

CORWIN

Visible Learning⁺™

School Capability Assessment Report

Mawson Primary School

Mawson, ACT

Time 2 (two years from Time 1)

November, 2020

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Purpose

The School Capability Assessment framework is focused on the four key strands of Visible Learning+™ as identified below:

- The Visible Learner
- Know Thy Impact
- Visible Teaching and Leading
- Effective Feedback

The purpose of this report is to outline the findings of School Capability Assessment undertaken in this time point.

Limitations

It is important to recognise that this report is based on discussions, observations and evidence gathered from staff and students during a 3 hour virtual session. It reflects a ‘snapshot’ in the educational life of the school and should be considered with respect to other evidence the school has collected. At the request of the school there is a two year gap between Time 1 and Time 2 reports.

Ratings*

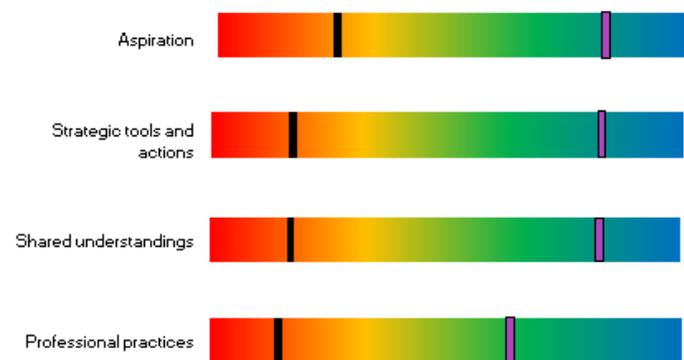
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| Blue | This is common-place and systematically embedded in the school |
| Green | This exists in the school but could not yet be considered common-place or systematic |
| Yellow | Where this exists in the school, it is in very small pockets, an exception to the rule |
| Red | This is not an established practice in the school- no evidence |

*Ratings relate to the categories and capability questions for each strand – See Appendix 1

