Quality Teaching

Craigie Heights Primary
INDEPENDENT PUBLIC SCHOOL

Teaching and Learning Practices

Background

At Craigie Heights we are committed to evidence based teaching and learning practices and programs. The school has a strong focus on academic success for every child. School-wide approaches to teaching and learning creates the conditions for students to even exceed expectations. Our positive culture sets high standards for both students and staff. Technologies are used as a tool for learning, and professional development of staff is aligned with priorities and needs.

How are we going?

- Evidence suggests that performance is more than expected.

How do we know?

- Staff participated in Visible Learning professional development, where we explored the idea of using evidence to create innovation in the learning environment. After completing the Evidence into Action Plan, then collecting the evidence, staff were able to complete a Visible Learning Matrix for the school.

Know Thy Impact

This is common-place and systematically embedded in the school
This exists within the school but couldn't yet be considered common-place or systematic
Where this exists it is in very small pockets, an exception to the rule
This is not established practice in our school
We can't make a judgement – we need more information

Our teachers are comfortable sharing achievement and progress data

Staff take shared responsibility for addressing any achievement concerns

The impact we are having and aspire to have on student achievement is reflected in strategic planning documents

Our school self-review is based on what we know about our impact on student achievement at the class, teacher and school level

There is a person or team in our school who has explicit responsibility for ensuring student success

The person/ team responsible for monitoring progress does so throughout the year and over time and makes this available to teachers

Our student management system records useful data that is used to monitor and interpret achievement patterns and compare this to targets we have set

We disaggregate the data to analyze the impact we are having on different groups of students

Our professional development program is focused on the identified needs, based on the impact we are having at student, class, teacher and school level

We routinely analyze the impact we are having on individuals and groups of students (using effect sizes) at regular staff and team meetings

The professional development program assists teachers to solve instructional problems, interpret events in progress and test hypotheses

Teachers systematically use data and evidence to plan their lessons and next learning steps

Lesson plans make the learning intentions and success criteria clear

We gather and analyze data about the impact class placements (streaming/ tracking) has on student achievement

We plan our walkthroughs and observations based on the student and teacher needs we have agreed we are focussing on

We use data from walkthroughs and observations to inform our professional development program

Through our appraisal system we consider the impact each teacher is having on student learning

How do we know? (Evidence)

The Visible Learner

Legend:
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- This is not established practice in our school
- We can't make a judgement – we need more information

- Our students feel it is ok to say 'I don't know' or 'I need help'
- Our students are engaged and active participants in the learning process
- Our strategic plan incorporates a focus on developing assessment capable visible learners
- Our instructional leaders promote visible learning within the school
- Our students can explain the assessments they take, where they are at and their next learning steps
- Data we have collected about the learning characteristics of our students informs and drives our professional development program
- Our staff and team meetings focus on how to develop the characteristics of assessment capable, visible learners
- Lesson plans show deliberate efforts to develop assessment capable, visible learners
- We know, from the students' perspective, the impact of timetabling and streaming / tracking decisions on student learning
- Senior staff carry out regular walkthroughs and observations
- Senior staff walkthroughs and observations include a focus on how the learners are learning (rather than how the teachers are teaching)
- Our appraisal system includes gathering student voice and/or include observations of the ways students are learning (rather than the teachers teaching)

Analysis

Some aspects of Visible Learning exist in our school including Know Thy Impact, Strategic Planning, and Timetabling. Others were identified as not being established practices and we were also able to see areas that needed developing further, such as The Visible Learner, Effective Feedback and Walkthroughs.

Proposed Action

- The team developed a Visible Learning Plan. This included the implementation of VL practices.

- Walkthroughs are conducted in line with the plan. We have developed the Craigie Heights Learner

- Teachers use visible learning practices including: lesson intentions, success criteria, progressions and effective feedback.

- We diligently use the Assess-Plan-Act improvement process. Operational Plans are reviewed each year, considering the Business Plan, current priorities and selecting appropriates strategies. Data is used to identify priorities. Operational Plans incorporate the Cross Curricula Priorities and General Capabilities.

- Evidence based programs and practices are implemented, including: Talk4Writing, Guided Reading, MiniLit/MultiLit, Literacy Pro, Visible Learning, iMaths, PAThS, Dianna Rigg-Promoting Literacy Development. These programs develop the whole child.

