

NUMERACY POLICY



DoE Policy statement Numeracy

1. POLICY STATEMENT

1.1 Numeracy

1.1.1 To be numerate is to use mathematical ideas effectively to participate in daily life and make sense of the world. It incorporates the use of numerical, spatial, graphical, statistical and algebraic concepts and skills in a variety of contexts and involves the critical evaluation, interpretation, application and communication of mathematical information in a range of practical situations.

1.2 Numeracy teaching

1.2.1 All teachers in NSW government schools will develop students' numeracy skills and understandings across all key learning areas.

1.2.2 Teachers will identify and support the specific numeracy demands of the key learning areas leading to knowledge, skills and understandings in:

- Mental computation and numerical reasoning.
- Patterning, generalisation and algebraic reasoning.
- Applying measurement strategies.
- Spatial visualisation and geometric reasoning.
- Data analysis, including tables.
- Graphical representation and analysis.

1.3 Numeracy assessment and reporting

1.3.1 School and state numeracy assessment data will be used to guide teaching programs and to obtain information about each student's numeracy achievement for reporting requirements.

1.3.2 Parents, caregivers and school communities will receive information about students' numeracy achievement from school-based and state-wide assessment.

2. AUDIENCE AND APPLICABILITY

2.1 This policy applies to all schools, regions and directorates of the department.

3. CONTEXT

3.1 Initiation of this policy occurred under the Office of Schools Plan 2006 2008 and the State Numeracy Plan 2006 2008. The State Numeracy Plan 2006 2008 guided the work of schools, regions and state office directorates to achieve further numeracy improvements for all students in NSW public schools.

3.2 School plans will identify numeracy targets that reflect system-wide targets including those for Aboriginal students.

3.3 School plans will identify strategies including the professional learning necessary to achieve school numeracy targets.

3.4 This policy should be used in conjunction with:

- [All NSW Education Standards Authority \(NESA\) syllabuses](#)
- [Aboriginal Education policy](#)
- [Inclusive Education for students with disability policy](#)
- [Professional Learning for Teachers and School Staff](#)

- [Curriculum planning and programming, assessing and reporting to parents K-12](#)
- [School Excellence policy](#)
- [Multicultural Education policy.](#)

4. RESPONSIBILITIES AND DELEGATIONS

- 4.1 The Director, Numeracy and Literacy, as policy owner is responsible for:
- 4.1.1 Publication and currency of the policy and support material
- 4.1.2 Notification of any changes to this policy.
- 4.2 Policy contact person, Leader, Professional Learning, Literacy and Numeracy is responsible for:
- 4.2.1 Provision of advice on the interpretation of this policy
- 4.2.2 Monitoring, evaluating and reporting on the implementation of this policy and the State Numeracy Plan 2006-2008.
- 4.3 Users are responsible for:
- 4.3.1 Verifying that this is the current and complete version of the document, located on the department's [Policy Library](#).

5. MONITORING AND REVIEW

- 5.1 The Director, Literacy and Numeracy will monitor the implementation of this policy and will report, as required, to the Executive.
- 5.2 Principals are responsible for the implementation and monitoring of this policy in their schools.
- 5.3 Directors, educational leadership will support principals with the implementation of this policy.
- 5.4 Principals and delegated teachers will supervise the implementation of this policy in schools and report to their Directors, educational leadership.

6. WHAT IT LOOKS LIKE AT WADALBA COMMUNITY SCHOOL

- 6.1 Numeracy Team
- The Wadalba Community School Numeracy Team is formed across KLAs. The Numeracy team identifies the numeracy needs determined from data analysis. Campus numeracy needs will be further identified by:
- Teacher observations (anecdotal records).
 - PAT Data.
 - Check In Testing.
 - Class based testing/assessment.
 - NAPLAN testing results.
 - Parent referral/concern.
 - LST referrals and testing.
 - Faculty referrals.
 - Counsellor referrals.
 - Partner Primary school data.
 - Explicit and systematic teaching of identified literacy areas of concern.
 - Continued links between the school and partner primary schools.
 - Improving links between primary and secondary to ensure continuity of literacy development.
- 6.2 KLA Responsibilities
- Every faculty will have a clear numeracy focus and classroom strategies embedded in all learning and teaching programs.
 - Every faculty will utilise the strategies delivered by the Numeracy team at relevant staff meetings.
 - A range of numeracy strategies will be evident in teachers' programs.
 - Each faculty will identify the specific numeracy needs of the faculty.
 - The policy will reflect the use of numeracy resources that are developed.

6.3 Training and Development

The Numeracy Team will:

- Train and develop skills in data analysis of NAPLAN and PAT.
- Deliver strategies at staff meetings and Professional Learning Afternoons.
- Ensure that all teachers be trained in the broad numeracy conventions.
- Ensure that Training and Development is provided so that teachers have the confidence and competency necessary to explicitly teach numeracy for their subject.

6.4 Wadalba Numeracy Strategies

The following strategies will be implemented by staff as required:

- Numeracy competencies (communicating, problem solving, reasoning, understanding, fluency) are explicitly taught in classroom programs.
- School and faculty focus on specific areas of competency, driven by NAPLAN and PAT data.
- Numeracy programs using school and community resources.
- Training teachers in the numeracy demands of their subject area and developing an awareness of how these skills may be similar or different to those used in other subjects.
- Ensuring opportunities for teachers, across the school, to work together to plan and implement numeracy outcomes within learning area.
- Using resources as provided by the Numeracy Team during Professional Learning.
- Differentiation of tasks to teach as part of instructional need.

Students start secondary school with different skills and abilities in literacy and numeracy. It is important that Year 7 teachers have access to information about their new students to plan their teaching accordingly. At Wadalba Community School, all teachers use Check-In Assessment and NAPLAN/PAT data to inform their teaching and learning practices.

6.5 What is the Check-In Assessment?

The Check-In Assessment is an online assessment package utilised for students from Year 3 to Year 9. It is composed of a reading and numeracy assessment which is designed to:

- Provide teachers with consistent and up-to-date information about new students' skills and abilities in numeracy.
- Identify students at risk of falling behind.
- Help inform targeted teaching and intervention strategies such as BUS.
- Include links to teaching strategies available in Scout.
- Map student achievement to the National Literacy and Numeracy Learning Progressions in PLAN2.
- Supplement existing school practices.
- Help tailor teaching more specifically to individual student needs.

7. POLICY REVIEW AND APPROVAL

Policy last reviewed	5.12.24
Reviewed by	WCS School Staff
Next scheduled review date	5.12.26