

Rationale:

Numeracy helps us use mathematics effectively to meet the general demands of day to day life at home, work and in our everyday life.

Aims:

Through becoming numerate at school, students will:

- Acquire numeracy skills and knowledge so they can confidently and competently deal with daily life.
- Develop knowledge and skills in using numeracy for employment, further study and interest.
- Be able to accurately interpret and communicate quantitative and logical ideas.
- Recognise the fundamental importance of mathematics to the functioning of society.
- Understand and appreciate the nature of mathematical thinking, the processes by which mathematics changes and its cultural role.
- Understand the dynamic role of mathematics in social and technological change.
- Use technology appropriately and effectively to support the learning of mathematics, and in carrying out mathematical activities in context.

Implementation:

- All students will study a sequential numeracy course based upon the current DEECD curriculum guidelines, using Nelson Maths Teacher Resources as a base.
- A variety of teaching methods will be used such as games, investigative work, practical activities and problem solving. Students will be provided with opportunities to discuss new concepts and to link prior experiences to new learning. Students will reflect on work learned and will revise work regularly to ensure the retention of concepts.
- A variety of classroom organisation strategies will be used working independently and cooperatively in pairs, groups or as a whole group.
- Teachers will provide a range of open-ended learning experiences that cater for different thinking styles and ensure learning is differentiated to ensure the needs of children are met at the appropriate level.
- Teachers will incorporate a thinking curriculum/problem solving approach.
- All teachers will teach numeracy as relevant in their classes,
- Activities and expectations will be geared to individual needs and abilities
- Student's individual abilities will be measured at the commencement of each unit of work, and appropriate learning opportunities be provided that cater for the identified needs of each student.
- Student progress in all strands of Mathematics will be reported in half and end of year academic reports, as well as be reported in the school's annual report. It is expected all students will progress 12 months or more in each year of their time at school.
- A minimum of 5 hours per week shall be allocated to the teaching of numeracy.
- Numeracy activities should, where possible, reflect the topics being studied at school.
- A budget that provides for the needs of the numeracy program will be developed by staff and resourced by school council.

Numeracy Policy

- Staff members will be allocated the responsibility of coordinating the school's Mathematics program and the school's involvement in the various Mathematics competitions and exhibitions.
- Term numeracy planners will be detailed enough to ensure all team members are teaching the same content and know how to differentiate across the level.
- Staff members will work together to plan units of work which will be lead by the level coordinator.

Evaluation:

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

- The policy and program will be evaluated on an ongoing basis using the AusVELS as a guide.
- A variety of formal and informal evaluation strategies will be used. See the Kerrimuir Assessment Schedule for current forms of data collection.
- AusVELS results and NAPLAN results will be used to assess the adequacy of the school policy and program