

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

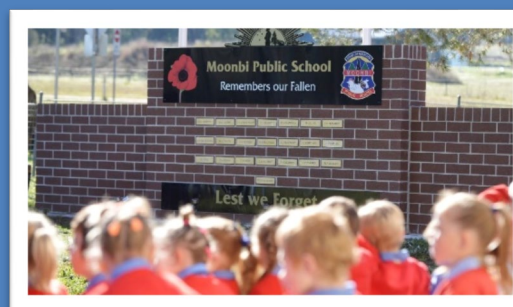
Evidence number Evidence name

- 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

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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.

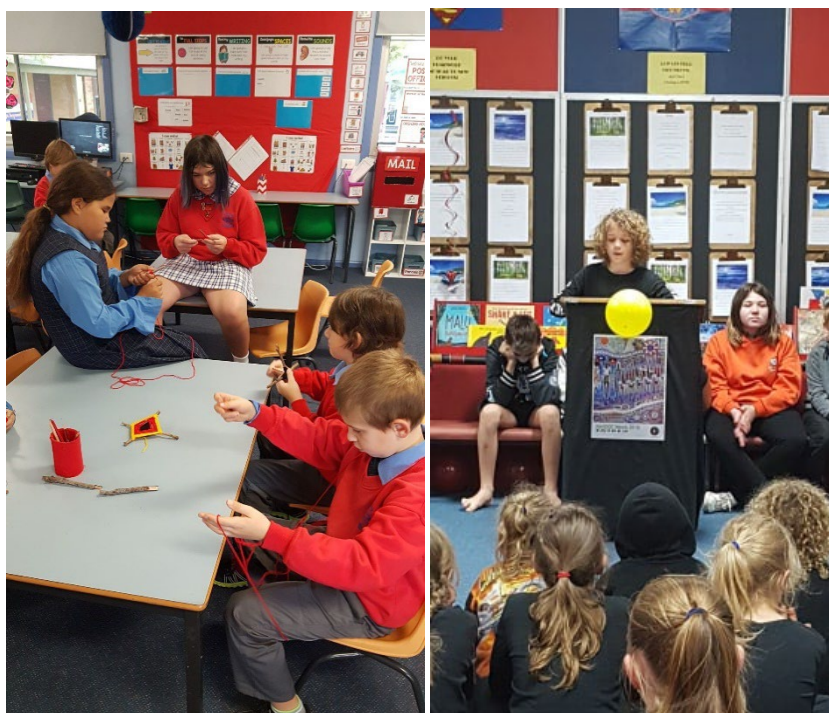


Figure 3.1.1 ATSI Legacy Group

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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.



Leading and sustaining a quality learning culture: an action learning cycle
Module 2: Quality teaching

