2019   **Moonbi Public School**

Leadership Legacies

CONTEXT

Every student counts. Every moment matters.

At Moonbi Public School we hope to build a leadership legacy- a shared, collective and extended leadership practice. The leadership legacy is key in helping us build capacity for change and improvement.

Our leadership legacy is building a culture of collegiality which has promoted learning, data analysis and effective pedagogical strategies all while building an expert teaching team.

We are working to develop and inspire leadership expertise at all levels in our school in order to generate more opportunities for change and to build the capacity for improvement.

All staff are encouraged to take on leadership roles, based on their aspirations, interests or skills. The school seeks opportunities to explicitly teach leadership and give all students opportunities to develop leadership skills in meaningful and authentic ways.

There is a genuine school commitment to listening to the student, staff and community voice, and putting effort into meeting the needs of our school community.

In the five years since we began prioritising collaborative practice, Moonbi Public School has achieved significant growth in reading, improved collection, analysis and use of learning data for students, and increased teacher expertise in English, particularly in writing, Mathematics and project-based inquiry learning.

Legacy Teams

ATSI Legacy Team
Library Legacy Team
Sports Legacy Team
S.P.A.R.K Legacy Team
Eco Warrior Legacy Team
S.R.C Legacy Team

Forums
Parent and student forums are used to gather ideas, feelings and future directions.

Whole School Philosophy
Together we can achieve!

EVIDENCE COLLECTED

Evidence number   Evidence name

2.1   Student Legacy Teams

2.2   Student Forums

2.3   Student Leadership Team

2.2   Parent Forums

2.2   Professional Learning Teams

2.2   Professional Learning Communities

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
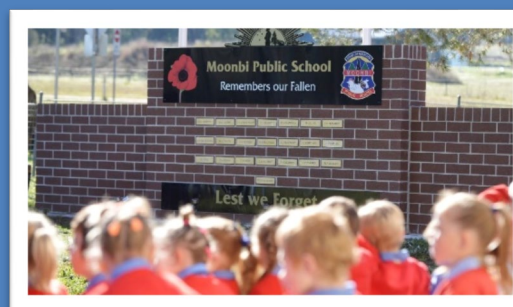
WHERE TO NEXT with LEADERSHIP LEGACIES

We now need to:

▸ Implement Peer support training

▸ Build capacity of staff to manage the financial planning.

▸ Working more closely with partner schools to develop stronger alliances and external learning communities.

▸ Creating a PLT to support SASS staff who have identified areas of their practice throughout the school that they would like further development in.

▸ Increase parent and community forums to two per term.

Student Voice

Student voice is powerful within our school. Students have many opportunities to develop leadership skills, have a say in the planning and future directions of the school. Student legacy teams have been introduced to inspire and engage students by developing legacy projects in areas of personal interest that will be a lasting contribution to improve their school environment or world.

Student Legacy Teams

Legacy projects are developed collaboratively with a small group of students, a senior leader and teacher mentor. Students are empowered when they can use their voices and their actions to make a difference in their school.

A legacy project may be a project or activity, but it can also be a program, a community-wide initiative, Our students are empowered as learners and leaders, actively contributing to both their own education and to whole school initiatives. Our hope is that their self-efficacy is enhanced and they experience significant growth in motivation, wellbeing and achievement.

Teachers empower students to have a democratic voice in the running of the legacy teams.

Teachers co-design opportunities for students to exercise authentic agency in their own learning build school pride and connectedness.

Student Forums

Student forums are held throughout the year to give students opportunities to discuss & share ideas

The purpose of the student forum is to create a participatory space for students to:

- Contribute to discussions and debate ideas, issues and create options.
- Identify what actions can be taken forward by students. Our Student Forum members represent the voice and opinions of all the children within our school.

Through our Student Forum, we aim to develop young leadership skills, whilst supporting student decision making and providing opportunities for pupils to communicate their feelings as well as influence decisions that are made. Most importantly, our student forums aim to promote the well-being of the children within our inclusive school.

Student Leadership Team

The Student Forum is run and led by the children, supported by the Principal, and takes an active role in making decisions and suggestions on behalf of the children in the school. The senior students are our student role models. They are the decision makers of the future and we hope that through our Shared leadership program they will develop skills and attitudes to assist them to become good citizens prepared to make a difference. Positive student leadership opportunities and experiences will facilitate the transition to secondary school and the world beyond. Student leadership is driven by service to others At Moonbi School the development of life long leadership skills is one of the learning opportunities offered to all students from Year 4-6. Having effective student leaders supports the development of responsible behaviours, a positive school tone and encourages students to model the school values.

