GORDON WEST PUBLIC SCHOOL

External Validation Summary
for the Community
2019

Gordon West PS External Validation
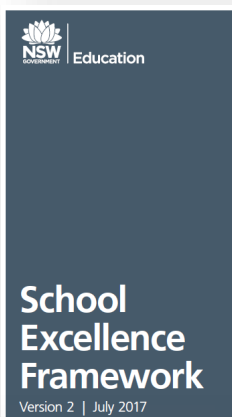## Summary for the School Community

External Validation purpose and procedures

Gordon West recently completed a process of External Validation. Once during a five-year cycle, schools in NSW undergo this process. An independent panel comprising of a Principal, School Leadership (PSL) and a peer principal considers the school's evidence of progress using the standards articulated in the School Excellence Framework (SEF).

External validation provides an opportunity for schools to discuss their judgements about the school's practice, and the evidence that underpins them, with a panel of peers.

The aim of the 'EV' is to investigate how the elements of SEF are embedded in our school practices and School Plan and are being successfully delivered by examining the body of evidence. The comprehensive report provides an analysis and evaluates our current practice at Gordon West Primary School against each of the domains and elements of the SEF. Gordon West PS Executives worked collaboratively to collect and analyse each piece of evidence against the SEF and our School Plan 2018-2020.

The summary provides a sample of the original 110 page External Validation project. If you would like additional information about the External Validation or the programs/processes included in this document then please contact the school.

Project 1
Engaging Parents and the Community

Gordon West Public School has historically been an educational setting where the students, parents, the community and teachers collectively work together to achieve success. 'Gordon West is your home away from home' is a motto that has consistently been used to engrain a culture that is welcoming, nurturing and high achieving. We aim to promote effective partnerships with parents, students and the community to ensure that students are highly motivated, supported and continually striving to achieve. This is accomplished by actively involving the parents and the community in various highly professional and well organised activities throughout the school. These activities include engaging community events, involving parents in classroom learning, quality transition programs, quality communication strategies, effective management, visible leadership practices and parent education sessions.

The parent information sessions are held twice a term on a variety of academic and wellbeing curriculum topics. The information document highlights the importance the school places on advertising and communicating these topics to parents.

The presentations are summarised and included in the weekly newsletter to highlight and inform the wider community of the educational achievements.

This invitation is distributed to the community to promote the GWPS Showcase event. It illustrates the quality practices in place to promote various community events.

The photos below show pictures from Grandparents Day, Showcase, and Arts Alive Concert. These are just a few of the community events held at Gordon West. It depicts some of the ways we provide authentic opportunities for parents to visit the classrooms to celebrate student achievement. Events such as the Year 6 Farewell, are managed by the teachers at GW and parents contribute to their successful operation.

This photo is an example of our students involved in the Powerful Project Excursion. The Powerful Project is a community of schools learning project where students investigate a local endangered animal. At the culmination of this learning sequence, students participate in an expo day where they present their endangered animal projects to the parents and community of Gordon West. This is another example of the ways we engage the community and provide students the opportunity to celebrate their work.

Project 2
Professional Learning of Staff

At Gordon West Public School, the school leadership team ensures that there is a culture of shared responsibility for student engagement, learning, development and success. Collaborative practices are in place to review and monitor teaching practices such as lesson observations, lesson study days (QTSS funding), team teaching and beginning teacher mentor meetings. Staff are actively encouraged and supported to improve their performance, with Performance and Development Plans set for all teaching and non-teaching staff. Through this process, the leadership team is able to actively encourage and support professional learning opportunities for teachers at every stage of their career pathway. Targeted professional learning opportunities are aligned with the school plan, analysis of student achievement data, teacher survey feedback and individual PDP goals. Teaching staff demonstrate and share their expertise within our school, reporting back on external professional learning sessions and acting as a source of reference for all staff.

Gordon West supports all teachers in attaining Proficient Teacher accreditation. Provisional teachers are assigned mentors and through our Beginning Teacher Program, supervisor observations and consultation, accreditation documentation is compiled.

With all teachers now required to maintain their accreditation, staff are supported with high quality registered professional learning sessions that include 'experts' from outside the school. Teachers at GW are guided through accreditation updates and professional learning.

These pieces of evidence confirm that we support, optimise efficiency and build capacity for teachers to reach their required accreditation and professional learning goals to improve teaching and learning for all students.

Accreditation and Professional Learning at Gordon west

GWPS Professional Learning Calendar Term 1 2019 (Updated 12/2/19)

Week	Date	TERM 1 TPL Focus		Strategic Direction /School Excellence Framework Elements	Responsibility
1	29 Jan	SDD	Roles and responsibilities, Code of Conduct and stage planning		Executives
2	5 Feb	Whole staff	CPR and Anaphylaxis Training	Mandatory training requirement	All staff
3	12 Feb	Whole staff	Learning and Support: Every Student, Every School Module 1 (Linda Gerard)	SD 1: Consistent, high quality student learning in literacy and numeracy LEARNING CULUTRE WELLBEING CURRICULUM ASSESSMENT SD 2: Quality, innovative and reflective teaching EFFECTIVE CLASSROOM PRACTICE DATA SKILLS AND USE PROFESSIONAL STANDARDS LEARNING AND DEVELOPMENT	Helen H
4	19 Feb	Whole staff	Spelling Mastery / WTW / Get Reading Right – Sharing and Evaluation	SD 1: Consistent, high quality student learning in literacy and numeracy LEARNING CULUTRE WELLBEING CURRICULUM ASSESSMENT SD 2: Quality, innovative and reflective teaching EFFECTIVE CLASSROOM PRACTICE LEARNING AND DEVELOPMENT SD 3: Quality, innovative and reflective teaching EDUCATIONAL LEADERSHIP	Tim, Jenny, Amanda
5	26 Feb	NO TPL - PARENT INFORMATION EVENINGS THIS WEEK			
6	5 Mar	Whole staff	Writing - The Explicit Teaching of Writing F–6 Twilight session 1	SD 1: Consistent, high quality student learning in literacy and numeracy LEARNING CULUTRE WELLBEING CURRICULUM ASSESSMENT SD 2: Quality, innovative and reflective teaching EFFECTIVE CLASSROOM PRACTICE LEARNING AND DEVELOPMENT SD 3: Quality, innovative and reflective teaching SCHOOL PLANNING, IMPLEMENTATION AND REPORTING, EDUCATIONAL LEADERSHIP	Amanda Liz
7	12 Mar	Whole staff	GWPS Writing Project Introduction	SD 1: Consistent, high quality student learning in literacy and numeracy LEARNING CULUTRE WELLBEING CURRICULUM ASSESSMENT SD 2: Quality, innovative and reflective teaching EFFECTIVE CLASSROOM PRACTICE LEARNING AND DEVELOPMENT SD 3: Quality, innovative and reflective teaching EDUCATIONAL LEADERSHIP	Amanda Liz
8	19 Mar	Stage groups	PDP writing – Planning and goal setting	SD 1: Consistent, high quality student learning in literacy and numeracy LEARNING CULUTRE WELLBEING CURRICULUM ASSESSMENT SD 2: Quality, innovative and reflective teaching EFFECTIVE CLASSROOM PRACTICE LEARNING AND DEVELOPMENT	Stage leaders
9	26 Mar	Whole staff	ELB Prowise interactive TV training (Ilana Shelton)	SD 1: Consistent, high quality student learning in literacy and numeracy LEARNING CULUTRE WELLBEING CURRICULUM ASSESSMENT EFFECTIVE CLASSROOM PRACTICE DATA SKILLS AND USE PROFESSIONAL STANDARDS LEARNING AND DEVELOPMENT SD 3: Quality, innovative and reflective teaching SCHOOL RESOURCES	Diana
10	2 Apr	Whole staff	Writing - The Explicit Teaching of Writing F–6 Twilight session 2	SD 1: Consistent, high quality student learning in literacy and numeracy LEARNING CULUTRE WELLBEING CURRICULUM ASSESSMENT EFFECTIVE CLASSROOM PRACTICE LEARNING AND DEVELOPMENT	Amanda Liz
11	9 Apr	Whole staff	Literacy and Numeracy Progressions	SD 1: Consistent, high quality student learning in literacy and numeracy LEARNING CULUTRE WELLBEING CURRICULUM ASSESSMENT SD 2: Quality, innovative and reflective teaching EFFECTIVE CLASSROOM PRACTICE LEARNING AND DEVELOPMENT SD 3: Quality, innovative and reflective teaching SCHOOL PLANNING, IMPLEMENTATION AND REPORTING, EDUCATIONAL LEADERSHIP	Liz and Tim

