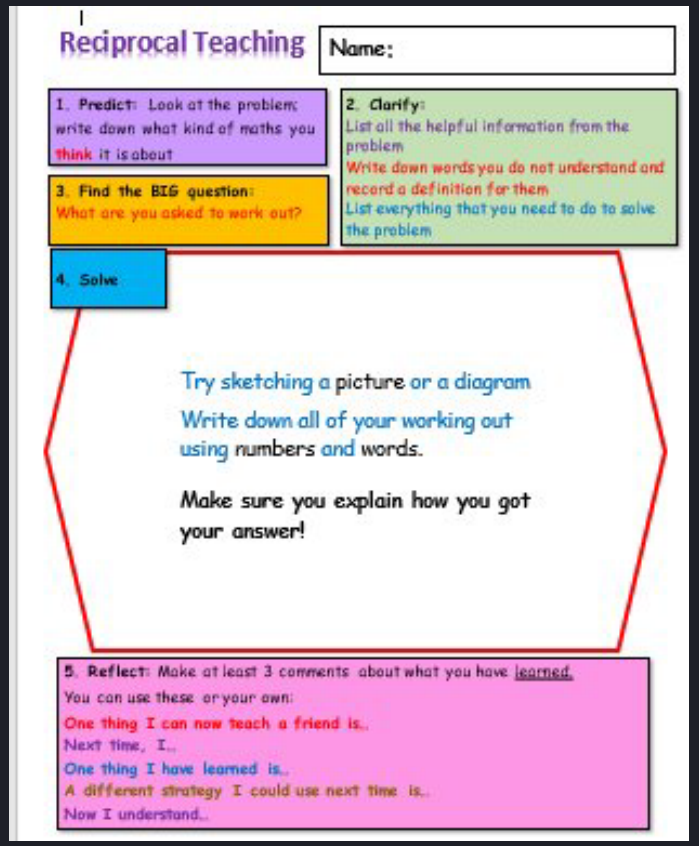
Activity



Reciprocal Teaching

Name:

1. Predict: Look at the problem; write down what kind of maths you think it is about

2. Clarify:
List all the helpful information from the problem
Write down words you do not understand and record a definition for them
List everything that you need to do to solve the problem

3. Find the BIG question:
What are you asked to work out?

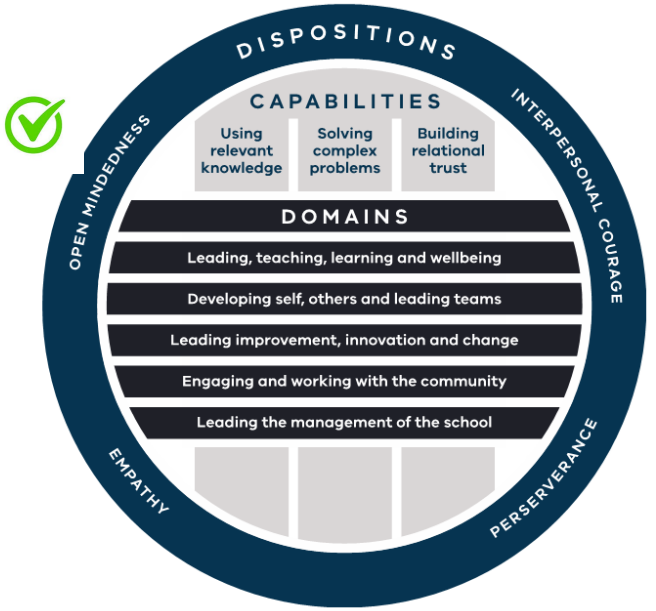
4. Solve

Try sketching a picture or a diagram

Write down all of your working out using numbers and words.

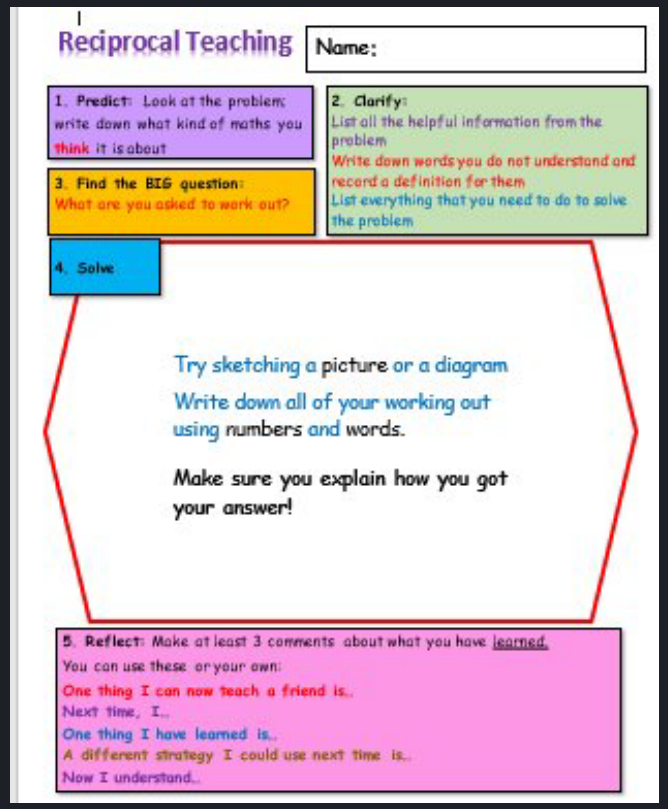
Make sure you explain how you got your answer!

5. Reflect: Make at least 3 comments about what you have learned.
You can use these or your own:
One thing I can now teach a friend is..
Next time, I..
One thing I have learned is..
A different strategy I could use next time is..
Now I understand..



We needed to use the dispositions of 'Open Mindedness' from leadership to try something different.

Activity



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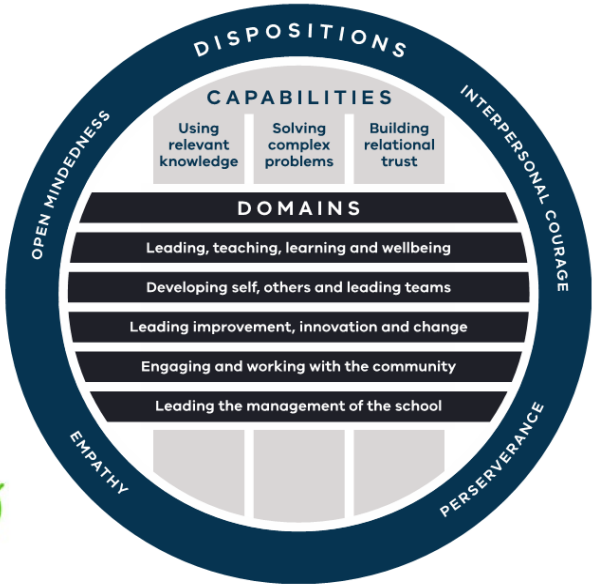


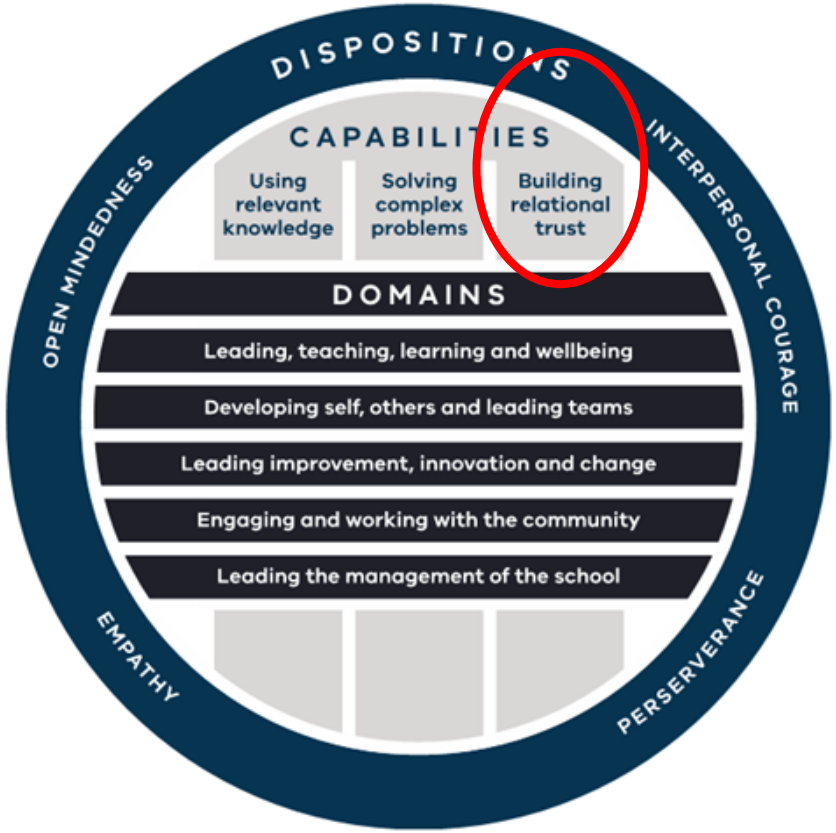
We needed to use the disposition of ‘Empathy’ from leadership to understand the mathematics experience for students and the experience of staff.

Background - Why Mooroolbark College and Rolling Hills Primary School?

The Principals needed to work together to use their capacity to 'build relational trust' between the staff of the two schools.

In 2022, School Education Improvement Leaders (SEIL) were asked to nominate a primary and a secondary school to work together to improve Numeracy outcomes through the Communities of Practice model, (CoP). This was called Project 22.

Deidre (Dee) Deklijn the Lilydale Network SEIL opted to choose two schools that were already performing above similar schools, based on NAPLAN results over the preceding years.



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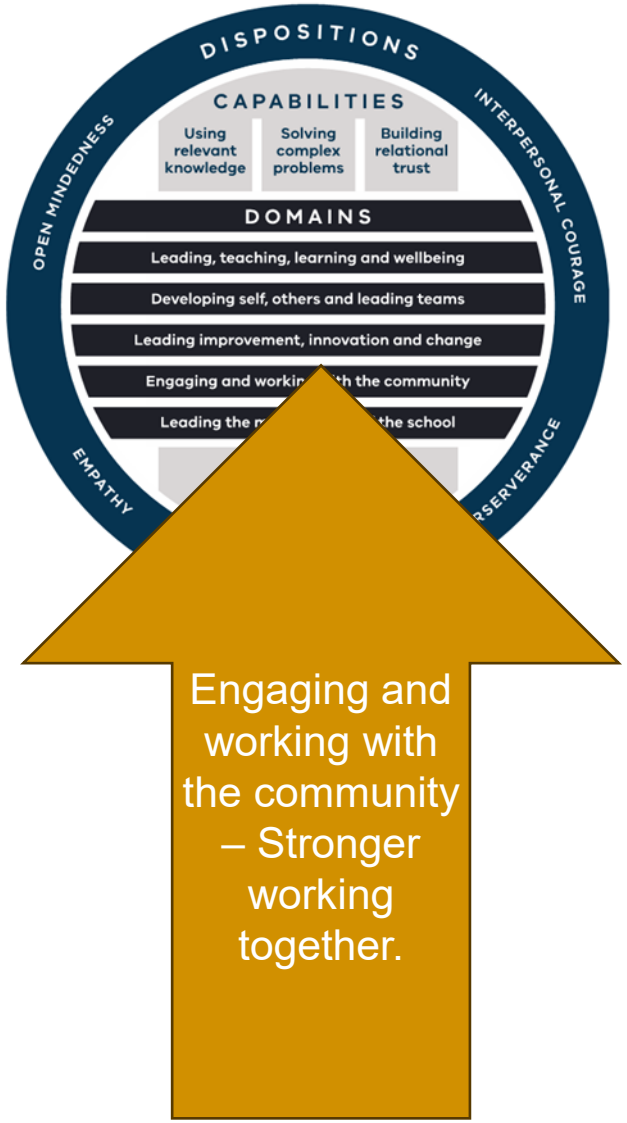
Background - Why Mooroolbark College and Rolling Hills Primary School?

With the support of Dee, both Principals, Ann Stratford and Craig Bradley, were keen to find out what High Impact Teaching Strategies and mathematical pedagogies were commonly being used across the schools that supported higher outcomes for students.

Rolling Hills Primary School has around 30% of the grade 6 cohort attend Mooroolbark College. Helping support a smooth transition was also a project aim.