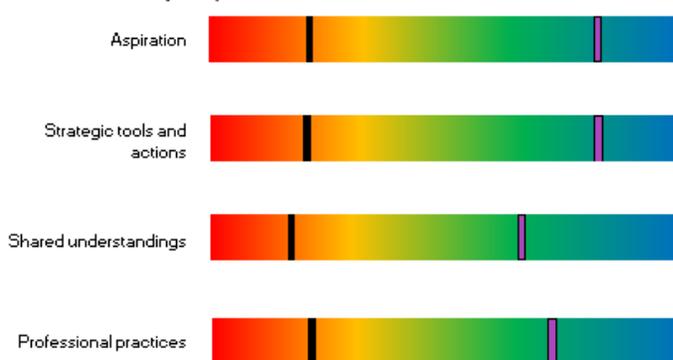
2018 Time 1: Black Line

2020 Time 2: Purple Line

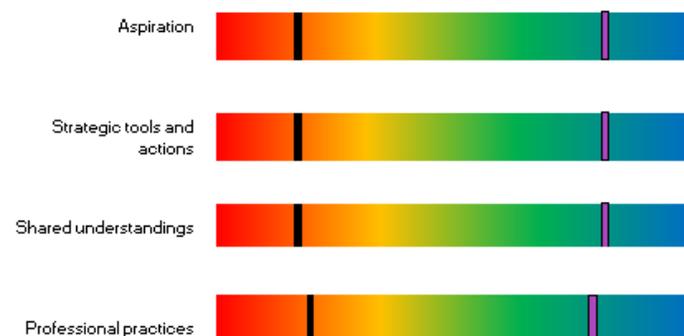
The Visible Learner



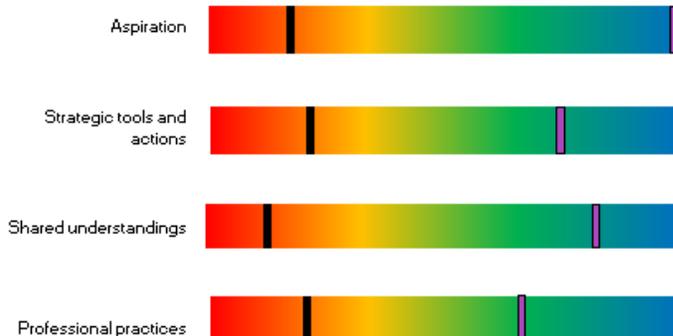
Know thy Impact



Visible Teaching and Leading



Effective Feedback



Findings

The Visible Learner

| Time 1, 2018 | Time 2, 2020 |
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| <p>The school Leadership Team describes the picture of the types of learners they are aspiring to have as <i>“Confident bilingual students who are independent risk takers with 21st Century skills, they are positive and respectful with a love of learning.”</i> Teachers added, <i>“Reflective learners who do not give up and use a variety of strategies when they get stuck.”</i></p> <p>School plans were currently under review and 2018 was described by the Leadership Team as a year of review and planning for a new 2019-2021 Strategic Plan. The 2018 Annual Action Plan indicates an intention to develop assessment capable learners as a key performance indicator in Strategic Direction 1 indicating, ‘Students are able to articulate what they are learning and why.’</p> <p>A shared view about the desired characteristics of learners was described by the Leadership Team as currently under development through collaboration of new mission and vision statements and small group consultation to develop a shared language of learning. Documentation provided indicated an intention for staff to make ‘learning intentions and success criteria visible in classrooms and planning documents’ and ‘teachers are able to articulate the strategies that have the highest impact on student learning.’</p> <p>Processes and practices that indicate leaders and teachers empower students to take greater ownership of their learning were not yet established at the school and the school does not yet have school wide valued learner characteristics articulated. Student voice was seen as an area not yet evident across the school, the class meetings and SRC were described as based around community fundraising and environmental care.</p> <p>When asked, <i>“What makes a good learner at this school?”</i> responses included, <i>“They listen”, “They are good at reading”, “Be nice to others”, “They know how to spell sight words”, “They work hard and practice, but sometimes they make mistakes. Mistakes help you learn”, “They think, they don’t give up and try their best”</i> and <i>“They learn, do their homework and say nice things.”</i> When asked, <i>“What do you do when you get stuck in your learning?”</i> students responses</p> | <p>In the two years since the last report, the school has a clear picture of the types of learners they are aspiring to have in their school, and this is documented and clearly understood by leaders, teachers and students. They use and refer to 7 learner dispositions: curious, persistent, cooperative, resilient, motivated, creative and a risk taker. The 2019-2023 School Improvement Plan (SIP) has Priority 3 ‘To develop assessment capable visible learners.</p> <p>The 2019-2023 SIP clearly articulates a focus on developing visible learners in the school. This includes statements such as ‘Students articulate what they are learning and why. Students talk about how they are learning and what strategies they use to learn. Students clearly articulate what their next steps are.’ Targets mentioned in the SIP include “All students can articulate their learning goals in English/Mandarin and Maths and can explain what their next learning steps are in their learning.’</p> <p>Teachers and leaders articulate common views and approaches to talking about desired learner characteristics, in particular the school dispositions in use in daily learning experiences. Staff have co-created lessons for the learner dispositions and school awards are now given with reference to students demonstrating the desired learner characteristics. Student work samples provided evidence of students articulating how to use these characteristics as part of ‘...ways to get out of the learning pit’ such as ‘...My tool box strategies’, ‘Use your background knowledge’ and ‘I’ll ask some good questions.’</p> <p>All staff interviewed were able to describe a clear shared language of learning used by teachers, leaders and students. This language is defined in documentation and commonly used and understood in all classrooms and translated and used in Mandarin. This includes learning intentions and success criteria, learning goals, feedback, learner dispositions, the Learning Pit and learning strategies.</p> <p>Teachers and leaders were able to provide some examples of how they empower students to take ownership of their own learning. This includes students setting their learning goals in collaboration with teachers, allowing student choices in their learning such as topics to</p> |

