

# Collaboration at Newrybar Public School



# VoSS Strategic Directions - Action Plan

In 2015, in response to the introduction of 5P planning of strategic directions, VoSS leaders began working together to understand the system and formalise a collaborative strategic direction. We had secured Rural and Remote funding for a leadership project which was incorporated in school plans. After analysing data in individual schools and collaborating with parents, a common focus on improving writing was decided for the 2015-17 plan. Due to the high levels of success and teacher involvement **Collaboration** has been included in the 2018-20 plan with a focus on writing for 2018. This is followed by STEM and Creative Arts in the following years.

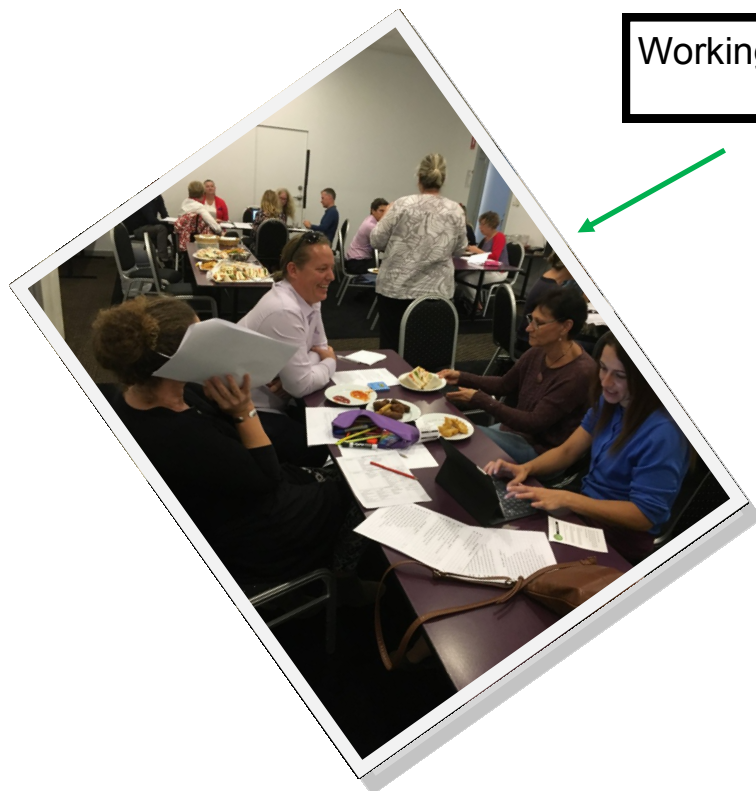
The VoSS leadership team meets at least twice per term to ensure our planned milestones are clear and understood by all staff, across the seven schools. Our focus and intention of working together is to maintain quality teaching, to focus on learning and building teacher capacity through quality professional learning, mentoring and sharing expertise and skills, developing consistent teacher judgements, implementing evidence based teaching strategies and sustaining a culture of high expectations in the VoSS schools.

Action Plan 2018			
Term 1a	Term 2a	Term 3a	Term 4a
<b>Establish baseline data</b> *Collect writing data (VoSS writing task) <ul style="list-style-type: none"> <li>Send out writing task and rubric (Jude Week 1)</li> <li>By the end of Week 4 all schools needed to have completed writing tasks.</li> <li>All schools mark and enter data into local 2 by week 9. (Jude to remind schools)</li> </ul> <b>PLAN data</b> <ul style="list-style-type: none"> <li>All schools place students onto PLAN data at the end of Week 5.</li> <li>All schools to upload PLAN data onto VOSS graph in LOCAL 2. (Judi to set up)</li> </ul>	<b>SDD TERM 2</b> Staff to plan units of work for Term 3 @NPS - Stage leaders Create scaffold for end of term 2 teacher and student reflection. All staff will teach the unit <b>Learning Intention</b> <ul style="list-style-type: none"> <li>To collaboratively write units of work.</li> <li>To plan for collaborative activities within the classroom and across VOSS schools.</li> </ul> <b>Success Criteria</b> <ul style="list-style-type: none"> <li>All VOSS staff have a unit of work for Term 1 to follow.</li> <li>Units of work will have opportunities for students to collaborate with each other and across the VOSS schools.</li> </ul>	<b>T3 SDD - CPR Anaphylaxis</b> All Stage groups planning for 4 day class writing project in Wk 1, 3, 5, 7. (something different and special) All staff teach unit Gifted students to be involved in an enrichment camp/class during weeks 1, 3, 5, 7 where they will be writing and publishing a short story. G&T Writers Camp Wed - 25th July Wed - 8th Aug Wed - 22nd Aug Wed - 5th Sept Storyboard workshop Karen Rantissj - writing expert EVPS. Writing based around artwork Lisa's friend with the writing doctorate. complete a short story and publish as a book, 4 days includes book writers,	VoSS data shows improvement in writing in 2018 Celebration - The week of 22nd October Book Celebration Launch Week 2 - analyse data, units of work and work sample collected. Thursday 8th November - VOSS Planning for 2019. Writing task assessment and rubric. Week 2 term 4. ready to be analysed in week 6.