Figure 3.1.1 Anti Bullying Blue Day

3.1.1 Anti Bullying Blue Day
The idea was suggest at a student forum and coordinated by the student leadership team. The student leadership lead a 10 week peer support program aimed raise awareness about what Bullying is and isn't, the consequences and cost of bullying and build the resilience and social skills needed to prevent bullying.
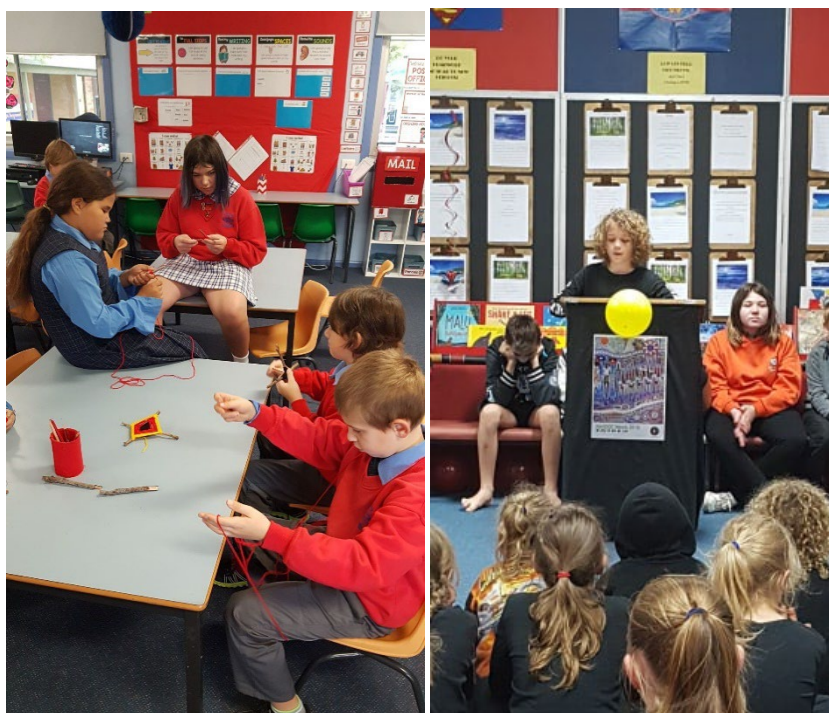

Figure 3.1.1 ATSI Legacy Group

3.1.1 ATSI Legacy Group
The idea was suggest at a student forum and coordinated by the student leadership team. The student leadership lead a 10 week peer support program aimed raise awareness about what Bullying is and isn't, the consequences and cost of bullying and build the resilience and social skills needed to prevent bullying.

3.1.1 Leadership Team 5 Practices Challenge

Each school leader is responsible for leading a Legacy Project team. Legacy projects have been introduced to give students a stronger voice, sense of ownership and a greater feeling of belonging.

Each team choose a project of their choice to improve the school for future students, hence leaving behind a legacy for future generations to aspire towards. The projects also develop real life leadership skills that will not only prepare them for high school but also for the workforce. Skills such as project management, promotion, financial management, record keeping will be some of the many skills they all learn.

Professional learning Teams and Communities

Within the school teaching staff are involved several Professional Learning Teams and Professional Learning Communities including the Tamworth Small Schools network, Future Focused Fluencies Project Team, 'Assessing for Impact, EAfS Seven Practices Team.

Professional Learning Team Meetings are a time to come together as a team of teachers and talk about what matters most; teaching our students and teaching them well. We value each other's opinions and acknowledge the decades of experience we all share in the teaching of children. Our aim is to pool our expertise, ideas, skills and knowledge for the benefit of the students of Moonbi Public School.

At Moonbi Public School there is a sense of collective ownership based on a strong commitment to embracing a whole school philosophy wherever possible. Daily whole school staff meetings

Professional Learning Teams

Our professional learning teams (PLT) at school involves collaboration, sharing and ongoing critical examination of practices in line with professional standards. The PLT's at Moonbi PS are learning-oriented and promote the growth of teachers and students.

Leadership roles are shared across the various team with everyone staff taking on the leadership duties depending on expertise, commitments and interests.

