2019

Moonbi Public School

Every student known, valued and cared for

CONTEXT

Every student counts. Every moment matters.

At Moonbi Public School, all staff are committed to our new school motto ensuring every student counts and we make the most of every moment. Underpinning every decision we make, every reflection we make and all our planning is our commitment to the department priority 'Every student is known, valued and cared for in our schools'.

Our common understanding and commitment by staff to know and care for every student at Moonbi Public School both academically and personally, high expectations for all students and a whole school approach are the foundations upon which all other elements of our school's life are built.

Moonbi Public School is committed to providing a personalised learning for all of its students. Our personalised learning focuses on tailoring student's learning to match their learning needs and to support the development of their personal passions and interests.

Personalised learning is not about students meandering their way through an aimless curriculum. It is about rigorous structures with high learning expectations supported by high levels of monitoring, intervention and wellbeing support programs within a range of flexible learning environments.

Brekkie Club

Brekkie Club provides a happy, welcoming place at the start of the school day where all students are valued and to provide students who regularly miss breakfast with a healthy and nutritious start to the day.

Drumbeat

DrumBeat helps to develop resilience and confidence in the students through drumming.

Kitchen Garden

Our kitchen garden promotes environmental and sustainability learning along with opportunities to grow and produce healthy food and connect students with healthy food.

EVIDENCE COLLECTED

Evidence number	Evidence name
1.1	Face to the Data
1.2	School Planning Implementation and
1.3	Individualised Learning Plan
1.4	Wellbeing Programs & Processes
1.5	Transition Programs

SCHOOL EXCELLENCE FRAMEWORK LINKS & JUDGEMENT

Element	Judgement
Learning Culture	Sustaining and growing
Wellbeing	Exceling
Curriculum	Excelling
Assessment	Excelling
Reporting	Sustaining and growing
Student performance measures	Delivering
Effective Classroom Practice	Sustaining and growing
Data Skills and Use	Sustaining and growing
Professional Standards	Sustaining and growing
Learning and Development	Sustaining and growing
Educational Leadership	Excelling
School Planning and Implementation	Sustaining and growing
School Resources	Sustaining and growing
Management Practices and processes	

WHERE TO NEXT with EVERY STUDENT KNOWN, VALUED AND CARED FOR

We now need to:

- Continue to imbed visible learning strategies eg Bump it up walls using progressions targets, targeted goal setting, assessment criteria
- Investigate and implement efficient centralised system for analyzing and reporting data on student and school performance.
- We need to involve students in communicating their learning progress at 5 weekly intervals and ensure they are able to discuss their data with their parents.

Every student is known…How do we know them?

Face to the Data

When we make decisions at Moonbi Public School about interventions and support for at-risk students, they are based on personalized data.

One strategy to facilitate the achievement of these high expectations was a school wide focus on data and making the learning of the students visible to the whole school community including students, teachers, support staff and parents. This included data dialogue conversations about student achievement every week

A school wide focus on data and making the learning of the students visible to the whole school community including students, teachers, support staff and parents. The focus of the data walls was on showing and celebrating student growth.

Students were involved in all aspects of the data walls. This includes placing and moving their names/pictures, discussing their progress with each other and teachers and talking about their growth.

The school plan, teachers PDP's and subsequent professional reflect

School leaders articulate a clear vision to analyse and discuss the use of data to drive improvement in student learning outcomes.

Conversations with teachers indicate the use of some data in planning differentiated learning experiences for their students. Some teachers express confidence in their ability to analyse data from assessment tasks and others value the opportunity to work with their peers to discuss student achievement data, to identify the next steps for learning. A deep understanding of the purpose for the full range of data collected is developing across the school.

Artefact 1.1

Best Start Kindergarten Assessment - Numeracy

Summary of student responses (for school use only)

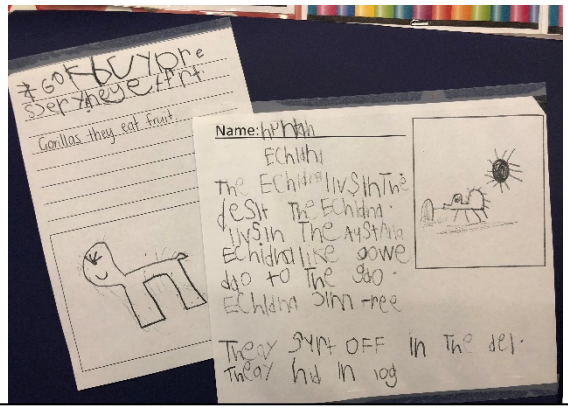
School : Moonbi Public School
Class : CLASS 1-2608
Student : Geppert, Mason
Date lodged : 12 Feb 2019

NUMBER SENSE AND ALGEBRA - Quantifying numbers			
Question	Student's response	Comments	Progression indicators related to student response
Q1 Start counting from one. I'll tell you when to stop.	c. counts to at least 12	1-12	produces a rote count to at least 12(QuN2)
Q1b Enter the student's highest count from question 1 as a comment.		12	produces a rote count to at least 12(QuN2)
Q2 Start counting from 87. I'll tell you when to stop.	d. no attempt		continues counting from any number up to 120 and beyond(QuN7)
Q2b Enter the student's highest count from question 2 as a comment.		couldn't start	continues counting from any number up to 120 and beyond(QuN7)
Q3 Get me three blue counters.	a. counts three counters		counts a small number of items (typically less than 4) (QuN2)
Q4 Get me nine blue counters.	a. counts nine counters		matches the count (up to 10) to objects, using the one-to-one principle(QuN3)
Q5 Can you point to the bigger number [3/5]?	a. identifies 5 as the bigger number		correctly indicates the larger or smaller of two numerals in the range from 1 to 10(QuN4)
Q6 Can you point to the bigger number [8/4]?	a. identifies 8 as the bigger number		correctly indicates the larger or smaller of two numerals in the range from 1 to 10(QuN4)
Q7 What is the number after three?	a. says 4, no drop back to one		produces the number word just after a given number word in the range 1–10 (without dropping back to count from 1)(QuN4)
Q8 What is the number after seven?	a. says 8, no drop back to one		produces the number word just after a given number word in the range 1–10 (without dropping back to count from 1)(QuN4)
Q9 What is the number after five?	a. says 6, no drop back to one		produces the number word just after a given number word in the range 1–10 (without dropping back to count from 1)(QuN4)
Q10 What is the number after ten?	a. says 11, no drop back to one		produces the number word just after a given number word in the range 1–10 (without dropping back to count from 1)(QuN4)
Q11 What is the number after thirteen?	a. says 14, no drop back to one		produces the number word just after a given number in the range 1–30 (without dropping back)(QuN6)
Q12 What is the number after nineteen?	c. incorrect	16	produces the number word just after a given number in the range 1–30 (without dropping back)(QuN6)

Geppert, Mason

Page 1 of 4

1.1.1 Best Start Report
Kindergarten teachers use the Best Start data report to inform teaching start points and gain a better understanding each new students learning needs.
This information is also used in initial Individual Learning Plan meetings with parents.