- Both Literacy and Numeracy are presented in learning blocks using the Craigie Heights Lesson Design which is based on the gradual release model.

- Staff professional learning is based on school priorities including: Visible Learning, Talk 4 Writing, PAThS (promoting Alternative Thinking Skills), Positive Partnerships and Win Win Discipline

- Teachers use the AITSL standards to reflect on their practices and participate in Performance Management processes.

How do we know? (Evidence)

- Teachers use Peer Observations and Coaching to support their development. The focus of observations is based on school priorities such as PBS and Effective Feedback, or on areas that teachers choose for self-development.

- A Teacher Planning File is updated each year to include relevant whole school and system documents. This ensures consistency in teacher planning.

- DOTT Timetables are created with consideration for collaborative planning times within year groups.

- Committees and Teams meet regularly to ensure the progress of school plans and priorities. These groups are developed with representation from across the school and community.

- We have completed full implementation of Phase 1 and 2 of the West Australian Curriculum.

- A Relief Teacher File and PBS video have been developed, containing information for visiting teachers.

- STEAM projects engage students and gives students the opportunity to build areas of interest and prepare them for the 21st century.

- ICT is incorporated into learning programs and the Digital Technologies Committee has developed a Technologies Plan. The employment of an Technologies teacher (0.2 FTE) in 2019 is to support and develop staff.

What are we doing to improve?

- Further embed Visible Learning practices across all learning areas.

- Build capacity of teachers through focused professional learning—Talk 4 Writing, STEAM, Digital Technologies, Dianna Rigg.

- Develop a Digital Technologies coach to support staff.

- Maintain and further develop evidence based programs.

- Implement cross-curricula units of work to enhance engagement and learning.

- Provide professional learning linked to school priorities.

- Introduce early years literacy program in Kindergarten and Pre-primary.— Promoting Literacy Development.

- Strengthen teachers knowledge of the West Australian Curriculum.

- Further develop the use of the AITSL standards as a performance management tool.

Assessment

Background

High performing schools use data to improve instruction. At Craigie Heights our school improvement model of Assess-Plan-Act defines the importance of assessment as part of the learning cycle. We value assessment *for* learning and *of* learning. Data is collected on academic, physical and social-emotional well-being achievement and progress. From class plans through to our School Business Plan, decisions are made based on what data tells is working well for our students, and what presents as a challenge. Additionally, it helps to identify the next steps in our journey.

How are we going?

- Evidence suggests that performance is more than expected.

How do we know?

- Broad Targets in our School Business Plan are set using NAPLAN, ACER Social Emotional Well-being survey and On-entry data. We complete an analysis of our targets each year.

- The Craigie Heights Primary School Assessment Schedule outlines the mandated assessments that occur throughout the year, to track student achievement and progress. Standardised assessments used include: Brightpath, ACER PAT, iMaths, PLD-Dianna Rigg, On-entry, NAPLAN, PM Benchmarks.

- Data can be used to group students in the classroom. Teachers can identify those students that need tier 2 or tier 3 interventions. Ongoing assessments can see these students move into different tiers throughout the learning program.

- Assessment during lessons includes effective feedback. This is based on the learning intention and success criteria, one of the evidence based Visible Learning practices that we apply.

PEER OBSERVATIONS – VISIBLE LEARNING FEEDBACK		
WEEK 9/10 TERM 3		
LEVELS OF FEEDBACK		
TASK About how well the task is being accomplished or performed	285	28%
PROCESS Specific to the process underlying the task or extending	415	41%
SELF-REGULATION Supports student to monitor, direct & regulate actions towards the learning goals	309	31%
TOTAL	1009	

Analysis

31% of feedback observed was classified as 'self-regulation'. This type of feedback provides information to students on where to go next to reach the learning goals.
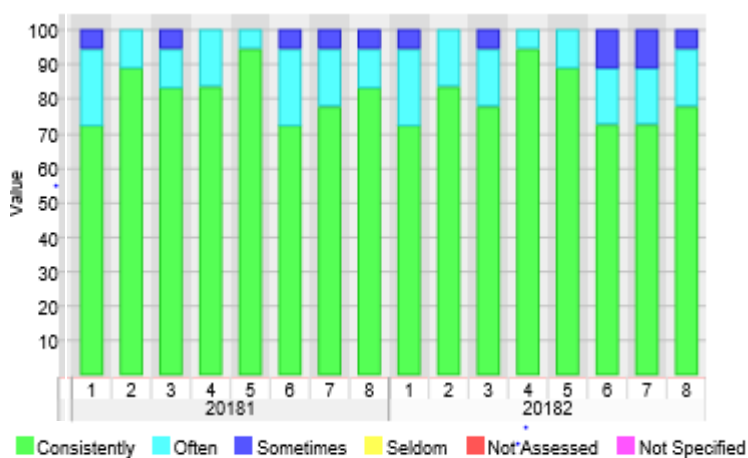
Proposed Action

