



NUMERACY POLICY

Rationale

Numeracy is involved in all aspects of our lives. It has applications in all human activities, crossing cultural and linguistic boundaries to provide a universal way of solving problems. Competence in Numeracy is integral to the successful participation in modern society in such diverse areas as Science and Engineering, Business and Finance, Technology and The Arts.

Aims

- To acquire mathematical skills and knowledge to deal confidently and competently with daily life
- To develop knowledge and skills in Numeracy for employment, further study and interest
- To understand the dynamic role of Mathematics in social and technological change
- To use technology appropriately and effectively to support the learning of Mathematics, and in carrying out mathematical activities in context.
- To appreciate that Mathematics is relevant to them personally and to their community
- To develop the ability to think logically and creatively and approach mathematical situations with a variety of equipment and strategies
- To develop skills in the presentation and interpretation of mathematical processes
- To have equitable access to mathematical knowledge
- To be able to communicate mathematical ideas

Implementation

Years 7-10

- The Victorian Essential Learning Standards (VELS) for Mathematics will be used to indicate the learning outcomes for each year level
- The students' work is continually assessed by the class teacher using Progression Points as a benchmark, with reports for parents each semester
- The Numeracy program is to be a balance of the five dimensions of Mathematics: Number, Space, Measurement, Chance and Data, Working Mathematically and Structure and four dimensions of Mathematics: Number, Space, Measurement, Chance and Data.
- The Numeracy program is taught from a base of concrete experiences towards more abstract concepts with a focus on assessment activities that reflect the Victorian Essential Learning Standards
- Student progress in all dimensions of Mathematics will be reported in half and end of year academic reports, as well as the school's annual report.
- All students will study a sequential Mathematics course based upon the VELS
- The emphasis is on the language of Mathematics, Understandings of Concepts and promoting Problem Solving and Investigation
- Mathematics will be linked to other curriculum areas in an integrated approach
- Teachers will ensure their knowledge is kept up to date through ongoing PD

VCE/VCAL

The study of Mathematics in VCE/VCAL is designed to enable students to develop mathematical knowledge and skills; apply mathematical knowledge to analyse, investigate, model and solve problems in a variety of situations, ranging from well-defined and familiar situations to unfamiliar and open-ended situations and to use technology as an effective support for mathematical activity. It is an underlying principle of the Mathematics study that all students will engage in the following mathematical activities:

- **Apply knowledge and skills:** The study of aspects of the existing body of mathematical knowledge through learning and practicing mathematical algorithms, routines and techniques, and using them to find solutions to standard problems.
- **Model, investigate and solve problems:** The application of mathematical knowledge and skills in unfamiliar situations, including situations which require investigative, modeling or problem solving approaches.
- **Use technology:** The effective and appropriate use of technology to produce results which support learning mathematics and its application in different contexts. These three types of mathematical activity underpin the outcomes for each unit of Mathematics. They are intended to both guide the work of teachers and students throughout Mathematics and to promote and develop key aspects of working mathematically.
- The students' work is continually assessed by the class teacher using Study Guide outcomes as a benchmark, with reports for parents each semester with the exception of Unit 4 VCE.

General

- All teachers will be given access to current curriculum resources, including online documents and are required to work with their respective teams, sections or faculties to develop and implement a course for all students.
- Mathematical activities that reflect the topics being studied at school will form a regular component of each student's homework regime.
- Moderation of mathematics tasks will be completed by staff to assist in the planning, assessment and evaluation of programs

Review cycle and evaluation

The effectiveness of this policy will be reviewed as part of the College's four year review cycle