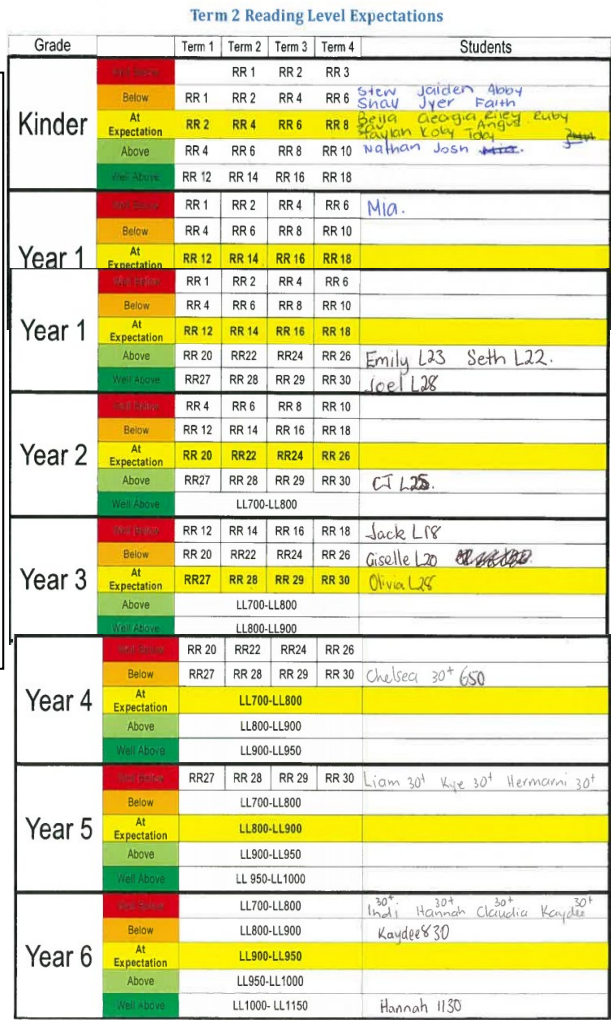
1.1.2 Pre and Post Writing work samples
Teachers K-6 collect writing assessment samples prior to teaching unit and at the end of unit. These samples are then analysed by the Professional Learning Team (PLT) and used student writing conferences before being stored in individual student writing portfolios. Students will use the assessments set future learning goals. Teachers will look for common trends between the pieces or look for individual targets to help student move to the next level.

Every student is known…How do we know them?

FACE TO THE DATA

Figure 1-1-1 Reading Level Expectations Recorder

1.1.3 Data Discussion Review Cards
One of the methods we have been trialling and refining in our data discussion meetings is away to record the collaborative recommendations made during these sessions.



Term 2 Reading Level Expectations

Grade		Term 1	Term 2	Term 3	Term 4	Students
Kinder	Well Below		RR 1	RR 2	RR 3	
	Below	RR 1	RR 2	RR 4	RR 6	Stew Jaiden Abby Shay Jyer Faith
	At Expectation	RR 2	RR 4	RR 6	RR 8	Bella Georgia Riley Ruby Zayan Kaby Angus Joey
	Above	RR 4	RR 6	RR 8	RR 10	Nathan Josh ~~[illegible]~~.
	Well Above	RR 12	RR 14	RR 16	RR 18	
Year 1	Well Below	RR 1	RR 2	RR 4	RR 6	Mia.
	Below	RR 4	RR 6	RR 8	RR 10	
	At Expectation	RR 12	RR 14	RR 16	RR 18	
Year 1	Well Below	RR 1	RR 2	RR 4	RR 6	
	Below	RR 4	RR 6	RR 8	RR 10	
	At Expectation	RR 12	RR 14	RR 16	RR 18	
	Above	RR 20	RR22	RR24	RR 26	Emily L23 Seth L22.
	Well Above	RR27	RR 28	RR 29	RR 30	Joel L28
Year 2	Well Below	RR 4	RR 6	RR 8	RR 10	
	Below	RR 12	RR 14	RR 16	RR 18	
	At Expectation	RR 20	RR22	RR24	RR 26	
	Above	RR27	RR 28	RR 29	RR 30	CJ L25.
	Well Above	LL700-LL800				
Year 3	Well Below	RR 12	RR 14	RR 16	RR 18	Jack L18
	Below	RR 20	RR22	RR24	RR 26	Giselle L20 ~~[illegible]~~
	At Expectation	RR27	RR 28	RR 29	RR 30	Olivia L28
	Above	LL700-LL800				
	Well Above	LL800-LL900				
Year 4	Well Below	RR 20	RR22	RR24	RR 26	
	Below	RR27	RR 28	RR 29	RR 30	Chelsea 30+ 650
	At Expectation	LL700-LL800				
	Above	LL800-LL900				
	Well Above	LL900-LL950				
Year 5	Well Below	RR27	RR 28	RR 29	RR 30	Liam 30+ Kye 30+ Hermani 30+
	Below	LL700-LL800				
	At Expectation	LL800-LL900				
	Above	LL900-LL950				
	Well Above	LL 950-LL1000				
Year 6	Well Below	LL700-LL800				Indi 30+ Hannah 30+ Claudia 30+ Kaydee 30+
	Below	LL800-LL900				Kaydee 830
	At Expectation	LL900-LL950				
	Above	LL950-LL1000				
	Well Above	LL1000- LL1150				Hannah 1130

Figure 1-1-2 Data Discussion Review Cards

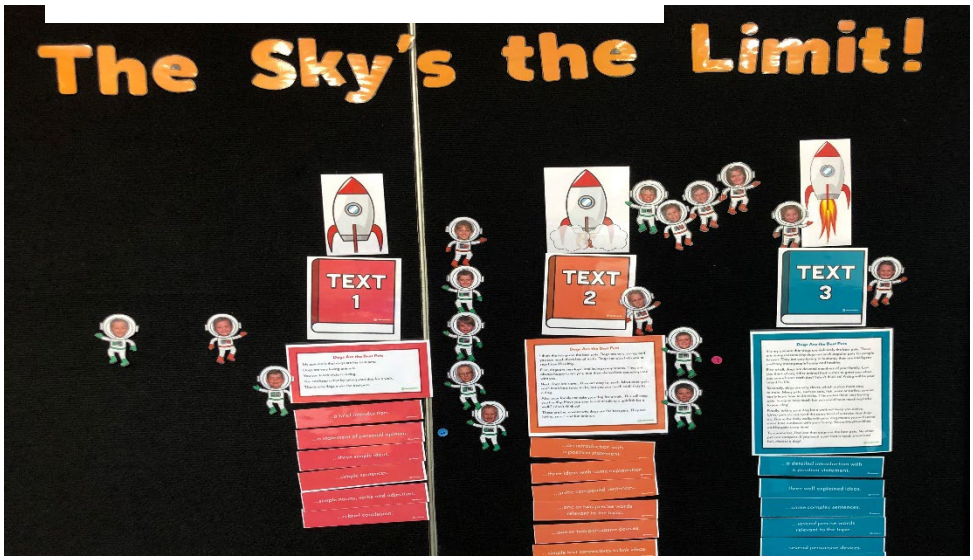


Figure 1-1-3 Reading Level Expectations Recorder

1.1.4 Reading Level Expectations
Reading levels are recorded at the beginning of each term during Assessment week. This reading levels expectations sheet was developed so staff and parents had a clear and consistent understanding of our reading expectations.

1.1.5 Bump It Up Walls
Most students in the class 2 were excited to share their progress and could articulate where they were at with their latest writing assessment and why. They could also articulated what they needed to do to get the next level.

Every student is known…How do we know them?

Reading Level Monitoring **Year - Kindergarten** **2018**

Week					10	Target met	20	Target met	30	Target met	38	Target met
Moonbi	M	Yes, Aboriginal		yes	3	yes	5	yes	6	no	6	no
Moonbi	M			yes	4	yes	7	yes	11	yes	13	yes
Moonbi	F			yes	4	yes	6	yes	7	yes	10	yes
Moonbi	F			yes	3	yes	5	yes	6	yes	10	yes
Moonbi	M	Yes, Aboriginal		yes	4	yes	5	yes	7	yes	10	yes
Moonbi	F			yes	4	yes	7	yes	9	yes	13	yes
Moonbi	F	Yes, Aboriginal		yes	4	yes	5	yes	7	yes	10	yes
Moonbi	F			yes	3	yes	6	yes	9	yes	10	yes
Moonbi	F	Yes, Aboriginal		yes	7	yes	9	yes	10	yes	13	yes
Reading Level Targets					**3**	**100%**	**5 6**	**100%**	**7-8**	**89%**	**9/11**	**89%**

Figure 1-1-4 EAfS Kindergarten Reading Monitoring

1.1.6 Reading level information is collected every five weeks, to inform teaching, using evidence based approaches such as running records and specific assessment tools. Regular

1.1.7 STAR data monitors reading and numeracy achievement and growth. Data is gathered from diagnostic, practice and exercise and allows students

Figure 1-1-5 STAR Reading Data

Every student is known…How do we know them?