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| <p>included, “You go to the teacher”, “Ask a friend”, “Try and solve the problem ourselves”, “Look at the learning intentions and success criteria”, “Think for a few minutes” and “Use a strategy, like chunking.” Although these responses represent a small sample of students across the school, responses gathered on the day reflected students varied understandings as to the characteristics of effective learners and the learners’ ability to talk about their learning.</p> <p>Recommendation:</p> <ul style="list-style-type: none"> • Develop a shared view across the school (with students, staff and parent community) of the desired characteristics of effective learners. | <p>write about and demonstrating learning in multiple ways “for example a student may choose the speech to text using an iPad rather than writing in some learning activities.”</p> <p>Valued learner characteristics are clearly communicated through lessons and in school communications. Examples provided include information in newsletters, merit awards and visual posters in all classrooms and in the entrance area and in both Mandarin and English. Teachers also explained how they integrate the use of learner dispositions within lessons, one teacher provided the example of stating to the students, “This activity is designed to allow you to show co-operation with your peers...” When students were asked “What makes a great learner at Mawson School?” student responses included, “They think first. They are creative and cooperate with their peers”, “They help others and are motivated and persistent”, “They keep trying even if they don’t succeed”, “You want to do it to your best ability”, “They use their editing fans”, “They try to do everything in the success criteria” and “They use strategies to get out of the learning pit.”</p> <p>Some student voice is evident in decision making across the school as leaders described how there are processes in place for students from each class to have their ideas and voice represented at SRC meetings. Year 6 leaders are involved in peer teaching opportunities. Leaders described how the Visible Learning PLC have produced Visible Learning surveys to gather student voice on particular areas of teaching and learning. These are used once a term gathering information from Y3-6 or K-2 focus groups which is then analysed and used by the VL PLC to inform areas for possible professional learning for staff.</p> <p>Recommendation:</p> <ul style="list-style-type: none"> • Integrate further practices that seek student voice in decision making and empower students to take greater ownership of their learning. |
| <p>Know Thy Impact</p> <p>The school does not yet have documented evidence of a clear focus on learning and progress as opposed to teaching and achievement. The 2018 School Plan targets indicate increases in school achievement data.</p> <p>The 2018 School Action Plan identifies an aspirational outcome under Priority 1 as ‘A targeted data collection plan is in place across the school and is used to inform teaching and learning and there is a consistent and continually improving school wide approach to</p> | <p>Interviews with school leaders and teachers indicated that the school aspires to have a clear focus on learning and progress (rather than teaching and achievement). Teachers and leaders. The school has recently developed a whole school data tracking sheet as a result of auditing assessments and documentation provided indicates the purpose of the assessment schedule is to identify ‘what is most critical to student progress...’</p> <p>The school provided multiple sources of evidence of tools and actions that indicate data is collected, collated and analysed. This includes the</p> |

teaching, learning and assessment.' It also states that the Priority 1 is 'to develop an expert teaching team that uses data and evidence to inform their practice' Currently the Leadership Team described the use of Data Trackers and Google Docs as a means of collating data but discussions indicated some inconsistencies around specific assessments and an assessment schedule was being developed with the staff.

When asked about an ongoing review of student data, there were varied responses from staff. Some areas of the school involved staff in analysing data as a team and reviewing percentage goals, others had input data on the shared drive but teachers were not accessing it for review or analysis. Overall, the review of data is usually done by the school executive and consistent use of data is evident in small pockets across the school.

Tools to monitor and track student progress and achievement include:

- SENA for Maths
- EALD scales progression data
- CARS for Years 5 and 6
- Otis-Lennon School Ability Test
- Reading strategies
- Individual teacher tests
- NAPLAN
- Teacher and student conferencing and anecdotal notes

These are not consistently used to track progress across the school and there is not yet a clear process in place of practice being driven by data and evidence.

There is not yet a shared understanding of what progress looks like across the school in any curriculum area and the school does not yet have in place a process for measuring the impact they are having on student learning.

During the visit there was evidence in small pockets of teachers sharing assessment data with students and students had individual goals posted on their desks and on charts within the room. Some leaders and teachers described discussions that took place to share assessment data and this could inform some future professional learning, but this sharing of data was not common across the school. The school Leadership Team indicated that evidence gathered from

School Data Cycle 2021 document, the 2020, school assessment schedule, the data tracker, the development of a Response to Intervention model and Team SMART goals using data. An example SMART goal from the documentation states 'Year 3 student below PM 23 demonstrate 12 months of reading growth with satisfactory comprehension.' The data tracker is currently being developed to track both achievement and progress for each student in reading, writing and numeracy.

Since the last visit the school has reviewed their assessment schedule to have a greater focus on measuring progress as well as achievement. The school assessment schedule and data planning cycle show evidence that the school has monitoring tools used to track progress and achievement. Leaders and teachers could articulate how these tools were used and documentation provided clearly indicates regular use of these tools by all teachers. Examples include termly moderation, evaluation and planning in writing, scheduled individual target setting with students and data used to inform tiered response to intervention on a termly basis.

Discussions and documentation provided defined how evidence is used to drive practice. Teachers explained the regular use of pre and post tests in weekly team meetings to determine how to differentiate learning for all their cohort. Student friendly rubrics are used by teachers and students to self, peer and teacher assess and determine learning goals and next steps. PAT data is being used across the school in Maths, Spelling and Reading to determine areas of need across the school. The School Data cycle 2021 states 'We know collecting and interpreting data allows us to find out what our students know and what they still need to know to make progress.'

Learning progressions are currently being developed by leaders in collaboration with teachers for learning dispositions and is planned for in Writing, Reading and Maths. Students currently use rubrics to assess their progress and identify their next steps in each year groups but there is not yet consistency or alignment with these rubrics across year groups. Teachers commented that next year they intend to plan across year groups to develop continuums of learning in student friendly language for these curriculum areas to monitor their progress and identify their next steps.

walkthroughs and appraisals was beginning to inform future professional learning plans and discussions for consistent practices across the school in 2018. There are some discussions on assessments and NAPLAN results in staff meetings.