# VoSS Strategic Directions—Numeracy Action Plan

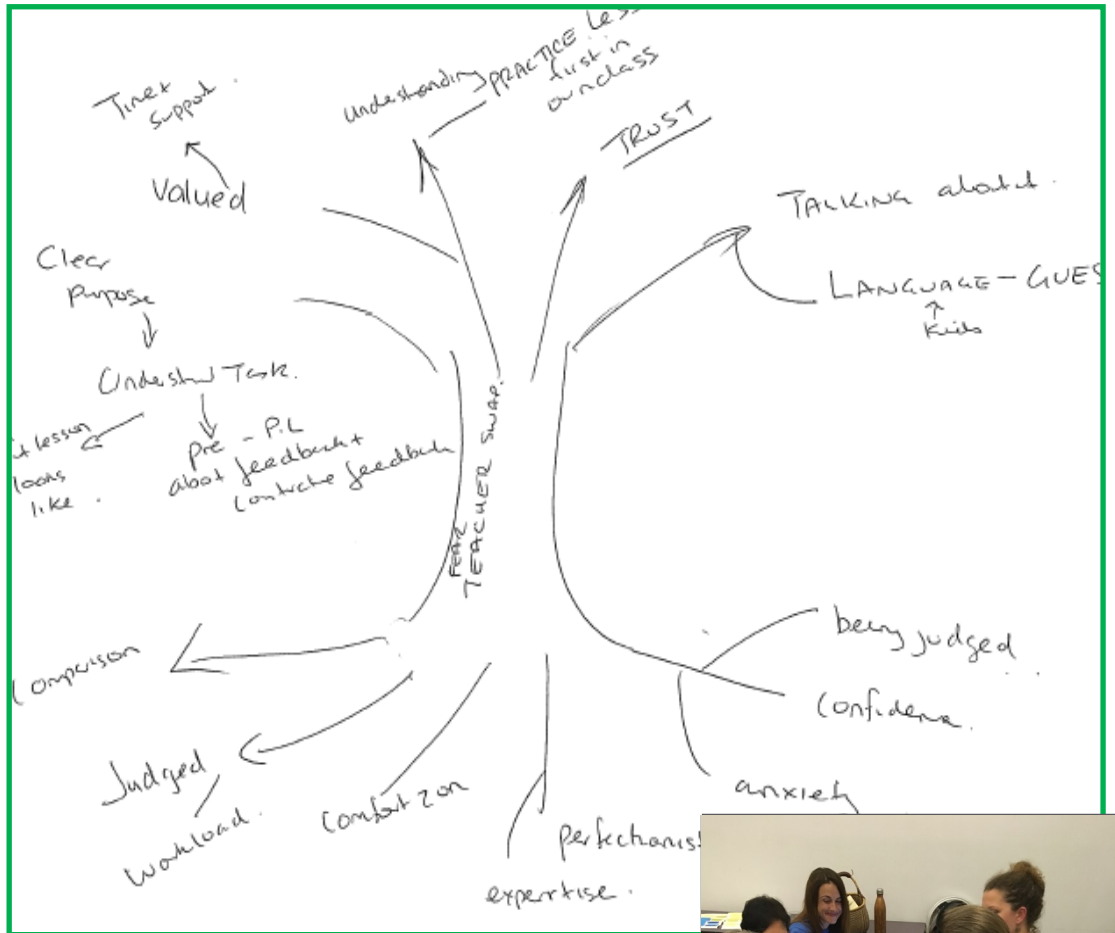
The VoSS continues to develop strategies to engage staff in developing as teachers and leaders and understanding the strategic direction of both our Learning Community and individual schools. Learning, Teaching and Leading are at the forefront of planned activities, meetings and professional learning opportunities. All meetings begin with a clear purpose which is communicated through learning intentions and success criteria. This model occurred as a result of early activities that were received by teaching staff with mixed results. Our aim is to continue to support learning and teaching and develop leadership skills and opportunities by implementing quality professional learning that aligns to our school plans, uses resources effectively, is sustainable, well-planned and delivered and supports progress and achievement. As well as milestones in our school plan, individual projects follow action plans which document activities in greater detail.

