

Mawson Primary School

Network: South Canberra/ Weston

IMPACT REPORT 2019

The purpose of this document

This document flows directly from our Action Plan for 2019 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 2019 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 2019 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 2019 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.

Targets

By the end of 2023 we will:

- reach the second quartile of like schools in Year 5 reading in the NAPLAN similar schools' comparison.
- 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 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 PDPs.

In 2019 we implemented this priority through the following strategies.

1. Develop and implement Mawson Primary School's Agreed Practices for reading in order to support teachers to build their capacity to deliver differentiated learning experiences in reading
2. Create baseline data to begin to track reading attainment
3. Establish whole school processes for tracking reading growth beyond level 30 in order to begin to explore extension 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 reach the second quartile of like schools in Year 5 reading in the NAPLAN similar schools' comparison.	4 th quartile					
To increase the number of students in Years 1 to 6 at standard or above in PAT Reading to 75%	47.34%	86%				
To increase the number of students who demonstrate above average growth in reading in PIPs to 25%	17%	38%				
To decrease the number of students who make less than expected growth in reading in Year 5 NAPLAN to 15%	30.6%	18.92%				
To increase the number of students who reach PM benchmark levels in reading to 90%	76%	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. Student: My teachers provide me with useful feedback about my work.	-10% (red)	-1% (orange)				
	-10% (red)	-9.2% (orange)				
All students have learning goals that help them to be successful.	35.5%	65%				
All students indicate that they know where they are going and what they are aiming for in their learning.	44%	73%				
All teachers agree that <i>we routinely analyse the impact we are having on individuals and groups of students at regular staff and team</i>	13.3%	41.9% (51.6%)				

<i>meetings</i> . Teachers rate this strategy as 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%)				
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%	74.2%				
All teachers strongly agree that they feel: <ul style="list-style-type: none"> well-equipped to differentiate the learning needs of students during the reading hour. confident to analyse data to inform their practice. confident to support colleagues to analyse data. 	40%	48%				
	40%	55%				
	26.6%	40%				

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.				
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.				
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 within PLCs.				

WHAT THIS EVIDENCE TELLS US

- There has been an increase in teacher capacity to use data to enhance planning. 50% of teachers agree that they systematically use data and evidence to plan lessons and next learning steps. This is an increase of 33% from last year. A further 46.7% believe that this exists within the school, but it is not yet embedded.
- 74% of our teachers are comfortable sharing achievement and progress data, compared to 17% in 2018. Teachers now systematically use data to plan lessons and next learning steps.
- In NAPLAN, reading distribution is excellent with 0% of Year 5 students in the bottom two bands and 63.6% in the top two bands, compared to 50% for similar schools. This demonstrates that we are making sound progress towards our target of being in the second quartile of SSSG by 2023.
- There has been an increase from 17% to 38% of Kindergarten students who demonstrate above average growth in PIPS.
- The 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.
- Almost double the number of students have learning goals that help them to be successful. There was an increase from 35.5% to 65%.
- Professional Learning Communities (PLCs) are embedded and are now a part of the culture at Mawson Primary School.
- We have already met our target to increase the number of students in Years 1 to 6 at standard or above in PAT Reading to 75%.
- Our PIPs results show that students in MIP are not disadvantaged when sitting standardised tests.

OUR ACHIEVEMENTS FOR THIS PRIORITY

- We developed a Mawson Primary School model of PLCs after delivering whole school professional learning on PLCs to establish a shared purpose, vision and values. We established five PLCs - English, Maths, Visible Learning, PBL and SIP.

