

TERANG COLLEGE

NUMERACY

POLICY (Student)

1. RATIONALE

The establishment of sound and well developed numeracy skills are essential to future student learning and successful interaction with the world. Students who leave the College unable to effectively manipulate numbers and mathematics, experience significantly reduced vocational and further educational opportunities.

2. AIMS

- 2.1. To provide a program that ensures all students are numerate, confident and competent in Numeracy by the time they graduate from the College.

3. IMPLEMENTATION

- 3.1. Issues, actions and decisions relating to this policy will take into account Department of Education and Training policies, memos, guidelines and circulars and Government Ministerial Orders and Acts.
- 3.2. Numeracy is a government priority and as such, the College commits itself fully to the realisation of high numeracy standards for all of our students.
- 3.3. The College will have a sequential and highly organised P-10 numeracy program based upon the achievement standards outlined in the Victorian Curriculum.
- 3.4. The College will appoint a trained Numeracy coordinator who is required to oversee and coordinate all aspects of the program, provide support and direction to others when needed, and organise professional development as required.
- 3.5. The coordinator and teachers will be further supported by a College based numeracy coach, external numeracy coaches and expert numeracy consultants as appropriate.
- 3.6. The College will provide a minimum of 5 x 50 minute periods per week of Mathematics for all P-10 students.
- 3.7. Numeracy support programs will be maintained to assist students requiring additional numeracy support, and all teaching aides will be provided with numeracy training.
- 3.8. Appropriate professional development will be made available for all participating staff.
- 3.9. Professional development programs will be offered to parents, volunteers and teaching and integration aides.
- 3.10. An assessment schedule will be developed and implemented, with minimum achievement standards and targets being set for all students in each area of numeracy. Ongoing formative assessment will be a feature of all classroom programs as well as a differentiated ability based data-driven curriculum for each student.
- 3.11. Assessment data will be collected and analysed by the Numeracy coordinator in partnership with all numeracy teachers, with the results being used to monitor performance, as well as to drive program development and delivery.

3 EVALUATION

- 4.1 This policy will be reviewed every three years as part of the College's Policy review cycle.

Approved by College Council on 20/08/2018