

# GROWING GREAT TEACHERS



## CONTEXT

### EVERY STUDENT COUNTS. EVERY MOMENT MATTERS.

Every staff member at Moonbi Public school is highly committed and dedicated to provide our students with outstanding teaching and learning practices. Staff demonstrate this commitment on a daily basis

High quality teaching and innovative pedagogy ensure all students are supported to achieve aspirational, individual learning targets within a culture that supports the mental health and wellbeing of each child.

Teacher quality and instructional leadership are the key drivers in our school and are the key to making the difference to student learning. As a Bump it up and Early Action for Success school staff have created a cohesive team who collaborate, inspire and share the best practice developing school plan, professional learning agenda, professional development plans

Teaching staff at Moonbi Public School, have built a positive collaborative culture and share their expertise within our school and are given opportunities to engage in leadership roles that build on their individual strengths.



### Professional Learning Centre

The professional learning centre was set up to enable a larger staff involvement in professional learning.



### Bump It Up Premiers Implementation Unit

visit a huge success.



### Early Action for Success

All staff are now L3 trained and implemented K-6

## EVIDENCE COLLECTED

### Evidence number Evidence name

- 2.1 Instructional Leadership
- 2.2 Future Focused Evidence Informed Pedagogy
- 2.3 Developing a culture of inquiry
- 2.4 Data Collection, analysis and use for T&L
- 2.5 Differentiated Teaching and Interventions



## 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	Sustaining and growing



## WHERE TO NEXT with GROWING GREAT TEACHERS

We now need to:

- ▶ Refine and consolidating the process of recording reviews of Data Dialogue Discussions.
- ▶ Increase our tier 3 learning interventions for numeracy.
- ▶ Ensure subscription programs are renewed and setup before the end of the school year so they are ready to start the following year.

## INSTRUCTIONAL LEADERSHIP

### Analysis

Moonbi Public School has been part of **Early Action for Success** since 2017. The instructional leadership allocation has varied during that period. In 2017 it was three days per fortnight. In 2018 this dropped back to one day for the first part of the year, increasing to four days from late August. This has continued into 2019.

**Instructional leadership** at Moonbi involves:

- Collaborative professional learning, including co-teaching in Kindergarten to Year Two
- Data collection, recording, monitoring, analysis and discussion
- Collaborative development of differentiated teaching, interventions and learning support

The priority given to the various aspects of this position has been flexible, in order to meet the needs of the school, at different times. During 2017 and 2018 there were two teachers participating in **Language, Learning and Literacy** (L3) professional learning. The instructional leader attended training sessions with the teachers and co-taught with them in two classes. In 2019, due to staff changes there is one teacher training. All full-time teachers are also participating in the numeracy professional learning provided by **reSolve** (Working Deeply with the 7 Practices), as part of **Building Numeracy Leadership**.

Professional learning facilitated by the instructional leader has also included:

- **Mathematics Building Blocks for Numeracy**
- Literacy and Numeracy Adobe training sessions
- **Revised Best Start**
- Developing **Learning Inquiries**

## Artefact 2.1

### What You Will Learn

#### Course Outcomes

This course explores the seven practices for designing and implementing rich mathematical experiences. This is a course of four modules.

- Module 1 - You will learn about the first six practices and implement a lesson that you have designed using these

JOIN NOW

#### Who is Supporting You



Moonbi Public School instructional leader is facilitating participation in professional learning to develop innovative, inquiry based mathematics teaching. The principal and teaching staff are collaborating with staff from Attunga Public to share this learning in 'Working Deeply with the 7 Practices'. This course is delivered through 'open learning' in the form of self-paced modules, in class implementation and webinars, and runs over four terms. Contributions to the modules and the webinars are also shared within a wider network of 18 participants from a range of schools across the state.

Figure 2.1.1 Working deeply with the 7 Practices.



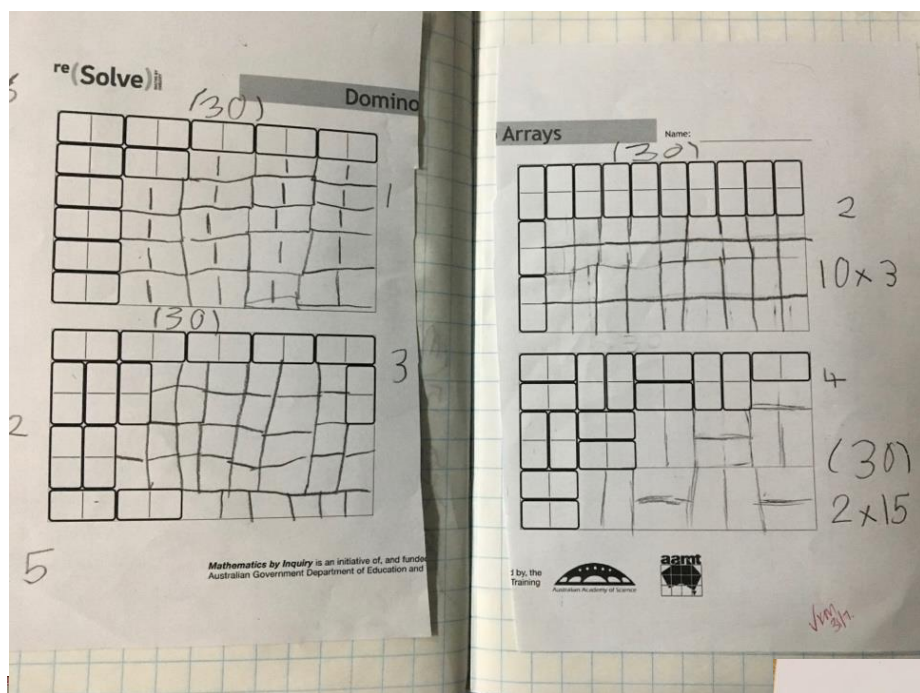
## FUTURE FOCUSED EVIDENCE INFORMED PEDAGOGY

### Creating our Future-Focused Fluencies Project

Upskilling teachers and students in future-focused strategies.

