Mawson Primary School

Report of Review, 2023

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Publication and independent Review Team details

Date of School Review: 31 July, 1, 2 and 3 August 2023
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Report Date: 6 August 2023

Report of Review, 2023 prepared by:

ACT Government Education Directorate
Education Services Division, School Improvement Branch

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Overview of the School Review process

Approximately a fifth of all ACT public schools are reviewed each year. Reviews provide quality, independent, feedback tailored to individual school contexts. Findings from Review support annual implementation of a school's 5-year School Improvement Plan.

Reviews are undertaken by a team of experienced educators trained in the use of the *National School Improvement Tool* (NSIT) and are led by a Lead Reviewer from the Australian Council of Educational Research. Review Team size depends upon a range of factors, including the size and context of a school.

Through the lens of the NSIT, an internationally recognised framework for reviewing teaching and learning practices, reviewers gain an accurate picture of current school practices. During Review evidence provided by schools is considered alongside evidence gathered through consultation with staff, students, parents and community members.

Following Review, the school receives a planning report, which is used as an internal working document, outlining key findings and recommended strategies for continued school improvement. The Education Directorate uses this planning report as a basis for the final *Report of Review* provided to school communities.

The *Report of Review* includes detailed findings for each of the nine Domains of the National School Improvement Tool, as well as Commendations, Affirmations and Recommendations for continued school improvement.

Where does Review sit within the school improvement cycle?

ACT public schools utilise systematic integration of evidence and data collection, access and analysis to inform sharp and narrow 5-year School Improvement Plans. Annually, all schools utilise a suite of tools to expand, monitor and report on these priorities. Additionally, schools are provided differentiated support and feedback by internal and external experts. School Review is one way that this differentiated feedback is provided and typically occurs at the end of the 5-year school improvement cycle.
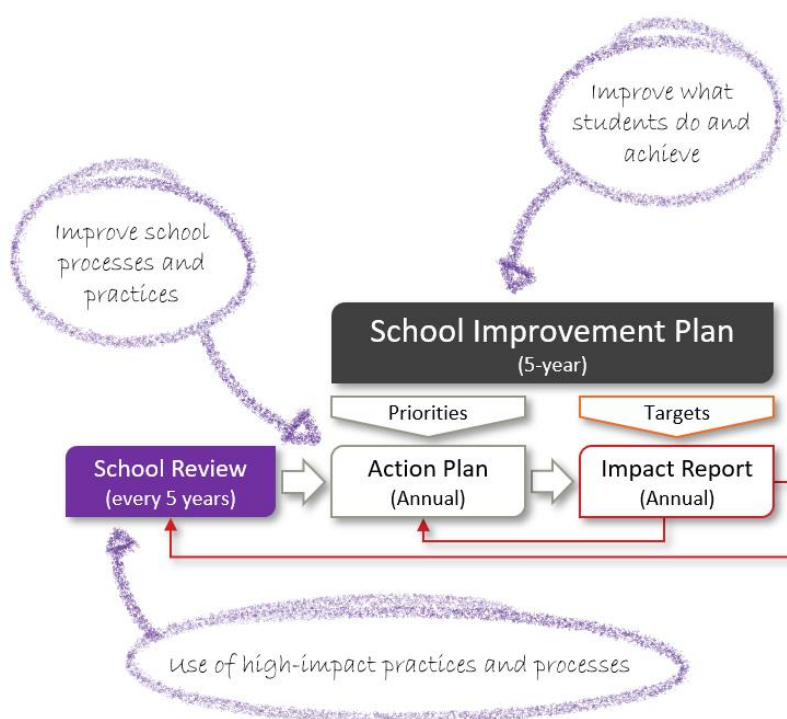
What are Commendations, Affirmations and Recommendations?

Commendations
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
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
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 effectively implementing its 5-year School Improvement Plan.

NSIT Domain 1: An explicit improvement agenda

Domain descriptor
The school leadership team and/or governing body have established and are driving a strong improvement agenda for the school, grounded in evidence from research and practice and expressed in terms of improvements in measurable student outcomes. Explicit and clear school-wide targets for improvement have been set and communicated to parents and families, teachers and students, with accompanying timelines.

