

Mawson Primary School

Network: South Canberra/ Weston

IMPACT REPORT 2021

The purpose of this document

This document flows directly from our Action Plan for 2021 which translated our school priorities into actions for the current year of our five-year improvement cycle. These actions were responsive to identified challenges, changes or risks to delivery of improvement for student learning.

Our school's contribution to whole-of-system Strategic Indicators

Education Directorate Strategic Indicator 2018-2021

To promote greater equity in learning outcomes in and across ACT public schools

In 2020 our school supported this Strategic Indicator through:

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

Priority 3: To develop students who are assessment capable visible learners

Education Directorate Strategic Indicator 2018-2021

To facilitate high quality teaching in ACT public schools and strengthen educational outcomes.

In 2020 our school supported this Strategic Indicator through:

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

Priority 3: To develop students who are assessment capable visible learners

Education Directorate Strategic Indicator 2018-2021

To centre teaching and learning around students as individuals.

In 2020 our school supported this Strategic Indicator through:

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

Priority 3: to develop students who are assessment capable visible learners

REPORTING AGAINST OUR PRIORITIES

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

By the end of 2023 we will:

- reach “above” the average when compared to schools with a similar background.
- increase the number of students in Years 1 to 6 at standard or above in PAT Reading to 75%
- increase the number of students who demonstrate above average growth in reading in PIPs to 25%
- decrease the number of students who make less than expected growth in reading in Year 5 NAPLAN to 15%
- increase the number of students who reach PM benchmark levels in reading to 90%
- be 10% above the ACT “school type” mean” in Staff and Student Satisfaction Survey items:
 - > Staff: Teachers at this school use results from system testing and system processes to inform planning.
 - > Student: My teachers provide me with useful feedback about my work.
- All students have learning goals for reading
- All students indicate that they know where they are going and what they are aiming for in their learning.
- All teachers agree that we routinely analyse the impact we are having on individuals and groups of students at regular staff and team meetings. Teachers rate this strategy as commonplace and systematically embedded at the school in the Visible Learning Matrix.
- All teachers agree that teachers systematically use data and evidence to plan lessons and next learning steps.
- All teachers agree that our teachers are comfortable sharing achievement and progress data. Teachers rate this strategy as commonplace and systematically embedded in the school in the Visible Learning Matrix.
- All teachers strongly agree that they feel:
 - 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.
- All teaching teams actively participate in professional learning communities (PLCs) which use evidence and data to inform their future teaching practice.
- Every teacher’s planning evidences that they are working collaboratively with their team leaders to analyse reading data and plan for extension.
- All year level teams collaborate to set SMART goals focused on improving attainment in reading within PLCs. These goals form part of teacher professional development plans (PDPs).

In 2021 we implemented this priority through the following strategies:

- Building on our Response to Intervention model to ensure that we provide extension to students who are identified as performing more than one year above benchmark level in reading.
- Coaching in classrooms based on teacher need as identified in the capacity matrix.
- Building the data literacy of teachers through professional learning around the use of item analyses and scaled scores from PAT data to identify individuals and cohorts for extension.

- All students setting personalised reading goals and monitoring their progress through high quality teacher and peer feedback.

Below is our progress towards our five-year targets with an emphasis on the accumulation and analysis of evidence over the term of our plan.

STUDENT LEARNING DATA

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
To reach "above" the average when compared to schools with a similar background in year 5.	517 below	554 close to	N/A	523.3 SSG 539.89 ACT 515.17		
To reach "above" the average when compared to schools with a similar background in year 3.	476.8 SS 467.27 ACT 437.77	454 SS 469.95 ACT 437	N/A	460.0 SS 475.62 ACT 443.91		
To increase the number of students in Years 1 to 6 at standard or above in PAT Reading to 75%	47.34%	86%	88%	84%		
To increase the number of students who demonstrate above average growth in reading in PIPs (Base) to 25%	17%	38%	29.1%	32.4%		
To decrease the number of students who make less than expected growth in reading in Year 5 NAPLAN to 15%	30.6%	18.92%	N/A	38.7%		
To increase the number of students who reach PM benchmark levels in reading to 90%	76%	86%	90%	86%		

PERCEPTION DATA

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
To be 10% above the ACT "school type" mean" in Staff and Student Satisfaction Survey items:						
Staff: Teachers at this school use results from system testing and system processes to inform planning.	-23% -10% (red)	+5.6% -1% (orange)	+11%	SSS removed Q for 2021		
Student: My teachers provide me with useful feedback about my work.	72% -10% (red)	67% -9.2% (orange)	65% -8.2% (red)	62% -10% (red)		

