



## SANDRINGHAM EAST PRIMARY SCHOOL

### Mathematics Policy

#### Rationale:

- Mathematics pervades 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.
- The curriculum will ensure all students benefit from access to the power of **mathematical reasoning** and learn to apply their mathematical understanding creatively and efficiently.
- This policy is compliant with DET policy requirements.

#### Aims:

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 will 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 learning area of the Victorian Curriculum.
- All Foundation to Year 6 students at our school will study a sequential Mathematics course based upon the content descriptions contained within 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 a sequential Mathematics program for all students. Differentiated learning to reflect the needs, interests and aptitudes of students is to be incorporated into curriculum planning documentation utilising the agreed templates, assessment tools and lesson structures.

- Leading Teachers of Level areas will be responsible for ensuring programs reflect whole school aims, and will co-ordinate the development and implementation of Mathematics across our school.
- Student's individual growth and achievement will be measured and reported against the expected Victorian Curriculum achievement standards, particularly at the commencement and completion of each unit of work, and learning opportunities must be provided that cater for the identified needs of each student.
- Student progress in Mathematics will be reported biannually to parents and students in the half and end of year academic reports. The Annual Report will document student progress to the school community.
- Support programs will be provided for students identified as 'at risk' and those in need of extension. IPLs (Individual Learning Plans) will be developed for students performing one year or more below and or above the indicative standard.
- Mathematics study for each student will be not less than 5 lessons per week.
- A Mathematics Support Teacher will be employed to facilitate and support high quality maths teaching.
- 'Mathematics practice' will be encouraged to develop "fluency" and "automaticity" – through participation in Mathletics and Homework tasks.
- Budgets that provide for the needs of the Mathematics program will be developed.

### **Evaluation**

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

**This policy was ratified by School Council – August 2017**