Working together at after school meetings to refine our action plans.



Numeracy Action Plan			
Steps	Actions	Who	Cost
Term 1	VOSS Numeracy Action plan completed.	All	
1	VOSS Numeracy Assessment plan completed.		
2	<ul style="list-style-type: none"> <li>Week 3 all VOSS students complete SENA 1, 2 or TOWN stage 3 assessment task.</li> <li>Teachers mark own and place data in PLAN.</li> <li>Schools to individually record data against VOSS assessment profile in EAS Emergent, Perceptual, Figurative, Counting on and Back, Facile, → addition, subtraction, multiplication and division.</li> </ul>		
3	VOSS Staff meeting, Wk 4, sharing baseline data from numeracy assessments done in W3.		
4	Enrichment PL in TOWN - Wed Week 3. ( Stage 2 - 3)@DPS 1.30-3.30	Bry to lead	?
Term 2	TEN training - 5 x half day PL + 3 demonstration lessons +1 observation lesson	Judi	\$1000 per teacher

# VoSS Strategic Direction - Solution Tree



During 2017 the VoSS leaders worked with a PSL over 6 months to develop our strategic directions for 2018-20. We recognised potential difficulties of including seven unique schools in a single plan and had learned from the previous plans. Working together is considered worthwhile by the majority of staff. Staff especially appreciate the opportunities to work with peers to develop high quality teaching and learning resources that endeavour to improve teacher and student performance. Working in a small school, staff can feel isolated from peers who understand the specific dynamics of a multi-age class and sole SAM office manager who has to develop the skills to manage all systems. With these positives in mind, the leadership team work through logic modelling and solution trees to ensure the school plan is effectively implemented.



## VoSS — Working Together



Part of our collaboration involves athletics, swimming and cross-country carnivals with VoSS schools. We also hold gala days in cricket, football and games. These days are non-competitive with a focus on participation. Students play in mixed school teams.



# VoSS Strategic Direction - Learning Community Map

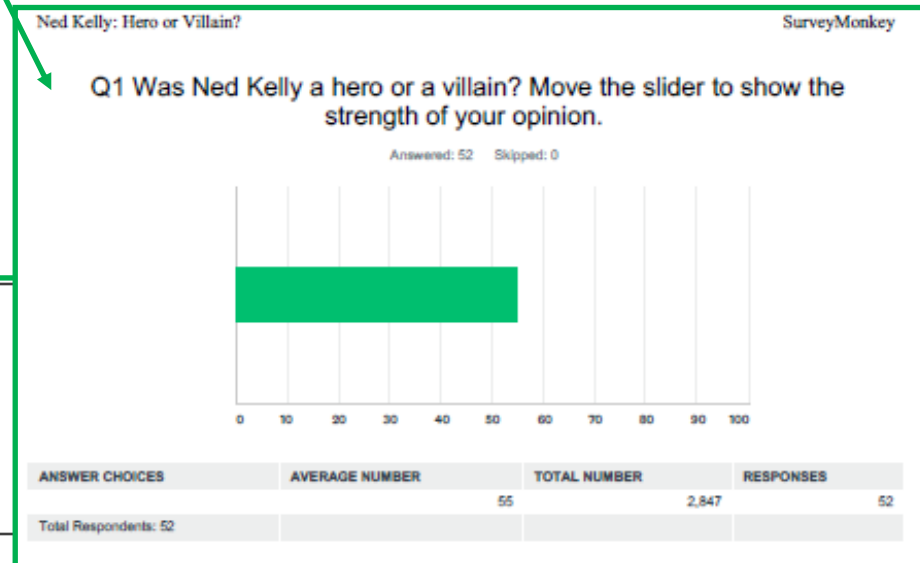
Our Collaborative practices have a long history. Schools were always working together for specific projects. In 2013 principals from the LVLC schools began the process of formalising the collaboration and we became the LIGHTHOUSE VALLEY LEARNING COMMUNITY. Under this umbrella, our smaller learning communities continue to function both independently and interdependently. Schools now move in and out of groups and activities according to the needs of the school. There are no barriers between high schools and primary schools of any size working together to meet common goals. LVLC maintains a culture of high expectations and has a focus on professional learning to increase the collective efficacy of our staff. We are self-funded through our photography contract which brings approximately \$10,000 every three years. LVLC has funded the TEN and TOWN trainers, initiated the L3 lead and school trainers, Writing projects and Seven Steps facilitators, among others. Biannually LVLC schools present a concert extravaganza, Valley Fest, showcasing the creative arts in each of our schools. The success of LVLC requires commitment from each of the schools and continues to grow and flourish.