- Inquiry Learning
- Creative & Critical Thinking
- Growth Mindset/Habits of Mind
- STEM/STEAM
- Project-based learning/Authentic learning

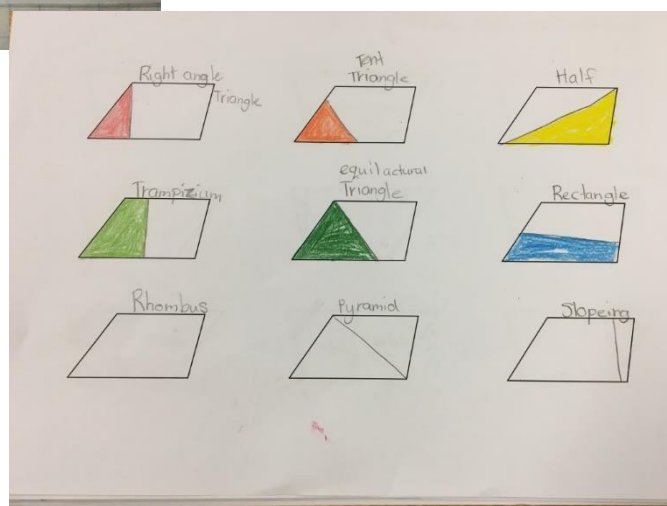
## Artefact 2.2



2.2.1 Years 2/3 had been working on the learning goal of developing multiplicative thinking using the 'Domino Array' activity from reSolve



2.2.2 Moonbi teachers discussing the reSolve tasks they have been teaching, between modules, in each class. This session was focused on working with learning goals based on substantial mathematical ideas.



2.2.3 Years 4/5/6 had been working towards the learning goal of classifying and naming 2D shapes based on properties, using the 'Trapezium Pieces' activity from resolve.

## Rosellas' Resident Robots, it's time to go!

We are ready to say "bye bye to our 'bots".  
It has been great to have them on display but we are ready to make room for even more amazing work.  
Parents are invited to come to the Rosella classroom (ideally at the end of the day) to collect student's robots.  
Thank you.



## 2.2.4 Project base learning

Project-based learning is a student-centered pedagogy that involves a dynamic classroom approach in which it is believed that students acquire a deeper knowledge through active exploration of real-world challenges and problems.

Our project based learning encourages students to investigate real world issues and develop practical solutions in order to inspire change at the local and global levels. Strong PBL practice requires a multidisciplinary approach, where educators collaborate to support differentiated skill building and sustained inquiry, further developing individual student voice and choice.

Figure 2.2.4 Project Base Learning Project

## 2.2.5 Students working on PBL project

Teachers understand the students enjoy the PBL projects because they care about the issue, problem, or topic of investigation because they see its relevance to their own lives and therefore the answer to the project's driving question matters to them.



Figure 2.2.5 Students working on PBL project

MPS 2018 Professional Learning Plan Term 2 <b>Quality Teaching &amp; Future Focused Pedagogy</b>										
Week	Tuesday Week 1 Future Focused	Tuesday Week 2 Assessment	Tuesday Week 3 Future Focused	Tuesday Week 4 Assessment	Tuesday Week 5 Evaluation	Tuesday Week 6 Assessment	Tuesday Week 7 Future Focused	Tuesday Week 8 Assessment	Tuesday Week 9 Future Focused	Tuesday Week 10 Evaluation
Evidenced Based Research Projects 8.30-9.30 am	<b>DDPL6</b> Video: The NSW model of pedagogy 8m <a href="#">Quality teaching assessment</a> <a href="#">Bates</a> Further Reading: Improving Pedagogy Jenny Gons?	<b>FFPL4</b> <a href="#">The Future Focus principle (M7)</a>	<b>DDPL7</b> <a href="#">High Impact Teaching Strategies</a>	<b>FFPL5</b> General capabilities:- <a href="#">The Australian Curriculum</a>	<b>DDPL8</b> <a href="#">Assessment Elements of QT model</a>	<b>FFPL6</b> <a href="#">Future</a>	<b>DDPL8</b> <a href="#">Targeted Teaching</a>	<b>FFPL7</b> <a href="#">Gold Standard PBL</a>	<b>DDPL9</b> <a href="#">Measuring What Matters Student Progress</a>	<b>FFPL8</b> <a href="#">A Rich Seam</a>
Data Analysis 1.20-2.00 pm DAC - Data Analysis Conference	<b>BIU PL5</b> Lynne on Leave DAC Comprehension K-6 SLO Targets	<b>BIU PL5</b> DAC Spelling K-6 *TIS Diagnostic Spelling Assessment K-6	<b>EAFS PL12</b> DAC EAFS targets *Numeracy	<b>BIU PL6</b> DAC MATHS K-6 *STAR Maths 2-6	<b>EAFS PL14</b> DAC EAFS targets *Reading Levels	<b>BIU PL7</b> DAC Reading K-6 *STAR Reading K-6	<b>BIU PL8</b> DAC EAFS targets *Writing	<b>BIU PL8</b> DAC Writing K-6 Writing Analysis Tool	<b>EAFS PL17</b> DAC EAFS targets Followup Growth charts	<b>SLO Targets</b>
EAFS PL 3.10-3.40 pm	<b>EAFS PL11</b> Lynne on Leave Reviewing Plan 2 data		<b>EAFS PL13</b> EAFS 2018 Adobe Connect T3 Data Meeting		<b>EAFS PL15</b> Number Sense Inquiry		<b>EAFS PL16</b> Number Sense Inquiry		<b>EAFS PL18</b> Term 2 Plan DATA	<b>Evaluations</b>
External Providers Additional Session	<a href="#">Teacher Self-Assessment Tool (Teacher SAT)</a> Using Data with confidence	<b>FFPL10</b> K-6 technologies			<b>DD Milestone Review</b> SLO Targets	<b>FF Milestone Review</b> SLO Targets				<b>SEF Review</b> <a href="#">What works best reflection Guide</a>

Figure 2.2.6 Future Focus Professional Learning and Reading Timetable

## Figure 2.2.6 Future Focus Professional Learning and Reading Timetable

Our professional readings were gathered from CESE, the Futures Learning unit, the Global Digital Citizen Foundation, The Gratton Institute and CoSN Horizon Reports 2017 K-12 Edition





Figure 2.2.6

## 2.2.6 Strategic Direction 2 Professional Reading & Strategic Direction 1 Professional Reading

Every Friday for an hour, the Future Focussed PLT meet in the Professional Learning Centre to review Future Focussed readings.