- The English PLC led the staff to collaboratively develop Mawson Primary School's Agreed Practices for Literacy, focusing on reading in 2019.
- We developed and delivered a differentiated professional learning program focused on best practice in teaching reading. We used a capacity matrix to identify staff professional learning needs as well as identify experts within the school that could deliver the PL. Teachers self-selected their professional learning.
- The leadership team developed a schedule of formal meetings, sharing and professional learning times. Team meeting time is now used to set SMART goals based on data that has been collected and analysed.
- The School Improvement PLC developed a MPS model of classroom walkthroughs to monitor that the agreed practices are being implemented and provide feedback to teachers about their practice. Walkthroughs have taken place each term. Teachers have been included in each walkthrough.
- A classroom walkthrough template was developed in consultation with the whole staff.
- We developed a timetable that allows for an uninterrupted balanced literacy block in Mandarin and English. Teacher understanding of the balanced literacy block was enhanced through PL.
- All SLCs are free to support classroom teachers during the literacy block and during collaborative planning time.
- There is now a whole school literacy planning template used by all teachers.
- We invested \$22,000 in literacy resources including guided and cooperative reading books in both English and Mandarin.
- We implemented PAT-R to gather baseline data. Team leaders delivered targeted professional learning for teachers about administering the test and analysing the data
- We developed an assessment schedule and a data tracker to track reading growth.
- The English PLC trialled resources to track reading beyond level 30, delivered PL to the whole staff and developed school guidelines on how to use the resources.
- We created a data wall to track reading growth in the teacher collaborative planning room.
- We have begun to embed a targeted coaching and mentoring approach to model best practice in teaching of reading.

CHALLENGES WE WILL ADDRESS IN OUR NEXT ACTION PLAN

- We will continue to build teacher capacity to differentiate during the literacy block.
- We will build on the work that we have begun around tracking reading comprehension beyond level 30 using Fountas and Pinnell.
- We need to maintain current NAPLAN results in Year 5. This will be a challenge given the results of the Year 3 cohort. We need to address reading in Year 3 as in 2019 only 62.5% of students were in the top two bands, compared to 69.7% in the top two bands for similar schools.
- We need to maintain the increase from 17% to 38% of Kindergarten students who demonstrate above average growth in PIPS.
- Writing growth is low. Only 42.9% of students achieved expected growth which is below similar schools. Writing must become a focus in Term 1 of 2020. In Year 5 NAPLAN, 15.9% of students are in the bottom two bands and only 15.9% are in the top two bands, compared to 24.6% in SSSG.

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 LI & SC. Students understand what they are learning and why.
- There is small group and individual support in the early years for 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 the second quartile of like schools in Numeracy in Year 5 NAPLAN in the NAPLAN similar schools' comparison.
- 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 2019 we implemented this priority through the following strategies.

- Develop a set of Agreed Practices for Mathematics and map out strategies to support the achievement of Priority 2 from 2020 to 2023
- Investigate the current reality about the teaching of Mathematics at Mawson Primary School

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%				
To reach the second quartile of like schools in Numeracy in Year 5 NAPLAN in the NAPLAN similar schools' comparison.	4 th quartile					
To increase the number of students in Years 1 to 6 at standard in PAT Maths to 65%	51%	58%				
Increase the number of students who make expected or greater than expected growth in Numeracy in NAPLAN to 85%	64.7%	56.76%				
Increase the number of Year 5 students performing in the top two bands in NAPLAN to 50%.	35.7%	38.6%				

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)				
	-10% (red)	-9.2%)				

All teachers strongly agree that they feel: <ul style="list-style-type: none"> well-equipped to differentiate the learning needs of students during mathematics lessons. confident to analyse data to inform their practice. confident to support colleagues to analyse data. 	40%	48%				
	40%	55%				
	26.6%	40%				
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%	74.2%				

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%				
Classroom walkthroughs will evidence consistent pedagogy underpinned by the Mawson Primary School Agreed Practices in Mathematics.	0%	0%				

WHAT THIS EVIDENCE TELLS US

- Mathematics was not a focus of our 2019 Action Plan. Mathematics will become a focus in 2020.
- We have, however, already achieved the target of 85% of students in Kindergarten attaining better than or expected growth in PIPS. This level of growth will need to be maintained over the life of the plan.
- The majority of teachers are now comfortable sharing achievement data. The percentage of teachers who state they feel comfortable sharing their data has risen from 17.2% to 74.2%. We need to continue to work with our beginning teachers on data literacy.
- There was an 8% decrease in expected growth in numeracy in NAPLAN. However, there was a slight increase in the number of year 5 students in the top two bands in NAPLAN.
- Our PAT Maths data shows that there has been an increase of 7% in the number of students at standard across Years 1 to 6.