Findings

- Mawson Primary School is one of three bilingual schools in the Australian Capital Territory (ACT) that has offered an authentic Mandarin Immersion Program (MIP) since 2019. Students in the MIP learn 50% of the week in English and 50% of the week in Mandarin where the Australian Curriculum content is taught in Mandarin. Approximately half of the school's population are in the MIP and the other half are in mainstream classes that have Mandarin Language Other than English (LOTE) for one hour each week for teacher release.

- Mawson Primary School has been consistent in the attention they have paid to implementing their clearly articulated 2019 to 2023 School Improvement Plan (SIP) which was based on recommendations from a significant number of NSIT domains from their 2018 NSIT review. Implementation is guided by annual Action Plans (AAP) each year and has been sustained, deliberate, and focused. There has been consistent membership of the leadership team across the life of the plan. National Assessment Program Literacy and Numeracy (NAPLAN) literacy and numeracy outcomes have trended upwards over the last three years.

- The school identified three priority areas which are positioned within the ACT Directorate of Education strategic directions. Narrow and sharp priorities are: Priority 1 To improve reading with an emphasis on extension; Priority 2 To increase student growth and extension in mathematics; and Priority 3 To develop Assessment-Capable Visible Learners (ACVL). Priority 3 was identified because Visible Learning[1] (VL) is a quality, evidence-based approach enabling implementation across mainstream and MIP classes.

- A range of school targets, such as walkthrough[2] data, perception data, staff literacy and numeracy capacity matrix data, and academic outcome data (including reading levels, and NAPLAN band percentage improvements) have been identified, reviewed, and used to determine key improvement strategies. Target baseline data evidence in impact reports were established and improvement across of the majority of targets is evident.

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[1] The staff at Mawson Primary School have been engaging in ongoing professional development with CORWIN which focuses on research conducted by John Hattie and the principles of Visible Learning and Visible Teaching. Visible Learning aims to make student learning as visible as possible. It describes the enhanced role of teachers where they become evaluators of their own teaching – teachers see learning through the eyes of students and help them become their own teachers. Teachers aim to create and maintain safe, happy, and student-centred environments in which students are inspired to become lifelong learners. For more information, see https://www.visiblelearning.com/

[2] Classroom walkthroughs are a tool to observe teaching and are usually performed by administrators, teachers, or other educational experts. The point of classroom walkthroughs and observation is to analyze teacher performance and give them actionable feedback on their techniques. See, for example, https://educationwalkthrough.com/what-is-a-classroom-walkthrough/

- SIP targets are reviewed by the executive team regularly across the year. Short term targets, expressed as specific, measurable, achievable, realistic, and time-bound (SMART) goals, are routinely developed each term by teams in response to scheduled assessment student progress data. They are discussed in weekly team meetings where teachers reflect on the effectiveness of their teaching in relation to team SMART goals.

- There are high levels of collective efficacy in relation to priority actions which inform the collaborative development of the AAP each year. All staff members are aware of SIP priorities and express high levels of commitment to them, reflecting on their effectiveness in planning and action research meetings. They are less aware of SIP targets; however leaders ensure long-term and short-term target alignment.

- Leaders share improvement plans with parents through the school website, newsletters, and meetings. They are shared at School Board meetings.

- Parents report the school has improved student learning over the life of the plan. In the main they described that Visible Learning is the priority, however, they are less aware of SIP targets or the progress of the school in relation to other schools. Impact Reports are available on the website.

- Leaders identify that they made adjustments to the full implementation of the improvement agenda due to impacts of the pandemic and recent staffing shortages.

NSIT Domain 2: Analysis and discussion of data

Domain descriptor
A high priority is given to the school-wide analysis and discussion of systematically collected data on student outcomes, including academic, attendance and behavioural outcomes, and student wellbeing. Data analyses consider overall school performance as well as the performances of students from identified priority groups; evidence of improvement/ regression over time; performances in comparison with similar schools; and, in the case of data from standardised tests, measures of growth across the years of school.