There was not yet an established process of students being taught to be assessments capable learners. Conversations with students interviewed indicate that many students do not have access to assessment results to inform them about their learning, so they know what they need to improve on. Most students interviewed were not able to share what their next individual goal was in their learning or that the teacher had selected the learning goal for the student.

Recommendation:

- Develop a clear picture and shared understanding of the purpose and agreed forms of assessment that will be collected, analysed and used to inform teaching and learning.

Interviews with teachers and leaders and a review of the data documentation provided show a deliberate strategy for teacher and leaders to understand the impact they are having on all student learning in particular the areas of reading, writing and Maths. Evidence of measuring impact include statements within the data documentation including, 'At the end of each term, teams reflect on the impact they have made. They set a new goal based on what the data is telling them' and termly data analysis in Reading across the school to measure growth against year group progress targets.' Leaders and teachers described that achievement data is shared each week at the planning meetings and at regular times throughout the school year. Leaders described a very deliberate effort to support teachers to see data and evidence "*...as our data not my data.*" Leaders described how moderation, weekly and fortnightly meetings and planning for intervention for individuals, small groups and classes was created collaboratively.

Evidence gathered from a variety of sources, including student voice from walkthroughs and surveys and progress and achievement data inform school practices such as professional development. The SIP and other documentation describe a deliberate strategy and actions to use evidence gathered to inform future school practices.

Leaders described how explicit strategy and teaching of students being taught to be assessment capable was a current focus and part of their next SIP. Students could describe how they use LISC, rubrics and Bump it Up walls to self and peer assess and could describe what their next steps are. Some students interviewed described how some data is shared with them in some areas of learning and they were able to articulate how they use this information to set goals. Student comments included, "*We have folders with our goals that we set from rubrics or from some tests. Sometimes the teacher goes through tests with us and what you didn't get can become a goal*" The SIP includes explicit targets to improve student understanding and use of achievement data including targets of 'All teachers agree that students can explain the assessment they take, where they are and their next learning steps' and 'All students agree that their teacher talks to them about the results they get in their assessments.'

Recommendation:

- Share assessment information with students so they are able to articulate where they are at in their learning, how they are progressing and their next steps.

Visible Teaching and Leading

The School Leadership Team described that the quality of practice expected at Mawson Primary School is in progress and that they are developing and documenting a teaching and learning handbook this year. A Key Improvement Strategy stated in the 2018 Action Plan is to 'consistently implement teaching strategies that have been demonstrated to have a high impact in improving student outcomes and ensure a pedagogical framework of the highest standard.'

Currently in place are teacher's PDP using AITSL Standards as a point of reference and self- assessment but the Leadership Team stated there is not yet a shared understanding in the school about what makes a good teacher. Conversations with staff indicated that there is a limited perception of quality teaching and teachers have not had or had limited exposure to evidence based on high quality teaching and learning. To support good practice there have been changes in timetabling to clarify what is expected such as a 2-hour literacy block per day. Conversations with teachers expressed no opportunity to visit peer classes unless this is done in release time. They stated formal opportunities do so happen with feedback when requested but "*...it is hard to find the time for peer to peer observations.*"

It was reported by the school Leadership Team that there are layers of raising teacher capability and the school is starting to put in place deliberate and focused strategies. There are plans to promote teacher capability, shared understandings, and pedagogical framework of the highest standards based on observations in classrooms using a standardized form for feedback on practice.

The Leadership Team also noted that they plan to develop consistent practices in literacy, classroom observations and coaching as well as inter-class visits, and visits to other schools as an ongoing process. This is reflected in the specific actions to 'embed a Professional Learning Community (PLC) model' stated in the 2018 School Action Plan and to achieve that 'Every teacher's PDP is linked to the Mawson Primary School AAP, the Strategic Plan and Directorate's Strategic Plan.'

The School Leadership reported the degree of relational trust amongst the staff as satisfactory but there is a lack of collaboration and the expectation in the school of planning in teams is yet to be embedded. The Leadership Team noted relational trust had improved in 2018 and that Executive are working to build morale and a collaborative culture in the staff. They described relational trust as

A clear quality of practice expected from teachers at Mawson Primary School is evident in multiple documents including the T&L Handbook, Agreed Practices in Mathematics and Literacy, Feedback at Mawson Primary School, and PLC guidelines and Team SMART goals. The expectations embedded in these documents were described by staff as expected practice, in particular planning, use of evidence, feedback, LISC and differentiation.

