External Validation Submission

Mullaway Public School

Body of Evidence

Thursday 1\textsuperscript{st} September 2016
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Wellbeing  
Assessment and Reporting  
Student Performance Measures | Effective Classroom Practice  
Data Skills and Use | School Planning, Implementation and Reporting  
Management Practices and Processes |
| PDP | Learning Culture | Learning and Development  
Professional Standards | School Planning, Implementation and Reporting |
| Innovative Technology for QT | Curriculum and Learning | Effective Classroom Practice  
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Collaborative Practice  
Learning and Development | |
The ‘Tell Them From Me’ (TTFM) survey data - Student Engagement Primary from CESE provides us with rich student, staff and parent data from an independent, external source. We currently undertake all three surveys annually with varying degrees of participation. Data is shared with staff to identify emerging issues and plan for school improvement – the diary dates represent this. This TTFM sample of evidence is from a student survey, 2016, with a Year 4-6 student participation percentage of approximately 75% - participation numbers shown. The evidence presented is a snapshot of the total data received. The other data shown is from survey monkey completed in 2015. This survey targeted students, staff and parents.

### Analysis

**Overall Rating:** **Sustaining and Growing**

**The TTFM survey data demonstrates:**
- a) there are positive, respectful relationships evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning. This is evident by the data, ‘Students with positive relationships’. Mullaway Primary School students display above state average results in positive relationships, trust and making positive choices.
- b) the school consistently implements a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment. This is evident by the data ‘Students who are interested and motivated’. This intellectual engagement data reveals that students at Mullaway Primary School are above the state average for interest and motivation in their learning. These results confirm that teachers’ are delivering engaging, motivating learning activities for students.
- c) the school has developed explicit processes to collect, analyse and report external student and school performance data. This is evident through the annual participation in the TTFM student, staff and parent surveys. A cyclical process, in consultation with the school community, has been installed which has encouraged the community to be more engaged citizens. This has been achieved through the careful scheduling of survey events and regular communication via the school newsletter.
- c) the school has analysed school performance data and a range of other contextual information and is aware of trends in student achievement levels. This is evident through the retrieval of data from the TTFM surveys and robust discussion at staff meetings by teachers to analyse and form judgements on the impact of our teaching and learning practices.
- d) more than 80% of students in Years 4-6 display appropriate levels of engagement on external performance measures. This data relates to Institutional, Intellectual and Social Engagement across the school. The data reveals above state average results for all students.
Overall Rating: Sustaining and Growing

The TTFM survey data demonstrates:

- Teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practices. This is evident through the sharing of the TTFM data at staff/stage meetings to affirm good practice. These results reveal an above state average performance in intellectual engagement for all students, confirming to teachers that students are interested and motivated in their lessons and that they are committed to success.

- Assessment instruments are used regularly to help monitor student learning progress and to identify skill gaps for improvement. This is evident through the annual scheduling of the TTFM surveys for students, staff and parents. Data is analysed collectively at staff meetings to evaluate the effectiveness of programs and practice to identify strengths and weaknesses in school performance.

Overall Rating: Sustaining and Growing

The TTFM survey data demonstrates:

- There is a broad understanding of, and support for, school expectations and aspirations for improving student learning across the school community. This is evident through the annual participation in an external, objective survey to identify strengths and weaknesses of practice across the school. The data is shared, analysed and, when necessary, used to drive new practices and programs to improve student results.

- Monitoring, evaluation and review processes are embedded and undertaken routinely. This is evident through the scheduling of TTFM surveys as part of a series of data collections each year across the school. Other forms include NAPLAN, internal surveys (Survey monkey), Best Start, Continuum Tracking and a broad range of class assessment strategies. Innovative technology based practices like ‘Nearpod’ and ‘Seesaw’ will support TTFM data and are soon to be common practice in all classrooms across the school.

- There are opportunities for students and the community to provide constructive feedback on school practices and procedures. This is evident through the encouragement of students, parents and staff to undertake surveys regularly like the TTFM. This survey provides the school with objective, rich data on many daily processes and practices so we can evaluate the impact of our work.
1. ‘Tell Them From Me Survey’

**Survey Results**

- Participation:
  - Students with positive behaviour at school: 81% had positive behaviour.
  - NSW Good norm for these years is 87%.
  - 91% of the girls and 99% of the boys said yes.
  - The NSW Good norm for girls is 91% and for boys is 73%.

- Internal Survey:
  - Students who are interested and motivated: Students are interested and motivated in their learning.
  - NSW Good norm for those years is 75%.
  - 91% of the girls and 96% of the boys in this school were interested and motivated. The NSW Good norm for girls is 53% and for boys is 73%.

- Effort:
  - Students try hard to succeed in their learning.
  - 97% of students in this school tried hard to succeed.
  - The NSW Good norm for those years is 69%.
  - 94% of the girls and 100% of the boys in this school tried hard to succeed. The NSW Good norm for girls is 90% and for boys is 89%.

**Parent/caregiver, student, teacher satisfaction**

Each year schools are required to seek the opinions of parents, students and teachers about the school. An online survey for staff, students, parents and community members was used to gather information. In total there were 15 responses which are presented below.

- How would you rate your satisfaction with Mullaway Primary School in 2015?
  - Overall Satisfaction
    - Highly Satisfied 75%
    - Satisfied 25%
    - Dissatisfied 3%

The data indicates that there is 100% satisfaction, of which 75% are highly satisfied.

Staff Meeting Calendar Schedule

- Mar 21: 3
  - Joshua’s parents, Meeting
  - Early Childhood Teachers
  - EOI Applications Out
  - Staff Meeting Calendar Schedule
  - TTFM - Student survey to be completed

Staff Meetings: Term 2 Week 7

- Aug 1: 3
  - Education Week
  - Student House
  - Family Matters
  - Staff Meeting Calendar Schedule
  - TTFM - Student survey to be completed

Staff Meeting Minutes

We have positive results in ‘Positive Relationships, Interact and Valued, Heart Healthy Relationships’. Concerns are results in Victims of Bullying, especially Year 4 and 5 students. Include results and discussed strategies to prevent bullying, suggestions include:

- Peer Support Program (Phase 1 to explore): Stage 2 will be delivered such activities, and resilience building. Staff teams to organise.
Evidence 2. Performance and Development Plan (PDP)

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Annotation
A PDP was chosen as evidence to demonstrate the alignment of a teacher’s Professional Goals with our School’s Strategic Directions, State DoE targets and the Quality Teaching Framework. These were our mandatory elements for inclusion jointly agreed upon by the staff. The PDP reflects collaboration, research, capacity building and a focus on best practice to improve student outcomes. The PDP provides a clear, achievable pathway for the teacher with links to professional learning options and evaluative thinking. The PDP was completed within a scheduled time frame decided collectively by all staff. Evidence includes photos of collegial workshops on Lesson Study; an evaluation from staff from Sue Larkey’s ASD PL; a PL schedule for Bev Babbage to deliver technology; continuum tracking in Literacy and school guidelines and licences for students using iPad technology.

