[music]

**Laura:** St. Albans Secondary College is a pretty big school. It's located in St. Albans, a suburb in Melbourne, Australia.

**Samer:** It has a great environment around it. Everybody here's supportive.

**Gabriel:** It's a very multicultural school with a whole bunch of events to offer. Programs that students can undertake regarding leadership.

**Samer:** They really encourage you to be what you want and they help you with your subject choices. They help you try and achieve your goals.

**Jaderick:** It's very enjoyable to come here.

**Kerrie Dowsley:** When we started the numeracy work, the approach to assessment, to diagnostic use of data, was quite individual.

**Owen McIntyre:** We're excellent at collecting data. **[unintelligible 00:00:55]** data. Everyone had Excel spreadsheets. Everyone had conditional formatting on their Excel spreadsheets and things like this, but we didn't really know what to do with it. In the course of the next three years, what we've done is we've created a bit of a cycle where you get the data and we look at this particular band of students that were making low growth, what proactive programs or what do we have in place to help supplement these students.

**Kerrie Dowsley:** People went and did some investigation. They looked at programs at other schools and they did a bit of research on the GRIN Program as well. That's what they chose as their model. A group of staff went and did the training. We supported them to do that training and we supported them with it, obviously with the allocation of time to that program. It was introduced on a trial basis, I suppose, in its first year, but it's been really successful.

**Jaderick:** The GRIN Program is a program where they take students out of class and they help them with their math skills.

**Samer:** They teach us key things that we'd be learning in our classroom, but they'd understand what we didn't get about it, stuff that we couldn't do normally in class.

**Cammy:** She would teach us stuff that our teacher wouldn't really explain in detail in class and she'll make sure we understand it before she moves on.

**Lynette French:** We probably have, I think at the moment, five GRIN tutors. That means that there'll be five groups of three students this semester that all benefit from this program.

**Owen McIntyre:** You do find you've got to get the right student for the program. You really have to get the right students.

**Lynette French:** We need students that, first of all, have very, very good attendance. They need to also be not behavior problems, not modified students that is working very below expected.

**Owen McIntyre:** Somewhere between your 40s and your 50s, with a little bit of confidence and a little bit of instruction, can jump up into a, I say, a 65 or 70, and then the momentum takes over. Then a 70 becomes a 75, and a 75 becomes an 80, and before you know it, these students are really excelling in a subject and a topic that they're really intimidated by.

**Jaderick:** At first I saw it as singling me out as probably one of the worst mathematicians in my class at the time. After seeing it helped me, I gave up that idea.

**Cammy:** I always felt in VCE, I would do really bad in math and I wouldn't really pass it.

**Jaderick:** I didn't like math that much because I didn't really have the skills to more or less keep up with the class. I was often falling behind. I didn't understand what it was being taught to me.

**Lynette French:** For each of the GRIN tutors, we have a two-period allowance to each week which is a hundred minutes. That hundred minutes constitutes a minimum of 45 minutes face-to-face with the students. We also need to have meeting time with the teachers of the students that we have in our GRIN Program. We do need to meet, sit down, talk about what was done last lesson, what did the teacher require of the GRIN tutor for the following lesson. Last GRIN session, we went through those things about how to measure using a protractor, what an angle was. We looked at angles at better points.

**Owen McIntyre:** Super. Exactly. They already knew vertically opposite. There's a little bit of revision from year seven. Obviously, complementary, supplementary angles, stuff like that, they're pretty good with. Towards the end of the exercise, they started to struggle a little bit. There's some of those tricky enrichment style questions. Overall, they just look so much more comfortable and more confident. The literacy aspect, they really knew. Those boys are moving to be now. We want to try now that because the literacy aspect is--

**Lynette French:** Yes. This topic's got such a lot of words in it, hasn't it? It's got a very strong vocabulary focus.

**Owen McIntyre:** If you're not good at the literacy aspect, you get lost really easy.

**Lynette French:** On a day when I've got the GRIN Program students, I would go to their room and I'd collect them. Excuse me, Mr. McIntyre. Can I just have my GRIN students, please?

**Owen McIntyre:** Yes, certainly.

**Lynette French:** Thanks. We'll be about 15 minutes.

**Owen McIntyre:** Not a problem.

**Lynette French:** Good. Always check that they're not doing anything that's vital in that lesson. If it's an assessment task or something that they really can't miss. If it maybe is something that they need to be there for the first 10 minutes of the lesson, I can come back. Ready for some GRIN? How'd you feel in the last Math lesson? Give yourself a score out of 10.

**Student 1:** 7 maybe out of 10.

**Lynette French:** When we get into the room, I then record what they reckon their score for the previous lesson would be out of 10, and then the reasons for this. Usually things like I could put up my hand, I could answer some of the questions that the teacher asked.

**Cammy:** They would start off by telling us the main points of the new topic we'll be learning in class before we even started in class so we would have an idea of what we're about to learn and do. She would give us examples to work with and she'll ask each of us to try to solve it. If we can't, she will explain to us. Even if we still don't understand that, she'll always make sure we'll understand it before she moves on.

**Lynette French:** You've shown that they're parallel by your little arrows. Do you think you could draw-- We sit around a table. We have a little whiteboards. We have whiteboard markers. It's all about minimal writing for the students. It's more about talking. They don't come with any equipment. They don't need to bring pens, pencils or paper.

**Samer:** Your regular classrooms, it's big and it's intimidating. When you go in a little, small group, it's like a one-on-one with other people there.

**Owen McIntyre:** There's particular students that have grown and have really developed and their **[unintelligible 00:06:33]** A in your 8th mathematics. Then you look at results in year 10. You talk to them and you hear that they've grown in confidence. Just the way they speak, just the way you talk to them, you can see they're more confident.

**Jaderick:** After doing GRIN program, I am, for the most part, very confident at math. Normally, I wouldn't really struggle as much anymore. I now find math to be very enjoyable and I don't hate it at all now.

**Cammy:** In class before GRIN, I was doing really bad and I just didn't really have hope. After the GRIN program, they taught me how to break down types of math problems to make it easier for myself to solve.

**Jaderick:** It helped me try and keep up for the class a bit better.

**Owen McIntyre:** Now, for these students to come out, some of these students are at the top in math methods year 11, that's where they're projected to go.

**Kerrie Dowsley:** We are incredibly fortunate to have a dedicated and really highly skilled staff who are committed to that improvement for each student. We also have students who do have very high expectations for their learning and for their pathways beyond the school so that there is that culture that exists here and we're really proud of that culture.

[music]

**[00:08:09] [END OF AUDIO]**