The school has budgeted funds and developed efficient creative ways to facilitate the development and implement staffing timetables that enable time for collaborative planning and analysis.

Staff have built a culture of mutual trust, respect and support among all staff members which has improved teacher confidence and self-efficacy.

Staff celebrate each other's professional learning and wins in student improvements which increases staff validation, commitment and motivation during change efforts.

There is a collective responsibility for student learning, which helps to sustain commitment and accountability.

In this School Plan cycle we currently have 4 professional learning teams- Future Focused Fluencies Project Team, Early Action for Success Team,

Professional Learning Communities

In the current 2018-2020 School Plan cycle Moonbi is working in 3 small schools professional learning communities 'Assessing for Impact' with Dungowan Public School, 'Consistent Teacher Judgement in Writing Assessment' with the Tamworth Smalls Schools Network and 'Working Deeply with the 7 Practices' with Attunga.

Figure 3.2.1

3.2.1 Leading and sustaining a learning culture

The leadership team developed a Leading and sustaining a learning culture plan and milestones that feed into the School Plan.

The leading and sustaining action plan improved teacher practice in Comprehension.

Learning Intention and Success Criteria	Teaching, learning and assessment
Week 3 **Monday** **Learning Intention** – We are learning to use characterisation in a narrative. **Success Criteria** – Use of: S - Speech T - Thoughts E – Effect on others A- Actions L – Looks **Tuesday –** **Learning Intention** – We are learning to develop creative ideas for a plot when writing a narrative. **Success Criteria –** Interesting and engaging plot. Flow of story. **Wednesday –** **Learning Intention** – We are learning to use a narrative viewpoint when developing a narrative. **Success Criteria-** Narrative viewpoint – point of view Capital letters Corrected spelling words	**Week 3 – Developing Narrative features** **Monday** As writers, it is our responsibility to make our characters seem 'real' to the reader. This can be a ... of each character's appearance, personality and emotions. The process of describing the charac... 'characterisation'. Characterisation can be direct (telling the reader) or indirect (showing the rea... the 5 methods of indirect characterisation = speech, thoughts, effect on others, actions and loo... Students work with a partner to describe different characters. Students are to use the STEAL ch... descriptions of the characters. **Tuesday –** Developing ideas for a plot can be challenging. It can help to draw upon some basic story type... characters. Some of these include: Overcoming Evil - The main characters must defeat a villain, which threatens them or their hom... Rowling. The Quest – The main characters go on a journey, in search of a specific person, object or outco... Students work with a partner to create a narrative plot. Once finished, students share their [... **Wednesday –** Choose a narrative viewpoint that would be well suited to the narrative plot you have already d... In pairs or individually, use your plan to write a short narrative. Aim for at least one page of you... Once you have finished, be sure to carefully edit your work for errors. Share your narrative with your classmates.

Figure 3.2.2 Learning embedded & progression of learning

Programs show changes that reflect the professional learning that have undertaken on learning intentions and success criteria.

Lessons build on previous knowledge and show s an understanding the progression of learning.

Figure 3.2.2 Learning embedded & progression of learning

Figure 3.2.3 Google Classrooms

A teacher from Moonbi Public School set up the Dungowan/ Moonbi classroom for 'Assessing for Impact' google classroom.

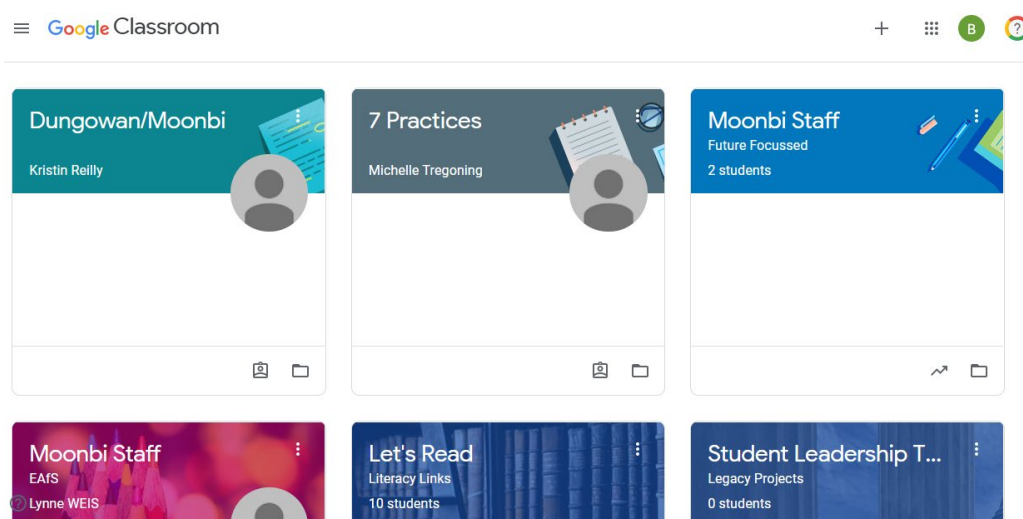Teachers have shared assessment tasks and materials for Learning Sprints.

