Implementing a cohesive, multifaceted approach to improving literacy and numeracy outcomes in schools and networks

Department of Education and Early Childhood Development Victoria

The Implementing a Cohesive, Multifaceted Approach to Improving Literacy and Numeracy Outcomes in Schools and Networks pilot aims to lift the literacy and numeracy achievement of students through the use of network and school plans. Teachers receive support including literacy and numeracy coaches and tools to identify and address students’ specific learning needs, and to track student progress. Strategies to engage parent/carers and the broader community in students’ literacy and numeracy learning will also be developed through this pilot.

Seventy six schools are involved this pilot. For more information visit the pilots website at: http://pilots.educationau.edu.au/

WHAT’S HAPPENING?
Numeracy Common Curriculum Program is underway in pilot network schools in the Hume Region.

A School Numeracy Coach has been appointed in Euroa Secondary College.

Intervention coordinators and Reading Recovery teachers have been appointed in pilot network schools in Western Metropolitan Region.

A Network Leadership Group is operating at Euroa Secondary College. Numeracy has been nominated as a core curriculum area for targeted improvement across the network. Four principal professional learning sessions with a focus on instructional leadership in mathematics will be conducted during the year and there is principal involvement in all aspects of the school improvement program, including professional learning, professional learning teams and analysis of school data.

At Western Metropolitan Region the engagement of key people, including Principals, teachers, Reading Recovery teachers, Reading Recovery tutors, parents, and Educational Support Staff support literacy interventions. This ensure the integrity and importance of the Reading Recovery intervention and connects the intervention to the classroom to ensure support for students by embedding strategies and skills in teacher practice. It also ensures appropriate resources are allocated to maintain the effectiveness of the Reading Recovery program and connects to students’ homes through regular contact with parents and the provision of activities to support learning at home.

SCHOOL HIGHLIGHTS
The Euroa Secondary College introduced the Numeracy Intervention Program in 2009 including the appointment of a School Numeracy Coach to mentor and teach other teachers in Years 7 and 8 and to coordinate the Numeracy Intervention Program in the school. This has sometimes meant the withdrawal of students for targeted learning. Teaching staff have been encouraged by the measurable improvements in learning outcomes for most students, and it has given them the confidence to play a bigger role in its implementation in 2010.

There is good communication between teachers, students and their families as they share progress and successes the student achieves.

TOP TIPS
The importance of analysis of multiple sources of data to help accurately identify students needs, plan differentiated teaching and allocate resources accordingly.

WHAT WORKS
In Western Metropolitan Region, a number of pilot schools have identified a team of Leading Teachers, Reading Recovery Teachers and the Regional Reading Recovery Tutor who meet regularly to track and monitor students before, during and after their involvement in the intervention. This has created a whole school responsibility for the students and their data and results to ensure they continue to improve.

The pilot schools have more leadership team involvement in the Reading Recovery intervention and its outcomes while analysis of multiple sources of data has ensured the most at risk students are being identified and their needs addressed within a whole school approach.