



MATHEMATICS POLICY

1. RATIONALE:
 - 1.1. Mathematics provides students with universal skills and knowledge enabling them to solve problems in areas such as science, technology, the arts, finance, and a range of everyday life activities.

2. AIMS:
 - 2.1. Students demonstrate useful mathematical and numeracy skills.
 - 2.2. Students solve practical problems with mathematics.
 - 2.3. Students develop knowledge of and aptitude in mathematics that provides for further study in this discipline.
 - 2.4. Students see mathematical connections and are able to apply mathematical concepts, skills, and processes in posing and solving mathematical problems.
 - 2.5. Students become confident in their personal knowledge of mathematics and their ability to apply what they know.
 - 2.6. Students feel able to acquire new knowledge and skills when needed.
 - 2.7. Students develop an understanding of the role of mathematics in life, society, work, and history.

3. IMPLEMENTATION AND GUIDELINES:
 - 3.1. The VELS document will be used as the guideline for the mathematics curriculum as held by school.
 - 3.2. Mathematics is part of the Discipline Based learning strand.
The dimensions within mathematics are
 1. Number (Prep to 6)
 2. Space (Prep to 6)
 3. Measurement, chance and data (3 to 6)
 4. Structure (3 to 6)
 5. Working mathematically (3 to 6)
 - 3.3. At NSPS the following approaches are used (but are not limited to)
 - * Published texts such as Signpost and Nelson
 - * Early Years numeracy
 - * Activity based maths
 - * Open ended questioning
 - * Concentrated practice of skills
 - * Catering for all students (gender, culture and ability)
 - * Teaching from a base of concrete experiences with abstract ideas linked to something familiar.
 - * That students have the opportunity to work cooperatively

4. ASSESSMENT:
 - 4.1. See Appendix 1

APPENDIX 1

Term	Year Level	Assessment Strategy	Assessment Timeline
Term 1	Prep	PEAP	
	Prep - 2	Early Years Numeracy Interview	
	Grade 1 and 2 at risk	Observation Survey	
	Grade 2	Waddington Spelling	
	Grade 3 – 6	South Australian Spelling Lexile Reading Test	
	Grade Prep -6	Observation of The Arts	
	Grade Prep – 2	Fundamental Motor Skills	
	Grade 3 – 6	End of Unit assessment – Humanities	
	Prep – 6	Ongoing teacher observations	
	Prep – 6	Parent / Teacher interviews	Week 3 or 4
Term 2	Grade 3 and 4	TORCH BURT	
	Grades 3 – 6	Signpost Diagnostic tests	
	Grades 3 – 6	End of Unit assessments – Humanities	
	Prep – 6	Ongoing teacher observations	
	Prep – 6	School reports	End of term
	Prep - 2	Early Years Numeracy interviews	
Term 3	Grade 3 and 5	AIM tests	July/August
	Prep – 6	Parent / Teacher interviews	
	Prep – 2	Ongoing teacher observations	
	Grade 3 – 6	End of Unit assessments – Humanities	
	Prep - 2	Early Years Numeracy interview	
Term 4	Prep – 2	Early Years Numeracy interview Benchmarking	
	Grade 2	Waddington	
	Prep – 6	On going teacher observations	
	Grade 3 – 6	TORCH SA Spelling test Signpost diagnostic	
	Prep – 6	School Reports	End of term

5. EVALUATION

- 5.1. This policy will be reviewed as part of the school's three year review cycle.