

Mathematics Policy

(Ratified by School Council: October 2026)

1. PURPOSE:

This policy is written to guide the teaching and learning of Mathematics at Glen Waverley Primary School. Mathematics teaches us how to make sense of the world around us through developing a child's ability to reason, problem solve, understand and build fluency. It enables students to understand and appreciate relationships and patterns in both the world around them and their everyday lives. Through their growing knowledge and understanding, students learn to appreciate that Mathematics influences in all aspects of our world.

The aims of teaching Mathematics at Glen Waverley Primary School are:

- To build numerate students that can see the purpose behind mathematical strategies and patterns.
- To understand that Mathematics can be learned through diligence and effort, to solve current and future problems.
- To promote enjoyment and enthusiasm for learning through practical experiences, exploration and discussion.
- To develop logical thinking and reasoning skills through a natural curiosity and investigative approach.
- To promote confidence and competence so that students develop positive mathematical identities and confidence with their achievements.
- To develop a practical understanding of how to effectively gather and present information.
- To develop a thorough knowledge and understanding of the Victorian Curriculum learning areas of Number, Algebra, Measurement, Space, Statistics and Probability.
- To develop an ability to solve problems through decision-making and reasoning in a range of contexts.
- To extend problem solving skills to deepen critical and creative thinking.
- To understand the importance of mathematical skills in everyday life.

2. GUIDELINES:

General

- A Mathematics Working Group will be formed each year, consisting of a teaching representative from each Year Level and led by the Learning Specialist for Mathematics.
- Budget expenditure is to be coordinated by the Learning Specialist Mathematics. They are responsible for allocation of funds and the purchase of resources to support whole school priorities.
- Planning will reflect the Victorian Teaching and Learning Model 2.0 and reflect the supported practice of learning undertaken in the classroom. Programs will inclusively cater for students where English as an Addition Language (EAL) as well as students that are part of the Program for Students with Disabilities (PSD) and Disability Inclusion (DI).
- The four proficiencies (Problem Solving, Understanding, Reasoning and Fluency) from the Mathematics Victorian Curriculum are achieved by the way content is explored or developed, that is, how students experience the thinking and doing of mathematics to

achieve mastery. This encourages students to think critically and apply knowledge to a wider range of real-world contexts.

- Assessment will be guided by the requirements set by the Whole School Approach to Data Literacy outlined in the Data Literacy Policy and accompanying assessment schedule based on the Victorian Curriculum achievement standards.
- Student data will be collected from a range of assessments to ensure data is a reflection of each students' abilities, which is accurate and utilised for future goal setting and curriculum planning. These assessments include, but are not limited to, NAPLAN, PAT Maths, summative and formative assessments.
- Moderation will be conducted by teachers in their level planning workshops to ensure consistent assessment and reporting within the Mathematics strands, as well as to effectively inform teaching and learning pathways for each term. The moderation of assessment is monitored and supported by the Mathematics Learning Specialists.
- Digital technology may be used as a complementary tool for the development of Mathematics, where appropriate in Levels 4-6.
- As outlined in the Curriculum Policy, a minimum of one hour of classroom instruction per day is devoted to the development of student mathematical mastery.

2.1- Mathematics and the Victorian Curriculum Version 2.0

The curriculum is organised into six strands. The strands group the content descriptions, to provide both a focus and a clear sequence for the development of related concepts and skills across levels.

The six strands are:

- Number
- Algebra
- Measurement
- Space
- Statistics
- Probability (commencing at Level 3).

It is a Department of Education requirement that Mathematics be taught from Foundation to Year 10 as a minimum.

IMPACT CURRICULUM SUITE

To support the Mathematics program at Glen Waverley Primary School, the use of the Impact Curriculum online suite has been implemented from Prep - Year 6. Utilising this program supports consistency in delivery and teacher confidence, ensures that mathematical knowledge and skills are systematically developed and built upon each year providing a coherent progression of learning across the school. Mathematical concepts are taught explicitly, sequentially and systematically, with knowledge and skills building progressively across each year level to promote mastery over time.

For further information regarding Impact Curriculum ref: <https://impactcurriculum.au/>

2.2- Planning, Assessment and Reporting

The planning of Mathematics at Glen Waverley Primary School is supported by a Pacing Calendar (scope and sequence) which is based upon the Victorian Curriculum – Mathematics Version 2.0 ref: [Mathematics - Victorian Curriculum F–10 \(vcaa.vic.edu.au\)](https://www.vcaa.vic.edu.au/Victorian-Curriculum/Mathematics/Version-2.0/).

The proficiency strands *Understanding, Fluency, Problem Solving and Reasoning* are developed across the six strands. The proficiencies reinforce the significance of working mathematically and how content is experienced through retrieval and application of knowledge. They provide the language with which to build developmental aspects of the learning of Mathematics.

Whole school planning at Glen Waverley Primary School is an integral part of the improvement process involving four key stages:

1. *Gathering and analysing data* – this includes students' achievements and learning needs, encompassing both formative and summative data.
2. *Planning for improvement* – includes breadth and balance in Curriculum planning
3. *Teaching and learning* – includes student agency, learning outcomes and curriculum delivery
4. *Assessment and reporting* – as outlined in the GWPS Assessment and Reporting Policy

3. IMPLEMENTATION:

3.1- Timetabling

The teaching of Mathematics is timetabled to occur in each class for a minimum of one hour per day, five days per week. This includes embedding Mathematics in other areas of the curriculum, where possible.

