



Numeracy Agreement

Rational

At Rapid Bay Primary school our vision is for students to receive high quality teaching in mathematics to support the development of rich mathematical knowledge and understanding; a positive mindset towards maths and numeracy; and the ability to apply mathematical skills confidently in their daily lives.

Our maths agreement ensures that all staff are committed to providing students with common and consistent learning experiences.

Achievement targets

At a minimum we expect that our students will reach the DECD Standard of Educational Achievement (SEA) targets.

Mathematics

Year 1 to 7 – Achievement at or above C in Year Level on school report.

PAT MATHS Scale Scores

Year 3 – 101 or above Year 4 – 110 or above Year 5 – 112 or above Year 6 – 120 or above Year 7 – 121 or above

NAPLAN Proficiency Bands

Year 3 – Band 3 or above Year 5 – Band 5 or above Year 7 – Band 6 or above

Time allocations

We will provide students with:

- a minimum of 300 minutes per week of mathematics instruction.
- Integrate the use of mathematics across the curriculum to develop students' general capabilities in relation to numeracy.

Aims

We will provide maths instruction that enables students to:

- solve problems
- communicate and reason mathematically
- make connections between mathematics and its applications
- become mathematically literate
- make informed decisions as contributors to society

Curriculum Delivery

The Australian Curriculum: Mathematics is organised around the interaction of three content strands and four proficiency strands.

We will:

- teach the content strands of Number and Algebra, Measurement and Geometry, and Statistics and Probability.
- support students to explore and develop their proficiency in mathematical skills by thinking and doing mathematics in relation to the proficiency strands of:
 - **Understanding** – when students build a robust knowledge of adaptable and transferable mathematical concepts.
 - **Fluency** – when students develop skills in choosing appropriate procedures, carrying out procedures flexibly, accurately, efficiently and appropriately, and recall factual knowledge and concepts readily.
 - **Problem Solving** – when students develop the ability to make choices, interpret, formulate, model and investigate problem situations, and communicate solutions effectively.
 - **Reasoning** – when students reason mathematically, explaining their thinking, when they deduce and justify strategies used and conclusions reached.
- provide students with the **language** to be proficient in the use of mathematical concepts and skills across the curriculum.
 - teach students **mental computation** and develop and discuss efficient mental strategies.

Pedagogy

Through the use of the “4 part numeracy block” we will:

- provide students with opportunities to explore problem solving situations in order to develop personal strategies and become mathematically literate.
- encourage students to take risks by providing opportunities for problem solving with engaging questions that allow for differentiation.
- explicitly teach school problem solving strategies.
- incorporate Big Ideas in number.
- explicitly teach mental computation strategies.
- Encourage the curiosity and enjoyment of mathematics with students.

Assessment and Reporting

Assessment is an ongoing process that incorporates both formative (for learning) and summative (of learning). Assessment techniques will be used that expose students' thinking.

- **Class based assessment** – pre-tests and assessment during instruction.
- **Whole school assessment** – PAT Maths, NAPLAN and A-E reporting.

We will formally report of student's mathematics learning twice a year.