**Mypolonga Primary School Site Improvement Plan 2015**

**Building Powerful Learners - From Skills to Dispositions: Creativity**

<table>
<thead>
<tr>
<th>What is the research telling us?</th>
<th>What is our data telling us?</th>
<th>Where next?</th>
</tr>
</thead>
</table>

**Joan Dalton: 21st Century Learning Design: Use of ICT for Learning**

1. Students do not have the opportunity to use ICT for this learning activity.
2. Students use ICT to learn and practice basic skills or reproduce information. They are not creating knowledge.
3. Students use ICT to support knowledge construction, but they could construct the same knowledge without using ICT.
4. Students use ICT to support knowledge construction, and the ICT is required for constructing this knowledge, but students do not create an ICT product for authentic users.
5. Students use ICT to support knowledge construction, and the ICT is required for constructing this knowledge, and students do create an ICT product for authentic users.

**Implementation of Technologies Curriculum 2015**

**Use of ICT for learning**

While the school is well-resourced from an ICT perspective, there have been issues around logging – in and the rainbow – wheel – of death.

We have a part time ICT technician, whose time is spent maintaining the network.

iPad technology is in its infancy at MPS. This year we decided to purchase iPads for all upper primary learners to enable them to collect evidence to demonstrate their attainment of achievement standards in a variety of forms.

We have increased the number of iPads in all classes. We will be exploring apps, which support the development of knowledge construction.

**Implementation of the Technologies Curriculum: there has been little PD in or exploration of the Technologies curriculum.**

**Design and Technologies Strands:**

- **Technologies and society**
  - Technologies Contexts
    - Engineering principles and systems
    - Food and fibre production
    - Food specialisations
    - Materials and technologies specialisations

- Creating designed solutions by:
  - Investigating
  - Generating
  - Producing
  - Evaluating
  - Collaborating and managing

**Digital Technologies Strands**

- Digital systems
- Representation of data
- Processes and production skills
  - Collecting, managing and analysing data
  - Defining
  - Implementing
  - Evaluating
  - Collaborating and managing

**ICT for Learning**

PD around the ICT for learning will be conducted in 2015. As a site we are currently at level 3 on the rubric and we will explore ways to move to levels 4 and 5. We will collaborate with Jervois Primary School as part of our PLCs.

**Implementation of the Technologies Curriculum**

- All teachers will engage in a 9 module Technologies PD to build capacity to deliver the curriculum
- Unpacking the achievement standards of both strands of technologies will occur in 2015

**Artist in Residence**

In 2015 an artist in residence has offered to work at MPS.

**Creative Questioning and Creative thinking**

Most of the questions teachers ask promote systematic – and / or analytical type thinking. However, questions that facilitate creative thinking can generate a range of innovative and unexpected ideas.

Reflective questioning can be posed to develop creative thinking processes; eg

- **Elaboration**: How could you change / extend this?
- **Fluency**: What other perspectives are there to consider?
- **Flexibility**: What are the different ways to do this?
- **Complexity**: What other layer could we add to ...?
- **Originality**: What might...?
- **Curiosity**: What if ....?
- **Imagination**: Imagine that....?

