



COUNCIL OF
**CATHOLIC
SCHOOL
PARENTS**
NSW/ACT

LEADERSHIP | ADVOCACY | SUPPORT

Understanding Curriculum and Supporting Children's Learning at Home

Module 1: Professional Learning Program
for Parents

2024



Contents

- About this module
- **Who oversees curriculum**
Education regulatory bodies and legislation
- **Who decides what's in the NSW curriculum**
ACARA, NESA
- **How the curriculum is structured**
Curriculum Structure Overview
- **How schools teach the curriculum**
Evidence of compliance for registered schools
- **How you can support your child's learning**
Resources



About this module



This Professional Learning for Parents module is designed to inform parents and carers about how the curriculum is regulated, written, developed and taught to their child and how they can help support their child's learning.

The focus is on academic outcomes rather than wellbeing.

The module can be presented at parent group meetings or made available for parents as a soft or hard copy to read in their own time.



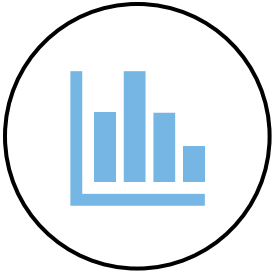
CURRICULUM outlines what students should know and be able to do at each grade level and subject area. It also helps ensure that all children receive a high-quality and consistent education.

Knowing about curriculum can help parents and carers understand how they align with the school's vision and mission, how the school prepares students for future success, and the academic expectations of the state and the community.



Parents and carers benefit from understanding the language of curriculum – ‘curriculum-ese’ – so that they can talk to their children and teachers about their child's learning. We include **definitions** in this module for terms parents might hear regarding their child's schooling.

‘Parents’ is the term used in this module, but in this context, ‘parents’ refers to any family member or adult who has caring responsibilities for a child.



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Understanding the curriculum will help parents feel more confident having conversations with educators about their child's learning and more confident to attend opportunities or events for parents at the school such as curriculum review committees, parent advisory groups and curriculum nights.



Understanding the content of the curriculum is important for parents and carers to know so that they can support their child's learning at home. Home learning is any activity that supports or extends students' learning outside the classroom. It can include homework, reading, projects, games, or family discussions.

By connecting curriculum and standards to home learning, parents can reinforce what their children are learning at school, help monitor their progress and achievement, and foster their curiosity and interest.

Regulatory Bodies that Manage, Monitor and Support Your Child's Catholic School Education

GOVERNMENT



Australian Government
Department of Education



Australian Government
Australian Skills Quality Authority

ASQA



Education



NSW
EDUCATION
STANDARDS
AUTHORITY



Office of the
Children's Guardian



CATHOLIC



Catholic
Schools
NSW



NATIONAL
CATHOLIC
EDUCATION
COMMISSION



ACSL
AUSTRALIAN CATHOLIC SAFEGUARDING LTD

National/Commonwealth: Australian Education Act 2013

This Act provides Commonwealth financial assistance for schools. The financial assistance is provided to states and territories to fund their education systems and programs. The Act states that **THE EDUCATION OF A CHILD IS PRIMARILY THE RESPONSIBILITY OF THE CHILD'S PARENTS**, it is the duty of the State to ensure that every child receives an education of the highest quality, the principal responsibility of the State in the education of children is the provision of public education.

State: The Education Act 1990 (NSW)

The Education Act 1990 (NSW) (the Education Act) governs enrolment and attendance of children at school, curriculum for primary and secondary students, student wellbeing and behaviour, safety at school including buildings and maintenance, accreditation, registration and compliance for schools, school credentials and certificates, and financial assistance to schools.

Education Legislation



ACARA writes the national curriculum, which was introduced to improve the quality, equity and transparency of Australia's education system.

The Australian Curriculum sets out the core knowledge, understanding and skills important for all Australian students and describes the learning outcomes needed as a foundation for their future learning, growth and active participation in the community.

NSW schools are committed to delivering the NSW Education Standards Authority (NESA) Curriculum and Syllabuses for Kindergarten to Year 12 in accordance with the NSW Education Act 1990.

In NSW, Australian Curriculum content is incorporated into syllabuses using an '**adopt and adapt**' approach for K–10 syllabuses.

Who Decides What's in the NSW Curriculum



How the Curriculum is Structured

The NSW Curriculum is structured in Primary and Secondary **STAGES**. Students move through the stages of learning.



