

1. DEFINITIONS

- Mathematics is organised by the three strands of Number and Algebra, Measurement and Geometry and Statistics and Probability.
- 1Proficiency strands include: Understanding, Fluency, Problem Solving and Reasoning which are fundamental to learning mathematics and working mathematically.
- The term, “Numeracy” is defined as, “the effective use of Mathematics to meet the general demands of life at home, in paid work and for participation in community and civic life”. (DEECD 2009).

1 PURPOSE

To provide a rich and challenging program which aims to promote a positive attitude towards Mathematics and provide students with the opportunity to:

- Acquire mastery of important mathematical ideas, knowledge and skills so they can confidently and competently draw on these in their personal and work lives.
- Interpret and communicate quantitative and logical ideas accurately.
- Recognise the fundamental importance of Mathematics to the functioning of all societies.
- Recognise that Mathematics provides a global language incorporating conventional mathematical notation that enables us to make sense of the world around us.
- Understand that Mathematics underpins social and technological changes.
- Explore mathematical concepts and construct meaning through application in authentic, relevant and challenging contexts.
- Support learners from non-English speaking backgrounds.

3. IMPLEMENTATION

- Mathematics (Number and Algebra, Measurement and Geometry, Statistics and Probability) instruction is implemented daily across the school. An equivalent of 5 hours of Mathematics is taught each week.
- Weekly implementation of the Mathematics program is drawn from the school’s Mathematics Pacing Calendar documents, ‘Understanding by Design’ planners and is guided by Teaching Primary Mathematics by George Booker.
- Teachers collaborate with their team to develop and implement a Mathematics program for students that ensures the use of concrete materials before abstract concepts are introduced. Students will then be introduced to the language followed by symbolic representations to ensure a deep understanding of the concept.
- Through authentic activities, students are active participants who work towards independently selecting and using symbolic notation to process and record their understanding, problem solving, fluency and reasoning.
- The Numeracy PLC Leader is responsible for parent education as well as organising and promoting Numeracy Week.
- The Numeracy PLC Leader is responsible for promoting the profile of Mathematics within the school community and beyond.
- Planning will reflect the Gradual Release of Responsibility Model and highlight differentiation to support personalised student learning needs.
- Teachers clearly display a “Learning Intention” and “Success Criteria” for each lesson, which is shared with the class.

- Digital technologies provide enriched learning opportunities to engage, challenge and extend knowledge, skills and attitudes in Mathematics.
- The school provides opportunities for students to participate in local, state and national mathematical competitions and programs, where appropriate.
- Students will reflect on their learning in Mathematics throughout the year and share their milestones.
- Students are assessed at regular intervals, as per the Rowville Primary School Assessment Schedule (Foundation to Year 6). Student data is collected from a range of assessments to ensure data is consistent, accurate and utilised for future goal setting and curriculum planning. These assessments include (but are not limited to) NAPLAN, teacher-generated pre-and post-assessments for each unit, Essential Assessment and PAT Maths. Student achievement levels are recorded electronically and available for all teachers throughout each student's primary school years at Rowville Primary School.
- Student progress against the Victorian Curriculum Mathematics Achievement Standards will be reported in mid-year and end of year written student reports to parents and in the school's Annual Report to the School Community.
- Progressive reporting in Mathematics will occur each term.
- All students will have individualised learning goals (SMART goals) in Mathematics that will be updated frequently and reflect learning growth.

4. EVALUATION

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

This Policy was ratified by School Council on 28th April 2021 and is due to be reviewed in April 2024