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Building relational trust in a school partnership involving two school teams

Rolling Hills PRIMARY SCHOOL

MOOROOLBARK COLLEGE

Accountability

Demonstrated by school leaders

Resource sharing (regular)

Data sharing (regular)

Peer observation

Joint reflection using protocols

Distributed Leadership

Inquiry/Openness

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SCHOOL IMPROVEMENT TEAM STRUCTURE 2024

School Improvement Team			
The School Improvement Team (SIT) builds teacher and leadership capacity and drives a culture of learning at Mooroolbark College. It undertakes the crucial role of developing, overseeing, and evaluating the effectiveness and impact of the College's Strategic Plan and Annual Implementation Plan (AIP) from a whole school perspective.			
Led by: Ann Stratford – Principal **Members:** Principal Class, Director of Curriculum, Student Achievement Leader, House Leaders, Senior School Leader, Transition and Community Engagement Leader, Timetable and Data Leader, Student Welfare Leader, Learning Specialists, Link Leader, Business Managers, Curriculum Support Leader			
School Improvement Team Executives			
The Executives have responsibility for leading the strategic planning process and providing clear and achievable goals and targets. **Each executive is a subgroup of the SIT and has a focus on leading and evaluating the high-level actions (Key Improvement Strategies) to achieve the Strategic Goals of the College and the AIP on an annual basis. The Improvement Team Executives are responsible for recommendations of policy changes.**			
Teaching and Learning Executive **Led by:** Rachael Williams **Members:** Assistant Principals, Director of Curriculum, Learning Specialists, Senior School Leader, Student Achievement Leader, Transition and Community Engagement Leader, Senior School Implementation and Pathways Leader	**Professional Learning Executive** **Led by:** Samantha McIntosh **Members:** Principal Class, Learning Specialists, Director of Curriculum, Senior School Leader, Senior School Implementation Leader Student Achievement Leader and the Transition and Community Relations Leader.	**Wellbeing Executive** **Led by:** Adam Lorkin **Members:** Principal Class, House Leaders, Senior School Leader, Student Wellbeing Leader, Curriculum Support Leader	**Education Support Executive** **Led by:** Samantha McIntosh **Members:** Principal Class, Human Resources Manager/Office Manager, Canteen Manager, Curriculum Support Leader, ICT, Daily Organiser, Science Technician,
Improvement Teams			
Improvement Teams have the function of managing the planning, implementation and review of operational functions at the College in consultation with the School Improvement Executive Teams. Their purpose is to support the goals and targets of the Strategic Plan and AIP.			
Curriculum Improvement Team **Led by:** Matthew Coghlan – Director of Curriculum **Members:** Principal Class, KLA Leaders and the Senior School Leader	**Senior School Improvement Team** **Led by**: James Taylor – Senior School Leader **Members:** Principal Class, Director of Curriculum, Student Programs Leader and Senior School Implementation and Pathways Leader	**SWPBS Team** **Led by:** Adam Lorkin – Assistant Principal – Student Wellbeing and Engagement **Members:** Principal Class, House Leaders and Student Services Leader	**Administration Improvement Team** **Led by:** Office Manager **Members:** Office/Student Administration staff
Literacy Improvement Team **Led by:** Tyrone Ingham – Learning Specialist – Literacy **Members:** Principal Class, English KLA Leader, Director of Curriculum and teaching staff as required.		**House Meeting** **Led by:** Adam Lorkin **Members:** Principal Class, Student Wellbeing Leader and House Staff	
Numeracy Improvement Team **Led by:** Jade Hubben - Learning Specialist – Numeracy **Members:** Principal Class, Mathematics KLA Leader, Director of Curriculum and Maths KLA staff as required.			
Curriculum Lead Team **Lead by:** Rachael Williams **Members:** Principal Class, Transition, Senior School, and Curriculum Director			

Operational Teams			
The function of an operational team is to focus on the day-to-day implementation of the Strategic Plan and AIP through daily continuous improvement and problem solving to support the actions identified by the SIT and Improvement Teams.			
EAL Team **Led by:** Multi Cultural Inclusion Leader **Members:** Principal Class, Student Wellbeing Leader, MEA(s)	**Professional Learning Communities** **Led by:** PLC Link Leader **Members:** All teaching staff	**House Teams** **Led by:** House Leaders **Members:** Cluster Leaders, Pathways Counsellor and Learning Mentor	**Administration Team Meetings** **Led by:** Kellie Preyer - Office Manager **Members:** Function specific team members
KLA Teams **Led by:** KLA Leaders **Members:** KLA Staff	**Pathways Team** **Led by:** Jenny Roache – VCE Implementation and Pathways **Members:** Principal Class and Pathways Counsellors	**Student Wellbeing Team** **Led by:** Sarah Coghlan – Student Wellbeing Leader **Members:** Principal Class, Mental Health Practitioners, Counsellors and Chaplain	**Facilities** Led by: Jodi Mathieson – Business Manager **Members:** Principal Class, Business Managers, Facilities and Grounds Staff
Intervention Team **Led by:** Belinda Cannington – Student Achievement Leader **Members:** Principal Class, MYLNS Staff, Tutors and Learning Mentors	**Events Team** **Led by:** Naomi Hocking – Daily Organiser **Members:** Principal Class, Student Administration and Business Manager		**Curriculum Support Improvement Team** **Led by:** Curriculum Support Leader **Members:** Principal Class, and Curriculum Support Staff
Community Relations **Led by:** Abbie Hansen – Transition and Community Relations **Members:** Principal Class, Social Media Coordinator, Student Agency and Leadership and other invited staff			**Information Communication and Technology** **Led by:** Nicole Davis – Business Manager **Members:** Principal Class, Business Mangers and ICT staff

Developing self, others and leading teams – Numeracy Improvement Team provides opportunities for participation and growth

Leading and Managing the School – SIT Structure and alignment

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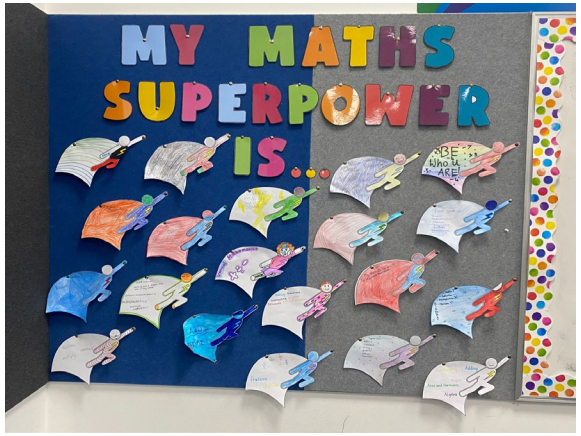
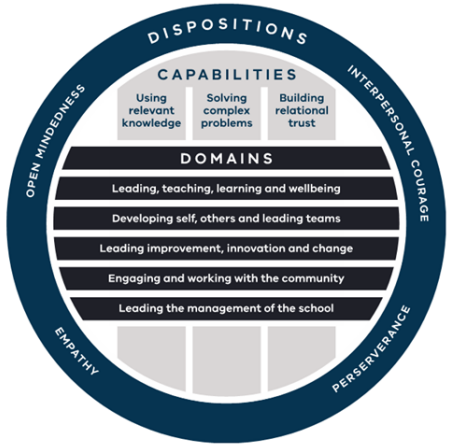
Our Numeracy Journey – Mooroolbark College

- Mooroolbark College Numeracy Program
  - Launched in 2017
  - Year 7 and 8 Mathematics and Numeracy split into separate classes
  - Provided protected time for teaching Numeracy
  - Numeracy team worked extensively with Emeritus Professor Peter Sullivan
  - Development of Open-Ended Numeracy tasks and student reflection in Numeracy Journals
  - Students developed Learning Goals to help differentiation and increase student agency in Mathematics
  - Incorporation of OnDemand testing to improve teacher judgements on Victorian Curriculum Continuum

Year 7 Transition – Mooroolbark College

Discovery Centre:
Dedicated year 7 learning space





Interpersonal Courage – We had the courage to have faith in the relationships built within the school to take a resource away from another stakeholder.

Transition Mentors

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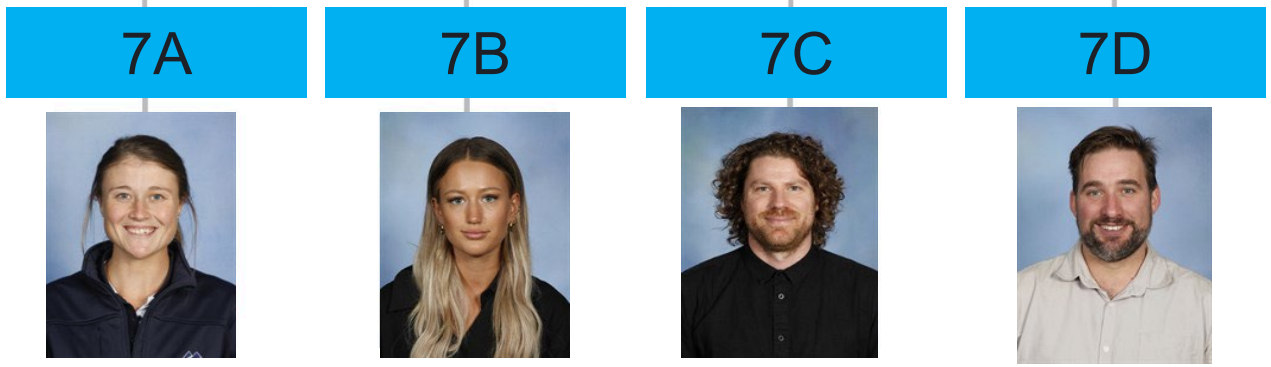

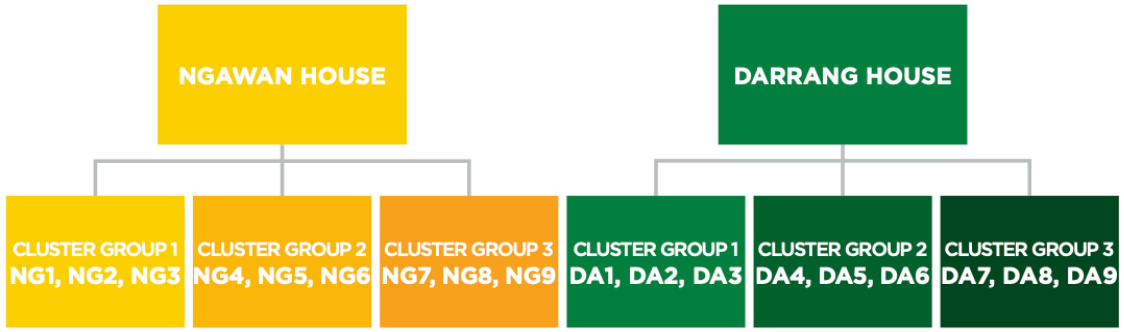

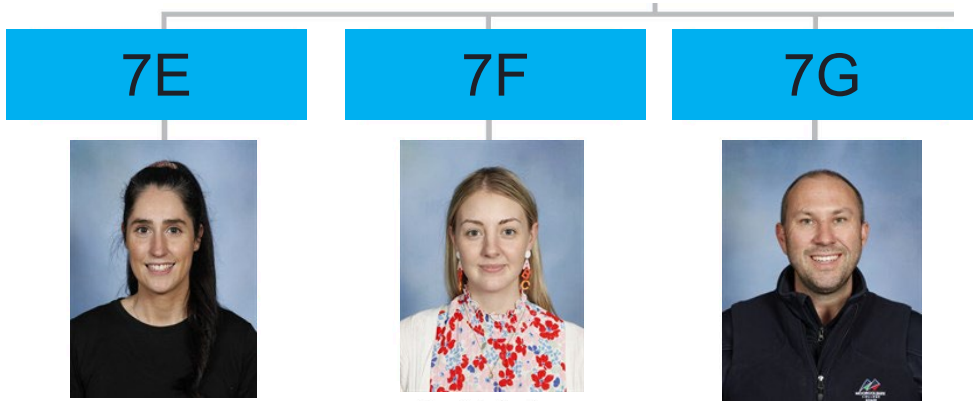

Supporting student transitions

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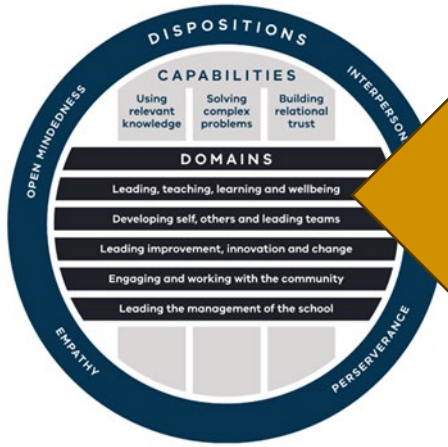
Year 7 Transition

- 3 day Year 7 start-up initiative
- Year 7 Ready to Learn Program



Leading Teaching, Learning and Wellbeing – We knew it would result in improved outcomes