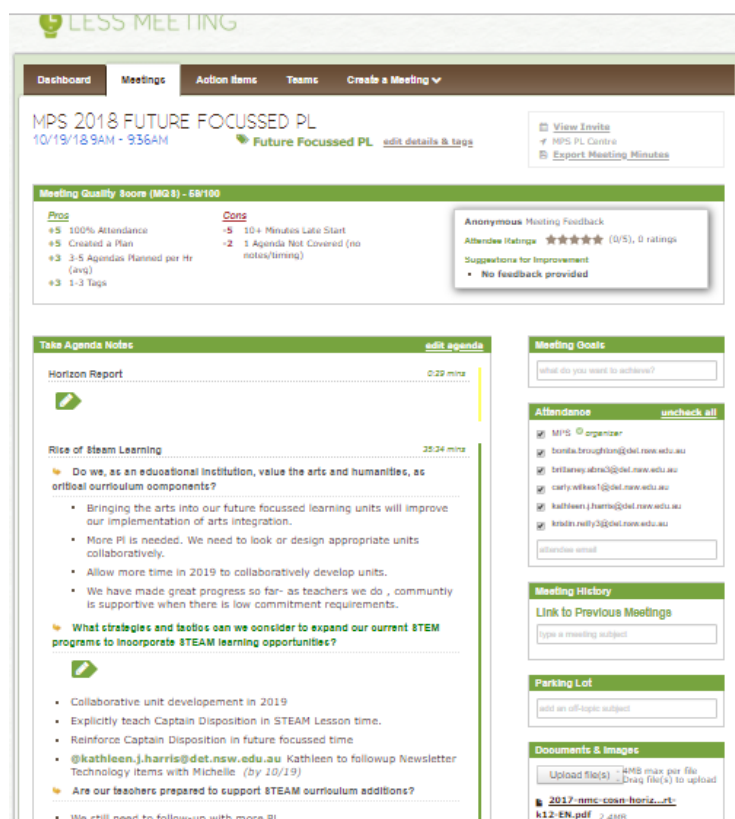


Figure 2.2.7

Marking Criteria for this task

	Limited	Basic	Sound	High	Outstanding
Planning and Information sheet	No components on the planning and information sheet have been completed.	1 or 2 components of planning and information sheet have been completed carefully and neatly. No care is taken with the sketch and labelling.	All components of planning and information sheet have been completed carefully and neatly. Care was taken with the sketch and labelling.	All components of planning and information sheet have been completed carefully and neatly at a high level. Care was taken with the sketch and labelling with attention to detail.	All components of planning and information sheet have been completed carefully and neatly at an outstanding level. Care was taken with a quality sketch and labelling with attention to detail and use of colour.
Photos of design and construction process	No photos of the design and construction process have been included.	1 photo of the design and construction process have been included.	2 photos of the design and construction process have been included.	3 photos of the design and construction process have been included.	4 or more photos of the design and construction process have been included.
The item would actually fit a pet and does what it is designed to do.	The item is not an appropriate size for the chosen pet. It does not do what it is designed to do. The materials selected are not appropriate for the task.	The item is an appropriate size for the pet but does not do what is designed to do. Or The item is not an appropriate size for the pet but does what it is designed to do. Some of the materials selected are not appropriate for the task.	The item is an appropriate size for the pet and does what it is designed to do. All of the materials selected are appropriate for the task.	The item is an appropriate size for the pet and does what it is designed to do. There is evidence of some extra attention to detail. All of the materials selected are appropriate for the task.	The item is an appropriate size for the pet and does what it is designed to do. There is an outstanding amount of attention to detail. All of the materials selected are appropriate for the task.

(Please note: this does not directly align to our A-E reports marking scale)

**Teacher comment:** Your Chick Bag was a very clever idea Huntah. The material you selected will certainly keep Beyoncé warm and I hope she likes wearing it.

You constructed it really well out of good sturdy weatherproof material. I like that you have carefully measured it and added some extra details like the sewn on ribbon. It is indeed a practical and at the same time, a fashionable item.

Overall, your project receives a HIGH grade. Keep up the great creative thinking!

## 2.2.7 Less Meeting – Rise of STEAM Learning

Our Professional Learning Teams use Less Meeting to record collaborative discussions and record their findings, future directions and implications for learning.

## Figure 2.2.8 Project Base Learning Rubric- Criteria for Animal Clothing Project

Project Design Rubrics provides a way for teachers to give feedback, a crucial part of the learning process. Project-based learning rubrics outline the various skills that a student will be evaluated on for a particular project -- areas such as collaboration, communication, problem-solving, teamwork, critical thinking, project management, etc.

Figure 2.2.8 Project Base Learning Rubric- Criteria for Animal Clothing Project

# DEVELOPING A CULTURE OF INQUIRY AT MOONBI PUBLIC SCHOOL

Creating a high performing, dynamic and data driven learning culture:

Teachers have been working with the instructional leader on data driven learning inquiries. The format of these inquiries has been changing over time, with the most recent based on 'Learning Sprints' developed by Simon Breakspear.

## Artefacts 2.3

**DEFINE** - What student learning outcome do we want to focus our practice improvement on?

For which students? What evidence justifies this decision?

- MAe-2WM – uses objects, actions, technology and trial and error to explore mathematical problems
- MAe-4NA – counts to 30, and orders, reads and represents numbers in the range 0-20
- MA1-2WM – uses objects, diagrams and technology to explore mathematical problems
- MA1-4NA – applies place value, informally, to count, order, read and represent two- and three-digit numbers
- MA2-2WM – selects and uses appropriate mental or written strategies, or technology, to solve problems
- MA2-4NA - applies place value to order, read and represent numbers of up to five digits

**DESIGN** - What small, specific actions can we take in our classrooms to improve student learning?

Stages 3 and 2:

- Activities to focus students on mathematical representations

Stage 1:

- Mathematical representation Yr 2
  - Targeted group working on identifying the problem
- Efficient strategies Yr 1

Early Stage 1:

- Counting strategies to solve problems

**2.3.1** Through TPL and targeted discussion, develop staff capacity to systematically collect & analyse student achievement data to inform class programs & the teaching/learning cycle and differentiate learning.

ects and applies appropriate problem s, including the use of digital undertaking investigations

**ASSESS** - What evidence of student learning will we collect?

1. Work samples from initial problem solving task with annotations
2. Work samples from the final problem solving task with annotations
3. Problem solving rubric used with both work samples