Analysis

Overall Rating: Sustaining and Growing

The PDP demonstrates:
- a) a commitment within the school to strengthen and deliver on school learning priorities. This is evident through the implementation of innovative technology through iPad applications to engage students and provide opportunities for individual creativity and learning direction, especially in Literacy and Numeracy. A whole school set of guidelines and procedures for iPads along with student licences is further supportive evidence.
- a) that well developed and current policies, programs and processes identify, address and monitor student learning needs. This is evident through the ongoing assessment and tracking of individual students on the Literacy and Numeracy continuum. This student data is analysed, differentiated if required, and then recorded into our school’s PLAN software. This evaluative process drives further learning directions.

Overall Rating: Sustaining and Growing

The PDP demonstrates:
- a) a particular focus on improved teaching methods in literacy and numeracy, with professional learning activities focused on building teachers’ understanding of effective teaching strategies in these areas. This is evident in the Professional Goals, Professional Learning and Evidence sections of the PDP. Teachers have been involved in a sustained Professional Learning program with Bev Babbage (IT consultant) to improve literacy and numeracy outcomes through the use of innovative technology. All classrooms are using iPads with Stage related apps to deliver engaging, Higher Order Thinking learning activities.
- a) that teachers are engaged in planning their own professional development to improve their performance. Goals have been met through Professional Learning that has been completed by both, whole staff and individual in class sessions for iPad technology (Bev Babbage) and the attendance of Autism Spectrum Disorder workshops led by educational leaders (Sue Larkey).
- b) teachers demonstrate responsibility, adaptability and ethical practice in working towards the school’s goals. The PDP displays a diverse set of goals across the teaching and learning environment with a clear alignment with state and school priorities and identified individual needs. The Professional Goals are also referenced to relevant Australian National Professional Standards for Teachers and the Quality Teaching Framework.
Leading
a) School Planning, Implementation and Reporting

Overall Rating: Sustaining and Growing

The PDP demonstrates:
- a) there is a broad understanding of, and support for, school expectations and aspirations for improving student learning across the school community. Each Professional Goal explicitly states a measure of improvement or progress for teachers. These goals are also linked to Professional Learning strategies and feedback indicators that assist the teacher to validate student learning. An example is the use of lesson study in collegial teams with Stage team members to evaluate best practice.
- a) a monitoring, evaluation and review process is embedded and undertaken routinely. All staff are committed to the cyclical completion of a Plan as part of the Performance and Development Framework. Teachers consult closely with their supervisor to ensure the PDP is appropriately targeted to priorities and completed within scheduled timeframes. The meeting of personal goals is crucial to the evaluation of milestones for our school's Strategic Directions.
Performance & Development Plan

TEACHER’S DETAILS
Name: Malea
School/Work Location: Metung Public School
SUPERVISOR’S DETAILS
Name:
School/Work Location:

ANNUAL PERFORMANCE DEVELOPMENT CONTRACT

Plan: 01/07/16

PLAN – Performance and Development Plan (PDP)

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

1. Develop knowledge of, utilise and implement relevant and meaningful iPad applications to engage and build opportunities for creativity and learning pathways in literacy and numeracy.
   
   ‘(1) (2) (3) (4) (5)’

2. Familiarise myself with Autism Spectrum Disorder and implement a variety of teaching strategies to engage, manage and support students on the spectrum.
   
   ‘(1) (2) (3) (4) (5)’

3. Create a productive learning environment that promotes students’ self-regulation and produces independent learners progressing along the learning continuum.
   
   ‘(1) (2) (3) (4) (5)’

4. Identify, plot and track students using the literacy and numeracy continuum in order to enhance student learning outcomes through teaching and differentiation.

   ‘(1) (2) (3) (4) (5)’

B. Professional Learning – Record the activities and resources needed to support the achievement of professional goals. (100 words maximum)

1. Talk to other teachers about useful and meaningful iPad apps that they are currently using. Gather peer resources to utilise within classroom routines and lessons. Attend Professional Development sessions and workshops regarding iPad usage within the classroom. Expand professional learning opportunities with Stage 1 teachers.

2. Attend Professional Development sessions about Autism Spectrum Disorder. Research and utilise strategies to implement using the Internet. Converse with parents of ASD students and discuss strategies they find effective in the home environment. Talk to colleagues about strategies they have found useful in the past or present. Peer observation.

3. Research information using the Internet. Teach the 18 steps to independence when introducing new activities or workstations. Teach, demonstrate and model desirable behaviours. Peer observation.

4. Regularly assess students based on criteria in the continuum and plot students using the PLAN software. Find time to complete these assessments.

C. Evidence – Record the types of evidence to be used to indicate progress towards achieving professional goals. (100 words maximum)

1. Personal research of valuable iPad applications using the Internet. Attended Professional Development sessions regarding the use of iPads in the classroom. Attended professional learning sessions with Stage 1 teachers.


3. Personal research into promoting self-regulation and creating independent learners. Peer observation.

4. Linear progression of students along continuum. Record of student progress and assessments results. Evidence in PLAN software.

Sue Larkkey PL

Collegial Lesson Study

iPad License/Guidelines

Contract for use of an iPad – Stage 2 & Stage 3

Student
Teacher

I will be using my iPad as a tool to enhance my learning. I understand that I may only use the iPad to complete in-classroom or homework assigned activities. I also understand that during instruction time, I may only use the iPad to complete in-classroom or homework assigned activities. I understand that the following guidelines apply to the use of the iPad at all times. I understand that the following guidelines apply to the use of the iPad at all times.

Core of school that:
___ I will have students present before using the iPad.
___ I will hold the iPad for a handle and use two hands.
___ I will not complete any other work.
Evidence 3. Innovative Technology for Quality Teaching, Learning & Communicating

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Annotation

Enhancing the quality of teaching, learning and communication through innovative technology is SD1 for our 2015-2017 School Plan. An enormous amount of planning, capacity building, resourcing and shared practice continues to be undertaken. This includes infrastructure development, systematic PL, collegial coordination and close budget monitoring. The evidence provided shows PL schedules, content and collaboration. Reference is also made to specific iPad apps – ‘See-Saw’, ‘Nearpod’, ‘Showbie’. Coding apps such as ‘CargoBot’, ‘Hopscotch’ and ‘Scratch Jr’. Additional evidence are photos of collaboration and team teaching in iPad sessions; alliances with Coffs Computing and Bev Babbage; iPad storage and access points; a strategic budgeting spread-sheet; and Facebook interaction across our school community (some photos are represented on Evidence 7 - Professional Learning History).

Learning

- Curriculum & Learning

Overall Rating: Sustaining and Growing

Innovative technology for Quality teaching, learning and communicating demonstrates:

- a) Curriculum provision is enhanced by learning alliances with other schools and organisations. This is evident through extensive, systematic Professional Learning for all staff over a sustained period of time. The PL was planned and implemented by Bev Babbage (iPad teacher trainer) in close consultation with staff and their instructional needs. Bev has built capacity in digital technologies for teachers in all KLA’s and High Order Thinking strategies. Since 2015, every staff member has received in excess of 16 hours professional learning time of which 25% has been personalised 1:1 instruction.