'YEAR 7 RESILIENCE' 'READY TO LEARN'
Tuesday 31st January 2024

Period	7A	7B, 7C, 7D	7E, 7F, 7G
8.44am - HOMEGROUP EXTENDED INTO PERIOD 1			
1 9.00am	All groups meet in T Block for a formal welcome **From 9:25 House Meeting:** • In house groups, get to know your year 7 peers and your House Leader/Cluster Coordinator. • What are the Mooroolbark Values, what do they mean, how to earn merits, Principals awards, SWPB. • Locker allocation, timetable, get to know you activities. • Planners		
2 9.57am	**Literacy Activity** IR – Books setup	**The Maths Show**	**ICT Setup Session**
RECESS			
3 11.19am	**The Maths Show**	**Literacy Activity** IR – Books setup	**The Maths Show**
4 12.16pm	**ICT Setup Session**	**ICT Setup Session**	**Literacy Activity** IR – Books setup
LUNCH			
5 1.58pm	**Inter House competition** Year 7 students to earn the first house points for 2023. School Wide Positive Behaviour – Resilience		

MOOROOLBARK COLLEGE

READY TO LEARN

PREPARING STUDENTS

In an effort to help our year 7 students stay organised, each student will recieve 5 coloured folders for a designated subject

All materials such as their exercise book and textbook can be placed inside

THE COLOURS

The GREEN folder is for SCIENCE

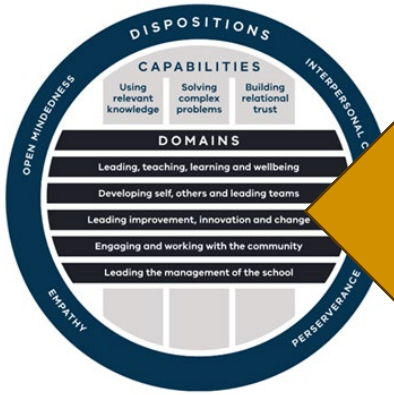
The BLUE folder is for ENGLISH

The ORANGE folder is for HUMANTIES

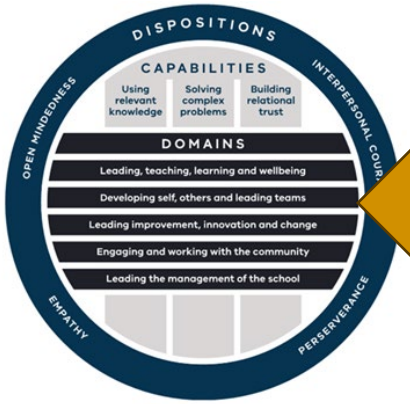
The RED folder is for Mathematics

The BLACK folder is for everything else

Maintaining engagement and resilience during the Year 6-7 Transition



Developing self, others & leading teams – Opportunity for leadership development



Leading Improvement Innovation and Change – New processes and faced with resistance.

Students complete a Pre-test to gain an understanding of their prior knowledge. This also aids with differentiation in the classroom.
At the end of the teaching unit, students complete a Post-test and receive their VC Level, as well as the overall growth shown for the unit.

Growth is celebrated as **all students can achieve growth!**

Year 7 Measurement and Geometry Pre-Test

Structure of Test Questions

Section	*Description of section*	*Number of marks*
Pink	Level 5	10
Purple	Level 6	10
Orange	Level 7	10
Blue	Level 8	10
	TOTAL	**40**

A shift away from "I'm bad at Maths" to "If I work hard, I can get better at Maths"

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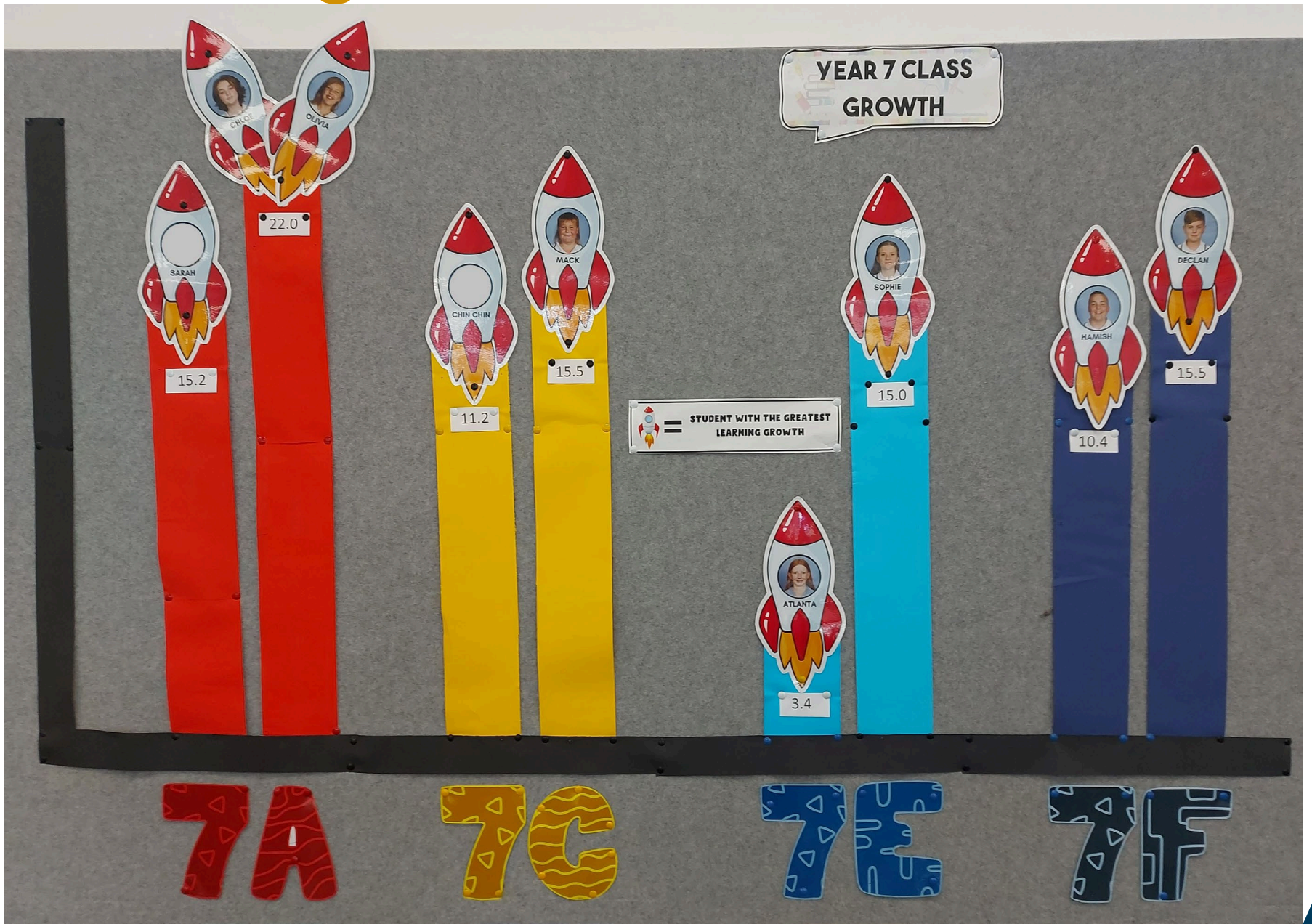
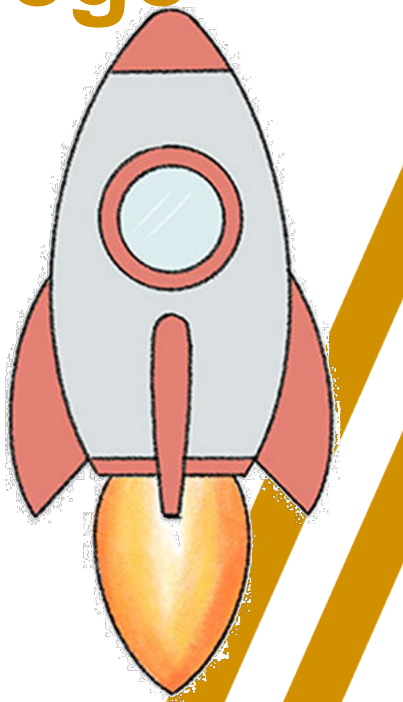
Celebrating Growth – Mooroolbark College





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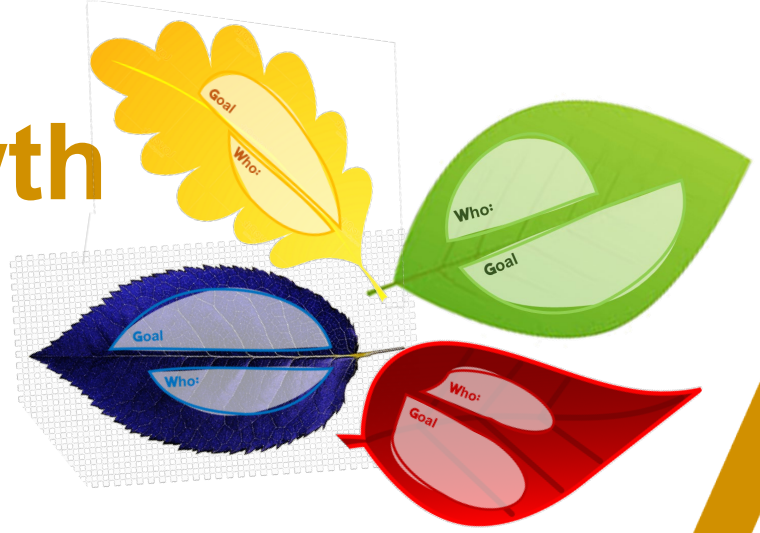
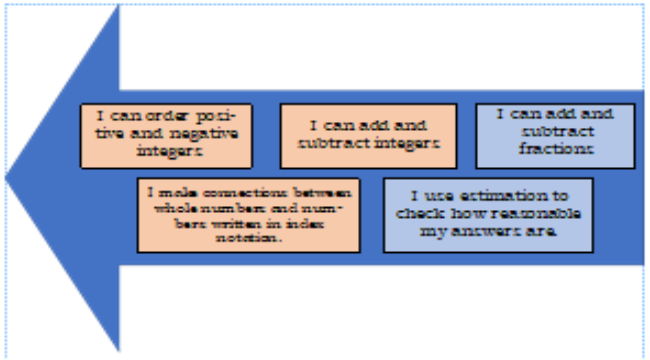
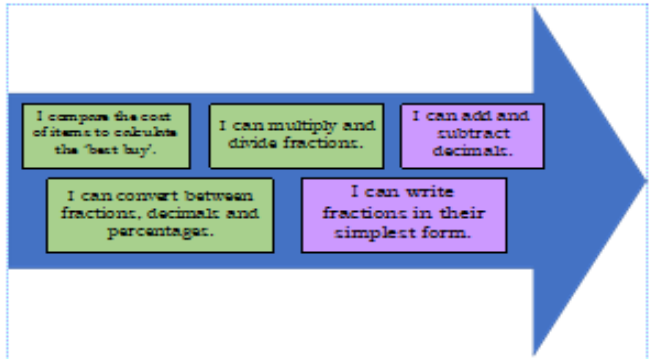
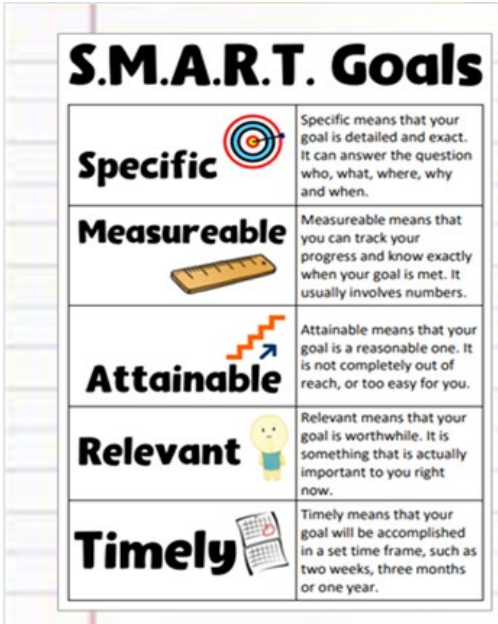
Learning Goals - supporting growth

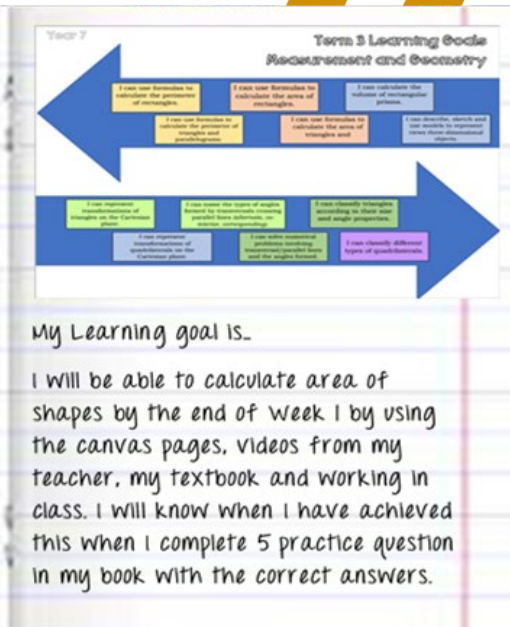


- Promotes student voice and agency.
- Using the pre-test, teacher feedback and student interest, students develop their own SMART goal.
- Work independently on their goal using a variety of resources and teacher support.
- Self-reflection on their achievement/success.
- Celebration of completion using House-coloured leaves.





