

Mawson Primary School

Network: South Canberra/ Weston

IMPACT REPORT 2020

The purpose of this document

This document flows directly from our Action Plan for 2020 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).

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.	517 below	554 close to	N/A			
To increase the number of students in Years 1 to 6 at standard or above in PAT Reading to 75%	47.34%	86%	88%			
To increase the number of students who demonstrate above average growth in reading in PIPs to 25%	17%	38%	TBC			
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			
To increase the number of students who reach PM benchmark levels in reading to 90%	76%	86%	90%			

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. Student: My teachers provide me with useful feedback about my work.	-23% -10% (red) 72% -10% (red)	+5.6% -1% (orange) 67% -9.2% (orange)	+11% 65% -8.2% (red)			
All students have learning goals that help them to be successful.	35.5%	65%	62% SSS 81.5% VL data			
All students indicate that they know where they are going and what they are aiming for in their learning.	44%	73%	67%			
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	13.3%	41.9% (51.6%)	61.2% (25.8%)			

commonplace and systematically embedded at the school in the Visible Learning Matrix.						
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.	20%	50% (46.7%)	80.6% (19.4%)			
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%)			
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%	48%	93%			
	40%	55%	100%			
	26.6%	40%	47%			

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 consistent whole school assessment schedule for the use of data to inform practice.	PLCs embedded. Assessment schedule developed.	PLCs embedded. Assessment schedule 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	Timetabled planning time in year levels with team leader. Data tracker developed	Timetabled planning time in year levels with team leader. Data tracker used by all. Year level teams and			

	template or data tracker.	and used by all.	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.			

WHAT THIS EVIDENCE TELLS US

- Given the changes to ACARA’s comparison methodology, the NAPLAN quartile data no longer exists so we have changed our target. Our new target is to reach “above the average” when compared to schools with a similar background. However, there is no NAPLAN data for 2020 to track progress against this target.
- We are unable to comment on NAPLAN reading distribution data in 2020.
- We met our target to increase the number of students in Years 1 to 6 at standard or above in PAT Reading to 75% in 2019 and we have maintained this in 2020.
- We met our target of increasing the number of students at benchmark reading level to 90% in 2020. We will now need to work to maintain this over the life of the plan.
- There has been an increase in teacher capacity to use data to enhance planning from 50% in 2019 to 80.6% in 2020. 80.6% of teachers agree that they systematically use data and evidence to plan lessons and next learning steps. This is an increase of 30% from last year.
- 67.7% of our teachers are comfortable sharing achievement and progress data, compared to 58.1% in 2019. Teachers are now more systematically using data to plan lessons and next learning steps.
- Our PAT data and PM benchmark data correlates and affirms that the intensive professional learning program based on best practice in the teaching of reading has made a positive impact on reading attainment.
- In the Student Satisfaction Survey data, 62% of students indicated that they have learning goals that help them to be successful. In our school based visible learning data this figure was 81.5%.
- Professional Learning Communities (PLCs) are embedded and are now a part of the culture at Mawson Primary School.

OUR ACHIEVEMENTS FOR THIS PRIORITY

- The continued implementation of a balanced literacy block, a set of agreed practices for literacy, collaborative planning time for teachers, analysing data and setting SMART goals for reading has made a positive impact.
- In 2020 we implemented a Response to Intervention model to support reading. This has included targeted guided reading support for cohorts with the highest number of students below benchmark and one on one tier three support for students who are more than a year below benchmark. This has helped us achieve our target of 90% of students reading benchmark level.
- Developing SMART goals in teams each term after looking at the data and evidence has been a powerful means of keeping the focus on tracking student progress and identifying strategies to differentiate and extend students.

CHALLENGES WE WILL ADDRESS IN OUR NEXT ACTION PLAN

- 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.
- Staff turnover -we must continue to induct new staff into our agreed practices for literacy at Mawson.
- We need to continue to mobilise all available human resources to deliver our RTI support and build in regular, scheduled time for the RTI team to meet and for the RTI team to meet with class teachers.
- We need to develop and embed monitoring systems with key indicators to track the continuation of implementation: for example through tools such as walkthroughs, audits, team sharing and making connections to new priorities.

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 became 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 has become 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 2020 we implemented this priority through the following strategies.