- Continue to embed Visible Learning practices across all learning areas.

How do we know?

- Consistent record keeping has been created for teachers. Regular analysis of this assessment data can identify skills, concepts and understandings to be taught or retaught. For example, regular iMaths Tracking is used to monitor the success of a unit of work. When class average is below 80%, the concept or skill is further investigated.

- At the beginning of each year, data from Semester Reports, On-entry, NAPLAN is accumulated collected in our SAER profile. This helps to identify those students that should be considered for IEPs/GEPs. The profile is also used to decide, if and where, extra resourcing is needed.

- Many assessment tasks are part of the learning. For example, during the Talk 4 Writing process, students write an innovative text that is created over a number of days, after participating in modelled and shared writing sessions. Teachers give feedback on each paragraph before students continue their writing.

- Students write learning goals in various learning areas, and reflect on these goals on a regular basis.

- The Brightpath ruler can be used by teachers to provide teaching points, and to group students.

- Moderation in clusters is regularly scheduled in the school calendar in the areas of Writing and Mathematics. Moderation folders for Mathematics have been created to provide ideas for common tasks.

- Students at educational risks are able to access differentiated assessment tasks, and have support or extra time as needed.

- Teachers have developed a common understanding of the Attitudes, Behaviours and Efforts that appear on reports.

Cohort: CRAIGIE HEIGHTS PRIMARY SCHOOL Rm 14 - Yr 5/6 (2019) Reporting Period: Semester 1, 2016 to Semester 2, 2018

ABE Distribution

Analysis

In this cohort, (typical of other student groups) 88% of students achieved consistently or often for all of the 8 ABEs reported on.

Proposed Action

- Continue to provide opportunities for teachers to collaborate when assessing students work and efforts.

What are we doing to improve?

- Rigorously use standardised assessments and tools.
- Further enhance data and assessment literacy of staff.
- Utilise Students with Educational Needs (SEN) reporting templates for students at educational risk.

Information Communication & Technology

Background

Craigie Heights considers itself as a leader in ICT. In 2019, we employed an ICT Coach to support staff and students in improving ICT capabilities across the school. We aim to effectively use digital technologies to prepare students for the demands of an ever-changing world.

How are we going?

- Evidence suggests that performance is more than expected.

How do we know?

- The Digital Technologies Committee utilises the expertise of staff.

- The school is well resourced with Chromebooks, iPads and PCs. See photos

- In 2018, Windows 10 was rolled out across the school.

- Teachers integrate ICT across the curriculum. An Technologies Operational Plan has been developed to guide direction of ICT in the school.

- Preparing students for online NAPLAN has been a focus for ICT over the past year. Students have been learning keyboard and navigation skills to assist them to be competent in con line NAPLAN.

- Robotics are used across the school for coding and extension activities.

- We have installed Promethean screens in every learning area, including the library and music.

What are we doing to improve?

- Continue to build the professional capacity of all teachers and support staff. Promote the JLC PL opportunities.

- Continue to engage and prepare students for a productive place in society through Science Technology Enterprise Arts and Mathematics (STEAM).

- Ensure that educational programs are challenging and engaging to enhance learning and development for all students.

- Continue to build capacity of teachers through focused Professional Learning—STEAM, Digital Technologies.

- Develop a Digital Technologies coach to support staff.

- Continue to rigorously use standardised assessments, e.g. Brightpath, ACER PAT to track student progress and make adjustments to programs.

- Utilise Students with Educational Needs (SEN) reporting templates for Students At Educational Risk

- Continue to monitor students' emotional and social well-being through the ACER Social/Emotional Well-being Survey.

- Continue to integrate technologies across the curriculum and provide hardware and software support