1. Reflection

Through focus group dialogue with staff, team meetings and communication meetings, our leadership team identified a need across the school for the provision of a broader range of opportunities for all teachers to build upon their teaching practices and align with current educational pedagogy in teaching and learning delivery.

Staff identified the main challenges for accessing new and ongoing professional learning being our semi-rural location whereby our school is reasonably isolated from major towns and larger school areas along with having little to no reachable connections with other schools local and non-local. Staff reflection indicated that engaging our current students was becoming increasingly challenging despite having many years of experience in classroom teaching.

Reflection and ongoing evidence based analysis of student achievement (professional standard 5.4, Interpreting student data) has been a focal point in planning systematic, ongoing and sustainable opportunities for all teachers to build and strengthen their professional capacity. Professional Standards;

1.5 - Differentiate teaching to meet the specific learning need of students across the full range of abilities
3.1 – Establish challenging learning goals
3.2 – Plan, structure and sequence learning programs
3.3 – Use teaching strategies
3.4 - Select and use resources
6.2 – Engage in professional learning and improve practice

have been closely aligned to delivery of Teacher Professional Learning, internal and external to the school, supporting staff in strengthening their understanding for maintaining and developing their professional standards. All teachers have participated in professional learning targeted to our school strategic direction 2, however, we strongly believe that our current professional learning practices underpin all school strategic directions which support the other in unison.
2. Our school Practices:

- School based evidence will show the implementation of Learning intentions and success criteria in all classrooms across the school following professional learning workshops incorporating all staff in identifying a problem of practice and using Richard Elmore’s framework for effective instructional rounds in schools.
- Planned professional learning encompasses a process of collaboration and sharing across the school developing a professional learning culture of risk taking, trust and a collective of expertise embedding the professional standards. Individual staff PDP goals have a direct link to our school plan and engagement in professional learning standards. Evidence will demonstrate how strategic networks with other schools has provided opportunities for new processes and practices implemented in most classrooms across the school.
- Assessment of student achievement focuses on evidenced based analysis. Use of data systems internal and external to the school are up-dated routinely and reflected upon. Data analysis is used to devise effective differentiated programs at a whole school, class and individual student level.

Why are these practices important?

Student engagement in quality learning underpinned by teachers having a deep understanding of current syllabus and how to teach in a 21st century context. This is cemented by opportunities for teachers to engage in ongoing professional learning building their capacity as educational experts. Providing targeted opportunities for all teachers to develop their knowledge and use of effective pedagogy to enhance student outcomes supports teachers in designing effective teaching strategies that address the learning strengths and needs of all students in their class.

3. Evidence and Data

The evidence collected comes from;

- School wide professional learning opportunities incorporating all teachers
- Implementation of learning intentions and success criteria in all classrooms
- Network visits to other schools
- Instructional leader intervention
- School wide practices to collect, track and analyse student data

Evidence –
1.1 – Data wall, student tracking samples – Data skills and use
1.2 – Informed decisions, intervention in writing - Data skills and use
1.3 – Shared networks in professional learning with other schools – Learning and Development
1.4 – School wide professional learning – Learning and Development
1.5 – Performance and development plans – Learning and Development
1.6 – Video implementation of L3 professional learning - Learning and Development
1.7 – Instructional Leadership - Learning and Development
1.8 – PDP, review and feedback. Staff collaboration – Professional Standards

4. Analysis and Annotations

Annotation 1.1 – Data skills and use. Teachers analyse and use student assessment data. Assessment data drives targeted student improvement in literacy and numeracy by all teachers across the school. Under Early Action for Success teacher development in using student assessment data to evaluate student understanding has been a focal point in building teacher capacity in literacy and numeracy knowledge. Stage leaders work with colleagues to use data from internal and external student assessment. All teachers K-6 track student progress on a whole school data wall using the literacy and numeracy continuum clusters. Stage teams meet on a 2 weekly cycle and engage in professional dialogue around student achievement using the data wall and continuums. Analysis and learning plans using PLAN and PAT are developed with individualised student goals planned for our next teaching cycle. These strategies include whole school approaches to identifying explicitly what students know and can do, building the capacity for students to engage in individualised learning goals and teachers regularly using student data to inform quality teaching and learning.
Annotation 1.2 – Data skills and use. Data use to inform leadership decisions. The professional standards and leadership profile for Principals promotes (aitsl) school leaders to systematically monitor and report on student progress and have interventions in place to reduce gaps in attainment. Our stage teams close analysis of student data and feedback to the leadership team identified 55% of students in Years 1-3 as being at risk of not achieving cluster benchmarks in writing. Through this analysis a comprehensive intervention program based on L3 writing strategies has been funded from our RAM to engage a specialist teacher to work alongside classroom teachers and the instructional leader in planning and delivering learning and support in writing for all students across Years 1-3.

