

Mawson Primary School

Network: South/Weston

School Improvement Plan 2019 - 2023

OUR SCHOOL'S IMPROVEMENT AGENDA POSITIONED WITHIN THE DIRECTORATE'S STRATEGIC PLAN

VISION

Education Directorate vision: *We will be a leading learning organisation where people know they matter.*

How will the Education Directorate's vision gain life within your school's context?

School vision:

Our vision is to be an exemplary bilingual school where everyone is inspired and empowered to do their best.

MISSION

Education Directorate's mission: *We develop and deliver educational services to empower each child and young person in the ACT to learn for life.*

How will the Education Directorate's mission gain life within your school's context?

School mission:

Our mission is to deliver quality English and Mandarin learning experiences that support students to be lifelong learners in a culturally diverse world.

VALUES

Education Directorate's Values: *Respect, Integrity, Collaboration, Innovation.*

School values:

Safety, cooperation, acceptance, respect, friendliness

EDUCATION DIRECTORATE'S STRATEGIC GOALS FOR 2018-2021

- *Schools where students love to learn*
- *Investing in early childhood*
- *Evidence informed decisions*
- *Learning culture*
- *United leadership team*

EDUCATION DIRECTORATE'S 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 IMPROVEMENT PRIORITIES

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

What will the experience of students be like through implementation of this priority at the completion of our five-year school improvement cycle?

Students will understand that reading performance is a life skill that enables most learning. Students will read for pleasure and purpose. Students will understand that the teacher's role is to provide modelling and feedback. Teachers will establish Mawson Primary School's shared beliefs about reading. They will collaborate in year level teams to plan, teach and reflect on their practice. Teachers will collaborate to analyse data to inform their teaching and identify students who have already met benchmark reading levels and require extension. An effective RTI model will increase the number of students reaching benchmarks in reading. Students will all set personalised reading goals and teachers will have the strategies to lead students to reach their goals.

Targets / Measures to be achieved by 2023.

Student learning data

Target or measure	To reach the second quartile of like schools in Year 5 reading in the NAPLAN similar schools' comparison.
Source	NAPLAN similar schools' graphs
Starting point	NAPLAN reading mean performance has been in the fourth quartile in comparison to like school over the past four years.

Target or measure	To increase the number of students in Years 1 to 6 at standard or above in PAT Reading to 75%
Source	PAT – R data Term 1 2019
Starting point	Current data indicates that 47.34% of students are performing at level.

Target or measure	To increase the number of students who demonstrate above average growth in reading in PIPs to 25%
Source	PIPS data (2016,2017,2018)
Starting point	Current data indicates that only 17% of Kindergarten students make above average growth in reading in PIPs.

Target or measure	To decrease the number of students who make less than expected growth in reading in Year 5 NAPLAN to 15%
Source	NAPLAN reading data
Starting point	Current data (the average of 2016, 2017 and 2018) indicates that 30.6% of students are making less than expected growth

Target or measure	To increase the number of students who reach PM benchmark levels in reading to 90%
Source	PM benchmark data
Starting point	Current data indicates that 76% of students are meeting benchmark reading levels

Perception Data

Target or measure	To be 10% above the ACT "school type" mean" in Staff and Student Satisfaction Survey Items: <ul style="list-style-type: none"> ➤ Staff: <i>Teachers at this school use results from system testing and system processes to inform planning.</i> ➤ Student: <i>My teachers provide me with useful feedback about my work.</i>
Source	School Satisfaction Surveys
Starting point	We considered the average of the past 3 years' Satisfaction Survey responses (all which were greater than 10% below system mean for the above items)

Target or measure	All students have learning goals for reading
Source	Student Satisfaction Survey
Starting point	Current data indicates that 35.5% of students strongly agree that they have learning goals that help them to be successful. <i>I have learning goals that help me to be successful.</i>

Target or measure	All students indicate that they know where they are going and what they are aiming for in their learning.
Source	Student Satisfaction Survey
Starting point	Current data indicates that 44% of students strongly agree that <i>I know where I am going in my learning (what I am aiming for)</i>

