



Mathematics Policy

PURPOSE

At Streeton PS, we believe access to, and success in Mathematics is important for full and rewarding participation in society. Mathematics provides students with access to important Mathematical ideas, knowledge and skills that they will draw on in their personal and work lives. The curriculum also provides students, as life-long learners, with the basis on which further study and research in Mathematics and application in many other fields are built. Students need a strong grounding in Mathematical skills and understandings so that they become numerate. Students need to be able to read, write and think mathematically. They need to be able to recognise what Mathematics to use and how to use it in different contexts.

The usefulness of Mathematics for modelling and problem solving is well known. It also has a fundamental role in both enabling and sustaining, cultural, social economic and technological advances and empowering individuals to become critical citizens.

Number, Measurement and Geometry and Statistics and Probability are common aspects of most people's Mathematical experience in everyday personal, study and work situations. Equally important are the essential roles that Algebra, Functions and Relations, Logic, Mathematical Structure and Working Mathematically play in people's understanding of the natural and human worlds, and the interaction between them.

Mathematics 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.

The Mathematics curriculum aims to ensure that students:

- develop useful Mathematical and numeracy skills for everyday life, work and as active and critical citizens in a technological world
- see connections and apply Mathematical concepts, skills and processes to pose and solve problems in Mathematics and in other disciplines and contexts
- acquire specialist knowledge and skills in Mathematics that provide for further study in the discipline
- appreciate Mathematics as a discipline – its history, ideas, problems and applications, aesthetics and philosophy.

POLICY

Provide a developmental program for all students' competence and confidence in Mathematical knowledge, concepts and skills, using the Victorian Curriculum and its strands of Number and Algebra, Measurement and Geometry and Statistics and Probability.

Develop students' initiative and the ability to work both independently and in cooperation with others.

Recognise the developmental nature of Mathematical learning and take into consideration students' prior knowledge, needs, interests, and experiences and develop skills appropriate to their stage of development.

Integrate Mathematics with other curriculum areas where appropriate.

Use a wide range of concrete experiences at all levels to assist in the development of Mathematical skills and concepts.

Develop students' ability to use and apply Mathematics across the curriculum and in real life situations wherever possible. Foster a positive attitude towards Mathematics and an awareness of the relevance of Mathematics in the real world.

Encourage students to estimate, approximate and check that all results are reasonable in the context of the original problem. Provide opportunities for students to solve problems, to reason, to think logically and to work systematically and accurately.

Develop students' automatic response skills and provide practice on a regular basis.

Encourage students to talk and write about the concepts involved in Mathematics and clarify their ideas in their own language. Develop an ability to communicate Mathematics.

Use digital technologies as tools to facilitate the expansion of ideas and provide opportunities for Mathematical exploration and invention.

Develop calculator skills at all year levels.

Develop students understanding of Mathematics through a process of enquiry and experiment.

Inform parents of current trends and encourage them to be involved in Mathematics at home and other assigned home Mathematics tasks. Inform parents further through information sessions and newsletter articles.

Monitor student progress through regular assessment and maintain ongoing records as set out in Streeton's Whole School Assessment Grid/Schedule.

Use a variety of assessment and evaluation strategies. Refer to Streeton's Whole School Assessment Grid/Schedule.

Assess all students against the Victorian Curriculum.

EVALUATION

The Mathematics program will be evaluated and reviewed using the following:

- Devising a program budget.
- Implementing Victorian Curriculum.
- Purchasing and management of resources.
- Investigating and researching effective methodologies.
- Planners and work programs will reflect the implementation strategies and processes.
- Student assessment records/results and files containing work samples.
- Assessment strategies as per Victorian Curriculum and the Whole School Assessment Schedule.
- Department prescribed Year 3 and 5 NAPLAN Testing results.
- Student opinion surveys.
- Mathematics progress will be reported in the school's Annual Report.
- The Mathematics Policy will be reviewed as part of the school's three-year review cycle.

REVIEW CYCLE

This policy was last updated in September 2019 and is scheduled for review in September 2023.