Annotation 1.3 – Learning and Development. Teachers participating in professional learning. Building a networked approach to professional learning supports teachers in participating in learning to update knowledge and practice targeted to the needs of the school (standard 6.2.2). Teachers continually collaborate with schools in the Campbelltown schools network engaging in structured tours, targeted Q&A sessions and ongoing professional learning (L3 and TENS) to engage in professional dialogue, teaching observations and how student learning outcomes are evaluated.

Teachers have actively shared learning, ideas and improved teaching methods across the school. Our evidence demonstrates the progression from our first Campbelltown schools tour to the implementation of ‘Bump It Up’ walls viewed and discussed during those tours, into classrooms currently across our whole school.

Annotation 1.4 – Learning and Development. School wide Professional learning in evaluating teaching practice. According to Richard Elmore’s Principles for improving instructional practice teachers networked together, assessed through open dialogue, the strengths and weaknesses in teaching and learning across the school and found patterns in their analysis (standard 6.3.2). Teachers derived a need for improved instructional teaching practice with a focus on student reflection, along with evidenced based assessment to support student growth. Whole school professional learning centred on a process for development of learning intentions and success criteria in classrooms. Student NAPLAN data indicated a need to improve growth in writing. Through targeted professional learning and professional reading all teachers design writing lessons using LISC. Our whole school writing assessment program supports teacher learning in how to develop LISC based on all students as individual learners.

Annotation 1.5 – Learning and Development. Planned processes for teacher performance and development. Our school performance and development process supports ongoing staff learning with a particular focus on alignment to improving teaching practice and understanding in literacy and numeracy. All staff engage in professional goal setting through stage team meetings with the team supervisor and instructional leader. Each staff member engages in professional discussion around their own performance and how new or consolidated learning can improve literacy and numeracy learning experiences for their students. Through this process our school plan is reviewed and broad professional targets are developed. All staff unpack these targets into specific professional learning goals according to their individual teaching development. Staff performance and development plans, are reviewed and tracked through open discussion with the Principal each semester.

The PDPs shown, exemplify the differentiation of school targets (strategic direction 2) to support greater teacher competency in the delivery of Literacy and Numeracy. The Professional goals in PDP 1 ‘Implement formative assessment across all grades in Literacy’ and ‘Implement differentiated writing programs in all classes’ requires the development of skills for the instructional leader to exhibit exemplary practice and work with colleagues to plan, evaluate and modify learning and teaching programs through literacy and numeracy (standards 3.2.3 and 3.2.4). The professional goals in PDP 2 ‘successfully train and implement L3’ and ‘implement LISC into classroom practice in writing’ supports the teacher’s development in planning and implementing well-structured learning and teaching programs or lesson sequences that engage and promote learning (element 3.2.2).

Annotation 1.6 – Learning and Development. Video, photo of IL working shoulder to shoulder with teachers and IL timetable. This implementation of planned professional learning that is working towards attainment of individual professional learning goals is demonstrated through implementation of L3 processes and differentiated writing using LISC.

Annotation 1.7 – Learning and Development. Recruiting staff with instructional expertise. Providing opportunities for performance development expanded in 2017 whereby the school is participating in a teacher exchange with our network school (Ambarvale PS) in Campbelltown. As an initiative supporting increased intervention in the early years we sourced our instructional leader through this exchange. Our instructional leader works with teachers across K-6 on the development of LISC, quality assessment practice, evidenced based planning and delivery of professional learning. Our instructional leader guides staff development under the EAFS framework and provides intervention in literacy and numeracy K-3. Our instructional leader is leading professional learning in evaluation of the effectiveness of learning and teaching programs and how teaching and learning delivery can be differentiated to meet the needs of every student (element 1.5.4). Ongoing staff participation in professional learning with our instructional leader aligns with our targets of building reflective practice in teaching along with the use of data to inform teachers of student performance. As an integral element to our instructional leader’s role our school is engaged in creating a systems approach to learning and
is continually accessing quality professional development in literacy and numeracy through connections with expert teachers in other schools.

Annotation 1.8 – **Professional Standards** - To support all teachers through the stages within the professional standards teachers, stage leaders and mentors work shoulder to shoulder in developing effective practice within standards 3, 4, 5, & 6. Strategic planning of opportunities for teachers to engage in building their own capacity alongside building the collective capacity of all teachers in the school is a model of best practice that is guiding a culture of collaboration, shared ownership of teacher development and engagement in professional discussion and feedback from colleagues. Our EAFS, Bump it up and connected schools strategies supports teachers in development of their personal learning goals, engagement in practices to better inform them of student achievement and improved planning for effective teaching and learning. Staff have a greater understanding of their personal responsibility for maintaining and developing their professional standards and are committed to their ongoing development as members of the teaching profession.