All students have learning goals that help them to be successful.	35.5%	65%	62% S SSS 81.5% VL data	60% 82.1% VL data		
All students indicate that they know where they are going and what they are aiming for in their learning.	44%	73%	67%	60%		
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.	13.3%	41.9% (51.6%)	61.2% (25.8%)	84% (16%)		
All teachers agree that <i>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.	20%	50% (46.7%)	80.6% (19.4%)	87% (13%)		
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.	17.2% (48.3%)	58.1% (29%)	67.7% (29%)	93.5% (6.5%)		
All teachers agree or 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. 	40% 40% 26.6%	48% 55% 40%	93% 100% 47%	92% 88% 80%		

SCHOOL PROGRAM AND PROCESS DATA

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
All teaching teams actively participate in PLCs which use evidence and data to inform their future teaching practice.	The PLC model at Mawson Primary School is not fully embedded. There is no	PLCs embedded. Assessment schedule developed.	PLCs embedded. Assessment schedule embedded.	PLCs embedded. Assessment schedule embedded.		

	consistent whole school assessment schedule for the use of data to inform practice.			Data cycle developed. Use of data tracker embedded.		
Every teacher's planning evidences that they are working collaboratively with their team leaders to analyse reading data and plan for extension.	No team collaborative planning time built into the timetable. There was no consistent whole school curriculum template or data tracker.	Timetabled planning time in year levels with team leader. Data tracker developed and used by all.	Timetabled planning time in year levels with team leader. Data tracker used by all. Year level teams and RTI team use data to plan interventions.	Timetabled planning time in year levels with team leader. Data tracker used by all. Year level teams and RTI team use data to plan interventions.		
All year level teams collaborate to set SMART goals focused on improving attainment in reading within PLCs. These goals form part of teacher PDPs.	Team meetings focused on admin rather than on analysing student data and modifying practice to improve student outcomes.	All year level teams collaborate to set SMART goals focused on improving attainment in reading.	All year level teams collaborate to set SMART goals focused on improving attainment in reading.	All year level teams collaborate to set SMART goals focused on improving attainment in reading.		

WHAT THIS EVIDENCE TELLS US

- In 2021 NAPLAN reading distribution data for Year 5 indicates that we have fallen below schools with a similar background, however we are 8 points above the ACT average. When looking more closely at the data it shows that 30 students in the year 5 cohort are *at or above expected growth*, 14 students made *below expected growth* and 5 students made *negative growth*.
- In Year 5 reading in NAPLAN, 47% of students are in the middle two bands and 47% are in the top two bands. Our school has a larger percentage of students in the middle to low bands compared with similar schools and slightly more students in the middle and upper bands than ACT schools.
- We were tracking well against our goal to decrease the number of students who make *less than expected growth* in reading in Year 5 NAPLAN to 15% in 2019, however, there has been a dramatic increase in the number of students who made less than expected growth this year. This has increased to 38.7%.
- We again met our target to increase the number of students in Years 1 to 6 *at standard or above* in PAT Reading to 75%. 84% of students in years 1 to 6 are *at standard or above*. By cohort: 43%, 91% of year 1 students, 81% of year 2 students, 75% of year 3 students, 98% of

year 4 students, 81% of year 6 students and 80% of year 6 students. This data confirms the need for a school wide focus on extension or “stretch” as John Hattie refers to it in 2022.

- PAT data shows that the largest number of students below standard are in kindergarten. Unfortunately, online learning significantly impacted reading growth in kindergarten.
- We did not quite meet our target of increasing the number of students at benchmark reading level to 90% in 2021, however, we came close. Cohort data indicates that year 2,3 & 5 met this goal. Kindergarten data is significantly below 90%, only 67% of students recorded benchmark. Year 4 and year 6 is close to 90%.
- There has been another steady increase in teacher capacity to use data to enhance planning from 80.6% in 2020 to 87% in 2021. 87% of teachers agree that they systematically use data and evidence to plan lessons and next learning steps. This is an increase of 7% from last year.
- 93.5% of our teachers are comfortable sharing achievement and progress data, compared to 67.7% in 2020. Teachers now more systematically using data to plan lessons and next learning steps. This practice is embedded across the school.
- In the Student Satisfaction Survey data, 60 % of students indicated that they have learning goals that help them to be successful. In our school based visible learning data this figure is 82.1%
- Professional Learning Communities (PLCs) are embedded and are now part of the culture at Mawson Primary School. Our PLCs evolve each year. In 2021 PLCs took the form of a book study group. Each teacher received a copy of Visible Learning in Literacy, Maths or Science book. Teachers collaborated to discuss chapters of the book and we created Google classrooms with questions where they recorded their reflections. The planned culmination was to be a mini action research project. However, due to online learning the project could not be completed but will be a focus in 2022. In Term 4 teachers shared their project proposals and they will conduct their research in S1 2022.

