



Australian Government

**Department of Education,
Science and Training**

A survey of current Australian strategies in numeracy

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Australian Council for Educational Research



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A Survey of Current Australian Strategies in Numeracy

This edition of *A Survey of Current Australian Strategies in Numeracy* follows on from the previous edition that surveyed numeracy strategies current in 1999.

Officers from each of the State and Territory education departments, as well as their Catholic Education Office counterparts provided the information about the strategies in place during 2001 within their jurisdiction. These strategies, all aimed at improving numeracy teaching and learning in Australian schools, are recorded in this updated edition of *A Survey of Current Australian Strategies in Numeracy*.

The procedure used to prepare this edition was similar to that used to prepare the original. Each of the State and Territory education systems, and their Catholic Education Office counterparts, were faxed a questionnaire seeking information on current numeracy initiatives and strategies. Responses were returned to ACER by fax, and after compilation was complete, draft entries returned to the relevant education authorities for their approval.

Like its predecessor, this survey sought information about strategies under the following seven themes:

- At Risk students
- Aboriginal and Torres Strait Islander students
- Equity
- Gifted and Talented students
- Special Assistance provision
- Special Initiatives
- System Monitoring

In *A Survey of Current Australian Strategies in Numeracy* information for each of the themes has been sub-divided into the following six categories:

- Program name
- Starting date
- Target level
- Operation
- Funding
- Comments

A new feature in this edition is the cross-indexed listing of numeracy strategies. The first set of strategies is grouped by State or Territory and the second set grouped by theme. In this way, users may quickly find the information they want from either an educational or geographical perspective.

We hope that you find *A Survey of Current Australian Strategies in Numeracy* useful in your work of improving numeracy teaching and learning for Australian teachers and students.

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LIST OF ACRONYMS

ACTAP - ACT Assessment Program
 AET – Aboriginal Education Teacher
 AIM – Assessment Improvement Monitor
 AISV – Association of Independent Schools of Victoria
 AISWA – Association of Independent Schools Western Australia
 ANIPS - Assessing Numeracy in Primary Schools
 ANSWER - Achieving Numeracy Skills Within Everyone’s Reach
 BST – Basic Skills Test
 CECV – Catholic Education Commission of Victoria
 CEO – Catholic Education Office
 CEOWA – Catholic Education Office Western Australia
 CMIT – Count Me in Too
 CSF - Curriculum and Standards Framework
 DEET – Department of Education, Employment and Training (Victoria)
 DEST – Department of Education Science and Training
 DOE – Department of Education (Western Australia)
 ECE – Early Childhood
 ELAN – English Literacy and Numeracy
 ENRP - Early Numeracy Research Project
 ENOS – Enhancing Numeracy Outcomes
 ETC – Educational Testing Centre
 IEFO - Indigenous Education Field Officer
 IESIP - Indigenous Education Strategic Initiatives Programme
 INISSS - Improving Numeracy for Indigenous Students in Secondary Schools
 LA – Learning Assistance
 LAP – Learning Assessment Project
 LBOTE – Language background other than English
 LESPSS - Literacy Enhancement for Special Program Schools Scheme
 LIP - Learning Improvement Plan
 LUAC - Language for Understanding Across the Curriculum
 MAP - Multi-level Assessment Program
 MCEETYA - Ministerial Council for Education, Employment, Training and Youth Affairs
 MITEY - Maths in The Early Years
 NEPMT-National Education Performance Monitoring Taskforce

NTDE – Northern Territory Department of Education
 QTP - Quality Teacher Program
 RATS – Rich Assessment Tasks
 SAISO - Strategic Assistance for Improving Student Outcomes Program
 SES – Socioeconomic status
 SINE - Success In Numeracy Education
 SNAP - Secondary Numeracy Assessment Program
 SPIRT - Strategic Partnerships with Industry - Research & Training
 SPSS - Special Program Schools Scheme (Queensland only)
 TOM – Tournament of Minds
 WALNA - West Australian Literacy and Numeracy Assessment

FEATURES OF FIRST YEAR OF SCHOOL (FYS) PROGRAMS BY STATE/TERRITORY

State/ Territory	Eligible Starting Age	Program Name	Days attended
ACT	5 by April 30	Kindergarten	5
NSW	5 by July 31	Kindergarten	5
VIC	5 by April 30	Preparatory	5
QLD	5 by December 31 of the previous year	Year 1	5
SA	Continuous entry after 5 th birthday	Reception	5
WA	5 by June 30	Pre-primary	5
TAS	5 by 1 January in year of entry	Preparatory	5
NT	Continuous intake after 5 th birthday into Transition	Transition	5

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AUSTRALIAN CAPITAL TERRITORY			'At Risk'	Government		
Program	Began	Target level	Operation	Funding	Comments	
Trial of <i>Performance Indicators in Primary School</i> baseline assessment instrument.	2000	Kindergarten	All primary schools involved in trial during 2001	Territory		
ACT Assessment Program (ACTAP)	1997	Years 3, 5, 7 and 9	ACTAP provides individual, school and system level achievement data by national profile strand as well as bench marking data for national reporting.	Territory & Australian Government	Full population, gender, ESL, Indigenous - data is confidential.	

AUSTRALIAN CAPITAL TERRITORY			Special Groups	Government		
Program	Began	Target level	Operation	Funding	Comments	
<i>Indigenous Education Field Officer</i> (IEFO) program	2001	K – 6	One field officer trains and supports teachers of targeted indigenous students to improve teaching strategies in literacy and numeracy	Territory	Targets lowest 20% of indigenous students on ACTAP.	
Department has initiatives and policies which support particular groups across all curriculum areas, but not specifically in numeracy e.g.: ESL and <i>Language for Understanding Across the Curriculum</i> (LUAC)	Ongoing	K – 12		Territory and Australian Government		

AUSTRALIAN CAPITAL TERRITORY			Equity	Government	
Program	Began	Target levels	Operation	Funding	Comments
The <i>Across Curriculum Perspective Statement</i> which includes equity statements are detailed in the ACT mathematics Curriculum Framework. All schools develop curriculum from this framework.	1997	All Year levels.	Provides guidelines and supporting statements.	Territory	

AUSTRALIAN CAPITAL TERRITORY			Gifted and Talented	Government	
Program	Began	Target level	Operation	Funding	Comments
A range of competitions, forums and enrichment groups that are all funded by schools or institutions.	Not stated	Not stated	Not stated	Not stated	

AUSTRALIAN CAPITAL TERRITORY			Special Assistance	Government	
Program	Began	Target levels	Operation	Funding	Comments
ACT Learning Assistance (LA) Program.	K-10 LA program – 1994 Funding for LA teachers in high schools and primary schools has been provided to ACT schools since 1985.	Kindergarten to Year 10	Bottom 20 per cent of students are identified through the ACT Assessment Program administered to students in Years 3, 5, 7, and 9. <u>Program provision include:</u> Team teaching. Alternate classes in high schools. Resource support for teachers and students in the mainstream classroom. Small group withdrawal, provision of information and support to parents. Provision of support to class teachers including in-service meetings, diagnostic assessments, and teaching resources.	Territory	

AUSTRALIAN CAPITAL TERRITORY			Special Initiatives	Government	
Program	Began	Target level	Operation	Funding	Comments
Promotion of NSW <i>Count Me In Too (CMIT)</i> program	1999	Teachers in K-6, with LA teachers in high schools	Numeracy project officer runs central workshops and network meetings, and provides in-school support on a negotiated basis	Territory	
Numeracy Network	2000	K-6	Term meetings to promote professional development and discussion	Territory	
<i>Middle Years Numeracy</i> project	2000	Middle school teachers (Years 5-8)	Action research into numeracy across the curriculum. Pilot project which will be a platform for further action research in 2001-2003	Territory	Involved two high schools and their feeder primary schools.
<i>Assessing and Improving the Mental Computation of School-aged Students</i> project	2001	K-8	Research towards a developmental continuum for mental computation	Territory / SPIRT grant	One high school and one primary; builds on the <i>Enhancing Numeracy OutcomeS (ENOS)</i> project in 2000.
<i>Assessing Numeracy in Primary Schools (ANIPS)</i> project	2001	K-6	Research into making effective links between a range of assessment instruments/procedures and quality teaching and learning	Australian Government	Ten schools from both Australian Government and non-Australian Government sectors
Literacy and Numeracy Strategy	2001	K-10	Development of combined strategy to underpin system literacy and numeracy activity, including the development of school numeracy plans.	Territory	

AUSTRALIAN CAPITAL TERRITORY**System Monitoring****Government**

Program	Began	Target level	Operation	Funding	Comments
Trial of <i>Performance Indicators in Primary School</i> baseline assessment instrument	2000	K	All primary schools involved in trial during 2001	Territory	
ACT Assessment Program (ACTAP)	Started in 1997	Years 3, 5, 7 and 9	ACTAP provides individual, school and system level achievement data by national profile strand as well as bench marking data for national reporting.	Territory / Australian Government	Full population, gender, ESL, Indigenous – data is confidential.

AUSTRALIAN CAPITAL TERRITORY			'At Risk'	Catholic		
Program	Began	Target level	Operation	Funding	Comments	
Identifying 'at risk' students is done in the context of scheduled applications for Australian Government funds (Literacy program). Occurs only in a general sense.	Not stated	Not stated	Not stated	Not stated	Benchmarking assists in identification. Remains a general program.	

AUSTRALIAN CAPITAL TERRITORY			Special Groups	Catholic		
Program	Began	Target levels	Operation	Funding	Comments	
Work is occurring in 3 schools with high Indigenous numbers on problem solving, building positive attitudes to maths and improving interpersonal skills.	1998	Upper and middle primary school (Years 3-6)	Teachers encourage students to participate in problem solving experiences using the 'maths task centre' as a base. Work on problem solving, building positive attitudes to maths and improving interpersonal skills.	Australian Government	Maths task Centre lacked a true Indigenous perspective. Program not continuing.	

AUSTRALIAN CAPITAL TERRITORY			Equity	Catholic		
Program	Began	Target levels	Operation	Funding	Comments	
School based attention through curriculum development and teaching processes.	Not stated	Not stated	Not stated	Not stated		

AUSTRALIAN CAPITAL TERRITORY			Gifted and Talented	Catholic		
Program	Began	Target level	Operation	Funding	Comments	
No specific provisions through the system. Some schools have individual school based programs	Not stated	Not stated	Not stated	Not stated		

AUSTRALIAN CAPITAL TERRITORY			Special Assistance	Catholic	
Program	Started	Target level	Program	Funding	Comments
Not stated	Not stated	Not stated	Provision of extra staff at school level; i.e. special needs resource teacher	Australian Government and CEO	
AUSTRALIAN CAPITAL TERRITORY			Special Initiatives	Catholic	
Program	Began	Target level	Operation	Funding	Comments
CMIT	2000	K – Year 2	Aims to meet the needs of indigenous students, gifted and talented students, at risk students and address gender issues.	Australian Government and CEO	
CMIT	2002	K – Year 2 Indigenous students	600 teachers are being trained to implement the program.	Not stated	Project to be completed by 2004
Rich Assessment Tasks (RATS)	Not stated	K – Year 2	9 Archdiocesan schools (NSW country and ACT) were involved in a professional development program. This program examines the use and development of open-ended and communication/explanation questions as assessment tools in numeracy. For 2002 both CMIT and RATS will continue in the schools currently implementing the programs and be commenced in a greater number of other Archdiocesan schools during 2002. Additional special needs/resource assistance is provided to students with particular learning difficulties and/or disabilities	Not stated	
Further diagnostic information regarding student achievement in numeracy will become available through the ETC assessment instruments at Years 3, 5 and 7	Begin 2002	Years 3, 5 and 7	Not stated	Not stated	

AUSTRALIAN CAPITAL TERRITORY

System Monitoring

Catholic

Program	Began	Target levels	Operation	Funding	Comments
Not at this stage.					

NEW SOUTH WALES

'At Risk'

Government

Program	Began	Target levels	Operation	Funding	Comments
Starting With Assessment	1997	Progressive support across Years K-3. Material developed for school entry, end of Kindergarten and end of Year 2.	Schools are involved in the development and trialling of materials. Professional development focuses on the identification of students at risk and the modification of teaching strategies to address the identified need.	Australian Government	Additional support provided by formation of a broad screening process for classroom teachers in the Early School Assessment project. The project provides teachers with assessment strategies for use in the first year of schooling and intervention strategies to improve numeracy performance. Earlier work had involved teachers in the use of the early Learning Profiles.
Counting On	1999		This project uses focused assessment to identify the strategies students use to solve problems and to identify students' place value understanding. A team-based approach is used incorporating key personnel involved in the students' learning. It also uses video, consultancy support and a learning framework in place value and multiplication. A key strategy is establishing working contact between high school mathematics faculties and Year 6 teachers in feeder schools.	State	School-based professional development in identifying strategies students are using to solve problems
Secondary Numeracy Assessment Program (SNAP)	1999	Year 7 students who have not attained stage 3 outcomes and Year 6 students who are at risk of not achieving stage 3 outcomes.	A new test is developed yearly. Reports are sent to school and parents. These reports outline what a student can do and provides comparison to state norms. This information allows teachers to identify students 'at risk'.	State	A state-wide test assessing students' numeracy skills across the Key Learning Areas. In 2001 the trial schools from 2000 were offered participation for Year 3 students.

NEW SOUTH WALES

Special Groups

Government

Program	Began	Target levels	Operation	Funding	Comments
CMIT	Refer to CMIT	Focuses on K-Year 4 but it has been applied in a range of settings including students with various learning disabilities.	Examines and positively evaluates the differential impact of the Count Me In Too project on various groups.	State and Australian Government	Caters for students from Low SES or high LBOTE areas, and various groups such as Indigenous students Note: CMIT is not targeted for specific interest groups or 'at risk' students. However, it is suitable for these students within a main-stream program.

NEW SOUTH WALES

Equity

Government

Program	Began	Target levels	Operation	Funding	Comments
CMIT	1996	Focuses on K-Year 4 but it has been applied in a range of settings including students with various learning disabilities.	The project is a first wave approach rather than a remedial effort. It uses video, consultancy support, focused assessment and learning framework in number.	State and Australian Government	The schools participating in this project under the national equity program have been from low SES or high LBOTE areas. Differential impact of the project on various groups, such as Indigenous students, has been positively evaluated. This early numeracy project involves school focused training and development in understanding the relative sophistication of students' arithmetical solution strategies. Further work is being undertaken to broaden the learning framework.
Across Curriculum Perspective Statement	1997	All Year levels	Provides guidelines and supporting statements.	State	Includes equity statements detailed in the ACT mathematics Curriculum Framework. All schools develop curriculum from this framework.

