Mathematics Policy

Rationale
At Maryborough Education Centre we recognise that most people's mathematical experience occurs in everyday personal, study and work situations. Curriculum Strands include number & algebra, measurement & geometry and statistics & probability. These are key aspects of mathematical structure and working mathematically.

Mathematics is important for a full and rewarding participation in society. Students need a strong grounding in mathematical skills and understanding so that they become numerate. Mathematics is useful for modelling and problem solving, and has a fundamental role in enabling cultural, social and technological advances. It empowers individuals as critical thinking citizens in contemporary society.

Goals
The study of Mathematics seeks to develop within students the ability to:
• solve practical problems with Mathematics (e.g. industry and work based)
• develop specialist knowledge in Mathematics that provides for further study in the discipline
• perceives mathematical connections and apply mathematical concepts, skills and processes for solving mathematical problems
• develop one’s personal knowledge of mathematics in order to acquire new knowledge and skills when needed
• develop understanding of the role of mathematics in life, society and work; the role of mathematics in history; and mathematics as a discipline - its big ideas, history, aesthetics and philosophy
• develop numeracy skills through the implementation of a comprehensive Numeracy Program

Guidelines
• Develop a comprehensive whole school approach to mathematics including a common assessment schedule
• A daily focused one hour numeracy session to occur across Foundation-Year 6
• Students in Year 7-10 will all have 6 periods of Mathematics per week
• Mathematics teachers will adopt the Victorian Teaching and Learning Model (VTLM) in order to meet the individual learning needs of each student
• Vic Curriculum and Essential Assessment will form the basis of our Mathematics and Numeracy Program/assessment
• Personal Learning Plans (PLP) will be used to identify needs to support and extend students
• Continue to strengthen links with Literacy and STEM

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Opportunity for school visits to view Numeracy Programs in full operation
Audit Mathematics in line with Vic Curriculum
Participate in DET Numeracy Initiatives
Use of a consistent mathematics language and teaching strategies across school
Teams continue to be involved in moderation sessions
Use data to inform teaching practice and provide feedback on student learning growth and achievement to students and parents

Evaluation
Evaluation of the programs will be based on pupil engagement and performance, according to progression points detailed in Vic Curriculum and in line with the school’s assessment and reporting policy; this policy will be reviewed as part of the school’s three year review cycle
The effectiveness of the programs will be determined by the level at which classroom teachers have implemented the Victorian Essential Learning Standards within their classrooms (classroom practice and organisation)
Regular monitoring and assessment of students will be conducted in accordance within the VIC curriculum and the guidelines laid out in the Assessment Schedule
Mathematics Assessment Schedule is developed
Reporting to parents using the Accelerus/XUNO application
Comparison to VCAA State and National NAPLAN results

REVIEW PERIOD
This policy was last updated on Wednesday 29th May, 2019 and is scheduled for review as part of the school’s 3 year review cycle.

This policy was last ratified by School Council on Wednesday 29th May, 2019.

Signed:

[Signature]

Paul Rumpff
School Council President

Date: 29.5.2019