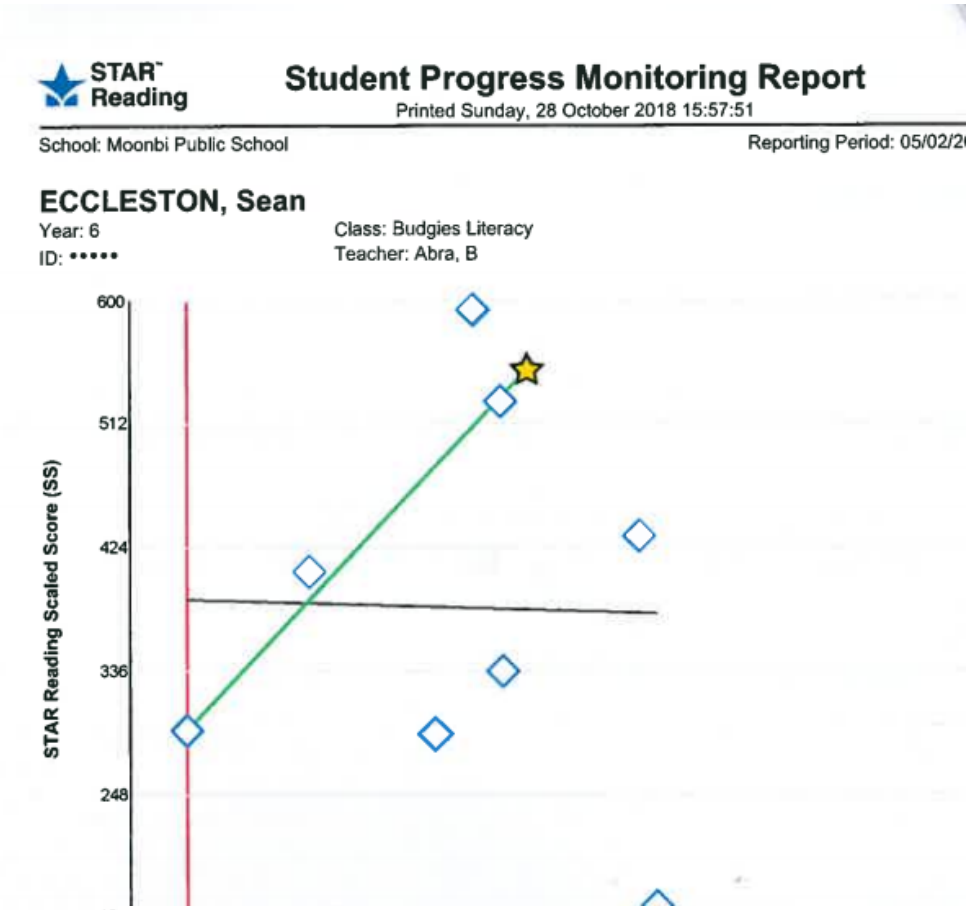


Figure 1-1-6 STAR Reading Target

1.1.8 STAR Reading Student Progress Monitoring Report

A classroom teacher was able to use this report as evidence to start the difficult conversation with a parent and a student who was in danger of suspension.

The classroom teacher was able to show the students' potential and the detriment that poor behaviour was having on his learning.

As a result the parent was more aware and vigilant of ensuring the student was taking his medication and the student made a concerted effort to improve his behaviour.

Moonbi Public School School Name	2019 Cohort Enrolment Year	Year 4 Cohort Scholastic Year	NAPLAN 3 Assessment	8 Number of Students

Student NAPLAN Scaled Scores and Bands by Assessment and Domain

Student Name	SRN	Assessment	Domain	Assessment Year	Participation	Band Group	Band Sub Group	Band	Student Score	Test Adjustment
Casey, Seth - 446718037	446718037	NAPLAN 3	Reading	2018	Present	Middle 2 Bands	High Middle	Band 04	397.00	Unknown
Gribbin, Deacon - 446531115	446531115	NAPLAN 3	Reading	2018	Present	Bottom 2 Bands	Bottom	Band 01	-101.90	
Hunt, Lincoln - 446235893	446235893	NAPLAN 3	Reading	2018	Present	Top 2 Bands	2nd Top	Band 05	454.50	Unknown
Jones, William - 446964771	446964771	NAPLAN 3	Reading	2018	Present	Middle 2 Bands	High Middle	Band 04	376.00	Unknown
Madden, Rory - 445243604	445243604	NAPLAN 3	Reading	2018	Present	Top 2 Bands	2nd Top	Band 05	445.40	Unknown
Mcdonald, Emily - 446234081	446234081	NAPLAN 3	Reading	2018	Present	Top 2 Bands	Top	Band 06	523.80	Unknown
Robertson, Joshua - 445746517	445746517	NAPLAN 3	Reading	2018	Present	Top 2 Bands	2nd Top	Band 05	429.00	Unknown
Sansum, Xavier - 446529846	446529846	NAPLAN 3	Reading	2018	Present	Bottom 2 Bands	2nd Bottom	Band 02	278.40	

Figure 1.1.9 NAPLAN Reading Scaled Scores

1.1.9 NAPLAN Reading Scaled Scores
Staff examine each individual students NAPLAN results probing for areas where we can help students move up to the next band. Points of improvement are added to the students individual learning plans.

Every student is known…How do we know them?

School planning, implementation and reporting

The School Plan is at the core of continuous improvement efforts at Moonbi Public School. Knowing and caring for our students is at the heart of all that we do. Making sure that '***Every student counts. Every moment matters***.' is at the forefront of our daily practice, our planning, our professional learning and our decision making.

The 2018 Annual Report demonstrates Moonbi Public School's commitment to ensuring the successful implementation of its School Plan. The Report contains information regarding the alignment of resource allocation to improvement measures and the progress that resulted. It outlines the professional learning undertaken by staff so they become skilled at data collection analysis, explicit teaching techniques and are able to meet the EAfS requirements, our Premier's priorities and the measure outlined in the School Plan.

Artefact 1.2

School planning, implementation and reporting

Figure 1-2-1 Wellbeing SD2

1.2.1 Wellbeing SD2
The success of a school plan is evident in its sustainability after the strategic direction is no longer a focus. At the end of the last school plan the judgement was made that our school wellbeing landscape had greatly improved and there were key programs embedded to ensure students would continue to thrive. Many of the programs and practices are still continuing self-sufficiently and have even continue to develop through the processes originally set in place to monitor

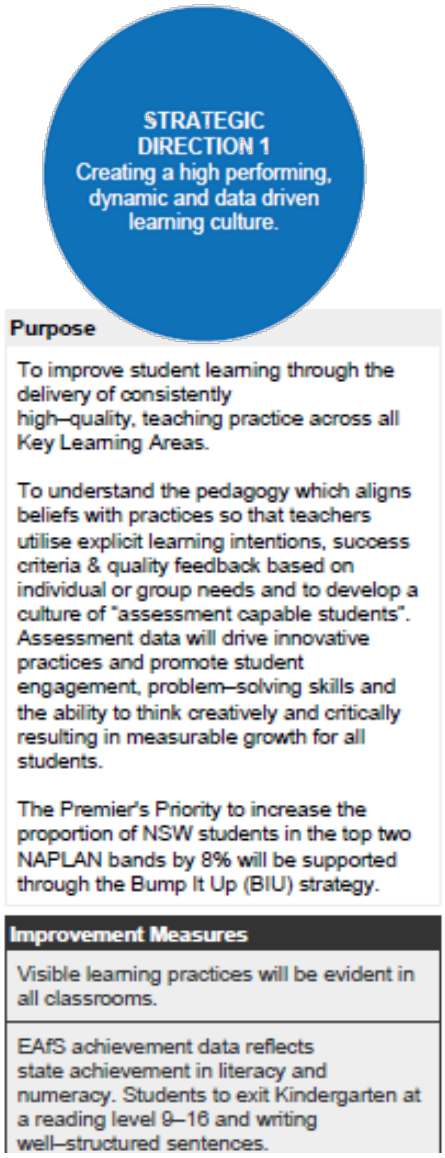


Figure 1-2-2 High Performing Data Driven

1.2.2 SD1 High Performing
At Moonbi we have come to recognise the importance of data. Data really allows us know our students, stimulates us to look for changes, ask questions and help us ensure every student matters and every second counts.