Implementation and progress monitoring plan

Professional learning priority: Making Inferences

Professional learning priority: Making inferences								
QUALITY TEACHING	Products and practices WHAT		People and processes HOW		Milestone 1	Milestone 2	Milestone 3	Milestone 4
					End of 2016	Wk1 -Wk5, T1, 2017	Wk5-Wk10, T1, 2017	Wk1-Wk5, T2, 2017
	Products: NAPLAN and PLAN Data will show students are able to infer and have above average value-added data.				Baseline data Design Yr 1 Best Start Comprehension Data Design Yr2-6 NAPLAN style Assessment-	Yr1-1 Best Start Comprehension Assessment Yr2-6 NAPLAN Style comprehension assessment.	'Making Connections' Assessment and observations.	'Predicting' Assessment and Observations
	Practices: Students will develop and engage in regular reading of a wide range of quality texts with increasingly high levels of comprehension.				Designing Survey- Student Reading Practices	Students undertake reading activities that target 'Making Connections'	Students undertake reading activities targeted at 'Predicting' and continued development of 'Making Connections'.	Students undertake reading activities targeted at 'Questioning' and continued development of 'Predicting' strategy.
Teacher practice	Products: Teaching and learning programs will display explicit lesson plans and assessments tasks to improve and assess inferential comprehensions skills.		People, learning activities and processes to support achievement of the intended outcomes for student learning and teacher practice		Baseline Data-Collect samples of inferential comprehension lessons (plans/programs) Develop Inferential Comprehension Scope & Sequence K-6 PL SMART Data - Why Inference? Adhis Connect- Inferential Comprehension Makes Connections	PL - Predicting	PL - 'Questioning'	PL - Monitoring
	Practices: Explicit teaching practices of inferential comprehension strategies are embedded in teaching practices school wide.				Survey teachers confidence and understanding of different comprehension strategies	Explicit teaching of 'Making Connections' Classroom observations. Reflect by share 'Making Connections' teaching ideas, lesson plans, work samples and engage in critical discussions.	Explicit teaching of 'Predicting' Classroom observations. Reflect by share 'Predicting' teaching ideas, lesson plans, work samples and engage in critical discussions.	Explicit teaching of 'Questioning' Classroom observations. Reflect by share 'Questioning' teaching ideas, lesson plans, work samples and engage in critical discussions.

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 character 'characterisation'. Characterisation can be direct (telling the reader) or indirect (showing the reader the 5 methods of indirect characterisation – speech, thoughts, effect on others, actions and looks). Students work with a partner to describe different characters. Students are to use the STEAL 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 home/kingdom. The Quest - The main characters go on a journey, in search of a specific person, object or place. Students work with a partner to create a narrative plot. Once finished, students share their story. Wednesday Choose a narrative viewpoint that would be well-suited to the narrative plot you have already developed. In pairs or individually, use your plan to write a short narrative. Aim for at least one page of your story. 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 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.