**ELLl: Creativity (Unity the Unicorn)**

The unicorn is a magical and creative creature. It will appear out of nowhere and bring beauty and richness to a situation. Creativity is like that. It can happen when the learner is not looking for it. It can be pursued by following hunches and being somewhat intuitive, rather than just following the rules. It involves new ways of looking at information and new ways of linking it together. Creative learners like pictures, metaphors, analogies and similes.
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Carol Dweck: Growth and Fixed Mindsets</td>
<td>Generally, Mypolonga learners love maths. Ironically, although we perform particularly well, the fixed mindset comments appear more prevalent for poor performing students. “I was never good at maths.’ It seems to be a much more black and white issue than literacy, which encompasses more learning areas. Our whole school focus on tables, has seen an improvement in knowledge and understanding, however, fixed mindset learners do not put in the effort to learn them as growth mindset learners do.</td>
<td>Building a growth mindset will be achieved by:</td>
</tr>
<tr>
<td>40% of South Australian students have a fixed mindset. Some teachers have fixed mindsets. Growth Mindset leads to a desire to learn and therefore a tendency to:</td>
<td>Fixed mindsets lead to a desire to look smart and therefore a tendency to:</td>
<td>Developing a consistent whole school approach to praising effort, rather than achievement</td>
</tr>
<tr>
<td>• Embrace challenges</td>
<td>• Avoid challenges</td>
<td>Kerry and Rita will lead PD for teachers around “Mindsets and the Classroom” by Mary Cay Ricci</td>
</tr>
<tr>
<td>• Persist in the face of setbacks</td>
<td>• Give up easily</td>
<td>Establishing a whole school focus on Neuroscience and brain function</td>
</tr>
<tr>
<td>• See effort as the path to mastery</td>
<td>• Ignore useful negative feedback</td>
<td>Targeting Playgroup and Early Years’ parents about the importance of growth mindset.</td>
</tr>
<tr>
<td>• Learn from obstacles</td>
<td>• Feel threatened by the success of others</td>
<td>Developing executive function in students to channel creative curiosity</td>
</tr>
<tr>
<td>• Find lessons and inspiration in the success of others</td>
<td>As a result they may plateau early and achieve less than their full potential</td>
<td>Revisit our initial Literacy Plan and review it against the 4 areas of our original plan with the view of developing a growth mindset culture.</td>
</tr>
<tr>
<td>As a result they achieve ever higher results</td>
<td></td>
<td></td>
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<tr>
<td><strong>Fixed mindsets</strong> lead to a desire to look smart and therefore a tendency to:</td>
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<tr>
<td><strong>Knowledge construction</strong> activities require students to generate ideas and understandings that are new to them. Students can do this through interpretation, analysis, synthesis, or evaluation. In stronger activities, knowledge construction is the main requirement of the learning activity.</td>
<td>Following the initial focus on reading, our plan broadened to include writing, spelling and oral language. We moved on when we felt our processes were understood further, and to connect information and ideas from two or more academic disciplines (for example, integrating learning from both science and literature).</td>
<td></td>
</tr>
<tr>
<td>The strongest activities require students to apply the knowledge they constructed in a different context, helping them to deepen their understanding further, and to connect information and ideas from two or more academic disciplines (for example, integrating learning from both science and literature).</td>
<td></td>
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</tr>
<tr>
<td><strong>Guy Claxton: Powerful Learning</strong></td>
<td><strong>21st Century Learning Design: Knowledge Construction</strong></td>
<td><strong>Build Classroom Culture by:</strong></td>
</tr>
<tr>
<td>• Classroom culture</td>
<td>A 10 year engagement with the IBMYP, has seen higher – order thinking and interdisciplinary curriculum embedded in the middle year’s culture. The ‘new context’ aspect of both the Australian Curriculum and 21st CLD has been problematic for teachers, who have found time constraints add a layer of complexity to this.</td>
<td>Creating a climate for learning by developing: relationships, reflection, self-awareness, motivation, dialogue, trust, challenge, time and space</td>
</tr>
<tr>
<td>• Designing learning powered curriculum</td>
<td>On our Week 0 21st CLD PD, we had planned to explore Knowledge Construction, however we were unable to do this due to teachers’ deep engagement with the Collaboration and Real World Problem Solving and Innovation workshops conducted first.</td>
<td><strong>Design Learning powered curriculum and knowledge construction by:</strong></td>
</tr>
<tr>
<td><strong>ELL: Critical Curiosity (Katie the Cat)</strong></td>
<td></td>
<td>Undertake the PD planned for Week 0 with Jervois staff at a convenient time.</td>
</tr>
<tr>
<td>The curious cat is inquisitive. It pokes its nose into things to find out (usually if it is edible!) Curious learners like to find things out for themselves, they do not like to accept things just because someone said so. They question and enjoy a challenge. They are active rather than passive in a learning situation so they may not be the easiest students to accommodate in a classroom.</td>
<td>On our Week 0 21st CLD PD, we had planned to explore Knowledge Construction, however we were unable to do this due to teachers’ deep engagement with the Collaboration and Real World Problem Solving and Innovation workshops conducted first.</td>
<td>Continue to refine Interdisciplinary assessment rubrics, which are in the early stage of design, for use by Jervois and Mypolonga to assist processes to develop consistency of teacher judgement across the Pilot.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Facilitate the development of common assessment tasks by the PLC will with the view of reaching Level 4 of the Knowledge Construction rubric.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unpack the understanding of ‘new contexts’ with the support of CPAC and PACIO.</td>
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<tr>
<td></td>
<td></td>
<td>Develop intellectual stretch by interpreting, analysing, synthesizing and evaluating information and ideas.</td>
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</tbody>
</table>
### What is the research telling us?

**John Hattie’s research** into effect size identified feedback as having the single most significant impact on student achievement.

However, TEL research has shown that 50% of a student’s capacity to learn comes from within and therefore if a student is not pre-disposed to value feedback, it becomes insignificant. Therefore a student’s disposition to learn is a critical factor in engagement and achievement.