### 5. Judgement

Our evidence support that in the Data Skills and Use element we are delivering. We have;

- All teachers using assessment data to understand what their students know and can do
- Strategically planned professional development in the interpretation of student performance data
- Student assessment and data is used by most teachers on a regular cycle to plan teaching and learning programs
- The school leadership team using student data to inform key decisions.

Our evidence supports that in the Learning and Development element we are delivering. We have;

- All teachers participating in and some sharing professional learning targeted to school priorities in literacy and numeracy
- Processes in place for teacher performance and development
- Initiated expert teachers to build teacher capacity and deliver on school targets.

Our evidence supports that in the Professional Standards element we are delivering. We have;

- All staff planning and engaging in review of professional learning goals
- All teachers committed to their ongoing development and engaging in professional learning to improve their practice
- All teachers developing their currency of content knowledge and teaching practice in all their teaching areas.

### 6. Plan for the Future

**Ongoing Strategic Professional Development**

- Professional learning targeting differentiated curriculum and teaching delivery across the whole school
- Professional learning for all teachers to implement quality assessment for, of and as learning occurs to ensure assessment provides accurate, ongoing and up to date data for student achievement
- Continuation of expert teachers (IL) to support collaborative teacher development
- Strengthening connected learning networks in literacy and numeracy with other schools

**Evaluation of teaching and learning programs**

- Strengthen collection of data and analysis of student achievement to measure impact of literacy and numeracy programs on student attainment
- Improve opportunities for teachers to actively share and evaluate the effectiveness of literacy and numeracy practices
- Strengthen teacher’s implementation of evidence based research to improve their performance in literacy and numeracy delivery.
Annotation 1.1 – Data skills and use

Teachers analyse and use student assessment data.

Assessment data drives targeted student improvement in literacy and numeracy by all teachers across the school. Under Early Action for Success teacher development in using student assessment data to evaluate student understanding has been a focal point in building teacher capacity in literacy and numeracy knowledge. Stage leaders work with colleagues to use data from internal and external student assessment. All teachers K-6 track student progress on a whole school data wall using the literacy and numeracy continuum clusters. Stage teams meet on a 2 weekly cycle and engage in professional dialogue around student achievement using the data wall and continuums. Analysis and learning plans using PLAN and PAT are developed with individualised student goals planned for our next teaching cycle. These strategies include whole school approaches to identifying explicitly what students know and can do, building the capacity for students to engage in individualised learning goals and teachers regularly using student data to inform quality teaching and learning.

Annotation 1.2 – Data skills and use

Data use to inform leadership decisions

The professional standards and leadership profile for Principals promotes (aiitsl) school leaders to systematically monitor and report on student progress and have interventions in place to reduce gaps in attainment. Our stage teams close analysis of student data and feedback to the leadership team identified 55% of student in years 1-3 as being at risk of not achieving cluster benchmarks in writing. Through this analysis a comprehensive intervention program based on L3 writing strategies has been funded from our RAM to engage a specialist teacher to work alongside classroom teachers and the instructional leader in planning and delivering learning and support in writing for all students across years 1-3.
TPL schools visit
Wednesday 7/9/16

Schedule:
1. Arrive Rosemeadow Public School 8:45am
Catherine Flamos will talk us through Rosemeadow’s journey as an Early action for
success school and take us through some classrooms. Ask as many questions as
anything at all that you want to find out about. Catherine has been a HAT (Highly
accomplished Teacher), AP, I (Instructional leader), Rel. Principal and has recently
achieved a substantive DP position. She has been involved in many schools in
particular with leadership groups and networks.
Finish at Rosemeadow approx. 10:30am
2. Coffee Break at Macdonalds Rose
3. 11:15 Arrive at Ambarvale PS
We will be met by Courtney who is an AP at Ambarvale. She is going to take us
through a Kinder and stage one class, and a stage 2 class to sit in on some
lessons. This will be a bit like a visit without all the formal stuff, you can take
notes of evidence about success criteria or anything else you might like to know more
about or bring back for discussion. You can talk to the kids and ask questions like: What are you learning today? How do you know if
you are doing a good job? How do you get help if you need it? They are going to show us a support unit class, I think it’s an autism class, if the
kids in the class are having an OK day, we will have to determine this on the actual day and may only 2 go in
but they will let us know on the day about this one.
We should finish around 1pm.
4. We can then stop for lunch and debrief/talk and plan TPL for staff, at
Macarthur Square, and then head back to school. We need to arrive back at
school by 3pm for the aspect lady talk.

TRAVEL: Sarah and I are going to travel together from Bargo, Happy for Claire and
Robyn to meet us at Bargo and travel with us or if it’s easier to stay on the highway to
meet us at Rosemeadow PS.

