



MANOORA PRIMARY SCHOOL

Learning Caring Sharing for All

Focus: Teacher Pedagogy and Student Learning

2015 - 2017

Priority

To improve the standard of achievement of each individual student at Manoora Primary School

Context

Feedback from students, staff and parents has informed the development of the Site Improvement Plan, using processes for self and external review, including the site's Annual Report and site and partnership external reviews.

The site's external review in 2016 made the following recommendations, building on the previous three years' plans and designed to direct the way forward over the next four years:

- deepen and embed student agency in learning to ensure that all groups of students take high levels of interest and motivation for and about learning into secondary school and beyond
- strengthen and embed consistent practice in the school through agreements about quality learning and pedagogy, and curriculum assessment and design, in order to sustain high expectations and a culture of improvement
- strengthen and embed the analysis, use and reporting of student achievement data in ways that are also inclusive and developmental for students and parents, to inform the consistent application of high yield pedagogies in the school.

The recommendations from the Lower Mid North Partnership build on the site review in stating that partnership sites need to:

- build on improvements in the Standards of Achievement (SEA) to lift aspirations for achievement in the higher bands and grades
- maintain focus on attendance, building on successes, and engage with families and community to improve attendance outcomes
- identify and apply agreed strategies to enhance student mindsets and wellbeing in order to reduce their vulnerability and improve resilience
- continue to build on growth in Year 3 NAPLAN Reading and Numeracy data by clarifying and sharing successful teaching strategies, eg Visible Learning, at each year level and applying these across the partnership.



Targets

All students exceed DECD Standards for Educational Achievement targets.

All students in Years 5 and 7 achieve 'high growth' (80 points) in Reading and Numeracy.

Moderated work samples and task design across all year levels show strong evidence of differentiation within the curriculum offered and opportunities for all students to achieve at higher levels, ie beyond a 'C'.

Strategies:

Training and development for

- Whole of staff with the emphasis on effective pedagogy by
 - continuing to focus on students as learners and data collection – the 'how we know' - using Visible Learning (LMN Partnership initiative) and resources available through Results Plus training for site leaders
 - embedding the Seven Steps Writing programme, with agreed follow-up as a staff
 - participating in Professional learning Communities (PLCs) as a staff across the LMN Partnership, focussing on task design and moderation in Numeracy (specifically number)
- Individuals through
 - peer observations and observations at other sites
 - participation in PLCs within the Partnership in like groups
 - specific individual needs as identified through individual performance management plans

Focus areas for training (in addition to those above)

- Australian Curriculum – Technologies

Site initiatives to include

- Support for the further development of PLCs across the Partnership, as well as the creation of opportunities to work collaboratively across year levels and/or in other sites
- A planned use of staff meetings to include teacher sharing and learning about effective pedagogy in relation to each of the identified site and/or partnership training priorities outlined above
- Review of whole school agreements in numeracy and literacy, focussing on high impact pedagogical practice, such as formative assessment, student goal setting and the development of growth mindset, bring forward our work of the last three years
- Strengthened performance management processes that take into account individual teacher needs as well as site priorities, using the Teaching for Effective Learning (TfEL) framework and the AITSL Teacher Standards as a lens
- Continued improvement in home/school communication as identified in parent feedback.

Indicators:

Students and staff are confident to take risks with their learning.

Students can clearly articulate

- their thinking process
- the specific purpose and value of their learning
- the steps they need to take in order to be successful
- how they know they 'got there'.



Teachers can clearly articulate and provide evidence about

- their thinking processes in developing programmes and assessment tasks that are purposeful, cater for individual student needs and the data used to inform this process
- how they know students 'got there', ie met DECD SEA and the appropriate Australian Curriculum standards
- the development of students' understanding of what it means to be a good learner
- the impact of their own learning on their current practice and the achievement of student learning outcomes
- improvement in their teaching practice and student learning outcomes as a direct result of training and development that is site based and resourced
- their positive impact on the learning of their colleagues through sharing and deprivatising their own practice
- the level of involvement and participation of members of the school community in the teaching and learning programmes

The Principal can clearly articulate and provide evidence about

- the development of students and staff as effective learners and the impact on student outcomes
- the quality of the teaching and learning programmes at Manoora Primary School and how data has informed these programmes
- the level of involvement and participation of members of the school community in the teaching and learning programmes across the school.

Outcomes

Student achievement targets have been met or exceeded.

Student and parent engagement and satisfaction with the teaching and learning programmes at Manoora Primary School is high.