- a) Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence-based teaching practices and innovative delivery mechanisms where appropriate. This is evident by the installation of a coding club for all students in Stage 3. Students use iPad apps such as ‘CargoBot’, ‘Hopscotch’ and ‘Scratch Jr’ to create codes to run specific picture sequences. Instant feedback alerts the student to errors or success via the picture sequence. Teachers also use ‘See-Saw’, an interactive feedback app to assist or monitor student progress.

Teaching

- a) Effective Classroom Practice
- b) Data Skills & Use
- c) Collaborative Practice

Overall Rating: Sustaining and Growing

Innovative technology for Quality teaching, learning and communicating demonstrates:

- a) Teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practices. This is evident through the instant feedback given to students when learning through specific iPad apps. Students cannot progress to achieve lesson outcomes unless they are following certain protocols required by the app. Teachers can adjust their teaching instantly by using Smart-board connections to guide the learners.

- a) Teachers provide explicit, specific feedback to students on how to improve. This is evident through the introduction of iPad communication apps such as ‘See-Saw’, ‘Showbie’, ‘Nearpod’ and ‘Google Docs’. These apps allow students to submit instant feedback to the teacher as well as read teacher hints or comments, and even control the progress of the task.
b) Teachers incorporate data analysis in their planning for learning. This is evident through the use of iPad work-flow apps. Students use apps like ‘See-Saw’, ‘Nearpod’ and ‘Showbie’ to instantly provide feedback to the teacher. The student data can be shared or stored for assessment and further teaching shaped accordingly.

c) Teachers work together to improve teaching and learning in their year groups, stages, faculties, or for particular student groups. This is evident through team teaching by Stage teachers during iPad Literacy and Numeracy sessions. Teachers work together in normal class sessions as well as special sessions, like Coding Club to enhance the consistency and quality of the learning environment.

Innovative technology for Quality teaching, learning and communicating demonstrates:

a) Leadership development is central to school capacity building. This is evident through the capacity building of key personnel to monitor and support the innovative technology in our Strategic Direction 1. We have created an ICT team that has been mentored by our outside curriculum expert (Bev Babbage) and the infrastructure/maintenance experts, Coffs Computing Services. These teacher leaders in ICT engage proactively in a range of technology issues on a daily basis with all staff and are supported through the provision of extra weekly RFF time.

a) The school has productive relationships with external agencies such as universities, business, industry and community organisations to improve educational opportunities for students. This is evident by the partnership Mullaway PS has developed with Coffs Computing Services and an aligned ICT consultant, Bev Babbage. Coffs Computing Services provide regular maintenance and advice for updates and configuration of applications. In return, we provide digital work samples for the business to use as promotion tools. An example is the Mullaway PS promotion video used for their electronic newsletter and on their website. This interrelationship provides exciting opportunities for teaching and learning across the school.

b) Physical learning spaces are used flexibly and technology is accessible to staff and students. This is evident through the use of classroom learning equipment like jelly bean tables, comfort corners, wobble chairs, weight cushions and gross motor sensory equipment. Every teacher adjusts their learning environment according to individual student need. Technology is stored, charged and accessed via special charge stations in designated Stage blocks. Teachers use iPads in all facets of teaching and learning.

b) Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan. This is evident by the clear budget goals that have been set, aligned to Strategic Direction 1, using budget tool spread sheets from Financial Literacy Professional Learning. These budget goals were decided upon through rigorous consultation and discussion with staff members on the Budget Committee and the ICT Educational committee. All People, Products, Processes and Practices in the plan were fully funded to reach the intended outcomes.

c) Streamlined, flexible processes exist to deliver services and information and strengthen parental engagement. This is evident through the regular dissemination and collection of information via the Mullaway PS Facebook page. All staff can connect with the community by sharing learning experiences or important information and retrieving comments and feedback. The sharing of the most current information for staff, parents and community members allows for improved communication across the school environment. Currently, most posts are receiving in excess of 100 page views per week and reaching over 2,500 people.

Overall Rating: Sustaining and Growing
3. Innovative Technology for Quality Teaching, Learning and Communicating

Mullaway Public School
Staff Development Day 17 Nov 2015

- Registration & Introduction
- Coding
  - What is 'code'?
  - Why code in schools?
  - Coding apps and resources K-6
- Management issues – Configurator, workfl
  o Education http://staff.googleapps.eduque
- Suggested other apps
  o Doink Green Screen
  o Explain Everything!
- Creating and sourcing your own resources
  o iTunes U enrol code DAE-JXH-TDE
    - Nearpod
    - Kahoot!
    - Book Creator

iPad Charge Box

Professional Learning
Collaboration

Get Creative with iPads - Integrating iPads into your CAPA Programs - Primary Focus - o iPads in Education - Staff Development Day 17 Dec 2015 (Standards 2.6.2, 3.4.2, 4.5.2, 5.1.2)

run over 4 after school staff meetings:

and Coding (Standards 2.6.2, 3.4.2, 4.5.2, 5.1.2)

And you should have all the dates for this term (Standards 2.6.2, 2.6.2, 3.4.2)

Strategic Budgeting

Mullaway Primary School

Staff Participation

Videos
July 18 - August 14
3,103
Total Video Views ▲200%

Reach
July 18 - August 11
12,346
People Reached ▲83%

Post Engagements
July 18 - August 14
3,552
Post Engagement ▲47%
Team Teaching Coding Club

Student Learning

Click the link above to view Stage 1 students using the iPad Tellegami App.

**Mullaway Hour of Code**

9:15am - Stage 2
- CargoBot - planning and logic and efficiency
- Scratch Jr - make car drive across city, then make it bump into an object and stop, choose a landscape and choose characters that don't belong to use text bubble or record and make them disappear

10:30am - Stage 3
- CargoBot
- Hopscotch - draw square, then shapes (tutorials will not work without internet, but can show on the board)
- Geometry dash game
- Code.org - Minecraft, Star Wars or Frozen (requires log in)

12:00pm - Stage 1
- Telay the Jino - learn to move, jump, first challenge mode
- First Player Mode
- LightBot
- Scratch Jr - make car drive across city, then make it bump into an object, no characters that can't belong disappear

Students using ‘Seesaw App’ for feedback

- Amelie
- Destiny
- Mia
- Phoenix
- I agree

iMovie and Seesaw App

Click the link above to view MPS promotion iMovie.

http://vimeo.com/166923540

Our news report on Humpback Whales

- Alanna: "Lol, Holly!"
- Erin: "Stop being funny!"
- Glenn: "First reporting Glossy News!"
- Mylissa: "Such an AWESOME job done Glossy... :)"
- Holly: "Well done Glossy. What an awesome report!"
Evidence 4. NAPLAN Data

<table>
<thead>
<tr>
<th>Learning</th>
<th>Teaching</th>
<th>Leading</th>
<th>Links to School Plan</th>
</tr>
</thead>
</table>
| • Assessment and Reporting  
• Student Performance Measures | • Effective Classroom Practice  
• Data Skills and Use | • School Planning, Implementation and Reporting | SD1: Teaching, learning and communicating through innovative technology  
SD3: Building capacity through quality partnerships |

Annotation

NAPLAN data is a rich, external source of information related to student performance in our school. The data we receive is shared and analysed collaboratively by the staff in Term 3 of each year at staff meetings. The samples of evidence build a picture of evaluative practice. The first shows the downward trending of Reading for Year 5 students in 2012. Item Analysis data revealed weaknesses in student performance in comprehension skills, particularly the concept of inference. Building capacity around the teaching of comprehension was planned and implemented - staff meeting schedules shown. Staff used a variety of resources collectively decided in Stage teams. An example is Stage 3 implemented ‘The Big Six’ practices from the document Teaching Comprehension Strategies K-12. Parents were informed through embedded practices - 3 way conferences (schedule). The Growth data evidence is showing improved results in Reading. Digital technologies have also been implemented to support Reading Growth K-6 which includes a variety of iPad apps such as ‘Tellagami’, ‘Book Creator’ and ‘iMovie’.