Keeping staff abreast of current research into education theory, results in high quality learning for our students.

This example of GWPS Teacher Professional Learning Calendar demonstrates planning of PL sessions to connect with aspects of the Strategic Directions and SEF Framework elements. It reveals consideration of staff resources and responsibilities and enables the progression of PL sessions to be tracked.

This evidence below demonstrates analysis of NAPLAN data to determine future directions for student writing and therefore Teacher Professional Learning. In this case, NAPLAN data was carefully analysed to determine which particular areas of writing scored lower for our students. This led to coordination of Professional Learning sessions presented by an expert from the Primary English Teachers Association.

The GWPS Strategic Milestones from the Strategic Directions 2 have been included to demonstrate how the leadership team strategically plans and implements quality professional learning that is aligned to our school plan and impacts the quality of teaching and student outcomes.

GWPS Writing Project

Naplan Data Analysis

2017 and 2018 analysis of both Year 3 & Year 5 results in writing showed certain areas for focus.

2018

Whilst there was a decline in both State and SSSG results overall, GWPS fell below SSSG results in year 5.
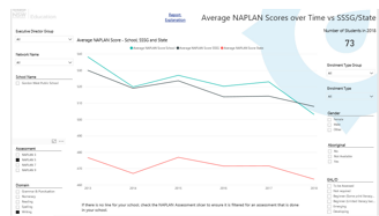
There is also a decline in students in band 8 compared to SSSG.
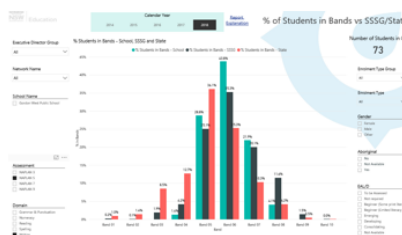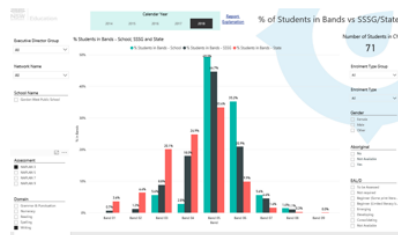
Further analysis of the criterion revealed

- Sentence structure
- Cohesion
- Vocabulary

were areas for future focus, showing results below SSSG, and results lower than previous years NAPLAN data, for both this cohort and Year 5 at GWPS.

Year 5 Writing score distribution

Sentence Structure

2017 & 2018 – no students scored 5 or 6

2017 – 33.8% scored 4 (SSSG 23.4 %) ; 2018 – 9.6% scored 4 (SSSG scored 22.5%) showing a significant fall in GWPS results in this criterion.

Cohesion

2017 & 2018 – no students scored 4

2017 – 47.5% scored 3 (SSSG 36.1%); 2018 – 20.5% scored 3 (SSSG 31.2%) showing a significant fall in GWPS results in this criterion.

Vocabulary

2017 & 2018 – no students scored 5

2017 – 2.5% scored 4 (SSSG 8.3%); 2018 – 2.7% (SSSG 6.8%)

2017 – 57.5% scored 3 (SSSG 42.6%); 2018 – 39.7% (SSSG 44.5%) showing a decline in GWPS results for this criterion.

● **Strategic Direction 2**
Quality, innovative and reflective teaching.
⊖ Hide Timeline

2019 ⌄	Implementation and progress monitoring	Te
1.	Engage in quality professional learning for all teachers to ensure effective, evidence-based teaching methods optimise student learning.	
2.	Initiate mentoring and coaching for all teachers to incorporate collaborative practices and staff expertise in refining teacher strengths for effective classroom practice.	
3.	Refine whole school data collection and analysis of assessment for reporting to ensure consistent judgement and future learning directions are paramount.	

⌃ Process 1: Engage in quality professional learning for all teachers to ensure effective, evidence-based teaching methods optimise student learning.

Milestone			Activities	Resources
✎ ○○○	MID TERM - 1		Teachers engage in The Explicit Teaching of Writing professional learning workshop to align with the whole school writing focus.	
✎ ○○○	END TERM - 1		Teacher professional learning needs are integrated into a professional learning program across the year.	
✎ ○○○	MID TERM - 2		Revise school writing scope and sequence to reflect 3 purposes of writing rather than text type programming.	
✎ ○○○	END TERM - 2 - Mid-Year Reflection			
✎ ○○○	MID TERM - 3		Staff engage in professional learning sessions with Anita Chin on working mathematically, using mathematical language and building teacher capacity.	
✎ ○○○	END TERM - 3			
✎ ○○○	MID TERM - 4			
✎ ○○○	END TERM - 4 - Annual Milestone			

⌃ Process 2: Initiate mentoring and coaching for all teachers to incorporate collaborative practices and staff expertise in refining teacher strengths for effective classroom practice.

Milestone			Activities	Resources
✎ ○○○	MID TERM - 1		QTSS funds were allocated to a Lesson Study model for all grades. Each grade will have two days release to plan and implement various explicit writing lessons with reflective practices.	
✎ ○○○	END TERM - 1		Mentoring programs established with mentors allocated by the end of Term 1. Principal awards embed the YCDI language. 'I' Statements to be prepared for the hall, library and computer lab.	

This photo and document show the team teaching during digital technology lessons with our specialist computer teacher and classroom teacher. All classes have one lesson per week timetabled in the computer lab, with further lessons conducted by the classroom teacher during the week. Through utilising the resource of an expert teacher, professional development of all staff takes place alongside the core learning experiences of our students. The screen shot of our Digital Learning Continuum demonstrates the consideration of the knowledge, understanding and skills required as students progress K-6 so classroom teachers can integrate this into their programs across all KLAs. This program is significant as it demonstrates targeted consideration of professional development to immediately benefit student learning.

