

Norwood Secondary College Numeracy Plan 2025-2027

2025	2026	2027
<p><u>Embedded Practice</u></p> <ul style="list-style-type: none"> Improving and re-engaging students below the standard in numeracy through MYLNS and TLI (in-class) support, differentiation within the classroom and varied resources, tasks and assessment offered. Intervention for identified students entering the college via the Quick Smart numeracy program (withdrawal from class). <p><u>Areas of Consolidation</u></p> <ul style="list-style-type: none"> Build aspiration and engagement in numeracy endeavours through work in the SIT teams. Build capacity for all teachers to be teachers of numeracy - identifying areas within the curriculum that lend to numeracy improvement or provide explicit numeracy teaching opportunities. All new Victorian Curriculum 2.0 documentation to have a numeracy skill section. Maths staff are comfortable with and regularly include hands on/game-based learning and other non-textbook teaching 	<p><u>Embedded Practice</u></p> <ul style="list-style-type: none"> Intervention and support programs capture and successfully support students identified as needing additional support in numeracy. All teachers are teachers of numeracy – can identify areas within the curriculum that lend to numeracy improvement and provide explicit numeracy teaching opportunities. Maths staff regularly include hands on, problem solving and non-textbook activities and tasks in their lessons <p><u>Areas of Consolidation</u></p> <ul style="list-style-type: none"> Build capacity for all teachers to be teachers of numeracy via PL around designing meaningful numeracy within the motivate, add, practice and success stages of a lesson for all year levels and curriculum areas. Teachers audit their curriculum documentation to ensure the numeracy skills listed are meaningfully addressed throughout lessons and learning activities. 	<p><u>Embedded Practice</u></p> <ul style="list-style-type: none"> Intervention and support programs capture and successfully support students identified as needing additional support in numeracy. All staff understand that numeracy is everyone’s responsibility, and actively work towards improving number capabilities amongst their students (can identify numeracy links in curriculum, provide explicit opportunities to develop numeracy skills in different sections of MAPS for all units of study) <p><u>Areas of Consolidation</u></p> <ul style="list-style-type: none"> Learning walks that focus on numeracy skills as well as MAPS and HITS become commonplace. Staff consider having a numeracy goal for their peer observation and/or coaching sessions.

strategies in their classes to build engagement in number skills and provide different contexts/uses of number skills.

New Learning Goals

- Build capacity for all teachers to be teachers of numeracy – design and implementation of numeracy specific, low stakes and relevant to curriculum activities in all subjects and all year levels that provide multiple exposures and contexts to number skills.
- PL around numeracy provided to staff within the context of peer observations and coaching.
- Ensure there is a working analogue clock in all classrooms.
- Maths staff improve use of problem solving, inquiry and real-world approaches to maths at all year levels.
- Best use of ICT to support maths teaching and numeracy is discussed in the maths KLA
- Investigate a format where maths staff offer PL opportunities to non-maths staff to improve comfortability and capability of teaching numeracy aspects within their subjects. Perhaps within PLCs.

- Staff consider having a numeracy goal for their peer observation and/or coaching sessions.
- Maths and non-maths staff work together to build the capacity of all staff to be teachers of numeracy. Numeracy activities improved with maths KLA input, and maths classroom activities improved with non-maths KLA input.

New Learning Goals

- Learning walks that focus on numeracy skills as well as MAPS and HITS become commonplace.
- Maths staff engage in PL about primary maths and catering for low capability students. We are trained in secondary maths and find students working at a grader 3 standard out of our area of expertise.
- Games lunchtime club with games and activities that build problem solving, critical thinking, pattern identification and other numeracy skills
- Prepare for/investigate alternative to MYLNS/TLI if one or both of these programs is no longer supported by the DE in 2026 or 2027.

- Maths and non-maths staff work together to build the capacity of all staff to be teachers of numeracy.
- Numeracy activities improved with maths KLA input, and maths classroom activities improved with non-maths KLA input.

New Learning Goals

- Review how numeracy activities are being used in mentor classes and build 2028 and beyond resources based on feedback.
- Prepare for/investigate alternative to MYLNS/TLI if one or both of these programs is no longer supported by the DE in 2027 or 2028.
- Staff PL around NAPLAN and PAT data (there will be 3 years of PAT data now to unpack trends etc). PL extended to maths KLA in identifying questions poorly answered (identify weakest topics/skills and inform areas of improvement for 2028).