

Numeracy in KLAs

Preamble

To be numerate¹ is to use mathematics effectively to meet the general demands of life at home, in paid work, and for participation in community and civic life. In school education, numeracy is a fundamental component of learning, performance, discourse and critique across all areas of the curriculum. It involves the disposition to use, in context, a combination of :

- underpinning mathematical concepts and skills from across the discipline (numerical, spatial, statistical and algebraic)
- mathematical thinking and strategies
- general thinking skills
- grounded appreciation of context.

This definition of numeracy clearly indicates the all pervasive nature and high importance of numeracy. It is therefore a vital part of all subjects in all KLAs. It should also be noted that numeracy is sometimes referred to as mathematical literacy,

Policy

In the light of the above description, all KLAs need to integrate the various relevant aspects of numeracy into their teaching programs and practices. This will vary greatly across both the KLAs and the subjects within them. The operative word is **INTEGRATE**. Students will see through artificially forced situations as opposed to seamlessly integrated ones.

At Katoomba High School we –

develop priorities each year in –

- literacy leading up to the ELLA test
- numeracy leading up to the SNAP test.

In the case of SNAP, these priorities are aspects of numeracy where there are identified weaknesses. These priorities are based on the detailed analysis of the previous year's SNAP test results. Each KLA then determines how they will implement them into their subject courses in years 7 and 8.

In others years all KLAs are encouraged to highlight numeracy issues and remedy small problems when the opportunity arises.

¹ DEETYA report of the Numeracy Education Strategy Development Conference 1997. Quoted in a report **Numeracy in Australia : Are Standards Falling?** Paul Ayres Counterpoints 7 Australian Education Network.