



Mathematics Policy

Rationale:

Mathematics provides students with access to important mathematical ideas, knowledge and skills that they will draw on in their personal and work lives. The curriculum also provides students, as life-long learners, with the basis on which further study and research in mathematics and applications in many other fields are built.

Mathematical ideas have evolved across societies and cultures over thousands of years, and are constantly developing. Digital technologies are facilitating this expansion of ideas and provide new tools for mathematical exploration and invention. While the usefulness of mathematics for modelling and problem solving is well known, mathematics also has a fundamental role in both enabling and sustaining cultural, social, economic and technological advances and empowering individuals to become critical citizens.

Purpose:

The aim of the Mathematics curriculum is to encourage students to develop increasingly sophisticated and refined mathematical understanding, fluency, reasoning, modelling and problem-solving. These capabilities enable students to respond to familiar and unfamiliar situations by employing mathematics to make informed decisions and solve problems efficiently.

The Mathematics curriculum aims to ensure that students:

- develop useful mathematical and numeracy skills for everyday life, work and as active and critical citizens in a technological world.
- see connections and apply mathematical concepts, skills and processes to pose and solve problems in mathematics and in other disciplines and contexts.
- acquire specialist knowledge and skills in mathematics that provide for further study in the discipline.
- appreciate mathematics as a discipline – its history, ideas, problems and applications, aesthetics and philosophy.

Implementation:

- All students at our school will study a sequential Mathematics course based upon the outcomes contained within the Victorian Curriculum.
- All teachers will access the Victorian Curriculum online at <http://victoriancurriculum.vcaa.vic.edu.au/>, and are required to work with their respective teams to develop and implement a joint Mathematics course for all students.
- Students' individual abilities must be measured at the commencement of each unit of work through the administration of a 'pre-test'. This data is then analysed to ensure that the 'point-of-need' for each student is identified and met. Learning opportunities are to be provided that cater for the identified needs of each student. A 'post-test' is undertaken later to ensure that concepts taught have been retained by the student.
- Students in Foundation will undertake the Mathematics Online Interview in Term 1 to identify individual entry skills and knowledge in Mathematics.
- An important component of the Mathematics curriculum at Bonbeach PS is having a consistent language for mathematical concepts and ideas. A Mathematics glossary will be used by staff and students, and be readily accessible.

- Student progress in taught 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.
- 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 and the school's involvement in the various Mathematics competitions and exhibitions available.
- Staff at Bonbeach PS will be encouraged to attend relevant Professional Development opportunities that will align with the current School Strategic Plan, Annual Implementation Plan, and be of benefit for the students, as well as personally.

Evaluation:

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

Approved by School Council on: 16 May 2017