

## MATHEMATICS POLICY

### Rationale:

At Morang South Primary School we believe that 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 problem solving. Competence in Mathematics is integral to successful participation in modern society.

### Aims:

Through learning Mathematics in school, students will:-

- Realise that Mathematics is relevant to them personally and to their community.
- Demonstrate useful mathematical and numeracy skills for successful, general employment and functioning in society.
- Become independent learners and risk takers.
- Develop an understanding of the role of Mathematics and its connection between mathematical concepts and their application to the world in which they live.
- Solve practical problems with Mathematics, especially life situations and work-based problems.
- Be provided with opportunities to develop specialist knowledge in Mathematics that may lead to further study in the discipline.
- See mathematical connections and be able to apply Mathematics.
- Feel able both to apply mathematical skills and to acquire new knowledge and skills when needed.
- Be empowered through knowledge of Mathematics as a numerate citizen, able to apply this knowledge critically in societal and political contexts.

### Implementation:

- The Mathematics domain is an essential component of the Discipline-based Learning strand of the Victorian Essential Learning Standards.
- All students at our school will study a sequential and scaffolded Mathematics program based upon the learning foci contained within the Victorian Essential Learning Standards.
- The school will fully implement the current strategies based on latest research
- Student's individual abilities must be measured at the commencement, during and at the end of each unit of work.
- Learning opportunities must be provided that cater for the identified needs and learning style of each student, using a variety of tools including concrete materials and ICT.
- Mathematics study for each student will be not less than 5 hours per week.
- The structure of the Mathematics lesson will include:
  - Daily practice which develops the automatic recall of number facts and times tables
  - Strategy
  - Fluency
  - Launch
  - Explore
  - Reflection
- Mathematical activities that reflect the topics being studied at school, and are appropriate to each child's ability, will form a regular component of each student's homework regime.
- A staff member will be allocated the responsibility of coordinating the school's Mathematics program, including a whole school family maths evening, and the school's involvement in a variety of Mathematics competitions and exhibitions.
- All teachers will be provided with professional learning to continually enhance their maths teaching skills.
- Consistent planning documents for Mathematics will be used across the school

- A mathematical program budget will be developed by the Principal and staff which will be resourced by School Council.

### **Assessment & Reporting:**

Student progress in Mathematics will be assessed and reported throughout the school year by:-

- Adherence to the school assessment schedule.
- Midyear and end of year academic reports based on VELS progression points.
- Formal three way conferences, which will include goal setting and self-evaluation by students.
- Individual student's portfolios containing annotated work samples.
- Opportunities for informal discussions when requested.
- Utilising Learning Logs for targeting students who are under achieving, with learning difficulties/special needs or high achieving students.
- Holding regular Student Support Group meetings or identified students
- Developing Individual Learning Improvement Plans for identified students
- Reporting to DEECD.
- NAPLAN for years 3 and 5.

### **Evaluation:**

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