

NUMERACY POLICY

Definition of Numeracy

Numeracy involves using mathematical ideas efficiently to make sense of the world. While it necessarily involves understanding some mathematical ideas, notations and techniques, it also involves drawing on knowledge of particular contexts and circumstances in deciding when to use mathematics, choosing the mathematics to use and critically evaluating its use. Each individual's interpretation of the world draws on understandings of number, measurement, probability, data and spatial sense combined with critical mathematical thinking. (DET Numeracy policy).

Beliefs

1. Numeracy requires a proactive, whole school approach to be effective.
2. The teaching of numeracy is the responsibility of all teachers. All subject departments accept their role as teachers of numeracy in the context of teaching subject content.
3. There is a current need to improve students' skills in numeracy through enhancing teachers proficiency in implementing numeracy strategies consistently.
4. Students with skills that need developing should be provided with individual or small group assistance.
5. Students require explicit modelling, clear guidance and consistency to become confident in numeracy skills.
6. That teachers in all subject departments undergo quality professional development in numeracy.
7. Teachers monitor individual student's numeracy improvement in the context of their subject.
8. Students will develop a repertoire of numeracy strategies, which they will independently apply across the curriculum.
9. Improvements in student's numeracy will enhance students self esteem and further life opportunities for success.
10. SNAP results adequately identify areas for improvement in numeracy.

Strategies

- Administer NAPLAN testing or equivalent to students in Stages 4 or 5
- Audit of numeracy requirements in each KLA as they complete their accreditation, to create consistency in the use of key terms
- Use the results of SNAP or equivalent to:
 - implement identified student specific strategies across KLA's
 - identify students below the benchmark through liaison with the department of Special Education
 - extend students through liaison with the Gifted and Talented Coordinator.
 - analyse the effectiveness of previous interventions and teaching strategies.
- Raise numeracy skills of students below the benchmark through targeted programs
- Trial a school-wide numeracy focus for the week
- Research effective intensive programs at other schools including Maths 300
- Support all staff to implement numeracy strategies through the provision of appropriate professional development identified by NAPLAN results and staff surveys
- Provide resources for staff to implement consistent numeracy strategies across KLA's
- The Numeracy Coordinator will liaise with the Gifted and Talented, Special Education and KLA coordinators to support the raising of numeracy levels.
- Liaise with feeder schools to facilitate their understanding of the requirements for NAPLAN testing or equivalent in year 7.
- Use Literacy and Numeracy Week to promote the importance of numeracy school-wide

Evidence of Improved Numeracy

- Data demonstrates growth in numeracy achievements within Stage 4 and across Stages 4 and 5, measured by NAPLAN or equivalent.
- School audit of numeracy strategies demonstrates improved student achievement
- Tracking students from BST Primary to HSC shows improved numeracy skills
- Professional learning and resources are readily available and increased in number
- Effective partnerships have been developed between the school, parents and the community to target students' numeracy skills