Mawson Lakes School
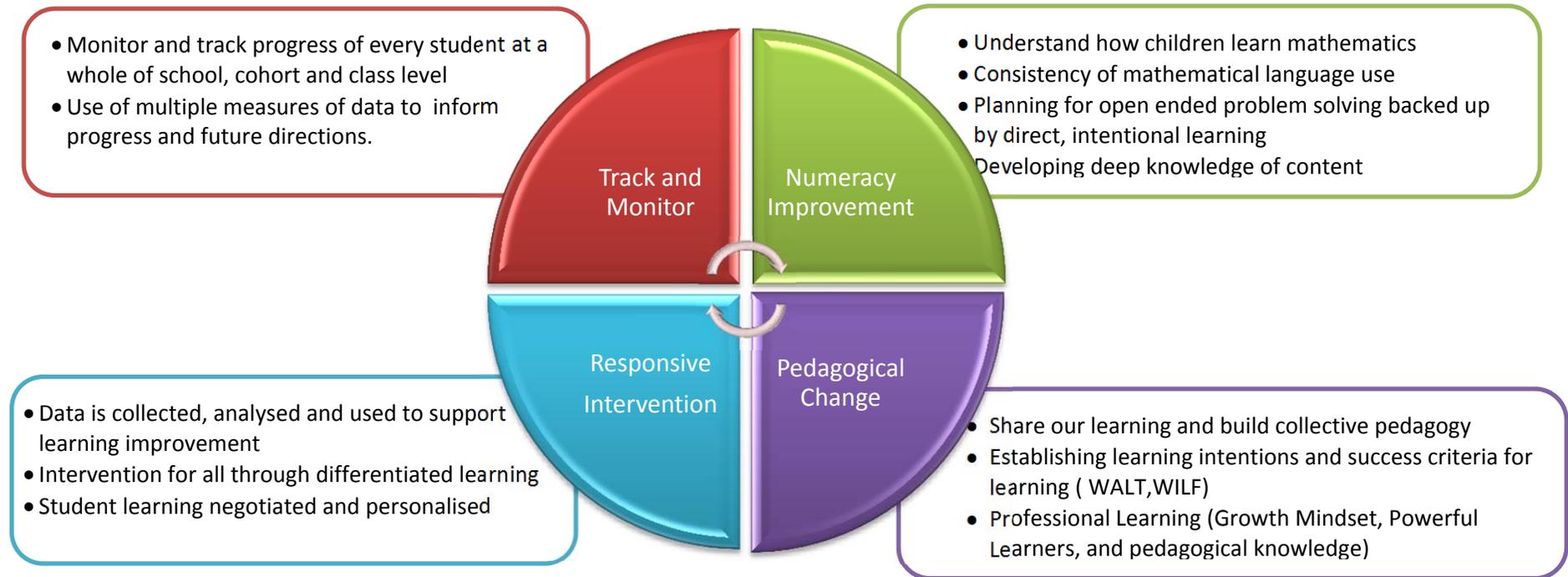# Site Learning Improvement Plan 2017

We want students at Mawson Lakes to be powerful learners of numeracy

- Monitor and track progress of every student at a whole of school, cohort and class level
- Use of multiple measures of data to inform progress and future directions.

- Understand how children learn mathematics
- Consistency of mathematical language use
- Planning for open ended problem solving backed up by direct, intentional learning
Developing deep knowledge of content

Track and Monitor

Numeracy Improvement

Responsive Intervention

Pedagogical Change

- Data is collected, analysed and used to support learning improvement
- Intervention for all through differentiated learning
- Student learning negotiated and personalised

- Share our learning and build collective pedagogy
- Establishing learning intentions and success criteria for learning (WALT,WILF)
- Professional Learning (Growth Mindset, Powerful Learners, and pedagogical knowledge)

Action: Track, monitor and respond to every student's progress in Numeracy, Engagement and Wellbeing