Lighthouse Valley Learning Community (LVLC)													
Mul-lumbimby High School	Mul-lumbimby Public School	Ocean Shores Public School	Main Arm Upper Public School	Coorabell Public School	Wilsons Creek Public School	Durrumbul Public School	The Pocket Public School	Goonengerry Public School	Brunswick Heads Public School	Byron Bay High School	Byron Bay Public School	Bangalow Public School	Newrybar Public School
High Schools		BOMBB					VALLEY OF SMALL SCHOOLS (VOSS)						
Mullumbimby High School  Byron Bay High School		Mullumbimby Public School Byron Bay Public School Bangalow Public School Brunswick Heads Public School Ocean Shores Public School					Newrybar Public School Main Arm Upper Public School Coorabell Public School Wilsons Creek Public School Durrumbul Public School The Pocket Public School Goonengerry Public School						
Mullumbimby High School							Byron Bay High School						
Mullumbimby Public School Ocean Shores Public School Wilsons Creek Public School The Pocket Public School							Brunswick Heads Public School Coorabell Public School Goonengerry Public School Durrumbul Public School Main Arm Upper Public School						
Newrybar Public School Coorabell Public School Bangalow Public School Goonengerry Public School Byron Bay Public School													

Teachers from the VoSS have met regularly, planning Units of work that integrate English, geography and History. The units are taught over a term and teachers meet at the conclusion of the learning journey to evaluate the program and reflect on the learning.

Data is shared and moderated across the schools. Students share artefacts and also collaborate online, sharing responses through surveys

## Integrated Learning Units



drawing on a range of sources to provide justification. (Cluster 12)

Expresses opinions to others with increasing confidence.

Asks relevant clarifying questions. (Cluster 13)

Identifies opinions offered by others, proposes other relevant viewpoints and extends ideas in a constructive manner. (Cluster 14)

### Assessments (Indicated with \*)

Task: To create an sms conversation between a landowner and Ned Kelly. Use strong language to demonstrate the landowners' dislike for the Kelly family, including synonyms for the word 'group'.

Write a letter from a selector or squatter to Mrs Kelly complaining about Ned Kelly stealing stock.

Task: Write a dialogue for Ned explaining to his mother about the 'borrowed' stock and record on PuppetPals

Task: Participate in a debate on the topic *Ned Kelly a Villain or a Hero?*

Task: Write a discussion on *Should Ned Kelly be an Australian Hero?*

Task: In groups prepare and present a TV interview with two 'experts' with opposing opinions on Ned Kelly.

Task: Create a fake Facebook page for someone involved in the Kelly saga.

Task: Create a comic of Ned Kelly's life

Task: Running records of passages 1 and 2.

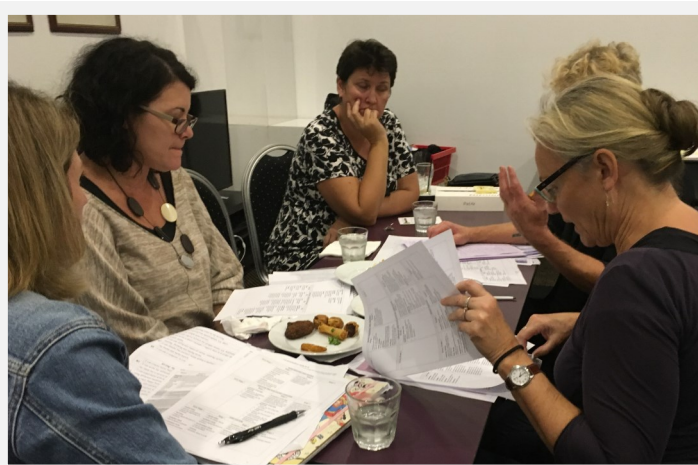
Task: Reflect on own learning achievements against the criteria for each task

