



Numeracy at FVPS

PURPOSE

At Flinders View Primary School, we recognise that a whole-school approach to Mathematics is essential to both support and challenge every student. We are committed to teaching Mathematics explicitly and in a range of meaningful contexts, enabling students to develop a deep, rich understanding of mathematical language, concepts, and skills.

Information in this document outlines how Numeracy is taught at Flinders View Primary School.

PEDAGOGICAL APPROACHES

Teachers at Flinders View Primary School are committed to using the *High-Impact Teaching Strategies* (HITS), the *Explicit Instruction Model* (EIM) and *Learning Through Doing* (LTD) pedagogies throughout Mathematics teaching and learning.

The core principles include;

- **Structured and Teacher-Supported;** lessons embed explicit teaching strategies, breaking the content into clear steps with teacher explanations at each stage.
- **Visual and Concrete Learning Tools;** lessons rely heavily on visual models and hands on materials to support students to move through the Concrete, Representational and Abstract model.
- **Curriculum-Aligned;** linked to the South Australian Curriculum
- **Teacher Development;** we provide professional development to further teacher's knowledge and understanding of underlying mathematical concepts and pedagogical aims.
- **Engaging;** we strive to engage students in hands-on learning that provides links to real world situations.

PROGRAMING AND PLANNING

At Flinders View Primary School staff are mandated to teach and report using the South Australian Curriculum. The South Australian Curriculum guides programming and planning with the Knowledge (understand), the Capabilities (do) and Dispositions (be) and teachers reporting using the Year level Learning Standard. The planning and programming of Mathematics is designed to give students opportunities to:

- Choose and use mathematics
- Allow for the development of the proficiencies: understanding, fluency, flexibility, problem solving, reasoning
- Develop positive dispositions (Resilient, Resourceful and Reflective) and transversal skills for powerful learning
- Use mathematics in real life situations

Embedding Aboriginal Perspectives

We are committed to embedding Aboriginal Perspectives throughout all areas of the curriculum, including Mathematics. Ways in which this can be done include:

- Incorporating Aboriginal Pedagogies (such as those described by the 8 ways website)
- Incorporating Aboriginal resources
- Planning for Cultural Responsiveness
- Including Aboriginal Authors/Mathematicians/persons/examples in your selection of learning materials.
- Considering Aboriginal Perspectives and ways of showing knowing in assessment tasks.



ASSESSMENT AND REPORTING

Teachers will use diagnostic, formative and summative assessments throughout the year to inform teaching and learning programs and to make informed judgements about student progress. Whole school Mathematics data is collected as per our schedule and standardised testing is collected as per DfE requirements. Written reports are sent home twice a year and Learning Conversations are scheduled twice a year.

Mathematics Portfolios and Moderation

At Flinders View Primary School, teachers are required to collect Mathematical Portfolios and Moderation Portfolios. The purpose of these portfolios is to maintain and store the evidence that supports the integrity of student grading and to ensure consistency in assessment practices.

MATHEMATICS INTERVENTION

Students are identified by site-based diagnostic, formative or summative assessment processes, NAPLAN and PAT-M analysis. Schools are required to implement the 3 waves of Intervention:

- Wave 1: Whole-class instruction
- Wave 2: In class differentiation, small-group work
- Wave 3: OCOPS and 1:1 withdrawal

Mathematics Interventions at FVPS is facilitated as below

Program	Year Level	Core Focus	Delivery
Mathematics Intervention (*linked to Learning Through Doing)	R-6	Developing students' fluency, understanding and automaticity of fundamental place value and number skills.	1:1 and small group sessions, led by AET and facilitated by dedicated Mathematics Intervention SSOs.

PROFESSIONAL DEVELOPMENT

At Flinders View Primary School we are committed to and provide appropriate opportunities for Professional Development around Mathematics/Numeracy for teachers, leaders and SSOs. We strive to build the capacity of teachers through high-quality professional learning and the development of quality teaching and learning programmes in line with the School's Strategic Plan.

Recommended Professional Development includes:

- Explicit Instruction Model
- Learning Through Doing
- Big Ideas in Number
- Transforming the Task