



Eastwood Public School, NSW

About us

We are a large, metropolitan, co-educational, K-6 public primary school located in Sydney, NSW. Over 95% of our students have a language background other than English (LBOTE).

Our approach

We focus on incorporating language into mathematics instruction. This begins with the setting of learning intention and success criteria, and students reflecting on their learning at the end of the lesson.

Students develop comprehension skills by solving mathematical problems using Newman's prompts. They answer word problems requiring a transfer of skills and knowledge across strands.

We provide open ended activities and opportunities for students to work beyond stage and grade content. STEM activities are planned requiring students to problem-solve, create, critically analyse, work in teams, think independently, communicate, and develop digital literacy. Students access all critical areas of the Mathematics syllabus and move beyond skill and drill activities.

An essential part of the learning process for each strand is *working mathematically*, an approach encompassing five interrelated components: communicating, problem-solving, reasoning, understanding and fluency. Open-ended activities require students to think laterally across content, and teachers use formative assessments to target the 'where to next' within both the content area and the skills.

Our teachers have a deep professional knowledge of the Mathematics syllabus and work together using OneNote to plan, teach and assess. We have a culture of collective efficacy.

Assessment and feedback underpin our teaching and learning activities. Diagnostic assessment tasks matched to rubrics are used to plan content and develop deep understanding and challenge students through real-world applications of mathematical skills. Feedback is specific to task and focuses on what students need to do next to achieve the success criteria.

Summative assessments allow students to demonstrate the full breadth of ability and teachers use judgement based on defined rubrics to evaluate student achievement.

English as an additional language or dialect (EAL/D) teachers work collaboratively with classroom teachers to ensure mathematical language is explicitly taught and content is scaffolded to meet the language demands of EAL/D learners. In years 3-6, EAL/D teachers 'team teach', using data on students' EAL/D learning progressions to plan and implement teaching and learning sequences.

Our profile

ENROLMENTS **907** LBOTE **95%** INDIGENOUS **0%** ICSEA **1132**