



Mathematics

1.0 Rationale

Maths is important as it has applications in all human activities and can enhance our understanding of the world and the quality of our participation in society.

2.0 Goals

Children should:-

- Acquire mathematical knowledge, reasoning, strategies and confidence to use mathematics to participate effectively in society.
- Develop the use of appropriate vocabulary for the effective communication and interpretation of mathematical ideas.
- Appreciate and engage with the relationship of mathematics to social and technological change.

3.0 Implementation

- The mathematics program follows The Victorian Curriculum standards and priorities. Teachers plan the curriculum and assessments in year levels on a term basis. Data is reflected upon to plan activities that are based at each child's point of need. Where appropriate, classroom teachers make decisions about how and when to integrate and apply mathematical learning to other domains.
- All teachers work with their grade team to develop and implement a mathematics program for students that ensures the use of concrete materials before abstract concepts are explored.
- Staff Professional Learning is strategic and aligned with school goals and student needs.
- Training and information sessions for parents will be provided where necessary.
- Classroom teaching teams will work collaboratively to plan Mathematics lessons and integrate Mathematical understandings into units of inquiry learning. Problem solving skills will also be explicitly taught to students from Foundation to Year 6.
- Learning will be active, building on what children know and supporting children to become risk takers. It will encourage talking and writing, feature co-operative learning and be inclusive to all students.
- Mathematics will be taught in an encouraging, challenging but non-threatening environment.
- Suitable programs will be created for children at risk and those requiring extension. There will be a strong focus on personalised learning for all.

4.0 Resources

- RESCUE Problem Solving posters
- The Victorian Curriculum and Assessment Authority (VCAA) & Support Materials
- Whole school Scope and Sequence
- CEPS Assessment Schedule
- Numeracy Interview/ Diagnostic Maths Tools
- Maths Teacher References from publishers
- Online Resources



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- Targeting Maths
- Computer maths programs including Mathletics & Studyladder
- Concrete materials
- Interactive Whiteboards

5.0 Evaluation

Part of the process of planning and implementation is based on knowledge of the student's abilities and skills and the data, which has been collected through assessment. Evaluation is ongoing. Class teachers make judgements to ensure the standards have been covered in their programs and ensure that the needs of the students in their class are met.

- Student Evaluation will be reported formally mid year and at the end of the year using the Victorian Curriculum standards
- Individual progress will be recorded by teachers throughout the year using a variety of assessment techniques:
 - NAPLAN
 - Diagnostic testing
 - The Victorian Curriculum progression point levels.
 - Teacher designed term pre and post testing
 - Open Ended Learning Observations (OELA)
 - Observation and questioning
 - Individual and group conferencing
 - Practical tasks
 - Games
 - Assignments and homework
 - Anecdotal records
 - Annotated checklists
 - Student self-assessment
 - Student journal entries
 - Oral and written tests (including NAPLAN)
 - PAT testing
 - On Demand testing

6.0 End of Document