Multiple documents show strategies for raising teacher capability including:

- Clear targets and strategies included in the Strategic Plan for raising teacher capability, including the focus of professional development plans.
- Using evidence to inform decisions about professional learning
- Agreed Practices documents with examples of expected practice
- Designated time and structures for PLCs, Team SMART goals, Walk Throughs and Micro-teaching
- Professional Development Plans aligned with the Strategic Plan priorities
- Walkthroughs and feedback from Mawson leaders and teachers and external visitors such as Instructional Mentors and other Principals.
- Deliberate engagement and "*targeted high dosage professional learning*" including Corwin workshops, follow up staff meetings, creation of shared documents and agreements, time to reflect and share practice
- Co-teaching opportunities
- Collaborative planning
- Teacher goals publicly displayed
- Coaching and mentoring
- Participating in a Feedback inquiry with Helen Timperley.

Teachers and leaders describe there being a higher degree of relational trust than the last visit. Since then deliberate opportunities for, and shared expectations of, collaborative planning, PLCs, feedback, walkthroughs and engaging with cohort and whole school data and evidence have been implemented. Teachers and leaders have been part of evidence gathering and feedback cycles through walk throughs and PLCs. Leaders described colleagues being willing to implement new ideas, share data with each other, supporting each other, invitations to visit classrooms and give feedback, staff being prepared to be videoed and critiqued, and seeking advice and feedback beyond immediate teams as evidence of high relational trust. Teachers interviewed

high between students and teachers. This point was mirrored in conversations with teachers who also spoke of a change in the school bringing “a different feel”, “growth” and “changing systems.” During discussions, some teachers stated that they did some planning together, but this was not common practice and was occurring in small pockets around the school. t

A 2018 School Annual Plan key performance indicator is ‘Learning intentions and success criteria are visible in classrooms and planning documents’. There was evidence of the use of learning intentions in pockets displayed on the board and in student’s books. In conversations with students, teachers were described as “helpful”, “smart” and “fun” and it was stated by students that, “It’s safe to say we don’t understand to the teacher”, “My teacher is less complicated... so trust is good”, and “Our teacher cares” reflecting a level of relational trust.

During classroom visits it was visible that some teachers commenced using learning intentions and success criteria to give students greater ownership of their learning and one child did indicate the use of the success criteria to self- assess their work. During class visits there was also some evidence of WALTs displayed in classrooms.

Recommendation:

- Develop a shared understanding with the teachers of the quality of practice expected of all teachers across the school, including processes that ensure teacher clarity and progress for all students.

indicated that there is “higher professional trust in some teams than others”, that “some teacher may not as readily seek feedback as others” and that they are “building a culture of feedback and learning, support through the mentor and coaching system.”

There is a clearly defined statement of ‘The Role of a Contemporary Teacher at Mawson Primary School’ in the T&L Handbook. This includes demonstrating ‘high standards of teaching and learning’ and teachers who are academically capable, emotionally intelligent and organized, dedicated and enthusiastic. Leaders and teachers were able to articulate characteristics of effective teachers with specific reference to shared success criteria for LISC and Feedback and being able to self and peer assess practice using these success criteria and agreed practices. Teachers and leaders also referenced the Agreed Practices in Mathematics and Literacy as defining effective teaching.

Planners provided and the T&L Handbook and Agreed Practice documents show a variety of engaging teaching and learning approaches used to maximise available learning time. These include flexible and targeted learning groups, reflection routines, explicit teaching and direct instruction, active learning through creative tasks and problem solving, students giving and receiving feedback, questioning, class discussion, access to a range of media and resources, use of technology, and metacognitive strategies including self-reflection and goal setting.

Teachers, students and leaders all described examples of differentiation. There were also examples of differentiation in planners and documents provided. Some examples shared included

- Differentiated or personalised goals,
- Adapting tasks using progressions or continuums as a reference
- Differentiated success criteria with reference to surface, deep and transfer and the SOLO taxonomy,
- Differentiation of content and process with reference to learning experiences and resources described as Core, Support and Extension and Core, Adjusted, Extend
- Differentiation of product by providing choice to students
- The expectation that “All teachers are responsible for establishing an inclusive, culturally sensitive learning environment in their classroom and for the English language learning of EALD students in their classes.”
- References to differentiation in the Agreed Practices in Mathematics and Literacy

- Students interviewed described how they were challenged by SMART goals being “*just hard enough*” and “*teachers looking for high quality work*”.

