### National Literacy and Numeracy Week 2008
### Project Report

#### Project Title: Jumping into Maths

**Project Description:**

**Aim of the project:** to develop the understanding of Mathematical strategies in all the sub-strands of Number. (Our target audience are our students, parents and staff members.)

**Our project description:**

- develop number sense in all four stages (Early Stage 1 – Stage 3) and produce a series of posters that will be able to be placed in classrooms to assist our students. The concepts within the posters may also be developed in to bookmarks which will be distributed to the students to use at home when completing homework. Please note the posters only have been created, when we get some more funds we will produce the bookmarks
- increase understanding of place value and mental strategies to solve problems. These strategies will precede and supersede the algorithm
- provide the parents with a workshop that will take participants through the sequence of conceptual understanding of the four operations. Concepts discussed at the workshops for parents will also be included in our weekly school newsletters. Please note the Newsletter information will commence Term 4.

**Person responsible for project:** Tanya Potter

**School:** Helensburgh Public School

**Contact person’s email:**

[mailto:tanya.potter@education.nsw.gov.au](mailto:tanya.potter@education.nsw.gov.au)

**Number of students, teachers, parents and other community members directly involved:**

All students (457) and teaching staff (23) will benefit from the poster development. The parents that benefited were those that took the time to attend our workshops. A small committee of six teaching staff that developed the posters. Three staff members that prepared and presented the parent workshops.

**Intended literacy and/or numeracy outcomes:**

- Addition and Subtraction – NES1.2, NS1.2, NS2.2 and NS3.2.
- Multiplication and Division - NES1.3, NS1.3, NS2.3 and NS3.3.

**Feedback about grants available for such projects:**

**Staff:**

The staff found the grant very worthwhile as we ended up with a set of resources that we use each day as we go about our task of teaching mathematics. The posters have helped us develop a common language across the school which hopefully assists the students now and in the future.

We need to continue to put energy into this but having the Literacy/Numeracy grant helped us find the time to develop them originally. Those parents that attended the workshops are also now using the common language with their children and are feeling more comfortable assisting their children. This is shown by the sample of emails below.

**Some parent emails following our Jump into Maths information sessions:**

1. Today I spoke with Mrs B regarding the maths session conducted on multiplication and division. The sessions they conducted in the staff room were great. It is some years since I was in school and the different methods to find the answer were not only a good refresher for me but also helped in understanding what my son is doing in Year 1 and how I can encourage him in the future. The teachers presented the material really well and I had to thank them. I’m sure that other parents present and future will benefit.

   R.H Yr 1

2. I would like to thank the school for running the “Jump Into Maths” talk for parents during National Literacy and Numeracy Week. It is always beneficial to learn the methods and terminology being taught to our children at school during maths. At the start of the talk, we were asked to explain the meaning of “Division” but no parent felt confident to do this! I have since talked about what division means at home with my children – and with confidence! Parents are very conscious that the methods they were taught at school may be very different from the methods taught to...
It is important that parents understand the way maths is taught in schools today so that they can confidently help their children at home.

Thanks again,
H.M Year 3

3. I have a Kindy child and a Year 5 child attending Helensburgh Primary School and I found this session very useful for assisting both children for the following reasons:
   a. Understanding the maths language has already assisted me to communicate more effectively with Zoe (yr 5)
   b. Knowing how to carry and subtract according to the current method has made a huge difference to the assistance at home with homework - simple misunderstandings had been holding back Zoe's understanding of some concepts and my ability to help.
   c. She doesn't know what she doesn't so she was unable to tell me what method was being used.
   d. Understanding that conceptually all four functions (+ - / x) are taught as being related makes a big difference as to how we now refer to and talk about maths challenges
   e. Understanding how we can assist kindies at home by counting in groups/using columns and rows has already increased the involvement of Otto (KB) in household activities that involve counting or grouping.

This was a very useful workshop
S.S Year 5 and K

Notice in our Newsletter: Literacy and Numeracy Week
This week is National Literacy and Numeracy Week. This year’s theme is ‘Partnerships in Learning’. As part of our celebrations we will be holding the following three events:
- ‘Jump into Maths Workshops’
  These information sessions for parents will be conducted on Thursday afternoon and then repeated in the night. Please refer to the separate note in the highlights for more details.
- On Friday in conjunction with our Peer Support program we will also have a Reading Together session.
- Some classes will also be participating in the ‘Reach for the Stars’ activity. This is a mass numeracy activity for all ages. Our students will be investigating their coin throwing abilities. The data gained from this experiment at HPS will then be added to the national data collection for this task.
Put the biggest number in my head and count on.

How many cupcakes altogether?

5 inside

Start at 5 and count on...

5  6  7  8
5 + 3 = 8

How many lollipops altogether?

25 inside

Start at 25 and count on...

25  26  27  28  29
25 + 4 = 29