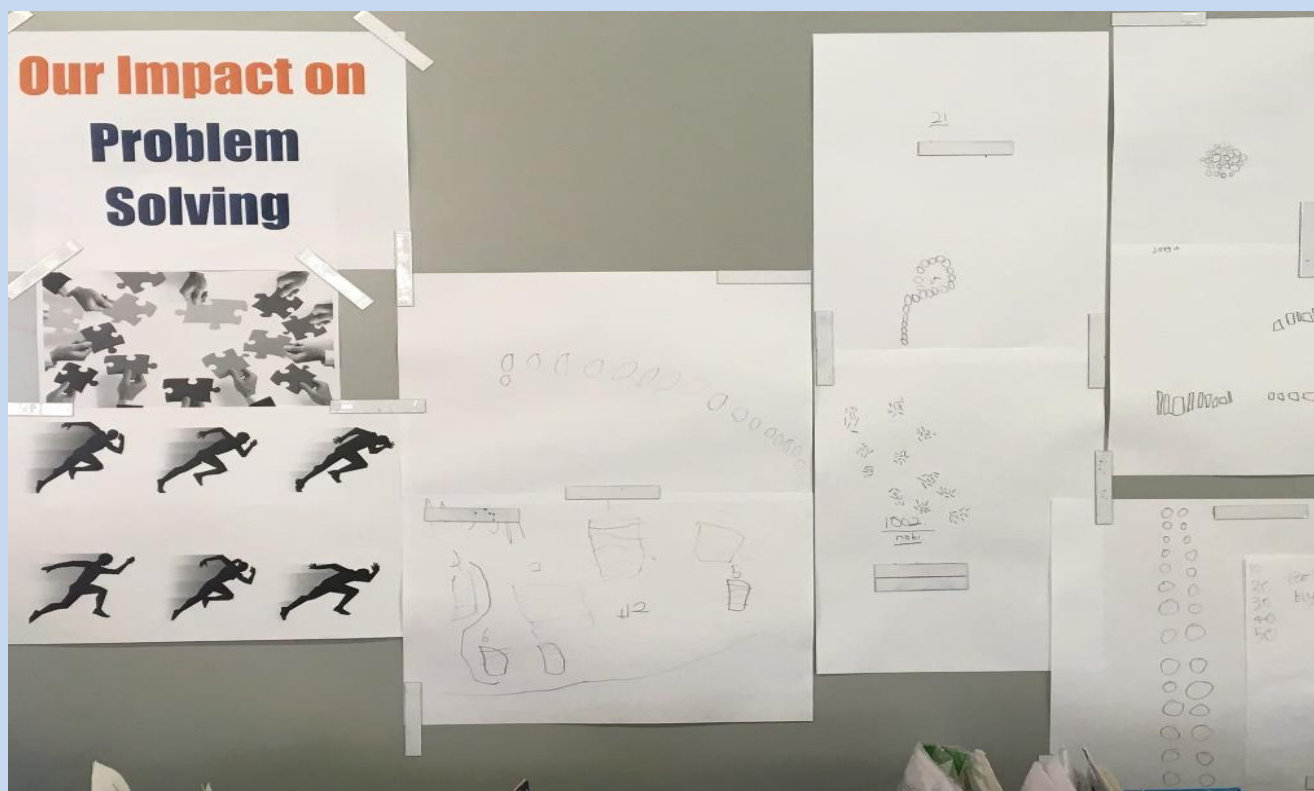
Kindergarten and Year 1 data added to PLAN 2 from work samples

Data shows most students demonstrated an ability to comprehend the problem when completing the final task. Some had made considerable improvement in this area of problem

Adapted from  
[www.LearningSprints.com](http://www.LearningSprints.com)  
Simon Breakspear

MPS Term 3 2019 Timetable V1										CANTEN DAY	
	Monday Lynne	Tuesday Ellie	Wednesday Bonita	Thursday Bonita		Friday Bonita					
	Social Skills Strategies / Roll	Social Skills Strategies / Roll	Social Skills Strategies / Roll	Social Skills Strategies / Roll		Social Skills Strategies / Roll					
8:50-9:00						Garden Krislin	After Garden	Ellie Katie	Coaching Kathleen	LOTE Katie	Library Bonita
9:00-9:45	Writing T4-Persuasive	Data Driven Discussion 8:40-9:30 Sprint	Writing T4-Persuasive	Writing T4-Persuasive		3	3	A B C D E F G H I	F G H I J K L M N O P Q R S T U V W X Y Z 0-9 + - /	1 2	2
9:45-10:00		Kristin Release				2	2	D E F G H I	F G H I J K L M N O P Q R S T U V W X Y Z 0-9 + - /	3 4	1
	Literacy	Literacy	Literacy	Literacy		1	1	H I J	A B C D E	2 3	3
						6-2 Garden(s)	Release			5-6 Garden(s) Opportunity Hub Drumbeat	
11:00-11:15	1st Break - Lynne	1st Break - Lynne	1st Break - Bonita	1st Break - Bonita		1st Break - Ellie					
11:15-11:30	1st Play - Kristin	1st Play - Kristin	1st Play - Kristin	1st Play - Kristin		1st Play - Kristin Top P/g					
11:30-12:40	Maths	Maths Kathleen Release Katie Release	Maths	Maths		School External Validation Tackled Sports					
12:40-12:50	Creative & Critical Think	PE PL Data Tracking	Creative & Critical Think	Creative & Critical Think		Kristin Release Creative Arts					
1:00-1:10	Scripture		Technology	Technology (Leadership Team Meeting)		Katie Release					
1:30-1:45	2nd Break - Kathleen	2nd Break - Ellie	2nd Break - Kathleen	2nd Break - Kathleen		2nd Break - Kathleen					
1:45-2:00	2nd Play - Katie Bottom P/g	2nd Play - Katie Bottom P/g	2nd Play - Katie Top P/g	2nd Play - Katie Bottom P/g		2nd Play - Katie Top P/g					
2:00-2:30 2:30-3:00	Future Focused Term 1- PDH Lens Term 2- History Lens Term 3- Science Lens Term 4- Geography Lens	Future Focused Term 1- PDH Lens Term 2- History Lens Term 3- Science Lens Term 4- Geography Lens Kathleen Release	Future Focused Term 1- PDH Lens Term 2- History Lens Term 3- Science Lens Term 4- Geography Lens	Future Focused Term 1- PDH Lens Term 2- History Lens Term 3- Science Lens Term 4- Geography Lens		Social Skills /Legacy Projects / Assembly (2.15pm)					
3:00-3:30 3:30-4:30	Kristin	Ellie	Bonita	Katie		Kathleen					
	EAIS meeting	PL Meeting/ Staff Meeting									
Leadership Team Meetings & Assembly Roster											
Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Social Skills SS	Kindness	Integrity	Determination	Service	Manners	Accountability	Tolerance	Trustworthiness	Empathy	Respect	

1. Review the design phase of the our learning sprint
2. Review work samples from initial task and nominate target groups.
3. Make target group the orange tab in the data folders.
4. Use precision pedagogy sheet to plan a small change in practice to support students in target group.



