Mid North Education Centre

*Making a difference by engaging and empowering*

# Numeracy: Statement of Practice

## RATIONALE

At Mid North Education Centre (MNEC), we believe all students are entitled to high-quality, accessible and meaningful numeracy learning. Numeracy enables students to recognise, understand and use mathematics purposefully in their everyday lives, communication, learning, community participation and future pathways.

Our students access mathematics at highly individualised levels. Teaching therefore combines the Australian Curriculum: Mathematics and ABLES Mathematics with individual One Plan and/or SACE goals, functional contexts, explicit instruction, concrete and multi-sensory experiences, AAC and appropriate adjustments. We are committed to a consistent whole-site approach that builds understanding, confidence, participation and increasing independence.

This Statement of Practice should be read alongside the MNEC Assessment and Reporting Agreement; the agreement sets the whole-school requirements for assessment windows, evidence collection, moderation, professional judgement, One Plan cycles and formal reporting.

This Numeracy Statement of Practice sets the agreed numeracy programs, teaching routines, numeracy assessment practices and role responsibilities within that whole-school framework. It should also be read alongside the Communication Statement of Practice and the Regulation Statement of Practice where communication access, AAC, sensory needs, co-regulation and foundational communication skills affect numeracy learning.

## MNEC PRINCIPLES FOR NUMERACY LEARNING

- Every student is a numeracy learner and is provided with appropriately challenging opportunities to progress.
- Numeracy is taught explicitly and is also embedded across routines, curriculum areas and authentic everyday experiences.
- Learning begins from each student's current knowledge, communication mode, strengths, interests and individual goals.
- Concrete and multi-sensory experiences are used to build conceptual understanding before, and alongside, pictorial, symbolic and abstract representations.
- AAC, visual supports, assistive technology and accessible mathematical language are embedded so students can demonstrate what they know in multiple ways.
- Staff provide the lowest level of prompting and assistance required and intentionally work towards increased independence and generalisation.
- Assessment is ongoing and informs the next steps in teaching, intervention and individual goal setting.

## CURRIUCLUM AND PLANNING EXPECTATIONS

Teachers will use the Australian Curriculum: Mathematics and ABLES Mathematics as content and pedagogical guides. Individualised SMARTAR Numeracy One Plan and/or SACE goals will be developed, taught, monitored and reviewed as part of each student's learning program.

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

Number remains a focus throughout the year. Teachers identify additional numeracy demands and opportunities across all curriculum areas and daily routines, adapting the planned content to each student's assessed level and goals.

## AGREED MNEC NUMERACY TEACHING MODEL

| Phase | Agreed Practice |
|---|---|
| **Connect and Review** | Activate prior learning; revisit known skills, vocabulary, representations and relevant student goals. |
| **Explicit Modelling** | Model the mathematical concept or strategy using clear language, AAC, visuals, concrete materials and think-alouds. |
| **Supported Practice** | Provide repeated opportunities to practise with graduated prompting, feedback and adjustments. |
| **Apply and Generalise** | Use the skill in meaningful tasks, routines, community contexts and different settings or with different people/materials. |
| **Review and Assess** | Check understanding through observation, student response, practical demonstration or work sample; record evidence and identify the next teaching step. |

This model is flexible rather than a prescribed lesson sequence. Teaching is responsive to regulation, communication, sensory and access needs while maintaining a clear mathematical learning purpose.

## NUMICON and MATHEMATICAL RESOURCES

Numicon is MNEC's agreed whole-school approach and core resource for developing foundational number understanding through structured, concrete and multi-sensory learning. Its use by teachers is non-negotiable when foundational number understanding is being taught. Numicon complements, rather than replaces, the Australian Curriculum: Mathematics, ABLES Mathematics, functional numeracy experiences and individual One Plan and/or SACE goals.

