MATHEMATICS

POLICY

Rationale:

- The acquisition of mathematical knowledge and skills empowers students to become analytical citizens now and in the future. Modelling, problem solving, logical thought and being numerate are integral parts of our daily lives. All children can achieve success given sufficient time and support.

Aims:

The Mathematics program is based on up-to-date research about how children best learn Mathematics and aims to:

- maximise all students' mathematical potential by providing a sequential understanding of
- mathematical concepts in Number and Algebra, Measurement and Geometry and Statistics and Probability.
- allow students to develop skills and concepts through the use of concrete materials and, later, abstract means
- allow students to develop analytical and systematical skills through collecting, organising, recording, representing and interpreting data
- encourage students to appropriately select and use mathematical tools to compare, measure and describe
- provide students with challenging and realistic problems that engage students of all abilities
- provide an environment in which children can develop an understanding that is built on their reflection and sharing of mathematical thinking and strategies

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Implementation:

- All students at Templeton will study a sequential Mathematics program based on the AusVELS Standards, Nelson Maths series and the findings in the Early Years and Middle Years Numeracy Projects.
- Resources will be provided in the form of concrete materials, tools and computer software to cater for individual learning styles and to allow children to enhance their knowledge, skills and understandings.
- Ideally Mathematics should be studied for no less than 5 hours per week.
- All students P-4 should undertake the Early Years Numeracy Interview.
- Planned daily sessions will be 'hands on' and as open ended as possible to allow students to enhance their knowledge, skills and understandings.
- Assessment will be a mix of summative assessment (to determine what the students have achieved), formative assessment (to inform the next stage of learning) and ongoing assessment which focuses on teacher feedback alongside student reflection and self-assessment. The teaching focus, determined by assessment, will assist or extend individual students.
- Students deemed 'at risk' will be placed on an individual Learning Improvement Plan.
- Mathematics will form a regular component of each student's homework.
- Students, especially those with a talent for Mathematics, will be encouraged to participate in extra-curricular mathematics activities, such as, ICAS Mathematics exam and Maths Olympiad.

- A budget that provides for the needs of the Mathematics program will be developed by staff and resourced by the School Council.
- A staff member will be responsible for the co-ordination of the Mathematics program and a member from each year level will be assigned to the Mathematics Committee.

Evaluation:

- This policy will be reviewed as part of the school's three-year review cycle.

This policy was last ratified by School Council in.... **July 2016**