### The Effective Lifelong Learning Inventory (ELLI)

ELLI has identified 7 dimensions of learning, which develop a student’s disposition to learn.

- Changing and learning
- Critical Curiosity
- Meaning Making
- Creativity
- Resilience
- Strategic Awareness
- Learning Relationships

In light of this, a new study by Hattie has revealed a new set of effect sizes. (Over 0.4 is believed to be a significant effect)

### Hattie’s new ‘Top 10’

1. Self reported grades 1.44
2. Piagetian programs (stage not age) 1.28
3. Providing formative evaluation 0.9
4. Micro teaching 0.88
5. Acceleration 0.88
6. Classroom behaviour 0.8
7. Comprehensive interventions for learning disabled 0.77
8. Teacher clarity 0.75
9. Reciprocal teaching (similar to literature circles) 0.74
10. Feedback

The work of **Dylan Wiliam** on formative assessment identifies ways for teachers to monitor student learning to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning

### ELLI Changing and Learning: Camilla the Chameleon

The Chameleon is used to depict growth orientation, or changing and learning. The chameleon can always change and adapt to its surroundings. It is not stuck or static. This dimension describes a learner who is forward-moving in his/her learning with a sense of history and destiny. They are self-starters and own their learning processes.

Most students from Years 3 – 7 at Mypo completed surveys in 2014, which resulted the documentation of their ELLI profiles. While there is some dispute about the relevance of the data due to students having a poor understanding of the dimensions, it is interesting to note that sites in the Pilot had all similar site profiles. Students are in the process of analysing their spider diagrams and using them for goal setting.

### 2015 learning journals

Co-constructed with students in 2014, have a goal-setting component based around the ELLI dimensions. Journals are designed to:

- Develop student disposition to and ownership of learning
- Prompt teachers to articulate the purpose of the learning
- Support students to understand growth mindsets, ELLI and student voice and relate them to their learning
- Record milestones and achievements
- Communicate with families

Previously feedback was considered to have the greatest impact on student achievement. A focus on feedback occurred in 2014 with significant learning taking place, particularly in the middle primary class. The ‘Feedback Ninjas’, working with Mikelle, developed their understanding of feedback and shared this with others at Mypo and with the Student Learning Community.

### Formative assessment strategies

Such as popsticks, gems, red, yellow and green cups, and mini whiteboards are used in most classes.

We are exploring research around grades. It was interesting to note that the UP students had not unpacked the feedback given to them in their reports, and had merely looked at their grades. Analysis of the feedback provided in the end of year report was used to set goals for 2015. The Middle Primary class is looking at how spelling is assessed without grades.

### What is our data telling us?

#### Developing our students’ disposition to learn will be achieved by:

1. Engaging in a whole school process to develop understanding of and engagement with ELLI:
   - R/1/2: Each dimension of ELLI has been aligned with an animal, which reflects the dimension. Animals have names to personalise them to the students
   - 3/4: Unpack the dimensions, relative to learning
   - 4/5/6/7: Use understanding of dimensions to set goals for learning, reflect and build learning dispositions

Another survey will be conducted in 2015 and data will be analysed by students and teachers.

2. Use the ‘Feedback Ninjas’ to continue to spread the Feedback story, both at school and in the partnership.

3. Engaging in research and PD into Hattie’s new work especially around self reported grades.

Hattie’s ‘Visible Learning’ complements this research

4. Continue to develop student voice by using student voice tiles to promote students as:
   - evaluators
   - planners / designers
   - teachers
   - advocates
   - researcher
   - decision – makers

Our challenge as teachers is to develop dynamic pedagogy so that learning has the intellectual stretch necessary to inspire disposition growth.

5. Continue to use formative assessment strategies across the whole school. Every staff member has a copy of Dylan Wiliam’s ‘Formative Assessment’ to read as part of their professional learning.
### Mypolonga Primary School Site Improvement Plan 2015

**Building Powerful Learners - From Skills to Dispositions: Learning Relationships**

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<tr>
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**Joan Dalton: 21st Century Learning Design: Collaboration Rubric**

<table>
<thead>
<tr>
<th>Number</th>
<th>Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Students are not required to work together in pairs or in groups.</td>
</tr>
<tr>
<td>2.</td>
<td>Students do work together but they do not have shared responsibility.</td>
</tr>
<tr>
<td>3.</td>
<td>Students do have shared responsibility, but they are not required to make substantive decision together.</td>
</tr>
<tr>
<td>4.</td>
<td>Students do have shared responsibility, and they do make substantive decisions together about the content, process or product of their work but their work is not interdependent.</td>
</tr>
<tr>
<td>5.</td>
<td>Students do have shared responsibility, and they do make substantive decisions together about the content, process or product of their work and their work is interdependent.</td>
</tr>
</tbody>
</table>

