



MATHEMATICS POLICY

Rationale:

Learning Mathematics creates opportunities for and enriches the lives of all Australians. Mathematics aims to instil in students an appreciation of the elegance and power of mathematical reasoning. Mathematical ideas have evolved across all cultures over thousands of years, and are constantly developing. Digital technologies are facilitating this expansion of ideas and providing access to new tools for continuing mathematical exploration and invention. The Mathematics curriculum provides students with carefully paced, in-depth study of critical skills and concepts. It encourages teachers to help students become self-motivated, confident learners through inquiry and active participation in challenging and engaging experiences. The Australian Curriculum-Mathematics ACARA, Page 4

Purpose:

Learning Mathematics aims to ensure that students:

- are confident, creative users and communicators of Mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens
- develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes, and are able to pose and solve problems and reason in **Number and Algebra, Measurement and Geometry, and Statistics and Probability** as outlined in AusVELS
- recognise connections between the areas of Mathematics and other disciplines and appreciate Mathematics as an accessible and enjoyable discipline to study.
The Australian Curriculum-Mathematics ACARA, Page 4

Implementation:

- AusVELS will be implemented strategically across all year levels ensuring a sequential, guaranteed curriculum based upon the achievement standards.
- Mathematics study for each student will be not less than 5 hours per week.
- Lessons will be planned and implemented using the Numeracy hour structure which includes:
 - a warm up which provides opportunities for creative thinking
 - explicit teaching which revisits student prior knowledge and makes links to new learning
 - student task which includes a variety of learning contexts (e.g. individual, pair and group work) Tasks provide learning opportunities for all students by catering for their individual needs
 - reflection time which provides structured opportunities for students to articulate what they are learning and how they know they are successful.
- Student progress across the three mathematical content strands will be reported in half and end of year academic reports, as well as in the School's Annual Report. Tracking student progress throughout the year will promote the highest level of student achievement.
- Formative and summative assessments are ongoing as outlined in the school's assessment schedule and are in line with DEECD initiatives.
- Individual Learning Plans will be written for all 'at risk' students including students working below/above the expected level.
- An annual Mathematics program budget will be developed by the Numeracy Coordinator, seeking feedback from staff and resourced by school council.
- The ongoing development of mathematical literacy will be fostered through linking 'real life' situations to a mathematical context.
- 'Hands on' materials, mathematical tools, such as calculators and digital technologies are an essential component in the implementation of all math lessons.
- The AusVELS scope and sequence will be used in developing the math program to best meet the needs of all students.

Evaluation:

This policy will be reviewed as part of the school's three year review cycle.