Findings

- The principal and other school leaders demonstrate a strong belief that timely and reliable student data are essential to their effective leadership of the school. This is evident in their authentic commitment to driving the implementation of a coherent ACVL pedagogical framework across the school. It is also evident in the requirement that as part of their practice, teachers regularly evaluate their impact by systematically monitoring students' progress in relation to learning intentions and to success criteria.

- A battery of academic assessment instruments is deployed each year in order to monitor students' progress. The administration of the various assessment instruments is recorded in the assessment schedule and data cycle documents.

- Wellbeing data are collected through the Positive Behaviour for Learning (PBL) program and through annual perception survey data, monitored by the student focus team. The school is yet to include wellbeing, behaviour, and attendance data collection and analysis procedures in their data plan.

- Significant scheduled assessments that are used, both summatively and formatively throughout the school to monitor student learning and identify starting points for teaching, include BASE[3], PM Benchmark[4], Oxford Sight Words, SMART Goals in Reading, Progressive Achievement Test[5] (PAT), Schedule for Early Number Assessment (SENA), MIP Vocabulary Assessments, MIP Reading Benchmarks, Writing Samples, and NAPLAN.

- Teachers demonstrate acute awareness of the student assessment data and readily access it on the data tracker in the Google drive. These data are used purposefully in their practice and form the basis of handover practices from one year to the next.

- The leadership team have kept momentum in establishing a data-informed culture over the life of the SIP. Data are routinely discussed and analysed in team meetings,

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[3] BASE (formerly PIPS) is an early years assessment program for assessing reading, phonics, and numeracy skills of students in their first year of school. There are two assessments (the first in weeks 3 and 4 of Term 1 and the second in weeks 2 and 3 of Term 4). BASE data are used to identify, as early as possible, students who may need extra support or enrichment and help teachers plan appropriate learning experiences. Information about the program can be found at https://www.education.act.gov.au/public-school-life/assessment_and_reporting/early-years-assessment

[4] PM Benchmark is an assessment tool used by K-5 teachers to evaluate, monitor, and report reading comprehension and progress in learning. Students' instructional and independent reading levels are assessed using unseen, meaningful texts. Teachers can use PM Benchmark to monitor a student's reading achievement and progress over time.

5 The Progressive Achievement Tests measure what students in Foundation to Year 10 know, understand, and are capable of across domains, and help monitor progress over time. The PAT assessments are administered by ACER. This school has utilised PAT-R (Reading), PAT-M (Mathematics) and PAT Spelling.

Professional Learning Team (PLT) meetings, staff meetings, and executive meetings.

- Visible Learning strategies and a range of formative ways teachers check for learning, as well as the various data collected, are strategically used by the staff to inform planning for future learning, including for the refinement of learning intentions and three-level success criteria.

- A key component of Response to Intervention (RTI) and student focus team meetings is the attention paid to data to identify at-risk students in need of intervention and monitoring.

- A literacy and numeracy capacity matrix survey has been developed by the school. This has informed differentiated professional learning.

- Data on implementation of agreed pedagogical practices are gathered through frequent walkthroughs and feedback are provided to teachers to enable reflection on their impact.

- Staff members articulate that there are high levels of collaboration at staff meetings and whole-of-staff professional learning sessions about the implications of data for school policies and practice.

NSIT Domain 3: A culture that promotes learning

Domain descriptor

The school is driven by a deep belief that every student is capable of successful learning. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents. There is a strong collegial culture of mutual trust and support among teachers and school leaders and parents are treated as partners in the promotion of student learning and wellbeing. The school works to maintain a learning environment that is safe, respectful, tolerant, inclusive and that promotes intellectual rigour.

Findings

- The school's motto 'Striving to Succeed' is lived in the work of leaders and the staff to embed the school's priority to develop ACVL. The consistency of pedagogical language and practice is valued by staff members who are highly collaborative in their practice.

- The VL dispositions are evident in every classroom and known by students. Feedback from students to teachers is embedded practice through the application of a 'zones of learning' visual where students show if their learning is too easy, just right or a challenge.

- Mawson Primary School has developed a graduate profile statement and their mission, vision, and values are evident in signage and known by stakeholders. Parents describe the strong sense of community they believe has been established.

