



ASPIRI MATHEMATICS POLICY DOCUMENT

Mathematics Policy

Purpose

At Aspiri Primary School, our vision is to empower every student to become a confident, creative, and critical mathematical thinkers. We strive to foster a deep understanding of mathematical concepts through meaningful connections to real-world contexts and prior knowledge. Guided by the Western Australian Curriculum: Mathematics, we are committed to ensuring consistency, high expectations, and excellence in teaching, learning, and assessment. Our goal is to inspire learners to approach challenges with curiosity, flexibility, and problem-solving skills that prepare them for the opportunities of the 21st century.

Rationale

Mathematics is essential for students to become confident, creative individuals and active, informed citizens. At Aspiri Primary School, we believe all students can learn mathematics and should be supported to achieve their personal best through inclusive, engaging, and evidence-based teaching practices.

Curriculum Alignment

Mathematics will be taught in accordance with the **Western Australian Curriculum**, which includes three content strands and four proficiency strands:

Content Strands:

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

Proficiency Strands:

- Understanding

- Fluency
- Problem Solving
- Reasoning

Teaching and Learning

Planning

- Teachers plan collaboratively using school scope and sequence documents and SCSA resources.
- Units of work are differentiated to meet diverse learning needs.
- Cross-curricular links and real-life applications are encouraged.
- Integrating content and proficiency strands.
- Teachers create learning sequences that build deep understanding.

Instruction

- A balance of explicit teaching, guided practice, and independent learning.
- Use of concrete, pictorial, and abstract representations (CPA approach).
- Incorporation of mathematical language and discussion.
- Emphasis on reasoning and problem-solving, not just computation.

Resources and Tools

- Use of hands-on materials (e.g. base-ten blocks, clocks, measuring tools).
- Technology integration (e.g. iPads, interactive whiteboards, math software like Mathletics or Essential Assessment).
- Learning support for students at risk and extension opportunities for high achievers.

Assessment and Reporting

Formative Assessment

- Regular use of questioning, observation, and class activities to inform teaching.
- Use of learning intentions and success criteria.

Summative Assessment

- Moderated common assessments.
- Use of PAT Maths (Progressive Achievement Tests) and NAPLAN data for Years 3 and 5.
- On-Entry Assessment - Pre-Primary

Reporting

- Twice-yearly formal reports using A–E grading (Years 1–6).
- Ongoing feedback to students and parents.
- Parent-teacher interviews.

Inclusion and Equity

- Curriculum differentiation to support EAL/D students, students with disability, and those requiring learning adjustments.
- Use of Individual Education Plans (IEPs) or documented plans as needed.
- Promotion of gender equity and cultural inclusivity in content and examples.

7. Professional Development

- Teachers engage in ongoing professional learning aligned with the WA Curriculum and school priorities.
- Regular staff meetings and COPs (Communities of Practice) support reflective practice.

Roles and Responsibilities

- **Principal:** Oversees implementation and resource allocation.
- **Mathematics Leader:** Supports curriculum delivery, mentoring, and data analysis.
- **Teachers:** Plan, teach, assess and reflect on mathematics learning.
- **Mainstream Allied Professionals:** Support targeted interventions and in-class learning.

Review Cycle

This policy will be reviewed **every 3 years** or as needed to reflect curriculum updates and school priorities.

Date of Review	Reviewing Officer	Date Submitted	Next scheduled Review
January 2026	Kim Snowden		Term 1 2029