Teaching decisions are described by leaders and teachers as mostly informed by evidence from student data, walk through evidence and research. The T&L Handbook and the Agreed Practices in Mathematics Literacy, all make reference to research informing teaching decisions and practices including feedback, assessment, class discussions, teaching sequences and resources and materials to use. The documents created by PLCs, to be used in teacher decision making, reference research that informed their content and Team SMART goals are informed by student evidence.

Leaders and teachers indicated that data and evidence is used systematically by teachers to plan lessons and next learning steps at Team, PLC and Collaborative planning meetings. Ways of analysing and using data, including moderation of work , using ACARA work samples and progressions and standardised assessment data, are common place, predominantly in reading and writing but also in mathematics and some other learning areas. Documents provided connected to Reading and Response to Intervention show data being analysed and used to inform learning for individual students, groups of students, classes and year level cohorts.

The T&L Handbook clearly outlines the intention that LISC ‘are displayed, unpacked and reflected on throughout each lesson in a variety of ways’ and that students can articulate the LISC. The photographs provided of LISC in classrooms and planners provided show LISC being planned for and made clear to students. Leaders, teachers and students all described LISC as being made clear in various ways, including bump-it-up walls, in all classrooms and also being an integral part of monitoring progress, feedback and goal setting. A review of sample LISC provided show a common understanding of how to write effective LISC with reference to ‘We are learning to’ for LI and ‘I can’ for SC. There is also reference to using Bloom’s Taxonomy to scaffold success criteria in the T&L Handbook. Leaders, teachers and students interviewed all described situations where teachers and students co-construct what success looks like.

The Term Meeting schedules show regular scheduled time for Team and PLC meetings and teachers and leaders interviewed described weekly collaborative planning times where they systematically use data

Effective Feedback

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| | <p>and evidence to plan lessons and next learning steps. There is also across year level planning occurring with examples shared including the aligning and sequencing of rubrics and success criteria across the year levels to support greater consistency for monitoring and tracking progress and deliberate planning to support the Mandarin Immersion Program with teachers coordinating and monitoring learning. The Leadership Team indicated that there is consideration in 2021 for there to be weekly collaborative planning across year levels to strengthen collaboration and support student learning.</p> <p>Conversations with students showed they were aware of the following practices of teachers that help them learn:</p> <ul style="list-style-type: none">● being given choice,● sharing of learning intentions and success criteria in the form of rubrics, bump-it-up walls and checklists or charts,● feedback to students and getting feedback from students,● students being asked for their input into their next steps and goals,● high expectations, and● teachers using assessments to help them make decisions about what students need to learn. <p>Recommendation:</p> <ul style="list-style-type: none">● Continue to extend the repertoire and effective implementation of research informed practices in teaching and learning experiences with clear success criteria and agreed practices for each practice. |
| <p>Conversations with the School Leadership, students and teachers indicate there is some feedback on learning given and received in the school. This is developing but there is not yet a consistent model of feedback in place across the school. School leadership reported aspirations aimed at <i>“building a culture of how to give and receive feedback,”</i> starting with feedback to teachers. In interviews with teachers it was stated that there is <i>“a developing feedback culture”</i> in the school.</p> <p>The school has embarked on developing a culture of feedback with some teacher observations and feedback to build relational trust across the school. It was stated that most current feedback to students is at praise level and some verbal feedback on writing is occurring in pockets in the school. Visits to classrooms indicated visible feedback comments in classrooms on pin boards and in some student’s books. Conversations with students showed students</p> | <p>Leaders, teachers and students are all aware of the type of feedback culture and practice that the school aspires to have. The culture and practices are well described and articulated in the Feedback at Mawson Primary document as well as by the staff and students interviewed. Comments included; <i>“everyone giving, receive and acting on feedback”, “a focus on feedback , not praise”, “feedback is about where we are at and what we need to do to go on”</i> and <i>“our teacher asks us for feedback about how they are teaching.”</i> Leaders indicated that whilst the school is building a more solid understanding of the levels of feedback, as indicated in the school model, teachers have <i>“only just begun the practice of analysing each other’s feedback in their PLC. We have laid the foundations and now need to work on (the levels)”</i>.</p> <p>The school incorporates feedback from teachers, parents and students into their planning and review as indicated by teachers and leaders.</p> |

mostly described feedback provided by the teacher as praise and/or task level however some stated next steps were sometimes given verbally by some teachers about their work in particular subjects. Students reported feedback as “*Ticks in books*” and comments such as “*Good job*”, “*Well done*” and “*Excellent*” from teachers.