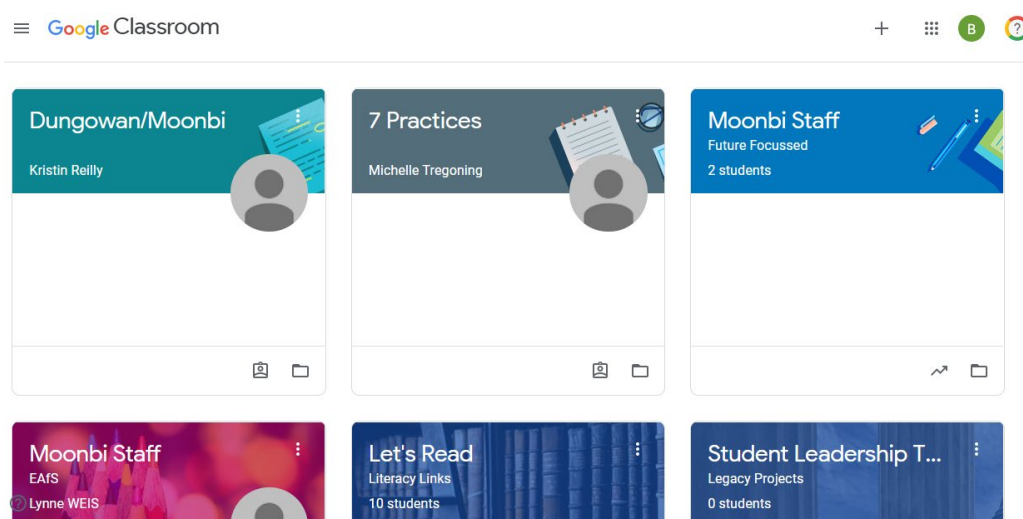


Figure 3.2.3 Google Classrooms

Files > Tamworth Small Schools Community

Name	Modified	Modified By	File Size	Sharing
Student Wellbeing	10 August, 2017	Leisa McMahon	11 items	Shared
Professional Readings	15 June, 2017	Bonita Broughton	2 items	Shared
Policies	15 June, 2017	Bonita Broughton	20 items	Shared
School Planning	15 June, 2017	Bonita Broughton	1 item	Shared
Scope and Sequences	15 June, 2017	Bonita Broughton	0 items	Shared
PDHPE	15 June, 2017	Bonita Broughton	0 items	Shared
Creative Arts	15 June, 2017	Bonita Broughton	0 items	Shared
Geography	15 June, 2017	Bonita Broughton	0 items	Shared
History	15 June, 2017	Bonita Broughton	0 items	Shared
Science	15 June, 2017	Bonita Broughton	2 items	Shared
Numeracy	15 June, 2017	Bonita Broughton	4 items	Shared
Literacy	15 June, 2017	Bonita Broughton	18 items	Shared
www.youtube.com/url	11 October, 2017	Stephen Gadd	67 bytes	Shared

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

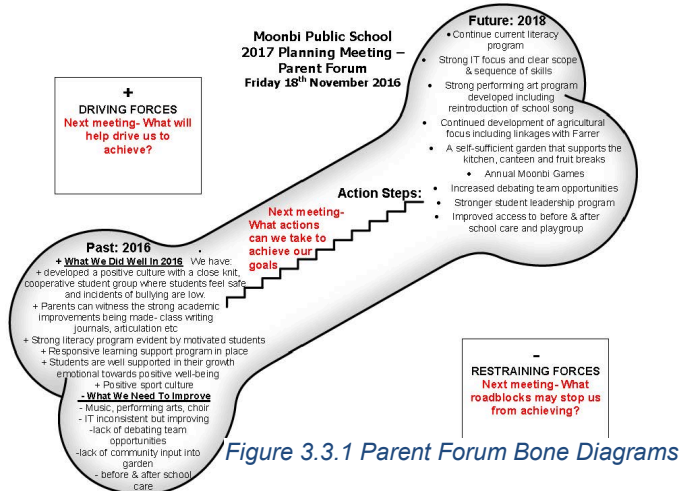


Figure 3.3.1 Parent Forum Bone Diagrams

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.

MOONBI PUBLIC SCHOOL
Charles Street
Moonbi, NSW 2553
Ph: 0267603151
Email: moonbi@schools.nsw.edu.au

SCHOOL SATISFACTION PARENT SURVEY - 2019

Thank you for agreeing to participate in this important survey. Please respond to each statement below by ticking the box that you feel best relates to the statement. Please complete and return to school. Alternatively this survey is available for online submission via SchoolStream.
Please tick one box only.

MPS is an attractive and well-resourced school e.g. classrooms, library and grounds.

☒ Strongly agree ☐ somewhat agree ☐ agree ☐ somewhat disagree ☐ disagree

The school is connected to its community and welcomes parental involvement.

☒ Strongly agree ☐ somewhat agree ☐ agree ☐ somewhat disagree ☐ disagree

Parents are encouraged to contact the school to discuss concerns relating to their child.

☒ Strongly agree ☐ somewhat agree ☐ agree ☐ somewhat disagree ☐ disagree

The school is a friendly school that is tolerant and accepting of all students.

☒ Strongly agree ☐ somewhat agree ☐ agree ☐ somewhat disagree ☐ disagree

The students are the schools main concern.

☒ Strongly agree ☐ somewhat agree ☐ agree ☐ somewhat disagree ☐ disagree

The school has supportive welfare programs.

☒ Strongly agree ☐ somewhat agree ☐ agree ☐ somewhat disagree ☐ disagree

The school offers challenging programs for its students.

☒ Strongly agree ☐ somewhat agree ☐ agree ☐ somewhat disagree ☐ disagree

The school maintains a focus on literacy and numeracy.

☒ Strongly agree ☐ somewhat agree ☐ agree ☐ somewhat disagree ☐ disagree

The school teaches and promotes core values.

