



NORTH KELLYVILLE PUBLIC SCHOOL

D R E A M ♦ B E L I E V E ♦ S U C C E E D

Dear parents & carers,

Term 3 commences at North Kellyville Public School on Tuesday 21 July for students in all grades. Although staff members will be on site on Monday 20 July, this is a pupil-free School Development Day.

Having endured a tricky and at times difficult start to the year, Term 3 offers hope of a more continuous and settled learning experience. Slowly, our programs and initiatives will be reinstated in line with advice from the Department of Education who in turn heeds the advice of relevant health authorities.

This term parents and carers will still only have **restricted access to the school site**. Drop off and pick up routines established in Term 2 will continue, meaning that we ask parents to observe the 'STUDENTS ONLY PAST THIS POINT' signage and to practise social distancing at all times. Regrettably, parents and carers are unable to volunteer in the classroom.

Our **extra-curricular offerings will recommence shortly** with coordinating teachers establishing lunch time rehearsals/practices for groups such as choir, dance, PSSA sport, chess and debating. Teachers will communicate with students directly about these initiatives. While the Hills Performing Arts Festival has been cancelled for 2020, the NSW Junior Chess League Competition, Ridges Inter-School Debating Competition and PSSA Summer Competition will all resume at various times.

Pleasingly, our new **fixed playground equipment will be used from this week**. Congratulations once again to our P&C who successfully obtained a state government grant and then procured the equipment. I know that our students are eagerly waiting for the metaphorical ribbon to be cut!

The Sport in Schools Australia (SISA) program which had commenced in Term 1 will resume this term. **Every class will have a 1-hour long SISA session each week. SISA day is Tuesday.** Students should come to school wearing appropriate uniform. There is a cost involved in participating in this program which will be included in Term 3 statements of account. Unpaid items from Term 1 will also appear on this term's statement of account, including SISA. As the final 3 sessions of SISA in Term 1 did not occur, a reduced rate for Term 1 will be included. Those who paid the full amount will receive a credit for Term 3.

On-site parent meetings are strongly discouraged. All contact with teachers and other staff should be via email, telephone or virtual meeting platforms as far as possible.

Please be assured that **good hygiene practices** that were implemented last term and taught to students will continue for the foreseeable future. Students will be prompted to wash their hands with soap and water regularly each day, lengthy assemblies will not occur, and more playground spaces will be used to ensure students can play unencumbered by crowds.



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During the holiday period, some changes to the school's staff team have occurred.

- Mrs Anne-Marie Apap will be taking leave for the remainder of the year. Miss Tiffany Chan will replace Mrs Apap, teaching 2/1AK on Mondays, Tuesdays and Wednesdays.
- Mrs Sonia Kadian will be taking leave for part of Semester 2. Mrs Rebecca Cremona will teach KKC full time.
- Miss Rachel Sherlock joins the teaching staff, full time, teaching release from face-to-face programs.
- Mrs Sufia Alamgir joins the teaching staff, full time, in a variety of support and release from face-to-face roles.

Finally, many parents and carers are aware of North Kellyville Public School's innovative model of educational excellence being trialled in 2020. Following this letter, you will find a report indicating some of the progress made by our teachers and students despite an interrupted first semester. A more detailed report will be provided at the conclusion of the year.

Thank you for your continued support. We are looking forward to another terrific term together.



Tom Moth
Principal
17 July 2020



2020 Model of Educational Excellence



Mid-Year Report

July 2020



Prepared By:
Tom Moth

01 Introduction

In 2020, North Kellyville Public School is committed to challenging the status quo of primary education, exploring and embracing possibilities in order to achieve greater learning and opportunities for students. A model of educational excellence was presented to the community in late 2019, and has been implemented in most part throughout the first half of 2020. The model is summarised in the graphics below.



A BOLDLY FUTURE FOCUSED SCHOOL

North Kellyville Public School teachers and leaders are committed to providing the very best educational experience for all students. Informed by a vast body of research, in 2020 the school is organised differently to most primary schools.

The one class, one teacher, one room model of education is replaced by teacher collaboration, dynamic student grouping, expert curriculum delivery and a blend of explicit teacher-directed and active student-directed learning.



DID YOU KNOW...?