Conversations with teachers indicated “*a recently recognised raised awareness of types of feedback*” and that feedback to students includes “*one-to-one conferences, post-it notes and feedback after reading.*” There was evidence in pockets of student learning goals in writing, reading and maths composed and written by the teachers and visible on students’ desks or the pin board. It was observed behavioural goals such as ‘not chatting in class’ and ‘finishing work’ were also displayed as individual student goals in a classroom. Evidence collected during the visit indicated that feedback to teachers from students is not yet established practice at the school.

In conversations with teachers it was stated that “*Children don’t know what to say to each other and what to give feedback on.*” During discussions, both the Leadership Team and teachers indicated that teacher to teacher feedback needs to be formalised based on standards and observations.

Recommendation:

- Build opportunities for teacher professional learning about the purpose and practice of using effective feedback and building a culture of effective feedback to students so they receive regular, ‘just-in-time’, ‘just-for-me’ feedback about their learning.

Perception surveys, teacher and student surveys, assessment data and student and teacher voice are all examples of feedback sources that are incorporated into the co-construction of the School Improvement Plan, Action Plan and next steps for Teams and PLCs. The Leadership Team indicated that more deliberate use of student voice to inform planning and review and increased opportunities for staff to engage with school data, such as the recent analysis of a school-wide student survey, are future goals.

Leaders, teachers and students all described how assessment is seen as feedback to the teacher. Examples included “*looking at the post-test and deciding what to re-teach because it was not understood*”, “*asking teachers with better results to share their practice and learning from each other*” and “*the teacher looks at the test to see what you have done and what you have learnt and if you have not learnt they help you with that thing.*”

The document Feedback at Mawson Primary, the T&L Handbook, examples of planners and teacher, leader and student interviews all demonstrate a shared understanding of what effective feedback looks and sounds like and there is a clearly defined model which includes levels of feedback, types of feedback and feedback strategies. Staff have deliberately implemented peer feedback practices and conferencing with students and have documented some of this this learning and practices in videos and photographs shared. Student referred to and described peer feedback practices and conferences with teachers which aligned with the evidence shared by leaders and teachers.

Teachers are regularly observed and given feedback as evidenced in the Agreed Guidelines for Classroom Walkthroughs, examples of walkthrough feedback and the leadership reflection shared. The Leadership Team described feedback as being given in emails, through ‘speed dating’, as part of the Professional Development Plan and Annual Professional Discussion, as part of the beginning teacher requirements and when requested or sought. The Process for Implementing a Walkthrough cycle clearly states that Step 4 is ‘implementing the next steps plan of action to improve teaching and learning.’ Teachers also described giving each other feedback as part of walkthroughs, in teams, are part of critiquing videos of each other and based on displayed teacher goals. There is evidence that teachers and leaders act on the feedback given in the Team SMART goal documents, leadership reflection documents and in reflections in walk through

analysis documents such as 'To be honest, I was thinking of having it as a writing sample every term. Now thinking about it, I think it might need to happen twice a term. Students could complete another work sample, take their work down and write at the bottom a reflection' and 'Where to next: Support all teachers to develop first week lessons to re-establish routines and school rules'.

Leaders, teachers and students all described opportunities for students to give teachers feedback and that this is becoming an expected and routine practice. Forms of feedback to teachers students described included during conferences about what we need more help with, as part of class discussions where the teacher asks for feedback, during circle time and "*recently we did a survey about how comfortable we feel in our class and how your teacher uses LISC*". Leaders and teachers described seeking and receiving feedback from students through written reflections, check in tools, asking the three learning questions: what are you learning, how are you going and what are your next steps, asking open questions, coloured dots to indicate level of help required and exit slips.

Time for conferencing, peer feedback and self-assessment, engagement with bump-it-up walls and seeking feedback from students occurs regularly as evident in teacher, leader and student interviews. Students described feedback as occurring "*whenever they have a test, piece of writing or when they have achieved their goal*" as well as regular peer and teacher feedback. Samples shared show evidence of student peer assessment occurring supported by rubrics and other scaffolds. Teachers and leaders described conferencing occurring as required for individual students, with each student having a conference at least once a fortnight. Planners provided show time allocated for students to reflect on learning as part of the learning cycle in some lessons or sequences of learning.

