Freeling P-7

Numeracy Agreement

At Freeling Primary School, we believe that all students should be numerate. For this to occur, we believe that students should have the opportunity to take risks and demonstrate resilience and persistence during numeracy activities. A positive disposition and growth mindset towards numeracy must be fostered with students and the wider community. Students should be exposed to a variety of real life, investigative problems, in which different strategies, materials and technologies are available to help solve them.

Quality Curriculum

* Our school practices are consistent with the Australian Curriculum outcomes and achievement standards. <http://www.australiancurriculum.edu.au>
* The Numeracy General Capability and Cross Curricular Priorities are incorporated across all learning areas, especially in STEM.
* A minimum of 300 minutes per week of Numeracy is taught.
* Our Preschool practices are consistent with the Early Years Learning Framework and Numeracy Indicators.

Quality Teaching

A focus on problem solving, open-ended questioning and development of mental computation strategies is used R-7.

3 part lesson structure of Mental Routines, Problematised Situations and Reflection is used across all classes and year levels.

Explicit teaching of problem solving strategies and mathematical concepts is undertaken across the school.

Teaching of all 4 proficiencies: Fluency, Understanding, Reasoning & Problem Solving.

Programs to Include

* Natural Maths
* Big Ideas in Number

Assessment

Mandated Assessments:

* PAT Maths – September (Years 1-7)
* NAPLAN (Years 3,5,7)

A variety of other assessment types, including:

* Diagnostic, formative & summative assessments.

Intervention

Teaching staff use a range of data, including PAT Maths and NAPLAN, to identify needs of students. Staff then develop and monitor appropriate intervention. This may include:

* Support within the class
* Small group support using programs such as Quick Smart, Big Ideas in Number and CREST.
* 1:1 or small group support with SSO’s and planned by teachers.
* 1 child, 1 plan education plans, with individually set goals.

# Professional Development

Professional Development in Numeracy will reflect:

* Site Improvement Plan priorities
* Priorities of The Department and our Partnership

Professional Development in Numeracy will include:

* Access to current pedagogies
* Induction and support for new staff
* Shared professional learning experience across the site

Monitoring Student Progress

Student progress in numeracy is monitored by the regular collection and analysis of data. Formative assessment practices inform teaching and learning pedagogy and programs. A focus on questioning, providing feedback and student reflection is required. Scorelink is used to collate data.

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| Assessment | PS | Rec | Yr 1 | Yr 2 | Yr 3 | | Yr 4 | Yr 5 | Yr 6 | Yr 7 | Notes | |
| NAPLAN |  |  |  |  | ✓ | |  | ✓ |  | ✓ | Completed in May (specific dates given year by year) | |
| PAT-Maths |  |  | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | Completed in October (online) | |
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| Moderation | PS | Rec | Yr 1 | Yr 2 | Yr 3 | | Yr 4 | Yr 5 | Yr 6 | Yr 7 | Notes | |
| Team Moderation |  | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | Moderation of Numeracy tasks, within teaching teams throughout the year. | |
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| Reporting | PS | Rec | Yr 1 | Yr 2 | Yr 3 | | Yr 4 | Yr 5 | Yr 6 | Yr 7 | Notes | |
| Written Reports | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | Mid-year and end of year written reports to parents, using current Department guidelines | |
| Interviews | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | Conducted during term 1 and as required throughout the year | |
| Team Reporting | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | Term 3 additional reporting as determined by individual classroom teachers and teams | |
| Optional Assessments & Resources to Support the Monitoring of Student’s Progress | | | | | | | | | | | | | |
| * Nelson Maths * Task Centre tasks * First Steps * Back to Front Maths | | | | | | *Optional Assessments and Resources are used to support the teaching of Numeracy within the framework set out in this document.* | | | | | | * Rainforest Maths * Maths 300 * Western Region Tasks * Digital Mathematics Tools | |

Students who are at risk of not meeting Standard of Educational Achievement (SEA) have access to additional support or programs. This support can be individual, small group, in class or via explicit intervention programs such as Big Ideas in Number & Quicksmart.