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

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

Reading Buddies



Volunteers are always greatly appreciated. Reading Buddies are required between 9.30 and 11.00am Monday to Thursday. If you are able to attend on a regular basis please let the front office know so you can be added to the Reading Buddy Roster.

If you only have time to listen 1 or 2 students read for ten mins this will also be greatly appreciated just let the office know and we will quickly be able to find a student who would love the extra support.

Reading out aloud regularly helps students to improve their fluency, expression and comprehension of text. Being able to share a book with a child not only gives us an opportunity to share our experiences but also shows students how much we value literacy.

School & Community Kitchen Garden Committee



Parents and community members are invited to join our Kitchen Garden Committee. We hope our garden turns out to be productive, providing learning opportunities and food for our students, families and community.

If you have an interest, our first meeting for 2014 is this Friday (20/2/14) at 10.30am.

Anzac Memorial Committee



We are seeking interest from parents and community members who may like to be involved with the Anzac Memorial committee. Please let Justine George our 2014 Anzac Memorial Committee Coordinator (0403542255) or Mrs Bonita Broughton (0428 696773) or the school office know if you would like to be involved. Our next meeting will be next March 19th

Moonbi CARES Committee



We are seeking interest from parents and community members who may like to be a part of a committee aiming to improve the Mental Health and Wellbeing of our students and school community.

The committee will be involved with the launch of the 'Kids/Matter Program' which aims to build a strong partnership between the school and community, develop stronger resilience in students through social skills programs, strengthen support networks for students, parents, communities and staff.

The Moonbi CARES committee will meet Tuesday 19th of March at 3.30pm.

Cooking, Mentoring and Tutoring

Students have a myriad of opportunities to take part in a wide variety of extra-curricular events. Activities such as taking part in Sporting Teams, Debating Teams, Spelling Bees, Eisteddfods, Tournament of the Minds, Band, Public Speaking, Art Shows etc allow students the opportunity to develop new skills, enhance natural talents, meet new people, improve self-esteem and increase a student's overall engagement in school. Unfortunately a lack of staff often limits a small schools ability to offer all the opportunities we would like too. So if you have a talent or passion you would like share with students, please let staff know.

Moonbi Mates

If you would like to keep up to date with the happenings at Moonbi Public School, please let office know if you would like to join the mailing list or email list, to have our weekly newsletter sent out to you.

You can also download a copy of the newsletter from the school website or find us on Facebook for

Figure 3.3.3 School parent and Community committees

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 <u>S&G</u> High expectations Wellbeing <u>EXC</u> Caring for students <u>S&G</u> Behaviour Curriculum <u>EXC</u> Curriculum Provision <u>S&G</u> Teaching and learning Programs Assessment <u>S&G</u> Formative assessment <u>EXC</u> Summative assessment <u>S&G</u> Student engagement <u>EXC</u> Whole school monitoring of student learning Reporting <u>S&G</u> Whole school reporting <u>S&G</u> Parent engagement Student performance Measures	Effective Classroom Practice <u>S&G</u> Lesson planning <u>EXC</u> Explicit teaching <u>DEL</u> Feedback Data Skills and Use <u>S&G</u> Data literacy <u>S&G</u> Data analysis <u>S&G</u> Data use in teaching <u>DEL</u> Data use in planning Professional Standards <u>S&G</u> Improvement of practice <u>EXC</u> Literacy and numeracy focus Learning and Development <u>EXC</u> Collaborative practice and feedback <u>S&G</u> Professional learning	Educational Leadership <u>S&G</u> Instructional leadership <u>EXC</u> High expectations culture <u>EXC</u> Performance management and development <u>S&G</u> Community engagement School planning and implementation <u>S&G</u> Continuous Improvement <u>S&G</u> Annual Report School Resources <u>S&G</u> Staff deployment <u>S&G</u> Facilities Management Practice and Processes <u>S&G</u> Administrative systems and processes <u>S&G</u> Service Delivery <u>S&G</u> 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.