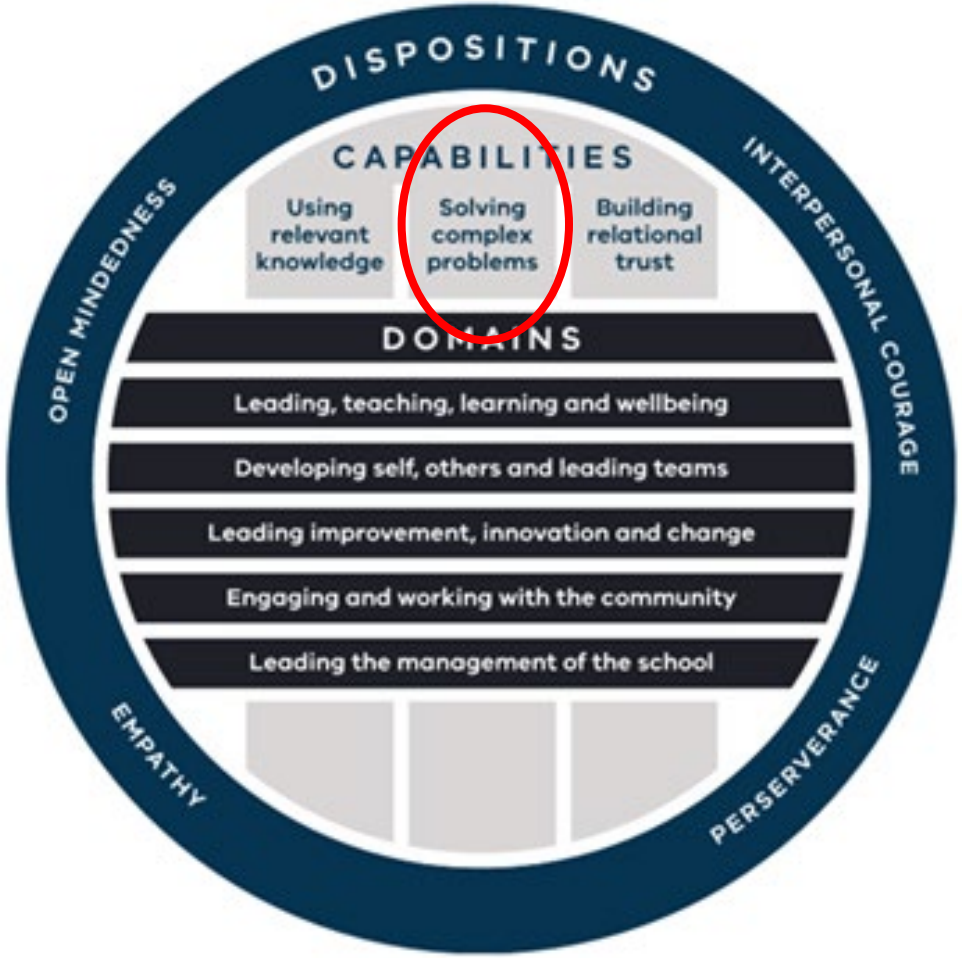




Celebrating Achievements

Capability – Solving Complex Problems.

Why students lose mathematics confidence between Primary & Secondary school is a complex problem. We haven't given up trying to solve it.



Curriculum Changes – Assessment

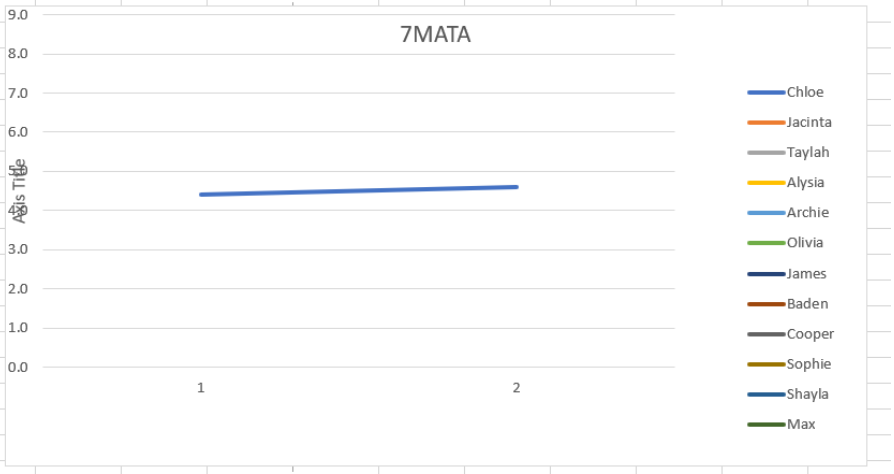
Develop Confident and Resilient Learners

"Max, you have shown an increase in an understanding of your Number skills this term, this is evidenced by the growth you have shown this term."

Assessment changes

- Students are assessed against progressive developmental rubrics.
- Students and parents are aware of current levels of understanding.
- Growth is celebrated at any level.

Name	N&A Pre	N&A Post	Change
Chloe	4.4	4.6	0.2
Jacinta	5.9		-5.9
Taylah	7.6		-7.6
Alysia	5.3		-5.3
Archie	6.0		-6
Olivia	4.0		-4
James	5.3		-5.3
Baden	5.3		-5.3
Cooper	6.9		-6.9
Sophie	6.5		-6.5
Shayla	7.0		-7
Max	5.7		-5.7
Ella	7.3		-7.3
Ryley	6.6		-6.6
Marllon	7.7		-7.7
Sarah	5.0		-5
Josh	8.2		-8.2
Amber	6.3		-6.3
Charlotte	8.3		-8.3



Curriculum Changes – Mathematics at Mooroolbark

MATHS AT MOOROOLBARK COLLEGE					
	Numeracy Lessons		**Connection to the real world** In these lessons we explore different types of problems you might see in the real world. Like selecting the best gym membership or simplifying a huge McDonalds order! You will be collaborating with peers and working individually to solve problems and apply your maths skills. You will have a Booklet to show all your working out and a small area to write a reflection about your thought process.	**Success criteria** - I can problem solve in **different ways.** - I can **collaborate with my peers.** - I can explain my **reasoning.** - I can **reflect** on my thought process. - I can **apply** my understanding to new concepts.	**Once a week**
	Learning goals		**Ownership over your own learning** Learning Goals is all about you and how you learn best. You will write down your own goal and decide on how you want to achieve it! You will navigate your own resources to work towards achieving this your goal. This is completed in the back of your maths book.	**Success criteria** - I can solve problems **independently** - I can find answers to my questions. from multiple sources of information. - I can **demonstrate** my understanding of a skill. - I will be resilient and endeavour to do my best. -	**Once a fortnight**
	Maths Lessons		**The foundations of Mathematical concepts** This is where you will learn mathematical concepts, knowledge, and skills through a variety of activities. You will develop fluency in your knowledge and understand how to carry out correct procedures. You will be challenged to problem-solve by making correct choices and justify your answers with reasoning. Students will also be completing weekly Homework Tasks in Year 7	**Success Criteria** - I can demonstrate my **understanding** of a skill. - I can **solve problems** in multiple ways. - I can **apply** my knowledge to different concepts. - I can **memorise** important mathematical concepts. - I will complete homework	**7 periods a fortnight**
	Where to get help?			**Ask a friend, ask a mentor, ask a tutor, ask a teacher, attend club ¾!**	**Club ¾ Runs Tuesday and Thursdays in the Wellbeing centre**

Curriculum Changes – Numeracy Program

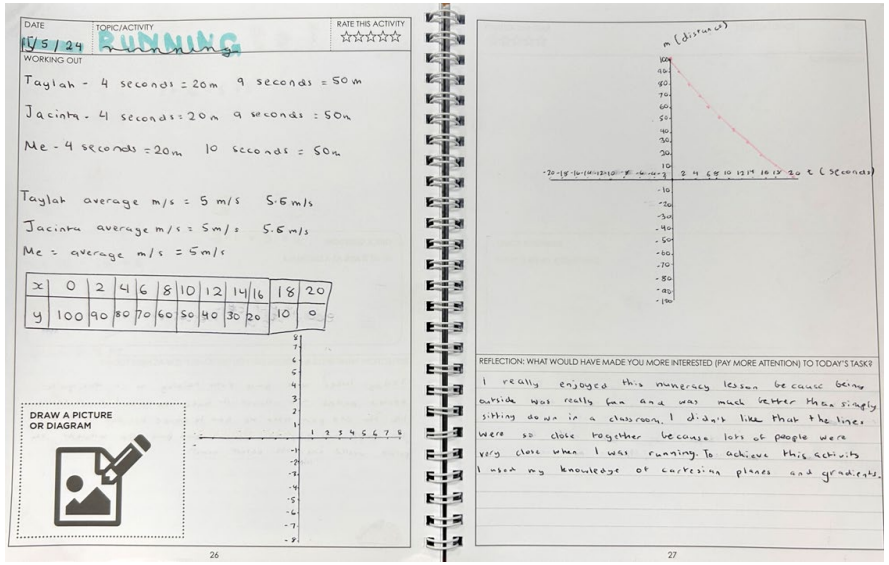
Develop confident and resilient learners

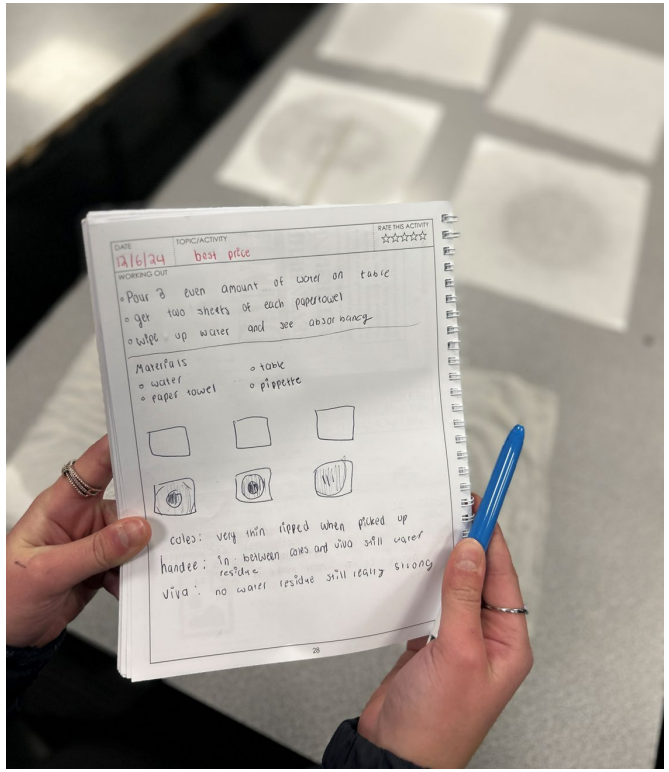
Dedicated Numeracy Program

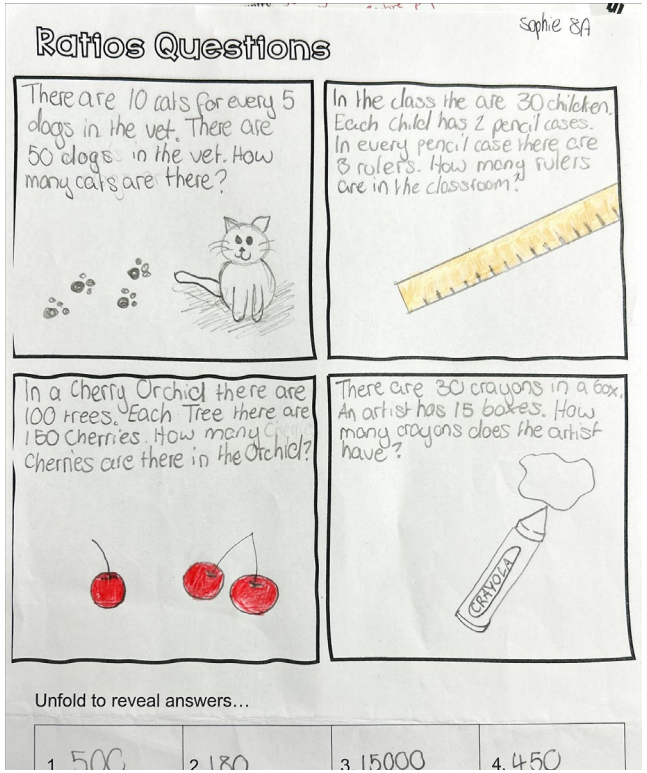
- Critical thinking and problem-solving skills
- Connection to real world
- Differentiation between Maths and Numeracy
- Understanding the importance of Numeracy