### Week 5

Focus	Learning Activities Text: Letter	Adjustments and Extensions	Registration and Evaluation
<b>Reading and Viewing texts</b> <i>Understands and apply knowledge</i>	Low order literate orientation Introduce the book by going through each chapter (see attached).	Year 3- work closely with YZ James completes Webquest.	Completed Week 5 Term 1



## Artefact 3.1 - Visible Learning- Logic Model



Logic Modeling for 2018 VL 21-7-17			
Needs	Inputs	Activities	Outcomes
<ul style="list-style-type: none"> <li>• Collaboration</li> <li>• Budget</li> <li>• Innovation</li> <li>• Understanding the characteristics of VL</li> <li>• Data</li> <li>• Parent support</li> <li>• Student improvement</li> <li>• Improved classroom practice</li> <li>• Time allocated</li> </ul>	<ul style="list-style-type: none"> <li>• Making funds available for PL, Team teaching,</li> <li>• Digital media sharing tool process established in each school</li> <li>• Organise school visits</li> <li>• Organise VL workshop including format, time, venue, facilitator</li> <li>• Survey sheets consistent and available to all</li> </ul>	<ul style="list-style-type: none"> <li>• PL on VL, feedback,</li> <li>• Sharing integrated units- VL embedded to improve WALT WILT AND FEEDBACK – scaffold for sharing to learning. Reflect learning process to share with parent community. Evidence</li> <li>• Team teaching – in school</li> <li>• Cost the activities, and budget accordingly</li> <li>• Master set of programming/plans</li> <li>• Visit successful VL schools</li> <li>• Workshop about VL characteristics</li> <li>• Analyse feedback data</li> <li>• T1 and T4 compare VL data collected through walk-through</li> <li>• Classroom walk-throughs as per survey- evidence gathering plan.</li> <li>• Parent information session</li> </ul>	<ul style="list-style-type: none"> <li>• Self-directed assessment capable learners</li> <li>• Teachers have consistency in teaching practice incorporating VL and evidence to support</li> <li>• Resources re how different teachers operate</li> <li>• Teachers more confident in their understanding and implementation of VL</li> <li>• Parents have a greater understanding of VL</li> <li>• Consistently applying identified strategies throughout the year- always</li> <li>• Staff more supported and confident in working collaboratively to implement VL especially feedback to students in writing.</li> </ul>

Our Visible Learning Hub (VLH) is a sub group of the broader VoSS learning community. Newrybar began the VL journey in 2015 when our staff participated in professional learning sessions to understand and extend our knowledge and expertise around Hattie's research. We joined with Main Arm and Goonengerry to form the VLH as we were all working towards the same high expectations and improved learning culture goals. In 2017 and 2018, The Pocket and Durrumbul joined the VLH. Teachers regularly meet to plan, deliver and assess quality teaching and feedback. We have worked together to participate in professional learning around implementing success criteria and learning intentions in writing, we have developed a scope and sequence in the teaching and learning of grammar, selected, analysed and annotated writing exemplars for all writing clusters for staff and students to use to improve writing, implemented a rubric to analyse and respond to writing data, analysed and implemented a system for students to have personal learning goals in writing how to utilise our learning spaces to be more flexible. Our shared projects have included learning how to be a good learner, the role of the growth mindset in learning and learning dispositions. As we continued to work with the VLH into the 2018 plan the logic model was used to guide our planning towards the use of feedback to support the needs of all students.