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 <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> .	60%	85%	81%			
To reach “above” the average when compared to schools with a similar background.	498 below	523	N/A			

		close to				
To increase the number of students in Years 1 to 6 at standard in PAT Maths to 65%	51%	58%	57%			
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			
Increase the number of Year 5 students performing in the top two bands in NAPLAN to 50%.	35.7%	38.6%	N/A			

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)	-1% (orange)	+ 11%			
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%			
	40%	55%	100%			
	26.6%	40%	47%			
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%)			

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%			
Classroom walkthroughs will evidence consistent pedagogy underpinned by the	0%	0%	0%			

Mawson Primary School Agreed Practices in Mathematics.						
--	--	--	--	--	--	--

WHAT THIS EVIDENCE TELLS US

- We are close to our target of raising the percentage of students in Kindergarten attaining *better than or expected growth* in PIPs to 85%. In 2020, 81% of students are attaining *better than or expected growth*. This slight dip from the 2019 data is most likely caused by the change in assessment to BASE testing and an extended period of online learning.
- Our PAT Maths data shows that 57% of students are at standard across Years 1 to 6. This is consistent with 2019 data and is to be expected given that we were unable to focus on upskilling teachers in best practice in the teaching of mathematics in 2020.
- 35% of students from Years 1 to 6 are above standard in PAT Maths. This data further affirms the need for a school wide focus on extension.
- 84% of students stated that teachers were using learning intentions and success criteria in every lesson.
- We had planned to make mathematics a major focus of our work in 2020, however, due to interruptions to the school year we decided to hold off until 2021.

OUR ACHIEVEMENTS FOR THIS PRIORITY

- Learning intentions and success criteria are being used in classrooms across the school in Mathematics.
- Teachers are using anchor charts, bump it up walls and dedicated maths vocabulary walls.
- The Maths PLC investigated best practice in the teaching of mathematics and developed agreed practices based on high impact strategies for teaching mathematics.
- The Maths PLC developed and implemented a capacity matrix to identify staff skill and areas for development. We were also able to identify experts who could run professional learning.
- We ran one cycle of PL before deciding to pause this and resume in 2021. We have already developed a PL plan for 2021.
- We purchased resources to support the use of Numicon in our Early Years Mathematics program.
- The Maths PLC analysed our mathematics NAPLAN data to provide a snapshot of trends in comparison to similar schools.
- We purchased a wide range of high-quality maths manipulatives and resources ready for use in 2021.

CHALLENGES WE WILL ADDRESS IN OUR NEXT ACTION PLAN

- We need to further analyse our data to inform teacher practice and identify student need.
- We need to provide quality, targeted professional learning in areas of identified need.
- We must continue to purchase high quality mathematics resources to support engaging and effective mathematics teaching.
- We will begin to integrate quality literature that has a mathematics focus where possible.
- When we begin our school wide focus on mathematics, we must maintain the focus on best practice in the teaching of literacy. We must start from reflecting on what we have learned

through our work on reading, writing and feedback and think about what we can bring into our next focus.

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 has been made visible by teachers using 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 intensive, differentiated professional learning program for all staff delivered at the school has ensured that Mawson Primary School has an expert teaching team.
- Teachers became experts in the use of learning intentions and success criteria. This has led to greater clarity around what students learning.

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 2019 we implemented this priority through the following strategies.

- Establish a shared language around Visible Learning at Mawson Primary School, including learning dispositions and assessment capable visible learners, within the framework of PBL.
- Teachers become experts in the use of learning intentions and success criteria, and these are evident in their planning.

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			

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%)			
All students indicate that they know where they are going and what they are aiming for in their learning.	44%	73%	72.6%			
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%			
All students agree that they can describe the last assessment they have done.	26%	50%	55%			
All students agree that they know how well they have done in their last assessment.	25%	46%	55%			
All students agree that their teacher talks to them about the results they get in their assessments.	22%	44%	45%			
All students receive meaningful feedback from their teachers and can articulate what their next learning step is.	43%	96%	96%			

All parents receive feedback about their child's personalised learning goals.	24%	80%	57%			
---	-----	-----	-----	--	--	--

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 (100%) -communicate - display -refer to and use learning intentions and success criteria with their students in English, Mandarin and mathematics lessons.	12% 12% 0%	66.7% 96% 51.2%	? 100% ?			