Registered schools provide education for students in Kindergarten to Year 6 and must comply with the minimum curriculum for either primary or secondary education as defined in the Education Act.

The educational program must be based on and taught in accordance with the NESA syllabus outcomes for the 6 Key Learning Areas (KLAs) of primary education. If the school provides education for Years 11 to 12, it must also comply with the curriculum for students who are candidates for the HSC

Primary stages:

Early Stage 1: Kindergarten

Stage 1: Year 1 and Year 2

Stage 2: Year 3 and Year 4

Stage 3: Year 5 and Year 6

Secondary stages:

Stage 4: Year 7 and Year 8

Stage 5: Year 9 and Year 10

Stage 6: Year 11 and Year 12



CREDENTIALS

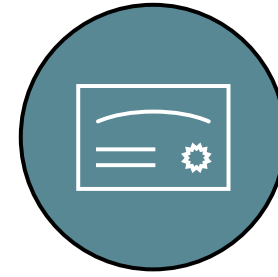
There are two credentials that may be attained in Years 7–12: Record of School Achievement (RoSA) and Higher School Certificate (HSC).

Record of School Achievement

The **RoSA** is a cumulative record of achievement that includes a student's record of academic achievement up until the date they leave school. The RoSA was introduced in 2012.

The RoSA is useful to students leaving school before the HSC because they can show it to potential employers or places of further learning.

Students who have not met the HSC minimum standard to receive their HSC can receive a RoSA.



Higher School Certificate

To qualify for the **HSC** students must satisfactorily complete a Year 11 pattern of study comprising at least 12 units and a Year 12 pattern of study comprising at least 10 units.



FLEXIBLE LEARNING:

For most students the most appropriate study pathway is to remain at school to complete Year 10. A very small number of students need equivalent and alternative courses of study due to exceptional circumstances.

%

AUSTRALIAN TERTIARY ADMISSION RANK (ATAR):

A number between 0.00 and 99.95 that indicates a student's position relative to all the students who started high school with them in Year 7. To be eligible for an ATAR, students must complete a suitable selection of courses during their studies (HSC in NSW and ACT).



VOCATIONAL EDUCATION AND TRAINING (VET) STAGE 6:

VET gives people workplace skills and technical knowledge. It emphasises hands-on experience, and teaches many skills in demand in NSW.

Students in NSW have the option of studying VET courses at school or through TAFE NSW or other training providers.

Some VET courses include an HSC examination which contributes to a student's ATAR.

How Schools Teach the Curriculum



Schools must comply with the NSW minimum curriculum requirements for providing primary and secondary education.

The educational program of primary schools must be based on and taught in accordance with the NESA syllabus outcomes for the 6 Key Learning Areas (KLAs) of primary education, and the NESA syllabus outcomes for Years 7-10.

SCHOOLS MUST KEEP RECORDS

- **timetables** for each Year/class showing the allocation of time and teachers for each KLA
- the **scope and sequence** of learning/units of work that address the outcomes of NESA syllabuses for each **KLA**
- an **assessment plan** indicating how students' performance in each KLA is assessed, monitored and recorded
- an overview of the process for **reporting** student achievement

KEY LEARNING AREAS (KLAS) describe broad areas of learning. In NSW syllabuses are developed within the following KLAs:

Primary (K–6)	Secondary (7–12)
<ul style="list-style-type: none">▪ English▪ Mathematics▪ Science and Technology▪ Human Society and its Environment (HSIE)<ul style="list-style-type: none">▪ History▪ Geography▪ Personal Development, Health and Physical Education (PDHPE)▪ Creative Arts▪ Languages	<ul style="list-style-type: none">▪ English▪ Mathematics▪ Science▪ Technologies▪ Human Society and its Environment (HSIE)▪ Personal Development, Health and Physical Education (PDHPE)▪ Creative Arts▪ Languages▪ Vocational Education and Training (VET)

SYLLABUSES describe the essential learning required in each subject, identify the knowledge and skills to be learnt, and provide opportunities for students to apply skills in each subject. Schools and teachers use syllabuses to develop educational programs for students. All K–10 syllabuses and Years 11 and 12 syllabuses are available on the NESA website.