The school's instructional model for explicit instruction and mastery (reflecting the Victorian Teaching and Learning Model 2.0) applies to the teaching of Mathematics from Foundation-Year 6.

Every Mathematics session includes Daily Review, Prior Knowledge, Vocabulary, Explicit Instruction, Guided Practice and Independent Learning that caters to a range of ability levels in the classroom.

3.2- Lesson Structure

The effective teaching of Mathematics incorporates a whole school approach with a common lesson structure. Each mathematics lesson is to be based on the upon the *Explicit Teaching* component in the Victorian Teaching and Learning Model 2.0. Which includes Daily Review, Activating Prior Knowledge, Key Vocabulary, Explicit Instruction, Guided Instruction and Independent Practice.

Phase	Time Allocation (guide only)	What?	Why?
Daily Review	10 minutes	A short (10 minutes) session at the beginning of a class where learners interact with various previously learned skills in various contexts.	Learners practise and reinforce previously learned skills and concepts. It helps build knowledge and fluency and transfers knowledge into long term memory.
Activate Prior Knowledge	1-2 minutes	A brief, deliberate task or prompt that helps students	To strengthen memory, make connections to new

		recall what they already know that links to the current learning.	learning and ensure students have the foundation they need to engage with the lesson. Activating prior knowledge reduces cognitive load, boosts confidence and supports students to build on what they already understand.
Key Vocabulary	1-2 minutes	A small set of essential mathematical words explicitly taught, displayed and used consistently throughout the lesson to support accurate understanding and communication.	Students develop precise language for thinking and talking about maths. Explicit vocabulary teaching strengthens comprehension, supports working memory and ensures all learners, including EAL students, can access and articulate key concepts.
Explicit Instruction (I do) + Guided Instruction (We do)	20 minutes + 10 minutes	A structured teaching sequence where the teacher models the concept or skill (I do), guides students through shared practice (We do).	To ensure students learn new skills with clarity and support. This approach reduces cognitive load, builds confidence step-by-step and allows all students to gradually take ownership of their learning with scaffolds that fade as independence grows.
Independent Practice (You do)	20 minutes	Students explore learned skills during explicit instruction part of a lesson. They practise skills, apply concepts, check their work and reflect on mistakes to deepen understanding. During this time, the teacher actively moves around the room, checking progress, providing targeted support and responding to student needs promptly.	Independent learning in mathematics helps students take ownership of their learning and develop persistence when working through challenges. With the teacher circulating to provide prompt, targeted support students stay on track and misconceptions are addressed as they arise. This approach also builds independence and prepares students to apply their skills confidently in assessments and real-world contexts.

Students with additional educational needs may have their mathematical learning goals documented in an Individual Education Plan (IEP) to further support their achievement and promote opportunities for learning success.

In accordance with the Digital Technologies Policy, the teaching of Mathematics is to provide students with access to relevant technology to enhance their learning.

In accordance with the Home Learning Policy, the content of Mathematics is to be embedded where possible as a Home Learning Task from Foundation to Year 6. These tasks should build upon understanding already taught within the classroom, providing students with an opportunity to further consolidate their learning.

3.3- Assessment and Reporting

The assessment and reporting of Mathematics is conducted in line with the Assessment and Reporting Schedule.

At Glen Waverley Primary School, diagnostic assessment is gathered from students where they can demonstrate learning via concrete, pictorial and abstract representations. PAT testing is our primary source of data which is conducted each semester. Student data is transferred into new class groups at the beginning of the school year, so teachers are provided with current and relevant data. Students also engage in an assessment task at the end of each unit of learning to track students' abilities to retain, retrieve and progress towards mastery.

Each semester as part of a student report, the school provides families with a documented report which assesses the student's progress against the six content strands from the Mathematics Victorian Curriculum, appearing as an aggregated progression point, apart from F-2 where Probability only commences at Level 3. Teacher comments will be based on the student's ability to demonstrate growth in mathematical learning in all applicable strands and will reflect their achievements.

3.4- Mathematics Working Group

The Mathematics Committee will be formed each year, known as the 'Mathematics Working Group'. It will consist of at least seven members of teaching staff, representing each year level from Foundation to Year 6 and will be led by the Learning Specialist(s) for Mathematics. The Learning Specialist will also be a member of the School Executive Team. The Mathematics Working Group meets on a regular basis, outlined in the Professional Learning and Meeting (PL&M) schedule to discuss curriculum matters and monitor progress against goals outlined in the School Strategic Plan (SSP) and the Annual Implementation Plan (AIP).

3.5- Budget Expenditure

The Mathematics Sub-Program Budget is to be managed by the Maths Learning Specialist(s). The funds available to the team may vary in accordance with whole school priorities and the distribution of funds as outlined in the annual Student Resource Package, Indicative Budget and Confirmed Budget.

4. RELATED LEGISLATION:

Department of Education

[Early Childhood - Department of Education, Australian Government](#)

Department of Education Curriculum Policy

<https://www2.education.vic.gov.au/pal/curriculum-programs/policy>

Victorian Curriculum and assessment Authority (VCAA)

<https://f10.vcaa.vic.edu.au/>

Australian Curriculum and Assessment and Reporting Authority (ACARA)

<https://www.acara.edu.au/>

Council of International Schools (CIS)

<http://www.cois.org/>

5. RELATED POLICIES:

Curriculum Policy

Data Literacy Policy

Home Learning Policy

Digital Technologies Policy

6. POLICY EVALUATION:

Evaluation will be conducted every two years by the Mathematics Working Group

7. DUE DATE FOR REVIEW:

Due for review: October 2028.