

RATIONALE

Mathematics permeates all aspects of our lives. As citizens, in our homes and in the workplace, it has applications in all human activities, crossing cultural and linguistic boundaries to provide a universal way of solving problems in such diverse areas as science and engineering, business and finance, technology, arts and crafts and many everyday activities. Competence in mathematics is integral to successful participation in modern society. Effective planning and implementation of a rigorous mathematics curriculum can ensure all students benefit from access to the power of mathematical reasoning and learn to apply their mathematical understanding creatively and efficiently.

AIMS

The teaching of 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*;
- develop mathematical proficiencies - *Understanding, Fluency, Problem Solving, and Reasoning*. The Proficiencies describe how content is explored or developed, that is, the thinking and doing of mathematics. They provide the language to build in the developmental aspects of the learning of mathematics; and
- recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible and enjoyable discipline to study.

IMPLEMENTATION

- Mathematics is an essential key learning area of the Victorian Curriculum.
- All Foundation to Level 6 students at our school will undertake study in sequentially-planned mathematics units based upon the Victorian Curriculum.
- Teachers are required to collaborate with their professional learning teams within and across level teams to contribute to the development and implementation of mathematics learning experiences for all students.
- The school's requirement of teachers to differentiate learning means planning should reflect the needs, interests and aptitudes of students, based on data collected and analysed in line with the school's Assessment Schedule.
- Planning should utilise the school's templates, assessment tools and agreed lesson structures outlined by the Sandringham East Primary School Instructional model.
- Learning Leaders of level teams will be responsible for ensuring programs reflect whole school aims – as per the School Strategic Plan and Annual Implementation Plan – and will co-ordinate the development and implementation of mathematics across our school, in conjunction with PLC leaders, Learning Specialists and the School Improvement Team.
- Student's individual growth and achievement will be measured against the expected achievement standards particularly at the commencement and completion of each unit of work

(pre- and post-assessments), and learning opportunities should cater for the identified needs and goals of each student.

- Student progress in mathematics will be reported based on Victorian Curriculum Standards biannually to parents and students in the Semester One (June) and Semester Two (December) reports, or as determined by Victorian Department of Education requirements.
- The Annual Report will document and report de-identified student progress trends to the school community.
- Support will be provided for students identified as 'at risk' and those in need of extension. IEPs (Individual Education Plans) will be developed for students performing 12 or more months below the indicative standard. IEPs demonstrate an agreement between the school and home with agreed strategies to support students to progress toward their specific learning goals.
- Student growth will be monitored by tracking Teacher Judgements over 6 and 12mths periods and through NAPLAN analysis. Students not making expected growth will be monitored and plans put in place to support their growth.
- Mathematics study for each student will be not less than 4 dedicated lessons per week. Mathematics should also be integrated with other areas of learning, such as Investigations provocations in levels F-2.
- Teachers must plan for all areas of the Mathematics curriculum to be addressed, which include Number and Algebra, Statistics and Probability, and Measurement and Geometry, as well as the proficiencies of Fluency, Understanding, Reasoning and Problem Solving.
- Mathematics tasks may be assigned as homework in line with the school's Homework Policy.
- A budget that provides for the needs of the Mathematics program will be developed and reviewed annually, with a staff member (leader) assigned to coordinate the budget in consultation with the Principal and Business Manager.

EVALUATION & REVIEW

This policy will be reviewed as part of the school's **three-year review cycle**. This policy was ratified by School Council in **October 2020**.