

Our Visible Learning Plan 2017

Our baseline evidence statements:

Visible Learners:

Our learners are beginning to articulate their learning at their Zone of Proximal Development through answering what they are learning, where they are at and their where to next in relation to Learning Intentions and Success Criteria. Learners are beginning to use evidence, collaborative practices, systems and feedback to drive their learning, focusing on the progress and growth of learning.

Know Thy Impact:

In Year 5 NAPLAN growth trends from 2014 - 2016 we have an average effect size of 0.615 in Reading, 0.565 in Grammar and Punctuation, 0.535 in Spelling, 0.725 in Writing, 0.53 in Numeracy, 0.49 in Numbers, Patterns and Algebra and 0.54 in Data, Measurement, Space and Geometry. Our data is tracked through a whole school data tracking system, including scheduled times for assessing and recording. This tracking is inclusive of the Whole School Reading Data Wall. Professional Learning and Caseload meetings are driven by research and evidence informed practices with the focus on the analysis of impact. From survey, the majority of teachers were comfortable sharing achievement and progress data. The impact we are having and aspire to have on student achievement is reflected in our strategic plans.

Inspired and Passionate Teachers: In classroom walk throughs it was evident that the use of Learning Intentions, Success Criteria The Learner Pit and Learner Tools within the school was common practice. Performance and Development Plan goals drive teachers learning. From the survey, most teachers are using multiple methods of assessment. School Plans show a deliberate strategy for raising teacher capability and capacity, including Assistant Principal Professional Learning, Assistant Principal Mentoring/Beginning Teacher and Accreditation and Caseload meetings. Most Professional Learning meetings are based on the knowledge of what and how teachers are teaching. There are some forms of collaboration throughout the school.

Effective Feedback: From survey, our school strategic planning incorporates feedback from our community, teacher and students. Most teachers use student assessment as feedback to inform the effectiveness of their teaching. Teachers haven't had the opportunity to learn about the different levels of feedback and how to build a culture and systems in their classroom where feedback is effective. Classroom observations identified the majority of feedback was given by the teacher to the students, related to the task and was praise.

School Systems and Processes: Whole School sustained Visible Learning Professional Learning. Evidence and research informed practices through professional learning meetings and Caseload meetings. Internal and external collection and analysis of data that drives programs and practices. Stage aligned RFF to feed collaborative practices.



Focus areas

These are the areas that we have decided to focus our efforts on:

Visible Learners:

- Developing a shared language of learning across Wollongbar Public School including Learning Intentions, Success Criteria, Learner Pit, Learner Tools and Mindsets.
- Establish collaborative practices
- Effective feedback practices used by parents, teachers and students
- Using research and evidence informed practices to drive practices and pedagogies
- Analysis of impact with the focus on growth and progress

Aspiration

This is our aspiration for Visible Learning in our school:

As learners at Wollongbar Public School we aspire to:

- Use a common language of learning
- Articulate our learning demonstrating an understanding of what we are learning, what tools we are using and the where to next.
- Develop a positive learning culture – celebrating success and progress.
- Engage in challenges by moving through the Learner Pit.
- Be responsible learners committed to growth and self-awareness of our needs and others.
- Change our words – change our mindsets.

Feedback aspirations:

As a whole school, what would we like to achieve in the terms of our use of feedback?

- Students and teachers understand the purpose of what the learning is through learning intentions and success criteria. (Feed Up)
- Learners ask for feedback as part of the daily routine in the classroom.
- Learners recognise and embrace the role of feedback to help them improve in their learning.
- All learners can give feedback to each other. (Student/Teacher/Parent)
- Learners have a clear understanding of their where to next.
- What am I doing? How am I going? Where to next?
- Learners learn how to give and receive respectful feedback.
- Staff feedback to each other becomes a standard practice (PDP).
- Learners implement feedback, enabling improvements, growth and progress.
- Learners engage in feedback on academic, social and emotional development.

How will we get there?

What knowledge do these groups need? What practices need to become routine?

Students	Teachers	Leaders	Families/Communities
<p>An understanding and use of:</p> <ul style="list-style-type: none"> the shared language of learning across Wollongbar Public School including Learning Intentions, Success Criteria, Learner Pit, Learner Tools and Mindsets. How to give and receive feedback How to engage in collaborative practices 	<ul style="list-style-type: none"> the shared language of learning across Wollongbar Public School including Learning Intentions, Success Criteria, Learner Pit, Learner Tools and Mindsets. How to give and receive feedback and set up systems to provide feedback in class How to engage in and teach collaborative practices Using research and evidence informed practices to drive practices and pedagogies How to analyse impact with the focus on growth and progress and use this to inform their practice 	<ul style="list-style-type: none"> All items listed for teachers Driven by SEF and School Plan along with research and evidence informed practices Effective walkthrough and observation techniques Executive need a shared understanding of the process Clear understanding of the processes needed to implement VL eg: Learning Intentions and Success Criteria, Growth mindset, Learner qualities, Learner Pit, Collaborative practices and feedback An understanding of the VL data collection tools and analysis 	<p>An understanding and use of:</p> <ul style="list-style-type: none"> the shared language of learning across Wollongbar Public School including Learning Intentions, Success Criteria, Learner Pit, Learner Tools and Mindsets. Learning Intentions and Success Criteria and ways to talk to their children about these Professional learning teachers are engaging in Engage in reading and learning what underpins our shared language

