



Policy- Mathematics / Numeracy

Rationale:

Numeracy influences all aspects of our lives – in our homes, in our workplaces, during our sport and leisure activities. Children begin their numeracy experiences at home. These experiences are further developed at school and beyond. All students should leave school numerate, with the attitudes and knowledge to enable them to continue to learn and apply the numeracy they will need throughout their lives

Purpose:

The purpose of this policy is to assist in the development and implementation of the numeracy program at Killara Primary School.

Description:

At Killara Primary School we aim to have all students:-

- acquire mathematical skills and knowledge so they can deal confidently and competently with daily life.
- develop positive attitudes towards their involvement in mathematical activities.
- develop their capacity to use mathematics in solving problems individually and collaboratively.
- be able to interpret and communicate logical ideas accurately.
- use technology appropriately and effectively to support the learning of Mathematics.

Implementation:

- All students will study a sequential mathematics course based upon the progression points within the Victorian Essential Learning Standards, (VELS)
- [Key Characteristics of Effective Numeracy Teaching](#), as recommended by DEECD, will be applied in Grades Prep – 6
- Mathematics study for each student will be not less than 5 hours per week
- All children will be provided with equal access to calculators, computers and other technology related equipment
- Students' progress against progression points will be monitored using designated assessment and recording procedures
- Student progress to be reported to parents in line with the Assessment & Reporting Policy.
- The Numeracy Co-ordinator to be responsible for developing and implementing a yearly Action Plan.
- A Numeracy Professional Learning Team will be established each year to ensure teaching staff at Killara Primary School are kept up to date with Numeracy teaching practices
- Parents will be encouraged to participate in their children's mathematical learning through involvement in experiences at school and at home
- A 'Parent Helpers' course will be available at the beginning of each year

Definitions:

VELS: Victorian Essential Learning Standards

Progression Points: Learning achievement statements to assessing student progress

DEECD: Department of Education and Early Childhood Development

Parent Helpers: Parents and carers who wish to assist in a classroom program

Parent Helpers Course: A 3 part learning course taken by the Numeracy Co-ordinator, to assist parents and carers in understanding how to best assist their child and other students in the classroom

Ratified : Minor review: annually Major review: 2015
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Appendix:

1. Refer to 'Teaching Code of Practice' document
2. [Key Characteristics of Effective Numeracy Teaching:
http://www.education.vic.gov.au/studentlearning/litnum/default.htm#3](http://www.education.vic.gov.au/studentlearning/litnum/default.htm#3)