OUR ACHIEVEMENTS FOR THIS PRIORITY

- Data reflects growth for every student in PM benchmark levels. Our PAT and PM benchmark data indicate that our intensive professional learning program and implementation of our agreed practices for literacy have made a positive impact on student reading outcomes.
- In 2021 we continued to implement a Response to Intervention (RTI) model to support reading. This included targeted small group and one on one support. For cohorts with the highest number of students below benchmark the RTI model ensured that we were close to our target of 90% of students reading at benchmark level. This model was continued throughout online learning.
- In 2021, year level teams continued to develop SMART goals after looking at data and evidence. We reinforced this practice by including names of students reading at, below or

above level and describing the support offered to individual students. Differentiation practices improved because of this.

- In NAPLAN Mawson is 17 points above the ACT in reading in year 3. In year 5 we are 7 points above. 70% of students are in the top two bands in reading. This is on par with similar schools across Australia.
- 93% of students in year 5 are in the middle to upper bands for reading. This is 5% higher than ACT schools. 46.6% of students in this cohort are in the upper two bands for reading.

CHALLENGES WE WILL ADDRESS IN OUR NEXT ACTION PLAN

- In 2022 our RTI Model must include extension, particularly for our year 5 cohort as PM benchmark and PAT data shows that we have a significant number of students reading above level.
- Further work needs to be done in year level teams to upskill teachers about best practice in extending readers who are above benchmark in reading. Our professional learning plan for staff should include best practice extension strategies in reading.
- Our RTI support for students who are not yet at benchmark must focus on year 1. We must try to fill in the gaps for students who made low growth in kindergarten in 2021 due to online learning. We also need to put strategies in place to support the year 4 cohort.
- The executive must continue to model strategies for unpacking data so that teachers value the process. We need to get teachers to delve deeper with PAT data by doing item analyses and looking at individual student data to target teaching to specific student needs.
- As the school grows, we need to continue to reflect on and modify our monitoring tools such as walk-throughs to continue to track implementation.

Our school's contribution to the Education Directorate Strategic Indicator 2018-2021

To promote greater equity in learning outcomes in and across ACT public schools

- Consistency of practice has ensured equitable delivery of the curriculum for all students.
- Learning has been made visible by teachers using learning intentions and success criteria. Students understand what they are learning and why.
- We have developed an RTI model to target small group and individual students who are below benchmark and who are above benchmark level.

To facilitate high quality teaching in ACT public schools and strengthen educational outcomes.

- Whole staff professional learning on Visible Learning delivered by CORWIN and an intensive, differentiated professional learning program for all staff delivered at the school has ensured that Mawson Primary School has an expert teaching team.
- Teachers are now experts in the use of learning intentions and success criteria. This has led to greater clarity around what students are learning.

To centre teaching and learning around students as individuals.

- Mawson Primary School is a data driven school with teachers continually using evidence to measure their impact on each student's learning and personal growth.

Priority 2: To improve student attainment in mathematics with emphasis on growth in kindergarten and extension in all years.

Targets

By the end of 2023 we will:

- raise the percentage of students in Kindergarten attaining better than or expected growth in PIPs, from 60% (the average of the past three years growth - 2016, 2017, 2018) to 85% of students achieving better than or expected growth.
- reach "above" the average when compared to schools with a similar background.
- increase the number of students in Years 1 to 6 at standard in PAT Maths to 65%
- Increase the number of students who make expected or greater than expected growth in numeracy in NAPLAN to 85%
- Increase the number of Year 5 students performing in the top two bands in NAPLAN to 50%.
- be 10% above the ACT "school type" mean" in Staff and Student Satisfaction Survey items:
 - > Staff: Teachers at this school use results from system testing and system processes to inform planning.
 - > Student: My teachers provide me with useful feedback about my work.
- All teachers strongly agree that they feel:
 - > 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.
- All teachers agree that our teachers are comfortable sharing achievement and progress data. Teachers rate this strategy as commonplace and systematically embedded in the school in the Visible Learning Matrix.
- 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)
- Classroom walkthroughs will evidence consistent pedagogy underpinned by the Mawson Primary School Agreed Practices in Mathematics.