- Teachers work in a highly professional and trusting manner with leaders within and across teams and are open to feedback from each other. Each year level team is led by a School Leader C (SLC) who works with students at risk and facilitates planning, mentoring, coaching, and data conversations. Feedback from walkthroughs is welcomed by the staff and is part of an ongoing reflective culture of continuous improvement.

- Staff and parent handbooks detail expectations for communication and interaction with families to promote mutually respectful relationships. Parents report teachers respond promptly to their communications and concerns.

- Members of staff speak highly of, and are deeply connected to, the school. Teachers recognise the change in learning culture that has been achieved through the implementation of the MIP and ACVL.

- Mawson Primary School has developed a K-6 PBL Framework which acknowledges positive behaviours in relation to safety, cooperation, acceptance, respect, and friendliness (SCARF) values. Achievements are rewarded at school assemblies.

- The school has developed positive behaviour expectations/flowcharts K-6 which are published in the PBL Handbook. These are evident in all classrooms and support an inclusive and harmonious school culture. A small number of students primarily in mainstream classes report that low level behaviours from others sometimes disrupt their learning. Reviewers observed high levels of student engagement across the school.

- Parents value the core content curriculum information provided to them through

fortnightly ClassDojo[6] posts. While parental involvement is welcomed the re-engagement of parents post Covid to the previous level is yet to be achieved. Parents would welcome greater opportunity to support their child's learning.

- Parent, teacher, and student perception surveys are routinely conducted, analysed, and discussed with the staff. Actions are identified and implemented where possible. The high level of team morale has been maintained as evidenced in staff perception survey results being in the fourth quartile from 2020, dipping slightly in 2022. Teachers report the primary area impacting staff morale is the lack of replacement teachers to cover teacher absence. They express concern for each other and the impact on student learning.

- Students have a voice through involvement in the student representative council and active leadership opportunities through house and school captain roles.

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[6] ClassDojo is a platform for digital sharing of photos, videos and messages between teachers, students, and families at home. It improves communication between the classroom teacher and parents as it allows for the easy sharing of classroom content. See: https://www.classdojo.com

NSIT Domain 4: Targeted use of school resources

Domain descriptor
The school applies its resources (staff time, expertise, funds, facilities, materials) in a targeted manner to meet the learning and wellbeing needs of all students. It has school-wide policies, practices and programs in place to assist in identifying and addressing student needs. Flexible structures and processes enable the school to respond appropriately to the needs of individual learners.

Findings
- Mawson Primary School is strategic in its use of resources to support the improvement agenda through a range of initiatives including the engagement of CORWIN in providing extensive professional learning on ACVL; staff support of the RTI Model; timetabling to ensure that MIP and mainstream teachers collaboratively plan and monitor student academic and wellbeing data; and the engagement of specialist staff.

- The school has recently documented a student focus flowchart to identify and respond to student needs. Staff members describe the documented referral process that enables them to seek additional support and/or advice to respond to a wide range of needs.

- Conducting a range of regular assessment, as articulated in the school's data plan, supports the early identification of learning needs. The whole-school data tracker has been instrumental in centralising records of student progress across their years of education.

- Executive staff members and specialist teachers provide RTI, one-on-one, and small group interventions for students below reading benchmarks to support classroom teachers in the literacy block two to three days each week. Leaders report this ensures timely, effective, flexible support which contributes to improved reading outcomes.

- Individual Learning Plans (ILPs) are developed for at-risk and gifted and talented students.

- Teachers identify that they would welcome an increase in learning support assistants and increased resources in the provision of RTI.

- The school's English as an additional language/dialect (EAL/D) specialist position is currently vacant however the leadership team recognises that the high percentage of EAL/D learners requires resourced expertise.

- A small-group program operates for students who require significant adjustments.

- There is evidence of the deployment of staff to make the best use of their expertise. For example, experienced teachers are partnered with beginning and/or new teachers in a teaching team and act as mentors for them.

- A small number of teachers report their perceptions about possible resourcing inequity between MIPs and mainstream classes.

- Staff members and students take pride in the way the school is presented. This is evidenced by the clean, tidy, inviting, and well-maintained buildings and grounds. Both the staff and students report high levels of enjoyment from working and learning in the school.