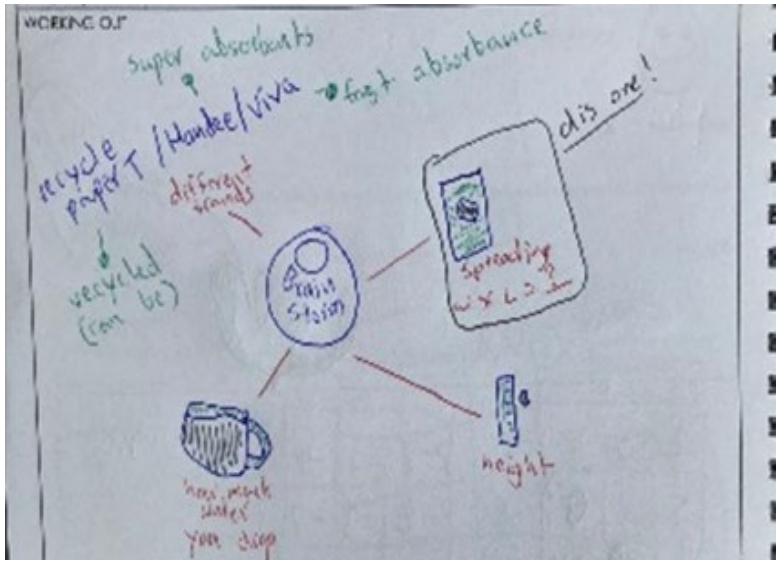
Numeracy Lessons

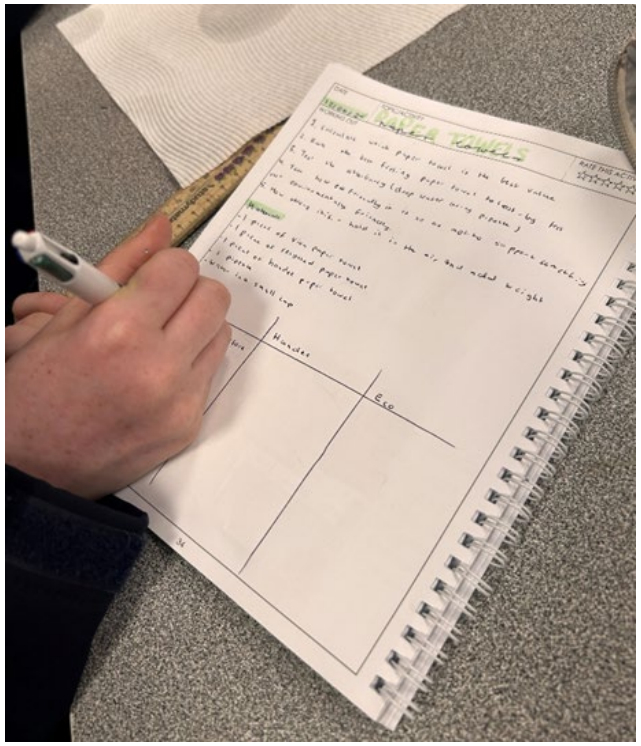
- Reflection journals
- Open ended tasks
- Hands-on problem solving and reasoning
- Differentiated tasks – low floor, high ceiling



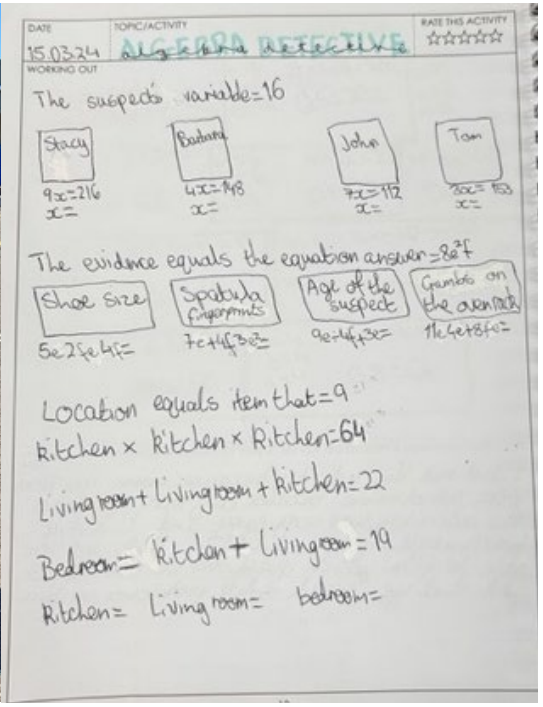




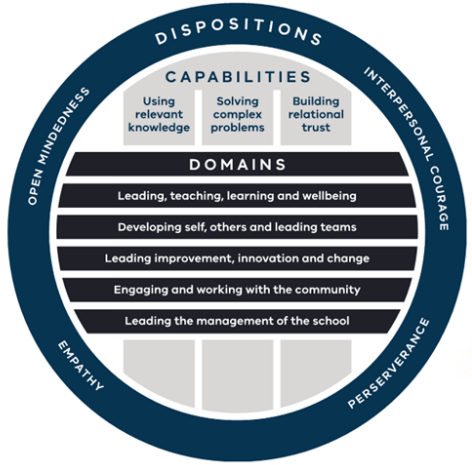

WORKING OUT
super absorbants
recycle paper T /Hanke/viva
fast absorbance
this one!
different brands
recycled (can be)
spreading
neight


PAPER TOWELS


smartdrop
ULTIMATE
Transform your home
COMPANY NAME/LOGO
FLOORING
WORK ORDER


DATE
15.03.24
TOPIC/ACTIVITY
ALGEBRA DETECTIVE
RATE THIS ACTIVITY
WORKING OUT
The suspects variable=16
Stacy
Barbara
John
Tom
The evidence equals the equation answer=8a²f
Shoe size
Spatula fingerprints
Age of the suspect
Crumbs on the counter
Location equals item that=9
Kitchen × Kitchen × Kitchen=64
Livingroom + Livingroom + Kitchen=22
Bedroom= Kitchen + Livingroom =14
Kitchen= Livingroom= bedroom=

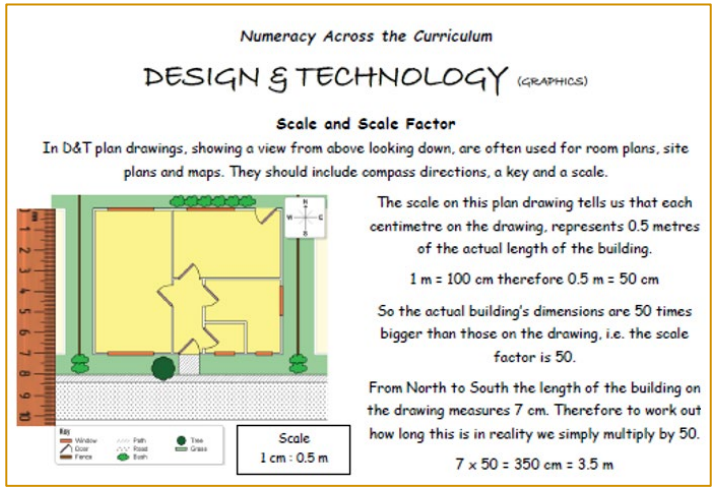
Curriculum Changes – Professional Development



We needed to use the disposition of 'Perseverance' to keep building on previous professional learning.

Professional Development (Numeracy across the curriculum)

- Built on previous professional learning (Peter Sullivan)
- Increase staff confidence and understanding
- Modelling the learning process
- Tackling Maths Anxiety
- Shared value of Numeracy skills
- Common language



Numeracy Across the Curriculum

DESIGN & TECHNOLOGY (GRAPHICS)

Scale and Scale Factor

In D&T plan drawings, showing a view from above looking down, are often used for room plans, site plans and maps. They should include compass directions, a key and a scale.

Scale 1 cm : 0.5 m

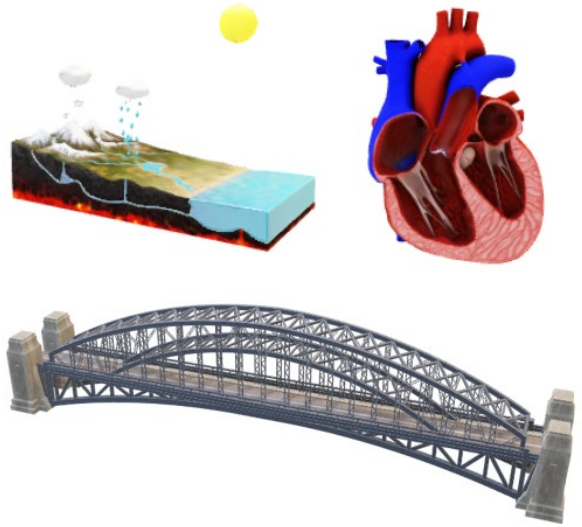
The scale on this plan drawing tells us that each centimetre on the drawing, represents 0.5 metres of the actual length of the building.

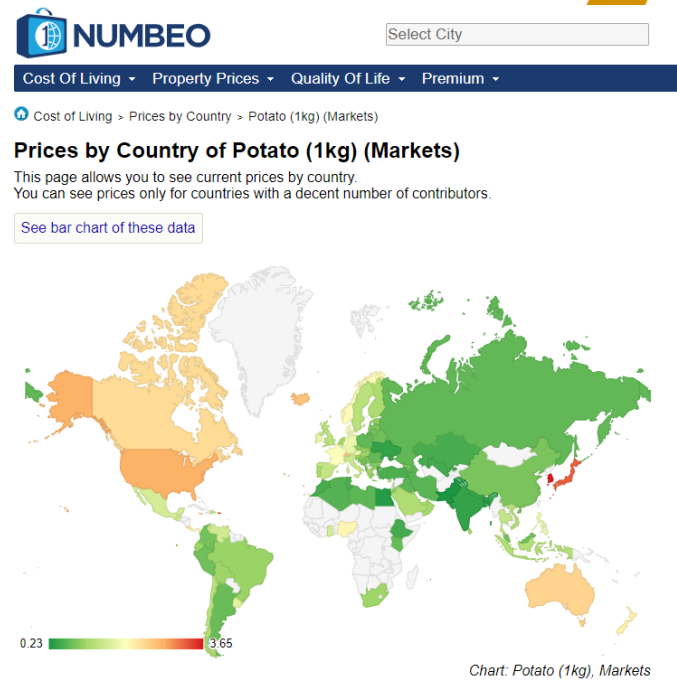
1 m = 100 cm therefore 0.5 m = 50 cm

So the actual building's dimensions are 50 times bigger than those on the drawing, i.e. the scale factor is 50.

From North to South the length of the building on the drawing measures 7 cm. Therefore to work out how long this is in reality we simply multiply by 50.