In 2021 we implemented this priority through the following strategies:

- Ensuring consistency of practice in the teaching of mathematics through whole staff professional learning on Visible Learning in Mathematics
- Revisiting the Mathematics Agreed Practices to identify staff PL needs and identifying expertise within the staff to deliver the PL.
- Developing a professional learning schedule for staff for 2021 that has a focus on mathematics.
- Delivering professional learning on PAT teaching resources and data analysis.
- Scheduling time for teachers to unpack mathematics data.

Below is our progress towards our five-year targets with an emphasis on the accumulation and analysis of evidence over the term of our plan.

STUDENT LEARNING DATA

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
To raise the percentage of students in kindergarten attaining high growth or expected growth in PIPs, from 60% (the average of the past three years growth - 2016, 2017, 2018) to 85% of students achieving better than or expected growth.	60%	85%	89%	82.3%		
To reach “above” the average when compared to schools with a similar background in year 5.	498 SS 526.57 ACT 499.83	523.2 SS 527 ACT 501.37	N/A	511.8 SS 529.94 ACT 503.71		
To reach “above” the average when compared to schools with a similar background in year 3.	448.7 SS 442.52 ACT 413.64	424.7 SS 445.18 ACT 414.84	N/A	421.0 SS 444.79 ACT 412.84		
To increase the number of students in Years 1 to 6 at or above standard in PAT Maths to 65%	51%	58%	57%	91.5%		
Increase the number of students who make expected or greater than expected growth in Numeracy in NAPLAN to 85%	64.7%	56.76%	N/A	66%		
Increase the number of Year 5 students performing in the top two bands in NAPLAN to 50%.	35.7%	38.6%	N/A	37.5%		

PERCEPTION DATA

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
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> 	-10% (red) -10% (red)	-1% (orange) -9.2%)	+ 11% -8.2%	SSS removed Q for 2021 62% -10% (red)		

All teachers agree or 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. 	40%	48%	93%	92%		
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.	17.2% (48.3%)	74.2% (29%)	67.7% (29%)	93.5% (6.5%)		

SCHOOL PROGRAM AND PROCESS DATA

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
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)	0%	0%	0%	100%		
Classroom walkthroughs will evidence consistent pedagogy underpinned by the Mawson Primary School Agreed Practices in Mathematics.	0%	0%	0%	67%		

WHAT THIS EVIDENCE TELLS US

- Data indicates that 82.3% of Kindergarten students achieved expected or high growth in Base testing. This is very close to our target of 85%
- Our PAT maths data shows that 91.5% of students are *at or above standard* across years 1 - 6. In Year 1 89% of students are *at or above standard*, 88% in year 2, 93% in year 3, 100% in year 4, 88.7% in year 5 and 91.6% in year 6. This is well above our goal of 65%.
- However, only 53% of students in kindergarten are at or above expected standard in PAT maths.
- 94.6% of students in year 5 are in the middle and upper bands for numeracy in NAPLAN.
- 87.3% of students in year 3 are in the middle and upper bands for numeracy in NAPLAN. A significant challenge is supporting 13% (9 students) of year 3 students who scored in the bottom two bands.

OUR ACHIEVEMENTS FOR THIS PRIORITY

- All teachers participated in a professional learning workshop, *Visible Learning for Mathematics* with our Corwin consultant. This ensured that there is a common language and shared understanding of best practice in the teaching of mathematics across the school.
- As a result of this PL all teachers have reflected on how to differentiate their success criteria at surface, deep and transfer levels.
- All teachers gathered student perception data for mathematics.
- We have extended our SMART goal process to mathematics. Each year level team looks at their student data to develop a termly SMART goal. We refined this process throughout the year.
- All teachers participated in a book study during PLC time. Each teacher received a copy of *Visible Learning in Maths* book. Teachers collaborated to discuss chapters of the book and we created Google classrooms with questions where they recorded their reflections. The rich discussions that teachers had in their small groups led them to reflect deeply on their practice and ensure greater consistency in the teaching of mathematics as evidenced by classroom walkthrough data collected each term.

