



Kotara South Public School

“Strive to Achieve”

Mathematics for Numeracy at KSPS

At KSPS we teach Mathematics to empower our students to become future focussed learners who make informed decisions in real-world life experiences. Mathematics is integral to every aspect of human endeavour. We ensure we make connections between mathematical concepts, other subjects and real life situations. Through rich learning tasks with deep mathematical conversation, we teach working mathematics so students can communicate, problem solve, reason, understand and become fluent mathematical thinkers.

At KSPS we assess Mathematics before new learning, during new learning and after new learning (for, as & of learning). Assessment is primarily for planning for future teaching and learning to identify individual student needs and plan for their “Where to next”. We assess students in a welcoming, non-threatening environment where we are not only reliant on pen and paper testing methods. We observe, interview (SENA), provide rich and open ended tasks with well-considered success criteria to support all of our learners. Opportunities are provided for students to demonstrate their transference of knowledge and to then receive feedback from their teacher and often, their peers.

At KSPS we promote a Mathematics environment free of anxiety. We strive to achieve this through scaffolded and inclusive experiences. Teachers plan for learning using the KSPS Scope and Sequence and the K-10 Mathematics syllabus. Teachers discuss and clarify the intention of each lesson so there is student ownership and high expectation for learning. Students are engaged in relevant, concept based ignition or short frequent focussed activities that lead into whole class lesson structures. Explicit, whole class instruction is planned for and delivered through Modelled, Guided and Independent learning structures with appropriate use of mathematical vocabulary. Students are encouraged to demonstrate their learning through pictures, concrete materials and mathematical notation. The classroom is also a learning tool, with concept focussed walls-that-teach that students can use to track their learning as well as provide feedback for their peers. Teachers use a range of strategies to deliver concepts to meet the needs and learning styles of their students; number talks, gallery walks, open ended tasks, outdoor learning tasks/problems and think-pair-share discussion. Small group interventions (N3: No Non-sense Numeracy) take place as the significant form of differentiation with a focus on the “where to next” for each student.

At KSPS, we cater to individual student learning needs for Mathematics by incorporating differentiation strategies into our teaching and learning programs. Teachers plan to meet the needs of their students using formative pre-assessment. We know where our students are “at” by using the Mathematics Syllabus and Numeracy Continuum to track student achievement. Teachers use strategies such as parallel tasks, open questions and flexible grouping (N3). Students are encouraged to represent their learning in multiple ways to strive for their most efficient strategies for each number concept.

Mrs Susan Maxworthy
Principal

KSPS Classroom teachers