7 x 50 = 350 cm = 3.5 m

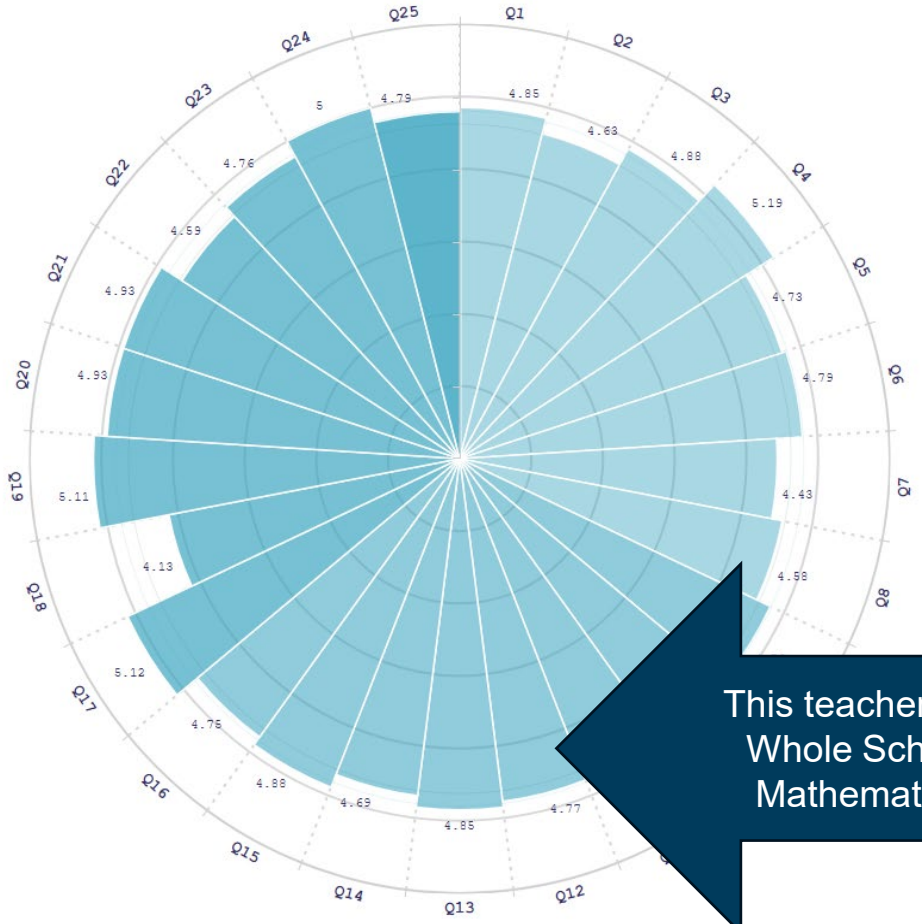




Rank	Country	Potato (1kg)
1	South Korea	3.65
2	Puerto Rico	3.30
3	Japan	3.24
4	United States	2.74

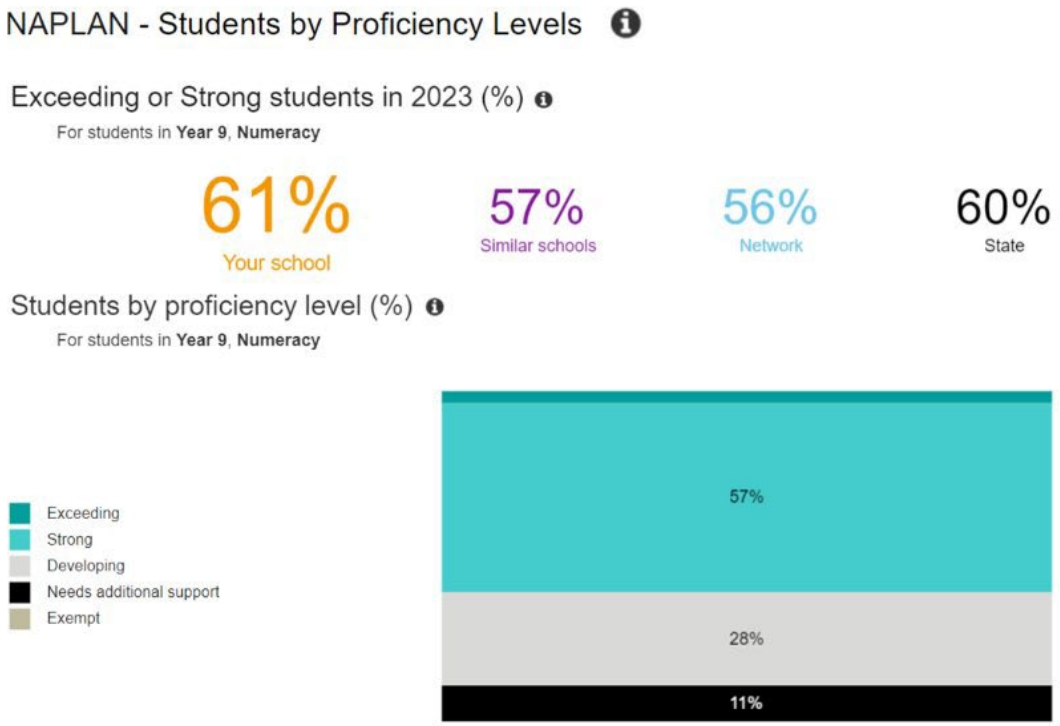
FINALLY – DATA IMPROVEMENT

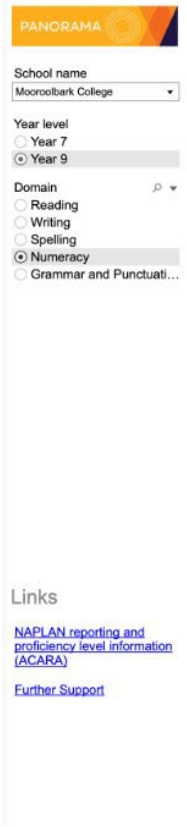
PIVOT Data – Year 7 Goal Setting

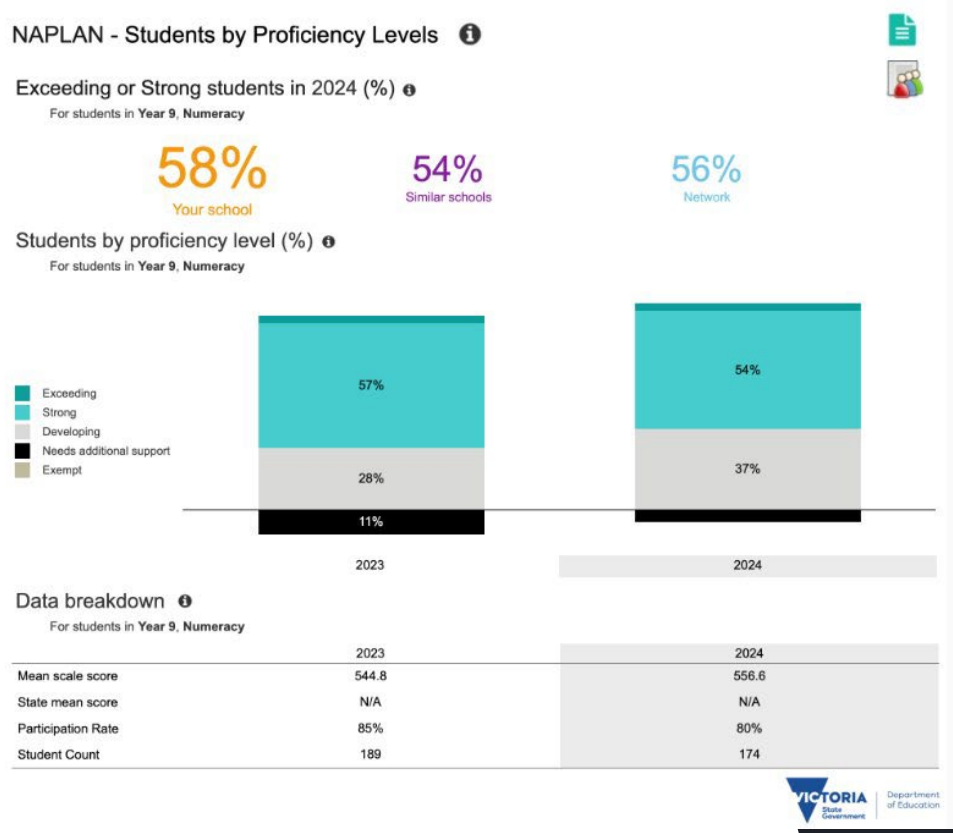


This teacher helps me set goals.
Whole School Average – 4.28
Mathematics Average – 4.77

