Impact Statement Canvas for PRIME Futures
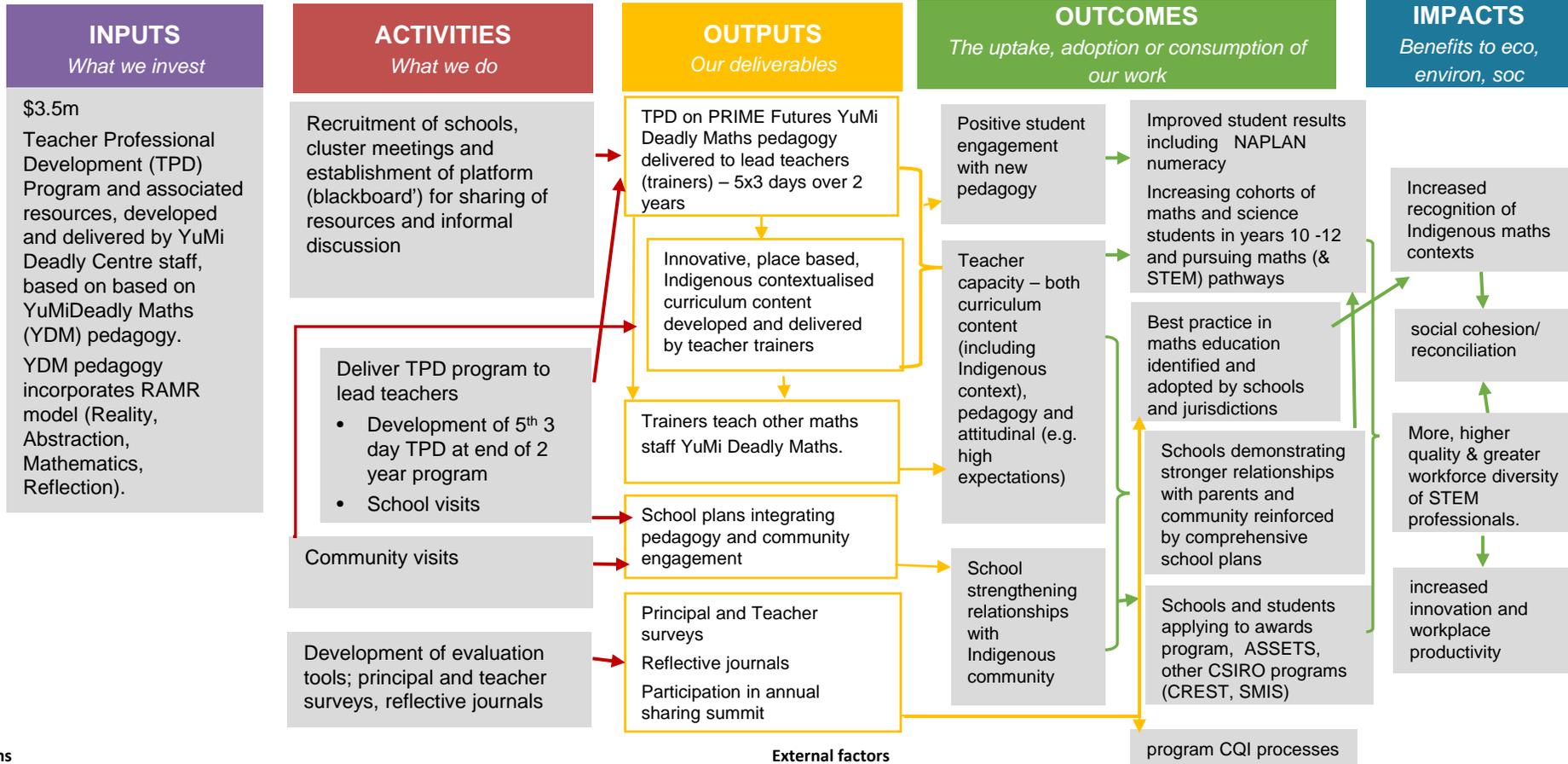
PARTICIPATION

CSIRO, QUT	YuMi Deadly Centre Staff, support services	YuMi Deadly team, schools, students Elders, Indigenous organisations, community	Schools, students CSIRO, jurisdictions

INPUTS *What we invest*	ACTIVITIES *What we do*	OUTPUTS *Our deliverables*	OUTCOMES *The uptake, adoption or consumption of our work*	IMPACTS *Benefits to eco, environ, soc*
$3.5m Teacher Professional Development (TPD) Program and associated resources, developed and delivered by YuMi Deadly Centre staff, based on based on YuMiDeadly Maths (YDM) pedagogy. YDM pedagogy incorporates RAMR model (Reality, Abstraction, Mathematics, Reflection).	Recruitment of schools, cluster meetings and establishment of platform (blackboard') for sharing of resources and informal discussion Deliver TPD program to lead teachers • Development of 5th 3 day TPD at end of 2 year program • School visits Community visits Development of evaluation tools; principal and teacher surveys, reflective journals	TPD on PRIME Futures YuMi Deadly Maths pedagogy delivered to lead teachers (trainers) – 5x3 days over 2 years Innovative, place based, Indigenous contextualised curriculum content developed and delivered by teacher trainers Trainers teach other maths staff YuMi Deadly Maths. School plans integrating pedagogy and community engagement Principal and Teacher surveys Reflective journals Participation in annual sharing summit	Positive student engagement with new pedagogy Teacher capacity – both curriculum content (including Indigenous context), pedagogy and attitudinal (e.g. high expectations) School strengthening relationships with Indigenous community	Improved student results including NAPLAN numeracy Increasing cohorts of maths and science students in years 10 -12 and pursuing maths (& STEM) pathways Best practice in maths education identified and adopted by schools and jurisdictions Schools demonstrating stronger relationships with parents and community reinforced by comprehensive school plans Schools and students applying to awards program, ASSETS, other CSIRO programs (CREST, SMIS) program CQI processes	Increased recognition of Indigenous maths contexts social cohesion/ reconciliation More, higher quality & greater workforce diversity of STEM professionals. increased innovation and workplace productivity

Assumptions

The PRIME Futures program is delivered by YuMi Deadly Centre (QUT) under contract to CSIRO.

The PRIME Futures model is based on training a group of teachers in the PRIME Futures methodology and for these individuals to train other teachers in their school (based on train the trainer model).

PRIME Futures data collection is targeted at teachers/principals and there is no direct monitoring of student performance.

CSIRO may seek to develop evaluation methodologies to assess student outcomes (e.g. access jurisdictional data to compare PRIME Futures students and schools with those not implementing the program).

External factors

NAPLAN: Evidence of improved numeracy in NAPLAN is a long term outcome for several reasons: (a) students are tested only once every two years; (b) point in time tests are unreliable unless the data shows that the change is sustained; (c) it takes almost a year for the data to be published after each test. Evidence of improvement is possible only between Years 3 to 5 and Years 7 to 9 because students change schools between Years 5 and 7.