OUR ACHIEVEMENTS FOR THIS PRIORITY

- A Mathematics PLC was formed, and it investigated the resourcing of Mathematics across the school. Teachers in this PLC conducted an audit of current resources and identified staff expertise in the teaching of Mathematics. They developed a document called MPS Agreed Practices in Mathematics based on the four-part lesson structure from PANL, a balanced approach to numeracy with a Visible Learning lens: learning intentions, success criteria,

formative assessment and differentiation. They used the Visible Learning in Mathematics resources to guide them.

- We purchased \$12,000 of specialised Mathematics resources, including Numicon.
- The PLC developed resource kits for every class based on staff feedback that are ready for use in 2020.
- We implemented PAT Maths to create baseline data and begin to track student attainment in Mathematics across the school.
- SENA was used in K - 4 to track student growth and to plan for individual student need.
- The PLC members developed a plan to deliver differentiated numeracy PL to the whole staff in 2020.

CHALLENGES WE WILL ADDRESS IN OUR NEXT ACTION PLAN

- There needs to be a whole school focus on best practice in the teaching of Mathematics, however, we also need to address writing at the same time. We do not want to overload teachers with too much information. We have many beginning teachers on staff.
- We need to work towards consistent practice in the teaching of Mathematics across the whole school.
- We need to build teachers' capacity to use the new resources we have purchased: Envision, Matific and Numicon.
- Teachers need to be upskilled in how to use results from assessments such as SENA and PAT Maths to inform their teaching.
- The school's performance in NAPLAN is inconsistent. Numeracy growth is low with 55.6% of students achieving at or at above expected growth and low growth compared to similar schools.

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

- We have begun to implement differentiated groupings for students in the early years.
- Learning has been made visible by teachers using LI & SC. 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.

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

Targets or Measures	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%				

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%)				
All students indicate that they know where they are going and what they are aiming for in their learning.	44%	73%				
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%				
All students agree that they can describe the last assessment they have done.	26%	50%				
All students agree that they know how well they have done in their last assessment.	25%	46%				
All students agree that their teacher talks to them about the results they get in their assessments.	22%	44%				
All students receive meaningful feedback from their teachers and can articulate what their next learning step is.	43%	96%				
All parents receive feedback about their child's personalised learning goals.	24%	80%				

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 (100%) -communicate - display -refer to and use	12% 12% 0%	66.7% 96% 51.2%				

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

- 74.2% of teachers agree that our lesson plans make the LI & SC clear. This has increased from 10.3% in 2018. We are now seeing consistency of practice across the school with 96% of teachers having LIs & SC displayed during the last classroom walkthrough.
- Staff agree we have implemented LI & SC consistently across the school.
- Data indicates that teachers are displaying LI & SC and that now we need to focus our work around upskilling teachers about how to communicate and refer to these throughout the lesson. Deconstructing LIs and co constructing SC will be a focus in 2020.
- Parents indicated that they receive feedback when their children achieve their learning goals.
- Students are beginning to better understand how well they have done in their assessments and where they are heading for in their learning. This will be ongoing work for 2020.

OUR ACHIEVEMENTS FOR THIS PRIORITY

- All staff have included a professional goal around Visible Learning in their PDP.
- We formed a visible learning PLC. The PLC developed and delivered professional learning to develop a shared understanding of how to use LI & SC to ensure teacher clarity.
- Teachers systematically use LI & SC in their planning and lessons.
- Teachers have unpacked the meaning of LI & SC with their students.
- In January 2019 all teachers participated in a professional learning workshop on Building and Developing Visible Learners. They then brainstormed the MPS dispositions. We then developed characteristics of each disposition and have made posters to display around the school.
- The whole staff participated in a PL on the SOLO taxonomy in July 2019. A SOLO taxonomy flipchart with verbs to use when writing LIs and SC was made for every teacher.
- Teachers have begun to use a shared language around LI & SC and what an assessment capable visible learner is. They are using the dispositions in lessons and on merit certificates.