Gordon West PS Digital Technology Overview

Learning Continuum

	Objectives		
	Knowledge & Understanding • digital systems and how digital technologies represent data		**Skills** • design and production of digital solutions
	Digital System	**Data Representation**	**Digital Solutions – Algorithms/Coding**
Early Stage 1	**Hardware and software** *Exploring familiar digital devices- computer/iPad. *How we use digital devices to communicate. Students explore and carry out some key functions on digital systems to meet a purpose eg. word processing, slide show – Kidpix3D (software)	*Represent data as symbols, numbers and pictures. *Collect, sort and present data in digital format-simple pictograph.	**An introduction to algorithms** *Set of instructions to log on to a computer. *Follow and describe a sequence of steps (algorithms) eg getting dressed in morning. *Set of instructions to get from one point to another- coding software (Kodable) and **Robotics**-**Bluebots**.
Stage 1	**Hardware and software** *Identifying hardware and software components of digital systems. *Identify a variety of uses for digital systems eg. recording information, storing information etc – eg.various software - Word, PowerPoint, iPad apps eg Adobe apps, Photoshop *Changes in Technology–slide show/video *Communicating, collaborating and sharing information safely, using digital system eg email	*Identify how data is represented as pictures, symbols and diagrams. *Collect, explore and sort data and use digital systems to present data creatively. **Yr 1** –pictograph. **Yr 2**-Introduce spreadsheet- simple table/column graph.	**Algorithms/Visual Programming** *Follow and represent sequences of steps and decisions (algorithms) to solve problems, eg -presenting a sequence of instructions using a simple visual programming language eg Scratch Jnr (iPad) **Robotics:** **Yr 1** -Set of instructions to get from one point to another-**Bluebots** robots. **Yr 2** -controlling a robot remotely-**Bluebot** robots

Project 3
QTSS Lesson Study

The school's allocation for 'Quality Teaching Successful Students' QTSS has been used during Terms 2 and 3 in 2018 and Semester 1 and 2 in 2019 for every class teacher to participate in a lesson study. This is a practical process for planning, teaching, observing, refining and reviewing effective teaching strategies. All class teachers have had two days per semester to participate in the lesson study (two days for numeracy-working mathematically and two days for literacy- Focus on Reading). The lesson study involves groups of teachers working on the design, implementation, testing, and improvement of one or several lessons. The lessons focus on a specific teacher-generated problem, goal, or vision of pedagogical practice. They are carefully planned in collaboration with one or more colleagues and observed by other teachers. The lessons are recorded for analysis and reflection and discussed by lesson study colleagues.

'How-to' Guide
LESSON STUDY

Practical professional development for teachers

WHAT IS LESSON STUDY?

- a small team of teachers working together in a systematic cycle of planning, teaching, observing, refining and reviewing specific lessons
- focused on addressing an identified student learning need or pedagogical challenge
- aims to provide a process for teachers to examine their practice in order to improve their impact on student learning

WHAT ACTIONS ARE INVOLVED?

PHASE 1

Plan the lesson
- focus of the lesson study is defined using identified student needs or pedagogical challenge
- teachers work collaboratively to draw up a detailed lesson plan
- may use backward design - start with the clarification of the learning goal, then design of instructional experiences that lead to the desired outcome

PHASE 2

First classroom observation
- the plan is used by one teacher to teach the lesson
- group members observe the lesson and take notes, with a focus on what the students are doing and understanding

PHASE 3

Post-observation discussion
- group meets to discuss observations
- discussion is focused on data collected and notes recorded
- lesson plan is revised and amended based on the group discussion

PHASE 4

Second classroom observation
- a different group member teaches the revised lesson plan with a different class
- group members observe and take notes, with the focus on what the students are doing and understanding

PHASE 5

Final discussion
- group meets again to discuss both observed lessons including differences, similarities, and changes
- a group report is produced outlining teacher learning and achievements in relation to identified student learning needs
- outcomes are shared with other teachers in the school

The Gordon West lesson study delivery was designed around the 'Lesson Study How to Guide' that was published on the CESE website. This model was adopted to ensure consistency across the school. It aims to engage teachers in planning and designing authentic high quality lessons that incorporate best practice teaching and reflection strategies to increase student learning.

This is an example of a carefully planned lesson study model in practice. The Year 3 mathematics lesson was structured to include the use of differentiated group work activities. These groups used authentic use of technology and hands on concrete materials to support, extend and engage students.
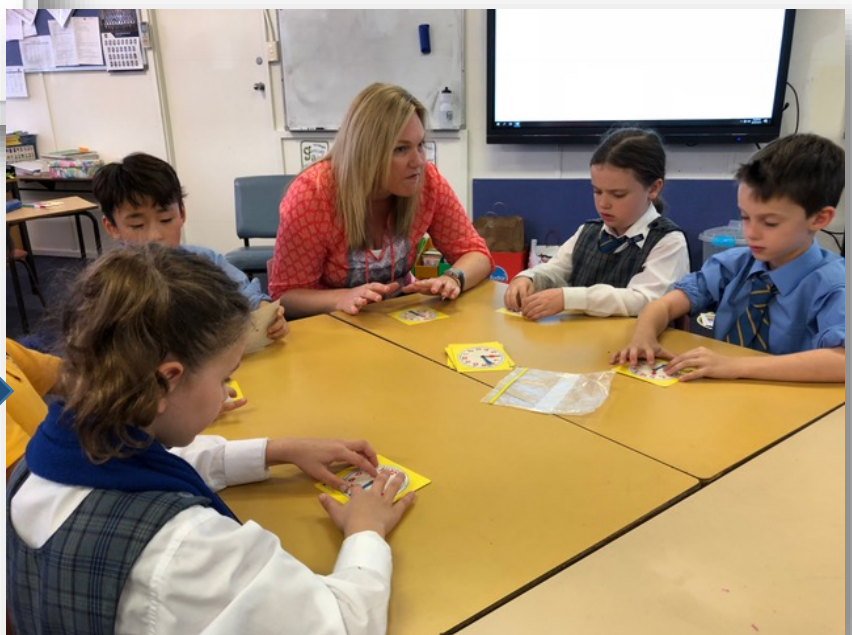
Year 5 QTSS Working Mathematically Lesson Plan 1

Class: 5T	Date: 21/05/18	Time: 12.05pm
Key Learning Area: Mathematics	Lesson Topic: Working Mathematically	

Key Words/Concepts: Working mathematically, problem solving processes

Recent Prior Experience *(specific relevant concepts, skills and values the school students have experienced prior to this lesson):*
Students have completed a unit on multiplication.
Students have not been introduced to the think See, Plan, Do, Check strategy.

