



Our Lady Help of Christians Catholic Primary School

Mathematics Policy

Child Safety at Our Lady Help of Christians Catholic Primary School - *We are committed to ensuring the safety and wellbeing of our students, staff, and volunteers. As part of this commitment we have implemented the Victorian Child Safe Standards to help protect children and young people under the age of 18 from child abuse and neglect, including cultural safety for Indigenous children and those from culturally and linguistically diverse backgrounds, and children with a disability.*

Rationale:

At Our Lady Help of Christians, it is our mission to equip students with lifelong mathematical skills that will ensure that they are active and capable members of the community who can function, contribute and problem solve in a world full of patterns, numbers and mathematical concepts.

Aims:

We aim to ensure that students:

- are confident, creative users and communicators of Mathematics who are able to investigate and problem solve using this knowledge;
- are involved in and aware of the steps required to achieve success in Mathematics;
- have clear, sequential and achievable outcomes as individuals;
- are actively involved in their learning through the use of hands on, engaging and challenging activities;
- Develop proficiency in *Understanding, Fluency, Problem Solving* and *Reasoning* in the areas of Number and Algebra, Measurement and Geometry, and Statistics and Probability.

Implementation:

At Our Lady Help of Christians:

- all Prep to Year 6 students will study a sequential Mathematics course based upon the content descriptions contained within the Victorian Curriculum and a school scope and sequence plan;
- students will be involved in a daily Numeracy session, with a minimum 1 hour uninterrupted Numeracy block time-tabled four days a week;
- high quality activities, that cater for individual needs of students and allow them to enter at

their own level, as well as the use of enabling and extending prompts to build on student's learning will form part of the Numeracy session;

- include Digital Technologies in the learning of Mathematics;
- a team approach to planning where ideas, activities and resources are shared across the school;
- a clearly defined assessment schedule is used by all with a central recording location;
- a variety of assessment tools is used by staff and students, e.g. Essential Assessment, PAT Maths, NAPLAN, interviews with students, anecdotal notes, etc.;
- we use formative data to drive teaching;
- a collaborative approach to monitoring and assessing children is promoted, where teachers work together to determine the next step for a student;
- the school has appointed Numeracy Leaders who will coordinate the development and implementation of Mathematics across our school.
- budgets that provide for the needs of the Mathematics program will be developed by the level leaders in consultation with staff members;
- the school will appoint Intervention staff to work with and support students and teachers.

Evaluation:

This Policy/Statement will be evaluated in accordance with the School Improvement Plan under the sphere of Learning and Teaching and in accordance with [The Victorian Curriculum](#).