- The school learning environment allows for whole-class and mixed small-group work. The physical classroom spaces are organised flexibly and support the teaming between mainstream and MIP teachers.

- Reviewers observed technology being integrated purposefully into learning.

- Specialist provision is made for the teaching of science, digital technology, and LOTE. A teacher librarian supports teacher use of the library.

NSIT Domain 5: An expert teaching team

Domain descriptor

The school has found ways to build a school-wide, professional team of highly able teachers, including teachers who take an active leadership role beyond the classroom. Strong procedures are in place to encourage a school-wide, shared responsibility for student learning and success, and to encourage the development of a culture of continuous professional improvement that includes classroom-based learning, mentoring and coaching arrangements.

Findings

- The leadership team is intentional in their commitment to build the capacity of all members of staff. This is evidenced by the prioritised professional learning opportunities closely aligned to the SIP priorities. Strategies include regular access to differentiated professional learning and opportunities for teachers to plan together and participate in action research.

- SLCs currently provide informal mentoring and coaching to members of their own teams. Teachers are open to receiving more coaching feedback and opportunities to learn with and from each another including specialist, preschool, and MIP teachers.

- The relationship with the two CORWIN consultants over the life of the SIP has ensured excellence in evidence-based professional learning to provide a tailored approach for the school based on progress and need.

- Mawson Primary School has articulated agreed practices for literacy and numeracy, and these are evident in teacher practice, curriculum documents, and in classroom displays.

- The capacity of all staff members to become proficient in using agreed practices is enabled through walkthroughs (undertaken twice a term) and their feedback. Leaders conduct walkthroughs, analysing data, and facilitating staff discussion and actions in relation to changed practice. Teachers have been involved in conducting walkthroughs in the past which they report is a highly valuable experience.

- There is a documented professional learning plan to support the enactment of the beliefs that underpin teaching and learning. This plan is strategically aligned, reviewed, and refined regularly to reflect developments in staff knowledge and expertise.

- Over the life of the SIP, leaders have prioritised the building of team-based professional learning communities.

- Staff members articulate that the support they receive from each other and from school leaders is a valued feature of the school and is integral to the effective orientation and induction for teachers new to the school and for those new to the profession.

- There is significant knowledge and expertise among teachers and school leaders to deliver on the school's current priorities. Teachers demonstrate leadership through confidently conducting and sharing action research and delivering VL professional learning. This has been achieved through effective recruitment and staff development. Leaders learn alongside their colleagues and promote a culture of continuous professional improvement.

- All members of staff engage in meetings to create and review their annual professional

development plans and to set goals aligned to priorities. Teacher goals are on display in the school foyer and within classrooms.

- The school actively supports and celebrates teachers undertaking postgraduate studies.

NSIT Domain 6: Systematic curriculum delivery

Domain descriptor

The school has a coherent, sequenced plan for curriculum delivery that ensures consistent teaching and learning expectations and a clear reference for monitoring learning across the year levels. The plan, within which evidence-based teaching practices are embedded, and to which assessment and reporting procedures are aligned, has been developed with reference to the Australian Curriculum or other approved curriculum and refined collaboratively to provide a shared vision for curriculum practice. This plan is shared with parents and families.

Findings

- The Teaching and Learning Handbook provided to all members of staff outlines a comprehensive overview of the Australian Curriculum, VL mind frames, and requirements for assessment at Mawson Primary School.

- The school's clearly documented plan for systematic curriculum delivery is comprised of a range of quality digital documents stored on the school's Google drive. The documents include yearly overviews, term overviews, units of work, and lesson plans which are closely aligned, monitored, and mapped.

- A distinctive feature of the curriculum plan is the integration of the MIP. The MIP curriculum documentation is interwoven with the general curriculum and consistent pedagogy across MIP and mainstream classes is evident in delivery.

- Due to the complexity of the interwoven MIPs and mainstream classroom curriculum, leaders pay close attention to ensure curriculum is audited, teacher feedback is provided, and planning and curriculum maps monitor and support the vertical alignment of curriculum across years of schooling to guarantee curriculum access.

- The documented units of work support the school's agreed VL pedagogical framework by including learning intentions and success criteria. Formative and summative assessment instruments and processes, that are consistent with VL, are also included in unit plans.

