ALBANY RISE PRIMARY SCHOOL

Mathematics Policy

RATIFIED BY SCHOOL COUNCIL: 21ˢᵗ March 2018 REVIEW DATE: 2021

Most young people are now growing up in technology-rich environments. Our students are growing up immersed in an information rich society. The skills they require in order to be able to search for and identify key information are very different. The students need to develop mathematical ways of seeing and interpreting the world, they need to develop strong problem solving skills, they need to be numerate and they must have a disposition towards using mathematics to solve the problems they confront.

PURPOSE:

1.1 To ensure all students reach a level of competence in mathematics integral to successful participation in modern society.

1.2 To build all students' mathematical connections and ensure each child is able to apply mathematical concepts, skills and processes in posing and solving mathematical problems.

1.3 To provide a comprehensive Mathematics curriculum with a scope and sequence which caters for the diverse learning needs of all students over the course of their primary schooling.

1.4 To ensure sufficient resourcing and professional learning is provided for the successful implementation of the Mathematics curriculum.

1.5 To promote enjoyment and enthusiasm for learning through practical experiences, exploration and discussions.

1.6 To develop logical thinking and reasoning skills through a natural curiosity and investigative approach.

GUIDELINES:

2.1 The Mathematics domain is an essential component of the Discipline-based Learning strand of the Victorian Curriculum curriculum and standards.

2.2 All students at our school will study a sequential Mathematics course based upon the scope and sequence provided by the Victorian Curriculum and Assessment Authority (VCAA) via Victorian Curriculum.

2.3 All teachers are required to plan (in teams and individually) and implement a sequential Mathematics course for every student.

2.4 Student's individual abilities must be assessed at the commencement of each unit of work, and targeted learning opportunities must be provided that cater for the identified needs of each student.

2.5 Student progress in all three strands of Mathematics will be reported in half and end of year academic reports, as well as be reported in the school's annual report.

2.6 Mathematics study for each student will be not less than 5 hours per week.

2.7 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 as determined by the teacher according to each student's individual needs.

2.8 A Mathematics program budget will be developed by staff and resourced by school council.

2.9   The Mathematics program and budget will be reviewed annually.

2.10   A staff member (or members) will be allocated the responsibility of coordinating the school's Mathematics program and the school's involvement in the available Mathematics competitions and exhibitions.

2.11   Regular professional Learning will be provided to all staff to ensure new, innovative and appropriate teaching and learning practices are undertaken across the school.

2.12   A Numeracy Professional Learning Team (PLT) will meet regularly each term to ensure the implementation of the Mathematics curriculum in line with Annual Implementation Plan goals and targets.

References:

http://victoriancurriculum.vcaa.vic.edu.au/mathematics/introduction/rationale-and-aims

http://www.education.vic.gov.au/school/principals/spag/curriculum/Pages/curriculumdev.aspx

Principal: _____

School Council President: _____

Date ratified by School Council: 21st March 2018   _____

To be reviewed: _____2021_____