Targets	What will we do to know whether we are on track as we go? ACTIONS	How will we know we have achieved our target at the end of the specified time period?
<p>Whole school consistent 'Language of Learning' with the inclusion of Learning Intentions, Success Criteria, Learner Pit, Learner Tools and Mindsets. Systems set up to enable and support learning.</p>	<p>Professional Learning – revise 'Language of Learning' as well as new concepts, eg PL on Feedback and connection with Language of Learning</p> <p>VL Induction for new teachers.</p> <p>Program Supervision – teacher programming. Explicit teaching of language or learning</p> <p>Staff and students using language of learning</p> <p>Observations and walk throughs conducted</p> <p>PDP goals reflect VL focus – individual teacher focus</p> <p>AP PL, LaST and AP Beginning Teacher/ Mentoring enable support at point of need.</p> <p>Caseload meetings reflect Language of Learning</p> <p>Teachers have systems set up to support learning with the Language of Learning embedded within.</p>	<p>Survey Monkey completed</p> <p>Data analysed – observations, walk through, interview, NAPLAN data, Tracking data, PLAN, etc</p> <p>Action plan completed and reviewed</p> <p>PL times allocated for 2017</p> <p>VL Folder of Evidence</p> <p>PDP goal reflection</p> <p>VL PL time includes reflection</p> <p>Program Supervision and audit analysed</p> <p>Roles and systems reviewed for coming year</p> <p>Language of Learning used throughout the school</p>
<p>Learners are able to articulate their learning at their Zone of Proximal Development (what they are focusing on in their learning, what they need</p>	<p>Teachers explicitly teach and model to students the Language of Learning.</p> <p>Class systems set up to enable students to</p>	<p>Survey Monkey completed</p> <p>Data analysed – observations, walk through, interview, NAPLAN data, Tracking data, PLAN,</p>



to do to achieve this and their where to next in their learning). Staff has greater ownership of Performance and Development Plan goals. Clarity and reflection of Learning Intentions and Success Criteria for staff and student's learning are an embedded practice.

articulate what they are focusing on in their learning, what they need to do to achieve this and their where to next in their learning

PDP goals reflect VL focus and individual focuses – individual teacher focus

Caseload supports teachers' individual learning.

AP PL, LaST and AP Beginning Teacher/ Mentoring enable support at point of need.

Teachers embed Learning Intentions and Success Criteria into teaching practice.

Leaders embed Learning Intentions and Success Criteria for staff in PL meetings

Reflection and feedback embedded in class practice and PL meeting.

etc

Action plan completed and reviewed

PL times allocated for 2017 – PL sessions include LI and SC as well as reflection and feedback

VL Folder of Evidence

PDP goal reflection

Teachers articulation of learning during Caseload

Class time includes reflection and feedback

Program Supervision and audit analysed

Work samples and books reflect

Roles and systems reviewed for coming year

Collaborative and collective development of our 'Learning' vision, values and beliefs, including School Plan Strategic Directions, Visible Learning Action Plan and Window of Certainty for Learning.

School Plan and Milestones constructed with staff through collaborative practices.

Window of Certainty for Learning developed collaboratively with staff.

Feedback PL Vision developed with staff

VL team develop the VL Action Plan

School Plan and Milestones developed and reviewed throughout the year.

Window of Certainty developed and reviewed throughout the year.

Feedback PL Vision developed and used to drive PL

VL Action Plan completed and reviewed

Learners give and receive purposeful and timely

VL PL sessions focused on feedback – Folder of Evidence

Survey Monkey completed



feedback to influence learning and achievement based on Learning Intentions, Success Criteria and processes of learning. Learners engage in systems to provide feedback.

Teachers actively using feedback and setting up systems in class.

Teachers explicitly teaching students how to give and receive feedback.

Teachers and student feedback is connected to LI, SC and processes.

Teachers engage in observations – PDP and Caseload

Program Supervision reflective of Feedback focus

Data analysed – observations, walk through, interview, NAPLAN data, Tracking data, PLAN, etc

Action plan completed and reviewed

PL times allocated for 2017 – PL sessions focus on feedback

VL Folder of Evidence

PDP goal reflection through observations and feedback

Teachers articulation of learning during Caseload – Caseload minutes

Program Supervision and audit analysed

Work samples and books reflect feedback

Roles and systems reviewed for coming year

Learners engage in collaborative structures and practices to enhance learning, including students, teachers and parents. This includes creating opportunities for staff to collaborate within the school day, eg aligning stage team RFF and accessing Assistant Principal Professional Learning role.

