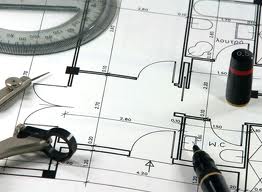
****

**Kotara High School**

**Numeracy Policy**

A whole school approach



A focus for the National Partnership on Improving Literacy and Numeracy

**Rationale**

Kotara High School is a comprehensive co-educational high school in the Hunter region. The school is devoted to providing students with a safe, supportive environment, where all students have the opportunity to become successful learners. Kotara High school promotes equity and excellence within the learning environment, where all students are respected and valued irrespective of their differences.

**Policy**

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.

**Teacher Knowledge and Pedagogy**

All teachers in NSW government schools will develop students' numeracy skills and understandings across all Key Learning Areas.

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.

**Vision**

* Staff has a common understanding of what numeracy is and its importance in the real world. Each faculty identifies where numeracy exists within their teaching areas.
* Each faculty identifies where numeracy exists within their teaching areas.
* Staff pause their lessons to explicitly teach the numeracy embedded within their context.
* The school continually looks for opportunities to build capacity within the staff to allow them to recognise numeracy demands and opportunities within the curriculum.
* Teachers use numeracy data from NAPLAN and other sources as a catalyst for catering for individual numeracy needs within their learning area.

**Goals**

* Reduce the proportion number of students at or below the national minimum standard by 2.5% or more annually in numeracy
* Reduce the proportion of Aboriginal students at and below the national minimum standard by 2.5% or more annually in numeracy
* Increase the proportion of students above the state proficiency standard by 1.5% or more annually in numeracy
* Increase the proportion of Aboriginal students above the state proficiency standard by 1.5% or more annually in numeracy

**Strategies**

1. Test all Year 8 students and map against NAPLAN results

2. Identify students who have specific numeracy issues

3. Extra numeracy assistance for identified students (run via Maths lessons)

4. Work with HTs to embed Numeracy into programs

5. Extra-curricular Numeracy activities for Year 8 to be placed on Moodle

6. On-line learning

7. Coordinate with feeder primary schools to assess new students level of numeracy along the continuum.

**Individual Learning Plans**

Selected students will be supported through the numeracy continuum via individual learning plans. These students will develop the basic skills of numeracy through an individualised process to suit their immediate needs.

Skills include:

* Counting on
* Counting back
* Ten as a count
* Ten as a unit
* Jump method
* Split method
* Decimal place value

**ILNNP**

The Kotara High School numeracy policy is closely linked with the NSW Department of Education and Communities Numeracy Continuum. Major focus is on progressing students along the continuum, especially within the key aspects 2 and 4.

Link to ILNNP:

<http://www.lowsesschools.nsw.edu.au/ilnnp/Home.aspx>