

 **Belgrave South Primary School**

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**Mathematics Policy**

**Philosophical Basis:**

The policy of this school is to equip the child to cope with everyday living and to provide a sound basis for the understanding of mathematics. We should endeavour to enhance the children's natural curiosity about the world around them and to develop and preserve an interest in, and enjoyment of, mathematics.

**DEFINITIONS**

Mathematics curriculum is based on the Victorian curriculum and incorporates the Content Strands of Number and Algebra, Measurement and Geometry and Statistics and Probability. Within the maths learning are four proficiencies: Understanding, Fluency, Problem Solving, and Reasoning. They describe how content is explored or developed, that is, the thinking and doing of mathematics. They provide the language to build in the developmental aspects of the learning of mathematics and have been incorporated into the content descriptions of the three content strands described above. Our teaching model reflects best practice and is based

Numeracy encompasses the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations. It involves students recognising and understanding the role of mathematics in the world and having the dispositions and capacities to use mathematical knowledge and skills purposefully (ACARA 2017).

**PURPOSE**

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

* Acquire mastery of mathematical skills and knowledge so they can deal confidently and competently with academic and daily life.
* Interpret and communicate quantitative and logical ideas accurately.
* Recognise the fundamental importance of Mathematics to the functioning of all societies.
* Recognise that Mathematics provides a global language incorporating conventional mathematical notation that enables us to make sense of the world around us.
* Understand that Mathematics underpins social and technological changes.
* Explore mathematical concepts and construct meaning through application in authentic, relevant and challenging contexts.
* Support learners from non-English speaking backgrounds.

**IMPLEMENTATION**

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.

 Weekly implementation of the Mathematics program is guided by *Teaching Primary Mathematics* by *George Booker*.

* 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.
* 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.
* The Numeracy PLC Leader is responsible for parent education as well as organising and promoting Numeracy Week.
* The Numeracy PLC Leader is responsible for promoting the profile of Mathematics within the school community and beyond.
* Planning will reflect the Gradual Release of Responsibility Model and highlight differentiation to support personalised student learning needs.
* Teachers clearly display a “Learning Intention” and “Success Criteria” for each lesson, which is shared with the class.
* Digital technologies provide enriched learning opportunities to engage, challenge and extend knowledge, skills and attitudes in Mathematics.
* The school provides opportunities for students to participate in local, state and national mathematical competitions and programs, where appropriate.
* Students will reflect on their learning in Mathematics throughout the year and share their milestones.
* Students are assessed at regular intervals, as per the Belgrave South Primary School 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 Belgrave South primary school.
* 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.
* All students will have individualised learning goals (SMART goals) in Mathematics that will be updated frequently and reflect learning growth.

**Review Cycle**

The policy will be reviewed every three years.

This Policy was approved by School Council on………. and is due to be reviewed in 2023

Mathematics is organised around the interaction of three content strands and four proficiency strands. The content strands are Number and Algebra, Measurement and Geometry, and Statistics and Probability. They describe what is to be taught and learnt. The proficiency strands are Understanding, Fluency, Problem Solving, and Reasoning. They describe how content is explored or developed, that is, the thinking and doing of mathematics. They provide the language to build in the developmental aspects of the learning of mathematics and have been incorporated into the content descriptions of the three content strands described above. Our teaching model reflects best practice and is based