Government of **Western Australia**
School Curriculum and Standards Authority

Learning area organisation

Mathematics

Aims

- Develop confident, creative users of mathematics who can investigate, interpret, and apply skills in life, work, and citizenship
- Develop deep understanding and fluency in mathematics, enabling students to pose problems, solve them, and reason effectively
- Recognise connections between mathematics and other disciplines, appreciating it as an accessible and enjoyable subject
- Develop confidence to select and use digital tools appropriately and efficiently to support problem-solving and data analysis

Proficiencies

Understanding ↔ Fluency ↔ Problem-solving ↔ Reasoning

Content strands

Number and algebra
- Understanding number
- Calculating with number
- Understanding equalities and inequalities (Pre-primary–Year 6)
- Linear and non-linear equalities and inequalities (Years 7–10)
- Patterns and relationships (Pre-primary–Year 6)
- Linear and non-linear patterns and relationships (Years 7–10)
- Algebraic techniques (Years 7–10)
- Financial mathematics
- Modelling with number (Pre-primary–Year 6)
- Modelling with number and algebra (Years 7–10)

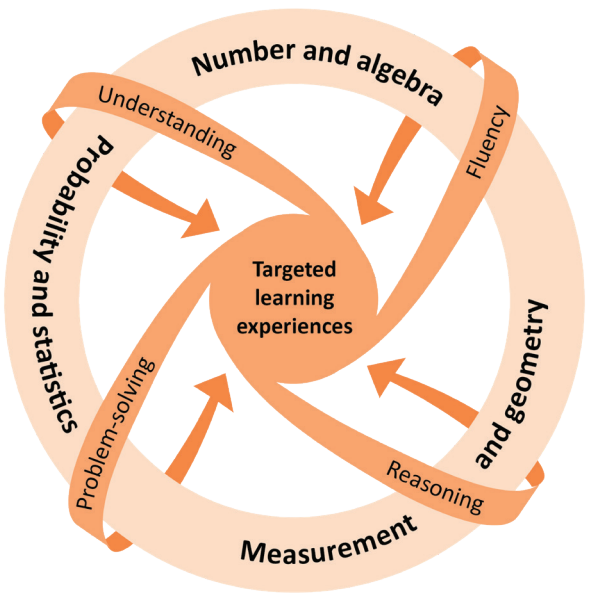
Measurement and geometry
- Two-dimensional space and structures
- Three-dimensional space and structures
- Non-spatial measurement
- Modelling with measurement and geometry (Years 4–10)

Probability and statistics
- Probability (Pre-primary–Year 6)
- Statistics (Pre-primary–Year 6)
- Probability and statistics (Years 7–10)
- Modelling with probability and statistics (Years 7–10)

Key messages

- Mathematics is taught through targeted learning experiences that simultaneously develop students' content knowledge and proficiencies as shown in the Ways of teaching diagram.
- Targeted learning experiences encourage students to think deeply, communicate effectively, work collaboratively, take ownership of their learning, and grow in confidence, curiosity, and resilience.
- Programs are designed to develop content and proficiency together, focusing on key concepts, connecting past, present, and future learning, and building on students' prior knowledge with targeted support where needed.
- Learning experiences are inclusive, purposeful, and developmentally appropriate, promoting problem-solving, communication, and mathematical literacy through accessible, differentiated activities and the use of meaningful representations.
- The examples clarify content and set the pitch, they provide suggestions of ways to teach the content descriptions but are not mandated.
- The School Curriculum and Standards Authority provides support materials on the extranet in the form of Teaching, learning and assessment exemplars, Assessment activities and the Judging standards.

Ways of teaching



Plan — Teaching, learning and assessment program ↔ **Teach** — Rich and meaningful learning experiences ↔ **Assess** — Formative and summative assessments