Numeracy Policy

Working Mathematically

Number

Patterns and Algebra

Data

Measurement

Space and Geometry

Policy Statement

Numeracy could be defined as numerical literacy. Numeracy encompasses a great deal more than mathematics and can be broken into two fundamental dimensions. The first dimension is mathematics which incorporates knowledge in number, patterns and algebra, data, measurement, space and geometry. The second dimension in numeracy is the capacity to take mathematics and apply knowledge, skills and strategies to deal with every day life in a variety of situations.

Being numerate, at the very least, is about having the competence and disposition to use mathematics to meet the general demands of life at home, in paid work, and for participation in community and civic life. (Willis, 1998, p.71)

At Blaxland Public School Numeracy is a fundamental key learning area.

Statement of Purpose

The aim of Mathematics in K–10 is to develop students’ mathematical thinking, understanding, competence and confidence in the application of mathematics, their creativity, enjoyment and appreciation of the subject, and their engagement in lifelong learning.

(Board of Studies NSW State Syllabus Document Years K – 10 pg 7)

In implementing the NSW State Syllabus in Mathematics Blaxland Public School will focus on:

- Process - Working Mathematically

Substrand:

| Application of Strategies | Communicating | Reasoning and Reflecting |
• Strand – Number

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<th>Substrand:</th>
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<tr>
<td>Whole Numbers</td>
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<td>Chance</td>
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| Fractions, Decimals and Percentages |

• Strand - Patterns and Algebra

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<th>Substrand:</th>
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<tr>
<td>Patterns and Algebra Number Patterns</td>
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• Strand – Measurement

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<td>Length</td>
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• Strand – Data

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<td>Data Representation</td>
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• Space and Geometry

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**Effective Literacy Teaching and Learning**

Blaxland Public School will:

- give numeracy improvement a target priority and develop an action plan;
- provide continuing teacher professional development in order to develop understandings about numeracy and the knowledge and skills to apply appropriate strategies in the classroom;
• communicate appropriate teaching strategies for improving numeracy through training and development within the school, using mentors and consultants;
• provide for consistency in student learning through a planned whole school approach;
• provide for teaching strategies that take students from what they know to the partially known through explicit and systematic teaching on a daily basis;
• identify individual student needs through ongoing assessment;
• provide support teaching for students experiencing learning difficulties;
• encourage and provide for parent input into the learning process;
• track and monitor students K – 6;
• provide modelled and guided teaching and learning experiences leading students to independence in mathematics and working mathematically;
• provide meaningful learning situations in which students take knowledge, understandings and strategies through to practice in a variety of settings;
• provide positive and constructive feedback for students, affirming what they know and where to next;
• opportunities to review whole or part of the learning cycle;
• review and organise school resources to ensure their appropriateness for optimal numeracy learning and teaching;
• evaluate the whole-school numeracy program as part of school planning, to measure the progress being made to improve the numeracy outcomes of students and
• report to parents on prior and current learning achievements using the standards framework of syllabus outcomes.

Teachers will provide teaching and learning programs designed to develop mathematics and working mathematically.

Teaching programs will include:

• daily instructional lessons that are explicit, systematic and clear in direction for students using the NSW State Syllabus in Mathematics as the framework;
• modelled, guided and independent learning opportunities;
• the teaching of knowledge, skills and strategies designed to take the student to independence in learning;
• frequent exposure to, and experience with, meaningful mathematical activities;
• individual assessment strategies designed to inform teaching directions;
• texts for instructional teaching in mathematics, appropriate to each student;
• time for critical reflection and opportunities to articulate mathematical concepts and applications;
• regular opportunities for students to articulate and demonstrate their learning;
• opportunities for students to practice mathematical operations;
• opportunities to explore mathematical concepts and understandings as individuals and in groups;
• regular tracking and monitoring of students;
• analysis of assessment and feedback on achievement.

The Support Teacher for Learning Difficulties will:

• liaise with class teachers in assessment, programming and monitoring of identified students;
• support with in class teaching and learning initiatives;
• provide support in programming individual educational programs for identified students;
• mentor class teachers in skills and strategies to assist specific teaching and learning needs of identified students;
• support referrals for district support, where appropriate and
• provide feedback to teachers, students and parents, where appropriate.

Students will:

• participate constructively in teaching and learning activities;
• be part of planning for their future learning directions and
• be responsible for their own belongings required for their learning tasks as required by the class teacher, for eg. pens, sharp pencils, texts etc

Parents will:

• model and encourage positive and enjoyable experiences in mathematics through support in homework tasks, every day living experiences involving maths etc
• support their child with any class requirements such as, pens, pencils, texts etc as suggested by the class teacher.