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| STUDENTS WHO EXPERIENCE EXPLICIT TEACHING MAKE GREATER LEARNING GAINS | COLLECTIVE TEACHER EFFICIACY IS THE HIGHEST IN-SCHOOL DETERMINER OF STUDENT SUCCESS |
| CURRICULUM DIFFERENTIATION SUPPORTS HIGH YET REALISTIC EXPECTATIONS FOR STUDENTS | PROJECT BASED LEARNING ENABLES STUDENT VOICE & CHOICE, DRIVING DEEP ENGAGEMENT AND LEARNING |



OUR MODEL FOR EDUCATIONAL EXCELLENCE

EXPERT TEACHERS WITH DEEP KNOWLEDGE
Teachers specialise in areas of the curriculum and engage in high level professional learning to support them to become expert practitioners.

TEACHERS WORK IN HUB GROUPS
Teachers are highly collaborative. They plan, resource, teach, assess, reflect, evaluate and report collaboratively. At times this involves co-teaching.

SUPPORT PERSONNEL HEIGHTEN LEARNING
Learning and Support Officers, Assistant Principals and specialist equity-teachers work side-by-side with teachers to provide support for all students.

HOME CLASS GROUPS ENHANCE BELONGING
Students meet daily in home classes. The home class teacher keeps the attendance register and develops relationships with all students.

PERSONALISED LEARNING
Students work in groups where they are challenged and engaged. Teachers cater for varied needs and implement Individual Education Plans as appropriate.

PROJECT BASED LEARNING
Explicit teaching remains but students become active learners as they engage in authentic, sustained inquiry and solve challenging problems or questions.

02 Elements

At the core of the North Kellyville Public School 2020 Model of Educational Excellence are key drivers:

- Expert teachers supported by targeted professional learning
- Faculty-based curriculum hub groups meaning that teachers can specialise
- Deploying support personnel across the school including Assistant Principals as instructional leaders to enhance learning and teaching
- Connecting students with one another in home class groupings
- Blending explicit quality teacher-directed learning with contemporary student-centred approaches

03 Sources of Information



Although this incredible school initiative has been impacted by losing 7 weeks of face to face teaching and learning, we have proceeded as best as possible and maintained a relentless focus on achieving our goals of expert teaching and deeper learning. This is a brief mid-year review of progress with information gleaned mainly from school staff. Parent feedback in this report refers only to a small number of parents who have offered feedback throughout the year. A full report, at the end of Semester 2, will include feedback gleaned more broadly through whole-school surveys.

04

Model Summary



At North Kellyville Public School, the "village raises the child." Students are taught English, History and Geography by expertly trained teachers who blend explicit teacher-directed pedagogies with student-centred project-based learning. Students are taught Mathematics, Science and Technology and Creative Arts by expertly trained teachers who blend explicit teacher-directed pedagogies with student-centred scientific method of inquiry focusing on STEM interdisciplinary units of work. This approach is supported by itinerant Learning and Support and English as an Additional Language teachers, while Assistant Principals who lead teaching and learning throughout the school connect heavily with each class.

Reflective Comments

05

a) Students move between learning environments based on curriculum

The 2020 Model of Excellence requires students to move between various classrooms at different points of the day. Feedback from teachers is that although this measure took a little while to become second nature, it has supported many students' growing independence and provided a 'brain break' between lessons. In Semester 2, further enhancements will be made to scheduling of classes in order to reduce the number of times students move between rooms within a day. Further, teachers will be supported to make increased use of the 'maker space' which sits adjacent to each classroom. Parent feedback attributes higher levels of 'lost property' this year to the increased movement of students around the school, and while this perspective has some merit, it should be considered alongside the reported benefits. A team of staff members and students are working towards streamlining the process of returning lost property to students, and multiple notices have been placed in newsletters seeking parental support in labelling all items of clothing, drink bottles and lunch boxes.



Reflective Comments 05

b) Assistant Principals support teaching and learning as Instructional Leaders

Throughout 2020 our Assistant Principals, skilled classroom practitioners, have been channelling their energy towards instructional leadership. This is most simply defined as leadership which has a positive impact on student learning. Strategies employed to achieve this include collaborative planning of units of work and lessons alongside teachers, lesson observations and rich feedback, demonstration lessons for teachers, team-teaching alongside others, leading rich data analysis, planning next stages of learning based on student need, and developing a culture of connectedness where team members invest in one another's development. So far in 2020, teachers report feeling heavily supported through mentoring and coaching, that their students who require additional support are being catered for more thoroughly and that they are developing higher order teaching craft through the observation of Assistant Principals performing demonstration lessons. In Semester 2, we will further enhance instructional leadership across the school by making Assistant Principals more available to work alongside teachers and students in classrooms, reflect on practice, collaboratively plan appealing units of work and lead a whole school focus on differentiated practice which is agile and responsive to student performance in an ongoing way. Parent feedback indicates a high level of satisfaction with the consequential increased knowledge of students possessed by the school's leadership team.



