



NUMERACY POLICY

PURPOSE: to enable all students to

- develop the Mathematical skills and understandings needed for everyday living and apply their knowledge and skills in real life situations
- interpret and communicate the language and processes of Mathematics in a range of situations
- develop and apply the mental and written strategies and problem solving skills required to solve practical problems
- identify and apply mathematical connections, concepts, skills and processes to pose and solve mathematical problems.

GUIDELINES:

- A differentiated program will be implemented consistent with the guidelines in the Australian Curriculum (AusVELS)
- Whole school Numeracy programs will include a balance of the Content Strands of Number and Algebra, Measurement and Geometry and Statistics and Probability and also Proficiency Strands of Understanding, Fluency, Problem Solving and Reasoning
- Early Years Numeracy and Middle Years Numeracy strategies will be used in the implementation, assessment and reporting of Mathematics
- The Mathematical standards will be presented in relevant and real life context where possible
- Numeracy tasks will be integrated into class inquiry units, literacy units and/or current events in the school, community and the world where possible
- Flexibility within the Numeracy program will enable fluid groupings to ensure that students are working at the level most suitable to their individual learning needs.

IMPLEMENTATION:

- An outline will be developed every term at team levels to ensure that the Numeracy content descriptors (the mathematical knowledge, concepts, skills and processes) are being covered throughout the year
- Teaching strategies will include direct whole class teaching, focus group teaching, investigation, problem solving, cooperative group work and practical application for Mathematics
- A minimum of 5 hours (when possible) will be allocated to Numeracy each week, with sessions comprising the following structure from grades 1-6
 - Warm up activities, games, mental maths (10 minutes)
 - Whole class Mini Lesson (10 minutes)
 - Independent or group tasks, problem solving activities, focus groups (30 minutes)
 - Individual or whole class sharetime, self assessment and reflection time (10 minutes)

Foundation students engage in Mathematics through a combination of the aforementioned structure (3-4 hours per week) as well as through their structured play based learning sessions (1-2 hours per week)

- Lessons include a range of hands on, open ended tasks, investigative work and problem solving activities
- Provide opportunities for support and extension through differentiated problem solving tasks and activities
- Provide opportunities for students to work within ability, mixed ability and whole class situations
- Mathematics education will, where possible, take place on a daily basis with an emphasis on real life situations and in activities which: provide feedback for the learner, build upon students' experiences, use concrete materials through a hands on approach to learning, challenge students within a supportive framework, use and develop appropriate language and seen as purposeful, challenging and interesting
- The Mathematical content will, where possible, be presented in relevant and real life contexts and linked with Inquiry unit topics being covered each term

- Numeracy programs will include a wide range of materials and resources, including ICT resources
- The Numeracy team members will assist and support the coordinator and teachers in the development, introduction, implementation and evaluation of the Numeracy program across the school
- The Numeracy team members (comprising of a staff representative from each level) will be responsible for the repair, maintenance, auditing and storing of materials and equipment within classrooms. They will also be responsible for ensuring that teams are prepared during weekly team planning sessions
- Materials and resources are stored in classrooms within levels and available for use across all levels within the school
- The Numeracy coordinator will be responsible for the budget expenditure of the mathematics program and promotion of Numeracy across the school community
- A Numeracy Team representative from each level will attend regular Numeracy Team meetings and report back to team members at level planning meetings
- Staff will participate in school based professional development and be encouraged to attend ongoing professional development outside of school where possible
- Student achievement is assessed using a variety of strategies including observation, work samples, checklists, anecdotal records, common assessment tasks/ILJ tasks, moderation tasks and formal assessments, OnDemand online assessment and PAT Maths (only used at the completion of the school year)
- Mathematics tasks will provide some opportunities for student self assessment and reflection
- Reporting to parents against the AusVELS outcomes each Semester and ILJ tasks each term
- Assessment of student progress is consistent with DEECD guidelines, including NAPLAN Assessment and Early Years Numeracy Program interview.

EVALUATION:

- Ongoing evaluation of the Mathematics program against the school Annual Implementation Plan (AIP)

PARENT ROLE:

- Parents will be encouraged to share Mathematical experiences with their children in everyday life situations
 - Parent participation in classrooms, through the parent helper program, will be encouraged to promote home/school partnership in the development of Mathematical skills, knowledge and application
- Parents will encourage their children to practise their maths skills at home through programs such as Mathletics.

MONITORING AND REVIEW

- This policy will be reviewed as part of the school's four year review cycle.

This policy was ratified by School Council: October 2014

Next policy review: October 2014