The **SYLLABUS OUTCOMES** are the key reference points for decisions about student learning, progress and achievement. For Kindergarten to Year 6, schools must plan, program, teach and assess to syllabus outcomes in a Stage. The school's educational program must show the scope and sequence of learning in relation to the outcomes of NESA syllabuses.

The NSW Education Standards Authority K–10 syllabuses incorporating the Australian Curriculum continue to promote a standards-referenced approach to assessing and reporting student achievement in NSW and the importance of assessment for, as and of learning as essential components of good teaching and learning. Standards-referenced **ASSESSMENT** refers to the process of collecting and interpreting information about students' learning. It uses syllabus outcomes as key reference points for decisions about students' progress and achievement.

Every year the **NATIONAL ASSESSMENT PROGRAM – LITERACY AND NUMERACY (NAPLAN)** assesses the literacy and numeracy skills of students in Years 3, 5, 7 and 9. NAPLAN tests complement the wide range of formal and informal assessments already conducted in schools. Find out more: **NESA home > Kindergarten – Year 10 > Understanding the curriculum > NAPLAN > Parent information**

A **SCOPE AND SEQUENCE** is a summary of what is to be taught, the sequence in which it will be taught and the syllabus outcomes that may be addressed in the intended learning. School educational programs must show scope and sequences of learning that relate to the content and outcomes of NESA syllabuses.

A **TEACHING PROGRAM** is a curriculum planning document that demonstrates how a syllabus is delivered to students. May also be referred to as 'units of work'.

PROGRAMMING is the process of selecting and sequencing learning experiences which enable students to engage with syllabus outcomes and develop subject specific skills and knowledge. The process of programming is typically shared and offers an opportunity for collaboration, professional reflection and evaluation.

Through **DIFFERENTIATED PROGRAMMING**, teachers can consider **STUDENTS WITH DIVERSE LEARNING NEEDS** including gifted and talented, Aboriginal and Torres Strait Islander, English as Another Language or Dialect, and students with disability. Differentiation is a targeted process that involves forward planning, programming and instruction. It involves the use of teaching, learning and assessment strategies that are fair and flexible, provide an appropriate level of challenge, and engage students in learning in meaningful ways.

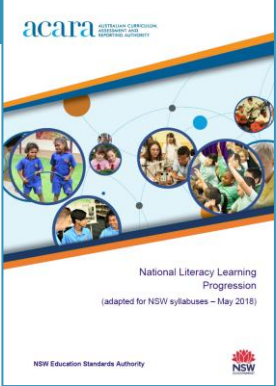
SUPPORTING DIVERSE LEARNERS

NESA develops syllabuses that are inclusive of the learning needs of all students, to ensure opportunities to access and progress through the NSW curriculum.

Teachers should make decisions about learning goals and curriculum options for children together with their parent or carer.

Aboriginal students	For success at school, teachers should support students to maintain and further develop their Cultural identities by developing understanding of students' Cultural and Community needs, and respect for Aboriginal Cultural Knowledge. Parents/carers, families and Aboriginal Communities are important partners in teaching and learning about Aboriginal and/or Torres Strait Islander Cultures, Histories and Languages.
EAL/D students*	Communicating, reading and writing in their home language or dialect can help EAL/D students to develop proficiency in Standard Australian English as well as learn subject content.
Gifted and talented students	Gifted students, and students with high ability or talent in a subject can be challenged by diving deeper into content within and across subjects.
Students with disability	Schools are obligated to provide reasonable adjustments for students with disability. If your child has a disability, speak to your school about the different options for accessing the curriculum, including drawing from outcomes from previous stages of schooling or accessing Life Skills outcomes and content.

TEACHING OF LITERACY AND NUMERACY



Literacy and numeracy knowledge and skills are essential foundations for learning, educational attainment, personal enrichment, social interaction and future employment. Literate and numerate students better understand and negotiate their world and are able to actively participate in all aspects of society as ethical and informed citizens.

All curriculum areas have a responsibility for the development and use of discipline-specific literacy and numeracy knowledge and skills.

The **NATIONAL LITERACY LEARNING PROGRESSION**, produced by ACARA, helps teachers to understanding the literacy demands of the English K–10 Syllabus especially in the early years.

The **NATIONAL NUMERACY LEARNING PROGRESSION** provides a comprehensive view of numeracy learning and how it develops over time, giving teachers a conceptual tool that can assist them to develop targeted teaching and learning programs for students who are working above or below year-level expectations.

