



Overview

St. Bernard's is a large regional Catholic primary school in Wangaratta catering for 364 students from Foundation to Grade 6.

A review of NAPLAN and PAT ACER outcomes indicated that students were achieving low to medium growth across all areas in Mathematics.

The key question I posed as a Mathematics leader was; How can we as a school provide opportunities for students to access multiple exposures to math topics throughout the year?

Starting with the Grade 3/4 teachers (5 classrooms, 6 teachers) we decided to trail the use of Lesson starters during the first 5-15 minutes of every mathematics lesson. These Lesson Starters would provide opportunities for students to access past and future learning. Using the work of the Department of Education HITS (High Impact Teaching Strategy) of Multiple Exposures we created agreed norms, planning template and lesson starter resources.

Key learnings

- > **Go slow and deep and be flexible.**
As a leader I was clear on the projects goal and my role. Being flexible as a leader and letting changes to the original project occur allowed the innovation to evolve organically and be successfully.
- > **Provide resources to help 'Make Change Easy for staff'.**
Simon Breakspear's advice was so valuable and allowed for early buy in and success in the project. As a leader I developed collaborative Lesson Starter resource banks for teachers to use, edit and add to.
- > **Questioning prompts and techniques leads to greater discussions.**
As a whole school, teachers embarked on professional learning to promote, develop and engage students in deeper discussions.

Findings and outcomes

- > The engagement and excitement from both teachers and students have meant that mathematics lessons are eagerly awaited and well planned. Leaders have seen an increase in student engagement and conversation around mathematics.
- > Conversation and use of student's data has increased throughout the project as teachers are providing lesson starters and learning that students need.
- > Student feedback showed that they were engaged and enjoyed Lesson starters and often
- > Teacher feedback indicates that staff are confident in the delivery of lesson starters and continue to observe growth and engagement in students in mathematics.
- > Parent feedback indicates that students have gone home talking more positively about mathematics and sharing their learning.