## Visible Learning- Feedback

## Feedback

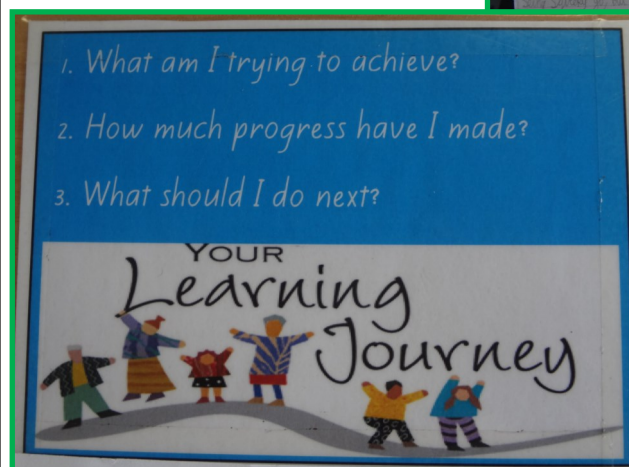
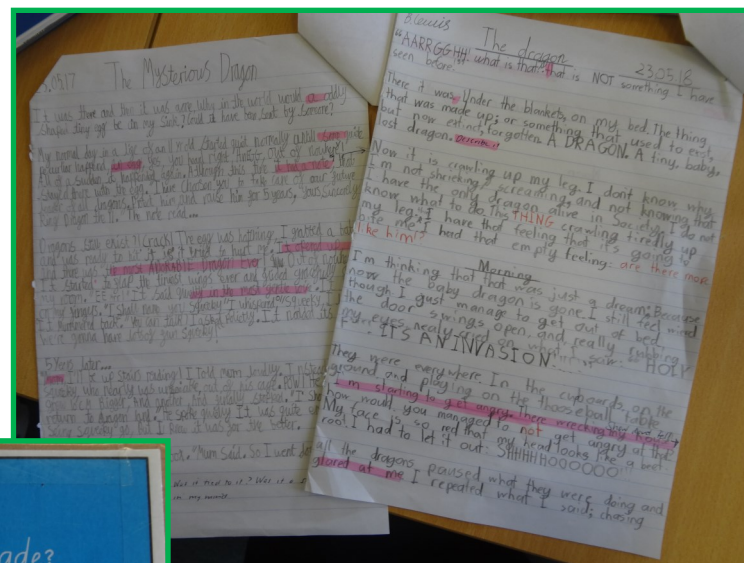
At NPS we understand that effective feedback has more impact on student results than other teaching strategy.

We have worked closely with the VoSS *VL Hub* and our own staff to ensure that we are delivering effective feedback, insuring that the information we give to students helps them close the gap between where they are now with their work, and where they could be. The goal of our feedback is to provide students with insight that helps them to improve their performance.

We use feedback to -

- ◆ Affirm what students do well
- ◆ Correct and direct students
- ◆ Point out the process
- ◆ Coach students to critique their own efforts

'Pink makes you think' feedback

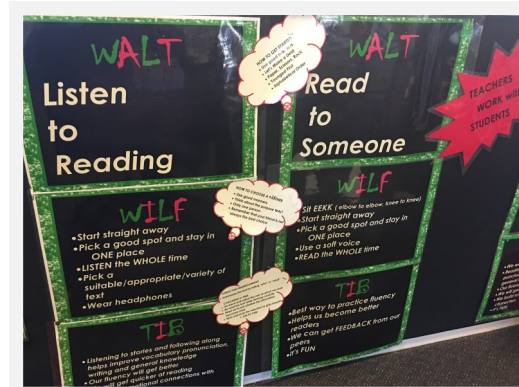


## Using James Nottingham's *Three Essential Questions* for effective feedback.



# Visible Learning Continued

As I approached the carved, <sup>wonky</sup> white-box door it slowly creaked open. I stood there in amazement, right before my eyes in a forest of books, <sup>reaching to the sky</sup> old, musty pages and worn leather wafted through the air. Water trickled from the Jungle Book, black panthers leapt/pounced <sup>from</sup> shelf to shelf as poisonous flowers <sup>fiercely</sup> snapped at the air. Butterflies scattered around in my stomach as an arch of colours shone from an open book.



## The Learning Challenge

We use the Learning Challenge (Pit) to guide our students in the development of critical, creative, caring and collaborative thinking. The model is used to provide learners with a language to think and talk about their learning. It helps build students' resilience, wisdom and self-efficacy. We also use it as a structure for learning, which has proven to improve teacher clarity and raise expectations of success.


We have found that it helps students think and talk about their learning and it often represents their ZPD (zone of proximal development) describing the move from actual to potential understanding.

