Rationale:

- Mathematics pervades all aspects of our lives - as citizens, in our homes and in the workplace. It has applications in all human activities, crossing cultural and linguistic boundaries to provide a universal way of solving problems in such diverse areas as science and engineering, business and finance, technology, arts and crafts and many everyday activities. Competence in mathematics is integral to successful participation in modern society.

Aims:

Mathematics aims to ensure that students: -

- are confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens
- develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes, and are able to pose and solve problems and reason in *Number and Algebra, Measurement and Geometry, and Statistics and Probability*
- recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible and enjoyable discipline to study.

Implementation:

- Mathematics is an essential learning area of the Victorian Curriculum.
- All Foundation to Year 6 students at our school will study a sequential Mathematics course based upon the content descriptions contained within the Victorian Curriculum.
- All teachers are encouraged to work with their respective professional learning teams at school and at a Cluster Level if possible to contribute to the development and implementation of a viable, guaranteed and sequential Mathematics course for all students and to implement student needs based lessons using agreed planning templates, assessment tools and lesson structures.
- The school will endeavour to appoint a Mathematics coordinator who will coordinate the development and implementation of Mathematics across our school.
- Our school will endeavour to measure and report on student's individual abilities against the expected Victorian Curriculum achievement standards, particularly at the commencement of each unit of work, and learning opportunities must be provided that cater for the identified needs of each student.
- Student progress in Mathematics will be reported in half and end of year academic reports, as well as the school's Annual Report.
- Intervention programs may be provided for all students at all year levels identified as 'at risk'
- Mathematics study for each student will be not less than 5 hours per week, ideally consisting of 5 x 1 hour uninterrupted numeracy blocks time-tabled for each school day.
- All classroom teachers will focus on a variety of numerical strategies and reinforce these skills using the available online resources (ie: Mathletics).
- Budgets that provide for the needs of the Mathematics program may be developed by the Mathematics coordinator in consultation with all staff members and resourced by school council.

Evaluation:

- This policy will be reviewed as part of the school's three-year review cycle.
- This policy was endorsed by School Council on Tues 20th October 2020.