



Parkmore Primary School

Mathematics Policy

1. Rationale:

- 1.1. The Mathematics domain is an essential component of the discipline-based Learning Strand of the Australian Curriculum and Victorian Essential Learning Standards (AusVELS). To function confidently in society, now and in the future, individuals need to effectively utilise mathematical language, skills and understanding.

2. Aims:

To ensure that all students:

- 2.1. Are confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives as active citizens.
- 2.2. Develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes, and are able to pose and solve problems and reasoning of *Number and Algebra, Measurement and Geometry, and Statistics and Probability*.
- 2.3. Understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning.
- 2.4. Recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible and enjoyable discipline to study.

3. Implementation:

- 3.1 Teams of teachers will implement a sequential and organised Foundation to Year 6 program based upon AusVELS and the Parkmore Primary School Scope and Sequence document.
- 3.2 Teachers work in teams to develop a sequential Mathematics program based on the identified needs of each students.
- 3.3 The Mathematics Developmental Continuum F-10 will be integrated by teams of teachers into programs that support students to develop increasingly sophisticated Mathematical understanding.
- 3.4 Student's individual abilities will be monitored using a range of formal and informal assessment strategies (for, as, and of learning). These will be used to measure student progress and identify future learning needs. The Parkmore Assessment schedule will outline the formal assessment tools to be used.
- 3.5 Learning opportunities will be structured to cater for the identified needs of each student.
- 3.6 Students in Foundation to Year 6 will participate in a Mathematics program on a daily basis, for a minimum of 5 hours per week. Variance may occur due to changes in the regular program, such as camps and excursions.
- 3.7 Student progress in Mathematics will be demonstrated in portfolios and will be reported in end of semester academic reports. Student cohort achievement will be reported in the school's annual report.
- 3.8 Specialist teachers will be mindful in incorporating mathematical concepts into their programs whenever possible, strengthening the classroom based Mathematics program.
- 3.9 Parents/carers are actively encouraged to participate in Mathematics program across the school. Classroom helpers are required to hold current Working With Children Check and are required to adhere to confidential expectations of the classroom.
- 3.10 A staff member will be allocated the responsibility of coordination and resourcing the Mathematics program across the school
- 3.11 Provision of resources will be targeted to meet the learning needs of students at different stages of their development.

3. Resources:

AusVELS - Mathematics: introduction to the domain, relationships to other domains, standards and learning content descriptors for Mathematics.



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<http://ausvels.vcaa.vic.edu.au/Mathematics>

The Mathematics Developmental Continuum F-10 provides evidence based indicators of progress, linked to powerful teaching strategies, aligned to the standards for AusVELS.

<http://www.education.vic.gov.au/school/teachers/teachingresources/discipline/maths/continuum/pages/mathcontin.aspx>

4. Evaluation:

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

Review Date: 2018

This policy was last ratified by School Council in: **May 2015**