Target or measure	All teachers agree that <i>we routinely analyse the impact we are having on individuals and groups of students at regular staff and team meetings.</i> Teachers rate this strategy as commonplace and systematically embedded at the school in the Visible Learning Matrix.
Source	Visible Learning Matrix for teachers
Starting point	Visible Learning Matrix, February 2019 indicates that this is not established practice in our school. Currently 13.3% of teachers agree that <i>teachers routinely analyse the impact we are having on individuals and groups of students at regular staff and team meetings.</i>

Target or measure	All teachers agree <i>that teachers systematically use data and evidence to plan lessons and next learning steps.</i> Teachers rate this strategy as commonplace and systematically embedded at the school in the Visible Learning Matrix.
Source	Visible Learning Matrix
Starting point	Visible Learning Matrix, February 2019 indicates that this is not established practice in our school. Currently 20% of teachers agree <i>that teachers systematically use data and evidence to plan lessons and next learning steps.</i>

Target or measure	All teachers agree that <i>our teachers are comfortable sharing achievement and progress data.</i> Teachers rate this strategy as commonplace and systematically embedded in the school in the Visible Learning Matrix.
Source	Visible Learning Matrix
Starting point	Visible Learning Matrix, February 2019 indicates that this is not established practice in our school. Currently 17.2% of teachers believe that <i>teachers are comfortable sharing achievement and progress data.</i>

Target or measure	All teachers strongly agree that they feel: <ul style="list-style-type: none"> ➤ well-equipped to differentiate the learning needs of students during the reading hour. ➤ confident to analyse data to inform their practice. ➤ confident to support colleagues to analyse data.
Source	Mawson Primary School Google survey data Term 1 2019
Starting point	Current data indicates that: 40% of teachers feel well-equipped to differentiate the learning needs of students during the reading hour. 40% of teachers feel confident to analyse data to inform their practice. 26.6% of teachers feel confident to support colleagues to analyse data.

School program and process data

Target or measure	All teaching teams actively participate in PLCs which use evidence and data to inform their future teaching practice.
Source	PLC meeting minutes and team leader feedback indicate that functional PLCs are in operation across the school
Starting point	The PLC model at Mawson Primary School is not fully embedded. There was not a consistent whole school assessment schedule for the use of data to inform practice.

Target or measure	Every teacher's planning evidences that they are working collaboratively with their team leaders to analyse reading data and plan for extension.
Source	Consistent planning documents Data tracker
Starting point	There is currently no team collaborative planning time built into the timetable. There was no consistent whole school curriculum template or data tracker.

Target or measure	All year level teams collaborate to set SMART goals focused on improving attainment in reading within PLCs. These goals form part of teacher PDPs.
Source	A consistent whole school approach to analysing data is evident across the school. SMART goal documentation
Starting point	Team meetings are more focused on admin rather than on analysing student data and modifying practice to improve student outcomes. As a staff, we are not taking shared responsibility for interpreting and acting on data.

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

What will the experience of students be like through implementation of this priority at the completion of our five-year school improvement cycle?

Students are confident and creative learners of mathematics, able to investigate, represent and interpret. Students will engage in meaningful instruction, collaborative learning and rich discussions about mathematical concepts. Students will become excited when they persist in complex problem solving and will not be afraid to make mistakes. Students will see mistakes as learning opportunities. Students will apply mathematical knowledge to situations and problems that matter and as a result they will see meaning in maths lessons. Students will see maths in their environment and make real life connections during their maths lessons. Maths will be accessible and enjoyable.

As assessment-capable visible learners in mathematics, students can plan their next learning steps and select the right tools (e.g., manipulatives, problem-solving approaches, and/or metacognitive strategies) to support working toward given learning intentions and success criteria in mathematics.

Targets/Measures to be achieved by 2023.

Student learning data

Target or measure	To raise the percentage of students in Kindergarten attaining <i>better than or expected growth</i> in PIPs, from 60% (the average of the past three years growth - 2016, 2017, 2018) to 85% of students achieving <i>better than or expected growth</i> .
Source	PIPS 2016-2018 <i>expected or better than</i> growth data
Starting point	The average of 2016-2018 "expected or better than" growth data in PIPS is currently 60%.