Analysis

Overall Rating: Sustaining and Growing

The NAPLAN data demonstrates:

- a) the school has analysed school performance data and a range of other contextual information and is aware of trends in student achievement levels. This is evident through the analysis of the down trend in Reading for Year 5 students in 2012. Staff identified this weakness through cyclical evaluative practices at Staff and Stage meetings. This was the springboard for capacity building in Reading instruction across all Stages in the school.
- a) student reports contain detailed information about individual student learning achievement and areas for growth, which provide the basis for discussion. This is evident by the use of Growth data and Item Analysis data to assist teachers to show parents the trends in learning for individual students and the age cohort. Teachers can then discuss with the student and parents specific strategies in Reading that can be employed by all stakeholders. The most successful methods to do this are Our 3 Way Conferences, completed in Semester 1 and individual meetings such as those for IEP’s and PLP’s.
- a) the school has developed explicit processes to collect, analyse and report internal and external student and school performance. The staff collaboratively identified student performance weaknesses from NAPLAN data through item analysis at Stage and Staff meetings in Term 3 each year. Learning priorities were then assimilated with Strategic Directions or accommodated into additional programs across the school. For this example in Reading, staff completed targeted professional learning and collectively implemented Stage programs such as the ‘Big Six’, ‘Reading Eggs’ and ‘Accelerated Literacy’.
- b) the school achieves good value added results. This is evident by the change in trend of the Reading results for Year 5. We are now aiming to increase the upward trend through best practice, including the introduction of highly engaging activities and higher order thinking strategies through the iPad apps. The Growth data for Reading also indicates our average scaled score growth is above the State and NSW DoE levels.
The NAPLAN data demonstrates:

- a) teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practices. This is evident from the analysis of NAPLAN data at Stage and Staff meetings. Focus Staff meetings are scheduled for Term 3, soon after the release of the NAPLAN results. Further discussions are held in Stage meetings periodically held throughout the year in alignment with teacher PDP goals. Teachers reflect on current methodology and consider improved practices for individual or groups of students. An example being the introduction of the ‘Big Six’ for Stage 2 & 3 students.

- b) teachers incorporate data analysis in their planning for learning. This is evident through the introduction of the ‘Big Six’ comprehension strategies for Stage 2/3. Item analysis showed a considerable weakness in the understanding of inference by students. An integrated approach with library sessions was introduced. A variety of additional comprehension strategies have also been installed across stages with improved results. Regular Stage meetings have allowed teachers an opportunity to share and evaluate their teaching.

Overall Rating: Sustaining and Growing

The NAPLAN data demonstrates:

- a) monitoring, evaluation and review processes are embedded and undertaken routinely. This is evident by the analysis of NAPLAN Reading trend data from 2012 and the subsequent actions taken to address specific teaching and learning needs across the school. A variety of comprehension strategies were introduced through class instruction including the ‘Big Six’, ‘Reading Eggs’, ‘Accelerated Literacy’ and now include a variety of digital apps such as ‘Tellagami’ and ‘Book Creator’.

Overall Rating: Sustaining and Growing
4. NAPLAN Data

- Average Score Growth
  - State: 77.5
  - NSW DfE: 73.8
  - School: 78.3

- Percentile Ranges
  - Less Than 15.8%
  - 15.9% to 29.6%
  - 30.1% to 73.6%
  - 73.7% and Above

- Expected Growth
  - Less than expected growth
  - Greater than expected growth

- Trend Data
  - 2011: 39.1
  - 2012: 39.1
  - 2013: 39.1
  - 2014: 39.1
  - 2015: 39.1

- 3 Way Conference Booking Sheet

- NAPLAN Calendar Schedule/Dates

- NAPLAN Staff Meeting Minutes

Teaching Ideas to support comprehension strategies

- Comprehension strategy
  - Teaching Ideas
  - Description
  - Instruction

- NAPLAN results will be discussed reviewed and shared at the next two staff meetings in staff teams.

iPad Apps

Tellagami
Book Creator
Evidence 5. Student Reports

<table>
<thead>
<tr>
<th>Learning</th>
<th>Teaching</th>
<th>Leading</th>
<th>Links to School Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Assessment and Reporting</td>
<td>• School Planning, Implementation and Reporting</td>
<td>SD1: Teaching, learning and communicating through innovative technology</td>
<td></td>
</tr>
<tr>
<td>• Student Performance Measures</td>
<td></td>
<td>SD3: Building capacity through quality partnerships</td>
<td></td>
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</tbody>
</table>

Annotation

Student Reports are summative assessment strategies used regularly across the school. A Mullaway PS student will receive a Semester 1 and Semester 2 report each year with an accompanying portfolio of work samples showing evidence of their learning. The Student Report provides explicit information on academic performance, engagement, behaviour, extra curricula participation and self-assessment. Best Start assessments are completed in the first 3 days of each new school year for new Kinder students. The data is recorded in PLAN and shared with teachers and parents. This data evolves (formative assessment) for each student as they progress through the learning stages of Primary School and provides us with rich data for further teaching and learning. Evidence shown includes student self-assessment sheets; 3 way conference booking sheets for parents; student portfolio cover; and PLAN assessment and tracking.

Analysis

Overall Rating: Sustaining and Growing

The Student Reports demonstrate:

- a) that our student reports contain detailed information about individual student learning achievement and areas for growth, which provide the basis for discussion with parents. This is evident by the explicit detail on the reports for every student. The reports state outcomes in Key Learning Areas, supported by specific indicators or markers. Behavioural and attitude statements also reveal a student’s achievements. Teacher comments contain specific areas for growth and development. Parents and students are encouraged to attend 3 Way Conferences to elicit further information.

- a) student’s use assessment and reporting processes to reflect on their learning. This is evident through the completion of a self-assessment section included with the summative report. Students’ are encouraged to reflect on their level of engagement and achievement and to identify how they can improve their overall performance. This process highlights the importance of student self-regulation.

- a) overall student performance to parents so they have an understanding of what their child/ren are learning and so they receive regular information to support progression to the next level. This is evident through the sharing of Semester 1 and 2 Summative Reports. This is completed through the negotiation of suitable 3 Way Conference times between parents and teachers. At the conference teachers encourage robust discussion with parents related to a student’s achievements in relation to Stage outcomes, indicators, clusters or continuum markers. A portfolio of student work samples is also viewed to support assessment decisions.

- b) the school achieves good value-added results. This is evident through the visible growth of individual student achievement on the summative report. Teachers explicitly comment on student outcomes, indicators and markers. As well as a student’s level of engagement and wellbeing. The Best Start report explicitly displays markers of achievement for our new Kindergarten students so we have a baseline of achievement to work from.