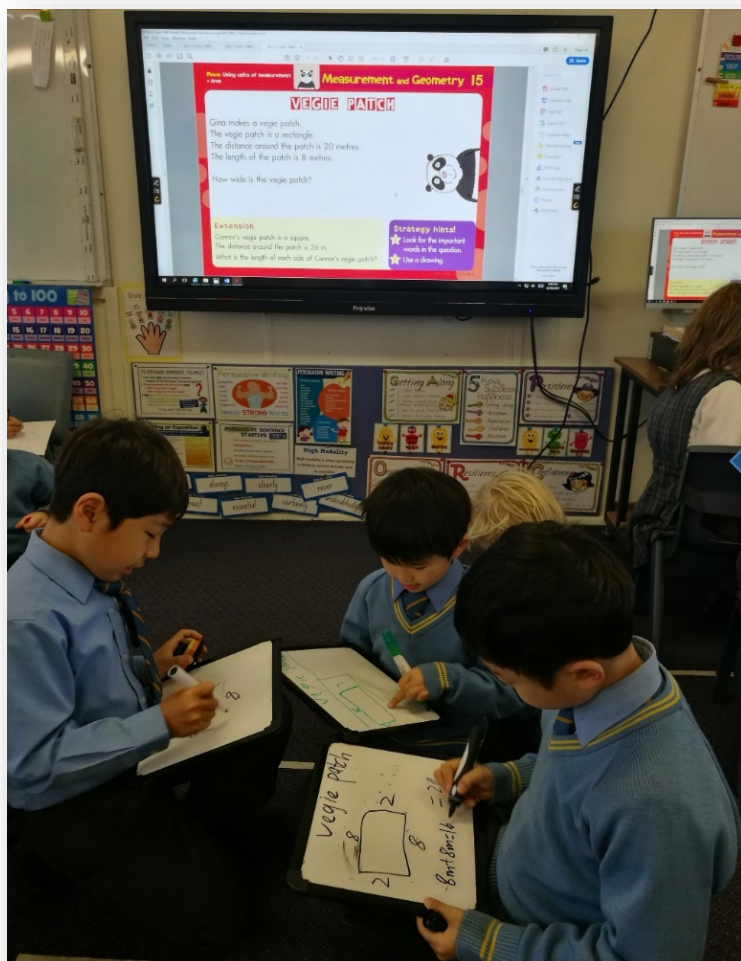| Syllabus Outcome(s):	Indicators of Learning for this lesson:	Assessment:
One or two only. Please note the syllabus reference number AND write out in full.	*Behaviours that contribute toward achievement of outcome(s). Must be **clear**, **specific**, **observable**.*	*Strategies which will be used to assess learners' attainment of learning outcomes. Should be linked to each learning indicator.*
MA3-1WM: describes and represents mathematical situations in a variety of ways using mathematical terminology and some conventions.	*By the end of this lesson, the students will:*	
	Understand and complete the working mathematically scaffolding sheet (See, Plan, Do, Think)	Completed See, Plan, Do, Check scaffolding sheet.
MA3-2WM: selects and applies appropriate problem-solving strategies, including the use of digital technology, in undertaking investigating	Select and apply a problem solving strategy to attempt a problem solving investigation.	Questioning and observations of reasoning for chosen problem solving strategies
MA3-3WM: gives a valid reason for supporting one possible solution over another	Discuss reasons for selecting or supporting a specific problem solving strategy	

EVALUATION STUDENT ACHIEVEMENT	EVALUATION TEACHER EFFECTIVENESS
(To what extent were outcomes achieved? How was this demonstrated by the students)	What have you learnt from the lesson? What do you recommend for future lessons? Comment on your effectiveness in the light of the outcomes of the lesson and yourself development focus for the lesson, referring to both strengths and areas to be addressed.
Students were able to follow the SPDC template. They need further focus and explicit teaching on the template to gain greater fluency and efficacy when using this model.	The introduction of the lesson was too long and student engagement was lost.
Students need explicit instruction to understanding and IMPLEMENT different problem solving strategies. As they were limited in their options.	There needed to be more a class discussion on how and why students choose their strategies. There were discussions in their small groups. However, many of these conversations were not observed or shared with the rest of the class.
Student conversations were excellent. They were able to ask questions or they partner/group evaluate their answers, communicate their thinking and reason.	Should there be a whole school working mathematical scope?
	Learning intentions and success criteria was effectively explained and revisited at the end of the lesson. This seemed to be successful and student's feedback was positive.
	The SPDC template needs to be updated to match our Macmillan working mathematically problem solving strategies.

The lesson plan example was completed by Year 5 teachers. All stages completed lesson plans in this format to main consistency across the school.

This reflection and evaluation element of the lesson study model is integral to the learning and development of quality teacher practice. There was an evaluation that was conducted at the end of each lesson study session. The focus for these reflection sessions is to evaluate and reflect the lesson according to what the students produce, teacher effectiveness and the lesson structure. Teachers collect student work samples from the lesson and collaborate on strategies that could maximise student outcomes and methods to improve the teaching and learning experience.

As a result of the Professional Learning and the initiatives such as the QTSS lesson study, we have observed a change in teacher practice and maintained significantly high results in NAPLAN mathematics results. In this Year 2 classroom students are now given the opportunity to use the resources from the Macmillan problem solving box. Students complete working mathematically activities at different levels four times a week.

Project 4
Wellbeing and Learning and Support

Gordon West 2018 – 2020 school plan focuses on implementing wellbeing initiatives to support students' cognitive, social, emotional, physical and spiritual needs. We aim to ensure learning support structures and procedures, and our wellbeing program and initiatives are clearly communicated and embedded across the school. This is being achieved through personalised learning support, individualised educational programs, classroom based learning support, flexible learning spaces, a whole school wellbeing program and diverse wellbeing initiatives. Regular reviews and collaboration ensure that necessary adjustments are made to programs and practice to ensure all students' learning and wellbeing needs are met. Over recent years we have refined both our Learning Support and Wellbeing programs and procedures. These have resulted in improved efficiency and effectiveness of individualised support. They have positively affected student engagement and growth and whole school wellbeing. The values and language of the You Can Do It program have resulted in all members of the community using a consistent approach to building the psychological capacity of young people with a focus on their social and emotional skills. This evidence set is divided into the following categories: Learning and Support Team, Individualised Educational Programs, Personalised Learning Support, Staff Deployment to optimise learning, Learning Spaces, You Can Do It!, Diversity of Wellbeing Initiatives.
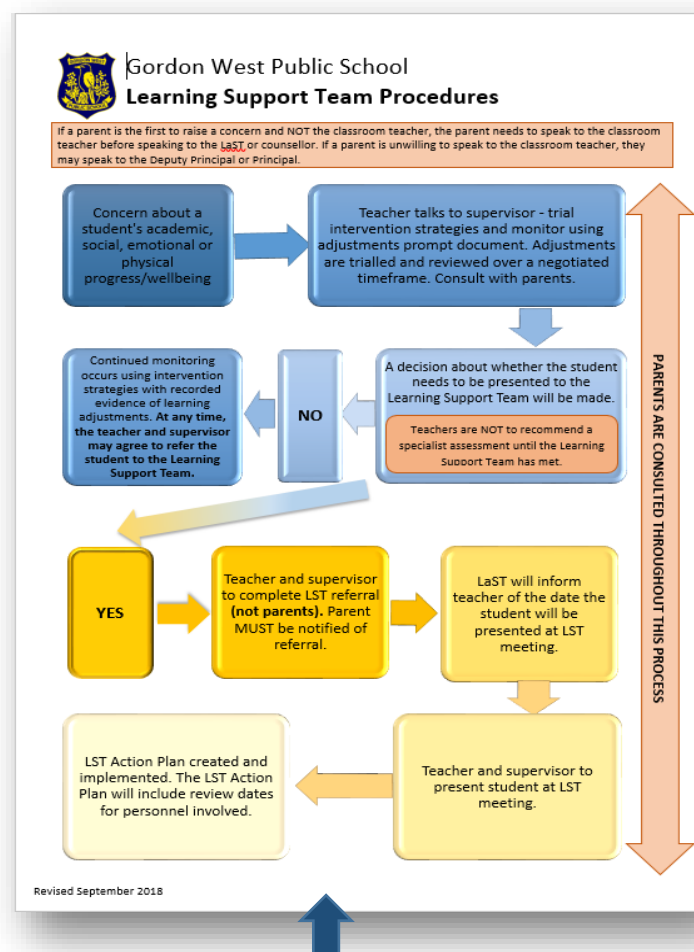
This document is evidence of the Learning Support Team Procedures. These processes were implemented to ensure effective, consistent and timely support for students with additional learning needs. The Learning Support Team Procedures provide clear steps for all staff when a student is identified as requiring additional support. It consists of what actions to take, the order in which to take them, the personnel involved at each step and the role of the parents. This is important in ensuring that every student is provided with the appropriate level of support.