NAPLAN Data – Year 9

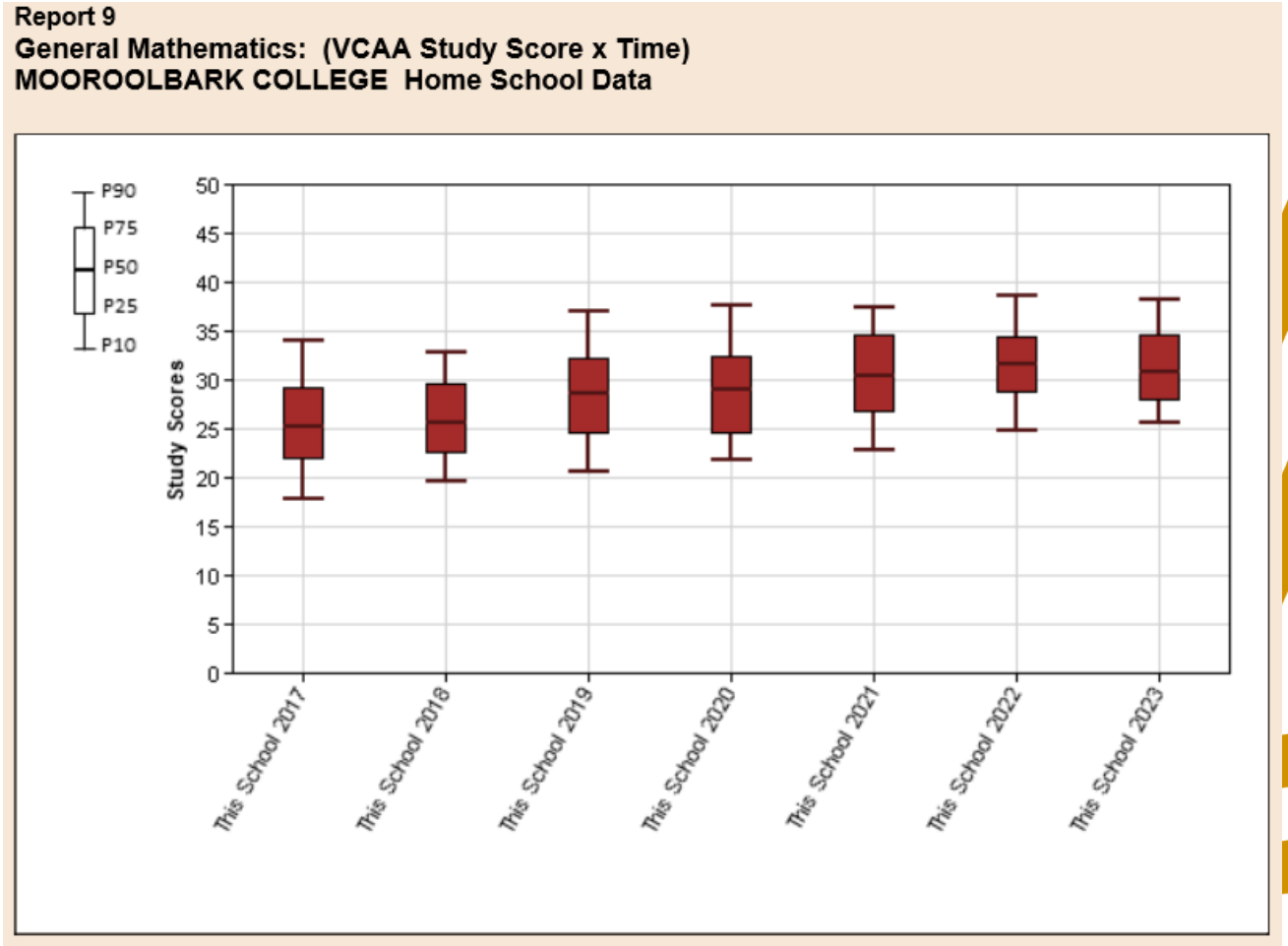






VCE Data

VCE Further/General Mathematics Data – Average Study Scores 2017 - 2023

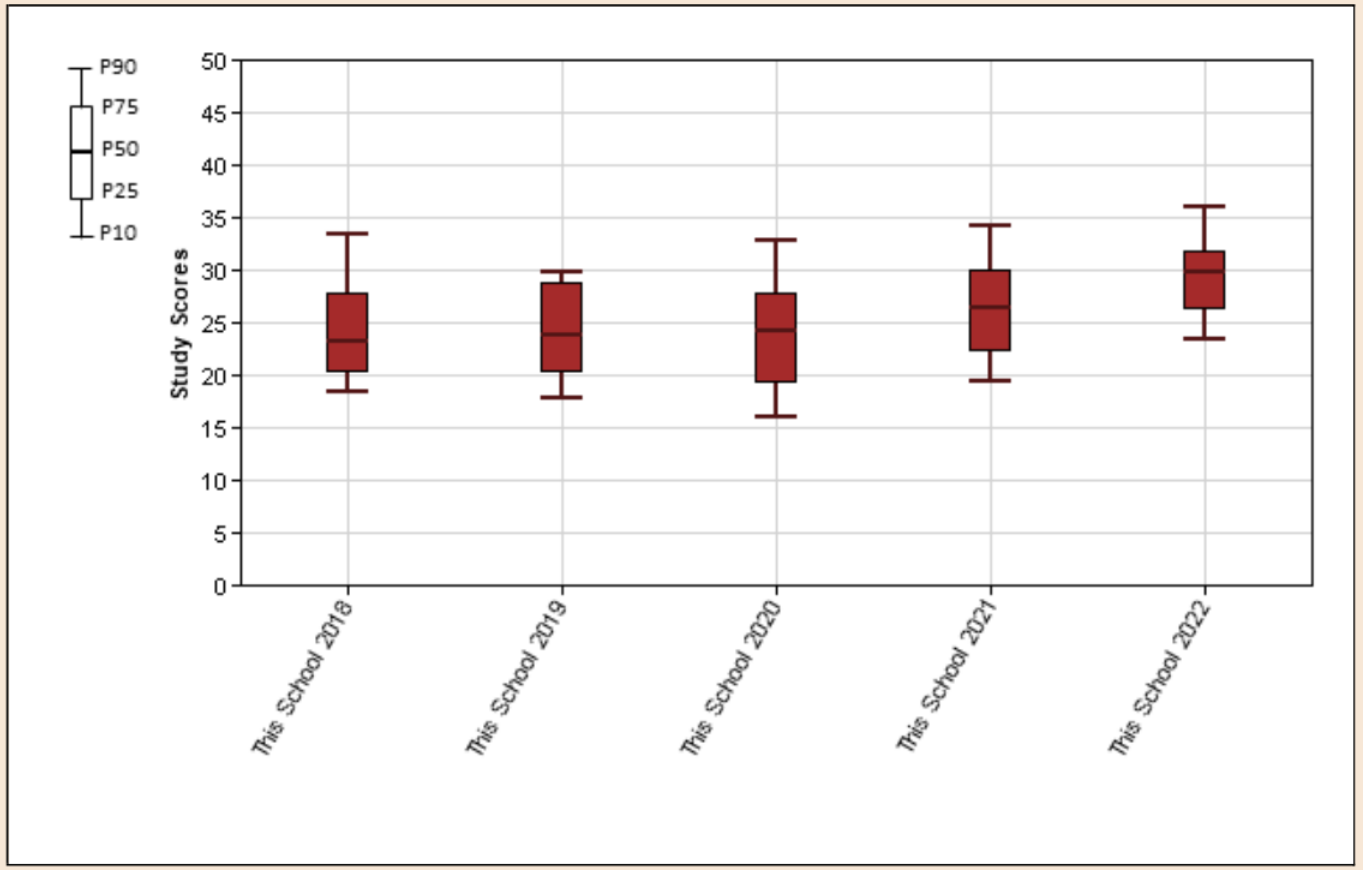


2017	2018	2019	2020	2021	2022	2023
25.32	26.03	28.62	29.14	30.22	31.56	30.95

VCE Data

VCE Mathematical Methods Data – Average Study Scores 2018 - 2022

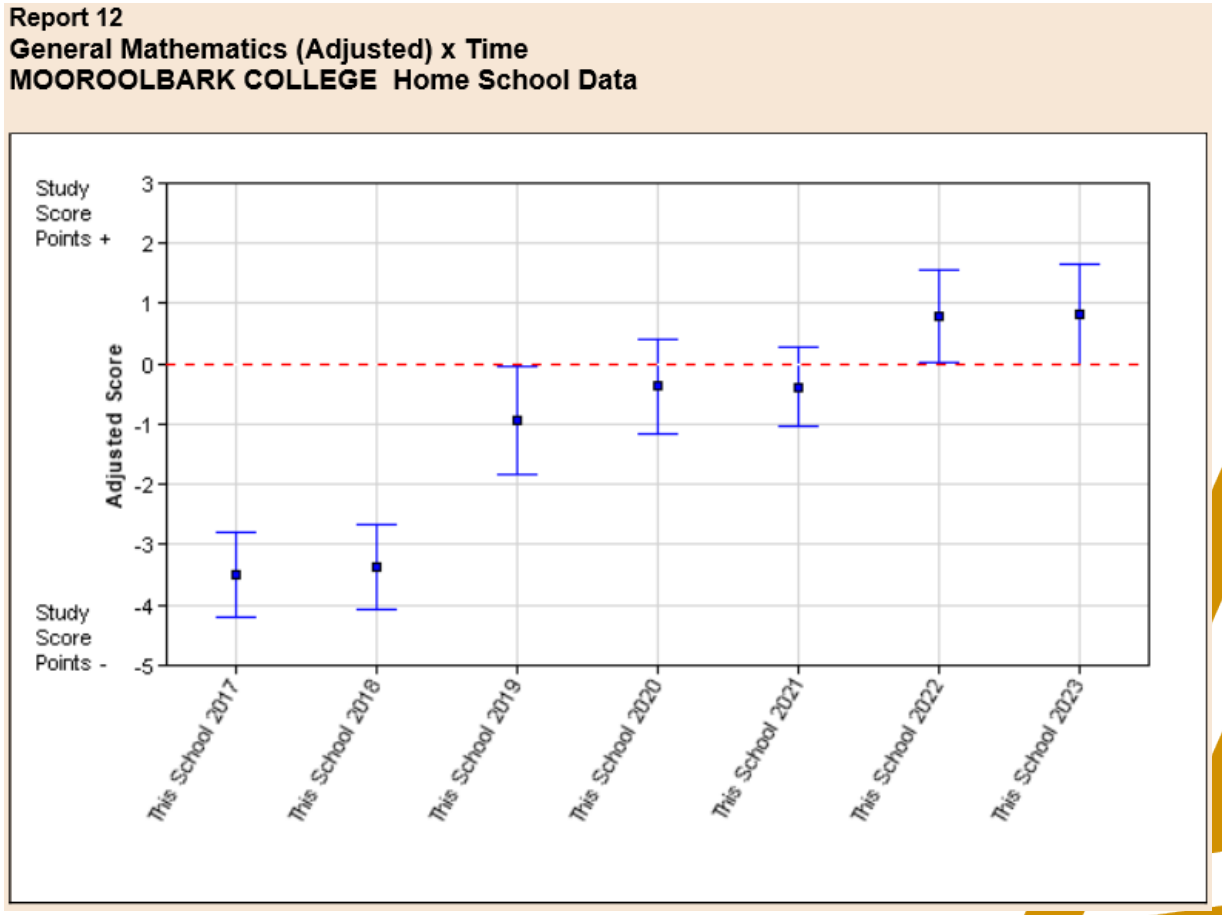
Report 9
Mathematical Methods: (VCAA Study Score x Time)
MOOROOLBARK COLLEGE Home School Data



2018	2019	2020	2021	2022
24.4	24.13	24	25.8	29.6

VCE Data

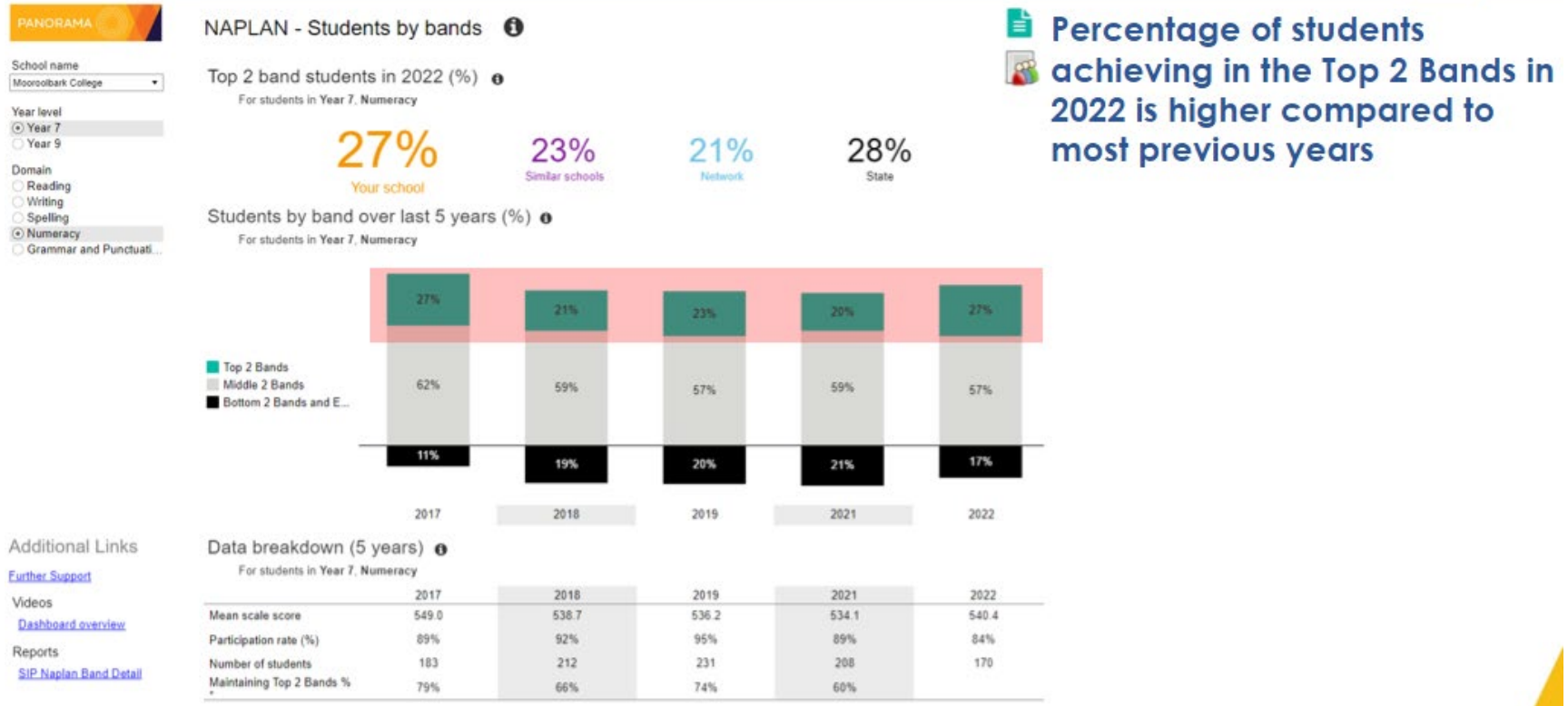
VCE Further/General Mathematics Data – GAT Differential 2017 - 2023



2017	2018	2019	2020	2021	2022	2023
-3.5	-3.4	-1.0	-0.4	-0.4	+0.8	+0.9

What next?

Panorama (NAPLAN – Students by bands dashboard) - NAPLAN Year 7 (Numeracy)



Percentage of students achieving in the Top 2 Bands in 2022 is higher compared to most previous years

Our Numeracy Journey – Rolling Hills Primary School

- High percentage of students with strong numeracy skills based on grade 3 & 5 NAPLAN results
- Increased teacher data literacy, tracking student growth over time using benchmark testing.
- Use of data to inform planning
- Planning moving from individual responsibility to collaborative approach through privileged time > whole day supported planning
- School agreed instructional model based on explicit instruction
- Differentiation in each lesson for all students
- Options to move to extension and support when key topics arise, example Time
- Reciprocal teaching approach to problem solving
- Weekly guided homework approach for 3-6 squizya

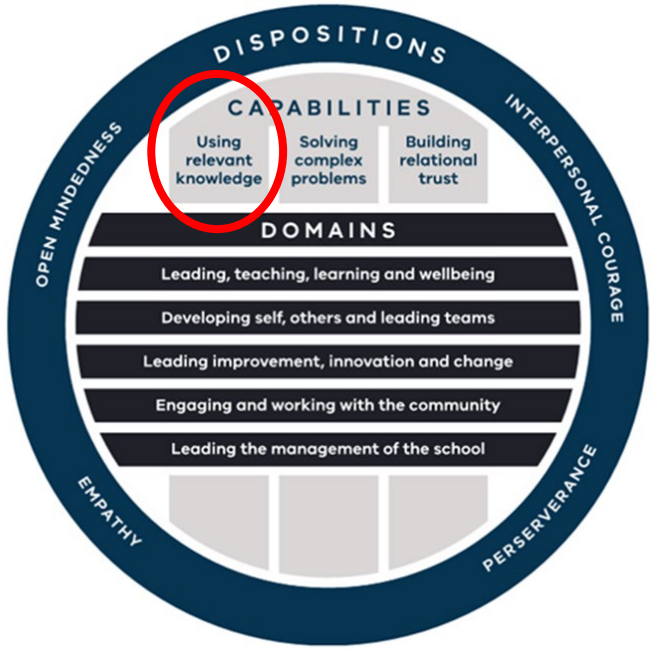
What does this look like?

Documentation is clearly **differentiated** and decided on in collaborative planning sessions. The differentiated groups are data driven and created by Essential Assessment.

We create time for support staff to unpack planning, so they know who they are working with in class.

We have extension and early finisher tasks.

Using the capability of 'using relevant knowledge' was important. Craig having a secondary background/maths was a large advantage.