Overall Rating: Sustaining and Growing

The Student Reports demonstrate:

- monitoring, evaluation and review processes which are embedded and undertaken routinely. This is evident by the embedding of Summative Reports every Semester. The Summative report is adjusted according to syllabus requirements including the modification of KLA strands. Examples include the new Literacy strands, the A-E achievement scale and the inclusion of History as a KLA. The Best Start assessment is completed in the first 3 days of any new school year.
5. Student Reports

Self Assessment

Student

I listen well to instructions ☐ ☐ ☐ ☐ ☐
I ask for help when I need it ☐ ☐ ☐ ☐ ☐
I help others in the class ☐ ☐ ☐ ☐ ☐
I stay on task ☐ ☐ ☐ ☐ ☐
I follow directions ☐ ☐ ☐ ☐ ☐
I start work quietly ☐ ☐ ☐ ☐ ☐
I share equipment well ☐ ☐ ☐ ☐ ☐
I work without disturbing others ☐ ☐ ☐ ☐ ☐

English

<table>
<thead>
<tr>
<th>Achievement</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading and Writing</td>
<td>☑</td>
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<tr>
<td>Speaking and Listening</td>
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<tr>
<td>Writing and Representing</td>
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<tr>
<td>Increasing themselves</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>Grammar, Punctuation and Vocabulary</td>
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<tr>
<td>Handwriting and Using ICT</td>
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<tr>
<td>Reflecting on Learning</td>
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<tr>
<td>Spelling</td>
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<tr>
<td>Using imaginatively and Creatively</td>
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</tbody>
</table>

Jewel enjoys reading and can read a wide range of books for longer periods both independently and in shared reading activities. She uses a variety of listening and speaking skills when participating in various classroom discussions and for Public Speaking activities. Jewel enjoys writing and has started to write more imaginative pieces. She does need to work on paragraphing and editing her work. Jewel needs to take the time to read over her work to check spelling, sentence structure and whether it makes sense. She is starting to use a variety of spelling strategies to spell unfamiliar words more frequently. Well done Jewel and Keep up the great work.

Literacy class analysis sheet

<table>
<thead>
<tr>
<th>Reading</th>
<th>Comprehension</th>
<th>Vocabulary</th>
<th>Spelling</th>
<th>Accents in Vocol</th>
<th>Phonic</th>
<th>Phonemic Awareness</th>
<th>Next steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
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</tbody>
</table>

Best Start

Student Portfolio

MULLAWAY PRIMARY SCHOOL
PHONE: 6654 0377
CONFIRMATION OF CONFERENCE

Dear [Teacher],

Thank you for requesting a 3-way conference with your child and teacher.

Your Conference details are:

<table>
<thead>
<tr>
<th>TEACHER</th>
<th>DATE</th>
<th>TIME</th>
<th>CONFERENCE ROOM</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Teacher Name]</td>
<td>11-08-16</td>
<td>9:30am</td>
<td>Room 103</td>
</tr>
</tbody>
</table>

In preparation for your 3-way Conference you are welcome to come 10 minutes earlier so you may view some examples of your child's work.

I am looking forward to discussing with you your child's achievements and future learning developments.

3 way conference booking sheet

Student Report

Jewel has an excellent attitude towards school. She consistently maintains Level One on our school privilege system. Well done Jewel.

Best Start Assessment and Tracking

Student Portfolio

Attitudes To Learning

MULLAWAY PRIMARY SCHOOL
PANDANUS
2016
Evidence 6. Adjusted Teaching & Learning Programs

<table>
<thead>
<tr>
<th>Learning</th>
<th>Teaching</th>
<th>Leading</th>
<th>Links to School Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Wellbeing</td>
<td>• Collaborative practice</td>
<td>• School Planning, Implementation and Reporting</td>
<td>SD1: Teaching, learning and communicating through innovative technology</td>
</tr>
<tr>
<td>• Curriculum &amp; Learning</td>
<td>• Professional Standards</td>
<td>• School Resources</td>
<td>SD2: Healthy living and sustainability</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>SD3: Building capacity through quality partnerships</td>
</tr>
</tbody>
</table>

Annotation

There are many adjusted teaching and learning programs and practices implemented across the school. Each adjustment is made after careful collaboration and assessment of student needs. Mullaway PS is very proud of its ability to meet the needs of students with learning/behavioural difficulties which is evident to us by the demand for out-of-zone placement at our school. Evidence of the adjustments includes LST meeting minutes and calendar; Case Management schedule and minutes, with all stakeholders; an IEP to support a student on integration funding; and several adapted learning strategies like jellybean tables, cushion corners, wobble chairs, weight cushions, a sensory swing and iPad applications for differentiated learning. For transparency and access we ensure all activities and actions are scheduled using our SENTRAL calendar system.

Analysis

Overall Rating: Sustaining and Growing

The Adjusted Teaching and Learning Programs demonstrate:

- a) Quality teaching and professional practice are evident in every learning environment, providing students with opportunities to connect, succeed and thrive that are relevant to their stages of learning and development. This can be seen through the collaborative creation of Individual Education Plans (IEP’s) to meet the needs of students. The Learning Support Team meets weekly to consult and devise adaptive strategies to enhance curriculum access for particular students. Strategies range from specific instruction techniques like weight cushions and wobble chairs to extra-curricula activities such as cooking, gardening and sensory learning. All the activities are aimed at providing a positive, successful experience for the student. Many of the adjusted activities focus heavily on Strategic Direction 2 – Healthy Living and Sustainability. Increasingly, more adaptive learning opportunities are becoming available through Strategic Direction 1- Enhancing the Quality of Teaching, Learning and Communication through Innovative Technology.
- b) Teachers involve students and parents in planning to support students as they progress through the stages of education. This is evident through the collective creation of an IEP for students who require additional support in learning. A completed IEP is the result of intensive information gathering and sharing by parents, teachers, the school counsellor, DoE Support Services and outside agencies. These individual plans are continually monitored and assessed to respond to the changing learning needs of the student. At Mullaway PS, the close involvement of School Learning Support Officers is crucial to the success of the adjusted program.
- b) There are systematic policies, programs and processes to identify and address student learning needs. This is evident by the regular scheduling of Learning Support Team (LST) meetings. Where necessary, teachers complete and submit individual student referral forms to the LST and then attend appropriate meetings. Learning or behavioural adjustments are devised and implemented via an IEP to improve student performance. This process is extremely important to support our many Beginning/Temporary Teachers. In addition, close collegial partnerships with our CoS is also of great benefit for the success of these programs.
The Adjusted Teaching and Learning Programs demonstrate:

» a) Teachers work together to improve teaching and learning in their year groups, stages, faculties, or for particular student groups. This is evident through weekly LST meetings to collectively share information about specific students. Through robust discussion and the integration of all stakeholders at these meetings, plans for IEP’s or learning interventions are compiled. The IEP is delivered through the cooperation of stage team teachers and SLSO’s with a common goal of improving teaching and learning for the student.