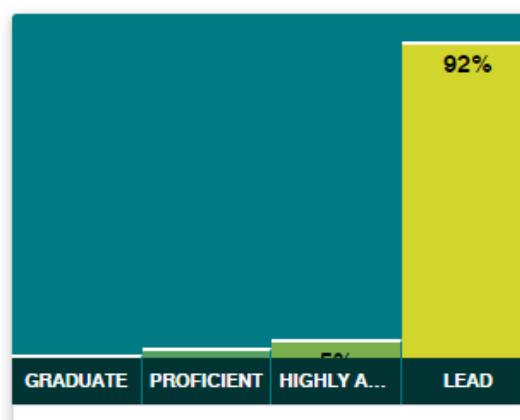
**2.3.3** The use of data walls, as tools for reflection and discussion, has also been evolving. In the move from the **Learning Continuums** to the Literacy and **Numeracy Learning Progressions**, we have begun to use information from work samples aligned to syllabus and learning progression indicators, rather than just the data from **PLAN**, as the stimulus for analysis and discussion. The baseline and final samples are analysed by all teachers, with discussion around the strategies and changes in practice which caused the change. Student samples that reveal little change in learning area.

TEACHER'S DETAILS		SUPERVISOR'S DETAILS		ANNUAL PERFORMANCE AND DEVELOPMENT CYCLE	
Name		Name		From	To
Kristin Reilly		Bonita Broughton		29/01/19	20/12/20
School/Work Location		Supervisor Work Location			
Moonbi Public School		Moonbi Public School			

**A. Professional Goals** – Record at least three and no more than five goals

- 1 Develop high expectations through a range of assessment strategies including formal and informal, diagnostic, formative and summative, in order to evaluate student assessment data to inform/modify our teaching practice and programs. 1.5.2, 2.3.2, 3.6.2, 5.1.2, 5.2.2, 5.3.2, 5.4.2, 3.1.2
- 2 Develop a deeper knowledge and understanding of future focused pedagogy and practices including skills in problem solving and critical and creative thinking to inform teaching practice that will enable students to become effective learners in the 21<sup>st</sup> century. 3.3.2
- 3 Develop and improve my skills and teaching practice to effectively integrate ICT into teaching and learning programs by expanding curriculum opportunities and ensuring it is relevant and meaningful. 2.6.2, 3.4.2, 3.2.2

**Figure 2.3.4 Performance and Development Plan**



Two of teacher performance and development plans are aligned to our school plan strategic directions and Australian professional standards.

We used the Teacher Self-Assessment Tool to raise awareness and confidence of staff to try for higher levels of accreditation as well improve teaching and grow as a professionals.



DATA COLLECTION, ANALYSIS AND USE FOR TEACHING AND LEARNING

The collection of data, analysis and use for Teaching and Learning has brought around a significant cultural change at Moonbi Public School. This has encouraged teachers to work on school-wide assessment projects, improving consistent teacher judgement.

Gathering baseline data, examining trends, identifying needs, implementing monitoring and evaluation plans require high-quality data to inform evidence-based decision-making and programmatic learning.

Artefacts 2.4

QuN6 Producing number names									
QuN6	counts to at least 30	BSKN	3	3	3	3	3	3	3
QuN6	produces the number word just after a given number in the range 1–30 (without dropping back)	BSKN	2	2	3	3	3	3	3
QuN6	produces the number word just before a given number word in the range 1–30 (without dropping back)	BSKN	2	3	3	3	2	3	2
QuN6	counts forwards and backwards by tens to and from 100	BSKN	1	2	1	0	1	3	0
QuN6 Counting items									
QuN6	matches known numerals (to 20) to quantities		3	2	3	3	2	3	3
QuN6 Number recognition and identification									
QuN6	identifies all numerals up to 30 as well as 40, 50, 60, 70, 80, 90 and 100 (is shown the numeral 17 and produces its name)	BSKN	0	0	0	3	0	3	0

Figure 2.4.1 Plan Data

2.4.1 Plan Data

The school analyses achievement data. Information about student learning is collected in a variety of ways: using rubrics to assess work samples; assessments including SENA, STAR maths, running records, STAR reading; regular writing assessments and teacher observation. PLAN 2 is updated in **Creating Texts** based on data triangulated from assessments, writing samples and class observations. **Quantifying Numbers** data is updated using SENA, inquiry tasks and teacher observation.

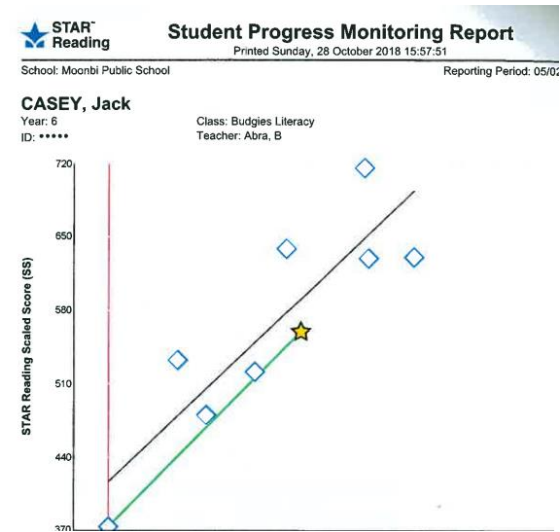


Figure 2.4.2 Student Progress Monitoring Report

2.4.2 Student Progress Monitoring Report

The STAR reading reports allow students and teachers to monitor the trajectory of students learning.

This report displays one of our indigenous students who had been on learning support in Year 3 and has progressed to above average in Year 5.

## English

Overall Achievement      Sound

Effort

5	4	3	2	1
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Area	Achievement of learning	Outstanding	High	Sound	Basic	Limited Individual Program
Speaking & Listening				×		
Reading & Responding				×		
Writing & Representing				×		

### Teacher comment

Aleisha is making pleasing progress in all areas of English this Semester. She is applying herself during reading and responding activities and is using some strategies to work out unfamiliar words in texts. She is a confident reader who is developing fluency. Currently Aleisha is reading at an instructional level 15. This is the on track reading level for the end of Semester One. In Writing and Representing Aleisha is learning how to plan and write Imaginative, Informative and Persuasive texts. She is learning to use some conjunctions in her writing which change her simple sentences into more compound ones. I would like to see Aleisha focus on reading and checking her writing to ensure her sentences always make sense. This could be a goal for Semester Two. In Speaking and Listening Aleisha is an active contributor and can discuss key themes of the shared texts. She actively listens and responds to others during discussion times.

## 2.4.3 Student Reports

Whilst our student reports meet requirements and includes some data, as a staff we are investigating implementing another format that will include student progress data graphs.