CHALLENGES WE WILL ADDRESS IN OUR NEXT ACTION PLAN

- Data collected around feedback is likely to show negative growth in 2020 as staff, parents and students do not yet really understand what effective feedback looks like.
- Teacher and student capacity to give, receive, seek and act on feedback must become a focus in our 2020 Action Plan. Teachers understanding of effective feedback related to LI & SC needs to be increased.
- Teachers will need to develop a tool kit of strategies for giving effective feedback based on LI & SC.
- Learners need to be able to articulate what an effective learner looks like at MPS. They need to be able to articulate the dispositions and understand the characteristics of the dispositions.
- Visible Learning and PBL need to be made complementary and teachers should not see one as more important than the other.

- In 2020 we must embed LI & SC by extending their use to other curriculum areas apart from English. We will do this through creating a Mawson process that we can apply to other curriculum areas.
- Data indicates that only half our students can articulate what their last assessment was and how they did in that assessment. This will be a focus area for 2020.
- We need to continue to raise the wider community's understanding of visible learning through the school newsletter, Facebook and Dojo pages and parent coffee mornings.

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

- We are beginning to see our consistent language around the school that focuses on learning.
- Learning has been made visible by teachers using LI & SC. 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 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 1.2.1 It was identified that staff would like to use an App that will support them to record information on student's interests and that this information could be shared by staff to plan for meaningful experiences.

Progress

- The preschool team have discussed more effective ways to collect data about each child.
- Educators have shared their knowledge and experience around using Early Years Apps.
- We have currently decided to continue using our current observation forms and the Class Dojo App for parent communication as this is consistent across the school.
- Staff are using class dojo as a digital portfolio to highlight students' achievement over 2019.
- Collaborative planning time which allows sharing of students' interest and time for shared planning has begun in 2019.

Element 1.1.1 Staff identified that the program needed to change daily to reflect children's interests. Educators also wanted children to have more choice about where they will play.

Progress

- Educators have implemented an Indoor/Outdoor program which runs for most of the day. This means children have more choice about where they play. Children can now be observed moving confidently between rooms. Children know all staff names and children can name children in other classes.
- Collaborative fortnightly planning with activities varying across rooms with areas for student choice including using students' reflections to plan future activities.

Quality Area 2: Children's Health and Safety

Key Improvements Sought for QA2:

Standard

Element 2.1.1 Staff identified that there was no designated quiet area for children to rest when needed.

Progress

- A quiet area was set up in one classroom that all children can access to rest, relax and be involved in quiet activities. Both rooms now have a quiet book area with cushions and soft furnishings for relaxation. Quiet table activities and a cushioned area and available for students to use during outdoor play

Quality Area 3: Physical Environment

Key Improvements Sought for QA3:

Element 3.2.1 Educators wanted to enhance the outdoor environment to encourage the children to use their senses to explore natural and built environments.

Progress

- The students and teacher were consulted and co-designed an area for nature play. The P and C were approached, and a dry riverbed has been installed in the preschool.

Quality Area 7: Governance and Leadership

Key Improvements Sought for QA7:

Element 7.1.1 The current philosophy has not been reviewed since 2014.

Progress

- Educators have reflected on their beliefs, practice and what they believe is special about Mawson Preschool.
- This information has been collected to form belief statements about play based learning, diversity, bilingual education and collaboration and what this looks like in Mawson Preschool.
- In February 2020 this draft philosophy will be shared with 2019 and 2020 parents for feedback and input.

Element 7.1.2

- The preschool did not have all required policies and procedures in place or available for families to view.

Progress

- The Educational Leader has reviewed all policies and procedures and they are available in the preschool for families to view if required.
- Staff record folder was updated meeting national requirements.
- The compliance check for 2019 indicated we were meeting all requirements.

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