Mil-Lel Primary School Operational Plan

Respect Participation Growth

Learning is a consequence of thinking – David Perkins (1992)

Focus 2017: Developing Powerful Learners Powerful Learning refers to the ability of learners to respond successfully to the task that they are set, as well as the tasks they set themselves in particular to: • Integrate new and prior knowledge • Acquire and use a range of learning skills • Solve problems individually and in groups • Think carefully about their success and failures • Evaluate conflicting evidence and to think critically Accept that new learning involves uncertainty and difficulty. (Prof D Hopkins)	

Focus 1:	**Inquiry - Moderation**
Targets	• Collect evidence of selected students' learning • Teachers will collaboratively moderate students in Maths twice this year
Strategies	Work within the Small Schools Learning Improvement Cluster, Results Plus and DECD Learning design, Assessment and Moderation Strategy to: • ensure familiarity with and a common understanding of the expected learning • make connections between the evidence provided and the achievement standard • determine whether the portfolio provides sufficient evidence to demonstrate the student's satisfactory achievement of the standard • determine the grade for which the student portfolio provides evidence • Teachers develop a shared understanding of the achievement standard and what quality learning and evidence looks like against the standard • Teachers reflect on and share practice, and deepen their pedagogical and content knowledge • Clear protocols and processes that provide and ensure safe and democratic conditions for teacher professional learning are developed
Evaluation Measures (Change that is evident in)	• Intentional and responsive learning and assessment design and consistency of teachers' judgement at a site and partnership level (A-E grades consistent) • In Reception, satisfactory achievement of the Foundation achievement standard in each learning area. • Achievement at 'C' or above in each of the Australian Curriculum learning areas (Yr1-7) • Running Records are consistently delivered and assessed

Focus, 2017: Developing Powerful Learners	
Every teacher needs to improve, not because they are not good enough, but because they can be even better – Dylan Wiliam	
Not all tasks are created equal, and different tasks will provoke different level and kinds of student thinking – Stein, Smith, Henningsen, Silver (2000)	
Focus 2:	**Pedagogy - Transforming Tasks**
Targets	• All students to progress and achieve at or above their year appropriate level • Students are provided with useful feedback about their work
Strategies	Work within the TfEL framework and with Small Schools Learning Improvement Cluster (SSLIC) and Results Plus to: • Set tasks with multiple entry and exit points to maximize each student's learning time and progress • Use cognitive processing strategies to develop deep understandings and long-term retention of content • Identify tasks with low intellectual challenge and work in teams (SSLC, Results Plus) to transform tasks to increase the level of intellectual challenge within them – to get the students to do the thinking • ALL students need to engage in both fluency and fluency plus tasks • Continue to develop learning dispositions (eg. growth mindset) - students with growth mindsets are more likely to persist with challenging tasks and see failure as an important part of learning • Teachers understand and use data to target individual student learning, intervention/support
Evaluation Measures (Change that is evident in)	• Students in Years 3 – 7 meet the DECD Standard of Educational Achievement (SEA) • Retention of students in the Higher Bands (HB) in NAPLAN from Years 3 – 7 • Perception data reflects that teachers are providing useful feedback about their school work