

# NUMERACY POLICY

## **Rationale:**

Numeracy is the knowledge, skills, behaviours and dispositions that students need in order to use mathematics in a wide range of situations. Students use mathematics in their environment and everyday activities. Students are exposed to differentiated mathematical lessons, which incorporate important proficiencies including building mathematical language, operations and functional daily skills of time, money, and measurement. At SSSS we aim to provide teaching and learning that ensures that all students achieve their learning potential, developing their skills in numeracy, and maximise student outcomes.

## **Guidelines:**

- There are shared visions and goals for numeracy across the school.
  - The school's vision for its students has a strong focus on numeracy.
  - Numeracy goals are clearly stated in Individual Education Plans.
  - Our numeracy program will be based on the Victorian Curriculum and the ABLES assessment tool.
  - The key components of all daily programs will include the use of mathematical processes and language.
  - Many and varied opportunities will be provided for the students to engage in authentic mathematical activities.
  - Students will be encouraged to develop strategies appropriate to their level to assist them in their daily mathematical experiences.
  - Acceptable work presentation will be encouraged.
  - Teachers in the school have a shared view of what effective numeracy teaching and learning looks like.
  - The school expects that all students will be successful numeracy learners.
  - Teachers have high expectations of all students backed with approaches to support them in their numeracy learning. These expectations are conveyed to students and parents in a positive manner. Differentiated learning is planned for in daily programs to ensure maximum support is given at a student's current point of need.
  - Teachers are part of a vibrant numeracy learning community.
  - The school consults with other schools within the network to support numeracy learning.
  - Numeracy teaching is purposeful.
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## **Implementation:**

- The teaching approaches used across the school will reflect explicit teaching and exemplary classroom practice.
- Numeracy skills will be an integral component of programs across the school curriculum.
- Experiential based activities and real-life activities will form the basis of classroom activities.
- Students will be assessed against their Individual Education Plan goals and assessments documented using the Victorian Curriculum and a variety of common assessment tools.
- Professional Learning will be ongoing for staff.
- The school has in place an organised program that integrates all Victorian Curriculum strands: number and algebra, measurement & geometry and statistics and probability
- Assessment is used to inform teaching and strategies are being implemented to provide feedback to students.
- Classroom programs are orderly, based on effective routines and utilising effective teaching approaches.
- Classrooms present a relevant, rich and stimulating learning environment. Teachers refer to the e5 Instructional Model to inform their classroom practice. Students are challenged and engaged in their learning and feel supported in their efforts. They feel safe to take risks in their learning.

## **Relevant Documents**

- SSSS Instructional Model
- SSSS Assessment Schedule
- Victorian Curriculum A-D F-10 Scope and Sequence charts
- SSSS Teaching and Learning Manual

## **Related School Policies**

- SSSS Curriculum Framework Policy

## **Policy Review And Approval**

<b>Policy last reviewed</b>	May 2022
<b>Consultation</b>	School Council
<b>Approved by</b>	Principal
<b>Next scheduled review date</b>	May 2026

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