

# Mawson Primary School

Network: South Canberra/ Weston

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## Action Plan 2022

### The purpose of this document

This is a working document and should be read in conjunction with, and flows directly from our School Improvement Plan which articulates:

- a commitment to the Education Directorate's three Strategic Indicators for 2018-2021
  - > *To promote greater equity in learning outcomes in and across ACT public schools*
  - > *To facilitate high quality teaching in ACT public schools and strengthen educational outcomes*
  - > *To centre teaching and learning around students as individuals*
- our priorities, as informed by the Directorate's Strategic Indicators, School Review findings and analysis of multiple sources of evidence are:

**PRIORITY 1:** To improve reading attainment with an emphasis on extension.

**PRIORITY 2:** To improve student attainment in Mathematics with emphasis on growth in Kindergarten and extension in all years.

**PRIORITY 3:** To develop students who are assessment capable visible learners.

This Action Plan (AP) translates the actions to be taken in the current year of our five-year school improvement cycle, continuing the emphasis on:

- improving student outcomes

- monitoring and implementation of an inquiry approach to action school improvement
- monitoring and inquiry to inform daily teaching
- identification and mitigation of risks to the delivery of our five-year School Improvement Plan.

## Changes affecting our school's annual planning

What challenges, changes or risks have been identified since the inception of your current five-year School Improvement Plan that could affect its delivery?

- Inducting any new staff
- Staff absenteeism
- Upskill staff to interpret and analyse data
- Upskill staff in differentiation
- 50/50 Mandarin immersion program

## Our school's approach to inquiry and professional learning communities

With a focus on improving student learning, what methods will you use to engage all staff in an inquiry approach within professional learning communities?

### **Mawson Primary School definition of PLCs:**

A group of educators who are committed to working collaboratively by engaging in professional dialogue that is 'solution focused' and reflective, to achieve a common goal.

### **Purpose:**

To improve student achievement for ALL.

### **Our PLCs in 2020:**

English, Mathematics, Visible Learning, PBL, School Improvement Team

## STRATEGIES AND ACTIONS

**Priority 1: To improve reading attainment with an emphasis on extension.**

### STRATEGY

Every teacher will identify students that need to be extended and will have extension activities in their literacy programs.

What <u>resources</u> are needed?	Who will <u>lead</u> this action?	What will be <u>produced</u> to support this action?	How will this action <u>impact</u> on student learning?
<b>ACTION:</b> Build teacher knowledge of extension strategies and their capacity to differentiate.			
<ul style="list-style-type: none"> <li>Develop teacher understanding of differentiation through building their capacity to unpack assessment data on each student, understand gaps in student learning and offer multiple means for students to represent what they know.</li> <li>Professional learning for whole staff around high impact strategies to maximise student learning including surface, deep and transfer success criteria.</li> <li>Professional learning for whole staff on understanding and designing surface, deep and transfer learning.</li> <li>Teachers will apply extension strategies recommended in the F&amp;P resource in their classrooms with students reading above level 30.</li> <li>Teachers will regularly conference with students formally and informally to determine</li> </ul>	<ul style="list-style-type: none"> <li>Team Leaders</li> <li>Classroom Teachers</li> <li>Exec team and expert teachers</li> <li>Duncan</li> <li>Laurel and Liz</li> </ul>	<ul style="list-style-type: none"> <li>Programs that include extension activities.</li> <li>Walk through data that shows evidence of extension.</li> <li>Smart goals which identify students needing extension and strategies to support them.</li> <li>Students who know where they are in their learning and can set personal reading goals when conferring with their teacher.</li> </ul>	<ul style="list-style-type: none"> <li>All students will make reading growth.</li> <li>Students demonstrate reading skills that place them in the top two bands in Year 3 &amp; 5 in NAPLAN.</li> <li>An increase in the number of students who show greater than expected growth in NAPLAN.</li> <li>All students will be observed setting quality personalised reading goals and will be able to articulate their goal and</li> </ul>

<p>where they are at and what their next steps are.</p> <ul style="list-style-type: none"> <li>Professional learning for teachers in Year 3-6 on cooperative reading and high impact strategies such as comparing novels, comparing characters and analysing language.</li> <li>Professional learning for teachers in Year K-2 about how to include high impact strategies with a focus on extension.</li> <li>Professional learning for preschool teachers about effective read aloud and questioning strategies.</li> </ul>	<ul style="list-style-type: none"> <li>Fenella, Elizabeth, Leanne, Fiona</li> <li>Laurel and Liz</li> <li>Laurel</li> </ul>		<p>strategies that will help them achieve their goal.</p>
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***Priority 2: To improve student attainment in Mathematics with an emphasis on growth in kindergarten and extension in all years.***

**STRATEGY**

Develop teacher understanding of how to extend students in Mathematics through providing appropriate levels of challenge.