NEW SOUTH WALES**Gifted and Talented****Government**

Program	Began	Target level	Operation	Funding	Comments
	Not stated	Not stated	Programs are either for the total curriculum or for individual students. i.e., through educational acceleration and or allocation of mentors.	Not stated	Educational provision and support for Gifted and Talented children at the System level is not learning level specific. Special classes, schools and programs are supported by the Department,

NEW SOUTH WALES**Special Assistance****Government**

Program	Began	Target levels	Operation	Funding	Comments
CMIT	1996	Years K-4	Support teachers are provided for schools with significant levels of need as identified through the Basic Skills Testing. This support is, however, not numeracy specific, but addresses literacy and numeracy.	Australian Government	

NEW SOUTH WALES**Special Initiatives****Government**

Program	Began	Target level	Operation	Funding	Comments
CMIT	Not stated	Years K-3	Support teachers are provided for schools with significant levels of need as identified through the Basic Skills Testing. This support is, however, not numeracy specific, but addresses literacy and numeracy.	Australian Government	

NEW SOUTH WALES

System Monitoring

Government

Program	Began	Target level	Operation	Funding	Comments
Basic Skills Testing (Literacy and Numeracy)	1989	Students in Year 3 aged 7-9 Years. Students in Year 5 aged 9-11 Years.	<p>A new test is developed yearly which in the case of numeracy tests:</p> <p>Number – how well students can count, add, subtract, multiply and divide. Students also answer questions about fractions, decimals and money.</p> <p>Measurement – skills involved in estimating and measuring length, area, volume, mass, temperature and time.</p> <p>Space – use of graphs, shapes, position and direction to answer questions.</p> <p>Reports are sent to schools and parents. Telling parents what their child can do, how their child’s results compare with the rest of the state, and describe the numeracy skills tested.</p> <p>School reports tell the teachers what students can and cannot do, gives teachers information about various student groups and the whole of NSW, helps teachers to identify groups of students who might need help, and helps teachers make decisions about school programs.</p>	State and Australian Government	<p>Boys and Girls.</p> <p>Students aged <= 7 yrs (yr 3)</p> <p>Students aged 8 yrs (yr 3)</p> <p>Students aged > = 9 yrs (yr 3)</p> <p>Students aged < = 9 yrs (yr 5)</p> <p>Students aged 10 yrs (yr 5)</p> <p>Students aged > = 11 yrs (yr 5)</p> <p>Indigenous LBOTE LBOTE – Students who have lived in Australia for 4 yrs or less and never or only sometimes speak English at home)</p> <p>English Speaking Background.</p>

NEW SOUTH WALES

‘At Risk’

Catholic

Program	Began	Target level	Operation	Funding	Comments
Starting with Assessment – Numeracy	2000.	K - 6	Classroom teachers identify students at risk of not achieving Early Stages 1, 2 and 3 NSW mathematics K – 6 syllabus outcomes.	Not stated	
Numeracy for All: A Program of the Diocese of Wagga Wagga	1999	Year1 and 2	Identifies children in Years 1 and 2 who need specific intervention strategies	Not stated	
RATS; A Program of the Archdiocese of Canberra and Goulburn.	Not stated	Not stated	Examines numeracy issues including intervention strategies.	Not stated	
Reflection, Empowerment and Learning in Maths: A Program of the Diocese of Paramatta	Not stated	Not stated	Program promotes a whole-school approach to the development of appropriate numeracy teaching and learning programs.	Not stated	
School-based Numeracy Focus & Key Reference Teachers	Not stated	Not stated		Not stated	

NEW SOUTH WALES

Special Groups

Catholic

Program	Began	Target levels	Operation	Funding	Comments
CMIT	2001	K- 2	This program will support K-2 Indigenous students in developing and applying more sophisticated strategies when solving arithmetic and counting tasks. It was implemented from 2001 across all dioceses.	Australian Government	
	Not stated	Not stated	Catholic schools are typically comprehensive schools that develop and deliver numeracy programs based on a philosophy and policy of equity and inclusivity. There is an expectation that children in a comprehensive classroom in a Catholic school present the full range of talents and needs, from the least to the most able, regardless of their socio-cultural and socio-economic backgrounds. Numeracy teaching and learning programs are designed to address the needs of all students.	Not stated	

NEW SOUTH WALES**Equity****Catholic**

Program	Began	Target levels	Operation	Funding	Comments
Currently no Programs or Initiatives addressing Equity issues					

NEW SOUTH WALES**Gifted and Talented****Catholic**

Program	Began	Target level	Operation	Funding	Comments
	Not stated	Not stated	Catholic schools are typically comprehensive schools that develop and deliver numeracy programs based on a philosophy and policy of equity and inclusivity. There is an expectation that children in a comprehensive classroom in a Catholic school present the full range of talents and needs, from the least to the most able, regardless of their socio-cultural and socio-economic backgrounds. Numeracy teaching and learning programs are designed to address the needs of all students.	Not stated	

NEW SOUTH WALES**Special Assistance****Catholic**

Program	Began	Target level	Program	Funding	Comments
	Not stated	Not stated	Schools may use their staffing provision for meeting student' special needs to provide special assistance for 'at risk' numeracy learners. Initiatives identified under Programs and Initiative for Identifying 'at risk' numeracy learners are applicable. For example 1. Starting with Assessment – Numeracy 2. Numeracy for All 3. RATS 4. Reflection, Empowerment and Learning in Maths	Not stated	

NEW SOUTH WALES**Special Initiatives****Catholic**

Program	Began	Target level	Operation	Funding	Comments
	Not stated	Not stated	Not stated	Not stated	Diocesan advisers provide a range of in service initiatives focused on improved numeracy teaching and learning.

NEW SOUTH WALES**System Monitoring****Catholic**

Program	Began	Target levels	Operation	Funding	Comments
	Not stated	Not stated	Not stated	Not stated	The Catholic Education Commission, NSW applies all MCEETYA – agreed NEPMT targets and measures. All diocesan offices have a program where diocesan advisers work with schools in analysing Year 3, 5 and 7 external numeracy test data and developing teaching and learning strategies.
	Not stated	Not stated	Not stated	Not stated	Diocesan Numeracy Strategies/Policies address key inter-related elements: Sound design elements for a whole school numeracy plan; Diagnostic assessment tool/s; Learning framework; Professional development.

NORTHERN TERRITORY		'At Risk'		Government	
Program	Began	Target levels	Operation	Funding	Comments
<p>Following a trialling process in 1999, two packages recommended as suitable for students entering school with English as their first language were:</p> <p><i>Starting Kindergarten – Assessing Literacy and Numeracy – Using Foundation Outcomes</i> and</p> <p><i>School Entry Assessment – Planning for Learning – English Literacy and Numeracy.</i></p>	2000	Transition / Year 1	Use of the two recommended packages has not been mandated – teachers may choose to use school-developed materials and their own professional judgement; or, if they wish they can use all or part of one of the above packages either exclusively or in conjunction with other materials. Intervention strategies are then developed.	Territory and Australian Government	Schools have the flexibility to select materials from the packages which are most suitable for their context and student group and combine them with school developed materials as appropriate.
Some schools are implementing programs with the support of funding from Australian Government Targeted Programs	2000	Transition/ Year 1	1. Support a Maths Learner (Qld Ed Dept) in being trialled with parents being trained as tutors under the supervision of .5 teacher	Australian Government	The program is successfully addressing the needs of 'at risk' students, although depends on ongoing funding for its future
Entry to School Assessment Tool	2001	Transition (prior to beginning compulsory schooling at age 6)	The tool was developed during Terms 2 and 3. Sample urban, rural and remote schools in each of the seven Northern territory clusters will participate on the trial during Term 4. This will be followed by a review and revision of the tool.	Australian Government	The screening tool is designed to provide baseline data on all students and to identify students at risk. A decision will then be made about implementation

NORTHERN TERRITORY**Special Groups****Government**

Program	Began	Target levels	Operation	Funding	Comments
Numeracy Project	2000	Transition - Year 10.	5 Project Officers from within NTDE provide strategic support to teachers and school communities, in particular, schools with high indigenous enrolment and or / special needs students.	Australian Government	A focus on awareness, policy development, planning and programming, developing authentic assessment, and demonstrations of best practice raise the profile of numeracy and foster teacher confidence.
Principal Directed Pilots	2000	Indigenous students Transition to Year 12	This is a program where principals initiate and conduct projects which meet the specific needs of targeted Indigenous students in their school	Australian Government	Projects must address attendance, numeracy and literacy and include such features as developing resource centres, the provision of PD, and the production of high interest materials relating to the numeracy context of the community.
Individual school programs such as Garma Maths.	1990	Transition to Year 3	These programs have been developed to be inclusive of Indigenous numeracy concepts in the early years.	Territory and Australian Government	There is an acknowledgment of the maths concepts that students bring to school and a building on them to facilitate the learning of Western numeracy.

NORTHERN TERRITORY		Special Groups		Government	
Parents as Teachers	1992	Children aged 0 to 4	This is a program which combines central early learning sessions and home visits to support parents' understanding of early numeracy development and to assist them with activities to enhance their children's understanding and skills	Territory	This program aims to foster pre-numeracy skills particularly in children potentially at risk educationally.
Early Childhood Intervention	Late 1980s	Referred children with disabilities from 0 until entry to fulltime schooling	Programs are provided as 1 to 1 intervention, as part of intensive groups, and also as Individual Education Programs in preschools. They are designed in conjunction with therapy recommendations.	Territory and Australian Government	Programs contain a numeracy stream along with other specific areas of intervention.

NORTHERN TERRITORY		Equity		Government	
Program	Began	Target levels	Operation	Funding	Comments
Individual school numeracy projects under the Strategic Assistance for Improving Student Outcomes Program (SAISO)	Projects developed annually	Educationally disadvantaged students Transition to Year 12	Projects are developed and implemented in schools to meet the identified needs of the target group. They may include such elements as the provision of part-time instructors, purchase of concrete materials, purchase of appropriate software or provision of professional development.	Australian Government	There has been a steady increase in the number of these projects with a numeracy focus in the period 1998 – 2001.

NORTHERN TERRITORY		Gifted and Talented		Government	
Program	Began	Target level	Operation	Funding	Comments
Projects include: Dharra Vacation School in conjunction with the NT University offers workshops that have a numeracy/mathematics focus.	Since 1988	Years 6 – 9	A range of 3-day workshops of student choice.	Self-funded by student registrations	
Tournament of Minds (TOM) has a mathematical/engineering category of problems.	Since 1992.	Years 11 and 12	TOM is a National competition involving teams of 7 students solving a problem and presenting a solution to a team of judges.	NT grant and private sponsorship	

NORTHERN TERRITORY			Special Assistance		Government
Program	Began	Target level	Operation	Funding	Comments
The Numeracy project	1998	Transition - Year 10	Address specifically stated support needs in schools, school communities and with pre-service, neophyte and assistant teachers. Target group includes teachers of students.	Australian Government	
Individual school projects (PDP and SAISO) see above.					

NORTHERN TERRITORY			Special Initiatives		Government
Program	Began	Target level	Operation	Funding	Comments
Currently no Programs or Initiatives for special initiatives.					

NORTHERN TERRITORY			System Monitoring		Government
Program	Began	Target level	Operation	Funding	Comments
Years 3, 5 and 7 Numeracy Benchmarks have been incorporated into the Multi-level Assessment Program (MAP).	Benchmarks were incorporated for the first time in the 1998 testing program	Years 3, 5 and 7.	Using the MAP, data is gathered from Year 3,5 and 7 students in urban schools and age-equivalent in non-urban schools, i.e., those with predominantly Aboriginal enrolment. Data is aggregated by way of gender, ESL, Aboriginal/non-Aboriginal to assist with the identification of the number of children 'at risk'.	Not stated	

QUEENSLAND		'At Risk'			Government
Program	Began	Target level	Operation	Funding	Comments
Appraisalment	Appraisalment – began 2000.	Appraisalment operates across all the year levels.	<p>Appraisalment process involves:</p> <p>The collection of information about a child's educational needs.</p> <p>Completion of mandatory appraisalment tasks in literacy and numeracy</p> <p>Completion of a Support Plan which builds on strengths and meets identified needs of each student</p> <p>Requires specialist-teaching support from a teacher: learning difficulties or resource teacher.</p>	State	

QUEENSLAND		Special Groups			Government
Program	Began	Target levels	Operation	Funding	Comments
Literacy Enhancement for Special Program Schools Scheme (LESPSS). Previously known as: Disadvantaged Schools Program, in Queensland known as Special Program Schools Scheme: (SPSS)	2 years in present form	Years 1-12	Funding allocated directly to declared schools. Schools identify appropriate strategies in their Annual Operational Plans. Data on student achievement is provided in the School Annual report.	Australian Government	
Teachers At Work.	2000	Years 8 – 10	Teacher resource and professional development for students experiencing significant difficulties with literacy and numeracy.	Australian Government	Developed by the state Catholic and independent education sectors in Queensland.

QUEENSLAND		Equity			Government
Program	Began	Target levels	Operation	Funding	Comments
No Programs or Initiatives currently in place in the area of Equity.					

QUEENSLAND		Gifted and Talented			Government
Program	Began	Target level	Operation	Funding	Comments
Accelerated Maths Program. Extended Maths Program.	Not stated	Not stated	Teachers within the schools meet the identified needs of particular students.	State	

QUEENSLAND		Special Assistance			Government
Program	Began	Target levels	Operation	Funding	Comments
MITEY – Maths in The Early Years.	In place for several years.	Operate across all years of compulsory schooling. Vary in duration and area of focus, based upon level of student need.	Individual schools select the most appropriate assistance from a range of programs available. Modified to suit the learner and the delivery of assistance is organised for example, on an individual or small group basis.	State	

QUEENSLAND		Special Initiatives			Government
Program	Began	Target level	Operation	Funding	Comments
Supporting Literacy and Numeracy in Queensland Schools. Resources to be produced through project include: Support-a-Maths Learner: Number. Space, Measurement and Data Common Learning Sequences.	2003	Designed to be used in the first three years of compulsory schooling.	<i>Support-a-Maths Learner: Number:</i> Training workshops for use by program co-ordinators and intervention resources for use by trained teacher aides, parents and volunteers when working with children experiencing difficulties in Number, Space, Measurement and Data Common Learning Sequences. A teacher resource to facilitate mapping children's learning and development, identifying children experiencing difficulties, and interpreting relevant strands of the national Numeracy Benchmarks for Years 3 and 5.	Australian Government	

QUEENSLAND		System Monitoring			Government
Program	Began	Target level	Operation	Funding	Comments
To monitor a student's progress in Numeracy early childhood teachers utilise the Number developmental Continuum. In the later years of schooling a sample test occurs in Year 3, 5 and 7.	Year 2 Diagnostic Net since 1995. Sample test Year 3 and census test Year 5 since 1998 with the Year 5 test replacing the year test which was introduced in 1995. Year 7 testing started in 1998.	Monitoring of student's progress begins upon the students' entry into the compulsory years of schooling and continues with various degrees of formality throughout the compulsory years of schooling.	The monitoring on the developmental Continuum occurs in the course of daily teaching and observations are validated during a specific time frame. The validation tasks are designed by the Queensland School curriculum Council and teachers meet to moderate work samples. The sample testing occurs simultaneously throughout the state at specified times and dates.	State	

QUEENSLAND			'At Risk'	Catholic		
Program	Began	Target levels	Operation	Funding	Comments	
Identification of students.	Not stated	Not stated	<ol style="list-style-type: none"> 1. Students are identified as needing additional support through a range of intervention strategies. 2. Strategies aimed at developing learning partnerships with parents and caregivers. 3. Focus on professional development for teachers with an emphasis on models of teaching and learning that acknowledge numeracy as a social practice. 4. Assessment is an integral part of the planning, teaching and learning cycle. 5. Schools are encouraged to develop a whole school numeracy plan. 	Not Stated	Individual dioceses have developed some creative and innovative approaches to the provision of numeracy and numeracy support.	