The Student Learning Adjustments sheet provides a structure for staff in identifying the type of support required for students with additional needs. It also facilitates effective communication with staff and parents as students progress through the school.

LEARNING ADJUSTMENT PROMPTS

PLANNING
- ☐ Health Care Plan
- ☐ OOHC Plan
- ☐ Negotiated/Partial Attendance
- ☐ Personalised Learning and Support Plan PLASP
- ☐ Personalised Learning Pathway (PLP)
- ☐ Risk Assessment
- ☑ Behaviour Management Plan
- ☐ Autism Spectrum Planning Matrix
- ☐ Individual / visual timetable/ prompts
- ☐ Social stories
- ☐ Camp/Excursion personalised planning

RESOURCES AND EQUIPMENT
- ☑ iPad, ICT
- ☐ Sensory assisted equipment i.e. cushion, weighted vest, fidget toys
- ☐ Pencil grips
- ☐ Visuals, communication cards
- ☐ Social stories
- ☐ Slope boards
- ☐ Coloured paper
- ☐ Coloured lens overlay
- ☐ Magnified overlay
- ☐ FM transmitter, hearing device
- ☐ Wheelchair accessible desk
- ☐ Modified furniture
- ☐ IWB - coloured background
- ☐ Headphones
- ☐ Recorded books or ebooks

CLASSROOM ENVIRONMENT
Seating - ☐ closer to teacher, ☐ instruction board to avoid distractions, ☐ windows, doors, ☐ lighting, ☐ peers, ☐ noise, ☐ visual distractions, ☐ clutter, ☐ seated for peer support, ☑ low distraction area.
- ☐ Support groups/cooperative learning
- ☑ Use of time out area / quiet area
- ☑ Extra workspace
- ☐ Stand at desk rather than sit
- ☐ Desk visuals
- ☑ Explicit/individualised organisation
- ☑ Consider sensory needs including noise

LEARNING ASSISTANCE
- ☑ School Learning Support Officer (SLSO)
- ☑ Learning and Support Teacher (LaST)
- ☐ School Counsellor
- ☑ MultiLit/MiniLit Program *Small group teaching*
- ☐ Outside support agency

SCHOOL ENVIRONMENT
- ☐ Modified facilities
- ☐ Quiet/time out area (library, playground)
- ☐ Gates/fences locked

ADDITIONAL ADJUSTMENTS
- ☐ Arrange for a duplicate set of classroom materials to use at home
- ☐ Develop communication book
- ☐ Guided/observed break times with SLSO

TEACHING AND LEARNING
- ☑ LaST targeted literacy
- ☑ LaST targeted numeracy
- ☐ LaST social skills
- ☑ SLSO classroom support
- ☑ Direct teaching - self management, organisation, work habits, task attention
- ☑ Provide copy of notes - reduce time copying from the board
- ☑ Break tasks down - into manageable components student sees 'do-able'
- ☑ Instructions – modelled, repeated, rephrased, simplified, adapted pace
- ☑ Have student repeat instructions
- ☑ Brain break activities
- ☑ Use of extra break times

ASSESSMENT
- ☑ Extra time / Break time
- ☐ Assessment on coloured paper
- ☐ Enlarged print
- ☐ Assistance - scribe, reader, resources
- ☐ Verbal assessment
- ☐ Conduct assessment in quiet room
- ☐ Reduce assessments, alternatives
- ☐ Highlight instructions
- ☐ SLSO administer test/assessment
- ☐ Alter grading options

DETAILS OF ADJUSTMENTS

Teaching and learning program adjustments:
- See behavioural plan
- LIMITED TIME OUT TASKS
- ONE TO ONE EXPLAINING + SETTING UP OF TASKS.
- REGULAR TIME OUT BREAKS WITH CALM BOX OF SELECTED ACTIVITIES OF INTEREST
- INCLUDED IN MARKING CLASS WORK.
- Check in with teacher before School.

Evaluation of adjustments:

The Personalised Learning and Support Plan (PLASP) is written for any student where quality differentiated teaching is not meeting their needs. This evidence is significant as the PLASP highlights the adjustments and support received by these students. A Behaviour Management Plan is created in conjunction with the class teacher, parents and the Learning Support Team. This clearly outlines the preventative measures being implemented. Ongoing management procedures and consequences are explicitly recorded with the aim of minimising risk of injury to the student, staff and peers.
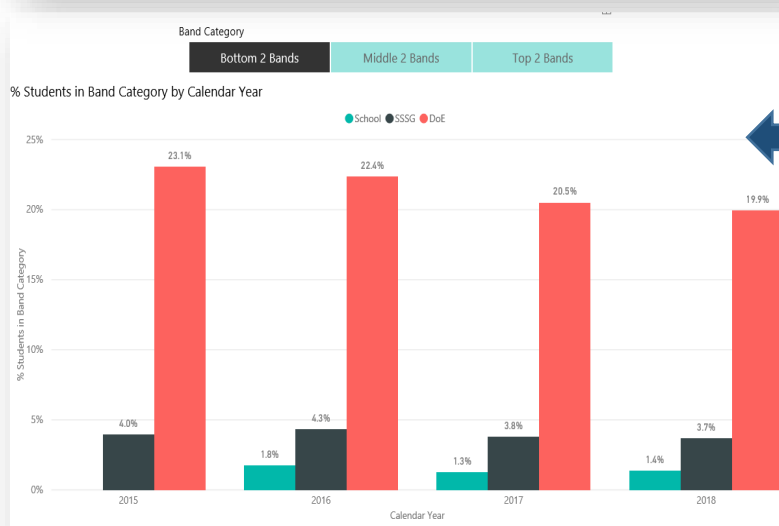