**School / Community Partnerships**

Parents have major effects in terms of the encouragement and expectations that they transmit to their children. Parents should be educated in the language of schooling, so that the home and school can share the expectations and that the child does not have to live in 2 worlds. It is not so much the structure of the family, but rather the beliefs and expectations of the adults in the home that contributes most to achievement. (Hattie 2009)

There is a strong body of research to show that when parents, caregivers and the community are supportive of the work of schools and involved in its activities, students make progress. (Hill and Tyson 2009)

**Community Catalyst Group**

Through their work with Guy Claxton, the TfEL Pilot has championed parent and student voice in school planning and operations. The development of a Community Catalyst Group is a part of our commitment to TfEL. We decided that the Improvement Committee was already a structure that we had in place to meet this need.

**ELLi: Learning Relationships: (Billy the Bee)**

The bees are interesting creatures. They can work in a community in a hive making sure that honey is produced for the common good. They are good at learning together and have intricate systems for communicating the location of pollen and the possibility of danger. On the other hand, the bee can fly off on its own to find honey and can work alone for long stretches of time. They know when to work together and when it is best to work alone. These learners feel well supported in their homes, communities and schools.

**Collaboration**

In 2014, Jane and I attended a 2 day workshop on 21st Century Learning Design. Jane was very inspired by this and in her next unit of work, put collaborative principles into practice.

At assembly, students shared their learning: they collaboratively designed a History Walk around Murray Bridge. Jane planned this unit with the view to achieving Level 4 of the rubric.

Jane also led PD on Collaboration with the Mypolonga and Jervois cluster and inspired us to all to commit to plan to achieve higher order collaboration. Early attempts have shown that students need to be scaffolded to work interdependently, especially when students may have literacy issues or a disability. We intend to explore this further.

**Learning Design to promote collaboration**

We will commit to design learning tasks, across the school to achieve higher order collaboration. We will explore further how to embed in student’s learning, the capacity to share responsibility and work interdependently.

**School / Community partnerships**

We will continue with traditions embedded in the school culture with a particular focus on the Improvement Committee:

- All staff will participate with parents and students in the Improvement Committee twice per term
- Role statement will be reviewed to include new learning from the pilot.
- True collaboration in the construction and implementation of Site Improvement Plan
- Develop whole community understanding of ELLi
- Build a community culture of lifelong learning

**Other Partnerships**

- Proud Mary
- NRM Board
- Mypolonga Landcare Group
- Mypolonga Combined Sports’ Club
- RSL
- Mypolonga Netball, Football and Cricket Clubs

**Excerpt from the Newsletter 24th November 2014**

As part of the Teaching for Effective Learning (TfEL) Pilot, we were invited to attend a workshop presented by international educator Guy Claxton at the Lakes Resort last Thursday. Guy’s message is that we need to build learning power by taking more of a “coaching” approach whereby we focus on improving our ‘personal best’. Guy also advocates the importance of students owning their learning. Guy’s message is so similar to ours; it’s uncanny: we believe academic achievement is not the most significant indicator of future success. I have said this many times: it is about developing character, working hard to learn, making mistakes and being prepared to learn from them. This was an amazing opportunity and we elected to take a team of 17 parents, students, SSOs and teachers to hear his message and discuss it. My instinct was to invite the current Improvement Committee members to attend, but quickly realised that the Upper Primary members would be on camp. This was meant to be because it made me look to the future. I invited Middle Primary students and their parents to express interest about being on next year’s Improvement Committee. The Year 4/5s had already done significant work on feedback with Mikelle, our TfEL Pilot Leader, and I immediately received lots of interest.

This was one of the best experiences of my teaching career. Long time Improvement Committee convener, Yvette Rathjen led the charge with her daughter Holly, followed by Mary Gill and Kane Rankin, Karen Montgomery and Paris Montgomery Pittaway, Mrs Kim and Mitchell Walton, Mark and Chloe Pahl and Larissa Pike who joined Kenny, Necia, Jane, Kim Polky, myself, and community member Meagan Wynne. Our discussions were amazing and we are so looking forward to working together next year. Guy mentioned that “If the purpose of the workshop was to develop student voice why wouldn’t you invite students to attend?” Of the 250 participants only 2 schools sent students: Murray Bridge High School and ourselves.