Conversations with students indicate that they get regular, individualised feedback specific to their learning goals and next steps and that there are processes for peer feedback and self-assessment using rubrics, bump-it-up walls and anchor charts. Student indicated they can also seek feedback if they have reached a goal. Student voice indicated an awareness of using feedback to improve learning, such as "*we try to bump-it-up using the chart or next level*", "*I got that goal because the teacher read my work and did not find it interesting*" and "*when someone else is checking your work you can see what you are doing and what you need to do better.*" Leaders and teachers

described feedback as being ongoing and *“students get feedback on the rubric and then keep working on their writing, revisiting the rubric over and over”*. Teacher, peer and self feedback is related to the success criteria. Conversations with leaders included the next focus being on the levels of feedback which were not seen in the samples provided or described by students. Praise being described as feedback was not evident in conversations with teachers or students and the decreased use of praise was described by the leadership team as a significant shift in practice as seen in class observations.

Recommendation:

- Continue to refine feedback practices to closer align with the Feedback at Mawson document and A Model for Feedback in the Teaching and Learning Handbook 2021 by including task, process and self-regulation feedback.

Appendix 1: School Capability Categories and Focus Questions

Strand 1: The Visible Learner

| Category | Capability focus question |
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| Aspiration | Does the school have a clear picture of the type of learners they are aspiring to have in their school? |
| Strategic tools and actions | Do the school plans incorporate a focus on developing assessment-capable visible learners? |
| Shared understandings | Is there a shared view across the school about the desired characteristics of learners? |
| | Is there a shared language of learning in the school? |
| Professional practices | Do leaders and teachers empower students to take greater ownership of their own learning? |
| | Do leaders and teachers clearly communicate valued learner characteristics to students? |
| | Is student voice evident in decision making across the school? |
| Learners | Are learner’s visible learners – able to talk about their learning? |
| | Are learners actively engaged participants in the learning process? |
| | Can learners describe what a good learner looks like in their school? |

Strand 2: Know Thy Impact

| Category | Capability focus question |
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| Aspiration | Does the school have a clear picture of the type of learners they are aspiring to have? |
| | Does the school have a focus on learning and progress (as opposed to teaching and achievement)? |
| Strategic tools and actions | Do documents have evidence of data being collected, collated, and analysed at student, teacher, and class levels? |
| | Does the school have a process for ongoing review of student data? |
| | Does the school have a focus on learning and progress? |
| | Are monitoring tools used to track progress and achievement? |
| | Do data and evidence drive practice? |
| Shared understandings | Is there a shared understanding of what progress looks like across the school? |
| | Does the school know about the impact they are having on student learning? |
| Professional practices | Do leaders and teachers share achievement data with one another and with learners and take a shared responsibility for addressing any achievement concerns within teams, and with learners? |
| | Does the school use multiple evidence sources when assessing student progress and achievement? |
| | Does evidence gathered inform school practices such as professional development, appraisal, and walkthroughs? |

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| | Are students taught to be assessment capable? |
| Learners | Are learners able to articulate where they are at in their learning and their next learning steps? |
| | Can learners explain the assessments used, what they tell them, where they are at, and what their next steps are? |

Strand 3: Visible Teaching and Leading

| Category | Capability focus question |
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| Aspiration | Does the school have a clear picture of the quality of practice expected from teachers? |
| Strategic tools and actions | Does the school have plans that show a deliberate strategy for raising teacher capability based on the research of what makes the greatest difference to student learning? |
| | Is there a high degree of relational trust amongst the staff? |
| Shared understandings | Is there a shared understanding across the school about what makes for a good teacher? |
| Professional practices | Do teachers maximise available learning time through the use of engaging teaching and learning approaches? |
| | Do teachers differentiate in order to provide appropriate levels of challenge for all students? |
| | Are teaching decisions evidence-based and research informed? |
| | Do teachers systematically use data and evidence to plan lessons and next learning steps? |
| | Do teachers make the learning intentions and success criteria clear to students? |
| | Do teachers plan together? |
| Learners | Does the school talk to learners about the quality of teaching they receive? |

Strand 4: Effective Feedback

| Category | Capability focus question |
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| Aspiration | Does the school have a clear picture of the type of feedback culture and practice that they aspire to have? |
| Strategic tools and actions | Does the school incorporate feedback from students, families, and staff in their planning and review? |
| | Do leaders and teachers work to develop high levels of relational trust in the school so that feedback can be openly given and received? |
| Shared understandings | Do teachers and leaders use information from student assessments as feedback about the effectiveness of their teaching? |
| | Are the school leaders and teachers familiar with different models of effective feedback? |
| Professional practices | Are teachers regularly observed and given feedback? |
| | Are there opportunities for students to give teachers feedback? |
| | Is time for feedback planned for in lesson planning? |
| | Do students get regular, just-in-time, just-for-me feedback about their learning? |
| | Is student feedback routinely sought at all levels? |
| Learners | Are students invited to give feedback to teachers? |
| | Does the school talk to learners about the nature and quality of feedback they receive? |