



# OSBORNE'S FLAT PS

## Mathematics Policy

### **Rationale:**

- Mathematics pervades all aspects of our lives - as citizens, in our homes and in the workplace. It has applications in all human activities, crossing cultural and linguistic boundaries to provide a universal way of solving problems in such diverse areas as science and engineering, business and finance, technology, arts and crafts and many everyday activities. Competence in mathematics is integral to successful participation in modern society.

### **Aims:**

Through learning mathematics in school, students will: -

- Acquire mathematical skills and knowledge so they can deal confidently and competently with daily life
- Develop knowledge and skills in using mathematics for employment, further study and interest
- Be able to interpret and communicate quantitative and logical ideas accurately
- To recognise the fundamental importance of mathematics to the functioning of society
- To understand and appreciate the nature of mathematical thinking, the processes by which mathematics changes and its cultural role
- To understand the dynamic role of mathematics in social and technological change
- Use technology appropriately and effectively to support the learning of mathematics, and in carrying out mathematical activities in context.

### **Implementation:**

- All students at our school will study a sequential Mathematics course based upon the outcomes contained within the Victorian Curriculum.
- All teachers are required to work with their respective teams, sections or faculties to develop and implement a joint Mathematics course for all students.
- The school will fully implement the Early Years Numeracy Program.
- Student's individual abilities must be measured at the commencement of each unit of work, and learning opportunities must be provided that cater for the identified needs of each student.
- Student progress in all strands of Mathematics will be reported in half and end of year academic reports, as well as be reported in the school's annual report.
- Mathematics study for each student will be not less than 5 hours per week.
- Mathematical activities that reflect the topics being studied at school, and are appropriate to each child's ability, will form a regular component of each student's homework regime.
- A budget that provides for the needs of the Mathematics program will be developed by staff and resourced by school council.
- A staff member will be allocated the responsibility of coordinating the school's Mathematics program. This Numeracy Coordinator will lead PLT's, in consultation with the Principal.

### **What a Mathematics lesson will look like:** (Based on the HUME Region Place mat)

- Clear learning intentions and success criteria will be displayed in the classroom and discussed with the students.
- The students will undertake a fluency activity.
- A mini lesson will teach the skills and concepts being covered for the day.
- Students will undertake independent activities to practise the skills and concepts.
- The teacher will work with a small group needing extra help or extension.

- The students will get together as a group to share their learnings and ask questions of each other.
- Teachers will ensure that the students have all materials required to support them to complete the work they are doing.

**Evaluation:**

- This policy will be reviewed as part of the school's four-year review cycle.

This policy was last ratified by School Council in....

**Oct 2017**