But the best was yet to come. Yvette was asked to summarise the day on behalf of parents. She addressed her comments directly to Guy in such an assertive and knowledgeable way and I realised that all the hard work Yvette has done as Improvement Committee convener, catering coordinator, and Stephanie Alexander Kitchen Garden volunteer has seen her grow as a life-long learner, which she modelled to a captive audience. Then Paris delivered the students’ perspective. I was pretty much in principal heaven!
### What is the research telling us?

<table>
<thead>
<tr>
<th>Joan Dalton: 21st CLD: Real World Problem Solving and Innovation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The learning activity’s main requirement IS NOT problem solving. Students use a previously learned answer or procedure for most of the work.</td>
</tr>
<tr>
<td>2. The learning activity’s main requirement is problem solving but the problem is not a real world problem.</td>
</tr>
<tr>
<td>3. The learning activity’s main requirement is problem-solving and the problem is a real – world problem but the students do not innovate. They are not required to implement their ideas in the real world, or to communicate their ideas to someone outside the academic context who can implement them.</td>
</tr>
<tr>
<td>4. The learning activity’s main requirement is problem-solving, and the problem is a real – world problem and the students do innovate. They are required to implement their ideas in the real world, or to communicate their ideas to someone outside the academic context who can implement them.</td>
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<thead>
<tr>
<th>ELII: Ruth Dean Crick</th>
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</thead>
<tbody>
<tr>
<td>• Enterprise (Economics and Business – AC)</td>
</tr>
<tr>
<td>• Civics and Citizenship</td>
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**Sustainability Education is one of the cross – curriculum priorities of the Australian Curriculum.**

Education for sustainability develops the knowledge, skills, values and world - views necessary for people to act in ways that contribute to more sustainable patterns of living. It enables individuals and communities to reflect on ways of interpreting and engaging with the world. Sustainability education is futures-oriented, focusing on protecting environments and creating a more ecologically and socially just world through informed action. Actions that support more sustainable patterns of living require consideration of environmental, social, cultural and economic systems and their interdependence.

<table>
<thead>
<tr>
<th>Guy Claxton</th>
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</thead>
<tbody>
<tr>
<td>• How can learning be taken outside the classroom?</td>
</tr>
<tr>
<td>• How can learning be made more authentic?</td>
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</tbody>
</table>

**ELLI: meaning Making (Sam the Spider)**

The spider spins its web of meaning linking together different threads and able to run along any line to link to another. So meaning makers piece information together to make a new and coherent whole. They like to make personal sense of things and will transfer knowledge from home to school, from subject to subject and through time.

<table>
<thead>
<tr>
<th>There has been a culture of enterprise at MPS for nearly 20 years. The school shop has been the cornerstone of enterprise programs. Research conducted by Erebus Consulting Partners found that:</th>
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<tbody>
<tr>
<td>‘Many students demonstrated a strong enthusiasm to break outside their comfort zones and dependency limitations, taking risks that exposed them to real situations knowing they were supported by a collaborative safety net that values the striving more than the success, but didn’t allow excessive personal exposure to failure. (Action Research to Identify Innovative Approaches and Best Practice in Enterprise Education, Consultant’s Report).</td>
</tr>
</tbody>
</table>

The evolution of the School Shop program has seen processes and practices documented purposefully leading to significant achievement of learning outcomes for all students. The Stephanie Alexander Kitchen Garden is in its infancy and at present we are exploring ways to deliver the program more purposefully than we currently do.

All classes have enterprise projects related to the Shop. 3 years ago we developed a plan to broaden the learning to make the context more authentic. We need to revisit this from R-5. Enterprise lunches (3/4, 4/5) have a fund raising focus rather than an educational one.

We have received a $25 000 Financial Literacy grant to develop resources for teachers across Australia.

**Sustainability** has been a priority, in partnership with the Mypolonga Landcare Group for some years. The Sustainability Committee, comprising parents, students and teachers is a conduit between the Landcare Group and the school. They make decisions around the school environment and the development of Farmer Jones’ Paddock adjacent the school. The Young Environmental Leaders (a regional body funded by MDBRDB) and their parents are members of the Sustainability Committee.

Significant funds have been put aside in the budget to develop FJP into an outdoor classroom. It is already used as a resource to support students with disabilities to achieve real world learning outcome.

We have not engaged with Civics and Citizenship as part of the HASS curriculum as a whole site.

There are currently some attempts to solve real world problems eg researching the effect of palm oil harvesting on rain forest ecology in Asian Studies, however, there have been limited opportunities to implement ideas in the real world, or communicate ideas outside of the academic context.

