An effective whole school approach to numeracy includes:

**Leadership and coordination of numeracy across the curriculum underpins the effectiveness of the whole school approach**

- **Mapping numeracy demands of the curriculum with reference to the school’s scope and sequence**
- **Shared moral purpose ensuring all students are successful in numeracy**
- **Learning organisations planned in response to the numeracy demands of any given topic (as defined in curriculum mapping)**
- **Planning that involves specialist teachers**
- **Explicit teaching of the language and literacies of mathematics**
- **Shared beliefs and understandings about teaching and learning**

**Assessment and Monitoring**

- Assessment methods aligned with teaching programs and achievement standards
- Continuous school-based assessment based on multiple opportunities for students to demonstrate what they know and can do within a range of contexts
- Assessment and data analysis procedures (including external and school-based assessments) designed to ensure that students’ learning needs are identified and informed planning
- Effective feedback and reporting for parents and students that is explicit, clear, and supported by evidence
- School-based targets for numeracy supported with reference to structure, organisation, and management

**Parent/Caregiver & Community Engagement**

- Partnerships with parents/caregivers and the community designed to promote students’ numeracy and development achievement

**Identification & Intervention**

- Identification processes that are part of assessment practices including diagnostic interviews and analysis of external test data
- Identification informed by an understanding of achievement standards
- Appropriate intervention strategies developed in collaboration with specialist teachers in response to identified student needs
- Intervention designed to be flexible and responsive to learning needs
- A case management approach to monitor student progress and ensure the effectiveness of the intervention

**Professional Learning**

- Provision of opportunities for professional learning aligned with school numeracy targets and learning needs
- Professional learning informed by professional standards (e.g., AAMT Standards for Excellence in Teaching Mathematics)
- Opportunities for teachers to share and reflect on their practice
- Evaluation of professional learning that focuses on improved student learning outcomes

**School & Classroom Organisation**

- Dedication of an uninterrupted focus time to the teaching of mathematics
- Flexible grouping implemented where appropriate within classes and across grades
- Differentiated programs and learning experiences that enhance learning for individual students or groups of students
- Use of a range of appropriate resources

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