» b) Teachers demonstrate responsibility, adaptability and ethical practice in working towards the schools’ goals. This is evident by the implementation of adjusted learning strategies to improve curriculum access particularly in Literacy and Numeracy. Teachers are creating modified learning spaces like jelly bean tables and comfort corners to assist with engagement and content delivery. The use of innovative iPad applications is also pivotal to improving individual student performance. All students with IEP’s are displaying heightened levels of engagement when accessing technology.

The Adjusted Teaching and Learning Programs demonstrate:

» a) There is a broad understanding of, and support for, school expectations and aspirations for improving student learning across the school community. This is evident through the planning and implementing of IEP’s for those students who require additional support. Modifications to teaching and learning are made through collaboration with the expectation to heighten student engagement and improve student outcomes, especially in Strategic Directions in the School Plan. The use of innovative technology – iPad apps and the focus on health and sustainability activities are integral to the student plans.

» a) Monitoring, evaluation and review processes are embedded and undertaken routinely. This is evident by the weekly LST minutes of meetings and the review dates scheduled for students with IEP’s, PLP’s and Health Care Plans. The SENTRAL management system supports these systems across the school, allowing all staff access to the important information via a clear, concise calendar of intentions.

» b) Physical learning spaces are used flexibly and technology is accessible to staff and students. This is evident through the implementation of adjusted or alternative programs for students with specific needs. Students regularly access the sensory garden, the canteen, the music room, the sensory learning equipment and iPads to enhance their learning experience. Teachers work closely with the SLSO staff to provide an engaging session of learning, with a focus on improving literacy and numeracy skills.
6. Adjusted Teaching and Learning Programs

Case Management Meeting Schedule

- Mar 2
- Case Management Meetings - IEP
- Lizle in 1pm
- Executive Meeting 3pm
- Staff Meeting 3:30pm

Note
- 9am: Xan on, Anja (mum), Zara (CT), Paul (C), Katrina (SLSO), David (P)
- 11am: Keleb - Cess (CT), Paul (C), Aaron (dad), David (P), Aaron (SLSO)

Kidney/Jellybean Learning Tables

Mar 11

Students using iPad Apps

Weight Cushions

Wobble Chairs

Comfort Corner

Sensory Learning Swing

SLSO's helping
Mullaway Primary School

Case Management Meeting Minutes

Mullaway Primary School Minutes Sheet

Meeting Term and Week: Start time/End
CASE MANAGEMENT: XENON HARDY 1 6-2016 9:00 -
Staff Present: Zoe PAUL, David KATRINA
ANGELINE, SHANNON
Absent:

Agenda Item Brief Decision

Xenon - Poor self-esteem, negativity

Plan Details

Creation Date: Consulted With:

Background and Interests

- iPads
- Computers
- Music
- Cooking
- Games

Additional Information

- Xenon has a modified learning program.
- Xenon has Velo-Cerebral Palsy Syndrome (VCPS). Learning difficulties, ADHD, ODD, speech delays.
- Xenon has funding and an SLSO from 9-11:30 each day, from 12-1:30 Tuesday and Friday, 2-3 everyday.
- Xenon has support from outside agencies (Northcoast).

Goals

Goal #1: Behaviour

In order to achieve this goal, the following strategies will be employed:

- 2 choices when doing work
- If refusal removed from the classroom
- With assurance a follow up sheet is completed when having time out in the office
- Behaviour communication booklet

Additional Support/Resources:

SLSO, chair and table outside of office, modified program, different activities/choices.

Evaluation:

Xenon can be defiant and refuses to do any work. If he has red marks under his eyes it is a sign he is going to have a difficult day.

Xenon runs away when he knows he has done the wrong thing and denies any wrongdoing. It is very difficult to get an admission of truth from him, even if there have been witnesses.

Goal #2: Improving emotional wellbeing and life skills

In order to achieve this goal, the following strategies will be employed:

- Modified program
- Differentiated program
- Life skill activities

Additional Support/Resources:

SLSO, follow program, different materials and resources/concrete/hands on resources to assist with teaching, calculators, iPads, computers, readers, working with another student, LST, cooking classes, short lessons, regular briefs.

Evaluation:

We are trying to teach Xenon life skills and focus on the things he can do and learn rather than things he finds difficult to remember and stresses him out.

We are trying to build his self-esteem and confidence too. We are focusing on learning how to use calculators, money, cooking and basic reading, writing, spelling and mathematics. Xenon can still refuse even some of the fun things, it all depends on mood and how rested he is.

Plan Resolution

Comments:

Xenon’s behaviour is the biggest concern as well as his wellbeing. He is very down on himself and saying very negative things about himself which is a big concern.

Next Review Date: 17/09/2016

Differentiated/Adjusted Learning Activities
Evidence 7. Professional Learning History

<table>
<thead>
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<tbody>
<tr>
<td>• Learning Culture</td>
<td>• Learning &amp; Development</td>
<td>• Leadership</td>
<td>SD1: Teaching, learning and communicating</td>
</tr>
<tr>
<td>• Curriculum and Learning</td>
<td>• Professional Standards</td>
<td>• School Resources</td>
<td>through innovative technology</td>
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<td>SD3: Building capacity through quality</td>
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<td>partnerships</td>
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</table>

**Annotation**

Professional Learning is a pivotal component of our three Strategic Directions in the School Plan and every teacher’s Performance and Development Plan. We have participated in a series of technology based PL activities aligned to the school’s and teachers’ needs. A special partnership has emerged over the past 18 months between Mullaway PS and Mrs Bev Babbage, a specialist in iPad teacher training and support. Bev’s expertise has been shared across all members of our staff to enable us to meet the goals of SD1 – Enhance the Quality of Teaching, Learning and Communicating through Innovative Technology. Evidence includes the PL timetable; the apps used on our iPads with students; the certificate of PL completion by staff; Bev Babbage’s Consultancy information; and The link to ‘Mullaway Today’ – iMovie clip. Further PL is represented by the photo of bread making which was then integrated into our ‘Kids In The Kitchen’ Program. Another effective strategy we have utilised to meet these outcomes is the strategic employment of personnel in the school who already demonstrate these skills. This is evident by the EOI’s for temporary teaching positions.

**Analysis**

Overall Rating: **Sustaining and Growing**

The Professional Learning History demonstrates:

- a) There is demonstrated commitment within the school community to strengthen and deliver on school learning priorities. This is evident through the systematic commitment by all staff to Professional Learning for innovative technology to enhance quality teaching. All staff have collaboratively analysed Literacy and Numeracy apps and made selections for their learning cohort according to Stage suitability. Each app has been explicitly demonstrated through a series of staff meetings by an expert (Bev Babbage). PL sessions have also been in the class with the students as mentor sessions. Bev has integrated both the needs of the class students and the teacher (PDP) when providing Professional Learning. In excess of 16 hours of Professional Learning per teacher has been sought and completed.