Target or measure	To reach the second quartile of like schools in Numeracy in Year 5 NAPLAN in the NAPLAN similar schools' comparison.
Source	NAPLAN similar schools data
Starting point	Currently in the fourth quartile for NAPLAN Numeracy mean score in 2018 data

Target or measure	To increase the number of students in Years 1 to 6 at standard in PAT Maths to 65%
Source	PAT – Maths data Term 1 2019
Starting point	Current data indicates that 51% of students are performing at level.

Target or measure	Increase the number of students who make expected or greater than expected growth in Numeracy in NAPLAN to 85%
Source	NAPLAN data
Starting point	Current data (the average of 2016, 2017 and 2018) indicates that 64.7% of students make expected or greater than expected growth in Numeracy in NAPLAN

Target or measure	Increase the number of Year 5 students performing in the top two bands in NAPLAN to 50%.
Source	NAPLAN similar schools data indicates that 51% of students achieve in the top two bands in Numeracy in similar schools.
Starting point	Current data (the average of 2016, 2017 and 2018) indicates that 35.7 % of students in Year 5 are in top two bands in NAPLAN.

Perception Data

Target or measure	To be 10% above the ACT "school type" mean" in Staff and Student Satisfaction Survey Items: <ul style="list-style-type: none"> ➤ Staff: <i>Teachers at this school use results from system testing and system processes to inform planning.</i> ➤ Student: <i>My teachers provide me with useful feedback about my work.</i>
Source	School Satisfaction Surveys
Starting point	We considered the average of the past 3 years' Satisfaction Survey responses (all which were greater than 10% below system mean for the above items)

Target or measure	All teachers strongly agree that they feel: <ul style="list-style-type: none"> ➤ well-equipped to differentiate the learning needs of students during mathematics lessons. ➤ confident to analyse data to inform their practice. ➤ confident to support colleagues to analyse data.
Source	Mawson Primary School Google survey data Term 1 2020
Starting point	Current data indicates that: 40% of teachers feel well-equipped to differentiate the learning needs of students during the reading hour. 40% of teachers feel confident to analyse data to inform their practice. 26.6% of teachers feel confident to support colleagues to analyse data.

Target or measure	All teachers agree that <i>our teachers are comfortable sharing achievement and progress data</i> . Teachers rate this strategy as commonplace and systematically embedded in the school in the Visible Learning Matrix.
Source	Visible Learning Matrix for teachers
Starting point	Visible Learning Matrix, February 2019 indicates that this is not established practice in our school. Currently 17.2% of teachers believe that <i>teachers are comfortable sharing achievement and progress data</i> .

School program and process data

Target or measure	Every teacher will have a personal professional goal to build their capacity to plan lessons using the principles of the four-part lesson structure (Dr Paul Swan – PANL)
Source	Teacher PDPs
Starting point	There is no consistent goal related to Maths in any teacher PDPs

Target or measure	Classroom walkthroughs will evidence consistent pedagogy underpinned by the Mawson Primary School Agreed Practices in Mathematics.
Source	Planning documents
Starting point	There is no consistent whole school planning template for Mathematics.

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

What will the experience of students be like through implementation of this priority at the completion of our five-year school improvement cycle?

<p>Our aspiration is that all students at Mawson Primary School can articulate and exhibit the characteristics of visible learners - understand what they are learning, how they are going, where they will go next, can interpret feedback and act on it.</p> <p>Students articulate what they are learning and why. Students talk about how they are learning and the strategies that they are using to learn. Students can clearly articulate what their next learning steps are.</p> <p>Teachers consistently communicate learning intentions and success criteria to students and provide feedback to students based on these. Students set their own learning goals for English and Mathematics. Students communicate their learning goals to parents, who are informed when their children have met their learning goals.</p> <p>Teachers use formative assessment strategies to track progress towards goals.</p>

Targets/Measures to be achieved by 2023.

