SACRED HEART SCHOOL
CROYDON

CURRICULUM POLICY - KEY LEARNING AREA

MATHEMATICS

RATIONALE:

Competence in Mathematics enhances our understanding of the world and is integral to our successful contributions to contemporary society - 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.
Mathematics includes a strong focus on thinking skills, the expansion of ideas, inventing and developing strategies and problem solving which enables us to make informed decisions in everyday life.

AIM:

As stated in the Australian Curriculum: Mathematics (AUSVELS) we aim to ensure that students:

- are confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens
- develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes, and are able to pose and solve problems and reason in *Number and Algebra, Measurement and Geometry, and Statistics and Probability*
- recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible and enjoyable discipline to study.

IMPLEMENTATION:

- All students will study a sequential mathematics course based upon the outcomes contained within the Australian Curriculum:Mathematics (AUSVELS)

- Ongoing assessment and reporting in mathematics will inform teachers and direct our planning and teaching to promote student learning.

- Assessment and reporting procedures will include formal testing (SINE, PAT, Westwood, ENRP), informal testing, teacher observation, work samples, anecdotal notes, checklists, students' reflections and self-evaluation tasks.

- Students' progress will be reported in midyear and end of year academic reports and through parent-teacher interviews.

- Students in Year 3 and 5 will be involved in the NAPLAN assessment. Naplan Data is used to inform and drive our school action plan.

- Students will have the opportunity to be involved in events and programs that promote mathematical and problem solving skills. E.g. Australian Mathematics Trust competition, ICAS (International Competitions and Assessments for Schools) competitions, World Maths day activities, and Maths Games Days

- We use the Contemporary Teaching and Learning approach to Mathematics.
    - Hands on, practical, open ended activities, with multiple entry points
    - Engaging and relevant, authentic tasks
    - Encouragement of multimodal problem solving strategies
    - Use of concrete materials
    - Investigations and application of mathematics in real life experiences
    - Promotion of peer learning and collaboration
    - Encouragement of using mathematical language, rules and structure
    - Provide opportunities for sharing, questioning, reflecting, articulating and justifying students' mathematical thoughts, strategies and understandings

- The numeracy hour consists of tool time, whole class teaching, independent learning time and sharing and summary time. The teaching focus should be made explicit for each lesson.

- Teachers will cater for individual differences and personal learning styles and needs.

A staff member will be allocated the responsibility of coordinating the school's mathematics program and resources.

EVALUATION:

The mathematics policy will be reviewed annually.

Policy written by: The staff of Sacred Heart School, Maths Co-ordinator: Jacinta Blencowe

Ratified by staff: September, 2011