- b) Curriculum provision is enhanced by learning alliances with other schools and organisations. This is evident by the integration of an outside expert in technology (Bev Babbage) and Coffs Computing Services into a sustained, methodical Professional Learning Program for innovative technology, aligned with the school’s Strategic Directions. Teachers have forged strong professional relationships with Bev and staff at Coffs Computing to assist with their up-skilling in technology, especially iPad applications for literacy and numeracy. A comprehensive support and maintenance allegiance also underpins the technology usage.
The Professional Learning History demonstrates:

- a) Teachers actively share learning from targeted professional development with others. This is evident through coordinated, collegial Professional Learning opportunities at school. Teachers have worked in Stage teams to analyse and identify the best iPad apps in Literacy and Numeracy for implementation with their Stage cohort. Collective decision making has enabled innovative curriculum delivery through the careful selection of appropriate learning apps for the students. Apps like ‘iMovie’, ‘Tellagami’, ‘Book Creator’, ‘CargoBot’ and ‘Hopscotch’ have been chosen for iPad curriculum delivery.

- b) Teachers work beyond their classrooms to contribute to broader school programs. This is evident through staff participation in extra-curricula learning programs embedded in the school learning cycle. An example is the ‘Kids InThe Kitchen’ Program which is a component of our Strategic Direction 2: Healthy Lifestyles and Sustainability. Staff have attended special Professional Learning sessions in cooking pasta, bread and cheese and then transformed this knowledge into regular class cooking sessions. These sessions are supported by parent/community volunteers and are highly valued across our school community.

The Professional Learning History demonstrates:

- a) The school has productive relationships with external agencies such as universities, business, industry and community organisations to improve educational opportunities for students. This is evident through systematic, tailored Professional Learning in ICT by Bev Babbage (iPad teacher trainer). Bev’s ongoing input via whole staff and individual class sessions has enabled us to create innovative practices for our students across all KLA’s. Bev’s expertise has been part of our PL regime for almost 2 years and will continue for 2017. Her commitment to our capacity building has allowed us to engage the students in 21st century learning practices and build new creative instruction pathways (iPad applications).

- b) Workforce planning supports curriculum planning provision and the recruitment of high quality staff. This is evident through a series of Expression of Interests for temporary teaching positions at Mullaway PS. Technology and innovative practice have been priority selection criteria for teacher positions during the past three years, in alignment with our Strategic Direction 1. This has enabled us to employ the best skilled teaching personnel in the school to reach our teaching and learning outcomes.
7. Professional Learning History

**BEVERLEY BABBAGE**
iPad Teacher Training and Support
ICT Education Solutions

- **Consultants Network**
- **Ongoing agreement with Coffs Computing**

**iPad PL with Bev**

**Apps used from iPad PL**
- iMovie
- Tellagami
- Nearpod
- Showbie
- SonicPics
- Explain Everything
- Book Creator

**iPad PL Timetable**

Gather these resources to utilise within classroom routines and lessons. Attend Professional Development sessions in regards to iPad usage within the classroom. Lesson study with

**Certificate from iPad PL with Bev Babbage**

**PROFESSIONAL DEVELOPMENT CERTIFICATE OF ATTENDANCE**

This is to certify that

completed 3 hours of Professional Development attending the course

iPads in Education
Mullaway PS Staff Development Day
on 18 July 2016
at Mullaway Public School

This course addressed the following standards from the Australian Professional Standards for Teachers: 2.1.1, 2.6.2, 3.4.2
Expressions of Interest Mullaway PS

Link to Mullaway Today news clip loaded onto Facebook each fortnight.

http://www.youtube.com/watch?v=xTlwYhdtzX4&feature=youtu.be
Evidence 8: Healthy Living and Sustainability

<table>
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<tr>
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| • Wellbeing  
• Curriculum & Learning  
• Assessment & Reporting | • Collaborative Practice  
• Professional Standards | • Leadership  
• School Resources  
• Management Practices & Processes | SD1: Teaching, learning and communicating through innovative technology  
SD2: Healthy living and sustainability  
SD3: Building capacity through quality partnerships |

Annotation
Promoting Healthy Living & Sustainability is Strategic Direction 2 in our School Plan. The programs and practices we refer to in our body of evidence have been implemented K-6 through close collaboration with the ‘Live Life Well’ program which aims to improve the wellbeing of our community. The learning intentions of these initiatives are to embed a sustainable culture and create opportunities to engage in a balanced and healthy lifestyle. These initiatives have become part of our everyday, weekly and term routines. They include the following: Kids In The Kitchen, Sensory Garden, Garden Club, Native Garden, Green Canteen, Meal Deals, Mullaway Muncher - Crunch & Sip. Photo evidence can be seen of the programs as well as two iMovie clips and a survey link. Presently we are also working towards the introduction of Movement Snacks and Parents In The Kitchen. The success of these practices has been significant with very high levels of student and community engagement.

Overall Rating: Sustaining and Growing

The Healthy Living and Sustainability Programs demonstrate:

- a) Students care for self, and contribute to the wellbeing of others and the wider community. This is evident through several successful school community initiatives. The photos display students and their families contributing to the school culture of sustainability through regular working bees. Outcomes include the creation of a sensory garden for all our students, especially those with special needs. Also the revamping of our front entrance garden with native flora and mulch which reduces demand for water and attracts native fauna. In addition, we have established several vegetable gardens to produce fresh food for use at school, particularly in the green canteen and we have created a frog pond for Science studies. Our students also have daily roles and responsibilities with recycling our paper waste, rubbish and green waste every day using a colour coded bin system.

- b) Curriculum provision is enhanced by learning alliances with other schools and organisations. This is evident through two successful programs that have been positively implemented through consultation and collaboration with the Coffs Harbour City Council. These include the Water and Recycling Audit as well as our successfully application for a $2000 grant from the Coffs Harbour City Council Sustainability Program. The impact from these programs has been the installation of water tanks to collect and use our own fresh water and the planting of a citrus orchard for food production. An alliance with Woolworths has also been forged to supply us with large quantities of fresh fruit for ‘Crunch & Sip’. This fruit is then delivered to the students via ‘The Mullaway Muncher’.

- c) Students use assessment and reporting processes to reflect on their learning. This is evident through the student led Water and Recycling Audit in consultation with the Cascade Environmental Centre and Coffs Harbour City Waste Management. Through student data collection and assessment and reporting of the school processes we became a Water Wise School and improved our waste management systems. There has been a high visible impact with coloured bins installed around our grounds for general waste, recycling and green waste.
The Healthy Living and Sustainability Programs demonstrate:

- **a)** Teachers provide and receive planned constructive feedback from peers, school leaders and students to improve teaching practice. This is evident through our *Kids in the Kitchen Survey* which shows constructive and positive feedback from both students and parents about the program content, delivery as well as future program development. *Kids in the Kitchen* is a K-6 cooking program encouraging students and parents to collaboratively complete a healthy food cooking session every term. The feedback received helps us to shape the content and method of our program. Examples include the purchasing of new mini ovens to broaden the scope of our cooking and the use of a clear parent booking sheet enabling to ensure we have safe numbers in the room for WHS reasons.

- **b)** Teachers work beyond their classrooms to contribute to broader school programs. This is evident through our Healthy Living and Sustainability Programs implemented in the school encouraging students to learn in a variety of environments, including gardens and kitchens. This is where healthy living choices and conservation of natural resources in terms of environmental impact is at the forefront of their education. Teachers are committed to our Strategic Direction 2 and encouraging students to make positive health and environmental choices. Students are taking the knowledge and skills learned at school and embedding these positive practices into home routines. Parents are also accepting the opportunities provided by the school by attending cooking and gardening sessions, as well as ordering student lunches through our green canteen and ‘Meal Deal’ offers.

