Rationale
Mathematics has applications in all aspects of our lives, crossing cultural and linguistic boundaries to provide a universal way of solving problems in many diverse areas and in many everyday activities. Competence in mathematics is integral to successful participation in modern society.

Aims
Through learning mathematics in school, students will:
- Acquire mathematical skills and knowledge so they can deal confidently and competently with daily life
- Be able to interpret and communicate quantitative and logical ideas accurately
- Recognise the fundamental importance of mathematics to the functioning of society
- Use technology (including mathematical tools) appropriately and effectively to support the learning of mathematics and in carrying out mathematical activities in context.

Implementations
- All students will study a sequential mathematics course based upon the dimensions outlined in the Victorian Essential Learning Standards (VELS).
- Each student will have access to mathematics study for a minimum of five hours per week.
- Teachers will work with their respective teams to develop and implement a joint mathematics program for all students.
- The School will implement the Early Years Numeracy Program.
- The Mathematics program will recognise individual differences and different learning styles and needs.
- Teachers will use a variety of modes of classroom activity, with an emphasis on applying skills to real life contexts.
- Learning technologies e.g. Mathletics, Rainforest Maths, will be used to enhance the program.
- Student progress will be monitored through the ongoing assessment and evaluation against the VELS progression points and in line with the school’s mathematics assessment schedule.
• Student’s progress in all dimensions will be reported in half and end-of-year academic reports, as well as in the School’s annual report.

• The Mathematics Committee will be responsible for preparing an annual program evaluation outlining achievements and areas for improvement. Areas for improvement will inform the following year’s program goals, implementation and budget recommendations.

• A budget that provides for the needs of the mathematics program will be developed by the Mathematics Committee and resourced by School Council.

• A staff member will be allocated the responsibility of coordinating the School’s mathematics program and budget.

• In Years 3-6, take-home mathematical activities which consolidate, revise or initiate thinking about a topic and will form a regular component of each child’s homework routine. The same mathematical tasks will apply across each year level. Where a student text book is used it will be at the year level of the student e.g. Year 3 student will use a year 3 textbook.

Evaluation
This policy will be reviewed as part of the school’s four-year strategic plan.