## Teaching and Learning Site Improvement Plan 2015

<table>
<thead>
<tr>
<th>What do we want to achieve? (Successful Learners)</th>
<th>How will we know our students are successful learners? (Evidence and Data)</th>
<th>What key strategies and plans can we put in place to get there?</th>
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| From the Melbourne Declaration                    | The number of students achieving a DECD ‘C’ level in maths grows by 30% for each year level 3-7 as measured by PAT-M testing. 80% of Year 1 and 2 students achieve Stanine 4 and above as measured by PAT-M testing. 80% of Reception students achieve mastery of all relevant skills as measured by the Monash Primary School Maths Competencies for Reception students. 80% of Years 3, 5 and 7 students achieve a DECD ‘C’ standard as measured by NAPLAN. 100% of Years 5 and 7 students achieve medium or upper growth in maths as measured by NAPLAN. | Professional Development opportunities:  
  - Mike Chartres T&D  
    o 3 x session for 4 teachers.  
    o PLC with partnership schools.  
    o 3 x staff meetings per term.  
    o PDP development  
  - Online Compass Tool.  
  - Formative assessment strategies.  
  - TFEL & Learning Design.  
  Develop a Whole School Agreement about teaching Mathematics at Monash (“Guidelines for Mathematics – Agreed Practices”) and monitor its implementation by teachers.  
  Implement a shared planning, Coach/Colleague observation and feedback cycle.  
  Facilitate inservice sessions for SSOs to help them understand and gain practice in quality maths pedagogy.  
  Facilitate Parent Workshops to help families to support maths learning at home.  
  Ensure all teacher Performance Development Plans include a focus on improving maths pedagogy. |
| Our aim at Monash Primary is to develop successful learners. We know successful learners: Effectively communicate ideas. |                                                                 |                                                                 |
| Learn and plan collaboratively. Are motivated by and are comfortable with challenge. Use a range of resources to solve problems. Reflect on their learning in the context of how they learn and how they construct knowledge. |                                                                 |                                                                 |
| Apply new learning in a variety of contexts. |                                                                 |                                                                 |