CHALLENGES WE WILL ADDRESS IN OUR NEXT ACTION PLAN

- We need to ensure that we maintain the rigorous focus on literacy while strengthening our practice in mathematics.
- Students in years 2 to 6 will require extension.
- There will need to be significant support structures set up for the year 1 cohort as only 53% of students are at or above standard in PAT maths.

Our school's contribution to the Education Directorate Strategic Indicator 2018-2021

To promote greater equity in learning outcomes in and across ACT public schools

- Learning in mathematics has been made visible by teachers using learning intentions and success criteria. Students understand what they are learning and why. Success Criteria are differentiated.

To facilitate high quality teaching in ACT public schools and strengthen educational outcomes.

- Whole staff professional learning on *Visible Learning* delivered by CORWIN and intensive, differentiated professional learning delivered at the school has ensured that Mawson Primary School has an expert teaching team.

To centre teaching and learning around students as individuals.

- Students are beginning to set personalised learning goals in mathematics.

PRIORITY 3: TO DEVELOP STUDENTS WHO ARE ASSESSMENT CAPABLE VISIBLE LEARNERS.

TARGETS

By the end of 2023:

- All students can articulate their learning goals in English / Mandarin and mathematics and explain what their next steps are in their learning.
- All teachers agree that our lesson plans make the learning intention and success criteria clear. Teachers rate this strategy as commonplace and systematically embedded in the school in the Visible Learning Matrix.
- All students indicate that they know where they are going and what they are aiming for in their learning.
- All teachers agree that students can explain the assessment they take, where they are and their next learning steps. Teachers rate this strategy as commonplace and systematically embedded in the school in the Visible Learning Matrix.
- All students agree that they can describe the last assessment they have done.
- All students agree that they know how well they have done in their last assessment.
- All students agree that their teacher talks to them about the results they get in their assessments.
- All students receive meaningful feedback from their teachers and can articulate what their next learning step is.
- All parents receive feedback about their child's personalised learning goals.
- Every teacher (100%) will have a personal professional goal aligned to the school's Strategic Plan priority of developing visible learners in their PDP.
- All teachers (100%) communicate, display, refer to and use learning intentions and success criteria with their students in English, Mandarin and mathematics lessons.

In 2021 we implemented this priority through the following strategies.

- Teachers become experts in the use of learning intentions and success criteria, and these are evident in their planning.
- Embedding the use of learning intentions and success criteria to enhance teacher clarity in mathematics.
- Continuing to include learning intentions and success criteria as a focus in our whole school professional learning plan.
- All teachers participating in a book study focused on visible learning in PLC time.
- Continuing professional learning around the levels of feedback and peer assessment.

Below is our progress towards our five-year targets with an emphasis on the accumulation and analysis of evidence over the term of our plan.

STUDENT LEARNING DATA

PERCEPTION DATA

<i>Targets or Measures</i>	Base	Year 1	Year 2	Year 3	Year 4	Year 5
All students can articulate their learning goals and explain what their next steps are in their learning.	35.5%	65%	N/A	70.4%		

PERCEPTION DATA

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
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.	10.3% (51.7%)	74.2% (19.4%)	83.9% (9.7%)	100%		
All students indicate that they know where they are going and what they are aiming for in their learning.	44%	73%	72.6%	60%		
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.	0%	16.1%	22.6%	35%		
All students agree that they can describe the last assessment they have done.	26%	50%	55%	52%		
All students agree that they know how well they have done in their last assessment.	25%	46%	55%	50%		
All students agree that their teacher talks to them about the results they get in their assessments.	22%	44%	45%	50%		
All students receive meaningful feedback from their teachers and can articulate what their next learning step is.	43%	96%	96%	94%		
All parents receive feedback about their child's personalised learning goals.	24%	80%	57%	68.3%		

SCHOOL PROGRAM AND PROCESS DATA

Targets or Measures	Base	Year 1	Year 2	Year 3	Year 4	Year 5
Every teacher (100%) will have a personal professional goal aligned to the school's Strategic Plan priority of developing visible learners in their PDP.	6/32 teachers have a PDP goal related to Visible Learning.	All teachers with a PDP have a goal related to Visible Learning.	All teachers with a PDP have a goal related to Visible Learning.	All teachers with a PDP have a goal related to Visible Learning.		
All teachers (100%) -communicate - display -refer to and use	12% 12% 0%	66.7% 96% 51.2%	? 100% ?	100% 100% 100%		

learning intentions and success criteria with their students in English, Mandarin and mathematics lessons.						
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WHAT THIS EVIDENCE TELLS US