WHAT THIS EVIDENCE TELLS US

- 83.9% of teachers agree that our lesson plans make the LI & SC clear. This has increased by 9.7% since the end of 2109. 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 instructional mentors as part of the Early Years Literacy Initiative.
- Data indicates that although teachers are displaying learning intentions and success criteria, we still need to focus our work on upskilling teachers about how to communicate and refer to these throughout the lesson. Referring to LIs and co constructing SC and reflecting on them at surface, deep and transfer levels will be a focus in 2021.
- Less parents indicated that they receive feedback about their children's goals. The figures dropped from 80% to 57%. This could be due to a better understanding of what a learning goal is, the fact that we could not have parents in the school for interviews, learning journeys or the interrupted school year.
- Student understanding of their assessments and their results has plateaued. There has been a 1% growth. This must be a focus area in 2021.
- We were not able to conduct a learning walk to gather data about learning goals.

OUR ACHIEVEMENTS FOR THIS PRIORITY

- All staff had a professional goal around Visible Learning in their PDP.
- Teachers systematically use LI & SC in their planning and lessons.
- Students can articulate their LIs and SC
- In January 2020 all teachers participated in a professional learning workshop on *Learning Intentions and Success Criteria* and in July 2020 a workshop on *Feedback that makes learning visible*. Both workshops were delivered by our CORWIN consultant.

- Staff then collaborated to develop a Mawson Primary School effective practices in feedback document.
- All staff trialled conferencing strategies to provide feedback to their students.
- All staff explicitly taught their students what effective feedback is and also trialled peer feedback strategies.
- All teachers set learning goals with their students.
- Teacher understanding of effective feedback related to LI & SC was enhanced.
- Teachers began to develop a tool kit of strategies for giving effective feedback based on learning intentions and success criteria.

CHALLENGES WE WILL ADDRESS IN OUR NEXT ACTION PLAN

- We need to develop strategies to provide consistent quality feedback to parents about personalised learning goals.
- We need to upskill teachers about how to effectively share assessment data.
- We need to transfer our successes in literacy to the mathematics context, while maintaining the same results in literacy.
- Student perception data for 2020 has yet to reflect the impact of this year's focus on giving effective feedback as a visible learning strategy and therefore will continue to be a commitment in 2021.
- Giving effective feedback as a visible learning strategy will continue to be a commitment in 2021 as student perception data for 2020 has yet to reflect the impact of this year's focus.

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:

- Educators now use Learning Intentions and Success Criteria in their planning 100% of the time. This makes the learning visible for educators, families and children.
- Children are more confident learners and 75% of students can confidently communicate what they are learning.
- The fortnightly program is shared with families and learning is visible to families.

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

Progress:

- Each child's current knowledge is used to inform the fortnightly program.
- Educators have been involved in whole school professional learning for the Early Years Literacy Initiative. They used data to identify each child's knowledge of letters and sounds and set a SMART goal for 70% of children to know 18 capital letters and 15 lowercase letters by the end of the year. At the end of 2020, 77% of children know 18 capital letters and 15 lowercase letters.
- Children's interests have informed our program. A fortnightly parent survey was developed and parents now share children's current interests at home which we include in the program.

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:

- All educators have a Visible Learning goal in their Professional Development Plan.
- Peer feedback has been embedded in Preschool through the use of Peer Conversation Stems.

Quality Area 2: Children's Health and Safety

Key Improvements Sought for QA2:

Element 2.1.1- Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.

- Rest procedures were reviewed by educators and shared with families
- Rest time has been embedded into program and daily routines allow all children an opportunity to sleep, rest or relax as required.

Element 2.1.2- Effective illness and injury management and hygiene practices are promoted and implemented

Progress:

- Health and Hygiene procedures were reviewed so they were in line with COVID-19 advice for schools from the ACT Chief Health Officer.
- Excerpts were shared with families through Class Dojo.

Quality Area 3: Physical Environment

Key Improvements Sought for QA3:

Element 3.1.1- Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.

Progress:

- Recarpeting and painting has occurred to make the space a more inviting learning environment.
- The toilets were also renovated and a cubicle was created that allowed privacy for students who needed it.
- Feedback from the Early Years Literacy Initiative walkthrough indicated that the environments in preschool were inviting for children and adults. There was choice for children to investigate and learn. There were opportunities for children to trace their names and sign in across both classrooms. Quality literature was displayed with provocations and learning spaces across preschool. There were opportunities for children to engage in writing experiences in both the indoor and outdoor environment.

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