



COBURN PRIMARY SCHOOL



MATHEMATICS

POLICY - 2015

Rationale:

Access to, and success in mathematics is important for full and rewarding participation in society. Students need a strong grounding in mathematical skills and understandings so that they become numerate, in that they can recognise what mathematics to use, and how to use it in different contexts. The usefulness of mathematics for modeling and problem solving is well known but it also has a fundamental role in enabling cultural, social & technological advances and empowering individuals as critical citizens in contemporary society and for the future. Number and Algebra, Measurement and Geometry, and Probability and Statistics are common aspects of most people's mathematical experience in everyday personal, study and work situations. Mathematical structure and working mathematically also play an essential role in people's understanding of the natural and human worlds.

Aims:

- Students demonstrate useful mathematical and numeracy skills for successful general employment and functioning in society.
- Students solve practical problems with mathematics, especially industry & work based problems.
- Students develop specialist knowledge in mathematics that provides for further study in the discipline.
- Students see mathematical connections and are able to apply mathematical concepts, skills and processes in posing and solving mathematical problems.
- Students become confident in their personal knowledge of mathematics, to feel able to apply it, and to acquire new knowledge and skills when needed.
- Students are empowered through knowledge of mathematics as a numerate citizen, able to apply this knowledge critically in societal and political contexts.
- Students 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.
- Numeracy skills of all children improved through the implementation of the Numeracy Program based on the WMR Numeracy model and YuMi Deadly Maths program.
- Professional development is targeted at improving teaching and learning that results in lifting the achievement of all students in numeracy, including NAPLAN results in Years 3 and 5 compared against the State and National results.
- Development of a comprehensive whole school approach to mathematics across the school including a Whole School Assessment Schedule.

Implementation:

- A daily focused one hour numeracy session will occur throughout the school.
- A wide range of educational approaches and strategies to meet the needs of each student will be used in the teaching of numeracy throughout the school. From these the necessary skills and understandings to become numerate will develop.
- Australian Curriculum, WMR Numeracy model and elements of the YuMi Deadly Maths Program RAMR Framework will form the basis of our Mathematics & Numeracy Program.
- ILPs will be used to identify needs to support or extend students.
- Continue to target resources to assist the learning needs of the students & to make classrooms more self-sufficient (including making of class sets). Teachers & students to be accountable for their own equipment.

- A range of monitoring & assessment strategies (including MOL, PATMATHS & SNMY) will be used to help with groupings, future planning and reporting. A Whole School Maths Assessment Schedule outlined at the beginning of the year and timetabled each term.
- The program outline will include focused teaching groups, independent groups & roving conferences-use of modelled, shared & guided approaches and whole class share time.
- Use open ended questions to develop the students problem solving and thinking strategies.
- Maintain links with Literacy & Digital Technologies.
- Purchase appropriate teacher references, inform teachers of these references & provide access to them.
- Provide opportunities for staff to participate in appropriate professional development sessions.
- Participate in activities such as Numeracy & Literacy Week.
- Appoint a Teaching and Learning Leading Teacher to lead and oversee the program.
- Audit Maths in line with the Australian Curriculum.
- Audit maths equipment on Maths Trolley's and Numeracy Interview Kits annually. The Maths Storeroom should be kept in a neat & orderly fashion.
- Continue to be a member of MAV and Maths 300.
- Use of common maths language across school.
- Teams to participate in moderation sessions termly.
- Use Mathletics and other available software in classroom programs and encourage students to use the program at home

Evaluation:

- Evaluation of the programs will be based on student engagement & performance according to progression points detailed in AUSVELS/Australian 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.
 - Regular monitoring and assessment of students will be conducted in accordance within the AUSVELS and the guidelines laid out in the Assessment Schedule.
 - The mathematics component of the Assessment Schedule reviewed annually by the teachers.
 - Reporting to parents using the reporting package and through SSGS and student led interviews (aligned to portfolios).
 - Data from Teacher Judgements, Mathematics Online Interview, PATMATHS, Scaffolding Numeracy in the Middle Years Program (SNMY) and any other relevant assessments.
 - Comparison to State and National results
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- This policy will be reviewed as part of the school's three year review cycle.