



Chirnside Park

Primary School



Top Ten Mathematics
member school case-study

2024 regional-comparison NAPLAN student gain data (Year 3):

NAPLAN - Students by Proficiency Levels ⓘ

Exceeding or Strong students in 2024 (%) ⓘ

For students in Year 3, Numeracy

98%

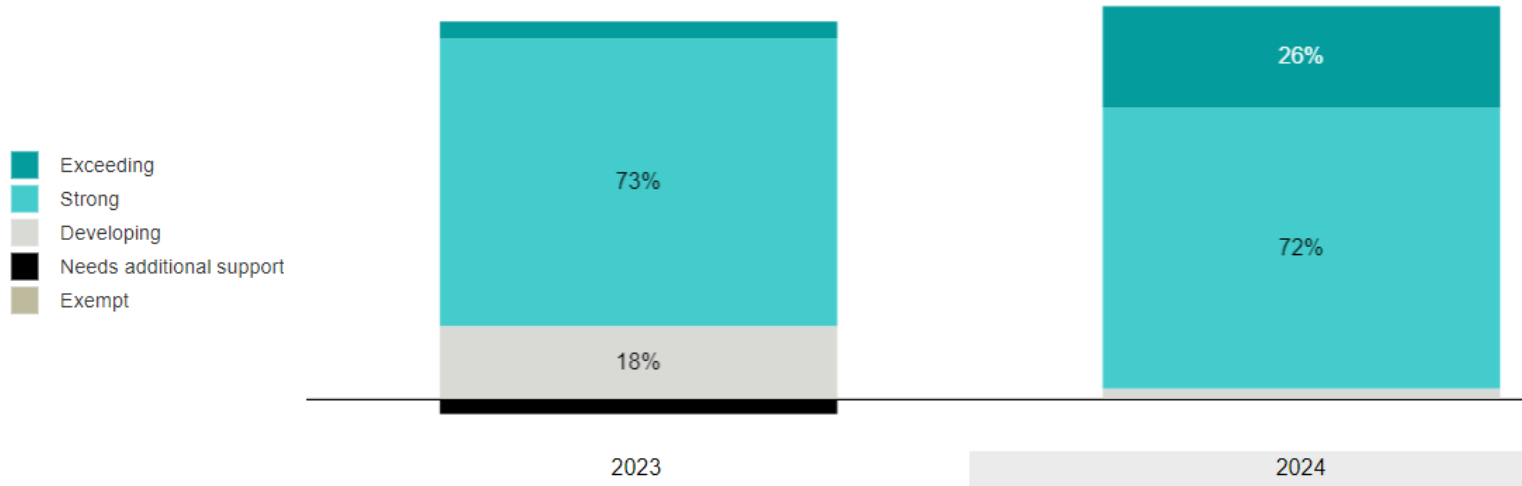
Your school

67%

Similar schools

Students by proficiency level (%) ⓘ

For students in Year 3, Numeracy



Feedback from leaders and teachers members at Chirnside Park PS

“When the change narrative is presented well and teachers are embedded in the change process with all resources required, look at the impact for students. Your passion and impact at our school has been immense. Thank you again for your incredible support at CPPS. You go above and beyond for our community and we see that and appreciate that. So proud of our staff and students.”

Mr Graham Elliott, Principal, Chirnside Park PS

“Thanks again for the continued support you provide our teams. The enthusiasm and passion you share has continued to support our aim in developing a rich and effective mathematics program.”

David, Assistant Principal, Chirnside Park PS

“Our students across the school love Maths because of Top Ten. It is extremely engaging and develops their conceptual understanding. The approach is evidence based, the PDs are incredible for teachers, and the support of the consultant is so valuable. Our results have lifted so much since committing.”

Natalie, Year 3/4 Teacher, Chirnside Park PS

“You are always so supportive of how I plan. Thank you.”

