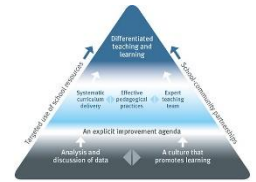


BE A NUMERACY LEADER

Invest in student, staff and school improvement



SOLVE IT - YEARS 4-5 - U2B

Register Here

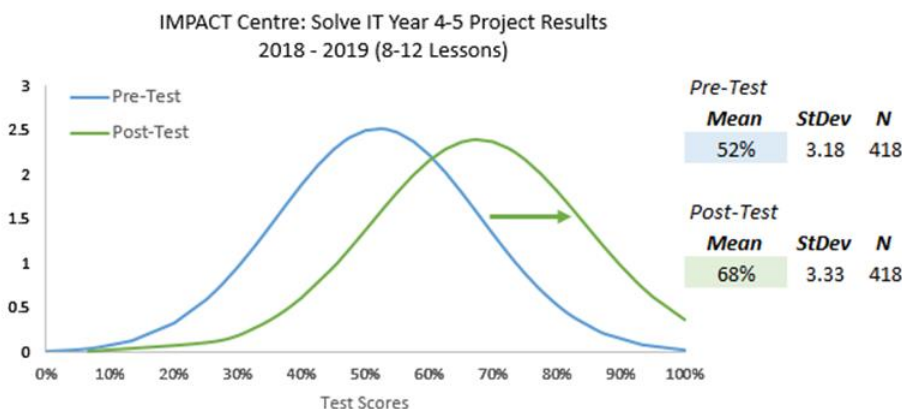
✓ Differentiate teaching and learning

Solve IT develops students' ability to solve complex numeracy problems through the use of a problem-solving approach, strategies and collaboration. Your students will:

- learn and apply a process for comprehending and solving problems;
- develop a bank of problem-solving strategies to use on demand;
- be taught by a specialist teacher from the IMPACT Centre;
- build technology skills and confidence for future online learning and assessments.

✓ Improve outcomes

The following graph demonstrates that the achievement of *Years 4-5 Solve IT* students significantly improved from pre- to post-assessment in 2018-2019.



✓ Deliver curriculum

AUSTRALIAN CURRICULUM - Content Descriptors

Mathematics - [ACMNA291](#), [ACMSP120](#), [ACMMG111](#), [ACMMG114](#), [ACMMG084](#)

General Capabilities



✓ Develop expertise

- We highly recommend that your supervising staff member/s login, learn alongside your students and collaborate with our specialist teachers.
- They develop curriculum, pedagogy and technology expertise, which transfers to their teaching or leadership role.
- Offer the opportunity to a leader, teacher or aide.
- They earn a PD Certificate aligned to AITSL standards – through active participation in lessons and completion of a short online module.



(07) 3634 1888



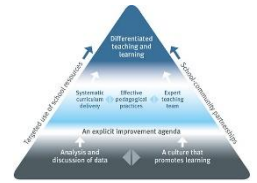
admin@impact.eq.edu.au



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Student target group

- Your school determines which students participate.
- As a guide, most schools select students who achieved Band 4-5 in Year 3 NAPLAN Numeracy - Year 5 students for Round 1 and Year 4 students for Rounds 2-3.
- Teacher judgement, data and student interest in the topic should assist selection.
- Student or parent nomination is also an option.

Assessment and reporting

- Assessment involves a numeracy problem-solving pre-test to provide diagnostic data and a post-test to measure distance travelled.
- Your school receives a written report containing pre- and post-assessment results, attendance data & survey feedback. You also receive report card comments (OLA).

Course outline

1	Inspiring introduction to <i>Solve IT</i> and online learning skills
2	Pre-Assessment - eLearn Test. Introduction to problem solving approach.
3	Strategies for Addition and Subtraction - Part Part Whole – relationship between parts.
4	Strategies for Multiplication and Division – P1, M.A.D.
5	Strategies for Patterns – P1, Identify and apply the rule to continue patterns
6	Spaced Learning – revision, consolidate understanding of topics covered.
7	Strategies for Multistep Problems - Part Part Whole and M.A.D. Triangle.
8	Strategies for Multiplication and Division – P2, rates, ratio and scale
9	Strategies for Patterns – Real-life applications - patterns with fractions, 2D-3D-tables
10	Spaced Learning – revision, consolidate understanding of all topics covered.
11	Post-Assessment - eLearn Test
12	Where to from here? Review, consolidate and celebrate success

Timetabling, group size and costs

- Students participate in 1 x 60 min web conference lesson per week for 12 weeks.
- We negotiate the timetable with you - nominate 2-3 preferred times.
- 3 x 12 week rounds run across the year - *Solve IT* is available in all rounds.

Round 1: Feb 3-May 22				Round 2: May 25 – Aug 28				Round 3: Aug 31 – Dec 4			
Feb	Mar	Apr	May	May	Jun	Jul	Aug	Aug	Sep	Oct	Nov
Available				Available				Available			

- 14-15 students form an online group – from your school or multiple small schools.
- You can involve a full class of 28-30 students – this is classified as 2 groups.
- We operate on a cost recovery model – invest a small fraction of FTE or cash.
- Round 3 cash option is \$290 per student or \$4300 per group of 15 students.**
- Your school is investing in the time of a specialist teacher who works directly with your students and staff and is employed by the Department of Education.
- Consider using [Investing for Success](#) or internal school budgets.
- See [How it works](#) and [Investment options and costs](#) for specific details.



NUMERACY SUCCESS

STAFF: I think the biggest improvement is that the students now have a systematic plan and strategies to use, as well as thinking more about what is being asked. With so many students unable to problem solve and work systematically, the IMPACT courses provide a systematic approach to Mathematics and give students a "toolbox" of strategies to use. The digital environment engages students in a collaborative environment that is fun.

STUDENT: I can show my thinking when working out a problem or sharing my new skills. I learned I can make mistakes and keep working on them. I can also share my thinking of new different ideas.

STUDENT: See-Plan-Do-Check has helped me make sure I don't make silly mistakes, it's made me more confident in maths and I'm going to use it in math at school.

STUDENT: I'm better with math and the computer. I learn from my mistakes and keep trying as well as showing my working out.

[Register Here](#)

[How it works](#)

[Investment options and costs](#)

[View all programs](#)