Gordon West Public School
Personalised learning and support plan (PLASP)

Student name:		Stage: 1	Class: 1G	Teacher: Mrs G		Stage Executive: Mrs H
DOB:	Parents/Guardians: Mr and Mrs A		Therapy/support: OT, Speech, Paediatrician		Agencies involved:	
This is a NEW PLASP				Continuation of existing PLASP		

SEMESTER 2 Classroom learning goals and additional support

ASPECT	Learning goals to be addressed through additional support by classroom teacher	Additional support program and goals: To be completed by LaST and/or specialist support person/s	Evaluation A=Achieved WT=Working towards Date achieved
LITERACY	• Become less reliant on teacher pre-read • Track words with finger when teacher reading • Work on decoding words using initial sound. • Use context clues (pictures) • Learn 5 sight words per week (MiniLit) and read each one in a sentence. • Recount every Monday with scaffolds in place. • Introduce "magic writing" focus on initial sound. Teacher to prompt using desk alphabet chart • Confidently form all letter sounds	Individual support during writing (1 hr per week) Individual literacy lessons – focus on phonics (SLSO 3x per week) Teacher individual instruction as needed	
NUMERACY	• Order and copy number 1-20 without reversals • Number before and after 1-20 • Add numbers 1-10 using fingers • Subtract numbers 1-10 using concrete materials • Become familiar with 'friends of ten'		
BEHAVIOUR	• Effectively use "First, Then" prompts in order to start and complete tasks (Rupert chooses "Then" task) • Use visual prompt chart on desk to support independent learning		
MOTOR SKILLS	• Pencil grip and control when forming letters and numbers		
LANGUAGE	• Respond appropriately to teacher greetings • Initiate conversations with teacher		

Band Category

Bottom 2 Bands	Middle 2 Bands	Top 2 Bands

% Students in Band Category by Calendar Year

Legend: ● School ● SSSG ● DoE

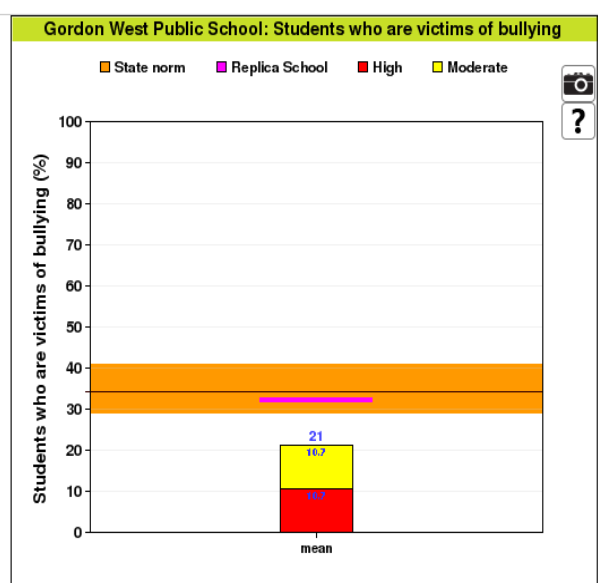| Calendar Year	School	SSSG	DoE
2015		4.0%	23.1%
2016	1.8%	4.3%	22.4%
2017	1.3%	3.8%	20.5%
2018	1.4%	3.7%	19.9%

These processes have improved the quality of adjustments made which has had a positive impact on student learning and wellbeing. It has also improved the quality and consistency of information being shared as students transition through the school. This approach is evidently successful in meeting all students' needs as can be seen in the NAPLAN results. The number of students in the bottom two bands is consistently and significantly lower than Statistically Similar Schools (SSSG) and state average.

Each year all students from K-6 participate in the Peer Support Program. This program is a student-led multi age program which provides a fun and engaging environment for students to address social issues. It encourages peer connections throughout the school and assists students in developing practical skills to enhance social and emotional well-being. The Peer Support Program assists our school in achieving and maintaining a positive school culture. It empowers students to support each other and contribute positively to our school and community. It caters for student wellbeing and helps to develop a supportive learning environment.

The social skills groups are evidence of structured play for targeted students, supported by the Learning Support Teacher and SLSO staff. The purpose of these groups is to explicitly teach these students the social skills necessary to join in and maintain play with their peers. This evidence is significant because it is proof of our ability to make adjustments for students requiring social skills development. The lunch clubs are recreational opportunities for students who may benefit from structured activities which are supported by teachers with relevant skills. The aim is to improve social connections and behaviours when interacting with their peers.

Gordon West Public School: Students who are victims of bullying

■ State norm ■ Replica School ■ High ■ Moderate

You Can Do It program is being embedded across the school. The inclusion of student assembly presentations and visible resources has ensured that consistent language is being used throughout the school community. The fridge magnets were a suggestion from the school P&C committee and are a representation of the shared value placed on this program. The merit awards are another way to demonstrate that the YCDI language is encouraged at every opportunity. Specialist merit awards are given out by the Principal at fortnightly assemblies highlighting the 'Five Keys To Success'. Staff use a structured and consistent approach when dealing with social, emotional and behavioural issues. Weekly YCDI lessons are taught at a consistent time across the school. This regularity is important to achieving a cohesive, whole school approach to understanding and applying the 'Five Keys To Success'.

Results about victims of bullying from the Tell Them From Me survey show that our school's programs and strategies are operating effectively to reduce bullying incidents.

Project 5
Assessment and Reporting

Gordon West 2018 – 2020 school plan focuses on refining whole school data collection and analysis of assessments used for both programming and reporting in order to ensure consistent judgement and future learning directions are paramount. We aim to ensure teaching and assessment is responsive and personalised to meet the unique needs of each student through a collaborative and reflective approach to the teaching and learning cycle. This is to be achieved through scheduled and ongoing assessment practices, valid teacher judgements, on-going collation of data on a class and whole school level and comprehensive analysis of data to implement change that leads to measureable improvement.

Over recent years the school has worked hard to refine our reporting system and structures, ensuring timely, informative feedback is given to both parents and students on the progress of each child in relation to syllabus outcomes and learning objectives. An entirely new report format was introduced in 2015 and this has subsequently been revised and modified to suit all stakeholders. Refinement of assessment practices have facilitated the presentation of personalised and comprehensive information about student learning and next steps to parents. Reports not only meet Department of Education requirements but are in an accessible format for parents.