Every student is known…How do we know them?

Individualised Learning Plans

At Moonbi Public School we have learned that intervention and support must be personal, authentically involving students, parents and teachers to develop Individual Learning Plans

- Our ILPs are developed for all students including identified at risk students and help deliver targeted educational programs to achieve appropriate learning outcomes.
- Our ILPs are developed through a collaborative planning process involving the school, parents/carers and other relevant services and agencies.
- The ILPs identifies the student's individual needs and priorities for learning
- ILPs outline both short and/or long term educational goals for a student and the actions, strategies, modifications and adaptations that will be taken to achieve them

Artefact 1.3

Individual Learning Plan

Student's name: Malcolm Golledge ADHD/IM	**Date of Birth:** 06/06/2007 **Year Level:** Year 6 **Subject:** All areas **Date:** 25/02/19
Medical conditions, special requirements or considerations: Yes/No **Identifies as Aboriginal:** Yes/No **Clan:**	
Process for collection of data Feedback from student Feedback from parents Formative assessments results Teacher observations	**Review of progress based on collection and analysis of data** Revise mid-way through terms 3 and 4.
Learning Improvement Goals • Improvement in communicating with other students, teacher, etc. • Improved letter formation when writing (including writing numbers) through targeted handwriting lessons. • Improve writing results through modelled planning and writing lessons and individual or small group support. • Improvement in speaking and listening. Involvement in class discussions without being prompted.	**Learning Outcomes** • Malcolm will be able to plan and write longer texts that have less errors and written neatly in term 4. • Malcolm will be able to participate in some class discussions without being prompted by term 4. • Malcolm will be able to write in a more legible way by the end of the year. • Malcolm will be more willing to have a go in any situation. •
School and classroom adjustments • Breathing strategies for anxiety • Prompted to wear glasses (green lens) for all learning activities. • Seated near positive peer models for peer mentoring and modelling. • Clear instructions and examples of what student is expected to produce. • Repeat essential information and break instructions down. • Clear expectations of learning tasks. • Lesson instructions on whiteboard.	**Parents/ carers - expectation/support** • Support with homework – Having a go. Completing homework on his own. Starting with writing a couple of sentences work towards more as the year progresses. • More vocal in class discussions without prompting. Will prompt more communication at home and outside the school setting.

1.3.1 Individual Learning Plan
All students at Moonbi Public School regardless of needs or ability have an individual learning plan (ILP).
The ILP is developed by the classroom teacher collaboratively with students, parents, learning support team and when needs external support services.

Every student is cared for…How do we care for them?

Wellbeing Programs & Processes

Moonbi Public School is proud to be a KIDSMATTER school. Staff at Moonbi Public School recognise that student wellbeing and engagement are vital for learning and as a result, there is a whole-school planned approach to wellbeing developed through the implementation of our 2015-2017 school plan. The KidsMatter Framework underpins our KidsMatter

Moonbi Public School has implemented range of engagement programs that include a, Stephanie Alexander Kitchen Garden program, Brekkie Bites

Moonbi Public School's wellbeing approach focuses on creating an effective environment for learning, through the co-development of behavioural expectations and a systematic approach to dealing with challenging behaviours. Our approach to behaviour is reviewed regularly to ensure that it aligns with our current wellbeing practices.

Regular attendance enables students to bridge gaps in their knowledge, provide them with opportunities to reach their full potential and foster positive attitudes towards school and learning. Data indicated that Moonbi Public School's attendance was consistently below the state average and as a consequence attendance became a strategic direction in the 2015 - 17 School Plan and has continued to be a whole-school focus in the current school plan. Attendance data is regularly entered, analysed and prompt action to address issues is taken.

Every student is cared for…How do we care for them?

Artefact 1.4

Wellbeing Programs & Processes

Kindness will be demonstrated by students when they:

- act kindly toward themselves and peers in the classroom, school, home and community;
- are showing concern for others.; and
- smile and say "hello" or "good morning";

Integrity will be demonstrated by students when they:

- are doing what is right even when no one is watching.;
- do not let someone else take the blame for something they did
- have the courage to stand up for what they believe is right; and
- recognise the importance of academic integrity and ethical behaviour;

Determination will be demonstrated by students when they:

- are intent on achieving a goal;
- focus their energy and efforts to stick with it until the job is done; and
- constantly look for better ways of doing things;

Service will be demonstrated by students when they:

- give your time, resources and knowledge to others when they need it ;
- help someone else achieve their goal; and
- give time and effort to benefit individuals or groups without expecting return or reward;

Manners will be demonstrated by students when they:

- liberally seasoned the conversation with "please" and "thank you";
- treating others the same way they like to be treated;
- make guests feel welcome by offering a seat or to guide;
- remove hats inside, hold doors, and don't argue or fuss;
- listen when people talk and make eye contact when speaking;

Accountability will be demonstrated by students when they:

- take responsibility for their actions and learning;
- take action to correct problems; and
- do not blame others or make excuses.;

Tolerance will be demonstrated by students when they:

- focus on class members' strengths instead of their weaknesses;
- are being patient with each other; and
- shows kindness and acceptance to all;

Trustworthiness will be demonstrated by students when they:

- are honest and do not lie, cheat or steal;
- be counted on to do as he or she promised; and
- do not shirk from duties;

Empathy will be demonstrated by students when they:

- are mindful about how others might be feeling.; and
- communicate with empathy;
- put aside their own viewpoint, and try to see things from the other person's point of view.;

Respect will be demonstrated by students when they:

- value their relationships and appreciate the efforts of others such as family, staff and other students;
- recognise the rights of individuals; and

Figure 1-4 1 Kidsmatter Values

1.4.1, 1.4.2, 1.4.3 KidsMatter
Our KidsMatter framework is central to improving our wellbeing landscape. We have incorporate the title and philosophy into as many programs and policies as we can to keep it relevant and remind the school community of its importance. Student wellbeing is vital to achieving positive learning progress.

Our School Anti-Bullying Plan

This plan outlines the processes for preventing and responding to student bullying in our school and reflects the ***Bullying: Preventing and Responding to Student Bullying in Schools Policy*** of the New South Wales Department of Education.

The school community, including staff, the parent community and students provided input into the development of this plan through Tell Them From Me surveys and consultation regarding the Positive Behaviour for Learning (KIDSMATTER) program. The draft policy was presented to all stakeholder groups for input and consultation.

Figure 1.4 .2 Anti-Bullying Plan

MPS ~ a very special place where every student counts and every moment matters!

VALUES

Moonbi Public School has adopted ten core values to promote our KIDSMATTER program. These are kindness, integrity, determination, service, manners, accountability, tolerance, trustworthiness, empathy and respect.

MPS~ A KIDSMATTER school!

Figure 1.4.3 Kidsmatter Our Values, Our Purpose Our Vision

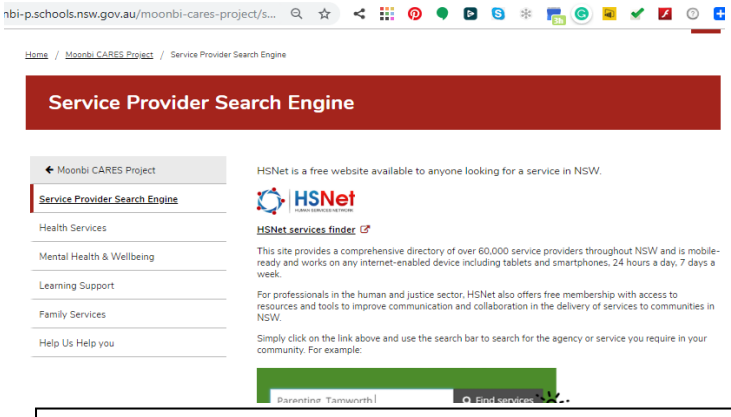
Every student is cared for…How do we care for them?