The progressions have not been designed as a checklist and do not replace the NSW English or Mathematics K–10 Syllabus, rather they are a guide for teachers.

SUPPORTING DIVERSE LEARNERS

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ABORIGINAL EDUCATION

Successful implementation of Aboriginal and Torres Strait Islander histories and cultures content in all K–12 syllabuses is underpinned by a sound understanding of the [Aboriginal and Torres Strait Islander principles and protocols](#).

NSW schools can ensure successful and sustainable learning outcomes by working in partnership with their local Aboriginal community(ies) in the planning, programming and delivery of:

- specialised Aboriginal Studies and Aboriginal Languages syllabuses
- units of work with a particular or sustained focus on Aboriginal and Torres Strait Islander histories and cultures.

Go to <https://curriculum.nsw.edu.au/about-the-curriculum/aboriginal-education> for more information.

CSNSW also has an Aboriginal and Torres Strait Islander strategy. Go to: <https://www.csnsw.catholic.edu.au/aboriginal-education-homepage/>

Curriculum strategies and considerations for teaching Aboriginal students include:

- recognition of individual Aboriginal student identity, cultural knowledge, language learning, community connection and/or responsibilities
- knowledge and valuing of Aboriginal English in its various forms as a dialect of Standard Australian English
- teaching and learning that reflect knowledge of local Aboriginal Languages, cultural practices and communities, and the interests of Aboriginal students
- knowledge and understanding of the linguistic, cultural and economic diversity of Aboriginal Peoples in New South Wales
- knowledge of sociocultural and economic factors that may affect some Aboriginal students and/or parents/carers



NSW Education Standards Authority



Aboriginal and Torres Strait Islander principles and protocols

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Principles of cultural safety are founded on respectful behaviours and integrity. Some consistent principles associated with the teaching of Aboriginal and Torres Strait Islander histories and cultures include:

- respect for, and protection of, the knowledge and cultural expressions of Aboriginal and Torres Strait Islander Peoples
- the rights of Aboriginal and Torres Strait Islander Peoples to self-determination
- ongoing consultation with Aboriginal and Torres Strait Islander knowledge holders and keepers, custodians and stakeholders
- reciprocity between education providers and communities
- commitment to long-term improvement and partnership
- engagement with stakeholders focusing on cultural safety
- recognition of Indigenous cultural and intellectual property.

In NSW, protocols may differ between local Aboriginal communities, but they could share some commonalities. The following are some broad, commonly observed protocols within Aboriginal communities:

- respect for Elders in decision-making processes
- respect for the roles of men and the roles of women
- collective custodianship by traditional owners and keepers of Country and cultural knowledge
- arrival at decisions by consensus
- awareness of on-Country and off-Country obligations
- the right to observe cultural responsibilities and obligations, eg to care for Country and to pass on cultural knowledge.

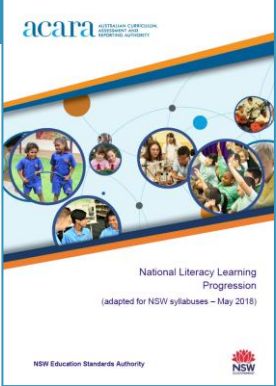
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How You Can Support Your Child's Learning

RESOURCES FOR PARENTS AND CARERS

20 Ways to
Support Your
Child's Learning
at Home

Department of
Education
Resources

Helping Your
Child with
Literacy at Home

Helping Your
Child with
Numbers at
Home

CSNSW The
Early Years
Foundations for
Learning

CSPA Parent
Engagement
Toolkit



Research has proven that when parents are engaged in their child's school education and show an interest in their learning and development this improves learning outcomes.

