



MANOORA

PRIMARY SCHOOL

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NUMERACY AGREEMENT

At Manoora Primary School, we believe a whole school approach is necessary to support all students to develop competent skills in Numeracy so that they have the dispositions and capacities to use their knowledge and skills in a range of situations.

EXPECTATIONS

- all students will receive 300 minutes of mathematical instruction per week
- teachers will provide differentiated learning in a multi-year level setting, through multiple entry points to support all learners to see themselves as successful Mathematical thinkers.
- teachers will provide learning opportunities across the curriculum to consolidate Numeracy knowledge and understanding in real life scenarios
- as part of the Transition process, staff will discuss the numeracy knowledge of students

RESOURCES

- Our planning and programming is implemented through:
- iMaths and Big Ideas in Number
- Australian Curriculum online materials

Other resources used to stimulate students' interest and support high quality teaching and learning include Natural Maths Strategies and Mathletics.

NUMERACY BLOCK

All classes are expected to work towards the planning and implementation of a regular Numeracy Block which will consist of three parts:

1. Fluency Activities (including games)
2. Authentic Problem Solving/Logical Reasoning Tasks including
 - Investigations
 - Explicit Teaching
 - Modelling of Maths concepts and processes
3. Reflection

Fluency Activities are short segments at the beginning of the Maths lesson during which time students will:

- hear and use the language of mathematics
- apply the Maths strategies that they are familiar with
- use adaptive language to solve problems
- respond to closed, open and flip questioning

Problem Solving Activities/Explicit Teaching Models

Teachers will:

- plan and use explicit teaching and modelling of concepts and processes to be mastered
- set open-ended activities to support differentiated learning
- promote and model problem solving strategies and use numeracy across the curriculum
- use high quality pedagogical frameworks to gauge student achievement level

Reflection

Students will:

- be given opportunity to reflect on their learning and support each other's learning processes
- share successes and difficulties experienced and describe problem solving used
- set direction for future learning

Teachers will:

- use student involvement to promote Maths learner self esteem
- celebrate individual, group and whole class success in choosing and using effective processes
- focus on successful problem-solving strategies used as a model for other's learning
- provide explicit teaching moments in response to shared learning
- provide scaffolding for written reflective comments
- set the scene for further investigations

ASSESSMENT AND REPORTING

- assessment will be ongoing and will include regular feedback to students in a variety of ways and students will be given the opportunity to carry out self and peer assessment.
- formal reporting to parents will occur at the end of Term 2 and Term 4 each year

INTERVENTION

Teachers will identify students at risk through ongoing teacher assessment and the analysis of student data – including PAT-M, NAPLAN, BliN Assessment. A number of strategies will be used to support these students, but not limited to:

- Explicit teaching intervention
- SSO supported Quicksmart
- Individual goal setting
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PERFORMANCE DEVELOPMENT

- Teachers will be encouraged and supported to undertake professional development in Maths
- Performance development talks will centre around personalised and connecting learning, moderation of work, successes and future goals for ongoing improvement in the maths programme
- Opportunities to observe and be observed teaching maths will be provided
- Teachers will be encouraged to work collaboratively to develop practices across the site and the Partnership, eg. PLCs

PARENT AND COMMUNITY INVOLVEMENT

Families will have a clear understanding of expected Achievement Standards and teaching methodologies through:

- newsletter items
- Principal and Class Reports to Governing Council
- explicit conversations of Maths learning in parent teacher interviews

IT IS EXPECTED THAT PARENTS WILL SUPPORT THEIR CHILD(REN) WITH THEIR MATHEMATICAL DEVELOPMENT THROUGH COMMUNICATION WITH THEIR CHILD AND CLASS TEACHER