

1. DEFINITIONS

1.1 Mathematics incorporates the Content Strands of Number and Algebra, Measurement and Geometry and Statistics and Probability. Along with these Strands are Proficiency Strands, which describe the actions in which students can engage when learning and using the content.

1.2 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).

2. PURPOSE

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

2.1 Acquire mastery of mathematical skills and knowledge so they can deal confidently and competently with academic and daily life.

2.2 Interpret and communicate quantitative and logical ideas accurately.

2.3 Recognise the fundamental importance of Mathematics to the functioning of all societies.

2.4 Recognise that Mathematics provides a global language incorporating conventional mathematical notation that enables us to make sense of the world around us.

2.5 Understand that Mathematics underpins social and technological changes.

2.6 Explore mathematical concepts and construct meaning through application in authentic, relevant and challenging contexts.

2.7 Support learners from non-English speaking backgrounds.

3. IMPLEMENTATION

3.1 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.

3.2 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*.

3.3 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.

3.4 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.

3.5 The Numeracy PLC Leader is responsible for parent education as well as organising and promoting Numeracy Week.

3.6 The Numeracy PLC Leader is responsible for promoting the profile of Mathematics within the school community and beyond.

3.7 Planning will reflect the Gradual Release of Responsibility Model and highlight differentiation to support personalised student learning needs.

3.8 Teachers clearly display a “Learning Intention” and “Success Criteria” for each lesson, which is shared with the class.

3.9 Digital technologies provide enriched learning opportunities to engage, challenge and extend knowledge, skills and attitudes in Mathematics.

3.10 The school provides opportunities for students to participate in local, state and national mathematical competitions and programs, where appropriate.

3.11 Students will reflect on their learning in Mathematics throughout the year and share their milestones.

3.12 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 and Essential Assessment. Student achievement levels are recorded electronically and available for all teachers throughout each student's primary school years at Rowville Primary School.

3.13 Student progress will be reported in mid-year and end of year Student Reports and in the school's Annual Report. Learning Tasks for Mathematics will also be commented on and made available to parents throughout the year on COMPASS.

3.14 All students will have individualised learning goals (SMART goals) in Mathematics that will be updated frequently and reflect learning growth.

4. EVALUATION

The policy will be reviewed every two years.

This Policy was ratified by School Council on 24th April 2019 and is due to be reviewed in 2021