The fundamental purpose of assessment and reporting is to improve student learning. Manageable assessment and reporting requires a whole school, rather than individual teacher approach. Assessment is the process of collecting evidence of student learning in order to draw an inference about an individual's (or a group's) current level of attainment. Student Reporting is the process of communicating information to a range of stakeholders about student learning, including a student's level of attainment and the progress they have made.
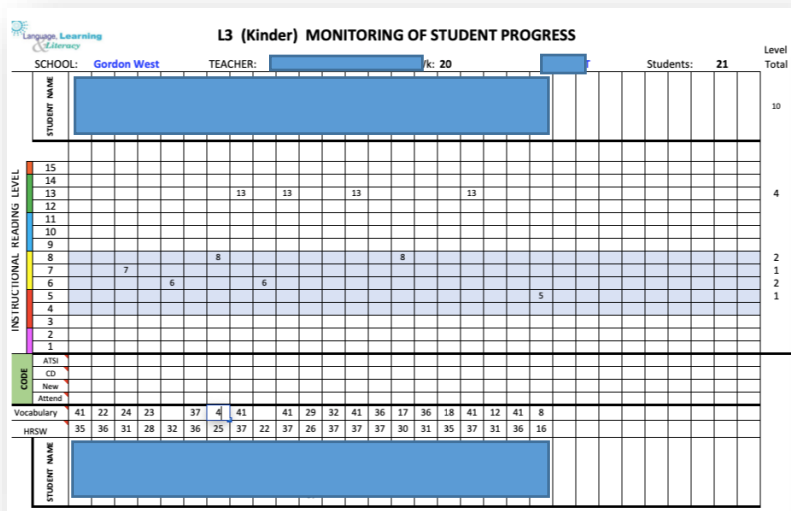
This evidence is an example of L3 implementation in the Kindergarten classes. Student progress is regularly monitored and the guided reading record from a Kindergarten class shows the responsive nature of formative assessment occurring in classrooms. In this example the teacher observed that the students achieved the lesson focus and identified a future focus that would enhance learning. This observation then informed the focus for teaching which occurred the following day. This piece of evidence is significant because it demonstrates how teachers routinely use evidence of learning to adapt practice, inform programming and meet the specific needs of learners.

Written school reports are provided twice per year, as per departmental requirements. Reports provide parents with personalised information about their child's progress towards meeting stage outcomes and areas that require further development, as well as their child's effort and general behaviour at school. It is significant because it shows how reports provide information to parents that is relevant, personalised to their particular child and clearly indicates specific learning goals in both English and maths for each student.

Gordon West Public School

2018 - Semester 1 - Year 1

Student:

Teacher:

Our school reports a summary of your child's progress with written reports twice a year, as well as offering ongoing opportunities for you to request an interview to discuss your child with the class teacher. The school can provide you with information that clearly indicates your child's achievement compared to their peer group at school, showing the number of students from the year group in each of the overall achievement levels. You can collect information about your child's peer group from the school office any day over the next month.

OVERALL ACHIEVEMENT

Each statement of learning within English and mathematics is graded on a 3-point scale of
Working Beyond, Expected, or Working Towards.
If a grade is shown as N/A (Not Applicable) further information will be provided on your child's learning.

Overall grades of achievement in every key learning area use the 5-point scale below :
A - Outstanding: The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B - High: The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition the student is able to apply this knowledge and these skills to most situations.
C - Sound: The student has a sound knowledge and understanding of the main areas of content and has achieved a satisfactory level of competence in the processes and skills.
D - Basic: The student has a basic knowledge and understanding of the content and has achieved a basic level of competence in the processes and skills.
E - Limited: The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

Effort

Effort is shown using the scale 5,4,3,2,1 from most to least effort.

Social Development Stage 1	C	U	S	R	Commitment to Learning Stage 1	C	U	S	R
Demonstrates self discipline	✓				Completes set homework		✓		
Is polite and well mannered	✓				Completes work in an acceptable time		✓		
Respects the rights of others	✓				Takes pride in presentation of work		✓		
Works cooperatively in a group	✓				Works independently		✓		

C = Consistently, U = Usually, S = Sometimes, R = Rarely

English

Overall Achievement	High	Effort	4

Speaking and Listening

Speaks clearly with increasing confidence in a range of different situations	Expected
Listens attentively in a range of school situations	Expected

Reading and Viewing

Uses a range of strategies to read and view unfamiliar texts	Working Beyond
Uses skills and strategies to view a range of digital media and technologies	Expected
Reads with fluency and expression, responding to punctuation and attending to volume, pace, intonation and pitch	Working Beyond
Uses comprehension strategies to build meaning, analysing texts by drawing on a growing knowledge of context, language and visual features	Working Beyond

Writing and Representing

Writes using basic sentence structure, punctuation and vocabulary	Working Beyond
Plans, composes and reviews simple texts	Expected
Uses a variety of strategies, including a knowledge of sight words and letter-sound correspondences to spell familiar words	Working Beyond
Writes using letters of consistent size, shape and slope	Expected
Experiments with publishing using digital technologies	Expected

Thinking

Thinks imaginatively and creatively about familiar topics	Expected

Expressing

Makes connections between texts and personal experiences	Expected

Reflecting

Identifies and discusses their own and others' learning	Expected

Learning Goals

* retell and respond to incidents from a text with attention to plot elements such as setting, character, conflict and resolution, demonstrating thorough comprehension of what she has read

* enhance writing through the use of a range of adjectives, adverbs and precise vocabulary to provide more detail in her written work

* experiment with paragraphing and the use of compound sentences to enhance writing

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Mathematics

Overall Achievement	Sound	Effort	4

Number and Algebra

Recognises, represents and orders numbers to 100	Expected
Applies place value knowledge when working with numbers to 100	Expected
Recognises and describes Australian coins and notes	Expected
Represents and solves simple addition problems using a range of strategies involving one- and two-digit numbers	Expected
Represents and solves simple subtraction problems using a range of strategies involving one- and two-digit numbers	Expected
Uses equal grouping of objects as a strategy for multiplication and division	Expected
Recognises and describes halves and quarters of shapes	Expected
Creates, represents and continues a variety of patterns with numbers and objects	Expected

Measurement and Geometry

Measures, records, compares and estimates lengths using informal units	Expected
Measures, records, compares and estimates areas using informal units	Expected
Measures, records, compares and estimates volumes and capacities using informal units	Expected
Measures, records, compares and estimates the masses of objects using informal units	Expected
Tells time to the half hour using analog and digital clocks	Expected
Names and orders months and seasons	Expected
Recognises, sorts and describes the features of familiar three-dimensional objects	Expected
Recognises, sorts and describes familiar two-dimensional shapes	Expected
Represents and describes the positions of objects in everyday situations including the use of 'left' and 'right'	Expected

Statistics and Probability

Gathers and organises data, displays data in lists, tables and picture graphs and interprets the results	Expected
Recognises and describes the element of chance in everyday events	Expected

Learning Goals

* use known facts, number structure and other non count by one strategies to solve problems (involving one or two digits)

* develop an understanding of the place value of numbers up to 100 as this will help to solve more difficult addition and subtraction problems

* analyse simple mathematical problems to determine which strategy is to be used to find the answer

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Creative Arts

Overall Achievement	High	Effort	4

Teacher Comment

During visual arts ___ has created artworks that effectively apply the use of line and colour to represent real and imagined situations. She is able to communicate ideas and interpretations of her own and others' art. ___ interacts collaboratively with others when participating in drama activities and can confidently display and express feelings through voice and body language.

Science and Technology

Overall Achievement	Sound	Effort	3

Teacher Comment

___ describes different ways water is used, where water comes from and how to use it responsibly. She can explain the process water goes through from cloud to tap. ___ conducts investigations about water by collecting and recording data and reflecting on her experience of skills learnt through investigations.