What parents do with their children at home to support their child's learning is the most important influence on academic outcomes. Children only spend around 15 per cent of their time at school; **parents are their children's first and foremost educators.**

20 WAYS TO SUPPORT YOUR CHILD'S LEARNING AT HOME

1. Show your child that you value education by ensuring their consistent attendance, pride in the uniform, making time for homework and talking positively about school. Let them know you want them to do well
2. Role model 'life-long learning' for your child by being curious and interested in learning new things
3. Keep up to date with what they're learning about at school by asking them or their teacher
4. Take the time to listen to them talk about their school day and any challenges or issues or wins they had during the day
5. Read books to your primary school child as often as possible
6. Read your secondary school child's set texts so you can discuss the story and themes with them
7. Ask your primary school child to read books to you and discuss the characters and story with them
8. Find activities to do or attend events on weekends that tie in with what your child is currently learning about at school
9. Set up a well-lit, ventilated homework space at home with materials, technology, stationery and a comfortable desk and chair for your child
10. Try to keep up to date with the communications and information technology your child is using at school
11. Have a regular time in the evenings that your child does homework and that you are on hand to discuss the homework and help with questions
12. Take up invitations to attend parent and teacher interviews either in person or online
13. Read notes, emails and other forms of communication from the teacher to keep up to date with what's going on in the classroom and at school
14. Make appointments with the teacher to discuss any issues or challenges you or your child are having with their homework or schoolwork
15. Attend any parental partnership sessions or other parent learning groups offered by the school such as classes for parents on math or English or joint learning activities for parents and children
16. Read your child's school reports and discuss the comments and marks with them. Follow up on any issues or problems with their teacher and ask how you can work at home with your child to improve their learning outcomes
17. Help your child plan their weeks and terms by plotting when exams and assignments are due and how they can complete work, study and meet deadlines
18. Help your secondary child study by listening to them reading their notes or asking them questions from their notes and/or textbooks
19. Help your child with assessments by reading through the requirements with them so that they understand the criteria and rubric
20. As children get older be respectful of their changing requirements for you to be involved in their schoolwork and study

DOWNLOAD THE
TIPSHEET from the
CCSP website:



HELPING YOUR CHILD WITH LITERACY AND NUMERACY AT HOME

You can download the booklet to print or listen to an audiobook reading. Accompanying videos explain some of the concepts in the booklet.



The ten frame card supports your child to make connections between counting, adding and subtracting. Use objects in the squares to create games around counting, adding and subtracting to 10. The objects can be arranged in different ways to represent different numbers. You can use any small objects, such as pebbles or building blocks

Ten frame

Use the Ten frame to support your child to count, add, subtract or pattern.



Different ways to represent a number.

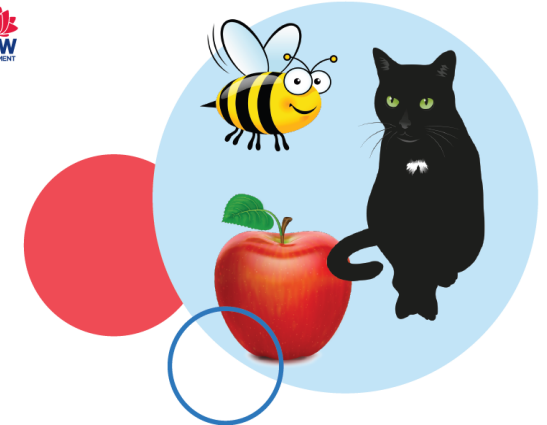


Department of Education

Department of Education Resources:
<https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/resources-for-parents-and-carers/helping-your-child-with-literacy-and-numeracy-at-home>



Education



Handwriting in the early years

NSW DEPARTMENT OF EDUCATION

This booklet is full of tips to help your child develop fine motor skills for successful writing.

HELPING YOUR CHILD READ AT HOME

Practice in reading aloud is very important for literacy development. Reading with a parent or carer is a great opportunity to do this, but parents often do not get good advice about how to help their child. The **PAUSE, PROMPT, PRAISE** method is research-based and effective.

When your child is a **beginning reader** and has difficulty reading a word, the following has been shown to be the best way to help them:

1. PAUSE for 3 to 5 seconds — this is important because children can often work it out if given the time. They read more slowly than we do and need time to think. If we jump in too quickly, not only do we make them reliant on us to help them, but we undermine their self-confidence.

2. PROMPT—if the child cannot read the word, we can offer them a phonic (pronounced 'fonic') prompt.

- The first prompt should be a phonic prompt: 'What's the first sound in that word?'
- If they still can't get it, sound the word for them with a slight pause between each sound (e.g., f...r...o...g). Encourage your child to sound out and then blend all through the word.
- You could also identify the first sound and encourage them to sound out the rest or break the word into its syllables. It may be useful to cover the word and reveal it slowly, looking at the sounds or the sections of the word.

