



McAuley Catholic Central School

Numeracy Policy

NUMERACY POLICY

Purpose

This policy describes the importance of Numeracy for students to be successful learners and articulates the role of all teachers in the continuous Numeracy development of students at McAuley Catholic Central. It is a framework for the planning, implementation and evaluation of effective Numeracy policies and practices.

Agreed Practices

The Agreed Practices take into consideration:

- Canberra & Goulburn Archdiocesan Numeracy policy
- Australian Mathematics Framework
- The Melbourne Declaration on Educational Goals for Young Australians
- BOSTES NSW syllabus, which contains Australian Curriculum Statements
- Compliance requirements of the NSW Education Act 1990

Definition of Numeracy

Numeracy refers to the skills students require to recognise and understand the role of Mathematics in the world, and the dispositions and capacities to apply mathematical knowledge and skills in personal, social, and work situations in ways that are constructive and meaningful.

While the foundation of Numeracy rests primarily in Mathematics, it is strengthened and extended in other learning areas and is the responsibility of all teachers. Across the curriculum students are asked to complete activities that require them to use knowledge and skills developed in Mathematics, if they are to be successful.

As they become numerate, students develop and apply mathematical knowledge and skills related to:

- calculating
- recognising and using patterns and relationships
- using fractions, decimals, percentages, ratios and rates
- using spatial reasoning
- interpreting and drawing conclusions from statistical information
- using measurement.

Philosophy of Numeracy

The teachers at McAuley believe that:

Mathematics is a reasoning and creative activity which identifies, describes and applies patterns and relationships. Students are provided with the opportunity to develop sophisticated understandings, fluency, communication, logical reasoning, analytical and problem solving skills. Students can be confident, creative users and communicators of Mathematics as they are given a variety of contexts to critically evaluate ideas and arguments. Teachers demonstrate for students an appreciation of Mathematics and perseverance when undertaking mathematical challenges.

Procedures

Teachers develop students' Numeracy skills by using mathematical skills, concepts and processes across the curriculum. Careful consideration of Numeracy embedded across the curriculum enhances students' understanding of the particular content addressed and their appreciation of Numeracy as a problem solving and investigative tool.

Learning and teaching programs are developed using BOSTES NSW syllabus, which contains Australian Curriculum Statements.

Teachers use the principles defined in the NSW Quality Teaching Framework to inform their Numeracy teaching.

The COSA project is being used in Kindergarten to Year 6 classrooms to assist teachers in teaching and learning in contemporary Numeracy practices.

Whole school agreed assessment practices are applied to Numeracy. These practices include:

- the use of school and national assessment data (NAPLAN) in Numeracy to guide teaching programs and to monitor the progress of each student
- diagnostic processes to identify students who require extension or support.

Whole school Annual Numeracy Plan is embedded in the school Strategic and Annual Management Plans.

The Internal School Review process is used to monitor the effectiveness of the school Numeracy Agreed Practices.

References

- Australian Curriculum Assessment and Reporting Authority
- Australian Mathematics Framework
- The Melbourne Declaration on Educational Goals for young Australians MCEETYA 2008
- NSW Education Act 1990

Approved by:	McAuley Executive
Implementation Date:	August 2015
Policy Revision Date:	August 2018