### Whole-School Non-Negotiables:

- Teachers will implement Numicon as MNEC's agreed core approach for developing foundational number and mathematical understanding where aligned with the student's assessed learning needs.
- Teachers will use agreed Numicon assessment and teaching progressions to identify each student's starting point and next teaching steps.
- Teachers will plan from the Australian Curriculum: Mathematics, ABLES Mathematics and/or SACE requirements as appropriate.
- Where learning extends beyond, or requires supplementation to, the Numicon approach, teachers will use Department for Education curriculum resources, evidence-informed practices and approved resources.
- For relevant students, teachers will complete the Joondalup Education Support Centre (JESC) AAC Foundational Skills Assessment at the beginning and throughout the year to identify essential skills for communication and curriculum access. Numeracy teaching should prioritise the essential skills identified through this assessment, alongside other agreed assessment evidence and individual goals.
- Numeracy assessment and reporting will be implemented in line with the MNEC Assessment and Reporting Agreement and the agreed whole-school schedule.

- Numeracy will be taught explicitly and embedded through meaningful, functional and everyday learning opportunities.
- AAC, assistive technology, sensory supports, co-regulation and reasonable adjustments will be used so all students can participate and demonstrate mathematical understanding.
- Staff will support engagement through calm, predictable practice and curiosity about each student's mathematical thinking, communication and barriers to learning.

| Focus | Examples of Progression Supported through Numicon and Related Resources |
|---|---|
| **Counting** | Recite the count sequence; determine "how many"; one-to-one counting; count on/back; use number lines; estimate collections. |
| **Pattern and Algebra** | Complete and describe repeating patterns; sort by similarities/differences; explore equivalence; odd/even; reason about numbers; use =, < and >. |
| **Numbers and the Number System** | Explore, match, name and order Numicon shapes; subitise familiar patterns; label with numerals; build teen and 2-digit numbers; compare/order; count in 2s, 5s and 10s. |
| **Calculating** | Addition as combining/adding more; subtraction as take away/decrease/difference; + and - symbols; fluency to 10; money equivalence; multiplication and division; x and ÷ symbols; halves and quarters. |

## ACCESS, COMMUNICATION AND ADJUSTMENTS

- Use and model mathematical language through each student's communication system, including AAC where required.
- Provide accessible visual representations, high-contrast resources and assistive tools as identified in One Plans.
- Modify tasks, response modes, pacing, materials and the learning environment so all students can participate meaningfully.
- Accept evidence of understanding through speech, AAC, gesture, eye gaze, object selection, movement, practical demonstration, symbols, images or written responses as appropriate.
- Consider regulation and sensory needs as part of access to learning while maintaining the mathematical intention of the task.

## LEARNING INTENTIONS

- I am curious and engaged in numeracy learning.
- I use the skills I am learning to understand, solve problems and use mathematics in my everyday world.
- I accept support from adults and build increasing independence over time.

## SUCCESS CRITERIA

**Students will increasingly:**

- Engage with mathematical experiences and resources with curiosity and purpose.
- Communicate mathematical understanding in a way that works for them.
- Use taught mathematical skills and strategies to solve problems.
- Apply numeracy skills in classroom, functional and everyday situations.
- Participate in numeracy learning with appropriate adult support and increasing independence.
- Work towards individual Numeracy One Plan and/or SACE goals.

## ROLES AND RESPONSIBILITIES

This Statement of Practice is a whole-school agreement. Consistent implementation is expected across all classrooms. Teachers retain responsibility for planning, explicit teaching, assessment, professional judgement and monitoring of each student's numeracy learning. SSOs implement learning under teacher direction.

### All staff will:

- Create calm, predictable conditions that support engagement and co-regulation.
- Be curious about student responses, mathematical thinking and barriers to learning.
- Use consistent mathematical language, modelling and agreed approaches.
- Model and support AAC and other communication systems so students can demonstrate mathematical understanding.
- Provide the lowest level of prompting needed for successful participation.
- Maintain high expectations while providing appropriate adjustments.
- Support students to apply numeracy skills across learning, everyday routines and functional contexts.