QUEENSLAND			Special Groups	Catholic		
Program	Began	Target levels	Operation	Funding	Comments	
No Programs or Initiatives in place for special Groups.						

QUEENSLAND			Equity	Catholic		
Program	Began	Target levels	Operation	Funding	Comments	
Currently no Programs or Initiatives in the area of Equity						

QUEENSLAND		Gifted and Talented			Catholic	
Program	Began	Target level	Operation	Funding	Comments	
Currently no Programs or Initiatives catering for the needs of Gifted and Talented students.						

QUEENSLAND		Special Assistance			Catholic	
Program	Began	Target level	Operation	Funding	Comments	
Currently no programs or Initiatives in the Provision of Special Assistance to at risk students.						

QUEENSLAND		Special Initiatives			Catholic	
Program	Began	Target level	Operation	Funding	Comments	
Currently no Programs or Special Initiatives in place for at risk numeracy learners.						

QUEENSLAND		System Monitoring			Catholic	
Program	Began	Target level	Operation	Funding	Comments	
Cohort testing in Literacy and Numeracy.	Not stated	Years 3,5 and 7	The monitoring on the developmental Continuum occurs in the course of daily teaching and observations are validated during a specific time frame. The validation tasks are designed by the Queensland School curriculum Council and teachers meet to moderate work samples. The sample testing occurs simultaneously throughout the state at specified times and dates.	Not stated		

SOUTH AUSTRALIA

'At Risk'

Government

Program	Began	Target levels	Operation	Funding	Comments
<p>School Entry Assessment is a mandated program that assesses the literacy and numeracy of children as they enter school. School program provides educators with a consistent set of criteria within a framework that describes the growing complexity of literacy and numeracy development along a continuum. Children are assessed within their first term at school.</p> <p>Educators then use the information to develop programs that recognise and build on the current learning. They are encouraged to revisit the process in order to monitor and support learning in an ongoing manner. The program supports schools to identify and support learners 'at risk'. Intervention can be targeted, development monitored and programs evaluated.</p> <p>Resources to assist educators to plan appropriate programs are included on the School Entry Assessment CD-ROM</p>	Mandated from the beginning of 2001	Children in the first 6 months of schooling.	<p>School Entry Assessment acknowledges prior learning and is based on three major sources of information</p> <ul style="list-style-type: none"> ▪ Preschool Summative report ▪ Family/community contextual information ▪ Observations made in the course of the usual class setting. <p>Educators use all of this information as they consider children's current development. They then use their professional judgement and the provided framework (including examples of evidence) to describe learners' current position along the continuum.</p> <p>The program facilitates the collection and analysis of data on a class or whole school basis. The ability to identify particular groups of learners i.e. girls, Aboriginal learners, supports analysis of relevant data and informed needs analysis.</p>	State funded	
The department administers Basic Skills Tests (BST) in aspects of Literacy and Numeracy for students in Years 3, 5 and 7. The BST is used to provide information about the rate at which students achieve the National Literacy and Numeracy Benchmarks	1995	Years, 3, 5 and 7.	The BSTs are done as a state-wide test at a particular point in time for all year 3, 5 and 7 students across the state. They are standardised tests that measure aspects of literacy and numeracy. The tests are marked centrally and reports for parents are generated from the results.	State	

SOUTH AUSTRALIA		Special Groups			Government
Program	Began	Target levels	Operation	Funding	Comments
Aboriginal Education Action Research Project	2000	Not stated	This project supports schools to improve Aboriginal student literacy and numeracy learning outcomes by examining the effectiveness of educators' practice. AETs are key personnel in this project, conducting action research projects in their schools. Some of these projects focus on numeracy development.	State	

SOUTH AUSTRALIA		Equity			Government
Program	Began	Target levels	Operation	Funding	Comments
Currently no Programs or Initiatives for ensuring or Promoting Equity.					

SOUTH AUSTRALIA		Gifted and Talented			Government
Program	Began	Target levels	Operation	Funding	Comments
Currently no Programs or Initiatives for Gifted and Talented children.					

SOUTH AUSTRALIA		Special Assistance			Government
Program	Began	Target levels	Operation	Funding	Comments
<p>Early assistance is a priority for learners from Birth to 8 years through the Early Years Strategy.</p> <p>Note: School Entry Assessment was developed as a component of the Early Years Strategy – it provides one method of identifying students in need of early assistance.</p>	Program has been running for 6 Years.	Children from birth to 8 years.	Grants are distributed to schools and pre-schools for the purpose of developing locally appropriate programs. Each school and pre school is required to have an early assistance plan monitored through District Offices. Additional support is provided through curriculum officers and training and development programs.	State	

SOUTH AUSTRALIA		Special Initiatives			Government
Program	Began	Target level	Operation	Funding	Comments
Profiling High Numeracy Achievement - a research project	2001	R - 7	<p>This research project aims to</p> <ul style="list-style-type: none"> • identify and document effective teaching and learning and school practices that will support improved student numeracy outcomes; and • develop a coordinated and strategic plan for numeracy improvement at the system, school and classroom level as a result of the project 	Australian Government	

Currently no programs in place.

SOUTH AUSTRALIA		System Monitoring			Government
Program	Began	Target level	Operation	Funding	Comments
High Performance in Literacy and Numeracy in Disadvantaged Schools Project	2000	Years 3 to 9	The project will identify disadvantaged schools that are high performing in literacy and numeracy. The project researcher will investigate and document the factors, such as school structures, leadership, teaching and learning practices that lead to effective development of students' literacy and numeracy. These identified project schools will then work with	Australian Government	

SOUTH AUSTRALIA**System Monitoring****Government**

Program	Began	Target level	Operation	Funding	Comments
			other schools interested in improving the literacy and numeracy achievements of their students.		
Early Assistance Action Research Project	2000	Educators Birth to 8	Action Research exploring continuity of learning across sites. Some projects focusing on aspects of numeracy development in young children.	State	
Making the Links – Numeracy	1997	Early Childhood educators – preschool to Year 2	A professional development program, which develops participant's understandings of numeracy and how to identify and further develop student numeracy.	State	
The department administers BSTs in aspects of Literacy and Numeracy for students in Years 3, 5 and 7. The Basic Skills Test is used to provide information about the rate at which students achieve the National Literacy and Numeracy Benchmarks	1995	Years 3, 5 and 7	The BSTs are done as a state wide test at a particular point in time for all Year 3, 5 and 7 students across the state. They are standardised tests that measure aspects of literacy and numeracy. The tests are marked centrally and reports for parents are generated from the results.	State	
Action Research: Numeracy Skills across the Learning Areas, Assisting students with Learning Difficulties to put Meaning into Mathematics	2000	R - 9	Project teachers engage in action research to explore methodologies and resources that are effective in developing the numeracy of students with learning difficulties.	State	

SOUTH AUSTRALIA**'At Risk'****Catholic**

Program	Began	Target level	Operation	Funding	Comments
Refer to description of Year 3 – 5, Year 3 – 8, Early Years Project for initiatives in place for identifying 'at risk' students					

SOUTH AUSTRALIA**Special Groups****Catholic**

Program	Began	Target levels	Operation	Funding	Comments
Refer to description of Year 3 – 5, Year 3 – 8, Early Years Project for initiatives in place for Particular Groups in numeracy.					

SOUTH AUSTRALIA**Equity****Catholic**

Program	Began	Target levels	Operation	Funding	Comments
Refer to description of Year 3 – 5, Year 3 – 8, Early Years Project for promoting equity.					

SOUTH AUSTRALIA**Gifted and Talented****Catholic**

Program	Began	Target level	Operation	Funding	Comments
Refer to description of Year 3 – 5, Year 3 – 8, Early Years Project for initiatives aimed at meeting a range of needs for <u>all</u> learners.					

SOUTH AUSTRALIA

Special Assistance

Catholic

Program	Started	Target level	Program	Funding	Comments
Year 3 – 5 Numeracy Research	2001	Year 3 – 5 teachers	Twelve month Action Research by 11 teachers, supported by CEO Numeracy Consultants. Research into effective teaching strategies that are supportive of all students in improving numeracy outcomes. Research data to be analysed in 2002 to enable detailed report of findings. Case studies of 3 – 6 students in each room. These students represent the range of thinking, gender and cultures within a classroom.	Australian Government, Catholic Education South Australia and participating schools	A major component of these projects are to continue monitoring the participation and achievement of all students and developing strategies to meet their needs. This is achieved through Case Study of individual students.
Year 3 – 8 Numeracy Project	2000 – 2002	Year 3 – 8 teachers	Three year project based on Action Research. 33 teachers, supported by CEO Consultants, researching numeracy in their classrooms, developing effective teaching strategies that support all students. Case studies of 3 – 6 students representing a range of thinking, gender and cultures within their classrooms.	Australian Government, Catholic Education South Australia and participating schools	Initiatives to be addressed include students at risk, gender, Indigenous, Gifted and Talented and ESL students.
Early years	1999 – 2001	Reception/ Year 1 teachers	In 1999 teachers began researching, with support from CEO Consultants, in order to develop an assessment strategy for the Early Years (Numeracy). Currently 19 teachers are researching and field testing this strategy.	Australian Government, Catholic Education South Australia and participating schools	Aim for all students to achieve success.
Numeracy across Curriculum	2000	Secondary teachers	Consultants are working in 2 secondary schools with teachers of mathematics and other learning areas. These teams are developing a framework for exploring numeracy across curriculum, planning, implementing and evaluating effective learning programs enhancing numeracy across curriculum.	Australian Government, Catholic Education South Australia and participating schools	

SOUTH AUSTRALIA		Special Initiatives				Catholic
Program	Began	Target level	Operation	Funding	Comments	
Currently no Programs or Special Initiatives in place.						

SOUTH AUSTRALIA		System Monitoring				Catholic
Program	Began	Target levels	Operation	Funding	Comments	
In the process of researching and undertaking consultation prior to the implementation of an appropriate system methodology.						

TASMANIA**' At Risk'****Government**

Program	Began	Target levels	Operation	Funding	Comments
SPIRT grant project	2001	Years 5 – 10	Aims to assess and improve the mental computation skills of school aged students.	Australian Government with Catholic Education Office, States and Territories	A cross state/territory initiative, linked to other numeracy initiatives involving Professor Alastair McIntosh.

TASMANIA**Special Groups****Government**

Program	Began	Target levels	Operation	Funding	Comments
Teacher professional development to improve learning outcomes for Indigenous students in secondary students. Improving Numeracy for Indigenous Students in Secondary Schools (INISSS).	1999	Program is aimed at improving outcomes for Aboriginal students in grades 7 – 10.	Aims - to enhance proficiency of Aboriginal and Torres Strait Islander students in standard Australian English and Numeracy in the compulsory years of schooling. Decrease the gap in achievement between Indigenous and non-Indigenous students. Improve proficiency in numeracy of students in the target group.	Australian Government	
Developing Computations project	2001	Isolated and rural students and primary levels 2-4	A joint project with the CEO and Australian schools. Managed in partnership with the University of Tasmania.	Australian Government	

TASMANIA**Equity****Government**

Program	Began	Target levels	Operation	Funding	Comments
CMIT Maths initiative	1999	Early childhood education (K – Year 3)	State-wide district based trial.	State	The report was completed in 2001.
Thinking and Working Mathematics project	2001	Years K – 12	Working through one high school and all feeder primary schools.	State	Completed with a published web-site in 2002.

TASMANIA**Gifted and Talented****Government**

Program	Began	Target level	Operation	Funding	Comments
CMIT Trial	1999	Early childhood education (K – Year 3)	State-wide district based trial.	State	The report was completed in 2001.
Thinking and Working Mathematically project	2001	Years K – 12	Working through one high school and all feeder primary schools.	State	Completed with a published web-site in 2002.
QTP	2001	Focus on the middle years of school.	A national program examining the quality of teaching	Australian Government	QTP evaluation through Numeracy resource officers – Resource officers continually meet school leaders to evaluate the SINE program focusing on children with learning difficulties in mathematics.

TASMANIA**Special Assistance****Government**

Program	Began	Target levels	Operation	Funding	Comments
QTP	2001	Focuses on the middle years of school	A national program examining the quality of teaching	Australian Government	

TASMANIA**Special Initiatives****Government**

Program	Began	Target level	Operation	Funding	Comments
Developing school based professional learning plans using the graduate certificate: teaching for numeracy.	2001	K – Year 12	Operates as 5 school based research grants	Not stated	

TASMANIA**System Monitoring****Government**

Program	Began	Target level	Operation	Funding	Comments
Cohort testing given on a 'cyclic basis'	1975	From 1997 testing has been based on grade cohorts (not age group cohorts). From 2000 Year 3, 5 and 7 students will be tested yearly. From 2002 Year 9 students will be tested.	This is co-ordinated through the Office for Educational Review. A focus is on monitoring-test results to estimate measures of 'valued added' components of numeracy education, using multilevel modelling.	State	
Assessing and improving the mental computation of school age students.	Not stated	Not stated	Not stated	Not stated	

TASMANIA**' At Risk'****Catholic**

Program	Began	Target level	Operation	Funding	Comments
No Programs or Initiatives stated. However, the Tasmanian CEO runs programs in collaboration with the Tasmanian Department of Education. E.g. SPIRT grant Project	Not stated	Years 5 - 10.	Program aims to assess and improve the mental computation of school-aged students.	State and CEO	

TASMANIA**Special Groups****Catholic**

Program	Began	Target levels	Operation	Funding	Comments
No specific Programs or Initiatives in place. However, Catholic sector works in collaboration with the Tasmanian Education Department in developing and implementing programs.					

TASMANIA**Equity****Catholic**

Program	Began	Target levels	Operation	Funding	Comments
Currently no Programs or Initiatives in the area of equity.					

TASMANIA**Gifted and Talented****Catholic**

Program	Began	Target level	Operation	Funding	Comments
Currently no Programs or Initiatives in place for gifted and talented students.					

TASMANIA**Special Assistancess****Catholic**

Program	Started	Target level	Program	Funding	Comments
Currently no Programs or Initiatives in the area of Special Assistance for at risk numeracy students.					

TASMANIA**Special Initiatives****Catholic**

Program	Began	Target level	Operation	Funding	Comments
Developing school based professional learning plans using the graduate certificate: teaching for numeracy. CEO works collaboratively with the State Department of Education.	2001	K – Year 12	Not stated	Not stated	

TASMANIA**System Monitoring****Catholic**

Program	Began	Target levels	Operation	Funding	Comments
Cohort testing given on a cyclic basis (Information provided by TAS State Department)	Since 1975	From 1997 testing has been based on grade cohorts (not age group cohorts). From 2000 onward, at 2-year intervals, they intend to test students in Years 3, 5, 7, 9.	Department now uses consultants (ACER in 1996, ARC at Melbourne University from 1997). Items written locally, trialled interstate. Schools given results on disk. Testing usually done mid year; full cohort).	Not stated	From 1997, (and from 1975 to 1992), the CEO in Tasmania has used the same tests for their sector.

