



## **NUMERACY AGREEMENT**

Ingle Farm East Primary school promotes high quality numeracy learning through a focussed approach to numeracy improvement. Our whole school numeracy agreement is inclusive of the following:

### ***Coherent whole site approaches***

We will commit to a whole site numeracy block after recess inclusive of:

- Whole class mental routine
- Problematised situation
- Reflection

The structure is based on the elements of a Japanese mathematics lesson which includes:

- Hatsummon- - understanding the problem
- Kikanjyuski- investigating the situation
- Nerige- student summary & feedback
- Matome- teacher summary & celebration of success

### ***Focussed numeracy leadership***

We will provide direction and coordinate a whole site approach to numeracy by:

- Establishing site PLCs to interrogate data and drive numeracy improvement
- Implementing Australian Curriculum structures & processes
- Allocating at least 300 minutes per week to numeracy
- Ensuring that numeracy is appropriately resourced
- Integrating numeracy throughout the curriculum
- Reviewing the effectiveness of our numeracy programming self review each term

### ***Successful numeracy pathways***

We will ensure that all learners are catered for and supported to reach their potential by:

- Providing a balanced numeracy program
- Explicitly teaching critical thinking and problem solving in numeracy
- Explicitly teaching mathematical vocabulary
- Providing students with real life learning opportunities eg Stephanie Alexander
- Providing students with opportunities to solve two step problems
- Promoting fluency and transfer by providing opportunities for students to develop mental processes
- Referring students of concern to Student Review team
- Implementing intervention based on wave theory
- Implementing targeted intervention for students at risk eg Quick Smart
- Using NEPs to inform our practice
- Implementing Ann Baker strategies such as mental computations and mental routines
- Designing differentiated learning experiences and assessment tasks to engage, challenge and support all learners to be successful.
- Effectively using technology to support all students to be successful eg IWB, ipads
- Providing student with formative feedback on learning

### ***Partnerships with families and communities***

We will collaborate with families on numeracy approaches to improve learner outcomes by:

- Keeping in constant communication with our families eg class newsletters, interviews
- Encouraging more parent volunteers to help in classrooms
- Including maths problems in the newsletter
- Involving parents in the intervention process
- Facilitating numeracy workshops
- Placing a focus on events such as Acquaintance night
- Encouraging students to investigate how family members use numeracy at home and at work
- Working in partnership with other Montague sites through joint T&D and PLCs

### ***Use of evidence to inform practice***

We will effectively use data to inform, monitor and review numeracy outcomes by:

- Entering data into scorelink and effectively using data walls to capture growth
- Regularly using data to inform our practice
- Tracking, monitoring and responding to every learners growth in numeracy each term
- Using data to set individual goals
- Using a range of assessment strategies to assess learning
- Using PAT Maths and NAPLAN to inform practice
- Planning assessment tasks to enable students to demonstrate their learning in a variety of ways.
- Develop strategies to collect feedback on teaching and learning
- Providing opportunities for teachers to moderate student work

### ***Quality numeracy teaching***

We will support educators to deliver systematic and explicit teaching practices by:

- Promoting a culture of professional learning
- Ongoing high quality training and development opportunities for all staff eg Ann Baker
- Vigorous PD process inclusive of classroom walk throughs
- Establishing site PLCs to interrogate data and drive numeracy improvement
- Allocating time for peer observation, sharing of practice & collaborative planning
- Providing quality resources to support effective learning
- Implementing Ann Baker strategies such as mental computations and mental routines
- Using the Australian Curriculum to guide planning, programming, teaching and assessment.
- Using TfEL to support our professional effectiveness as leaders and teachers
- Engage in appropriate T&D based on current research eg Ann Baker, Peter Sullivan

### ***Challenge and engage learners***

We will challenge and engage learners to actively build their expertise by:

- Building on what students already know
- Creating and connecting with students with real life problems
- Providing opportunities to learn from constructive feedback
- Including students in all aspects the learning process
- Ensuring that teaching and learning is referenced against high standards
- Developing rubrics to show students what they need to do to achieve
- Creating a learning environment where every student feels driven by challenge
- Effectively use technology to support all students to be successful eg IWB, ipads
- Use tasks that demand transference of skills and understanding
- Entering competitions to challenge and prepare students for future learning
- Celebrating high achievements eg at assembly, in the newsletter etc.