Figure 3 The MySchool Website Data

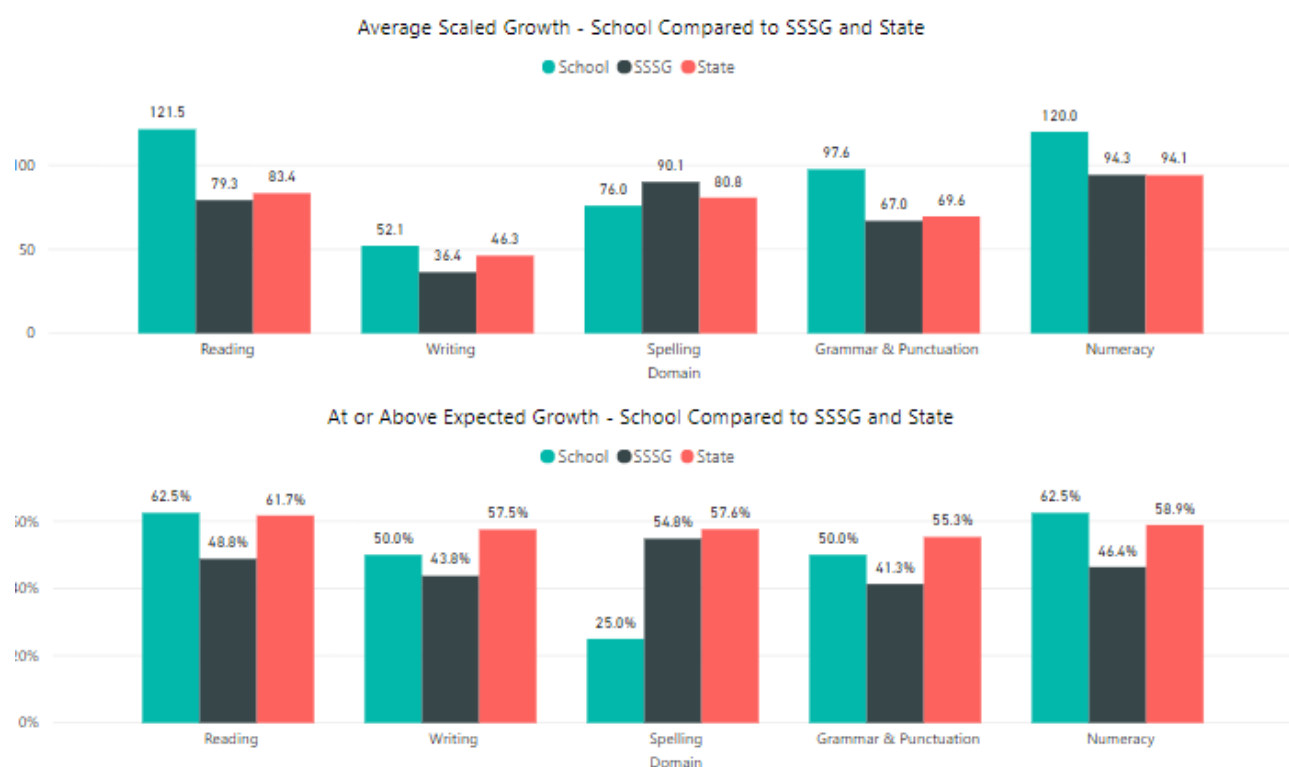


Figure 2.4.3 NAPLAN Growth Data

## 2.4.3 NAPLAN Growth Data

Our NAPLAN Growth Data clearly indicates a need to focus on spelling so teachers began a learning sprint inquiry. Teachers working with the instructional leader are investigate strategies to improve spelling results.

## DIFFERENTIATED TEACHING AND INTERVENTIONS

Effective teaching requires differentiated instruction—providing different materials, arrangements, and strategies with different students. Differentiation can also include extra attention or coaching within a classroom for individual students or small groups

Educational interventions are based around 3 tiers. Tier 1 instruction involves efforts to teach an entire class in the most effective ways. Tier 2 instruction involves additional time or materials for the relatively small number of students. Tier 3 instruction is reserved for the even smaller number of students and is likely to involve special classes or individual tutoring outside of the classroom, using special education teachers or an SLSO. Tier 3 instruction is therefore more resource intensive than Tier 2 instruction, which is in turn more resource intensive than Tier 1 instruction.

### Artefacts 2.5

Name: Declan		Year: Yr 1	Timeframe: Term 3 W 5
English	Where to:	Strategies:	Level of Intervention
Phonics	PKW4	In class:	2
	<p>Blends phonemes for all common single-letter graphemes to read VC and CVC words and applies this knowledge when reading decodable texts</p> <p>Segments and writes VC and CVC words with letters in correct order and reads them aloud</p> <p>Reads an increasing number of taught high-frequency words in decodable texts and own writing (was, you, one, said, have, were etc)</p>	<p>Guided reading and word work daily</p> <p>Guided writing</p> <p>Learning support:</p> <p>Explicit phonics lesson</p> <p>Sight word practice</p>	3

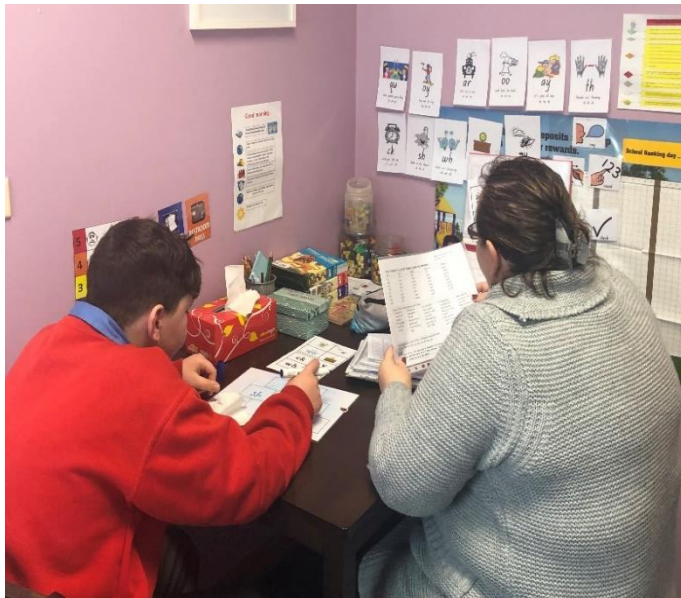
**2.5.1** Tier 2 and tier 3 interventions are implemented in classes, with some students also working one-on-one in learning support.





### **2.5.2 Language, Learning and Literacy (L3)**

All full-time class teachers are trained or training in L3, with this evidence based effective pedagogy imbedded in the K/1 and 2/3 classes. English is differentiated through guided reading, guided writing and word study. Programs show evidence of adjustments to address individual needs. The instructional leader supports teachers and students through modelling and co-teaching.