VICTORIA

'At Risk'

Government

Program	Began	Target levels	Operation	Funding	Comments
Additional Assistance and a Structured Classroom Program are major components of the Victorian Early Years Numeracy Program.	2001	Prep – Year 4.	<p>The Additional Assistance pathway provides a structured approach for those students who require additional support to succeed. The pathway includes: identification, home-school support group and individual learning improvement plan and review.</p> <p>The Structured Classroom Program identifies stages of mathematical growth and approaches for ongoing assessment and monitoring to support teachers to identify students' at risk.</p>	State	Teacher Pack, published July, 2001 delivered to all Victorian Government primary and special schools in Term 3, 2001. The <i>Early Numeracy Interview Booklet</i> , published in October 2001, is used to assess students' stages of mathematical growth in Number, Measurement and Space. The components of Additional assistance and Structured classroom program, in the form of advice and professional development, are part of the <i>Victorian Early Years Numeracy Program</i>
Early Numeracy Research Project (ENRP), a three-year project	1999	Prep – Year 2	The ENRP has developed and used a one-to-one interview to assess around 5 500 students twice per year in Number, Measurement and Space to determine their stages of mathematical growth. An intensive professional development program which includes state-wide PD, cluster meetings and weekly meetings of each trial school's professional learning team has focused teachers on how their student data can be used to identify needs and plan appropriate programs to support students at their point of need. As part of the ENRP there has been a small action research project focusing on identifying, then supporting students who are performing well below their peers. Different models of support have been trialled, including one-to-one and one to small group intervention out of the classroom, as well as additional support within the classroom.	State	

VICTORIA**Special Groups****Government**

Program	Began	Target levels	Operation	Funding	Comments
No programs or initiatives currently in place for Special Groups					

VICTORIA**Equity****Government**

Program	Began	Target levels	Operation	Funding	Comments
The Victorian Early Years Numeracy Program	Teacher Pack published in July 2001	Prep – Year 4	This program has been developed to support the mathematical learning of all students Prep to Year 4, focusing on effective assessment to plan programs based on student need. The professional development component of the program engages teachers in these issues as they relate to all students in their classes.	State funding for development and publishing, Australian Government funding to support professional development of trainers, numeracy coordinators and teachers.	

VICTORIA**Gifted and Talented****Government**

Program	Began	Target level	Operation	Funding	Comments
Virtual Mentoring	Pilot program with University of Melbourne - 1996 and 1997, all country regions from 1998.	Gifted Year 10	University students mentor gifted Year 10 students. Students negotiate a project with their mentor, and work on it at school, communicating with their mentor by email and using the internet for research support. This is followed by 2 days back at the University where the students finalise their presentations and also prepare their project outcome for the Universities homepage. Program also includes advanced mathematics eg. Chaos Theory.	State	Operates in one country region funded through the Science strategy 2001.
Horizons	Offered from mid 1995 (finished July 2001)	Gifted students in Years 8 to 10.	Relevant footage is pre-filmed by the relevant University department. There is a live studio segment – then program goes off air so that students can discuss the issues. This is followed by a live (on air) discussion between students and the University lecturer or post-graduate student. These segment – footage – studio – off air – live discussion are then repeated. Teachers are provided with program notes with suggestions for preliminary and follow up work with students.	State	

VICTORIA**Special Assistance****Government**

Program	Began	Target levels	Operation	Funding	Comments
The Victorian Early Years Numeracy Program (P-4)	2001	Prep – Year 4.	Stages of mathematical growth are used to assess student understanding in mathematics. Ongoing assessment and monitoring of student understanding will assist teachers to identify students at risk. Initially these students will be supported through the structured classroom program. School based decisions on intervention will be made at a school level with advice provided by the Early Years Branch.	State funding for development and publishing, Australian Government funding to support professional development of trainers, numeracy coordinators and teachers.	

VICTORIA**Special Initiatives****Government**

Program	Began	Target level	Operation	Funding	Comments
The Victorian Early Years Numeracy Program	2001	Prep – Year 4.	Based on Hill and Crévola (1997) the design elements include: focuses and explicit classroom instruction, ongoing assessment and monitoring, additional assistance that supports and complements the classroom program, planned strategic parent participation, focused professional development for teachers, a program co-ordinator, and whole school commitment.	State funding for development and publishing, Australian Government funding to support professional development of trainers, numeracy coordinators and teachers.	
Numeracy beyond the Early Years – Environmental Scan and Evaluation.	1999	Years 5 and 6 and Years 8 and 9	The scan identified numeracy intervention programs and strategies used in the upper primary (Years 5 and 6) and junior secondary (Years 8 and 9) in order to address the needs of underachieving students.	Australian Government	

VICTORIA

Special Initiatives

Government

Program	Began	Target level	Operation	Funding	Comments
Learning Improvement Plan (LIP) component of Assessment Improvement Monitor (AIM)	2001	Years 1- 9	The purpose of the LIP is to improve literacy and numeracy levels of students. Over the next three years (2001-2003), \$15 million will be provided to boost student learning. Schools will receive funding subsequent to the completion of their triennial school review and the development of a three-year plan. LIP funding will be provided for programs such as intensive literacy and numeracy teaching for students identified as 'at risk' and professional development for teachers to improve student achievement.	State	
Middle Years Numeracy Research Project	1999 - 2000	Years 5 - 9	This was a collaboration between DEET, CECV, AISV and RMIT to research ways of improving teaching and learning of numeracy in Years 5-9. Baseline data from students in 27 primary and 20 secondary schools across Victoria were collected in November 1997 using rich assessment tasks to determine mathematical knowledge, ability to apply and communicate this in context. From these 47 schools, 20 trial schools were selected to investigate appropriate action for improvement.	DEET, CECV and AISV	The findings and recommendations from this research are informing future directions in Middle Years Numeracy within DEET.
Researching Numeracy Teaching Approaches in Primary Schools	2001	Years Prep – Year 6	This is a collaboration between DEET, CECV, AISV and RMIT to research different teaching approaches in numeracy that offer a range of teacher support to students in mathematics sessions. There are 16 project and 16 matched reference schools in this Prep to Year 6 project.	Australian Government	

VICTORIA

System Monitoring

Government

Program	Began	Target level	Operation	Funding	Comments
AIM – State-wide Testing component	2000	Year 3 (7 - 8 year olds), Year 5 (9-10 year olds)	<p>The state-wide assessment component of the AIM is a paper and pencil test assessing students in English (Reading and writing) and Mathematics (Number and mathematics) to provide additional information to schools and parents about student achievement in relation to levels of the CSF.</p> <p>Results</p> <p>School reports include:</p> <ul style="list-style-type: none"> - Student profiles, i.e. summaries of all results for individual students, which assist schools in identifying a student's strengths and any areas of concern - Student responses to each item, which assist schools in identifying class trends and areas of content which may need attention - Group summaries of results for the school, class, groups of students (gender, LBOTE, Indigenous) - Graphical representation of the distribution of the middle 80% of their students compared with the distribution of the middle 80% of the state, the median of the range of performances is also shown. <p>Parent reports include:</p> <ul style="list-style-type: none"> - Individual student achievement against the levels of the CSF - Explanation of each part of the report. <p>To support parents from a non-English speaking background explanations are available in 14 community languages.</p> <p><u>Further reporting:</u></p> <p>The AIM data analysis reporting system presents student, school, like-school and state-wide comparisons for each year from 1996 in Reading, Writing, Mathematics, Number. These include:</p> <ul style="list-style-type: none"> - Single year group summary for students in Year 3 and Year 5 for years 1996-2000 - Three year trend data summaries for students in Year 3 and Year 5 for each school, like-schools and the state, also showing the differences between a 	State	<ul style="list-style-type: none"> • The Victorian Curriculum and Assessment Authority administers this component of AIM. Statewide testing at Years 3 and 5 in English and Mathematics occurred in August 2000 and 2001 and will continue with a similar format beyond this. • These AIM data complement information teachers collect from their ongoing monitoring and assessment of student progress and can further inform the professional judgements of teachers when planning for student learning. Subgroups that the AIM data collection and reports include are: boys, girls, students from LBOTE, Indigenous students <p>Data from this testing is used to provide Year 3 and Year 5 Numeracy and Literacy Benchmark information to DEST</p>

Program	Began	Target level	Operation	Funding	Comments
			<p>school's results and their like-school group and the state. These data are useful for comparing the performance of different cohorts of students over a three-year period.</p> <ul style="list-style-type: none"> - School result comparison Year 3, 1998-Year 5, 2000, show the growth between 1998 and 2000 of students who undertook the Year 3 LAP tasks in 1998 and the Year 5 AIM tasks in 2000. These longitudinal data are useful in showing the change in performance of the same cohort of students over the two years and for schools to use these data to inform future planning. - Student group result comparison Year 3, 1998-Year 5, 2000, show the growth between 1998 and 2000 of groups of students who undertook the Year 3 LAP tasks in 1998 and the Year 5 AIM tasks in 2000. These longitudinal data are useful in identifying trends in groups of students and possibly identifying groups that may have made either little or significant progress over the two years. This enables schools to develop appropriate programs to support these groups of students. - Individual student result comparison Year 3, 1998-Year 5, 2000, show the change in performance of individual students who undertook the Year 3 LAP tasks in 1998 and the Year 5 AIM tasks in 2000. These longitudinal data are useful in identifying students who may have made either little or significant progress over the two years. This enables schools to develop appropriate programs to support these students. <p><u>Community reporting:</u> The Victorian community is provided with aggregated data on student achievement. These data inform the development of educational initiatives in literacy and numeracy.</p>		

VICTORIA**System Monitoring****Government**

Program	Began	Target level	Operation	Funding	Comments
AIM – Year 7 sample testing component	August 2001	Year 7	<p>This component of the AIM includes a pencil and paper test and a computer-managed assessment program to assess student achievement against the levels of the CSF in English and Mathematics. This will:</p> <ul style="list-style-type: none">- provide schools, parents and students with additional confidential information on individual student progress against state-wide standards- assist schools and teachers in evaluating their programs and planning for continuous improvement in their teaching and learning- provide information over time to schools, systems and Australian Government on levels of student achievement in English and Mathematics	State	Large-scale sample testing at Year 7 in English and Mathematics commenced in August 2001. Schools were invited to participate in the testing program. Students from around 300 schools undertook a standard pencil and paper test, while students from around 80 schools used a computer managed assessment program.

VICTORIA**'At Risk'****Catholic**

Program	Began	Target level	Operation	Funding	Comments
Success In Numeracy Education (SINE)	1990	Prep – Year 6.	A clinical interview (Pre-Assessment) interview is administered by the classroom teacher to those children considered to be at risk. If the Pre-Assessment Interview highlights the child is at risk then an extended interview maybe used to highlight the child's level of achievement in mathematics. The teacher then matches the level of achievement against Growth Points in Number. A teaching plan is then established for the at risk learner to monitor the child's strengths and weaknesses in mathematics.	CEO	

VICTORIA**Special Groups****Catholic**

Program	Began	Target levels	Operation	Funding	Comments
There has been an initiative in regards to gender equity and Maths and Science.	1995-1997.	Year 12	Program provided professional development for teachers as well as providing a lecturer in residence program for a number of schools.	Australian Government	

VICTORIA**Equity****Catholic**

Program	Began	Target levels	Operation	Funding	Comments
Currently no Programs or Initiatives in the area of Equity.					

VICTORIA**Gifted and Talented****Catholic**

Program	Began	Target level	Operation	Funding	Comments
Currently no Programs or Initiatives in the area of gifted and talented.					

VICTORIA**Special Assistance****Catholic**

Program	Started	Target level	Program	Funding	Comments
Mathematics Intervention	Not stated	Prep - Year 6.	A 4-day program of professional development for teachers looking at setting up an intervention program in schools. This program looks at identifying children at risk – the use of a clinical interview to highlight the child's strengths and weaknesses and then referring their counting stages.	CEO	Schools are instigating this program in Melbourne schools.
SINE	2000	Prep – Year 4	Refer to Identifying 'at risk' numeracy learners	CEO	
SINE	Pilot 2001	Year 5 - 6	Refer to Identifying 'at risk' numeracy learners	CEO	
SINE	Pilot 2002	Year 7 – 8	Refer to Identifying 'at risk' numeracy learners	CEO	

VICTORIA**Special Initiatives****Catholic**

Program	Began	Target level	Operation	Funding	Comments
<i>Supporting Learning Project</i> in Victorian Catholic Schools.	Commenced October 1998. A key leaders seminar was conducted to ascertain the future direction of Numeracy within Catholic schools in Victoria. As a result the SINE program was established.	Prep - Year 6.	University lecturers work in four schools within Victoria to adopt development in Numeracy. The six areas of focus are: <ol style="list-style-type: none"> 1. Comprehensive Numeracy assessment for the Numeracy benchmarks; 2. Identification and Intervention strategies for students at risk; 3. The Early Years (Prep - Year 4); 4. The Middle Years (Years 5 – 8); 5. The Senior Years (Year s 9 – 10) 6. Parents supporting children's Numeracy development. 	Australian Government	

Program	Began	Target levels	Operation	Funding	Comments
No Programs or Initiatives specifically stated.					

WESTERN AUSTRALIA

'At Risk'

Government

Program	Began	Target level	Operation	Funding	Comments
The Curriculum Improvement Program.	Began in 1998, and is expected to be fully implemented by 2005	K – Year 10	Students at Educational Risk strategies enable teachers to develop a profile of students' achievements. The strategies will enable, amongst other things 'at risk' numeracy/mathematics learners to be identified.	Not stated	
Making A Difference – Students at Educational Risk.	1998	K – Year 10	Students at Educational Risk strategies enable teachers to develop a profile of students' achievements. The strategies will enable, amongst other things 'at risk' numeracy/mathematics learners to be identified.	State	
Getting it Right: Literacy and Numeracy Strategy	2001	Focus on K – 3 but includes other primary levels	By 2005, approximately 100 school and district based teachers will work with teachers in classrooms to bring about improved outcomes for low achieving students. Specialist teachers will receive extensive professional development.	State	Numeracy component of Getting it Right is informed by the First Steps in Mathematics project

WESTERN AUSTRALIA

Special Groups

Government

Program	Began	Target level	Operation	Funding	Comments
It is expected that Indigenous, girls, LBOTE etc, students will be some of the groups targeted by classroom teachers as part of the departments Students at Educational Risk initiative English Literacy and Numeracy (ELAN)	Not stated	ELAN K - Year 7	ELAN - Additional staff provided to schools with high Indigenous enrolments. These staff can be utilised in a variety of ways but focus on improving English and Maths outcomes. Aboriginal Workers assist teachers in the classes that have high aboriginal enrolments.	State and Australian Government	
National Indigenous English Literacy and Numeracy Strategy	2000 – 2004	K – Year 12	Operates in the Kimberley and Swan districts, Port Hedland, Kalgoorlie and Coolgardie townships.	Australian Government	Co-operative initiative between DOE, CEOWA, AISWA

WESTERN AUSTRALIA

Equity

Government

Program	Began	Target level	Operation	Funding	Comments
The issue of equity will be highlighted as part of the implementation of the Department's <i>Curriculum Improvement Program</i> .	Not stated	Not stated	Not stated	Not stated	No specific programs. The implementation of the Curriculum Framework requires that curriculum be inclusive of all students and that all have the opportunity to achieve the outcomes described therein.
Getting It Right! Literacy and Numeracy Strategy.	2001	Operates in Kimberley and Swan districts, Port Hedland, Kalgoorlie and Coolgardie townships.	School based specialist teacher's work in schools with classroom teachers.	State	<i>Getting It Right!</i> targets disparity of mathematics outcomes that currently exists between some groups and general population.