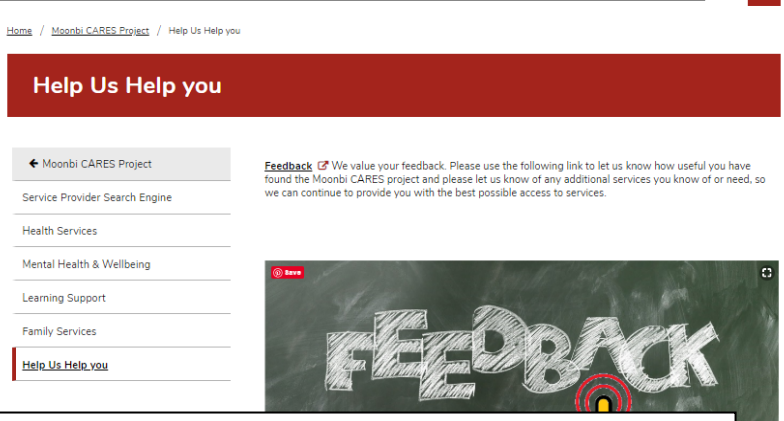
Figure 1.4 .4

Figure 1.4.5

Figure 1.4.6

1.4.4, 1.4.5, 1.4.6 Showcase Evening In conjunction with Newcastle University, The Benevolent Society, Headspace, Family Referal Service and Flourish Moonbi Public School Hosted a community mental health showcase evening as part of our KidsMatter initiative and to launch our Moonbi CARES website. Students performed between presentations from service providers.





1.4.7, 1.4.8, **Moonbi CARES website** In conjunction with Newcastle University and Moonbi Public School developed a website to help parents and our community get support from external support services.

Every student is valued…How do we value them?

MOONBI PUBLIC SCHOOL

NAIDOC WEEK 2019

DEADLY Achievement Awards

Deadly Writer

Presented to

Emily McDonald

'Voice Treaty Truth'

Let's work together for a shared future 1st July 2019

1.4.9 The ATSI Legacy Team developed and coordinate the Deadly Awards Event to celebrate all students for their unique strengths.

Well Done!

MOONBI PUBLIC SCHOOL ACHIEVEMENT

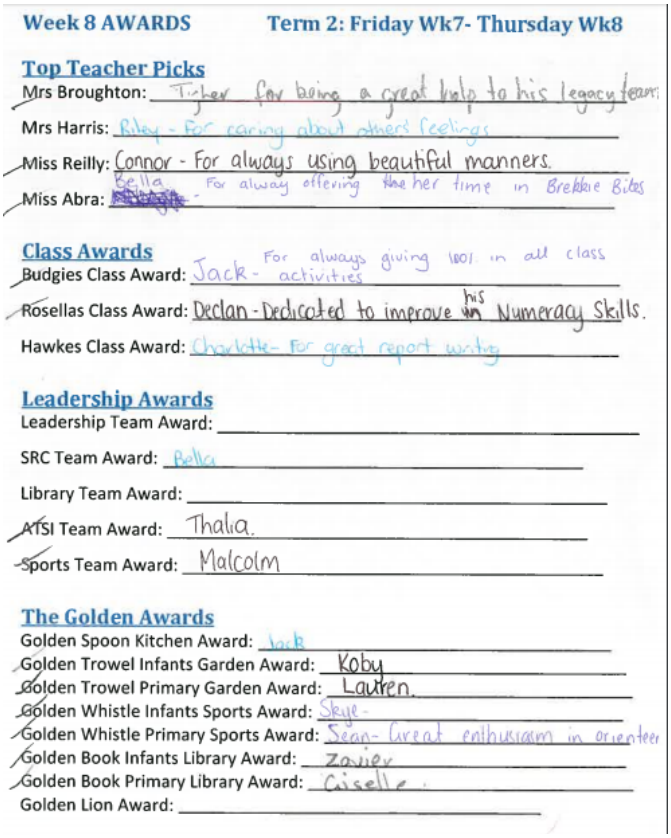
Summer Foster

For making good choices and always following classroom instructions.

K.Kelly Teacher

7th June 2019 Date

Figure 1-4-11


Week 8 AWARDS Term 2: Friday Wk7- Thursday Wk8

Top Teacher Picks

Mrs Broughton: Tyler for being a great help to his legacy team

Mrs Harris: Riley - For caring about others feelings

Miss Reilly: Connor - For always using beautiful manners.

Miss Abra: Bella - For always offering the her time in Brekkie Bites

Class Awards

Budgies Class Award: Jack - For always giving 100% in all class activities

Rosellas Class Award: Declan - Dedicated to improve his Numeracy Skills.

Hawkes Class Award: Charlotte - For great report writing

Leadership Awards

Leadership Team Award:

SRC Team Award: Bella

Library Team Award:

ATSI Team Award: Thalia.

Sports Team Award: Malcolm

The Golden Awards

Golden Spoon Kitchen Award: Jack

Golden Trowel Infants Garden Award: Koby

Golden Trowel Primary Garden Award: Lauren.

Golden Whistle Infants Sports Award: Skye

Golden Whistle Primary Sports Award: Sean - Great enthusiasm in orienteer

Golden Book Infants Library Award: Zavier

Golden Book Primary Library Award: Cisselle.

Golden Lion Award:

Figure 1-4-10 Fortnightly recognition

1.4.10 & 1.4.11. The school holds a fortnightly assembly to recognize students' efforts however as indicated in figure **1.4.12.** there is ongoing investigation as to why many students don't feel they are being recognised.

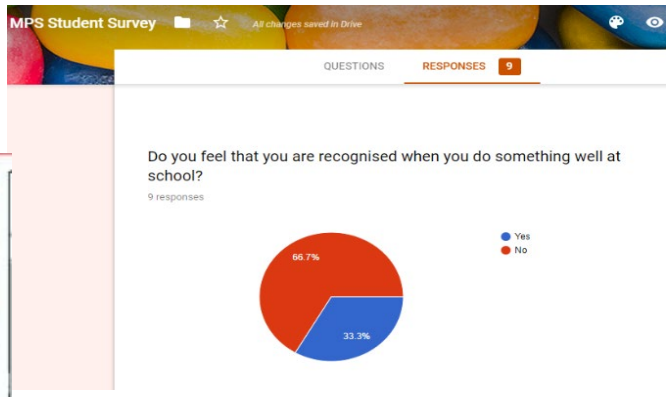


Figure 1-4-12 Student Recognition survey & Do teachers care?

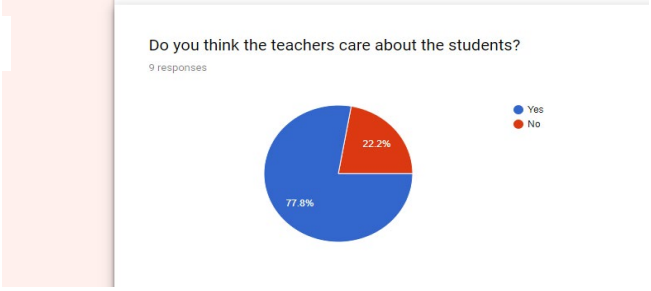
Spell – tastic effort

Congratulations to Bella Radmore, Charlotte Murphy and Olivia Robertson for their efforts competing at the Spelling Bee last week. Thank you for being such wonderful ambassadors for Moonbi Public School.

abcdefghijklmnopqrstuvwxyz

Figure 1-4-13 Newsletter snippet

1.4.13. Our school newsletter tries to recognise students who perform at a higher level in any field.



Every student is cared for…How do we care for them?

