Mary Immaculate, a community embracing learning in and beyond the classroom, in the spirit of Christ and the humanness of all.

Mathematics Statement

Learning Mathematics enriches the lives and creates opportunities for all Australians. The Australian Curriculum: Mathematics provides students with essential mathematical skills and knowledge in Number and Algebra, Measurement and Geometry and Statistics and Probability. It develops the numeracy capabilities that all students need in their personal, work and civic life and provides the fundamentals on which later mathematical specialties and professional applications of mathematics are built.

Aims:

At Mary Immaculate, the learning and teaching of 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 later 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:

Teachers plan using the Australian Curriculum: Mathematics through which mathematical knowledge is developed through the explicit teaching of the strands of Number and Algebra, Measurement and Geometry and Statistics and Probability. These strands incorporate the four mathematical proficiencies of Reasoning, Understanding, Problem Solving and Fluency.

The learning and teaching of Mathematics is based on summative and formative assessment as informed by our Assessment Schedule. This data is used to support a differentiated curriculum.

Staff will be supported in the learning and teaching of Mathematics through regular Professional Learning Team Meetings and opportunities for external professional learning. A Mathematics Leader is appointed to work with the Principal and Director of Learning and Teaching to support and enhance the learning and teaching of Mathematics.
A Yearly Overview of mathematical units has been developed from Foundation to Year Six. Through contemporary learning practices, students are provided with rich, explicit learning experiences and opportunities to reflect on their understandings. Units of learning are planned using a school based proforma that identifies the key understandings, skills and learning proficiencies and the learning program related to each concept. The planner supports teacher reflection and enhancement of future learning and teaching.

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