What <b><u>resources</u></b> are needed?	Who will <b><u>lead</u></b> this action?	What will be <b><u>produced</u></b> to support this action?	How will this action <b><u>impact</u></b> on student learning?
<b>ACTION:</b> Deliver a professional learning program around high impact teaching strategies to differentiate learning.			
<ul style="list-style-type: none"> <li>Whole staff participation in Visible Learning PL <i>How students learn: High impact strategies to maximise students learning.</i></li> </ul>	<ul style="list-style-type: none"> <li>Lyn Coote from Corwin.</li> </ul>	<ul style="list-style-type: none"> <li>Programs that include evidence of surface, deep and transfer learning.</li> </ul>	<ul style="list-style-type: none"> <li>Extension opportunities for students</li> </ul>

<ul style="list-style-type: none"> <li>● Re-visit the Mathematics practices developed by the Maths PLC, during professional learning time.</li> <li>● All staff participate in Mathematics Book study and complete a mini action research project to be presented to colleagues in early Term 4.</li> </ul>	<ul style="list-style-type: none"> <li>● Duncan.</li> <li>● Executive and teachers.</li> </ul>	<ul style="list-style-type: none"> <li>● Programs that evidence high impact strategies.</li> <li>● Walkthrough data.</li> <li>● Mathematics workshops based on staff needs.</li> <li>● Presentations</li> </ul>	<ul style="list-style-type: none"> <li>● Opportunities for students to participate in Mathematic lessons that will provide enrichment and appropriate levels of challenge.</li> <li>● Increased student engagement in Mathematics.</li> <li>● An increase in the number of students who show greater than expected growth in NAPLAN and PAT Mathematics.</li> <li>● All students will be observed setting quality personalised mathematic goals and will be able to articulate their goal as well as strategies that will help them achieve their goal.</li> </ul>
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### Priority 3: *To develop students who are assessment capable visible learners.*

#### STRATEGIES

1. Ensure that all students can describe the last assessment they have done and know how well they have done in that assessment in order to set personal learning goals.

What <u>resources</u> are needed?	Who will <u>lead</u> this action?	What will be <u>produced</u> to support this action?	How will this action <u>impact</u> on student learning?
<b>ACTION:</b> All teachers will conference with students to share assessment results and set personalised learning goals.			
<ul style="list-style-type: none"><li>• Professional discussions around how to share data with students as part of team meetings.</li><li>• Further professional learning and sharing of best practice in conferencing.</li><li>• Agreed systems and processes for conferencing to set goals.</li></ul>	<ul style="list-style-type: none"><li>• Fenella</li><li>• Liz</li><li>• Teachers</li></ul>	<ul style="list-style-type: none"><li>• Presentations from experts within our staff about how they set goals with their students.</li><li>• Consistent whole school practice around conferencing to provide students with immediate feedback and support in setting and monitoring goals.</li><li>• Records of conferences happening.</li></ul>	<ul style="list-style-type: none"><li>• Students can articulate their learning goals and strategies they will use to achieve their goal.</li><li>• Student voice in goal setting.</li><li>• Students understand the assessment they undertake and what their next steps are.</li></ul>

2. Embed a culture of giving, receiving, seeking and acting on feedback at Mawson Primary School.

What <u>resources</u> are needed?	Who will <u>lead</u> this action?	What will be <u>produced</u> to support this action?	How will this action <u>impact</u> on student learning?
<b>ACTION:</b> Continue to refine feedback practices by including task, process and self-regulation feedback.			
<ul style="list-style-type: none"> <li>Continued professional discussion around the levels of feedback and peer and self-assessment and how to incorporate it into the teaching and learning cycle during collaborative planning.</li> <li>Continued professional discussions around including time for feedback to students in the regular teaching and learning cycle.</li> <li>Professional readings as stimuli underpinning the 2022 PLC model.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers</li> <li>Team leaders &amp; teachers</li> <li>Executive Team providing to teachers and/or teachers sharing.</li> </ul>	<ul style="list-style-type: none"> <li><i>Feedback at Mawson Primary School</i> section included in the Teaching and Learning Handbook.</li> <li>Teachers and students that actively seek feedback and act on it.</li> </ul>	<ul style="list-style-type: none"> <li>Students will understand what effective feedback looks like, what the purpose of feedback is and will also be able to give feedback to their peers and their teachers.</li> <li>Students will get regular, personalised feedback specific to their learning goals and next steps.</li> <li>Students will seek feedback about whether they have reached their goal.</li> </ul>