1.4.13. The Stephanie Alexander Kitchen Garden Program runs weekly all year with all students having an opportunity to regularly work in the garden and cook in the kitchen. Kathleen Harris is the kitchen coordinator and Kristin Reilly is the Garden coordinator.

1.4.14. Brekkie Bites
The ATSI Legacy Team initiated and implemented the Brekkie Club.
Brekkie Club runs daily from 8.30am to 8.55 am and serves toast, cereal and milo to any student who wishes to have breakfast. It also provides fruit for fruit-break. The fruit is donated by Coles

1.4.15. & 1.4.16. The HOGS Brekkie Bites Food Drive
The Harley Owners Group were inspired by the efforts of the ATSI Legacy Team and hosted a food drive to donate breakfast foods for the program.

Figure 1-4-15 ***The HOGS Food Drive Roars into Moonbi***

Figure ***1.4.16. The HOGS Brekkie Bites Food Drive Donations***

Every student is known…How do we know them?

2018 MOONBI PUBLIC SCHOOL ATTENDANCE ACTION PLAN

School: Moonbi Public School	Principal: Bonita Broughton LST Coordinator/Attendance Officer: Michelle Nash School Education Director: Ruythe Dufty
Data:	**Analysis:**
Current 2018 : ## Historical Data: 2010: 92% 2011: 92.5% 2012: 93.8% 2013: 95.1% 2014: 95.1% 2015: 93.68% 2016: 91.62% 2017 : 92.35 Specific Factors: (identified patterns/ enrolments variations etc) Rural, Country factor funding, 30% Indigenous students, Low SES.	Yr levels/ partials: K - 13 Y1- 24 Y2- 30 Y3 - 2 Y4 - 27 Y5 - 24 Y6 - 17 Individual students:

T1 Week 5	T1 Week 10	T2 Week 5	T2 Week 10	T3 Week 5	T3 Week 10	T4 Week 5	T4 Week 10
	Corie Forsythe Faith McManus	Corie Forsythe Faith McManus	Corie Forsythe Faith McManus	Corie Forsythe	Corie Forsythe Erica Eyles Eve Noon	Kaitlin Wilson Eve Noon Corie Forsyth William Jones Erica Eyles	

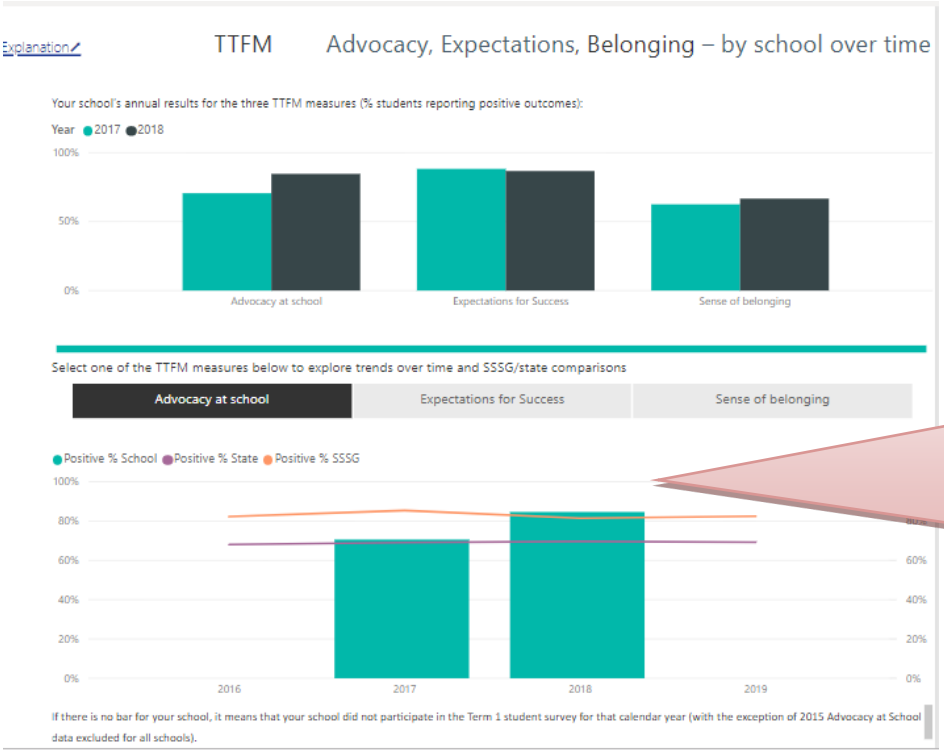
Targets:	Indicators:	Outcomes:
1. Increase overall attendance to be at or above Regional Average 2. Decrease the number of students below 85% attendance 3. Recognise students with 100% attendance	Oasis report – Return of Absence Absences explained promptly	1. Increased attendance 2. Improved communication 3. Decrease in unjustified absences 4. Parent awareness 5. Reduce truancy 6. Improved Student Learning outcomes

Strategies- Supporting & Encouraging Regular Attendance	Roles/ Responsibilities (who)	Resources	Timeline/ Review
Classroom activities; promote good attendance Introduce Rewards system Communicate via newsletter, P & C meetings Curriculum delivery/ consultant input.	Classroom Teacher Principal & staff Principal/SAM HSLO	Programs School Newsletter Website HSLO Policy	Last day of Each Term Ongoing Ongoing Ongoing

Monitoring Procedures:	
OASIS Reports Staff Meeting Student Welfare Diary	
Review (who/ what/ when)	
Review 85% Attendance Data at fortnightl	Michelle to bring data to meeting.

NEW ENGLAND REGION – 201 ACTION PLAN
https://detwww.det.nsw.edu a dance/sch_polproc/PD20050259_i.shtml

1.4.17 Attendance Action Plan
The principal and school administration manager monitor student attendance through fortnightly attendance reviews at the fortnightly staff meeting and communicate to staff and follow-up actions that are to happen.

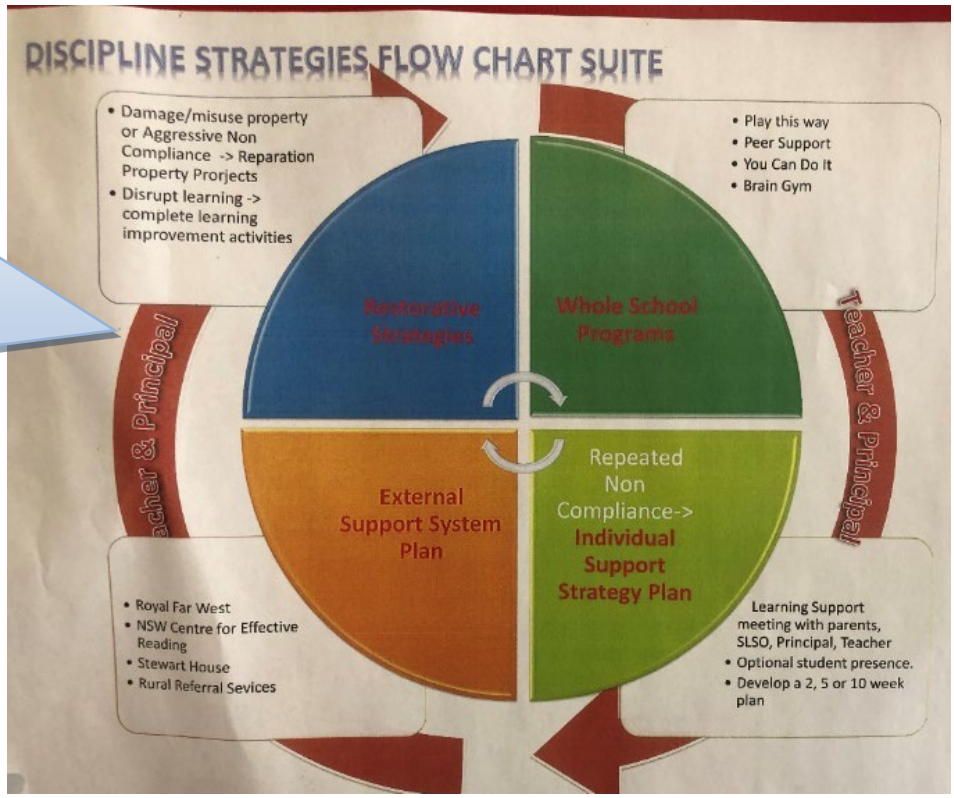


1.4.18 Tell Them From Me Survey Results
Results from the Tell Them from Me surveys highlighted issues with students emotional wellbeing and potential problems of at risk students.
As a result of surveys staff have investigate possible cause for such results and taken steps to address these issues.

