



Wigram School

Numicon Impact Report

School Profile

Location: Christchurch

Roll Size: 421

Diversity: 9% Māori, 46% Esol funded

Start Of Numicon: Years 0 – 6 2021

Description

Wigram Primary Te Piki Kahu, is in the southwest of Christchurch City. It is a rapidly growing urban school with over 421 students from Years 1 – 6. Wigram Primary moved to this new site in 2019 from its original home in Sockburn, Hornby.

The new school is a Modern Learning Environment consisting of three large flexible learning spaces. Teachers plan and work collaboratively to meet the identified, individual needs of all learners.

The school's vision, 'Learning together, soaring to new heights', reflects our desire to work in close partnership with our whānau as we work together to see our tamariki reaching greater achievement.

Why Numicon?

At Wigram School we looked closely at the picture our schoolwide achievement data in mathematics was painting. We were concerned by the patterns we saw emerging and began asking some BIG questions.

As a school, we wanted to ensure that we were meeting the needs of all our learners. We wanted to address the needs of those learners forming the tail in our data as well as ensuring we were moving our middle and challenging and extending our highflyers.

Our Aims

Our aims were to:

- Improve student engagement and enjoyment.
- Foster a positive mindset – reduce math anxiety.
- Raise achievement levels across the school.
- Achieve school-wide consistency by implementing a Mastery Approach to teaching and learning mathematics.
- Increase teacher confidence and knowledge in the best practice teaching of mathematics.
- Implement robust assessment practices; strengthening teachers' ability to make credible OTJ's.
- Broaden the range of intervention tools to support the diverse range of our students' learning needs.
- Provide ongoing Professional Development, including teacher aides to embed the Numicon Programme in our entire school.

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“I love that my students are having fun, are engaged and feel successful in maths”

Implementation

Term 3, 2021: We started investing in Numicon as our whole school. We purchased the teaching resources and apparatus packs. All staff began to follow the scope and sequence they explored, played and saw great possibilities.

2022: A Numicon team was formed. Consisting of a teacher from each year level. These teachers were passionate about Numicon. They had the first PLD sessions and worked closely with our consultant to develop a school-wide implementation plan. They received modelled lessons, workshops, feedback and specific PLD on Numicon and mastery. They supported their team and shared their growing expertise.

In staff meetings, we explored the explicit step-by-step teaching of key mathematical ideas and assessment.

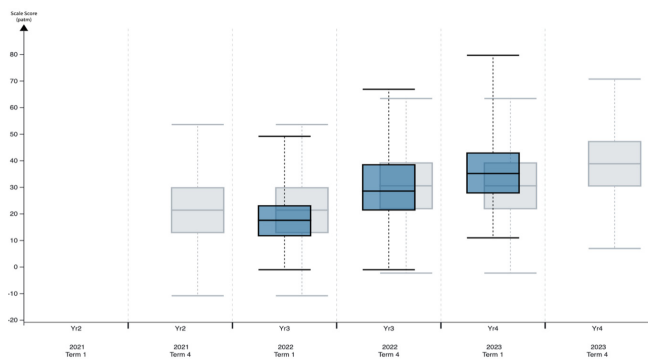
2023: Full school implementation: 1-1 meetings set up with the consultant, lesson observations, modelled lessons with school-wide feedback and guidance.

Advice for Others

Use the passion and enthusiasm of your early adopters to drive the buzz of Numicon across the school. Allow their excitement and student engagement of the learners to draw all the teachers in. Be ready to make the improved achievement of mathematics across your whole school the top priority.

Year 4 Cohort

Progress Over Time



Our Year 3 children were of concern. Covid has significantly impacted their start to school. In 2022 we can see the average level of achievement was below expectations in Year 3, however after 1 year of Numicon, overall performance increased and has continued to increase into their 4th year.

We expect this cohort to continue to exceed expectations.

Results

Everything we set out to achieve has been met! We are extremely happy and proud to be using Numicon. One of our first priorities was to close 'the gap' and lift the 'tail end' of achievement.

Every year group has done exactly that.

Since we started in Term 3 2021, we only have two years of data. We expected a dip to begin with but have been surprised at achievement gains already.

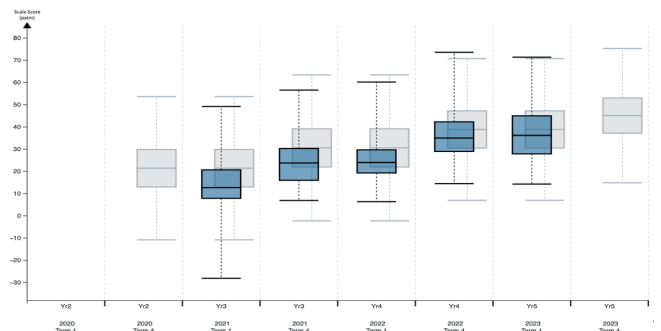
In addition to the data is the increased level of engagement we have seen in our learners across the school. Our teachers' overall knowledge and confidence in teaching math's has grown.

Notes:

- Year 5 – we have included the 2020 data set as a baseline for comparison.
- We did not use our whole school data for this publication as we wanted to show progress against national norms - therefore we could only use data from years 3+.
- We celebrate the success of these two-year groups with you.

Year 5 Cohort

Progress Over Time



2021 – Our Year 5 cohort was performing well below.

Now we are proud to share our results that show:

- the gaps have continued to close; the tail has reduced.
- the average is now closer to the national norm
Student engagement and confidence have grown.
- we have extended our 'top end' students.

During the second year of Numicon, we noticed a huge shift. The PLD work the teachers had done and implemented was really starting to make a difference.