WESTERN AUSTRALIA

Gifted and Talented

Government

Program	Began	Target level	Operation	Funding	Comments
Academic Talent Program – Specialist schools in Secondary Humanities, Maths and Science. Each school is provided with some additional staffing, (usually in the range of 0.1 –0.2 FTE) to assist in the provision of programs for Gifted and Talented students.	20 years ago	Academic Talent Program – Years 8-10 Identification takes place in Year 7. Primary Extension and Academic Challenge – Years 5, 6, and 7.	The specialist school provide an extensions program from Yrs 8-10. Each District provides a range of extension activities located in particular schools, once a week in place of the students regular program. Specialist centres provide enrichment and extension to children on a short-term withdrawal basis.	State	
Primary Extension and Academic Challenge	20 years ago	Not stated	Not stated	Not stated	

WESTERN AUSTRALIA**Special Assistance****Government**

Program	Began	Target levels	Operation	Funding	Comments
Students at Educational Risk initiative and the Curriculum Improvement Program Fast Track.	10 years ago approximately	Students older than 15 i.e., second chance to complete compulsory programs.	Specially staffed and organised classes, sometimes off campus. Students have flexible timetables. The aim is to teach them mathematics in a context that is more vocationally orientated, but provides the skills necessary to take on further education.	State	

WESTERN AUSTRALIA**Special Initiatives****Government**

Program	Began	Target level	Operation	Funding	Comments
Appointment of Senior Curriculum Officers Mathematics and Numeracy to work with Districts and their initiatives. <i>The First Steps in Mathematics Project</i> will address professional development needs of ECE and primary teachers. Several Education districts have initiatives aimed at assisting teachers improve mathematics outcomes for students.	Research and development commenced 1995 Began formally 2001	K – 12		State	

WESTERN AUSTRALIA

System Monitoring

Government

Program	Began	Target level	Operation	Funding	Comments
Monitoring Standards in Education. Sample testing.	Testing started in 1990. Tested Mathematics in 1992, 1996 and 1998, 2000.	Years 3, 7, and 10. Year 5 testing introduced in 1998. In 2000 working mathematically introduced for Years 3, 7 and 10.	Trialling occurs in March/April. Sample testing takes place in the second week of September. School materials. Released so that schools can monitor their own performance.	State	Males, females, Aboriginal, LBOTE and all non-LBOTE.
Population testing West Australian Literacy and Numeracy Assessment (WALNA)	Started in 1999 for Years 3 and 5. In 2000, Year 7 included for first-time.	Years 3, 5 and 7.	In Years 3, 5 and 7 population testing takes place in week 3, term 3 (August). WALNA	Funded by state, CEOWA and AISWA.	Provides system, school, class and individual performance information.

WESTERN AUSTRALIA**'At Risk'****Catholic**

Program	Began	Target level	Operation	Funding	Comments
Full cohort Benchmark testing	2000	Years 3, 5, and 7.	Through the WALNA program students falling below the state benchmark can be identified who may be 'at risk' in numeracy. This can give schools the opportunity to implement strategies and programs to assist students at risk.	Funded by the Australian Government and CEO	Ongoing initiative

WESTERN AUSTRALIA**Special groups****Catholic**

Program	Began	Target levels	Operation	Funding	Comments
Development of Numeracy Strategy and School Numeracy Plans	2000	Primary Indigenous	Individual school support	System and IESIP	Ongoing initiative

WESTERN AUSTRALIA**Equity****Catholic**

Program	Began	Target levels	Operation	Funding	Comments
Currently no Programs or Initiatives in the area of equity.					

WESTERN AUSTRALIA**Gifted and Talented****Catholic**

Program	Began	Target level	Operation	Funding	Comments
Currently no Programs or Initiatives in place for Gifted and Talented.					

WESTERN AUSTRALIA

Special Assistance

Catholic

Program	Started	Target level	Program	Funding	Comments
School programs developed to support students	1995	K – 12 at risk students	School develop specific programmes and apply for funding to implement.	Australian Government targeted programs	Ongoing initiative
Achieving numeracy skills within everyone's reach (ANSWER) Resource materials	Development began in 1998. Implementation began 2001	Lowest achieving secondary students.	Schools identify lowest numeracy achieving students and implement modules of work as detailed in the ANSWER resource file to assist teachers working with identified students through provision of relevant and appropriate materials.	Australian Government	ANSWER materials are consistent with teaching and assessment principles in the Maths Area Statement of the Western Australian Curriculum Framework.
Integrated studies project. A resource package for teachers of lower secondary students.	Development of materials began in 1997. Published and disseminated to Secondary schools 2001	Students whose lack of literacy skills impedes development and progress in all learning areas.	Package designed to identify skills required by students to cope with literacy demands of the Secondary school in English, Maths, Science, Society and Environment and to build up the Learning Area. Schools identify lowest achieving students.	Australian Government and CEO WA.	Program materials identify specific curriculum literacy's required in core learning areas and to assist teachers of low achieving students to address these needs,

WESTERN AUSTRALIA

Special Initiatives

Catholic

Program	Began	Target level	Operation	Funding	Comments
Currently no Programs or Initiatives in place for special initiatives.					

WESTERN AUSTRALIA

System Monitoring

Catholic

Program	Began	Target levels	Operation	Funding	Comments
Benchmark Testing	1998	Years 3, 5, and 7	Through WALNA	State	Ongoing initiatives

'At Risk' Numeracy Learners

GOVERNMENT

Region	Program	Began	Target levels	Operation	Funding	Comments
ACT	Trial of <i>Performance Indicators in Primary School</i> baseline assessment instrument.	2000	Kindergarten	All primary schools involved in trial during 2001	Territory	
	ACTAP	1997	Years 3, 5, 7 and 9	ACTAP provides individual, school and system level achievement data by national profile strand as well as bench marking data for national reporting.	Territory & Australian Government	Full population, gender, ESL, Indigenous - data is confidential.
NSW	Starting With Assessment Additional support provided by formation of a broad screening process for classroom teachers in the Early School Assessment project.	1997	Progressive support across years K-3. Material has been developed for school entry, end of Kindergarten and end of year 2.	Schools are involved in the development and trialling of materials. Professional development focuses on the identification of students at risk and the modification of teaching strategies to address the identified need.	Australian Government	Additional support provided by formation of a broad screening process for classroom teachers in the Early School Assessment project. The project provides teachers with assessment strategies for use in the first year of schooling and intervention strategies to improve numeracy performance. Earlier work had involved teachers in the use of the early Learning Profiles.
	'Counting On': School-based professional development in identifying strategies students are using to solve problems	1999	Year 7 students who have not attained stage 3 outcomes and year 6 students who are at risk of not achieving stage 3 outcomes.	This project uses focused assessment to identify the strategies students use to solve problems and to identify students' place value understanding. A team-based approach is used incorporating key personnel involved in the students' learning. It also uses video, consultancy support and a learning framework in place value and multiplication. A key strategy is establishing working contact between high school mathematics faculties and Year 6 teachers in feeder schools.	State	School-based professional development in identifying strategies students are using to solve problems

'At Risk' Numeracy Learners

GOVERNMENT

Region	Program	Began	Target levels	Operation	Funding	Comments
	SNAP a state-wide test assessing students' numeracy skills across the key Learning Areas.	1999	Year 7 students who have not attained stage 3 outcomes and Year 6 students who are at risk of not achieving stage 3 outcomes.	A new test is developed yearly. Reports are sent to school and parents. These reports outline what a student can do and provide comparison to state norms. This information allows teachers to identify 'students at Risk'.	State	A state-wide test assessing students' numeracy skills across the Key Learning Areas. In 2001 the trial schools from 2000 were offered participation for Year 3 students.
NT	Following a trialling process in 1999, two packages recommended as suitable for students entering school with English as their first language were: 1. New South Wales' <i>Starting Kindergarten – Assessing Literacy and Numeracy – Using Foundation Outcomes</i> South Australia's <i>School Entry Assessment – Planning for Learning – English Literacy and Numeracy.</i>	2000	Transition / Year 1	Use of the two recommended packages has not been mandated – teachers may choose to use school-developed materials and their own professional judgement; or, if they wish they can use all or part of one of the above packages either exclusively or in conjunction with other materials. Intervention strategies are then developed.	Territory and Australian Government	Schools have the flexibility to select materials from the packages which are most suitable for their context and student group and combine them with school developed materials as appropriate.
	Some schools are implementing programs with the support of funding from Australian Government Targeted Programs	2000	Transition / Year 1	Support a Maths Learner (Qld Ed Dept) is being trialled with parents being trained as tutors under the supervision of a .5 teacher	Australian Government	The program is successfully addressing the needs of "at risk" students, although depends on ongoing funding for its future.
	Entry to School	2001	Transition (prior	The tool was developed during Terms 2 and 3.	Australian	The screening tool is

'At Risk' Numeracy Learners

GOVERNMENT

Region	Program	Began	Target levels	Operation	Funding	Comments
	Assessment Tool		to beginning compulsory schooling at age 6)	Sample urban, rural and remote schools in each of the seven Northern territory clusters will participate in the trial during Term 4. This will be followed by a review and revision of the tool.	Government	designed to provide baseline data on all students and to identify students at risk. A decision will then be made about implementation.
QLD	Appraisalment	Appraisalment – began 2000.	Appraisalment operates across all the year levels.	<p>Appraisalment process involves:</p> <p>The collection of information about a child's educational needs.</p> <p>Completion of mandatory appraisalment tasks in literacy and numeracy</p> <p>Completion of a Support Plan which builds on strengths and meets identified needs of each student</p> <p>Requires specialist-teaching support from a teacher: learning difficulties or resource teacher.</p>	State	
SA	School Entry Assessment is a mandated program that assesses the literacy and numeracy of children as they enter school. School program provides educators with a consistent set of criteria within a framework that describes the growing complexity of literacy and numeracy development along a continuum. Children are assessed within their first term at school.	Mandated from the beginning of 2001	Children in the first 6 months of schooling.	<p>School Entry Assessment acknowledges prior learning and is based on three major sources of information</p> <ol style="list-style-type: none"> 1 Preschool Summative report 2 Family/community contextual information 3 Observations made in the course of the usual class setting. <p>Educators use all of this information as they consider children's current development. They then use their professional judgement and the provided framework (including examples of evidence) to describe learners' current position along the continuum.</p> <p>The program facilitates the collection and analysis of data on a class or whole school basis. The ability to identify particular groups of learners i.e., girls, Aboriginal learners, supports analysis of relevant data and informed needs analysis.</p>	State	<p>Educators use the information to develop programs that recognise and build on the current learning. They are encouraged to revisit the process in order to monitor and support learning in an ongoing manner. The program supports schools to identify and support learners 'at risk'. Intervention can be targeted, development monitored and programs evaluated.</p> <p>Resources to assist educators to plan appropriate programs are included on the School Entry Assessment CD-ROM</p>

'At Risk' Numeracy Learners

GOVERNMENT

Region	Program	Began	Target levels	Operation	Funding	Comments
TAS	SPIRT grant project	2001	Years 5 – 10	Aims to assess and improve the mental computation skills of school aged students.	Australian Government with Catholic Education Office, States and Territories	A cross state/territory initiative, linking other numeracy initiatives involving Professor Alastair McIntosh
VIC	Additional Assistance and a Structured Classroom Program are major components of the Victorian Early Years Numeracy program.	2001	Prep – Year 4.	<p>The Additional Assistance pathway provides a structured approach for those students who require additional support to succeed. The pathway includes: identification, home-school support group and individual learning improvement plan and review.</p> <p>The Structured Classroom Program identifies stages of mathematical growth and approaches for ongoing assessment and monitoring to support teachers to identify students' at risk'.</p>	State	Teacher Pack, published July, 2001 delivered to all Victorian Government primary and special schools in Term 3, 2001. The <i>Early Numeracy Interview Booklet</i> , published in October 2001, is used to assess students' stages of mathematical growth in Number, Measurement and Space. The components of Additional assistance and Structured classroom program, in the form of advice and professional development, are part of the <i>Victorian Early Years Numeracy Program</i>

'At Risk' Numeracy Learners

GOVERNMENT

Region	Program	Began	Target levels	Operation	Funding	Comments
VIC	Early Numeracy Research Project (ENRP), a three-year project	1999	Prep – Year 2	The ENRP has developed and used a one-to-one interview to assess around 5 500 students twice per year in Number, Measurement and Space to determine their stages of mathematical growth. An intensive professional development program which includes state-wide PD, cluster meetings and weekly meetings of each trial school's professional learning team has focused teachers on how their student data can be used to identify needs and plan appropriate programs to support students at their point of need. As part of the ENRP there has been a small action research project focusing on identifying, then supporting students who are performing well below their peers. Different models of support have been trialed, including one-to-one and one to small group intervention out of the classroom, as well as additional support within the classroom.	State	
WA	The Curriculum Improvement Program	Began in 1998, fully implemented by 2005	K – Year 10	Schools' implementation of the Curriculum and Standards Framework (Curriculum Council)	State	Schools are supported by district based Curriculum Improvement Officers.
	Making A Difference – Students at Educational Risk.	1998	K – Year 10	Students at Educational Risk help teachers to identify, monitor, plan and be accountable for students' achievements. The strategies will enable, amongst other things, "at risk" numeracy/mathematics learners to be identified.	State	Support for teachers provided by Support Officers Learning Difficulties.
	Getting it Right! Literacy and Numeracy Strategy	2001	Focus on K – 3 but includes other primary levels	By 2005, approximately 100 specialist numeracy teachers will work with classroom colleagues to bring about improved outcomes for low achieving students. Specialist teachers will receive extensive professional development in numeracy and principals of participating schools will be supported in implementing whole-school planning.	State	Numeracy component of Getting it Right! is informed by the First Steps in Mathematics project