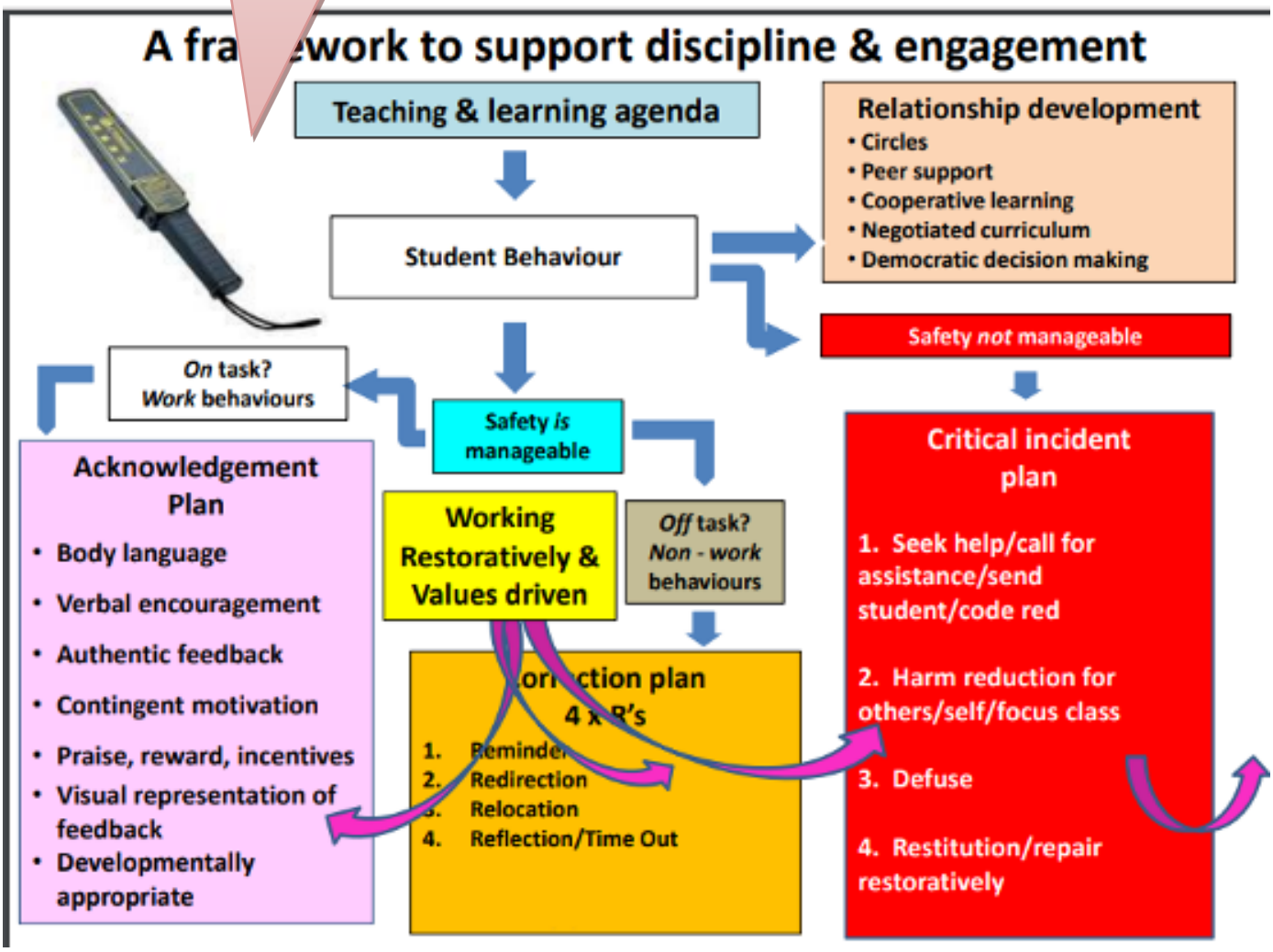
Every student is cared for…How do we care for them?

Behaviour Management

1.4.19 Student Welfare and Discipline Procedures
In the last review of our Student Welfare and Discipline Procedures we have moved away from a lineal model to a needs based model that supportive, restorative and collaborative.



1.4.20 Student Welfare and Discipline Procedures
Student Welfare and Discipline Procedures includes clearly set out processes to support teachers manage challenging behaviours.



Every student is cared for…How do we care for them?

Artefact 1.5

Transition Programs

At Moonbi Public School, Transition programs impact a child's engagement with school, their wellbeing and ongoing learning trajectory. A transition to school program is developed in response to the needs of the children and parents within the local context. The move from primary school to high school is a big step in most children's lives and it's common for both students and parents to have a few nerves. For Moonbi Public School, the key to a successful high school transition is synchronizing and supporting regular orientation and transition events throughout the year, so that incoming students can confidently navigate the school, while having the opportunity to meet their prospective classmates and teachers.

The transition program allows teachers time to recognise and respond to the social adjustments required during the transition to secondary school. This is an important element of any transition program. The anxieties of students and their families about changing schools and developing social relationships within the student group also need to be considered.

Many of the Year 6 activities focus on preparing young people for secondary school and celebrating the completion of primary school. Our feeder school for most students is Oxley High School but some students are zoned for Peel HS Tamworth HS.

One area that our NAPLAN Value added data has highlighted is our transition between year 2 and year 3 and the need for a closer look at the academic adjustments we need to investigate further to support a more successful transfer between stages and staff have already identified some key ideas to further review i.e. change in expectations, change in teaching styles and are implementing ways to address these concerns.

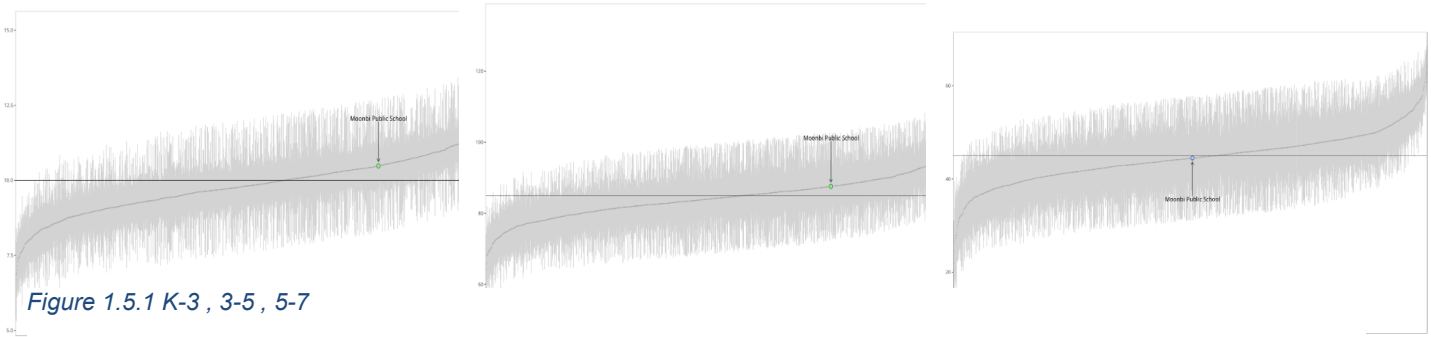


Figure 1.5.1 K-3 , 3-5 , 5-7

1.5.1 K-3 , 3-5 , 5-7 Value-added across schools
In the VA Across Schools report, the average value added for a school is plotted on a chart to compare it to other schools in the network. The horizontal black line represents the average value added for all schools in the state. Value-added K-3 we are delivering , 3-5 we are sustaining and growing and 5-7 we are delivering.

