

Mathematics 2015

At St Thomas Aquinas we aim to empower our students with the problem solving skills that will enable them to succeed when faced with real life experiences. We aim to cater to individual learning styles by incorporating different methods of teaching within each lesson. We utilise a wide variety of processes such as co-operative learning groups, individual work, learning centres, inquiry based lessons, teacher instructed and student directed lessons, that cater for the kinesetic, visual and auditory learners.

The students' Maths experiences are connected to real life understandings. The students are required to be interactive, hands on, and relational, and each lesson concludes with students demonstrating their acquired knowledge in practical ways.

We recognise that Mathematics is an integral part of our existence. It enhances our understanding of our world and our involvement in society. St Thomas Aquinas incorporates a variety of learning aids for the students and values the principles outlined in the Catholic Education Curriculum, Pedagogy, Assessment & Reporting document
<http://cg.catholic.edu.au/parents/curriculum/curriculum-pedagogy-assessment-reporting/>

We believe problem solving empowers students to think critically and laterally. We understand that each student learns differently and recognise each individuals learning style and provide for them. We are guided by the Australian Curriculum Document which *sets consistent national standards to improve learning outcomes for all young Australians*.
<http://www.australiancurriculum.edu.au/mathematics/curriculum/f-10?layout=1>

We utilise a variety of manipulatives such as apps for the Ipads and concrete materials such as connecting cubes and MABs. We use interactive websites to enhance the learning experience of the students. The Count Me In Too (CMIT)
<http://www.curriculumsupport.education.nsw.gov.au/primary/mathematics/countmeintoo/index.htm> and Australian Association of Mathematics Teachers (AAMT) <http://www.aamt.edu.au/> websites are used to assist teachers to broaden their knowledge of how children learn mathematics by focusing on the strategies students use to solve arithmetic tasks.