MATHEMATICS POLICY

Rationale:
We believe that Mathematics has applications in many human activities, crossing cultural and linguistic boundaries to provide a universal way of solving problems in areas such as science, engineering, technology, arts and many everyday activities, and is also vital to the IT industry. Children need to be competent and confident users of mathematics.

Purpose:
1. To enable students to acquire the mathematical knowledge, language, ways of thinking and confidence to use mathematics to conduct everyday affairs and engage in further mathematical study.
2. To enable students to gain pleasure from and develop a positive attitude towards Mathematics.
3. To enable students to see that Mathematics is relevant to them, their families and wider society.
4. To develop children’s ability to apply knowledge to solve problems using a variety of strategies and investigative procedures, to verbalise the reasoning involved, to positively evaluate their work.
5. To lay foundations of future learning by building understanding, facilitating transfer of knowledge to other situations and prompting generalisation.
6. Expand ways of thinking in Mathematics i.e. by posing open-ended questions.

Guidelines for Implementation:
1. Children will be provided with a program based upon the framework of the Mathematics AusVELS levels documents, inclusive of documents from the Victorian Curriculum and Assessment website.
2. A Mathematics Committee will be established and responsible for:
   a) Program implementation and guidelines and
   b) Assessment and Reporting Procedures
   c) Modelling for Teachers
   d) Responsible for offering on-going P.D
   e) Ongoing review of the ‘Get It Model’ used as our school model for delivering Mathematics.
3. Regular Mathematics assessment tasks will appear on the ENPS Assessment Grid throughout the year.
4. Progress of all children will be monitored by VELS domains and dimensions tracked through achievements in the Early Numeracy Interview/On-Demand Testing/teacher generated assessments and the AusVELS domains.
5. Links between aspects of Mathematics and the way in which it is used in other VELS domains will be emphasised.
6. Teachers will plan and implement programs, which cater for individual differences.
7. Technology will be utilised where appropriate as an instructional aid, a computational tool and as a means of demonstrating the application of Mathematics.
8. Involvement of parents will be promoted. The school will conduct programs and special events, which encourage parents to become involved at home and school in their children’s mathematics.
9. The Mathematics Program Budget will provide for materials and professional development, managed by a Mathematics Co-ordinator and Committee.

Resources:
Victorian Curriculum and Assessment website
Andrew Fuller – ‘Get it model’
Essential Assessment website
George Booker – Teaching Primary Mathematics 2nd edition
Online DET Resources and websites