Not every child learns in the same way, at the same time or through the same processes. Jarrahdale PS is committed to improving the numeracy of all students and has embraced a whole school developmental learning approach to achieve this.

At Jarrahdale PS we believe that every child can learn mathematics to the best of their ability and that this should be an active and productive process.

**INSTRUCTION**

**Time Allocation**

DET Policy states that at least 50% of the day should be dedicated to programs directly linked to Numeracy and Literacy. It is recognised that a great deal of time will be spent in learning numeracy skills; teachers shouldn’t feel the need to skimp on numeracy to cover other areas as this is highly valued. Numeracy should be fun, integrated and taught in a variety of meaningful contexts.

**Opportunity to Learn**

Our programmes aim to provide authentic and hands on learning. Students are provided with opportunities to learn from their peers, discuss ideas and experiences which are integrated across learning areas and relevant to them. They are provided with ongoing opportunities to practise and select from a repertoire of strategies and apply mathematical knowledge and skills. Students are also supported in reflecting on their own learning.

**Connection and Challenge**

Our programmes seek to activate prior knowledge, build on and challenge current knowledge and ways of thinking. This allows teachers to gain an insight into student’s misconceptions and provide extension to all learners.

**Action and Reflection**

Practical applications across learning areas as well as making connections to other aspects of mathematics are a primary focus that underpins mathematical curriculum at Jarrahdale PS. Our range of programmes aspire to provide a meaningful, balance of learning experiences that enable students to become reflective learners, and are supported in knowing when / how to ask for assistance.

**Motivation and Purpose**

School should be the safest place to take risks and make mistakes without having the consequences of the real world. With this in mind, we encourage and support our students as risk taking and making mistakes is a vital part of the learning process. Our curriculum aims to offer opportunities and challenges to experience appreciation for, satisfaction and pleasure from mathematics. As articulated in mandated DET documents such as the Curriculum Framework and CAR policy, we aim to make learning purposes explicit to students.
Mathematics Policy

Inclusivity and Difference
We believe that maths is learnt in a sustainable way, that is, students are able to apply their understanding in different contexts. Existing knowledge is the starting point for learning and extending student knowledge. Learning experiences seek to provide challenges to student’s understanding of concepts so they will develop a deeper and more complete understanding and sense of ownership. Teaching staff are aware of cultural, class or gender differences which may impact on a child’s mathematical achievement.

Independence and Collaboration
Our curriculum provides opportunities for a range of collaborative and independent experiences including peer tutoring, investigative and challenging opportunities requiring perseverance. To encourage meaningful participation, students are supported in developing cooperative group behaviours.

Supportive Environment
Jarrahdale PS shared vision of mathematics endeavours to create a safe and supportive environment in which learners are encouraged to have a go and where they learn to flounder in a constructive way. Emphasis is placed on our students’ learning from one another, talking about and sharing their processes of alternative methods used to reach the answer / solution.

Assessment
All assessment needs to be valid, educative, explicit, fair and comprehensive in line with the DET curriculum and Assessment outline.

Classroom Assessment may consist of:
- Observation notes
- Checklists / rubrics / trackers / records of test results
- Curriculum achievement trackers
- Anecdotal records
- Annotated work samples
- Audio and Visual (including photographic and video) recordings
- Documented plans (IEP and GEP)
- Reflection sheets or journals
- Module reviews (from Texts)
- Teacher designed tests and marking keys
- Book work
- Oral and written responses

School Based Assessment
- SAIS Data (Semester Reports)
- Online Numeracy assessment (pre-primary, year 1 & 2)
- NAPLAN Yrs 3, 5 and 7
- Numeracy target data
- Diagnostic work package (Number)

SAER – GEP and IEPs to be included in the handover package. Copies of IEP’s to be placed in student LSC files as well.
Note: Please use the JPS IEP proforma
Mathematics Policy

Diagnostic Work Package - Number
Class teachers are expected to conduct the relevant tasks by week 6 of each term and record the data obtained on the appropriate class profile sheet. Copies of the completed profile sheets need to be given to the Maths Co-ordinator (Rebecca) in order for whole school data analysis to be conducted, no later than week 8 of each term. Each teacher is provided with a copy of the DT package for their year groups at the start of each year. Please refer to the JPS Mathematics Resource File for further details and see Rebecca if you have any questions.

Mathematics Handover Package
At the end of each school year, teachers will complete a handover package to provide the following teacher with relevant data on student achievement and concept focus. Please refer to the JPS Mathematics Resource File and handover package provided to teachers for further details / copy of this document.

Targets
Teachers of year 1-7 are expected to collect and complete target setting data for both semesters. This data is to be recorded electronically on the shared drive, no later than week 8 of term 2 and week 4. The targets reflect the achievement standards outlined in the Australian Curriculum and the priorities of the school.

Implementation of the Australian Curriculum
In accordance with JPS Australian Curriculum implementation plan, it is expected that teachers ensure programs reflect the Australian Curriculum content.

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Mathletics
Jarrahdale PS is registered for 100 Mathletics licenses. Year 1 – 7 students have their own Mathletics password allowing access to the program at school and home. It is expected that Mathletics is incorporated into class maths programs and is used a minimum of once a week. Kindy and Pre-Primary students will have shared access to the program to enhance their skills at school.

Reporting
All staff will follow JPS reporting outcomes schedule and the Department’s Assessment and Reporting Outline. In addition to using collated evidence and data, teachers must refer to the Department’s exemplars and achievement standards for each year level and aspect of maths to ensure that valid judgements are made.

Working as a collaborative team
These sessions will include moderation, discussion and sharing of mathematics in classrooms, issues, data analysis as well as professional development as required in accordance with our operational plan.