### **2.5.4 One to one learning support**

A School Learning Support Officer is employed 4 days per week to support individual learning need. The learning support officer is trained in a range programs to best suit the needs of students including Multilit, Speech, Autism, Dyslexia, Running Records etc

This SLSO working 1:1 with this student during the time specified. It is significant as it shows that the individual student's needs are being met as the SLSO works daily on a planned program, developed by the classroom teacher in response to recommendations made by learning support team.



### **2.5.3 Modified Language, Learning and Literacy (L3) 3-6**

All full-time class teachers are trained in L3, with this evidence based effective pedagogy imbedded in the 3-6 classes. English is differentiated through guided reading, guided writing and word study. Programs show evidence of adjustments to address individual needs. Incorporating STAR Maths and STAR reading into rotations.



## TECHNOLOGY

### 21<sup>st</sup> Century Learners in 21<sup>st</sup> Century ready classrooms.

In developing our 21st century classrooms which is not just restricted to a physical space but where our school seeks to guarantee student proficiency in a core curriculum of knowledge and skills. This shift in thinking about classrooms is no small task and technology is a catalyst and a tool that can facilitate this shift. Various forms of technology are found in our classrooms, including interactive whiteboards, desktop computers, laptop computers, tablets and robotic devices. To accompany this hardware, there are many educational software packages, online databases and mobile applications available to teachers that aid in the teaching and learning process.

## Artefacts 2.6



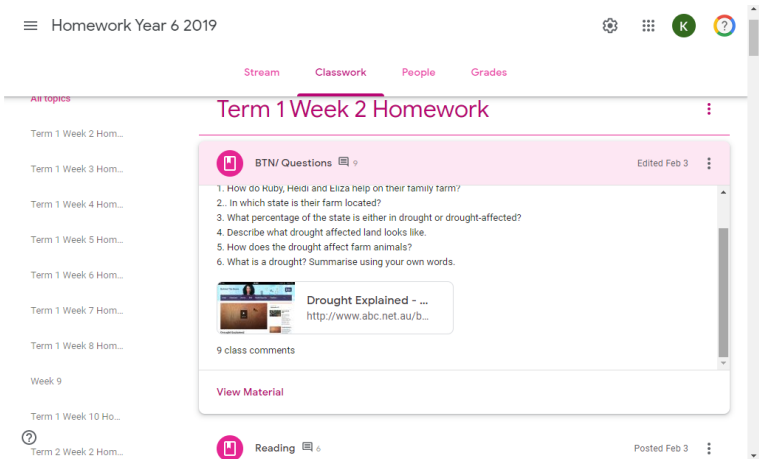
### 2.6.1 Computer banks

Each classroom has a bank of computers and access to laptops are ideal for research projects and student-created work. Students in groups can research a certain topic. They can all sit around a laptop, research, and then put together a document or presentation to show what they've learned.

### 2.6.2 Portable Technologies

Portable technology devices touch-screen based portable computers, that students can use to practice skills and there are a huge number of educational 'apps' that are loaded onto these tablets to facilitate learning.

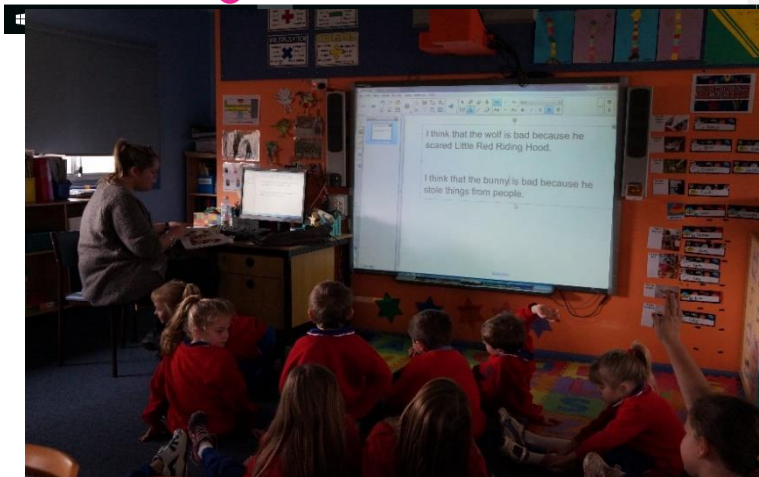




### 2.6.3 Google Classrooms

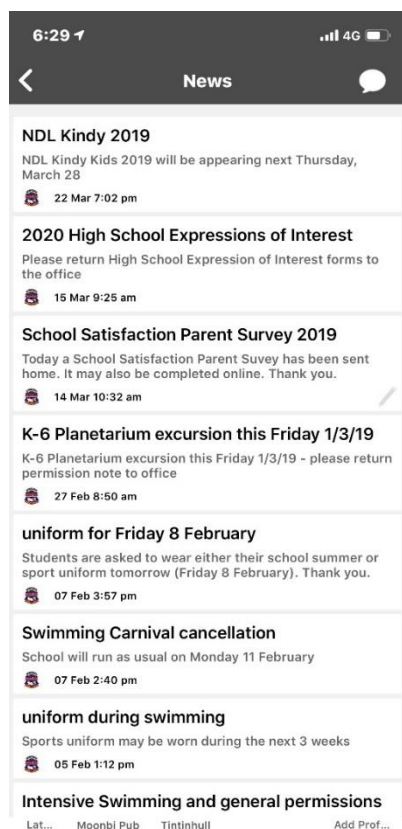
Classroom teachers and students can sign in from any computer or mobile device to access class assignments, course materials, and feedback.

Teachers can track student progress to know where and when to give extra feedback.



