Robertstown Primary School

Numeracy: Statement of Practice

Belief statement:

At Robertstown Primary School, we provide a high-quality education to children from Reception to Year 6. Our goal is to prepare them for secondary education, lifelong learning. This will enable them to be responsible members of the community throughout their lives.

Our vision is to provide a balanced curriculum that prepares our students for a changing world. We aim to build strong relationships through effective communication, where individual needs are respected and supported. By fostering a nurturing and inclusive environment, we empower students to become confident, adaptable and capable learners.

To achieve this, we ensure our students receive high-quality teaching in mathematics and numeracy, empowering them to think critically, solve problems and make sense of their world. Through the Mathematics learning area, our students develop understanding, fluency, reasoning and problem solving, and learn to apply these skills across a range of contexts and learning areas.

We follow the SA Curriculum mathematics program. This covers three key areas:

Number and algebra

Measurement and space

Statistics and probability.

By learning in all three areas, students develop important understanding and skills they will use in everyday life and in their future learning, using these skills in a range of contexts and all learning areas.

We know that developing numeracy is not just about knowing facts. It is also about how students learn, think, and feel about mathematics. We encourage students to be resilient, resourceful and reflective, and to approach challenges with confidence.

Teachers plan and assess both the “what” (content, knowledge, capabilities, and dispositions from the SA Curriculum) and the “how” (the ways they teach and support student learning and wellbeing). We work together to make maths learning meaningful, inclusive and consistent for all students. We provide opportunities for all students to be successful.

Purpose:

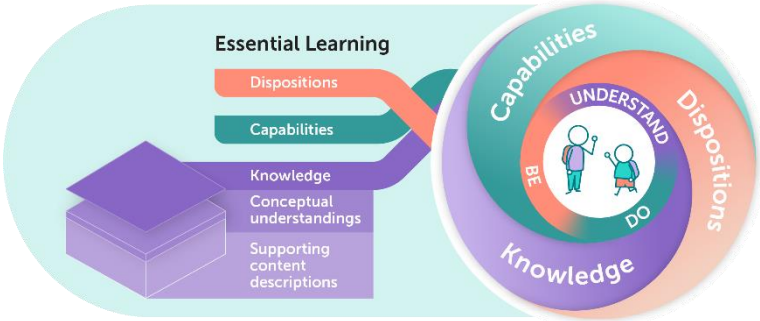
The Robertstown Primary School Numeracy: Statement of Practice outlines the agreed approaches to the practices of teaching Mathematics and Numeracy across the school for all students. The agreed practices specify approaches across the school, intervention and standards that will be used as benchmarks to determine achievement and growth for cohorts and individual students.

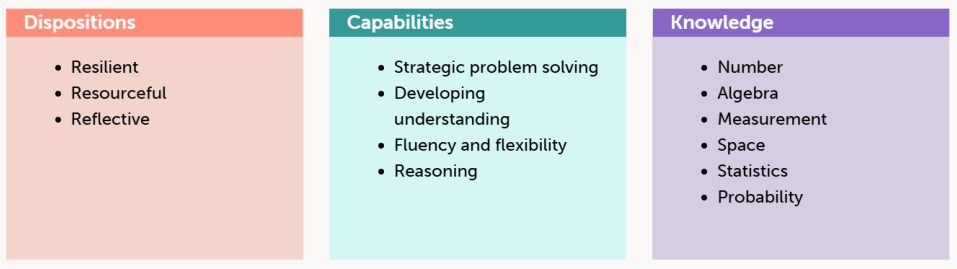
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The whole school Numeracy: Statement of Practice ensures consistency in approach and language across the site. All teachers use clear and consistent language and strategies from Reception to Year 6 so that every student develops strong numeracy skills and a positive attitude to mathematics through consistent R-6 evidence-based pedagogies.

SA Curriculum:





The SA Curriculum sets out what students should know, be able to do, and understand in mathematics at each year level or band. Learning standards describe what learners are expected to demonstrate at each year level or band.