## WALTS, WILFS, TIBS and WAGOLLS

At NPS we use learning goals and success criteria in each lesson. The learning intention (WALT), success criteria (WILF) and reason (TIB) is explained to students to guide learning. Data collection has shown a need for students to focus on text structure and using 'Show, Don't Tell' in their writing. Students are exposed to WAGOLLS (What a Good One Looks Like) and they can refer to these throughout the writing process. Student work samples are also displayed as WAGOLLS.

Teachers in the VoSS (Valley of Small Schools), have been working together to collaboratively create WAGOLLS for the writing projects.

# The Writing Project- Graph and ‘I can’ Statements



## Grammar and Punctuation Stage 1

**Sentence Level**

**Cause Level:**  
"I can write a compound sentence using *as, and, on, although, but, so and then*."

**Quoted and reported speech**  
"I can use speech marks for example: Kym said, "I want to go home."  
I can use speech marks to show that someone is talking or has said something.  
I can use quoted speech.  
I can use reported speech (examples above).  
I can use speech marks to show what people say."

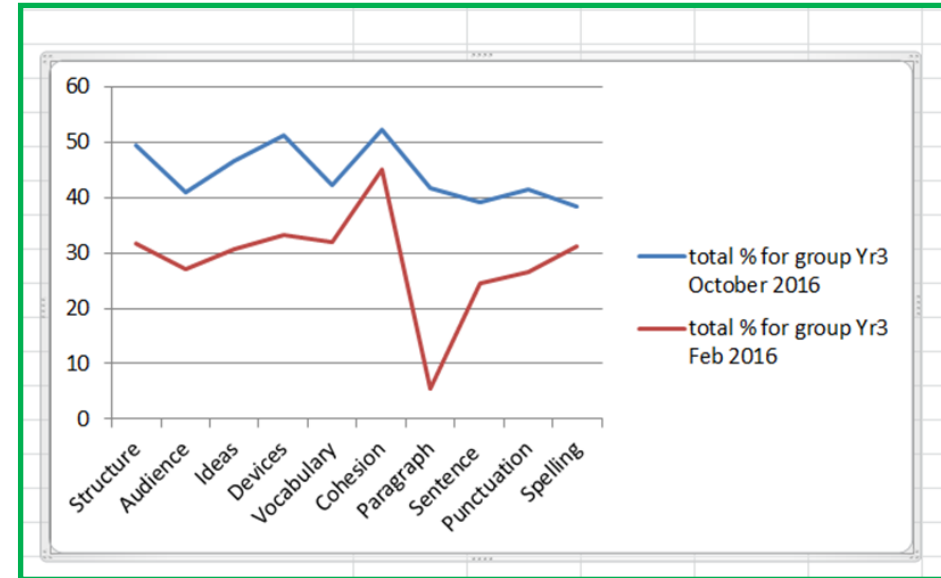
**Paragraphs**  
I can write a factual paragraph including a topic sentence.

**Clauses** – Includes at least one noun and verb.  
I can write a clause that has a noun and a verb. eg: Mark opened the door.

**Capital Letters**  
I can use a capital letter for proper nouns eg: John, Byron Bay

**Punctuation marks**  
I can use a question mark,  
I can use an exclamation mark,  
I can use commas in a list eg: bread, butter, milk, and icecream

**Text level cohesion** – anonyms, antonyms, time connections, word families, noun-pronoun agreement, subject-verb agreement... these are a simple convention using the existing text in the document  
"Scope and Sequence Of Grammar and Punctuation Skills".



At the end of 2015 VoSS leaders reviewed our writing data and realised the need to develop a more effective tool to analyse and compare skills. The NAPLAN writing assessment rubric was modified and allows VoSS to track data for all students across each year and over time. Analysis of combined data has enabled us to identify areas of need and plan professional learning to improve teacher efficacy and student learning. The end of 2016 data noted that grammar and punctuation were areas that could be further improved. During terms 2 and 3 in 2017, VoSS teachers worked in stage groups to complete “I can” statements in Grammar and Punctuation. These statements were based on the English Syllabus outcomes for each stage. Senior Newrybar students were using “Writing - ‘I can’” statements independently and were able to include the grammar and punctuation statements when analysing their own and peer writing samples. Students in the junior class continued to use the statements with teacher assistance.



