MATHEMATICS POLICY STATEMENT
At Seabrook Primary School, our Mathematics Curriculum aims to provide a sequential, activity-based program which enables student learning through the provision of developmental experiences that relate to real life situations. In the PYP, mathematics is viewed as a vehicle to support inquiry, providing a global language through which we make sense of the world around us.

Purpose
- To develop in children a positive attitude and appreciation of mathematics as part of everyday life, that is useful, relevant and enjoyable.
- To recognise and cater for children’s individual needs and build upon previous experiences.
- To provide opportunities to develop skills, concepts and strategies necessary to function effectively in mathematical situations.
- To provide support for parents so they may increase their understanding and involvement in their children’s mathematical development.
- To understand the dynamic role of mathematics in a changing world.
- To foster confidence and independence in solving mathematical problems.

Guidelines
The Seabrook Primary School Maths Curriculum encompasses the following dimensions:
- Number
- Space
- Structure
- Measurement
- Chance and Data
- Working Mathematically

as outlined in the Victorian Essential Learning Standards (VELS).

In each grade, students will work according to their ability and teachers will plan through direct experiences to meet their individual needs. Efforts will be made to broaden as well as extend children’s understanding of mathematical concepts.

Implementation
Leading Teachers will support classroom teams in the development of learning and teaching practice that:
- provide maths lessons in conjunction with the Victorian Essential Learning Standards (VELS) progression points.
- includes structured, purposeful inquiry as the main approach to teaching and learning mathematics in the PYP.
- cater for the individual ability range of the children and provides extra support through Individual Learning Improvement Plans where required.
- relate to everyday experiences, with real-life problem solving.
- provide Professional Development in mathematics which is ongoing and extends theory and practice.
- builds upon previous learning.
- encourages estimation and approximation skills.
- encourages parental participation in activities designed to develop a greater understanding of current approaches to mathematics.
- includes the use of ICT, such as Mathletics, Targeting Maths.
- makes links with transdisciplinary themes within the programme of inquiry. This will enhance student’s understanding of mathematics in the world.
**Resourcing**

Based on priority needs, mini-school leaders will determine the allocation of funds within the development and sustainability of a comprehensive Mathematics program, in line with the Schools Global Budget.

- A maths program budget will be developed in line with the school global budget to manage resources.
- Materials and equipment will be shared equitably between year levels.
- Maths reference books will be added to the library to assist with the development and planning of mathematical programs.
- Maths resources will be maintained by Numeracy Coaches.
- Whole School Information Technology Resourcing will be maintained and monitored. (Mathletics, Maths 300.)

**Monitoring**

The Maths Program will be monitored and assessed through:

- outcome measures stated in the Strategic Plan and AIP.
- mathematics continua through the VELS.
- Individual Learning Improvement Plans.
- twice yearly written children’s reports.
- DEECD National Assessment Program in Numeracy.
- Numeracy interview.

**Assessment and Reporting**

Throughout the school we use a range and a balance of assessment tools and strategies. These are carefully designed to give a clear picture of a child’s progress to all stakeholders; parents, teachers and the students themselves. Your child’s progress will be reported to you regularly both verbally and in writing. You are encouraged to play an active role in supporting your child’s learning by staying in touch with your child’s teacher throughout the year. Teachers maintain ongoing verbal and email communication with the parents in their classroom.

You will receive two written reports and participate in a 3-way conference in June and December. Parents of all children will be invited to their child’s Student Led Conference. Your child will keep a portfolio of his/her work throughout the year that will be shared during the Student Led Conferences and also at other opportunities throughout the year.