- 100% of teachers agree that our lesson plans make the LI & SC clear. This has increased by 16.1% since the end of 2020. We are now seeing consistency of practice across the school with 100% of teachers having LIs & SC displayed during the last classroom walkthrough conducted by the executive team and two teacher representatives.
- Data indicates that 100% of teachers communicate and refer to LISC throughout the lesson. Co constructing and deconstructing SC is now embedded.
- There was an increase in the number of parents who indicated that they receive feedback about their children's goals. The figure rose from 57% to 68%. This was an increase of 11%.
- The number of students who report that they understand their assessments and their results has increased from 45% to 50%. This was a slight increase and will need to be a focus in 2022.
- Students are now better able to articulate their learning goals. Data showed an increase from 65% to 70.4%.

OUR ACHIEVEMENTS FOR THIS PRIORITY

- Base data indicates that as a school we are making consistent growth, however, we have not quite reached our target yet.
- All staff had a professional goal around Visible Learning in mathematics in their PDP.
- Teachers systematically use LI & SC in their planning and lessons.
- Students can articulate their LIs and SC
- In January 2021 all teachers participated in a professional learning workshop on Visible Learning in Mathematics. The workshop was delivered by our CORWIN consultant.
- All teachers set learning goals for mathematics with their students.
- Teachers began to use SC at surface, deep and transfer levels.
- There has been an increase of 5%, from 45% to 50%, in students that agree that their teacher talks to them about their assessments.
- As part of the Goal Setting process teachers will share results from student assessments with their students.

CHALLENGES WE WILL ADDRESS IN OUR NEXT ACTION PLAN

- We need to include more student voice in the goal setting process.
- We need to continue to develop strategies to provide consistent quality feedback to parents about learning goals.
- We need to upskill teachers about how to effectively share assessment data.
- There needs to be an intensive focus on best practice in sharing assessment data with students so they can fully understand where they are at in their learning, how to set quality goals and articulate strategies to achieve their goal. This will ensure that we are developing assessment capable visible learners.

Our school's contribution to the Education Directorate Strategic Indicator 2018-2021

To promote greater equity in learning outcomes in and across ACT public schools

- There is now a consistent, shared language around the school that focuses on learning.
- All teachers make the process of learning visible by sharing learning intentions and success criteria. Students understand what they are learning and why.

To facilitate high quality teaching in ACT public schools and strengthen educational outcomes.

- Whole staff professional learning on Visible Learning delivered by CORWIN and an intensive, differentiated professional learning program for all staff delivered at the school ensures that Mawson Primary School has an expert teaching team.
- Teachers are highly skilled at using learning intentions and success criteria. This has led to greater clarity around what students are learning.

To centre teaching and learning around students as individuals.

- Students set learning goals and are able to articulate what they need to do to achieve their goal.

REPORTING ON PRESCHOOL IMPROVEMENT

Quality Area 1: Educational Program and Practice

Key Improvements Sought for QA1:

Element 1.1.1-Curriculum decision-making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators

Progress:

- Fortnightly program was reviewed and adjusted to reflect the themes of 'Belong, Being and Becoming'
- Visible displays in each room to support student learning are embedded (eg photos, anchor charts and goals)

Element 1.1.2- Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.

Progress:

- Portfolios are now consistently used (both online portfolios and hard copies)
- Students all have individual learning goals

Element 1.2.2- Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.

Progress:

- Educators all use learning stories, jotting and observations to respond to and extend children's learning

Quality Area 3: Physical Environment

Key Improvements Sought for QA3:

Element 3.2.2-The services cares for the environment and supports children to become environmentally responsible

Progress:

- Weekly lessons with our Environmental Science teacher have been introduced for all groups
- Landcare grant has been applied for with the aim of improving our garden bed and composting practices
- Educators have reduced photocopied sheets
- Lights, fans and heaters are turned off when not in use

- Online learning videos encouraged recycling, sorting rubbish and family walks to collect litter in the local environment
- Both rooms now have paper recycling bins that are emptied by the BSO.

**A copy of the QIP is available for viewing at the school.*