

ST EUPHEMIA COLLEGE

K-12



NUMERACY

POLICY

2014

1. Policy Statement

Numeracy is fundamental to success at school, in the workforce and in life. St Euphemia College is committed to identifying and addressing the numeracy needs of our students and allocating appropriate support within a whole school planning approach.

2. Applicability

This Policy applies to all students, teachers, parents and caregivers of St Euphemia College.

3. Context/Rationale

Numeracy skills are an integral part of learning throughout all KLAs and lays a foundation for future learning.

Numeracy involves using mathematical ideas efficiently to make sense of the world. While it necessarily involves understanding some mathematical ideas, notations and techniques, it also involves drawing on knowledge of particular contexts and circumstances in deciding when to use mathematics, choosing the mathematics to use and critically evaluating its use.

All students will be required to participate in NAPLAN assessments.

4. Roles and Responsibilities

Responsibility of the Principal/Delegated Authority

The Principal/Delegated Authority is expected to:

- ensure the implementation and evaluation of the policy in the School
- monitor the progress across the School and standards of students' numeracy
- select and appoint teaching staff to supervise formal assessments such as NAPLAN
- determine the suitability of the resources used in the School
- allocate sufficient time to allow the implementation of the School's Numeracy Policy
- raise the profile of Numeracy within the School.

Responsibility of Staff

The Staff are expected to:

- develop students' numeracy skills and competence within their own area of study
- collaborate to ensure that students can apply their mathematical skills in a variety of relevant and appropriate contexts
- deliver mathematics and numeracy programs which cater for individual differences
- monitor students' progress and achievement in numeracy
- collaborate with colleagues to establish and maintain intervention programs for students whose progress and achievement are below the appropriate standards
- provide regular reports on students' progress and achievement to parents and caregivers.

Responsibility of the Numeracy Coordinators

The Numeracy Coordinators are expected to:

- consult KLA/faculty coordinators in order to develop a coordinated and consistent approach to the development of numeracy throughout the school
- play a role in the planning and implementation of a whole school policy for numeracy
- collect information and resources and communicate these to the teaching staff
- establish procedures to monitor and evaluate the numeracy provision for all students in the school
- help identify professional learning needs of staff in relation to numeracy
- coordinate funding applications to support student needs
- evaluate funding evaluations.

Responsibility of the Parents and Caregivers

The parents and caregivers are expected to:

- ask their children to explain their mathematical thinking when attempting maths homework or performing everyday mathematical tasks
- work cooperatively with staff to support their children's numeracy development
- read their children's progress reports, praising good work and discussing concerns
- attend meetings arranged for the purpose of discussing or supporting their children's learning.

Responsibility of Students

The Students are expected to:

- work cooperatively with staff
- work to the best of their ability in all learning situations
- develop their numeracy abilities to understand and use mathematical language effectively
- take increasing responsibility for recognising their own numeracy needs.

5. Monitoring, Evaluation and Reporting Requirements

Teachers K-12 use school-based and nation-wide numeracy assessment information to support teaching and to regularly evaluate the effectiveness of teaching and learning programs.

The College reports formally and informally to parents and caregivers on students' numeracy achievement using nation-wide and school based assessment information.

St Euphemia College employs a range of tools to assess and report on student achievement. These measures form part of the school's overall assessment and reporting procedures:

Primary School:

- observation
- Class Assessments
- NAPLAN
- ICAS Competitions
- Standardised Testing.

High School:

- observation
- Class Assessments
- NAPLAN
- ICAS Competitions

All assessment information collected forms part of the ongoing assessment and observation that teachers use to:

- monitor and report on students' progress
- evaluate the effectiveness of learning and teaching and learning and teaching programs
- design more effective learning and teaching programs.

6. Policy Review

This Policy and the School's Numeracy Procedures are to be reviewed as required.