



GRANGE SCHOOLS Site Learning Plan 2008—2010

Strategic direction—Developing an optimistic, respectful and dynamic community of learners

Focus: Maths and Numeracy

Sustainable outcome	Process outcomes	Student learning outcomes
<p><i>To improve learning outcomes in Mathematics and raise the level of Numeracy</i></p>	<p>We will:</p> <ul style="list-style-type: none"> develop assessment tasks that provide challenge and require deep knowledge and understanding to evaluate achievement (eg Quality Teaching Model) develop common understanding of year level expectations/outcomes, and develop consistency through moderation provide professional development around knowledge, concepts and pedagogy use a range of e-learning tools to teach Mathematics (eg Interactive White Board) provide students with rich tasks that draw clear connections with contexts within and outside the classroom (eg Quality teaching model) audit existing student maths resources and ensure students and teachers have access to appropriate resources to support student mathematical thinking explicitly teach higher order thinking skills to solve problems explicitly make the connections between Mathematics and Numeracy across other curriculum areas develop a Maths/Numeracy audit of skills, understanding and knowledge required at each year level analyse baseline & LAN data to determine needs of students and target gaps staff use common diagnostic assessment tools to identify students at risk and provide support (e.g First Steps and Nelson Assessment kit) explicitly teach the vocabulary and literacy of Mathematics and model it in context. 	<ul style="list-style-type: none"> Increased knowledge and skills in Mathematics. Access to a broad and deep curriculum in Mathematics that is engaging and relevant. A positive attitude to Mathematics and its application. The ability to analyse, critically respond to and use Mathematics in everyday situations. Student achievement and progress measured via R-7 Numeracy Audit. Individual learning needs identified and addressed. A common mathematical vocabulary to discuss, explain and represent thinking.

Professional Principles for Quality Teaching

Grange teachers are committed to improving learning outcomes and support the well-being of all students by ensuring:

- the teaching and learning environment engages students and promotes independence, interdependence and self motivation
- students are challenged and supported to develop deeper levels of thinking, understanding and application
- teachers have knowledge and deep understanding of the curriculum
- teachers are committed to developing quality pedagogy supported by high expectations
- quality Assessment practices are an integral tool in the teaching and learning process
- the class and school learning environments are safe, supportive and productive
- students' needs, backgrounds, perspectives and interests are considered and supported in the learning program
- learning connects strongly with the wider community.

Grange teachers are supported to achieve these principles through quality professional development

Focus: Electronic Learning

Sustainable outcome	Process outcomes	Student learning outcomes
<p><i>To improve student understanding and critical use of electronic learning tools to maximise learning outcomes</i></p>	<p>We will:</p> <ul style="list-style-type: none"> ensure staff have an understanding of a range of electronic learning tools and their relevance to student learning provide a variety of opportunities for students to demonstrate their knowledge and understanding using electronic learning tools model and promote current understanding of electronic learning to the school community to support student learning provide professional learning on Interactive White Board use and other electronic learning tools to transform pedagogy and practice map Information and Communication Technology skills on a year level continuum to inform teaching practice experiment and apply Information and Communication Technology use in planning for teaching and learning, assessing and reporting explicitly teach the skills necessary to effectively and responsibly use and apply a range of electronic tools identify and explicitly teach how to critically evaluate information and data gathered from a variety of electronic learning sources update, increase, manage the electronic learning resources to ensure access to a diverse range of current learning technologies. 	<ul style="list-style-type: none"> Students understand, analyse and use a range of electronic learning tools to support and demonstrate their learning. Students use electronic learning tools creatively to achieve an end product. Students use electronic learning to increase productivity and efficiency. Students demonstrate a positive and responsible attitude to electronic learning tools and their application. Students use critical literacy and numeracy skills to access and validate electronic information.