Every student is cared for…How do we care for them?

1.5.2 Our Purpose
Transitions are an integral part of school life and school purpose highlights the value Moonbi places on the significance of each transition. There are usually for major changes for students to transition through in primary school – Preschool to Kindy, Year 2 to Year 3 Year 4 to Year 5 and Year 6 to Year 7.

1.5.3 Ready to Soar
And we want our students to soar from one stage to the next.

Figure 1.5.3 Ready to soar

Figure 1.5.2 Our Purpose

1.5. Kindergarten Transition Lessons
We have a strong focus on literacy and numeracy during

Figure 1.5.4 Kindergarten Transition Lessons

Every student is cared for…How do we care for them?

1.5.5 Teddy Bears Picnic
The Teddy Bears Picnic is an annual event held in conjunction with Kootingal Preschool. This event allows staff and opportunity to build stronger bonds with the staff from the preschool and allows the staff of the preschool have a better understanding of what we offer student so they can reassure and inform potential parents.

Figure 1-5.5 Teddy Bears Picnic

1.5.6 Oxley High Transition Student Profile Form
Moonbi PS is a feeder school for Oxley HS. Each year the Oxley High Team visits and the year 6 teacher will meet with a staff member from OHS to get know the students who are transitioning using the student profile form as a guide for discussion while the students get to meet with the year adviser who will be looking after them the following year.

1.5.7 High School Transition Communications
MPS shares transition events from Farrer WMHS, Peel HS and Tamworth High School in the newsletter for those students who are out of zone for Oxley High school or wish to attend a selective

OXLEY HIGH SCHO
Partner Primary Student Profile Form

Student Name:
Partner School:
Suggested Class Placement:
☐O ☐X ☐L ☐E ☐Y ☐H ☐I ☐G
Attendance Rate: % ☐HSLO referral

Accommodations and Adjustments
☐Seating plan or seat near teacher
☐List on board activities for the lesson in order- outline the structure of the lesson on the b
☐Use visual cues as well as oral instructions
☐Reduce distractions
☐Use step by step instructions
☐Use a variety of techniques to teach the same topic and in the same lesson
☐Break tasks into manageable chunks
☐Simplify vocabulary and use activities to teach vocabulary
☐Adjust workload, reduce work expectations
☐Adjust assessments tasks.
☐Adjustments to practical lessons
☐Clear and consistent instructions

Figure 1.5.6 Oxley High Transition Student Profile Form

This is your opportunity to tour our campus and see what Farrer can offer your son

OPEN DAY 2019

WEDNESDAY 20 FEBRUARY
8.30 – 2.00PM

We are the only boys' agricultural Government selective school in Australia. Farrer has established an enviable reputation as a centre of excellence in academics, agriculture, welfare and sports programs. Catering to the education of both day and boarding students Farrer is set on 191 hectares of prime agricultural land, 10 kilometres from Tamworth, New South Wales.

Register online at Farrer
By Tuesday 19th February 2019
6764-8607 – Kerry Hussey – Enrolments Officer
Wear casual clothing & bring a hat.
Refreshments and a light lunch will be serv

Farrer Memorial Agricultur
585 Calala Lane, Tamworth
6764 8600 www.farre

Reasons to enrol your s at Farrer

A broad curriculum offering academ practical and creative learni opportunities taught by a cohesive, collaborative te

Established in 19 we have a traditio pride in our scho with core values respect, excellen and fairness

Vision Statement "Proudly committe producing thinkin

PEEL HIGH SCHOOL

YEAR 7 SELECTIVE HIGH SCHOOL OPEN DAY

Parents and Guardians of students currently in Year 6 (2019) who are interested in our Year 7 Selective Class for 2020 are invited to attend our Open Day to share our vision for the future.

The Open Day is for both Year 6 students who plan to sit for the Selective Schools Test on March 14 and for mainstream students. The morning will feature information, a tour of the school facilities, information about class size and structure, curriculum, scholarships and you will also learn about the unique opportunities available to the selective class.

Peel High School is the only co-educational school within a 300 km radius of Tamworth that is part of the state Selective School's Network.

Refreshments will be provided by our Hospitality students and staff.

Please come along on 9.30am - 12 midday
Saturday, March 2 2018

Please RSVP by February 28 to assist with catering via the Peel High Facebook page or by contacting Kristen Miller or Brooke Griffiths on 67657088 or email Kristen on kristen.miller1@det.nsw.edu.au

INDUSTRIA

YEAR 7 2019
ORIENTATION DAY

Year 7 2019 Students and their Parents/Caregivers are invited to attend Orientation Day at Tamworth High School.

Tuesday 4 December 2018
9.30am - 12.00pm
Tamworth High School Concert Hall

Entry is via our main gates on Willis Street and doors open at 9.00am.

Registration is required via the Tamworth High School Website at tamworth-h.schools.nsw.gov.au

If you need more information please contact Belinda Gleeson-Barker, Community Liaison Officer, belinda.gleesonbarker@det.nsw.edu.au or call on 02 6765 7888.

Please note: Orientation Day concludes at 12.00pm, students will be required to depart with or be collected by their parents/caregiver at this time. Students are not required to wear their school uniform.

Figure 1.5.7 High School Transition Communications

Every student known, valued and cared for at Moonbi Public School

Summary of Sub-elements Themes

Learning	Teaching	Leading	Links to the School Plan
Learning Culture S&G High expectations S&G Transitions and continuity of learning S&G Attendance **Wellbeing** EXC Caring for students S&G A planned approach to wellbeing EXC Individual learning needs 1.2.1 S&G Behaviour **Curriculum** EXC Curriculum Provision S&G Teaching and learning Programs EXC Differentiation **Assessment** S&G Formative assessment EXC Summative assessment S&G Student engagement EXC Whole school monitoring of student learning **Reporting** S&G Whole school reporting DEL Student reports S&G Parent engagement **Student performance Measures** S&G Value-add DEL NAPLAN DEL Student growth Exc Internal and external measures against syllabus standards	**Effective Classroom Practice** S&G Lesson planning Exc Explicit teaching DEL Feedback **Data Skills and Use** S&G Data literacy S&G Data analysis S&G Data use in teaching DEL Data use in planning **Professional Standards** S&G Improvement of practice EXC Literacy and numeracy focus **Learning and Development** EXC Collaborative practice and feedback S&G Professional learning	**Educational Leadership** S&G Instructional leadership EXC High expectations culture EXC Performance management and development **School planning and implementation** S&G Continuous Improvement S&G School Plan **School Resources** **Management Practice and Processes**	**Strategic Direction 1:** Creating a high performing, dynamic and data driven learning culture. ▸ *Assessment Pedagogy & Practice* ▸ *Data Analysis* ▸ *Assessment Capable (Visible) Learners* **Strategic Direction 1:** Creating a high performing, dynamic and data driven learning culture. ***Practices - Data Analysis*** ▸ *Teachers understand and use student assessment data to differentiate teaching/learning programs to meet the learning needs of students.* ***People - Parents:*** ▸ *Participate in the development of Personalised Learning Plans* ***Processes - EAfS K–2:*** ▸ *analysing the effectiveness of 3 tier interventions* **Strategic Direction 2:** Developing and empowering strong future focused leaders. ***Purpose*** *Each student takes an active role in their own learning* ***Processes - Future Focussed Evidence Informed Pedagogy*** ▸ *Upskilling teachers and students in future–focused strategies.* *- Growth Mindset/Habits of Mind* **Strategic Direction 2:** To improve the student wellbeing landscape.