

TOWN planning matrix



Aspect		School management			Teaching practice				Student progress	
Focus area		Implementation model	Professional learning (PL)	Parents and community	Short, focused, frequent activities	Differentiation	Framework	Newman's Error Analysis (NEA)	Assessment	Tracking and monitoring
Level	4	TOWN is implemented across all classes 3-6 and connects to the K-2 school mathematics program. The executive facilitates the whole school review and refinement of the TOWN implementation model, its action plan, long term goals and strategies.	Ongoing rich professional discussion and reflection focuses on the teaching of specific mathematics concepts and on the depth of student learning. Lesson study is used as an ongoing whole school approach to PL focused on continual evaluation and renewal of teaching. Processes are in place to cater for individual TOWN PL needs of teachers identified through the TOWN planning matrix.	Parents are provided with workshops to develop their understanding of the TOWN framework and how to support their children's learning at home or when assisting in the classroom. The school involves the community in the implementation and evaluation of the TOWN program.	Planned short activities, focused on the needs of targeted students, occur routinely throughout the day and at other opportune moments to reinforce concepts taught.	Teaching focuses on concepts within a syllabus key idea to structure a series of lessons. Aspects of lessons are differentiated to support student learning. Class structure varies during lessons according to purpose, concept development and student needs.	Teachers have a thorough understanding of the framework to guide the teaching and learning cycle.	Teaching programs frequently engage students in solving word problems where they confidently apply NEA prompts and select strategies to overcome hurdles.	Continuous assessment of students' progress along the framework occurs through observational and formal assessment and is used to inform programming, teaching and reporting.	Student progress along the framework is continuously tracked and monitored across the school by teachers. Monitoring of student data is used by the TOWN team for school planning, programming and professional learning.
	3	TOWN is implemented across all classes 3-6. The executive supports the identification of focus areas for continued program implementation and assists with the development of the annual TOWN action plan.	TOWN PL is held 3-5 times per term focused on the framework, student progress and TOWN TPL resources to improve pedagogy. PL supports TOWN teachers' engagement in the lesson study process to improve lesson quality and achievement of purpose. Reflection focuses on students' understanding of concepts.	Parents are provided with specific information regarding their children's progress in the TOWN program and provided with suggested home activities aligned to the framework. Parents are provided with an overview of the framework and trained to assist with group work in classrooms.	Short activities are based on previous mathematics lessons, linked to the framework, and planned daily.	Teaching focuses on differentiating an activity to structure a lesson. Class structure is based on flexible grouping linked to the framework.	Teachers use their sound understanding of the framework to structure a lesson and select activities that will progress students' strategies.	Programs specify teaching activities for all students to address the hurdles identified through NEA.	Teachers use formal and observational assessment periodically to inform programming and flexible grouping.	Student progress along the framework is tracked by the class teacher at least once per term and then shared or displayed for TOWN team discussion and monitoring.
	2	TOWN is implemented across all classes in one stage. At least one executive member is part of the TOWN team and, where needed, facilitates changes to school structures to support program implementation.	TOWN PL is held once or twice per term focused on strengthening team members' understanding of the framework and sharing activities linked to student levels on the framework. Support is provided for some teachers to collaboratively plan and reflect upon lesson content. Training is provided for new teachers joining the TOWN program.	Parents are provided with an outline of the TOWN program and their children's involvement in it. Parents are invited to assist with group work in classrooms.	Short activities providing further skill practice are occasionally planned.	Teaching is based on using the school's bank of activities, which are levelled according to the framework. Numeracy groups based on ability are created across a stage or year.	Teachers' understanding of the framework allows them to independently make judgements about students' strategies and to form ability groups.	NEA prompts are displayed and teachers refer to them to assist individual students to solve word problems.	TOWN assessment is administered by the class teacher at the beginning and end of a reporting period or at the end of each term to guide student ability grouping.	Initial TOWN assessment data is recorded by teachers and then updated at the end of each term or reporting period to guide student ability grouping.
	1	TOWN is implemented in some classes. The executive plans the program budget and completes the associated program administration.	PL is provided for TOWN team members focused on initial understanding of the framework and provision of activities.	Parents are informed about the school's participation in TOWN and invited to assist with the preparation of classroom resources for the program.	Unplanned lesson breakers occur intermittently.	Teaching is based on all students completing the same tasks, using resources that may be aligned to the framework. Targeted students may be withdrawn for intervention.	Teachers can use the framework, with support, to make judgements about students' strategies.	Teachers administer the TOWN assessment to identify where students are encountering difficulties when solving word problems.	TOWN assessment is administered at the beginning of the program, not necessarily by the class teacher.	Initial TOWN assessment and other data is recorded and kept by class teachers for reporting purposes.