POLICY: MATHEMATICS

PURPOSE:

The Victorian mathematics curriculum 2.0 provides students with essential mathematical knowledge, skills, procedures and processes in **Number, Algebra**, **Measurement, Space**, **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 mathematical specialties and professional applications of mathematics are built.

AIMS:

- To provide a supportive and stimulating learning environment that encourages students as risk takers and fosters a real enjoyment and fascination with mathematics
- To become effective communicators of mathematics who can investigate, represent and interpret situations in their lives, think critically and make choices as active, engaged, numerate citizens
- To develop an increasingly sophisticated knowledge of mathematical concepts and proficiencies of understanding, fluency, problem solving and reasoning.
- To recognise connections between the areas of mathematics and other curriculum areas
- To develop a positive disposition towards mathematics, recognising it as accessible and useful in everyday life
- To prioritise explicit, sequential and systematic approaches to teaching mathematics.
- To create learning activities that are developmental, that build on what the child already knows and caters for individual needs and styles of learning
- To encourage students to write and talk about mathematics as a means of expressing and clarifying ideas and to monitor their own learning

IMPLEMENTATION:

- The Victorian Teaching and Learning Model (VTLM 2.0) will be implemented as a school-wide approach to fostering a supportive and enabling learning environment and planning for targeted supports for those students who will benefit from further extension or learning support through the collection of valid data.
- Mathematics is organised around the interaction of six interrelated strands and four proficiencies. The content strands are Number, Algebra, Measurement, Space, Statistics and Probability. The proficiency strands are Understanding, Fluency, Problem Solving, and Reasoning.
- Specific mathematical skills to be explicitly taught for 5 hours each week in Foundation through to Year 6. The structure of whole-part-whole is to be adopted for mathematical learning. Three of the weekly sessions are to have a Number and Algebra focus. Each mathematics session has to demonstrate differentiated activities for ability levels in the classroom.
- The mathematics program will actively involve students in their learning, using concrete materials, "hands on" approach, as well as, mental maths strategies, implementing the Big Ideas in Number, open ended and rich tasks including mathematical projects.
- Learning technologies to be incorporated into the mathematics program to enhance the students' mathematical skills. Mathletics, Mathseeds and other appropriate apps are utilised to complement our classroom programs.
- Assessment and evaluation will be an ongoing collection of information to identify how students are progressing and determine their learning goals. The information will be gathered via formative assessment, such as work samples, checklists, anecdotal records, on-going assessment tools, benchmarking data, Digital Assessment Library (DAL) and NAPLAN data.
- A whole School Benchmarking Schedule is to be planned and implemented by the assessment and reporting leader at the beginning of the year.
- Staff will be encouraged to develop skills and knowledge in line with their School Professional Development Plan to reflect the Annual Implementation Plan (AIP).

- Parental involvement will be encouraged through the provision of workshops, whole school activities, classroom participation and student Individualised Learning Improvement Plans (ILIPs).
- Students will celebrate their successes through classroom and school newsletters, school displays and whole school activities.

NUMBER

- Students will apply number sense and strategies for counting and representing numbers.
- Students will apply a range of strategies for computation and understand the connections between operations. The learning of number facts and times tables will be reinforced at home through homework tasks
- Students will explore the magnitude and properties of numbers. Mental strategies, subitising cards, 10 frames will be employed to promote the learning of number facts

ALGEBRA:

- Students will recognise patterns and understand the concepts of variable and function
- Students will build on their understanding of the number system to describe relationships and formulate generalisations, recognise equivalence and solve equations and inequalities
- Students will apply their algebra skills to conduct investigations, solve problems and communicate their reasoning.

MEASUREMENT

- Students will make meaningful measurements of quantities, choosing appropriate metric units of measurement. They build an understanding of the connections between units and calculate derived measures such as area, volume and capacity.
- Students will participate in practical applications to demonstrate understanding of measurement concepts

SPACE:

- Students will develop a deeper understanding of size, shape, relative position and movement of two-dimensional figures in the plane and three-dimensional objects in space
- Students will investigate properties and apply their understanding of them to define, compare and construct figures, objects and geometric conceptualisations
- Students will use graphical representations to investigate location, direction, shape, placement and proximity.

STATISTICS

- Students will recognise and analyse data and draw inferences.
- Students will represent, summarise and interpret data and undertake purposeful investigations involving the collection of data.

PROBABILITY (YEAR 3 ONWARDS):

- Students will assess likelihood and assign probabilities using experimental and theoretical approaches.
- Students will develop an increasingly sophisticated ability to critically evaluate chance and data concepts and make reasoned judgments and decisions.

POLICY REVIEW AND APPROVAL:

Policy last reviewed	12/8/2025
Consultation	Consultation with school council and approved by School Council
Approved by	James Bell, principal
Next scheduled review date	August 2029