'At Risk' Numeracy Learners

CATHOLIC

Region	Program	Began	Target levels	Operation	Funding	Comments
ACT	Identifying 'at risk' students is done in the context of scheduled applications for Australian Government funds (Literacy program). Occurs only in a general sense.	Not stated	Not stated	Not stated	Not stated	Benchmarking assists in identification. Remains a general program.
NSW	Starting with Assessment – Numeracy	2000.	K - 6	Classroom teachers identify students at risk of not achieving Early Stages 1, 2 and 3 NSW mathematics K – 6 syllabus outcomes.	Not stated	
	Numeracy for All: A Program of the Diocese of Wagga Wagga	1999	Year1 and 2	Identifies children in Years 1 and 2 who need specific intervention strategies	Not stated	
	Rich Assessment Tasks; A Program of the Archdiocese of Canberra and Goulburn.	Not stated	Not stated	Examines numeracy issues including intervention strategies.	Not stated	
	Reflection, Empowerment and Learning in Maths: A Program of the Diocese of Paramatta	Not stated	Not stated	Program promotes a whole-school approach to the development of appropriate numeracy teaching and learning programs.	Not stated	
	School-based Numeracy Focus & Key Reference Teachers	Not stated	Not stated		Not stated	

'At Risk' Numeracy Learners

CATHOLIC

Region	Program	Began	Target levels	Operation	Funding	Comments
QLD	Identification of students	Not stated	Not stated	<ol style="list-style-type: none"> 1. Students are identified as needing additional support through a range of intervention strategies. 2. Strategies aimed at developing learning partnerships with parents and caregivers. 3. Focus on professional development for teachers with an emphasis on models of teaching and learning that acknowledge numeracy as a social practice. 4. Assessment is an integral part of the planning, teaching and learning cycle. 5. Schools are encouraged to develop a whole school numeracy plan. 	Not Stated	Individual dioceses have developed some creative and innovative approaches to the provision of numeracy and numeracy support.
SA	Refer to description of Year 3 – 5, Year 3 – 8, Early Years Project for initiatives in place for identifying 'at risk' students					
TAS	No Programs or Initiatives stated. However, the Tasmanian CEO runs programs in collaboration with the Tasmanian Department of Education. E.g. SPIRT grant Project	Not stated	Years 5 - 10.	Program aims to assess and improve the mental computation skills of school-aged students.	State and CEO	

'At Risk' Numeracy Learners

CATHOLIC

Region	Program	Began	Target levels	Operation	Funding	Comments
VIC	SINE	1990	Prep – Year 6.	A clinical (Pre-Assessment) interview is administered by the classroom teacher to those children considered to be at risk. If the Pre-Assessment Interview highlights the child is at risk then an extended interview maybe used to highlight the child's level of achievement in mathematics. The teacher then matches the level of achievement against Growth Points in Number. A teaching plan is then established for the at risk learner to monitor the child's strengths and weaknesses in mathematics.	CEO	
WA	Full cohort Benchmark testing.	Numeracy since 2000	Years 3, 5, and 7.	Through the WALNA program students falling below the state benchmark can be identified who may be 'at risk' in numeracy. This can give schools the opportunity to implement strategies and programs to assist students at risk.	Funded by the Australian Government and CEO	Ongoing initiative

Special Groups

GOVERNMENT

Region	Program	Began	Target levels	Operation	Funding	Comments
ACT	IEFO program	2001	K – 6	One field officer trains and supports teachers of targeted indigenous students to improve teaching strategies in literacy and numeracy	Territory	Targets lowest 20% of indigenous students on ACTAP.
	Department has initiatives and policies which support particular groups across all curriculum areas, but not specifically in numeracy e.g.: ESL and LUAC	Ongoing	K – 12		Territory and Australian Government	
NSW	CMIT	Refer to CMIT	CMIT	Examines and positively evaluates the differential impact of the CMIT project on various groups.	State and Australian Government	Caters for students from Low SES or high LBOTE areas, and various groups such as Indigenous students Note: CMIT is not targeted for specific interest groups or 'at risk' students. However, it is suitable for these students within a main-stream program.
NT	Numeracy Project	2000	Transition - Year 10.	5 Project Officers from within NTDE provide strategic support to teachers and school communities, in particular, schools with high indigenous enrolment and or / special needs students.	Australian Government	A focus on awareness, policy development, planning and programming, developing authentic assessment, and demonstrations of best practice raise the profile of numeracy and foster teacher confidence.

Special Groups

GOVERNMENT

Region	Program	Began	Target levels	Operation	Funding	Comments
	Principal Directed Pilots	2000	Indigenous students Transition to Year 12	This is a program where principals initiate and conduct projects which meet the specific needs of targeted Indigenous students in their school	Australian Government	Projects must address attendance, numeracy and literacy and include such features as developing resource centres, the provision of PD, and the production of high interest materials relating to the numeracy context of the community.
	Individual school programs such as Gama Maths.	1990	Transition to Year 3	These programs have been developed to be inclusive of Indigenous numeracy concepts in the early years.	Territory and Australian Government	There is an acknowledgment of the maths concepts which students bring to school and a building on them to facilitate the learning of Western numeracy.
	Parents as Teachers	1992	Children aged 0 to 4	This is a program which combines central early learning sessions and home visits to support parents' understanding of early numeracy development and to assist them with activities to enhance their children's understanding and skills	Territory	This program aims to foster pre-numeracy skills particularly in children potentially at risk educationally.
	Early Childhood Intervention	Late 1980s	Referred children with disabilities from 0 until entry to fulltime schooling	Programs are provided as 1 to 1 intervention, as part of intensive groups, and also as Individual Education Programs in preschools. They are designed in conjunction with therapy recommendations.	Territory and Australian Government	Programs contain a numeracy stream along with other specific areas of intervention.
QLD	LESPSS Previously known as: Disadvantaged Schools Program, in Queensland known as SPSS	2 years in present form	Years 1-12	Funding allocated directly to declared schools. Schools identify appropriate strategies in their Annual Operational Plans. Data on student achievement is provided in the School Annual report.	Australian Government	
	Teachers At Work.	2000	Years 8 – 10	Teacher resource and professional development for students experiencing significant difficulties with literacy and numeracy.	Australian Government	Developed by the State, Catholic and Independent education sectors in Queensland.

Special Groups

GOVERNMENT

Region	Program	Began	Target levels	Operation	Funding	Comments
				numeracy.		
SA	Aboriginal Education Action Research Project	2000	Not stated	This project supports schools to improve Aboriginal student literacy and numeracy learning outcomes by examining the effectiveness of educators' practice. AETs are key personnel in this project, conducting action research projects in their schools. Some of these projects focus on numeracy development.	State	
TAS	Teacher professional development to improve learning outcomes for Indigenous students in secondary students. INISSS	1999	Program is aimed at improving outcomes for Aboriginal students in grades 7 – 10.	Aims - to enhance proficiency of Aboriginal and Torres Strait Islander students in standard Australian English and Numeracy in the compulsory years of schooling. Decrease the gap in achievement between Indigenous and non-Indigenous students. Improve proficiency in numeracy of students in the target group.	Australian Government	
	Developing Computations project	2001	Isolated and rural students and primary levels 2-4	A joint project with the CEO and Australian schools. Managed in partnership with the University of Tasmania.	Australian Government	
VIC	No programs or initiatives currently in place for Special Groups					

Special Groups

GOVERNMENT

Region	Program	Began	Target levels	Operation	Funding	Comments
WA	It is expected that Indigenous, girls, LBOTE etc, students will be some of the groups targeted by classroom teachers as part of the departments Students at Educational Risk initiative ELAN	Not stated	ELAN K - Year 7 K – Year 12	ELAN - Additional staff provided to schools with high Indigenous enrolments. These staff can be utilised in a variety of ways but focus on improving English and Maths outcomes. Aboriginal Workers assist teachers in the classes that have high aboriginal enrolments.	State and Australian Government	
	National Indigenous English Literacy and Numeracy Strategy	2000 – 2004	K – 12	Operates in the Kimberley and Swan districts, Port Hedland, Kalgoorlie and Coolgardie townships.	Australian Government	Co-operative initiative between the DOE, CEOWA and AISWA

Special Groups

CATHOLIC

Region	Program	Began	Target levels	Operation	Funding	Comments
ACT	Work is occurring in 3 schools with high Indigenous numbers on problem solving, building positive attitudes to maths and improving interpersonal skills.	1998	Upper and middle primary school (Years 3-6)	Teachers encourage students to participate in problem solving experiences using the 'maths task centre' as a base. Work on problem solving, building positive attitudes to maths and improving interpersonal skills.	Australian Government	Maths task Centre lacked a true Indigenous perspective. Program not continuing.
NSW	CMIT	2001	K- 2	This program will support K-2 Indigenous students in developing and applying more sophisticated strategies when solving arithmetic and counting tasks. It was implemented from 2001 across all dioceses.	Australian Government	
		Not stated	Not stated	Catholic schools are typically comprehensive schools that develop and deliver numeracy programs based on a philosophy and policy of equity and inclusivity. There is an expectation that children in a comprehensive classroom in a Catholic school present the full range of talents and needs, from the least to the most able, regardless of their socio-cultural and socio-economic backgrounds. Numeracy teaching and learning programs are designed to address the needs of all students.	Not stated	
QLD	No Programs or Initiatives in place for Special Groups.					
SA	Refer to description of Year 3 – 5, Year 3 – 8, Early Years Project for initiatives in place for Particular Groups in numeracy.					

Special Groups

CATHOLIC

Region	Program	Began	Target levels	Operation	Funding	Comments
TAS	No specific Programs or Initiatives in place. However, Catholic sector works in collaboration with the Tasmanian Education Department in developing and implementing programs.					
VIC	There has been an initiative in regards to gender equity and Maths and Science.	1995-1997	Year 12	Program provided professional development for teachers as well as providing a lecturer in residence program for a number of schools.	Australian Government	
WA	Development of Numeracy Strategy and School Numeracy Plans	2000	Primary Indigenous	Individual school support	System and IESIP	Ongoing initiative

Equity

GOVERNMENT

Region	Program	Began	Target levels	Operation	Funding	Comments
ACT	The Across Curriculum Perspective Statement which include equity statements are detailed in the ACT mathematics Curriculum Framework. All schools develop curriculum from this framework.	1997	All Year levels.	Provides guidelines and supporting statements.	Territory	
NSW	Count Me In Too	1996	Focuses on K-Year 4 but it has been applied in a range of settings including students with various learning disabilities.	The project is a first wave approach rather than a remedial effort. It uses video, consultancy support, focused assessment and learning framework in number.	State and Australian Government	The schools participating in this project under the national equity program have been from low SES or high LBOTE areas. Differential impact of the project on various groups, such as Indigenous students, has been positively evaluated. This early numeracy project involves school focused training and development in understanding the relative sophistication of students' arithmetical solution strategies. Further work is being undertaken to broaden the learning framework.
	Across Curriculum Perspective Statement	1997	All Year levels	Provides guidelines and supporting statements.	State	Includes equity statements detailed in the ACT mathematics Curriculum Framework. All schools develop curriculum from this framework.

Equity

GOVERNMENT

Region	Program	Began	Target levels	Operation	Funding	Comments
NT	Individual school numeracy projects under the SAISO	Projects developed annually	Educationally disadvantaged students Transition to Year 12	Projects are developed and implemented in schools to meet the identified needs of the target group. They may include such elements as the provision of part-time instructors, purchase of concrete materials, purchase of appropriate software or provision of professional development.	Australian Government	There has been a steady increase in the number of these projects with a numeracy focus in the period 1998 – 2001.
QLD	No Programs or Initiatives currently in place in the area of Equity.					
SA	Currently no Programs or Initiatives for ensuring or Promoting Equity.					
TAS	CMIT Maths initiative	1999	Early childhood education (K – Year 3)	State-wide district based trial.	State	The report was completed in 2001.
	Thinking and Working Mathematics project	2001	Years K – 12	Working through one high school and all feeder primary schools.	State	Completed with a published web-site in 2002.
VIC	The Victorian Early Years Numeracy Program	Teacher Pack published in July 2001	Prep – Year 4	This program has been developed to support the mathematical learning of all students Prep to Year 4, focusing on effective assessment to plan programs based on student need. The professional development component of the program engages teachers in these issues as they relate to all students in their classes.	State funding for development and publishing, Australian Government funding to support professional development of trainers, numeracy coordinators and teachers.	

Equity

GOVERNMENT

Region	Program	Began	Target levels	Operation	Funding	Comments
WA	The issue of equity will be highlighted as part of the implementation of the Departments curriculum Improvement Program.	Not stated	Not stated	Not stated	Not stated	No specific programs. The implementation of the Curriculum Framework requires that curriculum be inclusive of all students and that all have the opportunity to achieve the outcomes described therein.
	Getting It Right! Literacy and Numeracy Strategy.	2001	Operates in Kimberley and Swan districts, Port Hedland, Kalgoorlie and Coolgardie townships.	School based specialist teacher's work in schools with classroom teachers.	State	Getting It Right! targets disparity of mathematics outcomes that currently exists between some groups and general population.

Equity**CATHOLIC**

Region	Program	Began	Target levels	Operation	Funding	Comments
ACT	School based attention through curriculum development and teaching processes.	Not stated	Not stated	Not stated	Not stated	
NSW	Currently no Programs or Initiatives addressing Equity issues					
QLD	Currently no Programs or Initiatives in the area of Equity					
SA	Refer to description of Year 3 – 5, Year 3 – 8, Early Years Project for promoting equity.					
TAS	Currently no Programs or Initiatives in the area of equity.					
VIC	Currently no Programs or Initiatives in the area of Equity.					
WA	Currently no Programs or Initiatives in the area of equity.					

