SACRED HEART CENTRAL SCHOOL

NUMERACY POLICY K-10

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. It provides a framework for the planning, implementation and evaluation of effective numeracy policies and practices.

POLICY
At Sacred Heart Central School all teachers explicitly teach numeracy concepts throughout all Key Learning Areas K-10. Agreed practices for numeracy meet National and State Government requirements and are informed by:

- Archdiocesan policies
- The Melbourne Declaration on Education Goals for Young Australians
- The NSW Syllabus incorporating the Australian Curriculum
- Compliance requirements of the NSW Education Act 1990

Agreed Practices in Numeracy and Mathematics are recorded in the school core Curriculum Document.

Teachers at Sacred Heart develop students’ numeracy skills and understanding through targeted and contemporary teaching and learning.

DEFINITIONS
The NSW Australian Curriculum makes the following statement in regard to Numeracy capability: Mathematics focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, communication, logical reasoning, analytical thought and problem-solving skills (NSW Australian Curriculum Mathematics Syllabus, 2014).

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.
PROCEDURES
Teachers develop the numeracy skills of students 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 through the Sacred Heart Primary Program templates or Secondary Program Builder templates in conjunction with NSW Syllabus documents and Quality Teaching Framework principles. Secondary KLA programmes are to indicate numeracy outcomes taught in each unit.

Sacred Heart applies whole school agreed assessment practices to numeracy. These include:
- SENA 1 testing ES1, S1
- SENA 2 testing S2
- LAF testing Year 5 to 8
- Naplan testing Years 3, 5, 7 and 9

Data is collated and analysed from this testing and used to inform teaching.

Sacred Heart develops a whole school Annual Numeracy Plan which is embedded in the school’s Annual Improvement Plan.

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

REFERENCES
BOSTES - NSW Syllabus Mathematics [www.syllabus.bos.nsw.edu.au]
Numeracy Policy (CE)
Archdiocesan Mathematics Frameworks [AMF] (CE)

Approved by: School Board
Issuing Group: Executive
Implementation Date: 2015
Supersedes Policy Dated: 2010
Revision Date: 2020
Contact Officer: Principal