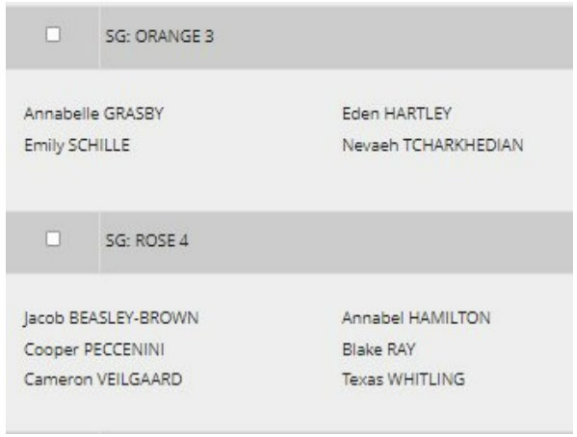


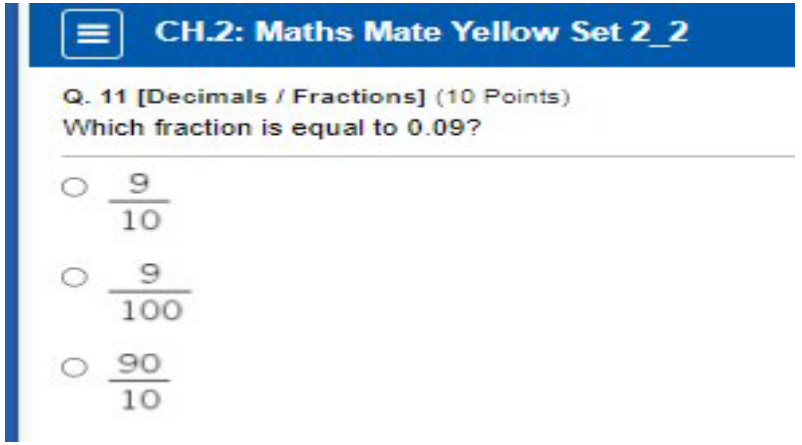
Session 4 (Separated to support abilities)	**LI:** We are learning to compare fractions and locate and represent them on a number line. **SC** **I can:**	**Split abilities levels across classrooms (one teacher takes Level 3-4, two teachers take Level 5-6, one teacher takes Level 7-8):** **Enabling (Level 3-4):** Introduce placing common unit fractions on a number line:
	whiteboard, alternatively, demonstrate this on an anchor chart to be displayed in the classroom. Alternatively, here is a video: https://www.youtube.com/watch?v=TLktfswm54A **At (Level 5-6):** Show clip to demonstrate equivalent fractions on a number line https://www.khanacademy.org/math/cc-fourth-grade-math/comparing-fractions-and-equivalent-fractions/imp-equivalent-fractions-2/v/equivalent-fractions-on-number-lines **Extending (Level 7):** When comparing fractions with different denominators, it is important to consider how they are related and simplify them before considering where they belong on a number line. When considering the fractions 4/5 and 4/10, we can simplify 4/10 to be 2/5, making it easier to compare and represent these fractions on a number line. You may wish to model further comparisons of fractions:	**Level 6:** Level 6.pdf **Level 7:** Level 7.pdf **Early finisher tasks:** **Enabling (Level 3-4):** Draw a number line from 0-1 and compare and order the following fractions: ½, ¼, ¾, 1/5, 2/5, 3/5, 2/3, 1/3. Encourage students who need additional support to highlight half, quarter, third and fifth sections on the number line in different colours for accuracy. **At (Level 5-6):** Draw a line from 0 to 1 and compare and order the following fractions: 1/6, 5/7, ¾, 6/12, 8/10, 6/8, 3/12, 5/15. Simplify fractions where necessary. **Extending (Level 7-8):** Draw a number line from -2 to 2 and compare and order the following fractions: 4/9, 3/10, 6/8, 7/9, 1/6, 5/7, 1 ¼, - 1/5, -5/4, 1 4/5, 1 2/9, - 4/10. Remind students to list 0 as the mid-point of their number line, followed outwards by -1 and 1, finishing with -2 and 2.

What does this look like?

Student Goals setting through ‘My Numeracy’ feature on Essential Assessment. They are able to work on their goals independently throughout the week.

At grade 3 to 6 they **choose** to participate in a **differentiated homework** approach using software called 'Squizya'

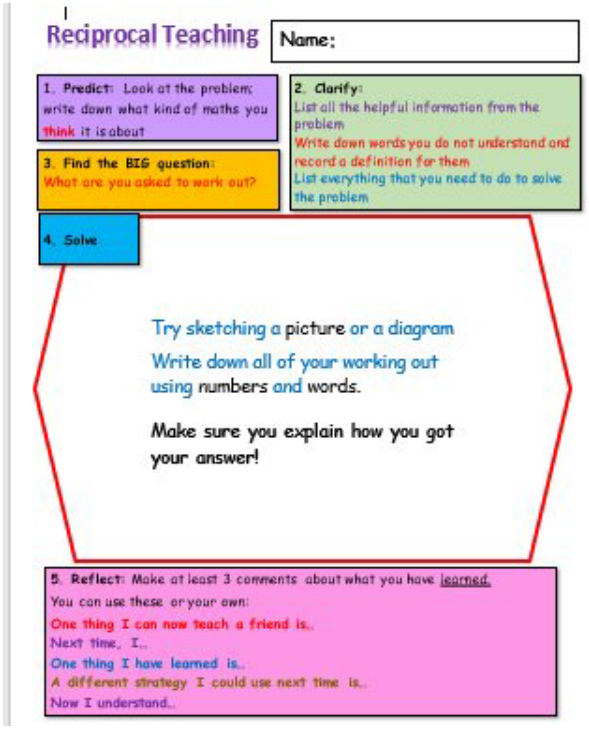


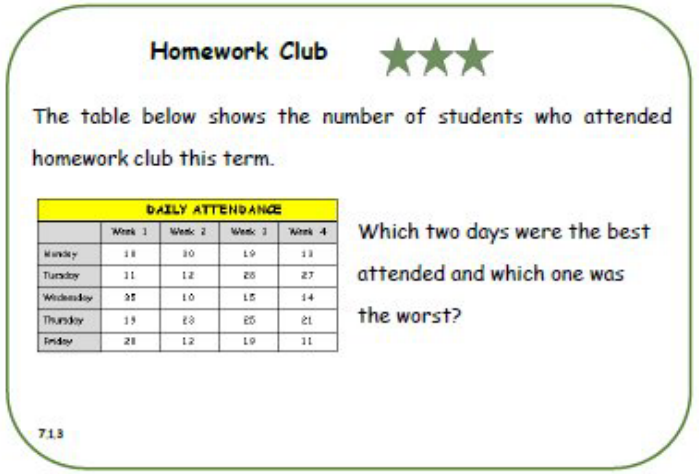


What does this look like?

Problem Solving through a 'Reciprocal Teaching' approach happens weekly. Students use their data to choose a partner to work with on problems that are set to their agreed level.

The students follow a set of problem solving steps. The questions are often misleading. This helps with NAPLAN and later in VCE math's subjects.





What does this look like?

Mini-Spotlight and Spotlight sessions are held each week. These are for students identified through teacher judgements.

The students participate in weekly withdrawal classes and have 'different' maths work to undertake. This creates the same feeling that students in support groups have. The students are pushed beyond the comfort zone, and they encouraged to be comfortable with mistakes.

Student **'support'** groups happen before school and during lunchtimes.

What changed at Rolling Hills Primary School

The introduction of Spotlight and 'extension tasks' each lesson so that students are ready for year 7.

A focus on growth of all students.

Outcomes for students have continued to be strong in numeracy and we can see that the students transitioning to Mooroolbark College have continued their love of mathematics.

The chance to expand the learning walks process to see another school environment.

Exploring reflection journals for 2025.

The partnership between our schools has strengthened and has seen some additional 'bonus' connections like our Brass Band.

Outcomes for Rolling Hills Primary School - Year 3

NAPLAN - Students by Proficiency Levels

Exceeding or Strong students in 2023 (%)

For students in **Year 3**, **Numeracy**

85%	70%	66%
Your school	Similar	Network

Students by proficiency level (%)

For students in **Year 3**, **Numeracy**

NAPLAN - Students by bands

Top 2 band students in 2022 (%)

For students in **Year 3**, **Numeracy**

42%	39%	35%	39%
Your school	Similar schools	Network	State

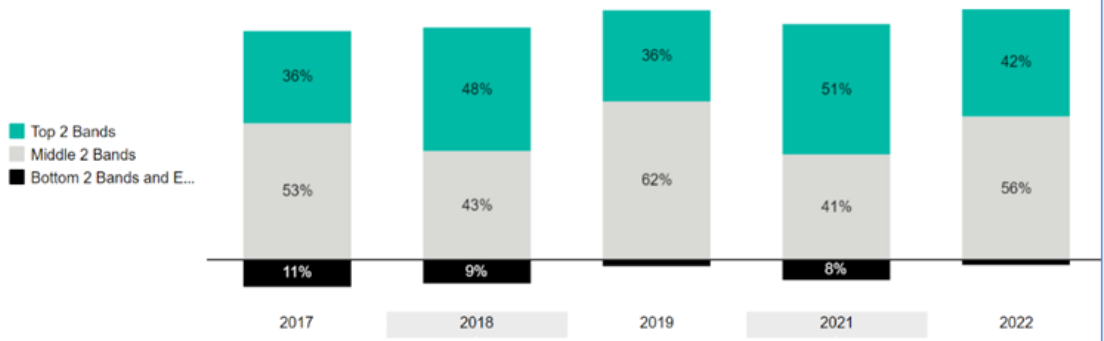
School name: Rolling Hills Primary School

Year level: Year 3 / Year 5

Domain: Reading / Writing / Spelling / Numeracy / Grammar and Punctuati...

Students by band over last 5 years (%)

For students in **Year 3**, **Numeracy**



Data breakdown (5 years)

For students in **Year 3**, **Numeracy**

	2017	2018	2019	2021	2022
Mean scale score	413.6	440.6	419.9	426.5	436.3
Participation rate (%)	96%	100%	93%	89%	91%
Number of students	49	54	45	57	53
Maintaining Top 2 Bands % *					

* Maintaining Top 2 Bands % is only displayed for year 5, 7 and 9

Outcomes for Rolling Hills Primary School - Year 5

NAPLAN - Students by Proficiency Levels

Exceeding or Strong students in 2023 (%)

For students in **Year 5**, **Numeracy**

Your school	Similar	Network
88%	71%	68%

Students by proficiency level (%)

For students in **Year 5**, **Numeracy**

NAPLAN - Students by bands

Top 2 band students in 2022 (%)

For students in **Year 5**, **Numeracy**

Your school	Similar schools	Network	State
35%	23%	22%	27%

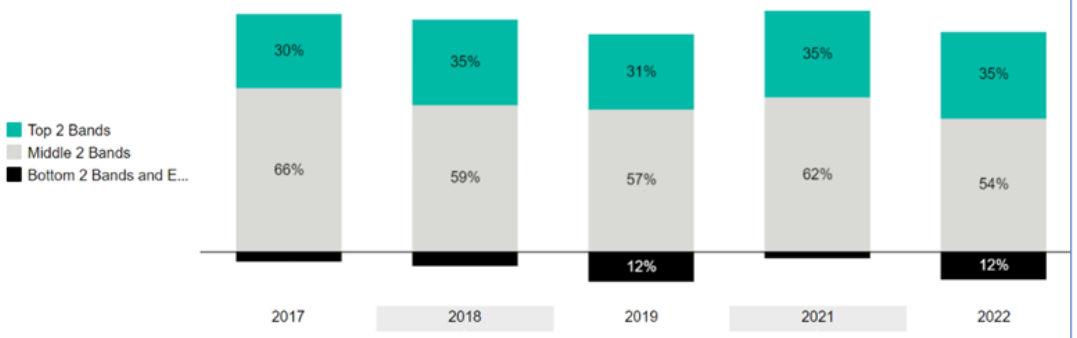
School name: Rolling Hills Primary School

Year level: Year 3 / Year 5

Domain: Reading / Writing / Spelling / Numeracy / Grammar and Punctuati...

Students by band over last 5 years (%)

For students in **Year 5**, **Numeracy**



Data breakdown (5 years)

For students in **Year 5**, **Numeracy**

	2017	2018	2019	2021	2022
Mean scale score	504.0	506.6	503.2	506.5	504.1
Participation rate (%)	96%	94%	98%	84%	95%
Number of students	49	52	50	44	55
Maintaining Top 2 Bands % *	50%	88%	65%	67%	

* Maintaining Top 2 Bands % is only displayed for year 5, 7 and 9

Our learnings – nothing new!

Sustainability is hard

- Staff changes.
- Competing priorities.

Finding Time

- Time away from classes is hard to accommodate because teachers do not want to leave their classes as the learning stops.

Keep it simple

- Keep it small, keep it achievable.

Questions

Thank you

Victorian Academy
of Teaching and Leadership