Reflective Comments 05

c) Teachers are organised into expert faculty-based hubs

One of the more significant aspect of the 2020 Model of Excellence is the division of teaching staff into two faculty-based groups. Half of North Kellyville's teachers deliver 'Blue' content (English, Geography, History) while the other half deliver 'Orange' content (Mathematics, Science, Visual Arts). The rationale behind this approach is to develop expert teachers who know their subject-areas thoroughly and who in turn can facilitate deeper learning for students. At the midway point of the year it is already evident that this organisational divide is providing opportunities for teachers to refine their lessons and engage in more regular and specific reflection, in groups. Teachers report working closer with one another than in the past (either last year at North Kellyville or at their previous workplaces), that they are able to put greater focus on professional learning and goal-accomplishment which is relevant to their faculty group, that planning is more streamlined and that efficiencies in assessment and planning lead to increased time to be able to spend differentiating their delivery to suit the needs of individual students. In Semester 2, this area of our model will be refined to enable greater collaboration across faculty hubs which will enable teachers to develop a deeper sense of each student across the breadth of curriculum areas. This means that 'Blue' and 'Orange' teachers will spend more time communicating across faculty lines.

Parent feedback indicates a mixed reception to the division of teachers into faculty-based groups. It is acknowledged that the 'expert teacher' component of the divide will take time to achieve and will only be the result of sustained professional learning and support. Some parents report frustration over not having one point of contact who knows detailed information about student progress across the entire curriculum, while others are willing to adapt the secondary school approach of seeking out the subject-specific relevant teacher. Pleasingly, the school's Learning and Support and leadership teams structure its conversations about student wellbeing and learning in such a way that both 'Blue' and 'Orange' teachers of individual students are consulted.

d) Explicit teacher-directed learning is blended with contemporary approaches

It has been a deliberate strategy to combine contemporary teaching and learning practices which tend to be student-centred with high quality teacher-directed learning through the form of explicit teaching. At present, it has been difficult to ascertain with any certainty our level of success in this area due to a significant period where students learned from home. There have been many examples of teachers learning from one another, particularly in the high level use of technological solutions to support learning (Google Classroom, FlipGrid, Film Making), but the focus of our evaluation in this aspect of the model will be seen in Semester 2. Already plans are being developed to engage students in Gold Standard Project Based Learning units of work and STEM inquiry units of work which it is hoped will provide significant student voice in learning. At the same time, the leadership team is working alongside Department of Education consultants to embed high quality explicit, teacher-directed, practices particularly in English and Mathematics. Parent feedback indicates disappointment with not being able to attend school to view showcases of learning, many of which were held in 2019 at the end of student-driven units of work. This perspective is universal as both teachers and students would also prefer to be able to showcase public work.



Reflective Comments

05

e) Students belong to a home class

It Although teachers have been divided into one of two faculty-based groups, it was imperative to retain the concept of a 'home class' in order to prioritise student wellbeing and connection. It is apparent that the home class arrangement, whereby students spend time each day engaging in areas of the curriculum such as dance, drama, Child Protection, physical education and the like, has achieved this goal. In Semester 2, organisational adjustments will allow for home class time to be scheduled for later in the day in order to make the most of the prime morning learning time, where English and Mathematics will take precedence.



Reflective Comments 05

f) Collaboration underpins collective efficacy

Collaborative practice, whereby teachers have been encouraged to co-plan, co-teach and co-assess, is a significant component of the 2020 Model of Excellence. Teachers have displayed a warming to this approach, with many now stating that co-teaching is their preferred mode of delivery. Student engagement tends to be supported when teachers deliver lessons together, however it has been noted that an optimum number of classes learning side by side exists, which in our learning spaces, appears to be two. Underpinning much of the success in collaborative practice has been the formation of 'Codes of Collaboration', which teachers authored jointly at the commencement of the year. Parent feedback has generally been positive about the school's 'village raises the child' philosophy, with some parents commenting that their child/ren enjoy having multiple teachers who are invested in them and are available to seek support from throughout the day.