Student learning data

Target or measure	All students can articulate their learning goals in English / Mandarin and Mathematics and explain what their next steps are in their learning.
Source	Learning walkthroughs and Student Satisfaction Survey
Starting point	<p>Current walkthrough data (October 2018) indicates that only 26% of students believe that they have learning goals, however, when they were asked to articulate their goals, only 10 % of these goals were related to learning.</p> <p>2018 Student Satisfaction Survey data indicates that 35.5% of students think that they have goals that help them to be successful <i>I have goals that help me to be successful.</i></p>

Perception Data

Target or measure	All teachers agree that <i>our lesson plans make the learning intention and success criteria clear.</i> Teachers rate this strategy as commonplace and systematically embedded in the school in the Visible Learning Matrix.
Source	Visible Learning Matrix
Starting point	Visible Learning Matrix, February 2019 indicates that this is not established practice in our school. Currently 10.3% of teachers

	believe that <i>our lesson plans make the learning intention and success criteria clear.</i>
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Target or measure	All students indicate that they know where they are going and what they are aiming for in their learning.
Source	Student Satisfaction Survey
Starting point	Current data indicates that 44% of students strongly agree that <i>I know where I am going in my learning (what I am aiming for)</i>

Target or measure	All teachers agree that <i>students can explain the assessment they take, where they are and their next learning steps.</i> Teachers rate this strategy as commonplace and systematically embedded in the school in the Visible Learning Matrix.
Source	Visible Learning Matrix
Starting point	Our students do not understand how to track or monitor their learning. They are not able to explain the assessments they take, where they are at and next learning steps. Visible Learning Matrix, February 2019 – data collected indicates that 0% of teachers agree that <i>students can explain the assessment they take, where they are and their next learning steps.</i>

Target or measure	All students agree that they can describe the last assessment they have done.
Source	School Satisfaction Surveys
Starting point	Current Student Satisfaction Survey data collected in Term 3 2018 indicates that only 26% of students can describe the last assessment they have done. <i>I can describe the last assessment I have done.</i>

Target or measure	All students agree that they know how well they have done in their last assessment.
Source	School Satisfaction Surveys
Starting point	Current Student Satisfaction Survey data collected in Term 3 2018 indicates that only 25% of students strongly agree know how well they have done in their last assessment. <i>I know how well I have done in my last assessment.</i>

Target or measure	All students agree that their teacher talks to them about the results they get in their assessments.
Source	School Satisfaction Surveys
Starting point	Current Student Satisfaction Survey data collected in Term 3 2018 indicates that only 22% of students strongly agree that their teacher talks to them about the results they get in their assessments. <i>My teacher talks to me about the results I get in my assessments.</i>

Target or measure	All students receive meaningful feedback from their teachers and can articulate what their next learning step is.
Source	Learning Walkthroughs and Visible Learning in school student survey
Starting point	Visible Learning in school student survey indicates that currently only 43% of students receive feedback from their teacher.

Target or measure	All parents receive feedback about their child's personalised learning goals.
Source	In school parent survey and parent satisfaction survey
Starting point	Current data collected in a parent survey conducted in October 2018 indicates that only 24% of parents receive feedback on their child's achievement of their learning goals.

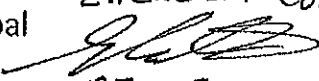
School program and process data

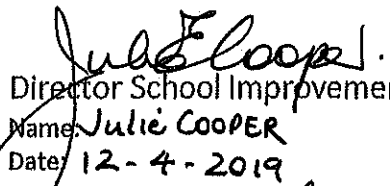
Target or measure	Every teacher (100%) will have a personal professional goal aligned to the school's Strategic Plan priority of developing visible learners in their PDP.
Source	PDPs
Starting point	Currently only 6 teachers out of 32 have a PDP goal related to Visible Learning

Target or measure	All teachers (100%) communicate, display, refer to and use learning intentions and success criteria with their students in English, Mandarin and Mathematics lessons.
Source	Classroom walkthroughs
Starting point	Our evidence confirms an inconsistent approach to the articulation of learning intentions and success criteria; in particular, success criteria. Current walkthrough data (end of October 2018) indicates that only 12% of teachers had learning intentions and success criteria present in their classrooms.

Endorsement

This School Plan has been endorsed electronically by our Principal, Director School Improvement and Board Chair.

Principal *Elizabeth Courtois*
Name: 
Date: *27-3-2019*


Director School Improvement
Name: *Julie COOPER*
Date: *12-4-2019*

Board Chair *Scott Curney*
Name: *Scott Curney*
Date: *27th March 2019*

