



MARY IMMACULATE PRIMARY SCHOOL

*A dynamic and caring community committed to enacting our faith; inspiring, challenging and engaging lifelong learners.
(excellence, integrity, inclusiveness, respect)*

Mathematics Policy

Rationale

Mathematics provides our students with access to important mathematical ideas, knowledge and skills that they will draw on in their personal and work life. The Mathematics curriculum develops the capacity, confidence and dispositions to meet the demands of learning at school and at home and to participate in work and civic life. The curriculum provides our students, as life-long learners, with the basis on which further study and research in Mathematics and applications in many other fields are built.

Aim

At Mary Immaculate School, the learning and teaching of Mathematics 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
- apply a Growth Mindset in order to become confident and creative users and communicators of Mathematics
- see connections and apply mathematical concepts, skills and processes to pose and solve problems in mathematics in other disciplines and contexts
- appreciate Mathematics as an accessible and enjoyable discipline to study.

Implementation

- Teachers plan units of work using the Victorian Mathematics Curriculum: through which mathematical knowledge, skills and understandings are 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 Understanding, Fluency, Problem Solving and Reasoning.
- The learning and teaching of Mathematics is based on formative and summative assessment as informed by our pre and post unit assessments and the school wide Assessment Schedule. This data is used to implement a differentiated curriculum and to support the learning diversity of our students.
- 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 Learning and Teaching Leader to support and enhance the learning and teaching of Mathematics.
- A Yearly Overview of mathematical units has been developed for each year level, Prep to Year 6. Through contemporary learning practices, students are provided with rich, explicit learning experiences and opportunities to reflect on their understandings. Units of work 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 proforma supports teacher reflection and enhancement of future learning and teaching.
- To ensure a differentiated curriculum, classroom teachers maintain ongoing records of learning and assessment data, including all adjustments which are required to meet the diverse needs of all students, including those on the NCCD.



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- Digital Technologies will be used to support the learning and teaching of Mathematics

Supporting School Policies/Statements:

- Assessment and Reporting Policy
- Learning and Teaching Policy
- Student Wellbeing Policy
- Capabilities Statement
- Home Learning Statement
- Integrated Curriculum Statement
- Learning Diversity Statement
- Philosophical Statement
- Student Files Statement
- Technologies Statement
- Work Programs Statement

Evaluation

The evaluation of the 'Mathematics Policy' will occur biennially. The staff will be responsible and will be guided by the Principal, Mathematics Leader and the Learning and Teaching Leader.

(April 2019)