

We believe that fluent and creative problem solvers will be able to apply mathematical concepts confidently to real life situations.



CURRICULUM

Australian Curriculum

- Content strands – Number and Algebra, Measurement and Geometry, Statistics and Probability
- Proficiency strands – Understanding, Fluency, Problem Solving, Reasoning

Maths Vocabulary

- Aligned to the Australian Curriculum and Natural Maths, building stage appropriate maths vocabulary

Minimum Instruction Time

- 300 minutes per week

PEDAGOGY

Natural Maths Coaching

- Maths coaching in classrooms, with a focus on Mathematical Mindsets

Problem Solving

- 6S – Search, Sort, Seek, Select, Solve, Sense
- STAR – Sort out, Think about, Action, Reflect on

SA TfEL Framework

- A resource for developing quality teaching and learning

Mathematical Mindset

All students can learn mathematics to a high level by teaching growth mindset and brain science. Teaching based on these principles dramatically increases students' maths achievement.

Assessment for Learning

- Clear learning intentions, differentiated success criteria and use of formative and summative assessment

Natural Maths

- Mental routines and Problematised Situations

ASSESSMENT

Westport Number Teaching Sequence Continuum

- Number Continuum based on Natural Maths strategies to track individual student progression, highlight achievement

Natural Maths Strategy Lists

- R-2 students – glued in diaries

Trusting the Count

- One on one interviews, Reception and Year 1 students, beginning Term 1 and end Term 4

Maths Subitising Tool

- One on one interviews, Reception and Year 1 students, beginning Term 1 and end Term 4

Individual Targets

- R-7 – short term improvement targets for number based on individual performance, assessed every term

PAT Maths Online

- Years 1-7

Subitising Tracking Tool

- Reception students, Week 4 Term 4

NAPLAN

- Years 3 and 5

ICAS Maths

- Optional

Top 5 – Years R-6

- Displayed in all students' maths books, R-3 as a colour coded cover page
- Each Top 5 to begin with 'I can, then verb-...'
- Differentiation to be shown within brackets
- Number 5 – real life problem related to the topic
- Teacher's Top 5 to be saved in T drive

Years R-2

- Top 5 will be displayed in classroom for student/teacher reference
- Top 5 shared with parents on Seesaw at the beginning of a new unit
- Selected tasks, in Maths books, will have task sheets with a WALT directly from the Top 5 - teacher indicates achievement highlighting with traffic lights: green-achieved, orange-with support, red-not achieved
- Students use traffic light stamp and colours to reflect on their completion of the task according to the WALT

Years 3-6

- Teachers highlight: with support or independently to identify student achievement
- Students reflect on their understanding and achievement at the end of each lesson using: 1-Not yet or 2- do this with HELP or 3- do this on my OWN or 4- I can TEACH this to someone

TARGET PROGRAMS

Intervention Programs

- Quicksmart Maths - Years 4-6
- Dyscalculia Solutions
- Natural Maths Strategies

Maths Enrichment

- Students Years 2-6 requiring extension, working together on problem solving tasks

COMMUNITY ENGAGEMENT

- Individual number targets sent home each term informing parents and caregivers of their child/ren's current target
- 'What's Your Problem?' community board
- Parent information sessions