06

Additional Notes

It is important to note that three classes in the school are affectionally referred to as 'Purple' classes. These classes exist where odd numbers of classes in a stage have been formed. Teachers of purple classes engage with many aspects of the model described above, most notably collaborative practice and the combining of contemporary teaching and learning practices with explicit teacher-directed delivery.

Having experienced a significantly interrupted semester, at this stage we are yet to complete an analysis of student growth and attainment in terms of raw assessment results; however, at the end of the year it is intended that numerical data to support or challenge the model of excellence will be made available. Teachers, parents and principals alike anxiously await the time when we can accurately and confidently measure the success of our pioneer year together.

Regrettably, due to restrictions of adults in schools and uncertainty around face to face and remote learning, the formal partnership established with the Australian Catholic University to provide an objective and thorough analysis of our year's work has been postponed. This is due to tight restrictions in schools related to external visitors. An end-of-year internal report will be published.

Time is now the main commodity required by all in order to establish good work habits and embed some of the changes made across the school. In Semester 2 we are all looking forward to 20 uninterrupted weeks of high-quality teaching and learning and hope that you will continue to read about the school, the learning that takes place and our shared achievements in our fortnightly newsletters, on our Facebook page, on Twitter and through our School Stream app.

Tom Moth

PRINCIPAL 17 JULY 2020

07 In Their Words

At the end of Semester 1, teachers were asked to submit 'success stories' from the first half of the year. The quotes below are taken from larger submissions, but provide a positive reflection of some of the gains made to date:



[Students] were able to interact with and learn from three different personalities and styles. Students had choice of multiple teachers to seek guidance from and benefited from the range of strategies employed.

One teacher supported students who needed a little extra time to complete work while the other emphasised quality over quantity and supported revision processes.

We were able to gain professional support from one another as we worked to improve our teaching practices.

STUDENTS HAVE HAD THE EXPERTISE OF MULTIPLE QUALITY TEACHERS WHO HAVE BEEN ABLE TO DIFFERENTIATE AND TARGET SMALL GROUPS TO CATER FOR INDIVIDUAL LEARNING NEEDS.

TEAM TEACHING HAS ALLOWED FOR GREATER DIFFERENTIATION OF THE CURRICULUM TO ENGAGE STUDENTS AND COLLEGIAL SUPPORT TO ENSURE INDIVIDUAL NEEDS OF STUDENTS ARE MET.

When minor behavioural interruptions occurred, one teacher continued the lesson expertly while the other employed the Choice Theory approach to find an agreeable resolution and re-focus the students.

WE CONSISTENTLY OBSERVED ONE ANOTHER, GAVE AND RECEIVED CONSISTENT AND CONSTRUCTIVE FEEDBACK.

LESSONS WERE TARGETED AND DIFFERENTIATED SPECIFICALLY TO STUDENTS' LEVELS WHICH LED TO THEM EXPERIENCING A TERRIFIC SENSE OF PRIDE IN THEIR ACCOMPLISHMENTS.

it was possible to plan a program in more detail and be more considered in planning. Teaching less subjects, better, enabled this sustained focus. Students benefitted from my continuous revisions and refinements.

Establishing Assistant Principals as Instructional Leaders enabled us to be present in many of the Blue Hub classrooms and support teachers 'on the ground' in the roll out of the program.

We are both invested which is evident in our regular reflections and professional conferences. Students have their own learning styles and teachers have their own teaching styles. When teachers co-teach the likelihood of a 'match' in styles increases.

Teachers conducted lesson observations with documented feedback used as supporting evidence in the performance and development process.

Our lesson delivery improved over time to a point where the quality and clarity from two teachers surpassed that which one teacher could provide.

Our students with additional needs have adjusted in ways that we didn't consider possible.

Co-teaching has been a rich and authentic source of professional learning.

There is a genuine shared ownership and sense of responsibility for students meaning that teachers avoid the weight of being solely responsible for an individual's outcomes.

Teachers could more efficiently target spelling strategies and interventions rather than rushing through instructions and protocols.

One of the most significant benefits has been students learning to effectively collaborate with each other.

Students were able to interact with peers from across their stage (not only their class) and engage in a variety of learning modes which catered to different learning styles.

Students have developed a sense of unity and understanding that they belong to a class and a group of classes.

We have an invested relationship with all students across the stage, which ensures that they are known, valued and cared for.