Figure 3.2.3 Google Classrooms

Figure 3.2.4 Tamworth Small Schools Network

The principal of Moonbi Public School setup the one-drive share file to allow schools within the Tamworth Small Schools network to share policy documents, wellbeing programs, novel sets and other resources.

Figure 3.2.4 Tamworth Small Schools Network

Parent and Community Voice

At Moonbi Public School, staff and students highly value parent and community involvement in our schools. On any given topic, there is wide range of ideas and diversity of thoughts in our community. Therefore the more feedback we can receive, the greater our ability is to support the school in developing policies and programs specifically targeted to improving the learning environment of our students.
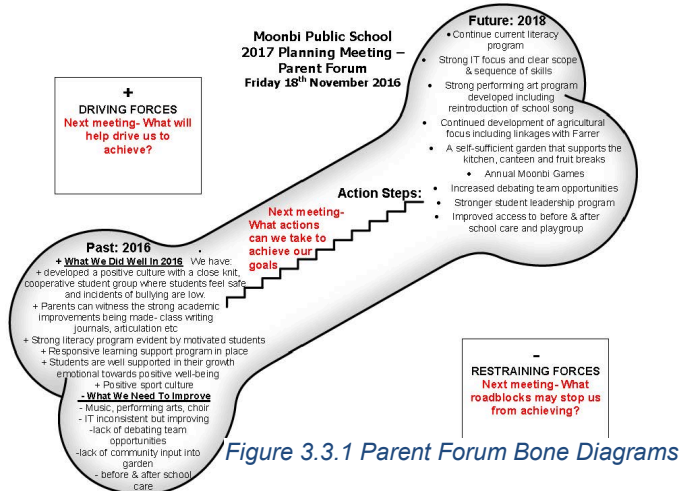
Parent Forums & Surveys

Figure 3.3.1 Parent Forum Bone Diagrams

3.3.1 Parent Forum Bone Diagrams
We use bone diagrams are used to collect positive, negative and future directions but also opens the channel for participants to be involved with solutions.

Figure 3.3.2 Parent Satisfaction Survey

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

In 2018, Moonbi Public School sought the opinions of parent/caregiver, students and teachers using the Tell Them From Me (TTFM) surveys and Parent satisfaction survey. Their responses are presented below:

- 87% of students indicated they have positive relationships at school.
- 93% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future.
- 60% of students feel challenged in their English and Maths classes and feel confident about their skills in these subjects.
- 93% of students believe that they receive quality instruction.
- 75% of parents who responded to the survey believed the school is connected to its community and welcomes parental involvement.
- 100% of parents who responded to the survey indicated they appreciated Moonbi Public School's approach to Individual Learning Plans and the opportunity to meet and discuss my child with their teacher.

The school's website has declined in use as the schools' social media presence has increased. The school will continue to investigate how to engage with parents via two way communication methods in 2019 and beyond.

Figure 3.3.4 Parent Satisfaction Annual School Report

Figure 3.3.3 School parent and Community committees

3.3.2 & 3.3.4 Parent Satisfaction Annual School Report
Parent satisfaction results are collected from surveys and forums throughout the year.

3.3.3 School parent and Community committees
Each year we offer a variety of committees to engage parents & community and to open opportunities for dialogue about learning.

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 **Wellbeing** **EXC** Caring for students **S&G** Behaviour **Curriculum** **EXC** Curriculum Provision **S&G** Teaching and learning Programs **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 **S&G** Parent engagement **Student performance Measures**	**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 **S&G** Community engagement **School planning and implementation** **S&G** Continuous Improvement **S&G** Annual Report **School Resources** **S&G** Staff deployment **S&G** Facilities **Management Practice and Processes** **S&G** Administrative systems and processes **S&G** Service Delivery **S&G** Community Satisfaction	**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.