### What is our data telling us?

<table>
<thead>
<tr>
<th>Stephanie Alexander Kitchen Garden</th>
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<tbody>
<tr>
<td>During first term we will identify the skills developed and outcomes achieved in the program and produce a document similar to the School Shop Assessment Book. The document will:</td>
</tr>
<tr>
<td>• Link to the achievement standards in design technologies– food and fibre production and food specialisations. It will also be linked to the processes and production skills of investigating, generating, producing, evaluating, collaborating and managing.</td>
</tr>
<tr>
<td>• Outline WHS principles; including knife safety</td>
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<tr>
<td>• Outline skills to develop and assess</td>
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<tr>
<td>• Give students opportunities to reflect on their learning.</td>
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**Economics and Business Curriculum (Years 5 – 7)**

This has a real enterprise focus. We will align the E & B curriculum to current enterprise programs. The Financial Literacy Grant will be used to produce resources for teachers over 2 years.

**Civics and Citizenship (Years 3 – 7)**

This along with E&B is part of the HASS Curriculum. We will develop a whole school approach linked to the many initiatives currently undertaken, as well as ELLI.

**Sustainability**

In an effort to align our curriculum with real – world problem solving, each class has undertaken to engage with one aspect of sustainability:

| • R/1: turtles |
| • 1/2: bridal creeper leaf hoppers |
| • 3/4: frogwatch |
| • 4/5: gutter guardians |
| • 5/6/7: waterwatch |

A program based around FJP for students with disabilities and other learning needs will be designed and implemented.

### Where next?

| Implementing ideas in the real world and communicating ideas outside of the academic context will be a focus in 2015. All classes will engage with the 21st CLD rubric with a view to achieving level 4 to a greater degree than we currently do. |
### TIEL Research across South Australia

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relationship and Rescue</td>
<td>62%</td>
</tr>
<tr>
<td>Content and Control</td>
<td>26%</td>
</tr>
<tr>
<td>Dynamic Pedagogy</td>
<td>12%</td>
</tr>
</tbody>
</table>

In SA, students have not been challenged to make mistakes and learn from them. Culturally, students have been scaffolded to such an extent, that when they experience failure they give up, rather than try again.

### Andrew Fuller’s research into resilience has identified:

#### Protective Factors
- A sense of belonging and fitting in
- Positive achievements and evaluations at school
- Having someone outside the family with belief
- Attendance at pre-school
- Reading ability
- Connection to the community

#### Risk Factors
- Detachment from school
- Academic failure, particularly in the middle years
- Early persistent anti-social behaviour
- Low parental interest in education

#### Executive Function

- Poor impulse control has been identified as the critical factor in poor student achievement, more so than socio economic status.

### ELLI Resilience (TIGER the Turtle)

The tortoise is a resilient creature. It might not be the fastest learner, but it never gives up. It has a shell on its back that enables it to take the knocks of failure and still remain OK. As in the fable ‘The Hare and the Tortoise’, it will keep going no matter what the set backs, roadblocks or difficulties and it gets there in the end. The tortoise is self-reliant. It far outlives all its other creature friends and doesn’t mind if there is no one around to rescue it.

### ELLI mapping across the pilot

All sites have elected to make resilience a priority in 2015.

#### Teachers have identified that a significant amount of thinking around learning design is being done by them, with students playing little part in this process. They have been challenged by the Pilot to rethink how they will support students to play a greater part in thinking and learning.

#### Teachers have also identified that that they are quick to ‘plaster over the cracks’ by solving students’ problems rather than giving them strategies to solve them themselves. There is evidence that many parents do this also.

### What is our data telling us?

#### There is a strong sense of belonging and fitting in at Mypo, evidenced by:
- Strong participation of students and parents in decision making bodies such as Governing Council and affiliated committees.
- 100% of families and extended families attending the school concert.
- 180 people at Family Fun Night.
- Strong attendance (94%).
- 0% unexplained absences.
- 95% participation in parent – teacher interviews.
- End of year assembly takes place at the Combined Sports’ Club due to massive community interest.
- An enterprising culture (eg School Shop, Stephanie Alexander KG) based around taking risks and being innovative exists.
- Waiting list to 2020.
- Student participation in School Shop during school and public holidays.

#### The challenge now is to move from genuine interest to genuine participation (Community Catalyst Group) in all aspects of learning and to engage a small minority of parents to play a greater role in the children’s lives and learning.

### What is the research telling us?

#### Through Pilot PD and engagement with ELLL, teachers are becoming aware of their default positions and what unlearning needs to take place. This will be a focus of ongoing PD, and PLC conversations.