**Leading**

- **a)** Leadership
- **b)** School Resources
- **c)** Management Practices & Processes

The Healthy Living and Sustainability Programs demonstrate:

- **a)** The school has productive relationships with external agencies such as business, industry and community organisations to improve educational opportunities for students. This is evident by the improved educational outcomes for students through successful partnerships with local businesses. This includes Bunnings, Mitre 10, Newspaper, ‘School of the Week’ Article; the capacity building of staff through local industries to provide proper tuition and cooking skills to students during *Kids in the Kitchen*, as well as entering our *Sensory Garden initiative* in local garden competitions. The integration of these partnerships with our students had consolidated the culture we intend to provide for Healthy Living and Sustainability.

- **b)** Physical learning spaces are used flexibly, and technology is accessible to staff and students. This is evident through students learning and using technology in a kitchen classroom for *Kids in the Kitchen*. One of our classrooms can be quickly transformed into a safe kitchen for cooking and the Smartboard is used as a tool for safety and content delivery. Students also have access to the *Sensory Garden* for small group activities and respite for students with higher needs. Teachers use *Stage Vegetable Gardens* to inspire and give students opportunities for kinaesthetic learning. Students are also encouraged to join the *Garden Club* so they can tend and care for herbs and vegetable produce in their free time.

- **c)** There are opportunities for the students and the community to provide constructive feedback on school practices and procedures. This is evident through the regular implementation of a *Kids in the Kitchen survey*. The survey targets students, parents and staff with the intention of collecting effective feedback. This feedback allows the staff to evolve the content and purpose of the cooking sessions and align this to the needs of the students. Positive implications include the building of ownership for the student and improved self-regulation.
Evidence 9. Collegial Partnerships/Class Observations

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<tbody>
<tr>
<td>• Learning Culture</td>
<td>• Collaborative Practice</td>
<td></td>
<td>SD1: Teaching, learning and communicating through innovative technology</td>
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<tr>
<td>• Wellbeing</td>
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<td>SD2: Healthy living and sustainability</td>
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<td>• Curriculum &amp; Learning</td>
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<td>SD3: Building capacity through quality partnerships</td>
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**Annotation**

Collegial Partnerships is an integral component of our SD3 – Building capacity through Partnerships. Partnerships are a focus at classroom level in our school, evident through daily team teaching opportunities, but also at inter-school level with the promotion of collegial activities across our Northern Beaches CoS. Evidence can be seen by the photos of inter-school carnivals; Year 6/7 transition activities; the interschool debating program and Great Debate; and Professional Learning via a coordinated collegial plan between schools. Class Observations connect with both our SD3 and our SD1 – Teaching, Learning and Communicating through Innovative Technology. Class visits and observations with Corindi PS have become a component of our PL schedule. The focus is mainly Literacy and Numeracy, however a creative element has also been established. Evidence of our valuable partnership is seen by the PL with the K-6 History syllabus; the reciprocal collegial visit schedule with Corindi PS; and a photo of team teaching during a visit. Collegial Partnerships will include the introduction of Instructional Rounds with additional schools in 2017.

**Learning**
- a) Learning Culture
- b) Wellbeing
- c) Curriculum & Learning

**Overall Rating:** Sustaining and Growing

**The Collegial Partnerships and Class Observations demonstrates:**
- a) There is demonstrated commitment within the school community to strengthen and deliver on school learning priorities. This is evident through our ongoing partnership with Corindi PS for Professional Learning. Teachers coordinate collegial visits to partnering Stage groups allowing teachers to observe teaching and learning practice and discuss identified areas of improvement listed in PDP’s. This has been a successful initiative with teachers gaining greater confidence and knowledge in targeted areas. Instructional Rounds will be implemented for capacity building for 2017.
- b) Quality teaching and professional practice are evident in every learning environment, providing students with the opportunities to connect, succeed and thrive that are relevant to their stages of learning and development. This is evident through the Northern Beaches Public School’s Debating Program and “The Great Debate”. Stage 3 students complete a series of non-competitive debates through reciprocal school visits over a period of 5 weeks. Schools explicitly teach the purpose, roles and methodology of a debate by accessing The Arts Unit Learning Hub for content delivery. A competitive debate day, “The Great Debate” is completed across the 5 schools annually with the winner awarded the perpetual trophy by a local Woolgoolga Rotary Club executive.
- c) Curriculum provision is enhanced by learning alliances with other schools and organisations. This is evident with an ongoing cooperative and mutual partnership with Northern Beaches Community of Schools. Several embedded programs provide opportunities for teachers to build capacity with current best practice across the curriculum. These ongoing collaborations strengthen content delivery which enhances student learning. Examples of these programs include Debating, New Syllabus PL through collegial partnerships, the Year 6/7 transition program and several sporting gala days.
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<tr>
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<td>b) Learning &amp; Development</td>
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**The Collegial Partnerships and Class Observations demonstrates:**

- a) Teachers work together to improve teaching and learning in their groups, stages, faculties, or for particular student groups. This is evident by the collective capacity building of teachers across our Northern Beaches CoS in Debating. All debating coordinators and selected students in the NBCoS have attended a PL workshop coordinated by the ‘Arts Unit’ and access the online resources. As a group, we have adopted practices to operate our own productive Debating Program using ‘Arts Unit resources and completing their online learning modules.

- b) Teachers actively share learning from targeted professional development with others. This is evident by the strategic scheduling of collegial visits to both Mullaway PS and Corindi PS by all teaching staff. Stage collegial groupings were formed amongst the staff and then focus areas were negotiated for the observations and feedback time. Every teacher has used 3 hours of Professional Learning time over the past 2 years to participate in this process. This activity is one component of our Strategic Direction 3: Building capacity through partnerships.
9. Collegial Partnerships/Class Observations

Northern Beaches
Winter Sports Carnival

High School/ Year 6 Transition Days

Mullaway Primary School
PREMIERS DEBATING CHALLENGE
TRAINING & DEVELOPMENT WORKSHOP

The 2020 Premier Debating Challenge is an annual event where teams of students from participating schools compete against each other. This year, Mullaway Primary School will host a training workshop to prepare students for the challenge. The workshop will cover topics such as research, preparation, and delivery of speeches.

Professional Learning with Corindi PS –
History K-6 Syllabus

Course Title: History K-6 Syllabus
Course Category: Course 12/22E8005
Description: This course aims to enhance the understanding of the history K-6 syllabus, focusing on critical thinking skills.

Venue: Corindi Beach 2469

Inter-school Debating Program /Great Debate

Visit 1
Week 4: Thursday May 19th 8.30pm – 12pm
Week 7: Wednesday June 1st 8.30pm – 12pm
Week 9: Tuesday June 7th 8.30pm – 12pm
Week 10: Wednesday June 15th 8.30pm – 12pm

Visit 2
Week 5: Thursday June 2nd 8.30pm – 12pm
Week 6: Tuesday June 8th 8.30pm – 12pm
Week 9: Wednesday June 15th 8.30pm – 12pm

Class Observations with Corindi PS