Mawson Primary School

Review Report Summary, 2018

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Overview of the school review process

Approximately a quarter of all ACT public schools are reviewed each year. The reviews are an important part of how the Directorate supports and monitors school improvement. Reviews provide schools with quality and independent feedback, tailored to the school's context. Each school is reviewed at least every five years, providing valuable opportunities for self-reflection, planning and improvement.

Reviews are undertaken by experienced educators trained in the use of the *National School Improvement Tool* (NSIT), a nationally recognised framework for reviewing teaching and learning practices. Each review team generally consists of two to three reviewers, however, the number of reviewers and length of review depends upon a range of factors, including the size and context of the school.

Reviewers closely consider each school's performance data and speak with a wide range of staff, students, parents and community members to get an accurate picture of the school. Following the review, the school receives a comprehensive report. The report outlines the key findings and recommended improvement strategies to maximise student outcomes. The report concludes with a set of commendations, affirmations and recommendations to assist in future planning and to support school-wide improvement planning.

The following summary contains the commendations, affirmations and recommendations from the review report.

Commendations
The commendations highlight positive actions the school has taken over its last improvement cycle. Typically these actions are either complete, or embedded in school practice.

Affirmations
The affirmations verify specific actions being undertaken by the school that are impacting positively on school improvement. These actions are typically either not yet complete and/or not yet embedded.

Recommendations
The recommendations provide the school with evidence-based advice regarding high-value areas for future school improvement efforts. Drawn from the NSIT, recommendations are key to the school developing a sharp and narrow improvement plan.

Commendations

Mawson Primary School is commended for the following.

- All staff having a commitment to the ongoing improvement of student outcomes.

- School leaders and staff having high expectations of student success. All school leaders are focussed on supporting staff to achieve these expectations.

- Positive and caring relations between staff, parents and students. Staff appreciate the high levels of support they receive from parents and carers. Parents and carers feel reasonably well informed about their children's learning, with an appreciation that staff are very approachable. The evolution of electronic communication at the school is a welcome initiative.

- A high degree of student engagement in learning.

- Cultural diversity of the school being one of the greatest strengths of the school.

- Providing differentiated professional learning opportunities for staff, aligned with both the priorities of the school and individual need.

- Using the Australian Curriculum Achievement Standards to guide planning. Curriculum content is then selected to match student and school needs.

- The environment centre gaining accreditation through the ACT Fresh Tastes program. This has supported the school to develop a culture of healthy food and drink as well as establishing networks with other accredited Fresh Tastes schools within the ACT.

Affirmations

The Review Team offers the following affirmations for Mawson Primary School.

- Developing Excel spreadsheets to collate class data in a centralised location. These data are updated at regular intervals aligned with the school's assessment schedule.

- Implementing a Response To Intervention (RTI) approach in some areas of the school to develop focussed interventions at various levels.

- The emerging robotics program. Students from Kindergarten to Year 6 can participate in a weekly robotics club at lunchtime. For more advanced students in years 3-6, there is an extension robotics club.

- Creating a school leader position for the Visible Learning initiative.

- Developing yearly scope and sequence documents for Kindergarten to Year 6 in English and mathematics. These documents are referenced for term planning.

- Teachers being able to identify the learning needs of each student in their class.

- Developing an emerging practice of teacher and student conferencing across the school. The focus of these individual conferences presently, is to co-construct personalised learning goals in reading or writing.

- Using Class Dojo and Google Classrooms as a communication tool with parents.

- Engaging Corwin Professional Learning to develop teacher understanding of Visible Learning. Various teachers are trialling learning intentions and success criteria in their classrooms in one or more lessons each day.

- Engaging with the panda competition and other Chinese-based activities to promote intercultural understanding.

Recommendations

The Review Team recommends Mawson Primary School pays attention to the following opportunities for school improvement during the next planning cycle.

- Collaboratively develop a Mawson Primary School Strategic Plan 2019-2023 that is consistent with the school's developing vision for teaching and learning, and provides a narrow and sharp agenda focused on student outcomes, by incorporating explicit targets for student achievement that are well communicated to the school community. The plan should clearly articulate the measures and strategies for improvement in a timeline that acknowledges capacity for change. Progress towards targets should be monitored and initiatives and programs systematically evaluated for their effectiveness in producing the desired improvements in student learning and performance.

- Build upon the school's assessment plan to create a data plan that incorporates the full range of school data. Develop processes to broaden analysis of school data to include trends over time, and ensure that through summarising, displaying and communicating, there is a common view of student achievement across the school community. Develop consistent processes across the school for staff to engage with data to inform teaching and to measure growth in student achievement. Build leadership and staff data literacy skills.

- Continue to apply resources (staff time, expertise, funds, facilities, materials) in a targeted manner to meet the learning and wellbeing needs of all students, with particular focus on supporting Tier 2 intervention strategies for literacy.

- Refine the school's professional learning plan to align processes for observation, mentoring and coaching across the school. Continue to use the capacity matrix to deploy expertise across the school and develop processes to share best practice.

- Build upon the curriculum planning in English and mathematics to develop an explicit, coherent, sequenced plan for curriculum delivery that identifies curriculum (in all learning areas), teaching, and learning priorities and requirements. The plan should reflect the shared vision of the school and have a strong focus on embedding Visible Learning strategies, general capabilities and cross-curriculum priorities.

- Further develop teacher understanding of differentiation. This includes learning how to unpack data on each student, understand individual gaps in student learning and offer multiple means of representation and engagement and expression to cater for individual differences.

- Develop a coherent and explicit pedagogical framework to align teacher practice. The framework should continue to drive consistent implementation of the school's shared beliefs on teaching and learning.

- Strategically develop partnerships to address identified student needs that provide access to experiences, support and intellectual and/or physical resources not available within the school. This might include empowering parents in schooling, through a consistent whole- of-school, approach to the use of Google Classroom and/or Classroom Dojo.