Human Society and Its Environment

Overall Achievement	Sound	Effort	3

Teacher Comment

In history this semester, ___ has demonstrated a deep understanding of how families have changed over time. She is able to draw accurate conclusions about the past by analysing sources such as photographs and other artifacts. ___ is able to communicate personal stories using appropriate terms related to time.

Personal Development, Health and Physical Education

Overall Achievement	Sound	Effort	4

Teacher Comment

___ is able to communicate an understanding of how her safety is affected by the environment and the behaviour of herself and others. She recognises what is needed to travel safely as a passenger and pedestrian. This semester ___ has practised and refined fundamental movement skills and learnt hockey skills through a variety of games and modified sports. She is developing a broad range of skills including striking, passing and dribbling.

Teacher Comment

___ is a friendly and thoughtful student who is always keen to help both teachers and peers. She listens thoughtfully and confidently participates in class discussions, showing great enthusiasm for learning in all areas. She works well both independently and in group situations, caring for and considering the point of view of her classmates.

Class Teacher	Principal

Whole Days Absent 0	0

Project 6
Quality Literacy Delivery and Student Learning

The Gordon West 2018 – 2020 school plan focuses on embedding literacy and numeracy across all key learning areas to ensure high expectations in student learning and engagement. This is in keeping with the NSW Governments Literacy and Numeracy Priorities. We aim to ensure that students have the essential literacy and numeracy skills they need for success in learning and in life. This is to be achieved through continual reflection on the teaching and learning cycle, quality teacher professional development, implementation of consistent evidence-based programs and monitoring of the impact on student learning outcomes.

NAPLAN data and reflection on student performance measures have been used to identify areas of improvement in literacy. Even though Gordon West performs significantly well in literacy, in comparison to state averages and similarly to 'like schools' (SSSG schools), this data was utilised to identify areas where there was lower growth. With attention drawn to these literacy areas, combined with school identified areas, staff agreed and recognised the importance for professional learning and an ambition to be more consistent in literacy areas of reading, and writing including a separate focus on spelling.

At Gordon West the inclusion of training and keeping teachers up-to-date with current best practice is highly valued. The training for Focus on Reading was led by members of the Gordon West Executive Team, and is evident in the school's TPL calendar showing its commitment to targeted professional development for staff.

The school maintains a commitment to teachers to improve student comprehension in reading. Teaching and learning programs in literacy are adopted across the school in response to student learning needs. Teachers continually monitor student progress and make decisions and modifications about the future teaching and learning process.

This overview for Focus on Reading (FOR) highlights some of the ways in which teachers have collaboratively and personally considered FOR training and embedded it within their stage and year level planning to improve student learning. These are indicative of the programs and planning being prepared for Gordon West classrooms.

GPWS Writing Project

Aim: To collect consistent whole school data on student growth in writing. Data will then be used as formative assessment to inform teaching and target professional learning needs of staff.

Timeline

Term 4, 2018	Collate rubrics Collect writing stimulus pictures Create marking guides for consistent teacher grading	Amanda and Liz
Term 1	TPL • introduce project (WHY) • Instruct how to deliver assessment task • Training on marking according to rubric	Whole staff TPL - Delivered by Amanda and Liz
	Team establish data collection tool for all students to be tracked K-6 (excel or similar)	Amanda and Liz
	Staff TPL on learning progressions	Whole Staff TPL - Delivered by exec / Lanca?
End Term 1 (Week 8)	Writing assessment is administered K – 6 (can also be used to inform Semester 1 reporting) Marked by CT and data entered on school Excel	Whole Staff
End Term 1 – Term 2	TPL with writing focus t.b.a.	Whole staff TPL - PETAA?
Term 2	All staff trained to track students on Plan2 in the area of Creating Texts only	Whole staff TPL
Week 5, term 4 2019	Re-administer writing assessment K-6 (can also be used to inform reporting) Data added to tracking tool Analysis of data by writing project team for growth and identify areas of need for 2020	Whole staff

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Feedback on Phase 1 of GWPS Writing Project

(Liz & Amanda – 31st May 2019)

- 23 classes completed assessment and entered marks on GW spread sheets
- Data is at T:\Teacher\Writing Project 2019\TERM 1 2019 YR 2 TO 6 MARKS.xlsx

As this was the first time the assessment was administered, some staff took longer to mark and enter results. There was also an issue with Google Sheets crashing at school so a modified Excel version of spread sheets was created. Some effort required in following up to get marking finalised and results entered.

- Needs identified from data collection and AP observations :
1) Marking Rubric
   Many staff unfamiliar with the marking rubric. While it is based on NAPLAN marking rubric, various grades use different rubrics – similar style but slight variations. Having the "Marking Guide" document was invaluable to sit alongside the rubric.
   APs have identified the need to work through collaborative marking of samples using the guide and the rubric to ensure consistency. This was completed with Stage 3 as part of QTSS time and other stages will make time during PL sessions.
   Possible future direction is to have cross-grade marking of samples (either from GW students or using ACARA work samples) to have consistency K-6.
   More staff encouraged to complete NAPLAN marking professional learning (online at https://etams.nesa.nsw.edu.au/LMS/)

2) Initial analysis of data indicated three main areas that were "overall" lower than others. This is based on initial examination, not in-depth statistical analysis.
- sentence structure,
- cohesion,
- audience
  (NB These were also identified from NAPLAN analysis in 2018)

   This means further explicit teaching of these three elements is needed. There may be a need to source quality explicit PL.

3) Some 'tweaking' of rubric and marking guides identified e.g. mis-match between marking guide and rubric in further indicator needed for handwriting – finished by Liz.

Term 4 assessment will be readministered and results collated and compared to assess growth and future focus.

GWPS is continually striving to deliver a comprehensive and relevant learning program to target the needs of its student body. As part of our 2018 NAPLAN analysis the executive staff identified the area of writing as a whole school target.

Data demonstrated that in both Year 3 and Year 5 there was a significant drop in achievement, falling below SSSG schools. Executive were then able to drill into the data to discover that the areas of 'sentence structure', 'cohesion' and 'vocabulary' would become our main focuses in writing. From this analysis the GWPS 'Writing Project' was designed and a timeline of implementation created.

Staff were presented with the findings and involved in this whole school focus. Professional Learning has been designed to ensure all staff are informed on the process for implementing the whole school assessment, the marking of the assessment in a consistent way and how to centrally input data. Targeted Professional Learning has begun to be implemented to meet the needs of teachers in teaching an effective writing program.

As part of this whole school project teachers will implement a whole school writing assessment (2-6) and (K-1) as a starting point to see where all students are. Teachers implement the assessment with strict and consistent guidelines and use the marking rubric and marking guide that has been created based upon the NAPLAN marking guide.

As a school, GWPS understand the importance of reflecting on practice and executive staff have begun to examine data from semester 1 to identify areas that will need to be focused on for professional learning going forward.

As a result of this identified need and focus the schools QTSS program has seen staff work collaboratively to plan and implement a range of writing lessons to meet the needs of the students in relation to the identified focus areas. These lessons have been highly successful and valued by staff.

Although this project is in its infancy at GWPS, the staff have begun to utilise the Professional Learning and the focus is being reflected within assessment, programming and teaching practices across the school.