- Programs clearly indicate what should be taught and when. Priority is given to English, including fundamental skills of literacy and mathematics. Units of work are designed to meet the needs of the range of students within each year level including those with disabilities and other particular needs. This is evident in teacher planning reflecting the context of their learners.

- Cross-curriculum priorities and general capabilities are expected to be documented in programs where appropriate. Some variability is evident in the confidence of teachers and levels of embeddedness across of the school.

- Yearly and term overviews, units of work, and lesson plans (recorded in slides or daybooks) are developed through quality collaborative processes conducted at team meetings, PLT meetings, and other dedicated planning sessions. Collaborative planning is overseen by team leaders.

- Preschool units of work and lesson plans are based on the Early Years Learning Framework and incorporate relevant aspects of VL. Content is based on current interests of preschool children which are gleaned from fortnightly surveys of parents.

- Curriculum plans are regularly shared with parents through distribution of various

summaries and overviews, the school website, and newsletters.

NSIT Domain 7: Differentiated teaching and learning

Domain descriptor
The school places a high priority on ensuring that, in their day-to-day teaching, classroom teachers identify and address the learning needs of individual students, including high-achieving students. Teachers are encouraged and supported to monitor closely the progress of individuals, identify learning difficulties and tailor classroom activities to levels of readiness and need.

Findings
- The implementation of the VL framework has ensured differentiation is a feature of every teacher's practice. Leaders support and monitor the use of strategies, scaffolds and providing for students a range of ways to show their learning, ensuring that every student is engaged and learning successfully.

- Differentiated learning is approached through school-wide, consistent, SMART, goal-setting processes in which learning intentions and success criteria are calibrated to challenge students at their point of need.

- Personalising of students' learning intentions and success criteria occurs through processes such as, teacher-student conferencing; students selecting or co-constructing their goals; teacher feedback to students about developing learning intentions and success criteria; and teacher feedback regarding self-assessing their progress towards goals.

- Younger students are led by their teachers to develop early understandings of concepts and language related to goal setting that is designed to assist them to participate in the process with capability and increased independence as they progress across the school.

- Working in collaborative meetings, teachers analyse data to develop goals that recognise students' current attainment and enable targeted instruction to promote future learning. Data utilised for this purpose include teachers' observations, anecdotal records, and more formal assessments.

- Teachers take responsibility to address particular needs of individual students including those related to EAL/D and cultural backgrounds and plan for multiple means of representation, engagement, and expression.

- The school's well-established RTI system ensures students requiring additional intervention are identified and plans for additional support are developed. Records are centrally stored and readily available for teacher access. The school prioritises deployment of staff, other than class teachers, to implement RTI interventions, as that resources allow.

- Throughout the school, students describe being presented with differing activities according to their achievement levels and are able to articulate their knowledge of the three learning zones: comfort, stretch, and panic. Students use these learning zones to assess their own learning. Student work products and projects illustrate differentiated tasks and feedback. Peer feedback is a regular feature of practice across the school.

- Opportunities for students to share and celebrate their learning with families occur at Term three learning journeys. Teachers discuss student learning goals at semester interviews and Directorate of Education reporting templates are used which show point-in-time achievement.

NSIT Domain 8: Effective pedagogical practices

Domain descriptor
The school principal and other school leaders recognise that highly effective teaching is the key to improving student learning throughout the school. They take a strong leadership role, encouraging the use of research-based teaching practices in all classrooms to ensure that every student is engaged, challenged and learning successfully. All teachers understand and use effective teaching methods – including explicit instruction – to maximise student learning.

Findings
- Leaders have documented clear and well-known positions about the evidence-informed practices they wish to see in all classrooms across the school, including in the mainstream, MIP, and preschool classes, and the digital technology, science, and LOTE programs.

- Over the life of this plan, leaders have engaged collaboratively with the staff to deeply embed Visible Learning pedagogies across the school and have developed an agreed set of beliefs and ways of working in literacy and mathematics.

- Mawson Primary School is a Visible Learning Certified School and has had its school-wide approach and work acknowledged by John Hattie as best practice. Leaders and teachers have shared their school improvement journey in relation to VL at conferences and with other CORWIN schools.

