Mid North Education Centre

Making a difference by engaging and empowering

Numeracy: Statement of Practice

RATIONALE

At Mid North Education Centre (MNEC), we believe that all students are entitled to a balanced approach to numeracy learning so that they can recognise and understand the role of mathematics in their world, and have the disposition and capacity to use mathematical knowledge and skills purposefully. We are committed to providing a high-quality teaching program that ensures consistency across the whole site and allows each child the opportunity to reach their full potential and to become lifelong learners.

PROGRAMMING AND PLANNING

Teachers will:

- Use the Australian Curriculum: Mathematics and ABLES Mathematics as content and pedagogical guides.
- Focus on dedicated learning areas within the Australian Curriculum: Mathematics for each term as well as a number focus throughout the whole year.

Term 1	Term 2	Term 3	Term 4
• Number • Pattern • Algebra	• Number • Money • Shape • Fractions (Year 1) • Geometric Reasoning (Year 3)	• Number • Units of Measurement • Location and Transformation	• Number • Data Representation and Interpretation • Chance (Year 1)

- Use Numicon as a key resource to implementing the mathematics curriculum; providing a multi-sensory approach to learn about number ideas through seeing and feeling how Numicon Shapes connect with each other.

Counting	• Recite the number names in order (the count sequence) • Determine 'how many?' • Count collections (counting one to one) • Count on and back • Use number lines • Make estimates of the size of a collection
Pattern and Algebra	• Complete simple repeating patterns • Understand patterns, direction and orientation • Complete more complex repeating patterns • Identify similarities and differences- sorting • Label repeating patterns with numerals • Understand equivalence- amounts and measures • Identify odd and even • Reason about numbers • Compare amounts and measurements using '<' and '>' symbols • Use the '=' symbol
	• Explore Numicon shapes and baseboards • Match Numicon shapes • Make comparisons to understand bigger • Make comparisons to understand smaller

Numbers and the Number System	• Match Numicon shapes to pictures of the shapes • Make comparisons using the language of comparison • Learn to order Numicon shapes • Secure ordering of Numicon shape patterns • Begin to learn Numicon shape patterns • Give the Numicon shapes their number names • Label Numicon shapes with numerals • See 'how many' without counting form Numicon shape patterns • Build and name teen numbers • Teen numbers-notation • Compare and order to 20 • Count by groups in tens • Explore number lines and count in steps of 10 • Structure 2-digit numbers • Structure 2-digit numbers- notation • Count in steps of 2 and 5
Calculating	• Add- staring with the total • Add – combine to find how many altogether • Add- add more • Subtract- take away • Subtract- decrease • Subtract - difference • Subtract- compare numbers to say how many more to equal • Use the '+' symbol • Use the '-' symbol • Add and subtract 1 • Understand money- coin equivalence • Develop fluency- add and subtract with each number to 10 • Understand fractions- part-whole relationships • Multiply • Use the 'x' symbol • Everyday division • Use the '÷' symbol • Fractions- explore halve and quarters of wholes

LEARNING INTENTIONS

I **understand** that I am part of a supportive and collaborative community where everyone feels safe, valued, and encouraged to explore and ask questions.

I value teamwork, approach learning with curiosity, and manage my emotions to stay engaged, calm, and open to new ideas (**be**).

I actively participate in class by collaborating with others, showing curiosity when exploring new topics, and using strategies to stay calm and focused, even when faced with challenges (**do**).

SUCCESS CRITERIA

Students will:

- Show enthusiasm for Numicon and other mathematical resources, demonstrating curiosity and engagement.
- Effectively use augmentative and alternative communication strategies to showcase understanding of various mathematical concepts.
- Apply and practice diverse mathematical skills in a range of real-world situations, demonstrating practical application.
- Attend to modelling of regulation strategies by the adult.
- Explore and engage in regulation strategies.
- Stay positive in group work.
- Engage in group work activities.
- Successfully meet their Numeracy One Plan and/or SACE goals.

ROLES AND RESPONSIBILITIES

Teachers will:

- Develop and review SMARTAR Numeracy One Plan and/or SACE goals for each student.
- Identify numeracy demands and teaching opportunities throughout all aspects of the curriculum.
- Use and model the language using AAC systems.
- Engage students in the lesson tasks using assistive tools and making other adjustments as listed in the students' One Plans.
- Prepare all resources ahead of time.
- Moderate and annotate student learning and work samples against the student's numeracy goals and using Levels of Support measurements.
- Modify and adjust lessons so that all students can participate.
- Provide the lowest level of prompt and assistance required to enable the students to achieve the success criteria.
- Use assessments to track and monitor student progress to inform next steps in teaching and learning programs.
- Complete assessments by agreed upon times and prepare resources for moderation.
- Place all assessment data in student assessment folders after completion.
- Update individual student assessment profiles.
- Provide Termly Overviews to their Line Manager by Friday Week 1 of each term.
- Provide Termly Overviews to families by Friday Week 2 of each term.
- Provide numeracy planning documentation to their Line Manager by Friday week 2 of each term.
- Provide numeracy rich environments:

- Visuals including a high-contrast Numicon number line, calendars, schedules, etc.
- Have a clock in the classroom.
- Have Numicon resources readily accessible.
- Numeracy resources including high-contrast numeracy PODDs.

SSOs will:

- Follow teacher instruction and routines implemented within the learning.
- Ensure they understand the students' One Plan goals and success criteria.
- Provide the lowest level of prompt and assistance required to enable the students to achieve the success criteria.
- Measure and track student progress in relation to the success criteria.

- Report to and communicate with their class teacher about the success criteria.
- Moderate and annotate student learning and work samples against the student's numeracy goals and using Levels of Support measurements.

Leaders will:

- Gather student numeracy data and use it to inform school practices including Tier 1-3 supports as needed.
- Monitor implementation and provide ongoing support in implementing Numicon as a resource to teach numeracy understanding.
- Maintain staff capacity through organising and providing ongoing training opportunities and regular feedback through observations.
- Collaborate with all staff to implement and provide school-wide common language, visuals, and strategies.

ASSESSMENT AND REPORTING

- Teachers will monitor student progress by collecting and analysing a range of data through different processes at allocated times of the year:

Assessment	Term 1	Term 2	Term 3	Term 4
Assessment Tool 1: **Assessment Signposts (Numicon)**		Weeks 2-3		Weeks 2-3
ABLES - Maths	Weeks 3-4		Weeks 3-4	

REPORTING ON ACHEIVEMENT

All teachers will formally report twice per year (Terms 2, 4), in writing to students and their parents/carers about the students' progress and achievement in relation to the Australian Curriculum: Mathematics achievement standards and ABLES Mathematics, as well the students individualised SMARTAR One Plan Numeracy goal**.** Parent interviews will occur in Terms 1 and 3 or at any other negotiated time.

Term 1: Parent Interviews, One Plan SMARTAR Numeracy Goals / SACE Goals

Term 2: Written Student Reports

Term 3: Parent Interviews, One Plan SMARTAR Numeracy Goals / SACE Goals

Term 4: Written Student Reports

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