If they still have difficulty, tell them the word — and move on.



3. PRAISE is an important part of reading and you should give specific praise when they have corrected an error or read the word correctly after a prompt. Praise should be specific, e.g. 'You figured that out by yourself' or 'You worked that out with only a little bit of help.'

DOWNLOAD THE HOME READING TIPSHEET
from the CCSP website for more literacy tips
Link: xxx

Adopted from 'Five from Five' website

www.fivefromfive.com.au

HELPING YOUR CHILD WITH NUMBERS AT HOME

THE EARLY YEARS ► FOUNDATIONS FOR LEARNING

<https://www.csnsw.catholic.edu.au/foundationsforlearning/>

The Foundations for Learning resource provides guidance on how to develop essential home/school partnerships, focusing on the ways in which schools and families together complement children's learning.

Parents will benefit from this information by seeing how schools work to boost early literacy and numeracy development through family engagement, and how they can be involved to complement their children's learning.

EARLY YEARS



Foundations for Learning



FAMILIES



READ



2 min

Counting is the process used to find out how many objects are in a set.

Counting is one of the first experiences of maths for young children. Learning to say numbers often begins with a favourite song or rhyme and the repetition of the number names. Children will often say the numbers before they visually recognise and identify individual numbers.

Focusing on the 'everyday' facilitates learning and conveys to children that mathematics is stimulating, fun and relevant.

The achievement of higher order mathematical skills relies on the achievement of foundational skills.



EXPLORE



10 min

Some ideas for learning in the everyday:



Count the number of people travelling in the car or bus
Cut fruit into six pieces and ask your child to count the pieces



Practise counting when grocery shopping with your child (count the number of apples you put into your bag)
Count how many steps it takes to walk from the kitchen to the bathroom



Sing songs like 10 Green Bottles and 5 Little Monkeys



Share the story 10 Little Fingers and 10 Little Toes by Mem Fox

8 Ways to Help Your Primary School-Aged Child with Numeracy at Home

Encourage your child to practise math each day and watch their skills improve. Teach numeracy skills at home by stealth! Talk about numbers, show them how to use maths on the daily, read books that involve maths, and play games that use numbers.

1. Talk about maths and numbers every day: Be specific about how many when you ask your child to bring you an item e.g. if you're setting up the dinner table, ask for three spoons and five forks. Ask them to organise their toys and books from smallest to biggest. Tell them they can bring four stuffed animals to bed and pick two storybooks for you to read to them.
2. Show kids how to use maths in the real world: Use fractions: Let's have half a pie each. Ask them about time: If it takes 10 minutes to get there, what time should we leave to be there at 3pm? Counting: How many steps does it take to get from the car to the front door? Money: How much money do we need to pay for three apples? If your child is older, you can help them learn money management skills. Talk about savings, discounts, and understanding credit cards. This will be a crucial life skill in adulthood.
3. Go grocery shopping: Have your child gather, count and weigh items in the fruit and vegie section. Hunt for sales, compare prices, and count how many items are left on the shopping list as you go.
4. Get in the kitchen together: Cooking and baking both have many maths elements involved such as fractions, measurements, shapes and time. Ask your child to help with reading instructions, measuring, weighing ingredients and setting a timer.
5. Get out in the garden: In the yard you can measure how far to space seeds apart, how much water is needed, temperatures that plants need to thrive and how big to dig a hole.
6. Play to learn: Many board games include features that require counting, identifying shapes and logic. Games like Scrabble, chess, dominoes, Chinese checkers, Concentration, Patience, and card games like Poker can also help improve numeracy skills. Puzzles are great for kids of all ages. Look up online maths games that are suitable for primary school-aged children and sit with them while they play.
7. Read books about maths together: Look at maps and talk about grids. Read illustrated books that involve finding and counting objects.
8. Get crafty: For some children, hands-on learning is the best way to understand new skills. Using arts and crafts is an effective way to help your child understand maths in a different way. You can use all kinds of materials for learning such as dry pasta, paper clips or crayons. Count them out and arrange them into shapes. Make necklaces and bracelets with beads. Create 3D objects out of plasticine. The options for tactile activities are endless.