### Resilience will be developed by:

1. **A whole – school approach to learn strategies to become ‘unstuck’**, based on Guy Claxton's work in the process of implementation:
   - try 3 before me: brain, book, buddy, boss
   - ask a friend
   - read the question again
   - use a number line
   - split the question up
   - ask yourself – What do I already know that will help me
   - use a reference book
   - use a dictionary
   - check the internet
   - share the problem
   - go for another question and come back to it later

2. **Middle year’s students continuing to be given significant leadership roles in all aspects of school life**:
   - House captains who lead literacy and well being learning
   - SRC
   - Young Environmental Leaders
   - Shop Committee
   - Sustainability and Improvement Committees and Governing Council involvement

3. **Learning from the School Shop program** (such as mentoring, skill development, ‘OK isn’t Excellent and assessment criteria) to develop a framework for SAKG program. The development of resilience, by trying new foods is a cornerstone of the program.

4. **Early Engagement: Playgroup**
   - Maths classes will be structured in Year levels in JP to make Playgroup more effective. Smaller numbers (Reception only) will alleviate overcrowding and facilitate relationship growth.
   - All prospective families will be formally invited to join Playgroup and informed that Playgroup is part of our transition process.

5. **Executive Function**
   - Inhibiting impulses – not acting impulsively or prematurely
   - Working memory – holding information in mind and mentally working with it.
   - Cognitive Flexibility – changing perspectives, being flexible, adjust to new demands.

### Where next?

- Building Powerful Learners - From Skills to Dispositions: Resilience

- Mypolonga Primary School Site Improvement Plan 2015
**SAFETY CULTURE**

A safety culture is that part of the overall culture that reflects the values, beliefs and practices of an organization as they relate to health and safety. As described by Patrick Hudson, the safety culture may range from pathological (uninformed and passive) through reactive, calculative (command and control) and proactive to generative (universal involvement, with safety integrated in day-to-day activities).

James Reason and others have identified the various elements of a culture that will move an organization forward through these stages of development.

These elements are described by Reason as follows:

- **an informed culture**—one in which those who manage and operate the system have current knowledge about the human, technical, organisational and environmental factors that determine the safety of the system as a whole
- **a reporting culture**—in which people are willing to report errors and near misses
- **a just culture**—a culture of ‘no blame’ where an atmosphere of trust is present and people are encouraged or even rewarded for providing essential safety-related information; but where there is also a clear line between acceptable and unacceptable behaviour
- **a flexible culture**—characterised as shifting from the conventional hierarchical mode to a flatter professional structure > a learning culture—in which there is the willingness and the competence to draw the right conclusions from its safety information system, and the will to implement major reforms when the need is indicated.

Each of these elements relates to one or more of the availability and sharing of information, the promotion of flexibility and innovation, and supporting honesty and transparency (and through that, avoiding barriers to the free flow of information) through a ‘no blame’ approach.

<table>
<thead>
<tr>
<th>What the research is telling us</th>
<th>What our data is telling us</th>
<th>Where next?</th>
</tr>
</thead>
<tbody>
<tr>
<td>It has been mandated by DECD that all sites will achieve 100% Business Manager compliance by June 2015. While WHS has not been an overtly significant priority in the past at MPS, processes and practices are in place to ensure workplace health and safety. The documentation and alignment of these processes and practices needs to occur to a greater degree using Business Manager.</td>
<td>Teacher opinion surveys have always shown extremely high levels of satisfaction in the past, which have voided the necessity for psychological health surveys. However, Business Manager deems this necessary.</td>
<td>Complete the psychological hazard and health checklist and use the data to inform planning to support the development of a psychological health action plan.</td>
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<tr>
<td>Each of these elements relates to one or more of the availability and sharing of information, the promotion of flexibility and innovation, and supporting honesty and transparency (and through that, avoiding barriers to the free flow of information) through a ‘no blame’ approach.</td>
<td>The static nature of staff mobility in the past, is no longer the case, so induction processes need to be formalised to support new staff.</td>
<td>Monthly review of Business Manager tasks by Annie and Rita</td>
</tr>
<tr>
<td>The static nature of staff mobility in the past, is no longer the case, so induction processes need to be formalised to support new staff.</td>
<td>SBM data shows that staff rarely need support from outside of the classroom to manage behaviour. We need to be mindful of this and prepared should this change.</td>
<td>Develop staff handbook to induct new staff with a significant focus around WHS and formalise induction processes.</td>
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<tr>
<td>Each of these elements relates to one or more of the availability and sharing of information, the promotion of flexibility and innovation, and supporting honesty and transparency (and through that, avoiding barriers to the free flow of information) through a ‘no blame’ approach.</td>
<td>A significant number of staff needs to update RAN training in 2015.</td>
<td>Kerry to organise RAN training for all who need it.</td>
</tr>
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<td>Each of these elements relates to one or more of the availability and sharing of information, the promotion of flexibility and innovation, and supporting honesty and transparency (and through that, avoiding barriers to the free flow of information) through a ‘no blame’ approach.</td>
<td>The Stephanie Alexander Kitchen Garden program is new to the school. Catering is a significant part of fundraising activities.</td>
<td>Use TRB online tool to record PS against the AITSL standards.</td>
</tr>
<tr>
<td>Each of these elements relates to one or more of the availability and sharing of information, the promotion of flexibility and innovation, and supporting honesty and transparency (and through that, avoiding barriers to the free flow of information) through a ‘no blame’ approach.</td>
<td>WHS embedded into SAKG program.</td>
<td>Staff and volunteers to complete Food Handling Training when offered by RCMB.</td>
</tr>
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and is will take and the resources she will need. She is able to see in the dark learning task. She maps out her route, considers how long the journey

