



Melrose Primary School

RESPECT ~ HONESTY ~ RESPONSIBILITY ~ EXCELLENCE

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Whole School Numeracy Agreement

The Australian Curriculum: Mathematics rationale states:

The study of Mathematics provides students with essential mathematical skills and knowledge in Number and Algebra, Measurement and Geometry, and Statistics and Probability. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

Our vision at Melrose Primary School is that all students receive high quality teaching in numeracy. Staff are committed to a whole school numeracy agreement that will ensure consistency from Reception through to Year 6.

The Melrose Primary School Whole School Numeracy Agreement outlines the agreed approaches and expectations to the teaching of Mathematics and Numeracy across the school for all students. The agreement outlines specific approaches, interventions and standards that will be used as benchmarks to determine achievement and growth for cohorts and individual students.

The Whole School Numeracy Agreement ensures a consistent approach and language is used across the school and that all teachers are confident and competent in teaching Mathematics with consistent Reception to Year 6 pedagogies.

Research shows that highly developed numeracy and literacy capabilities strongly contribute to the social, economic and physical wellbeing of individuals. Children who are able to apply mathematical understanding and communicate effectively in a range of contexts especially economic, technical, scientific and social are best placed to succeed in education and in life.

At Melrose Primary School we believe that all students can learn and will be successful in learning Mathematics.

The Planning and Programming of Mathematics at Melrose Primary School is designed to give students opportunities to be successful and powerful learners. Students and teachers therefore need appropriate tools to:

- Teach Mathematics as outlined by the Australian Curriculum
- Allow for the development of proficiencies of fluency, problem solving, understanding and reasoning, <https://www.australiancurriculum.edu.au/resources/mathematics-proficiencies/>
- Develop positive dispositions and transversal skills such as risk taking, persistence and resilience

Key design elements of programming at Melrose Primary School

- Australian Curriculum: Mathematics
- Learning Design
- Differentiation
- Explicit Teaching
- Guided Practice
- Problem solving opportunities

Australian Curriculum: Mathematics

The content of our Mathematics program is comprehensively outlined in the **Australian Curriculum (AC): Mathematics**. [Home | The Australian Curriculum \(Version 8.4\)](#)

There is also a focus on the Big Ideas in Number at the Primary School Curriculum.

Level	Big Idea
1 (End of Reception)	Trusting the Count Developing flexible mental objects for the Reception numbers 0-20.
2 (End of Year 2)	Place value The importance of moving beyond counting by ones, the structure of the Base 10 numeration system.
3 (End of Year 4)	Multiplicative thinking The key to understanding rational number and developing efficient written and mental computation strategies in later years
4 (End of Year 6)	Partitioning The missing link in building common fractional and decimal knowledge and confidence.

Learning as One Team – Whole School Commitment

The discourse is teacher facilitated with a strong focus on collaborative practice to improve student learning outcomes. Teachers are actively:

- Moderating student work samples
- Conducting reflective conversations
- Sharing resources
- Using a common mathematical language across the school
- Adopting the Teaching for Effective Learning (TfEL) Framework as our pedagogical guide
- Examining student data sets to inform teaching and learning
- Using baseline data – PAT M, NAPLAN and 1 Minute Tests - to track students' progress and direct future programming
- Differentiating learning through use of iMaths readiness tests and tracker books
- Recognising connections between the areas of mathematics and other disciplines
- Appreciating mathematics as an accessible and enjoyable discipline of study.

Assessment and Feedback

Teachers at Melrose Primary School use formative and summative assessments to gauge and inform student achievement. Teachers assess students' achievement using a variety of assessment tools

- NAPLAN – [Years 3 and 5]
- PAT M [Years 1-6] with all assessments conducted annually.
- Other assessment tools include both formative and summative assessments which are complemented by teaching programs. Standardised Tests are conducted according to the outlined timeline in the Melrose Primary School Assessment Schedule (below).

NUMERACY		
All student assessment data entered into Student Data Profiles Term 3. Data will be analysed to inform effectiveness of school programs and student progress/growth at Data Day scheduled in Term 4.		
Assessment Tool	Year level	Timeline for Data Collection
One Minute Maths Tests	Years 1 – 6	Terms 1,2,3 & 4 – Week 5
SENA 1	Reception students	Term 4
NAPLAN	Years 3,5,6	Term 2 – Week 2 Term 3 – Commence review and analysis of NAPLAN data
PAT M	Early Years - 6	Term 3 – Week 8

Agreed Elements

- Timetabling a minimum 300 minutes of Maths per week
- Conducting mental routine - developing fluency and automaticity through mental routines
- Teaching through explicit instruction and modelling
- Involving mathematical investigation - practice and sharing, developing a meta-language among students
- Providing students with targeted feedback aligned to learning goals and curriculum outcomes and in turn seek feedback from students about the teaching and learning program
- Integrating ICT resources to inspire and consolidate learning, in particular the Mathletics program.

Melrose Primary School highly values the inclusion of concrete materials and manipulatives in the Mathematics curriculum. We believe all students benefit from experimenting with concrete objects and learn by participating and being 'hands on'. Investigations to promote conceptual understanding and problem solving are also embedded in the Mathematics curriculum.

During Maths lessons there are opportunities to reinforce mental computation strategies. Students are encouraged to connect and engage with the content materials. This is often a numeracy demand or opportunity, with students making links to the content by using real life examples. Open ended questions ensure students are actively inquiring and constructing their mathematical ideas around the content. Group work and consolidation activities are also included. We value the practice of reviewing and reflecting on concepts covered and building upon ideas through discussion.

Common Language

Staff support a common language approach to the instruction of Mathematics. Staff use language from the programs below:

- iMaths Program
- Australian Curriculum Mathematics