School Plan and Milestones reflect collaborative practices.

VL PL sessions focused on collaborative practices – Folder of Evidence

PL meeting include collaborative practices

AP PL, LaST and AP Beginning Teacher/ Mentoring enable collaboration to take place.

Alignment of stage team RFF to enable

School Plan and Milestones developed and reviewed throughout the year.

Survey Monkey completed

Data analysed – observations, walk through, interview, NAPLAN data, Tracking data, PLAN, etc

Action plan completed and reviewed

PL times allocated for 2017 – PL sessions



collaboration

Teachers explicitly teaching students skills in how to collaborate.

Teachers have systems of collaborative practices set up in classroom.

focus on collaborative

Minutes to PL meetings reflect collaboration

VL Folder of Evidence

Caseload minutes

Program Supervision and audit analysed

Roles and systems reviewed for coming year

Student achievement is based on the analysis of impact and increase of growth and progress over a year, eg. 0.4 effect size growth in a year (Hattie).

Leaders and teachers use data to analyse impact and drive their teaching and learning practices and pedagogies.

Use of data to inform School Plan and Milestones

Caseload meetings driven by impact.

Analysis of data using effect size

PL focus on the analysis of data and implementation of actions

Student data drives School Plan

Teachers Programs and assessment folders reflect the analysis of data

School Plan and Milestones developed and reviewed throughout the year.

Survey Monkey completed

Data analysed – observations, walk through, interview, NAPLAN data, Reading Data Wall, Tracking data, PLAN, etc

Action plan completed and reviewed

PL times allocated for 2017 – PL sessions focus analyzing student data

Minutes to PL meetings reflect analysis of data

VL Folder of Evidence

Caseload minutes

Program Supervision and audit analysed

Research and evidence informed practices drive innovative and quality pedagogies and practices

Leaders and teachers use research and evidence informed practices to drive their practices and

School Plan and Milestones developed and reviewed throughout the year.



through sustained and continuous professional learning.

pedagogies.

Research and evidence informed practices used to drive School Plan and Milestones as well as PL.

Plan sustained VL PL on PL Calendar for 2017

PL sessions are inclusive of research and evidence

VL team and APPL to plan and implement VL PL

Survey Monkey completed

Data analysed – observations, walk through, interview, NAPLAN data, Reading Data Wall, Tracking data, PLAN, etc

Action plan completed and reviewed

PL times allocated for 2017 – PL sessions include research and evidence

Minutes to PL meetings reflects sustained PL and research and evidence practices

VL Folder of Evidence

Program Supervision and audit analysed

Roles and systems reviewed for coming year

2018 focuses:
 Revise our vision and shared language of learning.
 ASK Model
 Learning Pit – deeper learning

What activities will achieve this?

Guiding coalition

This group will have oversight of this work and guide the delivery team:

- Jennifer Thomas – Principal
- Benjamin Barker – Assistant Principal
- Lynn Clarke/Brendan Nobbs – Assistant Principal
- Katie Prosser – Assistant Principal
- Shannon Ruskin – Teacher
- Natalie Hamlyn - Teacher

Visible Learning team

This group is responsible for ensuring the delivery of the plan:

- Katie Prosser – Assistant Principal
- Shannon Ruskin – Teacher
- Natalie Hamlyn - Teacher

Professional Activity

Professional activity	Details
External professional development	<ul style="list-style-type: none"> • Leader attends PPA PLP • Executive attend LEAP, James Nottingham and John Hattie
Visible Learning Team – Professional Learning	<ul style="list-style-type: none"> • Engage in research and professional learning to inform practice and leading • Analyse school data and evidence with LaST and teachers • VL Team to organise and engage staff in sustained professional learning.
Whole staff professional learning	<ul style="list-style-type: none"> • Staff engage in sustained professional learning meetings • Caseload meetings • Stage meetings
Individual professional learning	<ul style="list-style-type: none"> • Driven by PDP goals and whole school strategic plans. Inclusive of observations. • Caseload meetings • Analysis of data and evidence to inform school priorities, practices and pedagogies. • Sustained professional learning meetings.
Executive staff professional learning + LAST Teacher	<ul style="list-style-type: none"> • Regular meetings with Visible Learning Team to ensure clarity of focus and purpose. • Analysis of data and evidence to inform school priorities, practices and pedagogies. • Giving and receiving effective feedback. • Carry out walkthroughs and observations.
Professional Readings/Videos	<ul style="list-style-type: none"> • VL Team ensures staff is aware of research, readings and resources available. • VL Team provide VL readings/videos/clips for staff when applicable.
School Systems	<ul style="list-style-type: none"> • Timetable to be reorganised so that teams can collaborative during RFF. • School self-review program to focus on impact on learning. • Staff development is driven based on data and school identified need. • Develop scope and sequences for the new curriculum areas.

Visible Learning action planning

See Visible Learning Folder of Evidence