2017 Targets	What we will do	How we will do it	How we will know it has worked
NAPLaN 2017 according to SEA targets: Yr 3 88% Yr 5 86% Yr 7 87% Higher Bands % of students achieved : Yr 3 30% Yr 5 30% Yr 7 30% *% retained in higher bands:* Yr 5 60% Yr 7 60% **Attendance:** 95%	**Structures to track data: Whole school** • Use School Performance report to identify progress made and set targets for improvement in SLIP • Use online tools – Markit, OARS, and local spreadsheets to ensure that data can be collected for every student and be available to all staff. • Use AEDI and Middle Years Index data to look at current areas of development and student wellbeing	• Management/ Leadership team look at 5 year trend data to set appropriate targets for SLIP. Share these targets with staff. • Some SSO time provided through Better School funding - Quicksmart (Gonski) • SSOs providing support by working with students using 'The Big ideas in number' intervention kits • Staff looking at identifying trends and interventions as deemed necessary	• All staff will have access to, and understand the data that is available • Shared ownership and responsibility for improvement • Resourcing matches learning needs
	Cohort/ Year Level/ Class level • Analysis of data through review process in staff meetings week zero and ongoing through PDP meetings and informal conversations using 3x3x3 • Use of 'train the trainer' model to deliver local training in use of 'Mark-it' software to provide a more tailored response to local needs. • Inputting common data sets according to agreed timelines • Analysing and using data to monitor and review individual student progress • Plan and action next steps for future learning • Differentiate classroom program • Connect and personalise learning • Use of Pat progression data spreadsheet to identify 'distance travelled' and effect size • Further workshops provided to staff in 'unpacking' Pat M and Using online tools on ACER website • Anecdotal evidence and work samples collected by teachers • Share data and set learning goals with students	• Partnership funding continues the release of local Mark-it trainers to provide ongoing support/ mentoring with staff. They then run workshops or informal help sessions to help 'unpack' Mark-it and its applications. • Leadership team supporting staff to make closer connections with data and use reflection as part of their regular practice, to provide more targeted intervention (physical and human) • EALD teachers supporting students in class • Student review team meeting regularly to action requests from teachers and support waves of intervention • Line managers providing support unpacking progression data and helping to set targets with teachers. • Leadership team working alongside teachers and in classes to support learning and cohesion across the school • Line managers working alongside staff to look at anecdotal evidence, work samples and standardised testing	• Teachers will be confident in analysing data and using it to inform teaching practice and next learning steps • Students will have access to their own data and be able to use it to set learning goals • Every student will make at least 12 months progress

Action: Develop and Enact a Numeracy Improvement Cycle

What we will do	How we will do it	How we will know it has worked
• Collect, analyse and use data as a basis for planning, target setting and improvement (see data action plan)	• Time in staff meeting to analyse data and set targets and explore content knowledge.	• Student learning in numeracy will improve
- Ensure that pedagogy is effective for student learning - Explore the eight research informed practices - Establish a learning environment that encourages discussion and problem solving, and where mistakes are seen as opportunities to learn - Explore growth mindset and its impact on learning - Make learning visible - Develop clear learning intentions and success criteria - Engage experts and research about effective practice in numeracy and its implications for our practice. - Expectation that the relevant mathematics vocabulary is visible and accessible to students - Leadership to work in class and model with teachers and teachers who need support - Exploring links to STEM, with a shift from being a problem solver to a problem finder	• Teachers to select students for 3x3x3 based on numeracy data • Support staff through PDPs and in-class support • Natural Maths Resources audited and borrowed out to PLCs for easy access • Ann Baker working with staff – student free day and 18 follow up days (teachers released in yr level groups) • Whiteboards for each student – with pens and erasers • Use the mental computation continuum consistently across R-7 • Big Ideas in Number resource used to provide explicit data, inform classroom practice and enable intervention using 3 waves • Big Ideas in Number (Trust and Count and Place Value) kits available for all staff. • Resources purchased to support improvement • SSOs trained to use the BIN kit and support intervention, and involved in on-going development • QuickSmart implemented by SSOs with support from leadership • Mark-it used to record data • Journals provided for all classroom teachers. • Use the STAR model and problematized situations to develop problem solving skills • Develop a whole site numeracy agreement	• Students will be active in their learning, setting their own goals and understanding the next steps • Teachers will be confident in their content knowledge and be able to determine the next step for students. • Learning will be differentiated • Clear learning intentions and success criteria will be shared with students for each lesson • There is consistency of practice and understanding across the site • A numeracy agreement is in place; it is understood and implemented by all staff
• Work with staff to develop deep content knowledge that supports effective numeracy learning - Embed the three-part lesson followed by explicit teaching in all classes - Use journals as a daily part of mathematics lessons in all classes. Build this in to staff meeting and PDP times - Develop a deep understanding of trust the count and place value so that teachers are able to pinpoint where students are in their learning and plan appropriate and timely intervention to move them on. - Make clear links between Natural Maths, Big Ideas in Number and effective pedagogies - Focus on developing deep content knowledge with staff so that we can intervene effectively and extend the learning of every student. - Utilise the Natural Maths mental computation continuum R-7		

Action: Implement pedagogical practices that engage and intellectually stretch learners, developing resilience and growth mindsets

