

## Therefore, as a Visible Learning school, in term two 2021, we will:

### Professional Learning Communities – building collective efficacy.

#### Challenge of Practice

If we develop a shared understanding of effective planning and assessment of maths (LDAM) and develop processes for ongoing measurement of student growth we will increase numeracy outcomes for JP students.

- Visit Roseworthy PS to look at PASA follow-up.
- Visit another school with 3 year level classes to see how they plan for maths.
- Kerry to talk with Simone about year 3s after NAPLAN.
- Continue to align the maths curriculum for term 2.

#### Challenge of Practice

If we focus on effective learning design processes (for differentiation) we will increase student achievement in numeracy for year 3-7 students.

- Continue to group and re-group 4 to 7 students for targeted intervention/stretch and extension in maths. One lesson a week.
- Change student review processes if necessary.
- Trial the scope and sequence for maths (4-7) developed in term 1.
- Develop understanding around what an 'A' looks like in maths.

### FAST CHAT - To influence pedagogic improvement and development.

- Handbook - changes
- Revisit key VL messages – feedback Hattie and Zierer p 67.
- Oxford report 2020 – p20.
- Sharing VL goal achievement questions for students. Hattie and Zierer p 128.
- Handwriting question.
- Dangers and harm of categorisation. Dinhan 2017 p11 and 12.

### Staff Meetings

(Cheryl, Shannon, Kerry, and Miffy will use their learning from STEM 500 and Orbis Courses to influence our improvement work.)

- PLCs – 3 staff meetings – no admin.
- Bullying and wellbeing action plan.
- Unpack ESR report and plan for actions.
- How are you going with essential questions?
- How to differentiate for students with Dyslexia.
- Tiers of Intervention, wellbeing audit and PLC sharing.
- What SIP outcomes have we achieved in term 1? What are our next steps?

### Pupil Free Day

- Rich Task Design/Curriculum Planning PD with Michelle Barnes.

### Performance and Development

PDP meetings as they are due.

Any requests from PLCs eg facilitation of peer observations and feedback.

NPST Classroom Continuum – 2 or 3 observations aligned to one aspect of the continuum followed by a feedback conversation.

### Student Voice and Agency

4 school captains to meet regularly with principal – conversations include student agency into pedagogy.

Afternoon tea with the principal – target students who are not leaders, and often do not get heard in classrooms, questions that align with current SIP work, and questions that arise from our work. Focus on questions that help with SIP numeracy improvement work and our strong focus on learning.

Continue to develop this work with Hannah.

### Leader's Work

- Maintain the focus on building collective teacher efficacy through PLCs.
- Lead the school to plan External School Review (ESR) actions for the next review.
- Documentation of whole site agreements.

### Working with Parents

- Parenting messages in NL and on FB.
- Growth Mindset messages in NL and on FB.
- Natural Maths strategies in NL.
- Early years maths preparation ideas into NL. (search Maths@home and real life maths)

### Keep in Mind:

- Are our actions moving students who are just below the HB into the HB?
- To what extent do all teachers across the school ensure that students are engaged as active participants in learning, rather than passive recipients of knowledge? Key Question from Neil and Vicky (term 3 2020)
- ESR Direction 1 - Develop leadership capacity in all staff to take collective responsibility for school improvement planning and targeted improvement.
- ESR Direction 2 - Support students to engage with their own data, enabling them to set goals for improvement in personal learning.

- *ESR Direction 3* - Collaboratively moderate work samples and assessment tasks using the A-E grades and provide frameworks for students enabling them to monitor and assess their learning and understand what is required to achieve a higher grade.