Sharon, 5/6 Teacher, Chirnside Park PS

2024 regional-comparison NAPLAN student gain data (Year 5):

NAPLAN - Students by Proficiency Levels ⓘ

Exceeding or Strong students in 2024 (%) ⓘ

For students in Year 5, Numeracy

85%

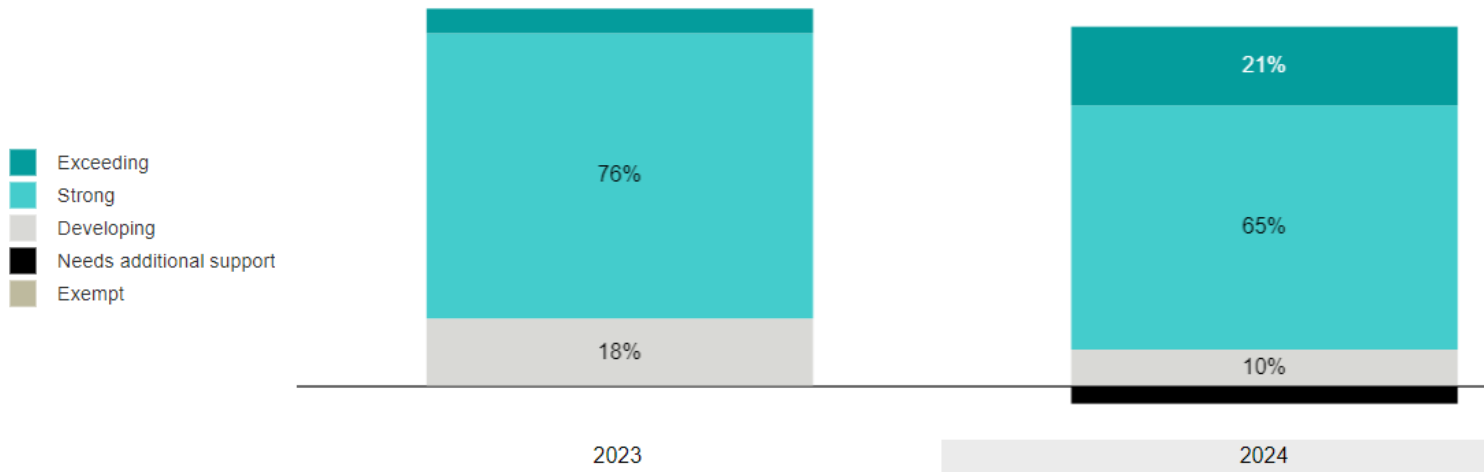
Your school

68%

Similar schools

Students by proficiency level (%) ⓘ

For students in Year 5, Numeracy





Chirnside Park Primary School

The leaders and teams at Chirnside Park were seeking a sequential, explicit, research-based approach to numeracy that was more engaging and hands-on than their existing pedagogy.

Following an initial professional learning session, teams implemented Top Ten Mathematics for two years without any further assistance, comprehensively using Top Ten in Year 1/2 in particular.

After two years, having seen the impact in the early years cohort, the school then contacted Top Ten for full-scale, regular professional learning at a whole-school level.



Chirnside Park Primary School

For three years, teams worked with our numeracy coach during intensive planning sessions, bringing data to term-by-term planning sessions to inform weekly planning, with the diagnostic assessments and unit plans driving the teaching practice.

Teams also engaged in regular teaching sprints and supported one another with shared classroom modelling. The school has now implemented a consistent and highly effective instructional model across all teams, training new team members each year.

Recognised by the Department of Education for outstanding student gains and asked to share their approach to other schools in the region:

After two years, leaders were invited by the Department of Education to present their students' outstanding gain results to support their wider network and the Senior Education Improvement Leader (SEIL) at the Department with strategies to improve numeracy instruction.

The Principal and Assistant Principals all presented the Top Ten assessments, unit plans and instructional model as the driving force behind their student gains.

All teams use Top Ten's diagnostic pre-assessments prior to teaching to drive point-of-need planning, the units to support planning, and post-assessment to celebrate growth and re-teach.

Teams follow the Top Ten scope and sequences and unit timings.

Teams engage in teaching sprints supported by Top Ten numeracy coaches. Top Ten's exemplars have supported the development of a consistent whole-school instructional model and also and training new graduates in classrooms.