DECD Priority: Literacy and Numeracy Results Plus

Douglas Reeves: a focus on non fiction writing improves achievement in all learning areas

Guy Claxton: Predictors of Success:
- Self control
- Pleasure in reading (not ability to read)

Deslea Konza “The Big 6”
- Oral language and early literacy experiences
- Phonemic awareness
- Letter / sound knowledge (Phonics)
- Vocabulary
- Fluency
- Comprehension

DECD research has shown that as a state SA performs well in fluency and understanding, but not problem solving and reasoning in maths.

“T he best predictor of success in Year 12 is Year 9 literacy” Freebody and Luke

DECD Priority: Higher achievement, intellectual stretch, resilience and a growth mindset for every learner.”

Ruth Crick: ‘Students who are strategically aware are more reflective and better at self evaluation. They are better at judging how much time, or what resources, a learning task will require. They are more able to talk about learning and themselves as learners. They like to be given responsibility for planning and organising their own learning.’

Joan Dalton: 21st Century Learning Design: Self Regulation
Self regulation involves a range of skills that become increasingly sophisticated as they develop over time. Therefore learning activities must provide substantive time and ongoing opportunities for learners to develop these with clear learning intentions or goals and success criteria that learners can use to plan, monitor and assess their own learning. In the most successful learning activities, learners receive use feedback

ELLI: Strategic Awareness (Ollie the Owl)

Wise owl is a strategist. She flies up high and looks at the whole learning task. She maps out her route, considers how long the journey will take and the resources she will need. She is able to see in the dark and is very aware of her own strengths and learning preferences.

Literacy and Numeracy Results Plus.
Since the implementation of our whole school non fiction writing plan there has been significant improvement in quality and quantity of writing. This year’s Year 4 cohort is concerning; specifically in reading, writing and spelling. Reflective writing is not as well developed as other genres.

While Spelling results apart from Year 4 is above DECD mean, it is of a concern to us as a site. Spelling instruction does not seem to be translating into improvement in spelling in writing. Students do not seem to have developed a spelling consciousness

No students made low progress from Year 3 ~ 5 and 5 - 7 in reading in NAPLAN The Literacy Cup has been in place since 2009. Reading has improved, with most students reading at least 3 nights per week. Chronic non – readers have been identified by house captains.

In 2014 phonological awareness was a significant part of our Site Improvement Plan. This is now embedded in literacy planning and assessment occurs routinely. New reception students have scored poorly on PASM and Oral Language testing.

A whole – school comprehension program has been in place for 3 years. All Wave 2 and 3 students are in intervention programs.

Mypolonga’s numeracy results are outstanding across all Year levels. Year level maths groups from R-3 and ‘stage not age’ groupings from Years 4 -7 have contributed to success. 50% of Year 7’s in 2014 were above the Year 9 national average in maths.

Enterprise programs, with numeracy outcomes are embedded in the school culture and contribute to high numeracy achievement. Recognition by others of enterprise programs, such as the school shop has seen a $25 000 grant awarded to share financial literacy processes with Australian schools which will be delivering the Economics and Business curriculum for the first time from Year 5

Strategic Awareness and Self Regulation

Student ownership of learning and understanding of the achievement standards has had significant work across the school, however self regulation has been embedded in the school culture to a lesser degree and at a lower order. There has been a great deal of learning done by staff and students on the giving of feedback, but receiving it and knowing how to use the feedback in broader terms is in its early stages.

Strategic Awareness and Self Regulation

Teachers will use the Learning design to reach:
- R-3 Level 2
- 4-5 Level 3
- 6 -7 Level 4

Whole school approach to understanding of Strategic awareness through engagement with Effective Lifelong Learning Inventory.