- A sustained and extensive range of professional learning has been provided in relation to those practices. Teachers are experts in expected pedagogies and apply these when collaboratively planning learning experiences. All classrooms evidence learning intentions, success criteria, Bump it up walls (displays which allow students to track their learning progress), dispositions, and student goal setting.

- The school has stayed the course of its improvement journey over the life of the SIP, during a period of significant increase in enrolment and new teachers joining the team.

- CORWIN have designed specific workshops for leaders and teachers that are differentiated to reflect their significant progress and high levels of practice.

- The principal and other leaders have high expectations and effective processes to provide teachers with timely and relevant professional learning and constructive feedback on teaching including through regular classroom walkthroughs on identified school wide agreed practices. Teachers are keen to continue to receive further coaching and feedback on their teaching and to learn from each other's practice more often.

- All teachers and leaders are committed to the continuous improvement of their practice by engaging in action learning and research.

- Teachers and leaders give a high priority to continuous learning to understand contemporary quality practice to maximise learning for students.

- Leaders and teachers engage in mentoring and modelling of agreed school pedagogies which are deeply embedded across all teams ensuring the use of a whole-school consistent language for learning and teaching.

- Students confidently used the language of VL strategies when explaining what and why

they were learning and how they would know what the next steps would be.

- The use of peer assessment and formative assessment strategies to check for learning is evident.

NSIT Domain 9: School-community partnerships

Domain descriptor
The school actively seeks ways to enhance student learning and wellbeing by partnering with parents and families, other education and training institutions, local businesses and community organisations. Parents and families are recognised as integral members of the school community and partners in their children's education. Partnerships are strategically established to address identified student needs and operate by providing access to experiences, support and intellectual and/or physical resources not available within the school. All partners are committed to the common purposes and goals of partnership activities. Procedures are in place to ensure effective communications and to monitor and evaluate the intended impacts of the school's partnerships.

Findings

- Mawson Primary School has a newly initiated partnership with Australian National University which provides the school with Mandarin volunteers to hear students reading in Mandarin. The partnership parameters are yet to be documented and evidence of improved outcomes in reading yet to be measured.

- The MIP SLC has been instrumental in developing a close association between the school and the Intensive Chinese Network (ICN). The ICN provides opportunities for teachers of Mandarin across Australia to collaborate online and meet for professional learning conferences, buddy program, and induction. Approximately 40 teachers across Australia are involved in this network. Mawson Primary School actively participates and plans yearly professional learning and research, this year hosting the Australian ICN conference and trialling curriculum materials for a bilingual program.

- The school has a longstanding and highly valued relationship with CORWIN Visible Learning which has been engaged over five years to provide professional learning for leaders and the staff. This is an active partnership between leaders and the two facilitators who have been working with the school for the last five years. School leaders describe benefits in trialling of professional learning units for CORWIN at a level over and above resources which have currently been established.

- The P&C (Parents and Citizens Association) has raised significant funds and has a voice in how these funds are allocated. Parents volunteer as sports coaches, help in reading programs and contribute to school governance as School Board members. The positive partnership between the school and parents has created a sense of community.

- Mawson Out of School Hours Care provides before and after school care and vacation care for families. This service is well attended and highly valued.

- Leaders identify that the school has positive relationships with allied health providers.

Commendations

The school is commended for:

- The implementation of the *2019-2023 School Improvement Plan* aligned with annual improvement plans in a sustained, deliberate, and focused approach.

- The attention paid to monitoring longer term SIP targets by leaders and establishing aligned short-term targets, expressed as SMART goals.

- Academic student outcome improvement across of the majority of targets as evident in Impact Reports.

- The long standing and highly valued relationship with CORWIN Visible Learning which has been nurtured over five years to now provide mutually beneficial outcomes.

- The school achieving Visible Learning Certification and having its work acknowledged by Professor John Hattie.

- Teachers working in a highly professional, collaborative, and trusting manner with each other and leaders within and across teams to deeply embed the use of high-impact, evidence-based teaching and learning strategies.

- Teachers' commitment to working collaboratively to engage in action research, including professional readings, reflection, and sharing of learning.