DOWNLOAD THE
NUMERACY TIPSHEET
from the CCSP website
for more tips

WHAT PARENTS CAN DO TO SUPPORT THEIR SECONDARY STUDENT'S NUMERACY SKILLS

1. Have a positive attitude when you talk about maths.
2. Contact the teacher for assistance if your child is having problems understanding what they're learning in maths.
3. Praise effort, and not just correct solutions.
4. Encourage your child to explain or show how they are using mathematics in everyday situations.
5. Encourage mathematical thinking by asking them about the mathematics they use in activities like sport, cooking and shopping.
6. Ask them to share their thinking when they are working towards a solution.
7. Approach errors as opportunities to make new connections.
8. Celebrate small steps in problem-solving.
9. Ensure they practise their mathematics regularly at home.
10. Engage with the digital syllabus to gain insight into the context of their learning.
11. Reinforce that language can have different meanings in mathematics (for example, adjacent).

Resources

CSSA – Trial HSC papers: <https://www.cssa.com.au/>

Eddie Woo Maths Videos 7–12: <https://misterwootube.com/>

Hotmaths: <https://www.hotmaths.com.au/>

Maths online: <https://www.mathsonline.com.au/>

Mathsletics: <https://www.mathletics.com/au/for-home/>

Miss Draisey's Junior Secondary Maths Tutorials:

https://www.youtube.com/channel/UCfBv8ZDp5OM_7r4pWKwi90g/featured

Nrich: <https://nrich.maths.org/secondary>

Peter Blake Maths: <https://www.peterblakemaths.com/>

Wolframalpha:

<https://www.wolframalpha.com/examples/mathematics/>

Online Maths Games

KenKen: <http://www.kenkenpuzzle.com/>

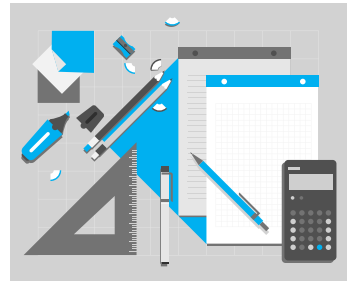
NIM: <https://www.transum.org/Software/Nim/>

SOURCES:

NESA: A parent and carer guide to supporting your child in Mathematics 7–10

NESA: Planning for success in secondary mathematics: *An online resource for high school teachers, students and parents*

Ley, Dr John: Supporting your child with Secondary Mathematics, Western Sydney University



CATHOLIC SCHOOL PARENTS AUSTRALIA

Gearing up for Parent Engagement in Student Learning Toolkit

<https://www.parentengagementcspa.edu.au/>

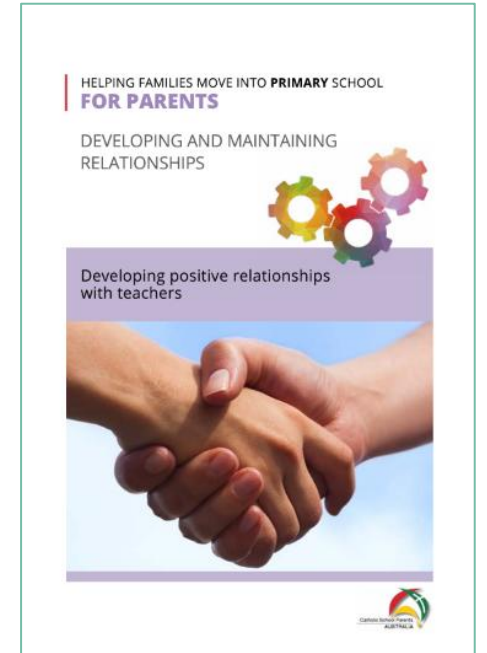
The **Gearing up for Parent Engagement in Student Learning** toolkit has been developed for families and schools to help make the transition into primary and secondary school a great experience for children and young people.

This information aims to assist the unique relationship between parent and child to flourish into a meaningful partnership between home and school towards improving the learning and wellbeing of students.

The toolkit comprises:

- Modules which provide practical information to assist school staff and families to develop a better understanding of the importance of relationships between home and school.
- Case study videos and vignettes which highlight interviews with parents and principals who outline what their schools are doing to enhance family engagement.
- Six parent engagement workshops – A local facilitator (guide provided) leads principals, teachers, other staff and importantly families through a series of videos guiding participants through various aspects of engaging families in learning and wellbeing.

Visit the website to access information online or to download each of the resources.





THANK YOU!