### Teachers will:

- Implement Numicon as MNEC's agreed core approach for foundational number learning, using the agreed progression and teaching practices appropriate to the student's assessed level.
- Use Department for Education curriculum resources, evidence-informed practices and approved resources to supplement or extend Numicon where required by the student's assessed learning needs.
- Develop, document and review SMARTAR Numeracy One Plan and/or SACE goals for each student.
- Identify numeracy teaching opportunities across the curriculum and daily routines.
- Plan and explicitly teach differentiated numeracy learning using AAC, assistive tools, co-regulation and adjustments identified in One Plans, and ensure SSOs understand the learning intention, teaching routine, success criteria and required support.
- Prepare resources and create numeracy-rich environments, including high-contrast Numicon number lines, calendars, schedules, clocks, accessible Numicon resources and high-contrast numeracy PODDs where appropriate.
- Use the JESC AAC Foundational Skills Assessment for relevant students at the beginning and throughout the year to identify essential skills, prioritise curriculum teaching and adjust numeracy access, AAC supports and next learning steps.
- Provide the lowest level of prompt and assistance required for success.
- Determine assessment requirements; collect, analyse, moderate and annotate evidence; make professional judgements about progress; and use this information to determine next teaching steps.
- Complete agreed assessments and maintain student assessment folders and profiles.
- Provide Termly Overviews to the Line Manager by Friday Week 1 and to families by Friday Week 2 of each term.
- Provide numeracy planning documentation to the Line Manager by Friday Week 2 of each term.
- Monitor completion of the JESC AAC Foundational Skills Assessment for relevant students and support staff to use the results to inform curriculum priorities and access planning.

### SSOs will:

- Support the implementation of teacher-planned JESC AAC Foundational Skills Assessment tasks and the explicit teaching of essential skills identified through assessment.
- Implement teacher-planned numeracy learning, including agreed Numicon teaching routines, strategies, adjustments and classroom supports.
- Understand the student's relevant One Plan/SACE numeracy goals, success criteria and required level of support as communicated by the teacher.
- Use agreed AAC, mathematical language, resources and prompting approaches.
- Provide the lowest level of prompt and assistance required and support opportunities for independence.

- Observe and record student responses or progress as directed by the teacher, and communicate observations, emerging needs and concerns to the class teacher.
- Support the collection and annotation of learning evidence as directed by the teacher, without independently changing learning goals, assessment expectations or the planned numeracy program.

### Leaders will:

- Gather and analyse student numeracy data to inform school practices and Tier 1-3 supports.
- Monitor implementation of this agreement and address inconsistent practice in the use of Numicon and other agreed whole-school approaches.
- Support teachers to select appropriate Department for Education curriculum resources, evidence-informed practices and approved supplementary resources when required.
- Build staff capacity through professional learning, observation, feedback, moderation and collaborative planning.
- Support school-wide common language, visuals, resources and teaching strategies.
- Review the effectiveness of the whole-school numeracy approach and identify priorities for improvement.

## ASSESSMENT AND REPORTING

Assessment is used to establish a baseline, monitor progress, identify next teaching steps and evaluate the effectiveness of teaching and supports. Evidence may include observation records, practical demonstrations, AAC responses, annotated work samples, photographs or video where appropriate, and formal assessment tools.

| Assessment | Term 1 | Term 2 | Term 3 | Term 4 |
|---|---|---|---|---|
| Assessment Tool 1:<br>**Assessment Signposts (Numicon)** | | Weeks<br>2-3 | | Weeks<br>2-3 |
| **ABLES**<br>- Maths | Weeks<br>3-4 | | Weeks<br>3-4 | |
| **JESC AAC Foundational Skills Assessment (for relevant students)** | Weeks 1-2 | ongoing | ongoing | ongoing |

- SSOs may observe and record learning evidence as directed by the teacher. Teachers remain responsible for determining assessment requirements, analysing evidence and making professional judgements about student progress and next teaching steps.
- Teachers moderate and annotate student learning and work samples using agreed Levels of Support measurements.
- Assessment information is used to update individual student assessment profiles and inform planning.
- Leadership gathers whole-school numeracy data to identify patterns, monitor implementation and inform Tier 1-3 supports.

## REPORTING ON ACHEIVEMENT

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