



Carlingford West Public School, NSW

About us

We are a large, metropolitan, co-educational, K-6 public primary school in Sydney, NSW. Approximately 80% of our students have a language background other than English (LBOTE).

Our approach

Our teaching staff shifted some years ago from experienced teachers near retirement to large numbers of beginning teachers needing support to teach Mathematics. Our teachers sought sustained and deep Teacher Professional Learning (TPL) differentiated for different career stages.

As a result we adopted a whole-school vision for Mathematics with a professional learning model based on evidence and supported by instructional leadership that models theory-in-to-practice, a focus on student attainment data, scaffolding, reflecting, resourcing, evaluating and forward-planning.

The theory underpinning our model of Mathematics TPL is based upon Dylan William's formative assessment strategies and Barak Rosenshine's principles of instruction.

We collect baseline data about teachers' curriculum knowledge, programming knowledge, lesson structure and use of resources. We also collect data from children about what they think Mathematics learning should look like and involve.

Our whole school approach is focused on understanding curriculum, sequenced lessons to build mathematical understanding, strategic questioning to extend and support, explicit teaching using language to connect ideas in sub-strands, visuals, equipment for a hands-on approach and the development of mathematical reasoning.

We have a 'maths crew' of passionate teachers driving excellence at all year levels. Lessons are well structured and paced, and we celebrate risk-taking and productive struggle. Activating prior knowledge, connecting new content to old, thinking out loud, modelling steps (explicit teaching), student-centred learning with scaffolds and prompts and time for reflection are all part of our practice.

We provide opportunities for LBOTE students to engage with mathematical language and use concrete materials and word walls together with visual representations to help students 'see' maths.

Our school-based *think map* is used for problem-solving and defending solutions. Activities are designed for students to make connections between concrete materials and written recordings, and to show an understanding of skills.

Ongoing formative assessment is used to inform future teaching, and the *think map* gathers evidence of mathematical thinking and reasoning, and identifies misconceptions in student thinking. Feedback is timely and gives students an opportunity to reflect on their work before a correction is offered. All of our students have a mathematics learning goal.

Our profile

ENROLMENTS **1,703** LBOTE **80%** INDIGENOUS **0%** ICSEA **1111**