Gifted and Talented

GOVERNMENT

Region	Program	Began	Target levels	Operation	Funding	Comments
ACT	A range of competitions, forums and enrichment groups that are all funded by schools or institutions.	Not stated	Not stated	Not stated	Not stated	
NSW		Not stated	Not stated	Programs are either for the total curriculum or for individual students. i.e., through educational acceleration and or allocation of mentors.	Not stated	Educational provision and support for Gifted and Talented children at the System level is not learning level specific. Special classes, schools and programs are supported by the Department,
NT	Projects include: Dharra Vacation School in conjunction with the NT University offers workshops that have a numeracy/mathematics focus.	Since 1988	Years 6 – 9	A range of 3-day workshops of student choice.	Self-funded by student registrations	
	TOM has a mathematical/engineering category of problems.	Since 1992.	Years 11 and 12	TOM is a National competition involving teams of 7 students solving a problem and presenting a solution to a team of judges.	NT grant and private sponsorship	
QLD	Accelerated Maths Program. Extended Maths Program.	Not stated	Not stated	Teachers within the schools meet the identified needs of particular students.	State	
SA	Currently no Programs or Initiatives for Gifted and Talented children.					
TAS	CMIT Trial	1999	Early childhood education (K – Year 3)	State-wide district based trial.	State	

Gifted and Talented

GOVERNMENT

Region	Program	Began	Target levels	Operation	Funding	Comments
	Thinking and Working Mathematically project	2001	Years K – 12	Working through one high school and all feeder primary schools.	State	Completed with a published web-site in 2002.
	QTP	2001	Focus on the middle years of school.	A national program examining the quality of teaching	Australian Government	QTP evaluation through Numeracy resource officers – Resource officers continually meet school leaders to evaluate the SINE program focusing on children with learning difficulties in mathematics.
VIC	Virtual Mentoring	Pilot program with University of Melbourne - 1996 and 1997, all country regions from 1998.	Gifted Year 10	University students mentor gifted Year 10 students. Students negotiate a project with their mentor, and work on it at school, communicating with their mentor by email and using the internet for research support. This is followed by 2 days back at the University where the students finalise their presentations and also prepare their project outcome for the Universities homepage. Program also includes advanced mathematics eg. Chaos Theory.	State	Operates in one country region funded through the Science strategy 2001.
	Horizons	Offered from mid 1995 (finished July 2001)	Gifted students in Years 8 to 10.	Relevant footage is pre-filmed by the relevant University department. There is a live studio segment – then program goes off air so that students can discuss the issues. This is followed by a live (on air) discussion between students and the University lecturer or post-graduate student. These segment – footage – studio – off air – live discussion are then repeated. Teachers are provided with program notes with suggestions for preliminary and follow up work with students.	State	

Gifted and Talented

GOVERNMENT

Region	Program	Began	Target levels	Operation	Funding	Comments
WA	Academic Talent Program – Specialist schools in Secondary Humanities, Maths and Science. Each school is provided with some additional staffing, (usually in the range of 0.1 –0.2 FTE) to assist in the provision of programs for Gifted and Talented students.	20 years ago	Academic Talent Program – Years 8-10 Identification takes place in Year 7. Primary Extension and Academic Challenge – Years 5, 6, and 7.	The specialist school provide an extensions program from Yrs 8-10. Each District provides a range of extension activities located in particular schools, once a week in place of the students regular program. Specialist centres provide enrichment and extension to children on a short-term withdrawal basis.	State	
	Primary Extension and Academic Challenge	20 years ago	Not stated	Not stated	Not stated	

Gifted and Talented

CATHOLIC

Region	Program	Began	Target levels	Operation	Funding	Comments
ACT	No specific provisions through the system. Some schools have individual school based programs	Not stated	Not stated	Not stated	Not stated	
NSW		Not stated	Not stated	Catholic schools are typically comprehensive schools that develop and deliver numeracy programs based on a philosophy and policy of equity and inclusivity. There is an expectation that children in a comprehensive classroom in a Catholic school present the full range of talents and needs, from the least to the most able, regardless of their socio-cultural and socio-economic backgrounds. Numeracy teaching and learning programs are designed to address the needs of all students.	Not stated	
QLD	Currently no Programs or Initiatives catering for the needs of Gifted and Talented students.					
SA	Refer to description of Year 3 – 5, Year 3 – 8, Early Years Project for initiatives aimed at meeting a range of needs for <u>all</u> learners.					
TAS	Currently no Programs or Initiatives in place for gifted and talented students.					
VIC	Currently no Programs or Initiatives in the area of gifted and talented.					

Gifted and Talented

CATHOLIC

Region	Program	Began	Target levels	Operation	Funding	Comments
WA	Currently no Programs or Initiatives in place for gifted and talented.					

Special Assistance

GOVERNMENT

Region	Program	Began	Target levels	Operation	Funding	Comments
ACT	ACT LA Program.	K-10 LA program – 1994 Funding for LA teachers in high schools and primary schools has been provided to ACT schools since 1985.	Kindergarten to Year 10	Bottom 20 per cent of students are identified through the ACT Assessment Program administered to students in Years 3, 5, 7, and 9. <u>Program provision include:</u> Team teaching. Alternate classes in high schools. Resource support for teachers and students in the mainstream classroom. Small group withdrawal, provision of information and support to parents. Provision of support to class teachers including in-service meetings, diagnostic assessments, and teaching resources.	Territory	
NSW	CMIT	1996	Years K-4	Support teachers are provided for schools with significant levels of need as identified through the Basic Skills Testing. This support is, however, not numeracy specific, but addresses literacy and numeracy.	Australian Government	
NT	The Numeracy project	1998	Transition - Year 10	Address specifically stated support needs in schools, school communities and with pre-service, neophyte and assistant teachers. Target group includes teachers of students.	Australian Government	
	Individual school projects (PDP and SAISO) see above.					
QLD	MITEY	In place for several years.	Operate across all years of compulsory schooling. Vary in duration and area of focus, based upon level of student need.	Individual schools select the most appropriate assistance from a range of programs available. Modified to suit the learner and the delivery of assistance is organised for example, on an individual or small group basis.	State	

Special Assistance

GOVERNMENT

Region	Program	Began	Target levels	Operation	Funding	Comments
SA	Early assistance is a priority for learners from Birth to 8 years through the Early Years Strategy. Note: School Entry Assessment was developed as a component of the Early Years Strategy – it provides one method of identifying students in need of early assistance.	Program has been running for 6 Years.	Children from birth to 8 years.	Grants are distributed to schools and pre-schools for the purpose of developing locally appropriate programs. Each school and pre school is required to have an early assistance plan monitored through District Offices. Additional support is provided through curriculum officers and training and development programs.	State	
TAS	QTP	2001	Focuses on the middle years of school	A national program examining the quality of teaching	Australian Government	
VIC	The Victorian Early Years Numeracy Program (P-4)	2001	Prep – Year 4.	Stages of mathematical growth are used to assess student understanding in mathematics. Ongoing assessment and monitoring of student understanding will assist teachers to identify students at risk. Initially these students will be supported through the structured classroom program. School based decisions on intervention will be made at a school level with advice provided by the Early Years Branch.	State funding for development and publishing, Australian Government funding to support professional development of trainers, numeracy coordinators and teachers.	
WA	Students at Educational Risk initiative and the Curriculum Improvement Program Fast Track.	10 years ago approximately	Students older than 15 i.e., second chance to complete compulsory programs.	Specially staffed and organised classes, sometimes off campus. Students have flexible timetables. The aim is to teach them mathematics in a context that is more vocationally orientated, but provides the skills necessary to take on further education.	State	

Special Assistance

CATHOLIC

Region	Program	Began	Target levels	Operation	Funding	Comments
ACT	Not stated	Not stated	Not stated	Provision of extra staff at school level; i.e. special needs resource teacher	Australian Government and CEO	
NSW		Not stated	Not stated	Schools may use their staffing provision for meeting student' special needs to provide special assistance for 'at risk' numeracy learners. Initiatives identified under Programs and Initiative for Identifying 'at risk' numeracy learners are applicable. For example <ol style="list-style-type: none"> 1. Starting with Assessment – Numeracy; 2. Numeracy for All; 3. RATS; and 4. Reflection, Empowerment and Learning in Maths 	Not stated	
QLD	Currently no programs or Initiatives in the Provision of Special Assistance to at risk students.					
SA	Year 3 – 5 Numeracy Research	2001	Year 3 – 5 teachers	<p>Twelve month Action Research by 11 teachers, supported by CEO Numeracy Consultants.</p> <p>Research into effective teaching strategies that are supportive of all students in improving numeracy outcomes. Research data to be analysed in 2002 to enable detailed report of findings. Case studies of 3 – 6 students in each room. These students represent the range of thinking, gender and cultures within a classroom.</p>	Australian Government, Catholic Education South Australia and participating schools	A major component of these projects are to continue monitoring the participation and achievement of all students and developing strategies to meet their needs. This is achieved through Case Study of individual students.
	Year 3 – 8 Numeracy Project	2000 – 2002	Year 3 – 8 teachers	Three year project based on Action Research. 33 teachers, supported by CEO Consultants, researching numeracy in their classrooms, developing effective teaching strategies that support all students. Case studies of 3 – 6 students representing a range of thinking, gender and cultures within their classrooms.	Australian Government, Catholic Education South Australia and participating schools	Initiatives to be addressed include students at risk, gender, Indigenous, Gifted and Talented and ESL students.

Special Assistance

CATHOLIC

Region	Program	Began	Target levels	Operation	Funding	Comments
	Early years	1999 – 2001	Reception/ Year 1 teachers	In 1999 teachers began researching, with support from CEO Consultants, in order to develop an assessment strategy for the Early Years (Numeracy). Currently 19 teachers are researching and field testing this strategy.	Australian Government, Catholic Education South Australia and participating schools	Aim for all students to achieve success.
	Numeracy across Curriculum	2000	Secondary teachers	Consultants are working in 2 secondary schools with teachers of mathematics and other learning areas. These teams are developing a framework for exploring numeracy across curriculum, planning, implementing and evaluating effective learning programs enhancing numeracy across curriculum.	Australian Government, Catholic Education South Australia and participating schools	
TAS	Currently no Programs or Initiatives in the area of Special Assistance for at risk numeracy students.					
VIC	Mathematics Intervention	Not stated	Prep - Year 6.	A 4-day program of professional development for teachers looking at setting up an intervention program in schools. This program looks at identifying children at risk – the use of a clinical interview to highlight the child's strengths and weaknesses and then referring their counting stages.	CEO	Schools are instigating this program in Melbourne schools.
	SINE	2000	Prep – Year 4	Refer to Identifying 'at risk' numeracy learners	Not stated	
	SINE	Pilot 2001	Year 5 - 6	Refer to Identifying 'at risk' numeracy learners		
	SINE	Pilot 2002	Year 7 – 8	Refer to Identifying 'at risk' numeracy learners		

Special Assistance

CATHOLIC

Region	Program	Began	Target levels	Operation	Funding	Comments
WA	School programs developed to support students	1995	K – 12 at risk students	School develop specific programmes and apply for funding to implement.	Australian Government Targeted Programs	Ongoing initiative
	ANSWER Resource materials	Development began in 1998. Implementation began 2001	Lowest achieving secondary students.	Schools identify lowest numeracy achieving students and Implement modules of work as detailed in the ANSWER resource file to assist teachers working with identified students through provision of relevant and appropriate materials.	Australian Government	ANSWER materials are consistent with teaching and assessment principles in the Maths Area Statement of the Western Australian Curriculum Framework.
	Integrated studies project. A resource package for teachers of lower secondary students.	Development of materials began in 1997. Published and disseminated to Secondary schools 2001	Students whose lack of literacy skills impedes development and progress in all learning areas.	Package designed to identify skills required by students to cope with literacy demands of the Secondary school in English, Maths, Science, Society and Environment and to build up the Learning Area. Schools identify lowest achieving students.	Australian Government and CEOWA.	Program materials identify specific curriculum literacy's required in core learning areas and to assist teachers of low achieving students to address these needs,

Special Initiatives

GOVERNMENT

Region	Program	Began	Target levels	Operation	Funding	Comments
ACT	Promotion of NSW CMIT program	1999	Teachers in K-6, with LA teachers in high schools	Numeracy project officer runs central workshops and network meetings, and provides in-school support on a negotiated basis	Territory	
	Numeracy Network	2000	K-6	Term meetings to promote professional development and discussion	Territory	
	<i>Middle Years Numeracy project</i>	2000	Middle school teachers (Years 5-8)	Action research into numeracy across the curriculum. Pilot project which will be a platform for further action research in 2001-2003	Territory	Involved two high schools and their feeder primary schools.
	<i>Assessing and Improving the Mental Computation of School-aged Students project</i>	2001	K-8	Research towards a developmental continuum for mental computation	Territory / SPIRT grant	One high school and one primary; builds on the ENOS project in 2000.
	ANIPS project	2001	K-6	Research into making effective links between a range of assessment instruments/procedures and quality teaching and learning	Australian Government	Ten schools from both Australian Government and non-Australian Government sectors
	Literacy and Numeracy Strategy	2001	K-10	Development of combined strategy to underpin system literacy and numeracy activity, including the development of school numeracy plans.	Territory	
NSW	CMIT	Not stated	Years K-3	Support teachers are provided for schools with significant levels of need as identified through the Basic Skills Testing. This support is, however, not numeracy specific, but addresses literacy and numeracy.	Australian Government	
NT	Currently no Programs or Initiatives for special initiatives.					

Special Initiatives

GOVERNMENT

Region	Program	Began	Target levels	Operation	Funding	Comments
QLD	Supporting Literacy and Numeracy in Queensland Schools. Resources to be produced through project include: Support-a-Maths Learner: Number. Space, Measurement and Data Common Learning Sequences.	2003	Designed to be used in the first three years of compulsory schooling.	<i>Support-a-Maths Learner: Number:</i> Training workshops for use by program co-ordinators and intervention resources for use by trained teacher aides, parents and volunteers when working with children experiencing difficulties in Number, Space, Measurement and Data Common Learning Sequences. A teacher resource to facilitate mapping children's learning and development, identifying children experiencing difficulties, and interpreting relevant strands of the national Numeracy Benchmarks for Years 3 and 5.	Australian Government	
SA	Currently no programs in place for special initiatives for 'at risk' learners.					
TAS	Developing school based professional learning plans using the graduate certificate: teaching for numeracy.	2001	K – Year 12	Operates as 5 school based research grants	Not stated	
VIC	The Victorian Early Years Numeracy Program	2001	Prep – Year 4.	Based on Hill and Crévola (1997) the design elements include: focuses and explicit classroom instruction, ongoing assessment and monitoring, additional assistance that supports and complements the classroom program, planned strategic parent participation, focused professional development for teachers, a program co-ordinator, and whole school commitment.	State funding for development and publishing, Australian Government funding to support professional development of trainers, numeracy coordinators and teachers.	

Special Initiatives

GOVERNMENT

Region	Program	Began	Target levels	Operation	Funding	Comments
	Numeracy beyond the Early Years – Environmental Scan and Evaluation.	1999	Years 5 and 6 and Years 8 and 9	The scan identified numeracy intervention programs and strategies used in the upper primary (Years 5 and 6) and junior secondary (Years 8 and 9) in order to address the needs of underachieving students.	Australian Government	
	LIP component of Assessment Improvement Monitor (AIM)	2001	Years 1- 9	The purpose of the LIP is to improve literacy and numeracy levels of students. Over the next three years (2001-2003), \$15 million will be provided to boost student learning. Schools will receive funding subsequent to the completion of their triennial school review and the development of a three-year plan. LIP funding will be provided for programs such as intensive literacy and numeracy teaching for students identified as 'at risk' and professional development for teachers to improve student achievement.	State	
	Middle Years Numeracy Research Project	1999 - 2000	Years 5 - 9	This was a collaboration between DEET, CECV, AISV and RMIT to research ways of improving teaching and learning of numeracy in Years 5-9. Baseline data from students in 27 primary and 20 secondary schools across Victoria were collected in November 1997 using rich assessment tasks to determine mathematical knowledge, ability to apply and communicate this in context. From these 47 schools, 20 trial schools were selected to investigate appropriate action for improvement.	DEET, CECV and AISV	The findings and recommendations from this research are informing future directions in Middle Years Numeracy within DEET.
	Researching Numeracy Teaching Approaches in Primary Schools	2001	Years Prep – Year 6	This is a collaboration between DEET, CECV, AISV and RMIT to research different teaching approaches in numeracy that offer a range of teacher support to students in mathematics sessions. There are 16 project and 16 matched reference schools in this Prep to Year 6 project.	Australian Government	

Special Initiatives

GOVERNMENT

Region	Program	Began	Target levels	Operation	Funding	Comments
WA	Appointment of Senior Curriculum Officers Mathematics and Numeracy to work with Districts and their initiatives. The First steps in Mathematics Project – will address professional development needs of ECE and primary teachers. Several Education districts have initiatives aimed at assisting teachers improve mathematics outcomes for students.	2001	K – 12		State	

Special Initiatives

CATHOLIC

Region	Program	Began	Target levels	Operation	Funding	Comments
ACT	CMIT	2000	K – Year 2	Aims to meet the needs of indigenous students, gifted and talented students, at risk students and address gender issues.	Australian Government and CEO	
	CMIT	2002	K – Year 2 Indigenous students	600 teachers are being trained to implement the program.	Not stated	Project to be completed by 2004
	RATS	Not stated	K – Year 2	9 Archdiocesan schools (NSW country and ACT) were involved in a professional development program. This program examines the use and development of open-ended and communication/explanation questions as assessment tools in numeracy. For 2002 both CMIT and RATS will continue in the schools currently implementing the programs and be commenced in a greater number of other Archdiocesan schools during 2002. Additional special needs/resource assistance is provided to students with particular learning difficulties and/or disabilities	Not stated	
	Further diagnostic information regarding student achievement in numeracy will become available through the ETC assessment instruments at Years 3, 5 and 7	Begin 2002	Years 3, 5 and 7	Not stated	Not stated	
NSW		Not stated	Not stated	Not stated	Not stated	Diocesan advisers provide a range of in service initiatives focused on improved numeracy teaching and learning.
QLD	Currently no Programs or Special Initiatives in place for at risk numeracy learners.					