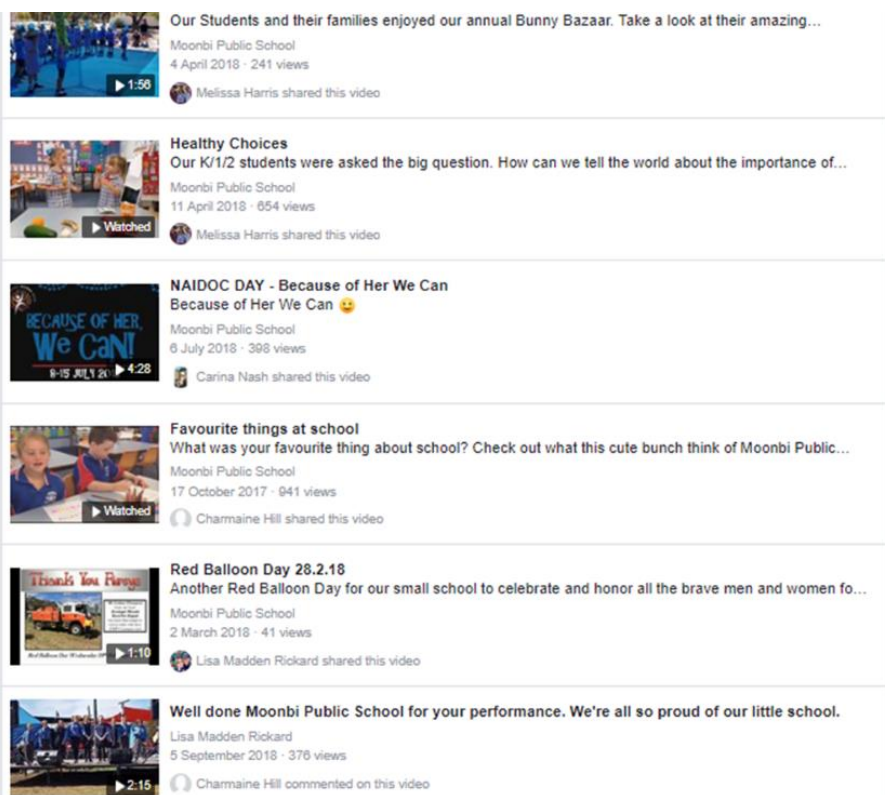
### 2.6.4 SmartBoard

SmartBoards are in each classroom, helping teachers engaging students in the learning process. The teacher can use interactive whiteboard to share learning concepts with every student in class. Whether it's learning vocabulary, pronunciation or exploring a research, students will find a lesson engaging if it integrates text, images, videos and/or audio files.



### 2.6.5 School Stream

Teachers use google classrooms



### 2.6.6 Facebook

The school uses facebook to engage parents and community in classroom and school activities as well giving students a voice and recognition.



# Growing Great Teachers at Moonbi Public School

## SUMMARY OF SUB-ELEMENTS THEMES

Learning	Teaching	Leading	Links to the School Plan
<p><b>Learning Culture</b></p> <p><b><u>S&amp;G</u></b> High expectations</p> <p><b>Wellbeing</b></p> <p><b><u>EXC</u></b> Individual learning needs</p> <p><b>Curriculum</b></p> <p><b><u>EXC</u></b> Curriculum Provision</p> <p><b><u>S&amp;G</u></b> Teaching and learning Programs</p> <p><b><u>EXC</u></b> Differentiation</p> <p><b>Assessment</b></p> <p><b><u>S&amp;G</u></b> Formative assessment</p> <p><b><u>EXC</u></b> Summative assessment</p> <p><b><u>S&amp;G</u></b> Student engagement</p> <p><b><u>EXC</u></b> Whole school monitoring of student learning</p> <p><b>REPORTING</b></p> <p><b><u>S&amp;G</u></b> Whole school reporting</p> <p><b><u>DEL</u></b> Student reports</p> <p><b>Student performance Measures</b></p> <p><b><u>DEL</u></b> NAPLAN</p> <p><b><u>DEL</u></b> Student growth</p> <p><b><u>EXC</u></b> Internal and external measures against syllabus standards</p>	<p><b>Effective Classroom Practice</b></p> <p><b><u>S&amp;G</u></b> Lesson planning</p> <p><b><u>EXC</u></b> Explicit teaching</p> <p><b><u>DEL</u></b> Feedback</p> <p><b>Data Skills and Use</b></p> <p><b><u>S&amp;G</u></b> Data literacy</p> <p><b><u>S&amp;G</u></b> Data analysis</p> <p><b><u>S&amp;G</u></b> Data use in teaching</p> <p><b><u>DEL</u></b> Data use in planning</p> <p><b>Professional Standards</b></p> <p><b><u>S&amp;G</u></b> Improvement of practice</p> <p><b><u>EXC</u></b> Literacy and numeracy focus</p> <p><b>Learning and Development</b></p> <p><b><u>EXC</u></b> Collaborative practice and feedback</p> <p><b><u>EXC</u></b> Coaching and mentoring</p> <p><b><u>S&amp;G</u></b> Professional learning</p>	<p><b>Educational Leadership</b></p> <p><b><u>S&amp;G</u></b> Instructional leadership</p> <p><b><u>EXC</u></b> High expectations culture</p> <p><b><u>EXC</u></b> Performance management and development</p> <p><b>School planning and implementation</b></p> <p><b><u>S&amp;G</u></b> Continuous Improvement</p> <p><b><u>S&amp;G</u></b> School Plan</p> <p><b>School Resources</b></p> <p><b><u>S&amp;G</u></b> Staff Deployment</p> <p><b><u>S&amp;G</u></b> Facilities</p> <p><b><u>S&amp;G</u></b> Technology</p> <p><b>Management Practice and Processes</b></p> <p><b><u>S&amp;G</u></b> Administrative systems and processes</p>	<p><b>Strategic Direction 1:</b> Creating a high performing, dynamic and data driven learning culture.</p> <ul style="list-style-type: none"> <li>▶ Assessment Pedagogy &amp; Practice</li> <li>▶ Data Analysis</li> <li>▶ Assessment Capable (Visible) Learners</li> </ul> <p><b>Strategic Direction 1:</b> Creating a high performing, dynamic and data driven learning culture.</p> <p><b>Practices - Data Analysis</b></p> <ul style="list-style-type: none"> <li>▶ Teachers understand and use student assessment data to differentiate teaching/learning programs to meet the learning needs of students.</li> </ul> <p><b>People - Parents:</b></p> <ul style="list-style-type: none"> <li>▶ Participate in the development of Personalised Learning Plans</li> </ul> <p><b>Processes - EAfS K-2:</b></p> <ul style="list-style-type: none"> <li>▶ analysing the effectiveness of 3 tier interventions</li> </ul> <p><b>Strategic Direction 2:</b> Developing and empowering strong future focused leaders.</p> <p><b>Purpose</b> Each student takes an active role in their own learning</p> <p><b>Processes - Future Focussed Evidence Informed Pedagogy</b></p> <ul style="list-style-type: none"> <li>▶ Upskilling teachers and students in future-focused strategies. <ul style="list-style-type: none"> <li>- Growth Mindset/Habits of Mind</li> </ul> </li> </ul> <p><b>Strategic Direction 2: To</b> improve the student wellbeing landscape.</p>

***Growing Great Teachers at Moonbi Public School***