Canberra Grammar School

Maths is almost as good as……………..

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Background

- CGS landscape
- Why did CGS engage in LNCA?
- Focus area
- LTG across 2017

Stage 1

- Following the 1st LNCA meeting at the beginning of the year……….

- Returned to CGS and looked at Key data. ACER, Naplan, Mathletics.
- Key actions = pre test which was rigorous + Teacher Support + Student attitudinal survey
- Key events…..
- Key reflections…

Stage 2

- Why NAPLAN & ACER? (considered but didn't use Mathletics)
- Data collected from students & teachers
- Strategic actions
- Key reflections (the importance of spending more time on Strategic Plan)

Stage 3

- Pre-test issued and approx. 125 students participated
- Student attitudinal survey issued and collated
- Pre-test marked by 5 teachers and entered in to a document
- Areas of need identified & teaching planned

How to prioritise what should be the target area

Stage 4

- Lesson sequence planned & taught
- Post test given & entered next to pre-test for anaylsis

- *3 out of the 5 classes carried out the post test*

Summative Findings (impact on teachers and students?)

	Score out of	4M Pre Test	4M Post Test	% growth (on average)	4B Pre Test	4B Post Test	% growth (on average)	4S Pre Test	4S Post Test	% growth (on average)
Time Problems	8	6.3	Not completed	N/A	4.9	6.1	15	6.1	6.9	10
Telling Time	20	12.5	15	12.5	13.1	15.2	11	12.6	16.5	20
Length	25	15	20.7	23	15.6	17.8	9	17.3	20.3	12
Mass	5	4.6	4.4	4	3.6	4.3	14	3.5	5	30
Capacity	1	.6	.7	10	.7	.8	10	.6	1	40
Temperature	6	5.6	5.6	Nil	5	5.2	3	2.8	5.8	50
Mapping	15	7.2	10.1	19	5.4	9.1	25	5	11.6	44

Discussion

- Overall successes
- Overall challenges

Conclusion

- Future steps

Useful resources

- Teacher colleagues
- Leading Improvements in Student Numeracy (Michael Gaffney & Rhonda Faragher)
- Teaching Mathematics Creatively (Linda Pound & Trisha Lee)