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| Galilee Regional Catholic Primary School | System Update: 18.7.19 | |
| Version 0.1 | Date of Next Review: 18.7.19 | |



GALILEE REGIONAL CATHOLIC PRIMARY SCHOOL MATHEMATICS POLICY

1. Rationale:

1.1 Mission

At Galilee, it is our mission to promote an environment in which students develop a comprehensive and enduring understanding of the concepts of mathematics. Using the Victorian Curriculum to support our teaching, it is our aim to nurture a productive disposition towards mathematics, challenging all learners and supporting further investigation in this field. Students with effective numeracy skills achieve not only in mathematics but also in other areas of learning.

Mathematics encompasses three strands:

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

1.2 Aims

The fundamental aims of teaching mathematics at Galilee are:

- Developing students' competence and confidence in mathematical practices as an essential tool for students to participate fully in society
- Enabling children to adapt to cultural, social and technological advances
- To provide a framework for students to become problem solvers, to reason, to think logically and to work systematically and accurately.

1.3 Teacher Objectives

- build upon student prior knowledge and understanding
- give students the opportunity to learn in ways that maximise their success
- create a stimulating and exciting mathematical environment in which to work
- promote an understanding of Mathematics within real-life contexts
- ensure that students have access to a broad and balanced mathematical curriculum
- equip each student with the ability to estimate, problem solve, investigate, reason, justify and reflect, as they learn independently and collaboratively with others
- develop the correct use of mathematical vocabulary and language
- guide and support each student in reaching their full potential, through a personalised mathematics program aimed at overcoming specific barriers
- Extend student capacity through extension programs

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- immerse students in purposeful investigations, open-ended activities with multiple entry points and explicit teaching, using contemporary tools and a variety of ‘hands-on’ resources during the Mathematics block
- develop a consistent whole school pedagogy that aligns with the Victoria Curriculum and with the Galilee Calculation Policy.
- plan for sequential development of skills and knowledge in the specific areas/strands of Number and Algebra, Measurement and Geometry and Statistics and Probability.

2. **Implementation:**

2.1 Teacher responsibilities

Teachers agree to observe the following when implementing the Mathematics Curriculum:

1. Maths planning at Galilee is integral to school improvement and involves four stages:
 - Gathering and analysing data (pre-test either designed by the teacher or accessed via Essential Assessment)
 - Planning for individual children’s needs using the Curriculum and Calculation Policy (where appropriate), as well as data from pre-tests
 - Teaching and learning
 - Assessment and reporting (see individual policies)
2. Refer to the Victorian Curriculum and Calculation Policy as the main reference for the teaching of Mathematics.
3. Ensure that the daily Mathematics Session and Mathematics learning environment is uninterrupted, where possible, and conducted for a minimum of 5 hours per week.
4. Document and implement a consistent whole school and pedagogical approach to the contemporary teaching and learning of Mathematics, including the Galilee Calculation Policy
5. Set students appropriate and challenging learning activities and create a culture of mathematical inquirers in the classroom.
6. Extend student capacity (Year 4-6) through extension programs such as Maths Olympiad
7. Use formal and informal assessments (Essential Assessment Year 2-6) to differentiate teaching and record differentiation and students’ (initials) who require extra enabling and extending in planners
8. Assess and monitor student achievement using formal and informal measurements, including standardised assessments, teacher assessments (pre and post tests), and personal goal setting and reflection.
9. Report student progress to parents twice yearly, in the form of a written report, and twice yearly through Student Led Conferences.
10. Attend and actively engage in PLT meetings by contributing to agenda items, and utilise opportunities to share teaching expertise with colleagues.
11. Be flexible in planning, to meet the needs of the students based on assessment data and provide Individual Learning Plans where students require additional classroom support.
12. Collaborate with colleagues during planning sessions to ensure students are receiving a consistent message and teachers have a common understanding of Mathematics concepts.
13. Develop, maintain and update Mathematics Learning Walls for each unit, in conjunction with the students, to display key understandings, vocabulary and evidence of student work to support these understandings.
14. Continue ongoing Professional Learning, in order to stay informed of the current best practice in Mathematics.

2.2 Mathematics Team:

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Numeracy Leaders (P-2, 3-6) will be allocated to take on the responsibility of coordinating the Mathematics program, managing the budget and leading the Mathematics Team. This team will consist of members of staff with a range of experiences and expertise. The team will meet at least twice a term to discuss curriculum matters and monitor progress towards learning goals outlined in the Annual Action Plan (AAP).