

P-9 MATHEMATICS POLICY

PURPOSE:

The purpose of the Mathematics program is to:

- 1.1 Provide meaningful mathematical challenges to enable our students to develop concepts, strategies and mathematical knowledge that ensure they become numerate citizens.
- 1.2 Promote an awareness of how mathematics is used in daily life and to solve mathematically related problems.
- 1.3 Promote mathematics as being useful, positive and enjoyable.
- 1.4 Support parents in understanding how their children learn mathematics and the importance of involvement in their children's mathematical development.
- 1.5 Develop programs that will support the individual needs of students in line with the philosophies of Early Years and Middle Years numeracy.

GOALS:

Through learning mathematics at Baden Powell College, students will:

- 2.1 Develop mathematical knowledge of strategies, skills and facts so they can deal confidently and competently with daily life.
- 2.2 Develop a depth of conceptual understandings, knowledge and skills in using mathematics.
- 2.3 Be able to apply mathematical knowledge, strategies and skills to solve problems related to their experiences
- 2.4 Interpret and communicate mathematical ideas and concepts logically and accurately
- 2.5 Achieve success in numeracy at their individual developmental stage.
- 2.6 Use technology appropriately and effectively to support the learning of mathematics, and in carrying out mathematical activities in context.

GUIDELINES:

- 3.1 Teachers will use the Victorian Curriculum along with proficiency strands to develop sequential mathematical programs for students from Prep to Year 9 and implement the Curriculum in Mathematics using the whole college Scope and Sequence.

- 3.2 Teachers will utilise collaborative partnerships along with department and school resources, student data from Mathematics Online Interview, Mathematics On Demand tests, Numeracy Continuum, Common Assessment Tasks and Problem Based Maths references to develop and implement a mathematics program that caters for the needs of individual students.
- 3.3 An Instructional Framework along with Early Years and Middle Years philosophies will be reflected in the numeracy program.
- 3.4 Mathematics will be timetabled for not less than 5 hours per week in primary classrooms and not less than 225 mins in secondary classrooms.
- 3.5 The Mathematics program and its components will be audited and evaluated regularly.
- 3.6 Student's individual abilities will be measured at the commencement of units of work within the middle years.
- 3.7 Students will have access to mathematical materials, tools and Information and Communication Technologies, to aid the development of their mathematical understandings.
- 3.8 Mathematics where possible, will be integrated to make real life connections for students.
- 3.9 Intervention programs to provide additional assistance in numeracy will be developed, such as Extending Mathematical Understandings (EMU) for Early Years and Getting Ready In Numeracy (GRIN) for Middle Years.
- 3.10 The assessment schedule will be determined by the Principal class and PLC Leaders through consultation with teachers.

EVALUATION:

- 4.1 This policy to be reviewed as part of the school's two year review cycle.
- 4.2 School Based Assessment tasks will be administered to all students from Prep to Year 9 at times set down in the Assessment and Reporting Timeline Schedule.
- 4.4 Other ongoing monitoring tools, such as sections of the Maths Online Interview (MOI), Pathways, Assessment Tasks, pre and post tests, rubrics, work samples, self and peer assessment and anecdotal observations, will also be used to assess and monitor students, and plan differentiated units and lessons to meet their needs.
- 4.5 Curriculum and resource audits will be conducted, when appropriate, to guide the purchase of suitable resources and support and improve the delivery of the mathematics curriculum.
- 4.6 The College's Annual Implementation Plan (AIP) will contain guidelines for monitoring student targets.