- Each year level team having an SLC – a leader who facilitates planning, mentoring, coaching, and data conversations.

- Quality feedback provided from walkthroughs that is welcomed by the staff and builds an ongoing reflective culture of continuous improvement.

- The development of teacher skills to create succinct learning intentions and success criteria to facilitate surface, deep, and transfer level learning.

- The implementation of zones of learning as a strategy to provide teachers with student feedback on their learning.

- RTI early interventions are improving the reading outcomes of students who have been identified as below the expectations of their year level.

- Staff members speaking highly of, and feeling deeply connected to, the school.

- Teachers recognising the change in learning culture that has been achieved through the implementation of MIPs and a focus on ACVL.

- Maintaining staff morale and responding as appropriate to support the staff.

- The opportunities for teachers of Mandarin to network with other Mandarin teachers across Australia through the ICN.

- Dedicating strategic resources to ensure the implementation of these SIP initiatives.

- The leadership team being intentional in building the capacity of all members of staff.

- The clarity of leaders' clear and well-known positions about the evidence-informed practices they wish to see in all classrooms across the school.

- The documentation of curriculum and pedagogical agreed practices.

- The strong commitment of the staff in the use of timely and reliable student data to

ensure optimal student learning.

- For the integration of a quality Mandarin Immersion Program into the curriculum documentation to support consistent pedagogy across all classes, both MIP and mainstream.

- Implementation of differentiated teaching facilitated by collaborative analysis of student learning data to develop student goals which recognise students' starting points and enable targeted instruction to promote future learning.

- The clearly documented plan for curriculum delivery and the range of quality digital documents that constitute the plan, including yearly and term overviews, units of work, and lesson plans recorded on slides and in daybooks.

- The due diligence of leaders and teachers in mapping and auditing curriculum to guarantee coverage across years of schooling.

Affirmations

The school is affirmed for:
- The relationship with the Australian National University in supporting MIP reading.

- The intention of the school to support other schools in their development as Visible Learning schools.

- Regular communication with families in relation to children's learning through fortnightly learning snapshots.

- The desire of the school to re-engage with parents as partners in learning.

- The PBL committee for leadership of PBL practices across the school.

Recommendations

- Within the collaborative development of the next SIP pay attention to how:
  > targets align to the school's vision for learning and teaching and are shared with the staff, parents, and students
  > the full range of whole-school data and specific core learning targets are known and embedded in practice by classroom teachers
  > short, medium, and long-term targets will be rigorously monitored

- Continue to support teachers to reflect on their impact and take responsibility for changes in practice required to use data on a regular basis to monitor student learning growth and the effectiveness of their own instructional practice in achieving school targets.

- Build a sophisticated understanding of value-added data concepts with the staff, and monitor learning improvement or regression over time, and growth across years of schooling for every student based on triangulated academic and wellbeing evidence.

- Broaden the school data plan to include the collection and analysis of attendance, behaviour, and wellbeing data. These data should be used to make judgements about individual needs within a school response to intervention framework, to ensure student

wellbeing, social/emotional learning, and academic progress is a priority.

- Continue to consistently develop and monitor alignment between the written and enacted sequenced plan for curriculum delivery that is contextualised to meet the needs of all students within each year level. Ensure that the curriculum delivery plan incorporates higher order thinking, cross-curriculum priorities, and general capabilities through all learning areas as active streams for learning.

- Continue to build the capability of leaders and teachers to provide ongoing quality coaching feedback based on classroom observations, reflecting student growth, and school-wide agreed pedagogical practices. Provide opportunities for teachers to learn with and from each other, collaboratively monitoring the implementation and effectiveness of coaching systems and structures.

- Place a high priority on engaging with all parents and families in mutually supportive ways as valued partners in their children's learning. Ensure systems and structures provide parents with reliable, relevant information about their child's growth over time and the ways in which parents can support learning.

- Investigate and establish a strategic school community partnership within education, business, or industry which can best support the desired improvement as articulated in the School Improvement Plan. Ensure the partnership is mutually beneficial with articulated, partner responsibilities and measurable outcomes, and evaluation cycles as evidence of impact on student learning and/or student wellbeing.