What we will do	How we will do it	How we will know it has worked
Powerful learner definition used to drive classroom pedagogy/practice and student learning • As a staff explore misconceptions around growth mindsets and commit to developing a growth mindset in students • Teachers link the school Powerful Learning attributes (in the definition) to growth mindsets and learning • Transforming Tasks implement ideas from Transforming Tasks – who is doing the thinking? What kind of thinking is required for the task? • School language using 'not yet'	• PD with follow up sessions • PLCs three times each term • Information in Mawson News • Ann Baker, follow up in PLCs, clear expectations/ use of journals for teacher reflection.	• Teachers exploring intellectual stretch through problematised situations • Focus on Number sense and identifying 'next steps' after reflection.
Our common (consistent) language of mathematics used across the site to drive improvement • School expectation that teachers develop mathematics vocabulary with classes through using Mental Routines everyday • Walk throughs based on Mental Routines	• Ann Baker • PLCs • Leadership supporting in classes • Resources folder created on server • Early years/ Primary years meetings	• Students use relevant mathematical language in discussions and reflections
Develop deep pedagogical and content knowledge • Teachers work with Ann Baker in their Professional Learning Community collecting and analysing formative assessment to inform teaching and to misconceptions and learning progressions are discussed and explored • Teachers drive their own learning through reflecting on practice and developing their own learning inquiry focused on the mathematics teaching and learning cycle • Professional learning planned and delivered using the language and effective practice presented in TfEL and including 'commitment to action' • Assessment for Learning program – Teacher Learning Communities (two PLCs join together), observations of peers (reflection and feedback) focused on using an AfL strategy during a mathematics lesson	• Ann Baker working with small PLC groups • APs working alongside teachers. • Mawson News • PLC time and Staff Meeting time • PAT – Resources to support content knowledge (misconceptions) • Staff meetings and Pupil free days	• All students will be making at least one years growth in one year. • Teachers will be able to confidently plan for the 'next steps' in student learning, and share these with students • Performance development conversations • Staff will have embedded AfL as part of their classroom pedagogy

Action: Identify and enact responsive and differentiated intervention processes for all learners that are targetted, purposeful and time limited.

What we will do	How we will do it	How we will know it has worked
• Ensure the intervention is for every student through explicit and differentiated teaching, using the three waves model • Use Big Ideas In Number across the site. • Implement QuickSmart for 18 year 6 students identified from data • Support teachers to use PAT M resources to inform practice • Develop, implement and review explicit, short term SMART goals. • Ensure all data is shared with the students • Teachers use the already established protocols for PAT M ensuring effective and more accurate results. • Performance development aligned with whole school focus on Mathematics where differentiation for 3x3x3 students is reflected on tracked and monitored • Support students in class where possible, rather than withdrawal	• Support teachers to differentiate their planning and teaching to cater for the needs of every student. • Train teachers and SSOs to use the BIN kits. • Provide training for staff in how to analyse and use the results as part of their planning. • Developing an understanding with students that testing is part of informing teaching and monitoring progress. • Use multiple measures of data to inform intervention • Student Review Team to meet twice a term to look at data, referrals from staff and needs of students and teachers • Provide training for SSOs in supporting teachers to implement intervention • Utilise as many support processes as we can to benefit students (English and an Additional Language/Dialect support, Aboriginal Community Education Officer, Aboriginal Primary Assistance Scheme funding, School Support Officers support, Outside agencies)	• Students will take more ownership of their learning • Teachers will develop confidence in analysing data and using it to improve outcomes for students • Students will make at least 12 months progress in 12 months

Action: Literacy: Maintenance

2017 Targets	What we will do	How we will do it	How we will know it has worked
Running Records: Yr 1 80**%** Yr 2 80% **NAPLaN 2017** according to SEA targets: Yr 3 90% Yr 5 86% Yr 7 87% Higher Bands % of students achieved: Yr 3 50% Yr 5 35% Yr 7 40% *% retained in higher bands:* Yr 5 50% Yr 7 70%	Consistent approach in administering Running records(alternating between narrative and information texts) and putting the data on MARkiT. Use of Fountass and Pinnell to test and identify reading comprehension levels	Continued roll-out of, and training in Fountass & Pinnell facilitated by trained staff. All staff are implementing the site reading and running record agreements	All students achieving SEA and Running Records targets Increase in number of staff using Fountass and Pinnell for intentional teaching
	Teachers to test students on their phonological awareness skills(PASM) in Reception, Year 1 and Year 2. The data used to target those who need intervention.	DECD speech 'buy in' training to R-2 staff and new teachers to the school during the year. SSO's to support those students who are identified and the phonemic awareness skills targeted. Teachers explicitly teaching targeted PASM skills and tracking progress.	Data will show that each student is making 12 months growth and operating at an appropriate level
	Use the Oxford Word Lists to support Literacy development and identify students who need intervention.	Oxford Wordlist Expectations R-2,3-4,5-7. Teachers to test, monitor and collect data to inform the next steps in learning.	Students able to read, write and spell words at the appropriate level