

FARMBOROUGH RD PUBLIC SCHOOL

- Principal's Reflection-

"Inclusion in the National Partnerships: Literacy and Numeracy proved to be a positive experience, but it wasn't without its difficulties. Given the short time frame for the school self-evaluation process we had to get organized very quickly.

A School Improvement Team was formed and worked together to develop, distribute and collate surveys. The information provided the school with the basis of the School Plan and procedures for the implementation of the Taking Off With Numeracy Program. We were fortunate that many staff volunteered to be a part of this team and it has formed the basis of our current Leadership Team.

Initially we thought we would be focusing on Reading, but a review of the data meant that Numeracy was to be the focus.



For our school, the TOWN program was effective due to:

- ❖ the in-school facilitator leading the program's implementation had a strong knowledge of the teaching and learning of numeracy and had credibility among the staff;
- ❖ all staff became involved in and supported the program and worked well together;
- ❖ although the focus of program was 3-6, it became a K- 6 program, with K- 2 staff involved in observing and discussing lessons and the tracking of student progress;

- ❖ the additional funds to support the program through teacher release for professional learning, networking with local schools and purchasing resources. It would not have been possible to implement TOWN as effectively without those funds.

The additional resources, which were part of the Partnerships, also provided some very positive professional learning activities:

- ❖ The "Team Leadership For School Improvement" Modules were well received by all staff and could be used at appropriate times during the program implementation.
- ❖ The DASA Analysis site was user friendly and provided direction for future planning.
- ❖ The Analytical Framework provided ideas and strategies, which enhanced school planning and leadership capacity.

We have been able to continue with the program in a modified way now that the funding has finished. The procedures developed during the program: monitoring and tracking student progress and using this information to plan effective learning activities, have been incorporated into current school processes. The class Data Walls started during the program, continue to be used and have now been extended K- 6. Students are tracked on the Numeracy Continuums, in a central location, which is a great visual representation and provides some discussion between staff."