Special Initiatives

CATHOLIC

Region	Program	Began	Target levels	Operation	Funding	Comments
SA	Profiling High Numeracy Achievement - a research project	2001	R - 7	This research project aims to <ul style="list-style-type: none"> • identify and document effective teaching and learning and school practices that will support improved student numeracy outcomes; and • develop a coordinated and strategic plan for numeracy improvement at the system, school and classroom level as a result of the project 	Australian Government	
TAS	Developing school based professional learning plans using the graduate certificate: teaching for numeracy. CEO works collaboratively with the State Department of Education.	2001	K – Year 12	Not stated	Not stated	
VIC	Supporting Learning project in Victorian Catholic Schools.	Commenced October 1998. A key leaders seminar was conducted to ascertain the future direction of Numeracy within Catholic schools in Victoria. As a result the SINE program was established.	Prep - Year 6.	University lecturers work in four schools within Victoria to adopt development in Numeracy. The six areas of focus are: <ol style="list-style-type: none"> 1. Comprehensive Numeracy assessment for the Numeracy benchmarks; 2. Identification and Intervention strategies for students at risk; 3. The Early Years (Prep - Year 4); 4. The Middle Years (Years 5 – 8); 5. The Senior Years (Year s 9 – 10) 6. Parents supporting children’s Numeracy development. 	Australian Government	
WA	Currently no Programs or Initiatives in place for special initiatives.					

System Monitoring

GOVERNMENT

Region	Program	Began	Target levels	Operation	Funding	Comments
ACT	Trial of <i>Performance Indicators in Primary School</i> baseline assessment instrument	2000	K	All primary schools involved in trial during 2001	Territory	
	ACTAP	Started in 1997	Years 3, 5, 7 and 9	ACTAP provides individual, school and system level achievement data by national profile strand as well as bench marking data for national reporting.	Territory / Australian Government	Full population, gender, ESL, Indigenous – data is confidential.
NSW	Basic Skills Testing (Literacy and Numeracy)	1989	Students in Year 3 aged 7-9 Years. Students in Year 5 aged 9-11 Years.	A new test is developed yearly which in the case of numeracy tests: Number – how well students can count, add, subtract, multiply and divide. Students also answer questions about fractions, decimals and money. Measurement – skills involved in estimating and measuring length, area, volume, mass, temperature and time. Space – use of graphs, shapes, position and direction to answer questions. Reports are sent to schools and parents. Telling parents what their child can do, how their child's results compare with the rest of the state, and describe the numeracy skills tested. School reports tell the teachers what students can and cannot do, gives teachers information about various student groups and the whole of NSW, helps teachers to identify groups of students who might need help, and helps teachers make decisions about school programs.	State and Australian Government	Boys and Girls. Students aged <= 7 yrs (yr 3) Students aged 8 yrs (yr 3) Students aged > = 9 yrs (yr 3) Students aged < = 9 yrs (yr 5) Students aged 10 yrs (yr 5) Students aged > = 11 yrs (yr 5) Indigenous LBOTE LBOTE – Students who have lived in Australia for 4 yrs or less and never or only sometimes speak English at home) English Speaking Background.

System Monitoring

GOVERNMENT

Region	Program	Began	Target levels	Operation	Funding	Comments
NT	Years 3, 5 and 7 Numeracy Benchmarks have been incorporated into the MAP.	Benchmarks were incorporated for the first time in the 1998 testing program	Years 3, 5 and 7.	Using the MAP, data is gathered from Year 3,5 and 7 students in urban schools and age-equivalent in non-urban schools, i.e., those with predominantly Aboriginal enrolment. Data is aggregated by way of gender, ESL, Aboriginal/non-Aboriginal to assist with the identification of the number of children 'at risk'.	Not stated	
QLD	To monitor a student's progress in Numeracy early childhood teachers utilise the Number developmental Continuum. In the later years of schooling a sample test occurs in Year 3, 5 and 7.	Year 2 Diagnostic Net since 1995. Sample test Year 3 and census test Year 5 since 1998 with the Year 5 test replacing the year test which was introduced in 1995. Year 7 testing started in 1998.	Monitoring of student's progress begins upon the students' entry into the compulsory years of schooling and continues with various degrees of formality throughout the compulsory years of schooling.	The monitoring on the developmental Continuum occurs in the course of daily teaching and observations are validated during a specific time frame. The validation tasks are designed by the Queensland School curriculum Council and teachers meet to moderate work samples. The sample testing occurs simultaneously throughout the state at specified times and dates.	State	
SA	High Performance in Literacy and Numeracy in Disadvantaged Schools Project	2000	Years 3 to 9	The project will identify disadvantaged schools that are high performing in literacy and numeracy. The project researcher will investigate and document the factors, such as school structures, leadership, teaching and learning practices that lead to effective development of students' literacy and numeracy. These identified project schools will then work with other schools interested in improving the literacy and numeracy achievements of their students.	Australian Government	

System Monitoring

GOVERNMENT

Region	Program	Began	Target levels	Operation	Funding	Comments
	Early Assistance Action Research Project	2000	Educators, Birth to 8	Action Research exploring continuity of learning across sites. Some projects focusing on aspects of numeracy development in young children.	State	
	Making the Links – Numeracy	1997	Early Childhood educators – preschool to Year 2	A professional development program, which develops participant’s understandings of numeracy and how to identify and further develop student numeracy.	State	
	The department administers BSTs in aspects of Literacy and Numeracy for students in Years 3, 5 and 7. The BST is used to provide information about the rate at which students achieve the National Literacy and Numeracy Benchmarks	1995	Years 3, 5 and 7	The BSTs are done as a state-wide test at a particular point in time for all Year 3, 5 and 7 students across the state. They are standardised tests that measure aspects of literacy and numeracy. The tests are marked centrally and reports for parents are generated from the results.	State	
	Action Research: Numeracy Skills across the Learning Areas, Assisting students with Learning Difficulties to put Meaning into Mathematics	2000	R - 9	Project teachers engage in action research to explore methodologies and resources that are effective in developing the numeracy of students with learning difficulties.	State	

System Monitoring

GOVERNMENT

Region	Program	Began	Target levels	Operation	Funding	Comments
TAS	Cohort testing given on a 'cyclic basis'	1975	From 1997 testing has been based on grade cohorts (not age group cohorts). From 2000 Year 3, 5 and 7 students will be tested yearly. From 2002 Year 9 students will be tested.	This is co-ordinated through the Office for Educational Review. A focus is on monitoring-test results to estimate measures of 'valued added' components of numeracy education, using multilevel modelling.	State	
	Assessing and improving the mental computation of school age students.	Not stated	Not stated	Not stated	Not stated	
VIC	AIM – State-wide Testing component	2000	Year 3 (7 - 8 year olds), Year 5 (9-10 year olds)	<p>The state-wide assessment component of the AIM is a paper and pencil test assessing students in English (Reading and writing) and Mathematics (Number and mathematics) to provide additional information to schools and parents about student achievement in relation to levels of the CSF.</p> <p>Results</p> <p>School reports include:</p> <ul style="list-style-type: none"> - Student profiles, i.e. summaries of all results for individual students, which assist schools in identifying a student's strengths and any areas of concern - Student responses to each item, which assist schools in identifying class trends and areas of content which may need attention - Group summaries of results for the school, class, groups of students (gender, LBOTE, Indigenous) - Graphical representation of the distribution of the middle 80% of their students compared with the distribution of the middle 80% of the state, the median of the range of 	State	<p>The Victorian Curriculum and Assessment Authority administers this component of AIM. State-wide testing at Years 3 and 5 in English and Mathematics occurred in August 2000 and 2001 and will continue with a similar format beyond this.</p> <p>These AIM data complement information teachers collect from their ongoing monitoring and assessment of student progress and can further inform the professional judgements of teachers when planning for student learning. Subgroups that the AIM data collection and reports include are: boys, girls, students from LBOTE, Indigenous students</p> <p>Data from this testing is used</p>

System Monitoring

GOVERNMENT

Region	Program	Began	Target levels	Operation	Funding	Comments
				<p>performances is also shown.</p> <p>Parent reports include:</p> <ul style="list-style-type: none"> - Individual student achievement against the levels of the CSF. - Explanation of each part of the report. <p>To support parents from a non-English speaking background explanations are available in 14 community languages.</p> <p><u>Further reporting:</u></p> <p>The AIM data analysis reporting system presents student, school, like-school and state-wide comparisons for each year from 1996 in Reading, Writing, Mathematics, Number. These include:</p> <ul style="list-style-type: none"> - Single year group summary for students in Year 3 and Year 5 for years 1996-2000 - Three year trend data summaries for students in Year 3 and Year 5 for each school, like-schools and the state, also showing the differences between a school's results and their like-school group and the state. These data are useful for comparing the performance of different cohorts of students over a three-year period. - School result comparison Year 3, 1998-Year 5, 2000, show the growth between 1998 and 2000 of students who undertook the Year 3 LAP tasks in 1998 and the Year 5 AIM tasks in 2000. These longitudinal data are useful in showing the change in performance of the same cohort of students over the two years and for schools to use these data to inform future planning. - Student group result comparison Year 3, 1998-Year 5, 2000, show the growth between 1998 and 2000 of groups of students who undertook the Year 3 LAP tasks in 1998 and the Year 5 AIM tasks in 2000. These longitudinal data are useful in 		<p>to provide Year 3 and Year 5 Numeracy and Literacy Benchmark information to DEST</p>

System Monitoring

GOVERNMENT

Region	Program	Began	Target levels	Operation	Funding	Comments
				<p>identifying trends in groups of students and possibly identifying groups that may have made either little or significant progress over the two years. This enables schools to develop appropriate programs to support these groups of students.</p> <p>- Individual student result comparison Year 3, 1998-Year 5, 2000, show the change in performance of individual students who undertook the Year 3 LAP tasks in 1998 and the Year 5 AIM tasks in 2000. These longitudinal data are useful in identifying students who may have made either little or significant progress over the two years. This enables schools to develop appropriate programs to support these students.</p> <p><u>Community reporting:</u> The Victorian community is provided with aggregated data on student achievement. These data inform the development of educational initiatives in literacy and numeracy.</p>		
	AIM – Year 7 sample testing component	August 2001	Year 7	<p>This component of the AIM includes a pencil and paper test and a computer-managed assessment program to assess student achievement against the levels of the CSF in English and Mathematics. This will:</p> <ul style="list-style-type: none"> - provide schools, parents and students with additional confidential information on individual student progress against state-wide standards - assist schools and teachers in evaluating their programs and planning for continuous improvement in their teaching and learning - provide information over time to schools, systems and Australian Government on levels of student achievement in English and Mathematics 	State	Large-scale sample testing at Year 7 in English and Mathematics commenced in August 2001. Schools were invited to participate in the testing program. Students from around 300 schools undertook a standard pencil and paper test, while students from around 80 schools used a computer managed assessment program.

System Monitoring

GOVERNMENT

Region	Program	Began	Target levels	Operation	Funding	Comments
WA	Monitoring Standards in Education. Sample testing.	Testing started in 1990. Tested Mathematics in 1992, 1996 and 1998, 2000.	Years 3, 7, and 10. Year 5 testing introduced in 1998. In 2000 working mathematically introduced for Years 3, 7 and 10.	Trialling occurs in March/April. Sample testing takes place in the second week of September. School materials. Released so that schools can monitor their own performance.	State	Males, females, Aboriginal, LBOTE and all non-LBOTE.
	WALNA	Started in 1999 for Years 3 and 5. In 2000, Year 7 included for first-time.	Years 3, 5 and 7.	In Years 3, 5 and 7 population testing takes place in week 3, term 3 (August). WALNA	Funded by state, CEOWA and AISWA.	Provides system, school, class and individual performance information.

System Monitoring

CATHOLIC

Region	Program	Began	Target levels	Operation	Funding	Comments
ACT	Not at this stage.					
NSW		Not stated	Not stated	Not stated	Not stated	The Catholic Education Commission, NSW applies all MCEETYA – agreed NEPMT targets and measures. All diocesan offices have a program where diocesan advisers work with schools in analysing Year 3, 5 and 7 external numeracy test data and developing teaching and learning strategies.
		Not stated	Not stated	Not stated	Not stated	Diocesan Numeracy Strategies/Policies address key inter-related elements: Sound design elements for a whole school numeracy plan; Diagnostic assessment tool/s; Learning framework; Professional development.
QLD	Cohort testing in Literacy and Numeracy.	Not stated	Years 3,5 and 7	The monitoring on the developmental Continuum occurs in the course of daily teaching and observations are validated during a specific time frame. The validation tasks are designed by the Queensland School curriculum Council and teachers meet to moderate work samples. The sample testing occurs simultaneously throughout the state at specified times and dates.	Not stated	
SA	In the process of researching and undertaking consultation prior to the implementation of an appropriate system methodology.					

System Monitoring

CATHOLIC

Region	Program	Began	Target levels	Operation	Funding	Comments
TAS	Cohort testing given on a cyclic basis (Information provided by TAS State Department)	Since 1975	From 1997 testing has been based on grade cohorts (not age group cohorts). From 2000 onward, at 2-year intervals, they intend to test students in Years 3, 5, 7, 9.	Department now uses consultants (ACER in 1996, ARC at Melbourne University from 1997). Items written locally, trialed interstate. Schools given results on disk. Testing usually done mid year; full cohort).	Not stated	From 1997, (and from 1975 to 1992), the CEO in Tasmania has used the same tests for their sector.
VIC	No Programs or Initiatives specifically stated.					
WA	Benchmark Testing	1998	Years 3, 5, and	Through WALNA	State	Ongoing initiatives