Understand: Knowledge – prioritise conceptual understanding over retaining information

Do: Capabilities – the ability to do something and take action

Be: Dispositions – an enduring attitude, belief, value or pattern of thinking

The Essential Learning focuses on key skills and knowledge in Mathematics. It helps students understand deeply and use what they learn in different situations.

Dispositions: resilient, resourceful, reflective

Capabilities: strategic problem solving, developing understanding, fluency and flexibility, reasoning

Knowledge: number, algebra, measurement, space, statistics, probability

Our goal is to help every child at Robertstown Primary School become confident and capable in mathematics, able to apply their learning in real life and prepared to thrive in a changing world.

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Data Schedule

Assessments and screening tools will be completed, as per data schedule, to inform the teaching and learning programs and interventions

Assessment Tools	Cohort	Term 1	Term 2	Term 3	Term 4	Agreed protocol
Numeracy Check	Reception–Year 6	All students				Administer in Term 1 to establish a baseline. Record results in the agreed whole-school data set and use the evidence to inform teaching, intervention and extension.
Big Ideas in Number	Reception–Year 6		All students		All students	Administer at the agreed points in Terms 2 and 4 to monitor growth in number understanding. Discuss results collaboratively and use the data to inform next teaching steps.
NAPLAN	Year 3 and Year 5	All Year 3 and Year 5 students				Administer during the annual NAPLAN window in line with national requirements. Analyse strand data with other school evidence to identify trends, strengths and priorities for improvement.
PAT-M	Years 1–6			Years 1–6		Administer in Term 3 under consistent conditions. Review scaled scores alongside classroom assessment and teacher judgement to monitor progress and support whole-school planning.

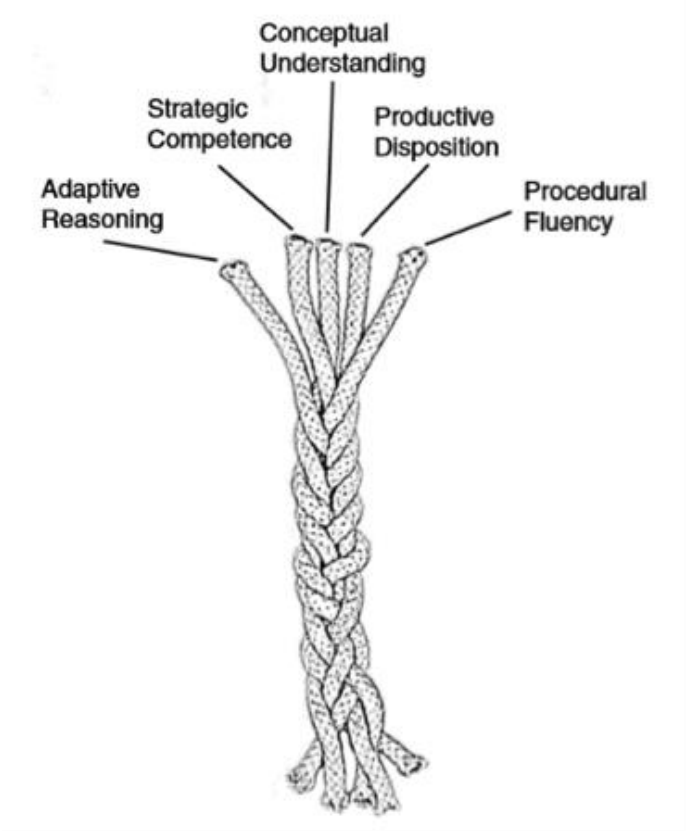
(Minimum 300 minutes of Mathematics/Numeracy per week)

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The Mathematics Rope

Mathematical proficiency develops through the interconnection of conceptual understanding, procedural fluency, strategic competence, adaptive reasoning and productive disposition.



Reflective Questions

Questioning

Polya's Strategic Problem Solving

5.2: George Pólya's Strategy - Mathematics LibreTexts

NRich Maths

Home | NRICH

Metacognitive Strategies Tool

13 Examples of Metacognitive Strategies (2026)

Big Ideas in Number

Numeracy Check

These proficiencies are developed together through explicit teaching, purposeful practice, reasoning and problem solving.