

# MATHEMATICS

**POLICY STATEMENT:**  
**PREPARED BY:**  
**REVIEWED:**  
**APPROVED BY COUNCIL:**

**MATHEMATICS**  
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Learning Mathematics creates opportunities for and enriches the lives of all Australians. It develops the numeracy capabilities that all students need in their personal and work life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

Our curriculum aims to instill in students an appreciation and power of mathematical reasoning. It focuses on developing increasingly sophisticated and refined mathematical understanding, fluency logical reasoning, analytical thought and problem-solving skills, with and without the use of digital technologies. These capabilities enable students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

The Mathematics curriculum at Roxburgh Rise Primary School has a defined Scope of sequence that is underpinned by the achievement standards and content descriptors outlined in the Victorian Curriculum.

At Roxburgh Rise PS we aim for all students to apply their mathematical understanding creatively and efficiently. Through our Mathematics curriculum, teachers help students to become self-motivated, confident learners through inquiry and active participation in challenging and engaging experiences.

## **Aim:**

The Mathematics curriculum 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*
- develop knowledge and skills in using mathematics for employment, further study and interest
- recognize connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible and enjoyable discipline to study
- use technology appropriately and effectively to support the learning of mathematics, and in carrying out mathematical activities in context.

### Guidelines:

Mathematics is organized 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 in to the content descriptions of the three content strands described above.

Our teaching model reflects best practice and is based upon research and the advice of expert consultants.

- Provide minimum of 5 hours numeracy per week.
- Provide support to all students by differentiating the curriculum to meet their learning needs including intervention and extension programs where possible.
- Work in teams to create a term and weekly planner for the numeracy learning in their classroom reflecting the scope and sequence documents developed in the school
- Monitor students using formal and informal assessments according to the current assessment schedule
- Mathematical activities that reflect the units of work being studied at school, and are appropriate to each child's ability, will form a regular component of each student's homework regime.
- Teachers will collect and use data to inform their teaching
- Follow the instructional model adopted by our school
- A budget that provides for the needs of the Mathematics program will be developed by the Maths Curriculum Leader and approved by Principal class and school council

### Assessments:

Common Assessment Tasks, MOI, Essential Assessment, PAT Math's and Anecdotal records make up the large percentage of Maths Assessment.

### Evaluation:

This policy will be reviewed as part of the school's internal policy review system through feedback from staff members. It will also be reviewed as part of the school's three-year review cycle.

### Appendices:

Maths Scope and Sequence  
Sample of Unit Planner  
Sample of Weekly Planner  
Sample of Common Assessment Task  
Sample of Assessment Checklists