

Numeracy matrix – Using the *Numeracy continuum K-10*

		Starting Out	Developing	Deepening	Sustaining
Whole School led by executive	Professional learning (PL)	<p>School staff is aware of the <i>Numeracy continuum K-10</i> and continuums are on display.</p> <p>Individual teachers benefit from attending PL about the continuum on a one-off basis with limited impact upon the student outcomes.</p> <p>Initial training on using the continuum to some teachers through systemic numeracy programs. e.g. Best Start</p>	<p>Professional discussion is provided for teachers, focused on initial understanding of the <i>Numeracy continuum K-10</i> at a superficial level.</p> <p>PL about the continuum is held irregularly, focused on strengthening team members' understanding of the continuum to support improved student numeracy outcomes.</p> <p>Training is provided for new teachers in using the continuum.</p>	<p>Ongoing professional discussion and reflection focuses on using and understanding one or more aspects of the <i>Numeracy continuum K-10</i>.</p> <p>PL about the continuum is regularly provided by the numeracy coordinator with external support, as needed, to enhance student numeracy outcomes.</p> <p>Yearly review to identify teachers' level of understanding of the continuum resulting in planning for future teacher PL needs.</p>	<p>Ongoing rich professional discussion and reflection focuses on using and understanding all aspects of the <i>Numeracy continuum K-10</i>.</p> <p>Ongoing PL about the continuum leads to significant whole school improvements in teaching practice resulting in improved student numeracy outcomes.</p> <p>Continuous cycle of review and implementation of the continuum based on the PL needs of the teachers.</p>
	School leaders	<p>School executive value the need for PL in numeracy.</p>	<p>At least one executive member is part of the numeracy team and, at times, facilitates changes to school practice in using the <i>Numeracy continuum K-10</i>.</p>	<p>The executive uses the continuum to develop focus areas for numeracy in the annual school plan.</p>	<p>The executive facilitates a whole school Numeracy review incorporating the <i>Numeracy continuum K-10</i> and its ongoing use.</p>
	Implementation model	<p>The continuum has limited use within classroom teaching programs.</p> <p>Initial assessment, not necessarily by the class teacher, using the <i>Numeracy continuum K-10</i> is recorded and kept for reporting purposes.</p>	<p>The continuum is referenced in existing classroom teaching programs.</p> <p>Assessment using the <i>Numeracy continuum K-10</i> is administered by the class teacher at the beginning and end of a reporting period or at the end of each term to guide student ability grouping</p>	<p>The continuum guides classroom teaching programs.</p> <p>The <i>Numeracy continuum K-10</i> is used to incorporate some assessment for learning as well as assessment of learning in planning and programming.</p>	<p>The continuum guides teaching programs to effectively cater for student differences.</p> <p>Continuous assessment of students' progress along the <i>Numeracy continuum K-10</i> is tracked through observational and formal assessment and used in planning and programming.</p>

Numeracy matrix – Using the *Numeracy continuum K-10*

	Parent and community	<p>Parent/carers are aware of school numeracy programs.</p> <p>Parents are encouraged to support their students in completion of numeracy homework tasks.</p>	<p>Parent/carers are aware of the <i>Numeracy continuum K-10</i> to support school numeracy programs.</p> <p>Parents are informed on the processes of numeracy rather than strategies to support their children's learning at home.</p>	<p>Parents/carers are provided with specific information regarding their children's progress on the <i>Numeracy continuum K-10</i>.</p> <p>Parents/carers are provided with some numeracy strategies to support their children's learning at home.</p>	<p>Parents/carers and school community are provided with information and presentations to develop their understanding of the importance of tracking student progress on the <i>Numeracy continuum K-10</i>.</p> <p>Parents/carers and school community are actively involved in student numeracy learning at school and at home.</p>
Teachers		<p>Teachers demonstrate minimal links between numeracy across each KLA.</p> <p>Minimal discussion about numeracy practice between teachers.</p> <p>Some teachers seek professional learning in numeracy in areas of personal interest.</p> <p>There is limited understanding of how to match learning activities to the <i>Numeracy continuum K-10</i> and the needs of the students.</p> <p>Students are provided with whole class instruction and limited opportunities for discussion.</p>	<p>Some teachers plan quality lessons and select activities to facilitate student progress in numeracy across each KLA.</p> <p>Teachers occasionally meet to reflect on current numeracy practice.</p> <p>Teachers value the need for professional learning in numeracy.</p> <p>The <i>Numeracy continuum K-10</i> is used to create ability groups across a stage or year with limited opportunities for students to move between groups.</p> <p>Students are provided with some whole-class and group instruction with minimal emphasis on substantive communication.</p>	<p>Teachers plan explicit teaching and learning activities to support student numeracy progress across each KLA.</p> <p>Teachers meet regularly to reflect on current numeracy practice.</p> <p>Teachers engage in professional learning in numeracy to enhance their teaching practice.</p> <p>Class structure is based on flexible grouping linked to the <i>Numeracy continuum K-10</i>.</p> <p>Students are provided with open ended tasks at their instructional level, fostering substantive communication.</p>	<p>Quality numeracy teaching across each KLA is explicit, integrated and differentiated to support student learning.</p> <p>Ongoing reflection leads to classroom numeracy practice being constantly challenged and refined.</p> <p>Professional learning results in shared numeracy knowledge and expertise.</p> <p>Class structure varies during lessons according to purpose, concept development and student needs based on tracking on the <i>Numeracy continuum K-10</i>.</p> <p>Students are provided with open-ended challenging tasks underpinned by the <i>Numeracy continuum K-10</i> which encourage substantive communication, to develop deep understanding.</p>
Students		<p>Students are aware of the importance of numeracy for success in other KLAs.</p>	<p>Students know their strengths and areas for improvement in numeracy.</p>	<p>Students utilise their strengths and use strategies to address improvement in numeracy in collaboration with their teachers and parents/carers.</p>	<p>Students track their progress on the continuum, set goals for improving numeracy and work towards achievement of those goals in collaboration with teachers and parents/carers.</p>