Addresses:
Rosemeadow PS - 64 Anthony Drive, Rosemeadow
Ambarvale PS - Copperfield Drive, Ambarvale

Annotation 1.3 - Learning and Development
Teachers participating in professional learning.

Building a networked approach to professional learning supports
teachers in participating in learning to update knowledge and practice
targeted to the needs of the school (standard 6.2.2).

Teachers continually collaborate with schools in the Campbelltown
schools network engaging in structured tours, targeted Q&A
sessions and ongoing professional learning (L3 and TENS) to engage
in professional dialogue, teaching observations and how student
learning outcomes are evaluated.

Teachers have actively shared learning, ideas and improved
teaching methods across the school. Our evidence demonstrates the
progression from our first Campbelltown schools tour to the
implementation of ‘Bump it up’ walls viewed and discussed during those
tours, into classrooms currently across our whole school.

Annotation 1.4 – Learning and Development
School wide Professional learning in evaluating teaching practice. According to Richard Elmore’s Principles for improving instructional practice teachers networked together,
assessed through open dialogue, the strengths and weaknesses in teaching
and learning across the school and found patterns in their analysis (standard
6.3.2). Teachers derived a need for improved instructional teaching practice
with a focus on student reflection, along with evidenced based assessment
to support student growth. Whole school professional learning centred on a
process for development of learning intentions and success criteria in
classrooms. Student NAPLAN data indicated a need to improve growth in
writing. Through targeted professional learning and professional reading all
teachers design writing lessons using LISC. Our whole school writing
assessment program supports teacher learning in how to develop LISC
based on all students as individual learners.
Planning and Development: Planned processes for teacher performance and development. Our school performance and development process supports ongoing staff learning with a particular focus on alignment to improving teaching practice and understanding in literacy and numeracy. All staff engage in professional goal setting through stage team meetings with the team supervisor and instructional leader. Each staff member engages in professional discussion around their own performance and how new or consolidated learning can improve literacy and numeracy learning experiences for their students. Through this process our school plan is reviewed and broad professional targets are developed. All staff unpack these targets into specific professional learning goals according to their individual teaching development. Staff performance and development plans are reviewed and tracked through open discussion with the Principal each semester.

The PDP’s shown, exemplify the differentiation of school targets (strategic direction 2) to support greater teacher competency in the delivery of Literacy and Numeracy. The Professional goals in PDP 1 ‘Implement formative assessment across all grades in Literacy’ and ‘Implement differentiated writing programs in all classes’ requires the development of skills for the instructional leader to exhibit exemplary practice and work with colleagues to plan, evaluate and modify learning and teaching programs through literacy and numeracy (standards 3.2.3 and 3.2.4). The professional goals in PDP 2 ‘successfully train and implement L3’ and ‘implement LISC into classroom practice in writing’ supports the teacher's development in planning and implementing well-structured learning and teaching programs or lesson sequences that engage and promote learning (element 3.2.2).

Watch Mrs Doust’s L3 video on You Tube
https://youtu.be/L9xrN9Dq8k
Providing opportunities for performance development expanded in 2017 whereby the school is participating in a teacher exchange with our network school (Ambarvale PS) in Campbelltown. As an initiative supporting increased intervention in the early years we sourced our instructional leader through this exchange. Our instructional leader works with teachers across K-6 on the development of LISC, quality assessment practice, evidenced based planning and delivery of professional learning. Our instructional leader guides staff development under the EAFS framework and provides intervention in literacy and numeracy K-3. Our instructional leader is leading professional learning in evaluation of the effectiveness of learning and teaching programs and how teaching and learning delivery can be differentiated to meet the needs of every student (element 1.5.4).

Ongoing staff participation in professional learning with our instructional leader aligns with our targets of building reflective practice in teaching along with the use of data to inform teachers of student performance.

As an integral element to our instructional leader’s role our school is engaged in creating a systems approach to learning and is continually accessing quality professional development in literacy and numeracy through connections with expert teachers in other schools.
To support all teachers through the stages within the professional standards teachers, stage leaders and mentors work shoulder to shoulder in developing effective practice within standards 3, 4, 5,& 6. Strategic planning of opportunities for teachers to engage in building their own capacity along side building the collective capacity of all teachers in the school is a model of best practice that is guiding a culture of collaboration, shared ownership of teacher development and engagement in in professional discussion and feedback from colleagues.

Our EAFS, Bump it up and connected schools strategies supports teachers in development of their personal learning goals, engagement in practices to better inform them of student achievement and improved planning for effective teaching and learning. Staff have a greater understanding of their personal responsibility for maintaining and developing their professional standards and are committed to their ongoing development as members of the teaching profession.

PDP development. Feedback and review sample of PDP.

L3 writing lesson

CTJ – Writing session and PLAN plotting