



Rationale:

At Killara Primary School, all students participate in an engaging Mathematics program that focuses on linking Mathematical learning with real life application.

Students explore the three Victorian Curriculum Mathematical Learning Areas of Number and Algebra, Measurement and Geometry and Statistics and Probability.

Purpose:

The Mathematics curriculum at Killara Primary School 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

Guidelines:

The Mathematics curriculum is based on the Victorian Curriculum and is organised by the three strands of Number and Algebra, Measurement and Geometry, and Statistics and Probability.

The Killara teaching model reflects best practice and is based on research and is a consistent structure across the school and to that used in the teaching of Literacy.

This teaching model:

- Provides for a minimum of 5 hours of timetabled numeracy per week,
- Provides for a differentiated curriculum to meet the needs of students working below the expected learning level, at the expected learning level and above the expected learning level,
- Numeracy intervention for identified students will utilise the G.R.I.N (Getting Ready in Number) program
- Monitors and assesses student growth by applying formal assessments in line with the school assessment policy, using consistent formal assessment tools including, but not limited to, on demand adaptive and linear assessments, pre and post tests, Numeracy Online and NAPLAN, and informal assessments including cross checkers, photos and anecdotal notes,
- Includes classroom practice and classroom set-up as outlined in the Numeracy ‘Not-Negotiables’ document,
- Incorporates the Gradual Release of Responsibility instructional model of teaching and learning,
- Incorporates rich learning tasks and hands on investigations, problem solving, the use of mathematical language and thinking skills across multiple mathematical dimensions.

Implementation:

- Ongoing professional development for teachers will be provided.
- Mathematics will be integrated across the curriculum as applicable.
- Math equipment will be stored as much as possible within classrooms however large bulky items that are only used periodically e.g. trundle wheels and balances will be centrally located and shared between rooms for use in the classrooms.



- A diverse range of activities will be provided, to cater for a broad range of learning styles.
- Students will be involved in problem solving and “hands on” activity-based learning and real life experiences, in order to develop their own strategies to consolidate Math concepts.
- A variety of teaching and learning strategies will be used including Digital Technologies

Evaluation:

The Mathematics Policy will be reviewed annually as part of the program budget review.

Whole school Mathematics evaluation will be ongoing and incorporate a range of formal and informal assessment and evaluation strategies, including completion of the F-6 Assessment Schedule. Approaches will include anecdotal records, collection of work samples, rubrics and standardised and diagnostic tests.

This policy will be reviewed with staff, student, parent and community input as part of the school’s three year review cycle.