# The Writing Project

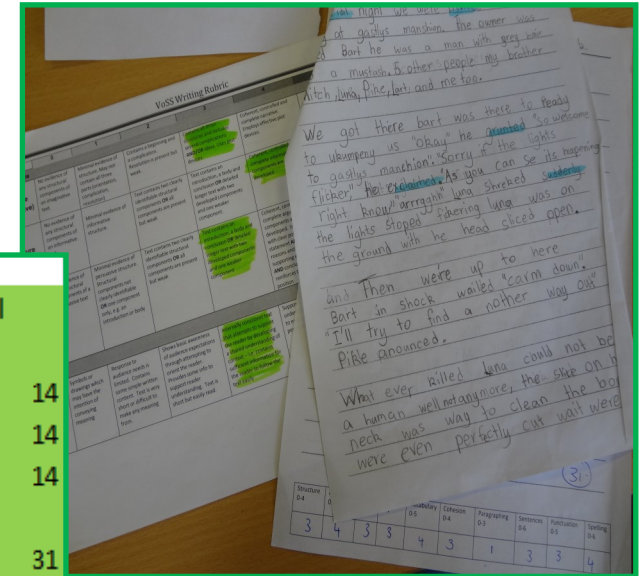


Students watched a live performance called ***The Suitcase***, this play included puppetry. After the performance, the puppeteers conducted a workshop with our students, sponsored by the local Macadamia Castle at Newrybar. Following this, students used their handmade puppets to write and perform a play-script.



# The Writing Project- Student Sample, Rubric and Results

Writing is marked against a rubric that was created by VoSS teachers based on the NAPLAN writing rubric. Writing scores are added to a shared spread sheet and results are monitored each term to determine areas of growth and areas that need development. These results indicated that paragraphing was an area to focus on, which resulted in the decision for our Power Standard.



VOSS WRITING TERM 1 2018											
	Structure	Audience	Ideas	Devices	Vocab	Cohesion	Para	Sentences	Punctuation	Spelling	Total
Year 3											
	1	1	2	1	2	2	0	2	1	2	14
	1	2	2	2	2	1	0	2	1	1	14
	1	2	2	2	2	2	0	1	1	1	14
Year 4											
Names	2	3	3	3	3	3	2	4	4	4	31
have	2	3	3	2	3	2	0	3	1	3	22
been	2	2	3	2	3	2	0	3	1	2	20
removed	3	4	3	3	4	3	2	4	4	5	35
	2	3	3	3	3	3	2	2	4	4	29
	2	3	3	2	3	2	1	3	3	4	26
	1	1	1	1	2	1	0	1	1	2	11
Year 5											
	3	4	3	3	4	3	1	3	3	4	31
	3	4	4	3	4	3	2	5	4	4	26
	2	3	3	3	4	2	2	4	4	4	31
	3	5	4	3	4	3	0	5	4	4	36
										Not yet enrolled	
Year 6											
James	3	5	4	3	4	3	3	5	5	5	40

# Lesson Studies

The Australian Institute for Teaching and School Leadership (AITSL) defines lesson study as. “a small team of teachers working together in a systematic cycle of planning, teaching, observing, refining and reviewing specific lessons in order to examine their practice and improve their impact on student learning”.

Teachers across the VoSS met in Term 2 to determine the focus area for improvement in the Lesson Study. Time was spent planning the lesson together in stage groups. Throughout Term 3, teachers will deliver the lesson with VoSS colleagues observing, paying particular attention to student engagement, their responses and opportunities for enrichment. When the lesson is complete, the teachers will meet to reflect on the activity and make adjustments to enhance the impact on student learning.

## Mopoke

### Lesson Study K-2

Schools: (Newrybar/Durrumbul/Wilsons Creek/Coorabell)

Today we are going to be looking at how illustrations in books go with the story and to look deeper at the story Mopoke and understand the author's message.

Read the story first without showing the illustrations.

How interesting is this story without the pictures? Do you know what a poshpoke is? If you took the pictures away there is no story

Read the story now showing the pictures.

#### Lesson Purpose:

Today you are going to design your own Mopoke and write a sentence to go with your illustration. Class discussion about words that rhyme or have an 'o' in them. See how different ones that we can get without copying your friends.

#### Observers:

Take notes to provide feedback as to how the students were engaged in the lesson. For those that weren't - why might that be?

strategies that were noticed

learning behaviours

things that could be improved on or added to the lesson

# Lesson Studies



Teachers observed the collaboratively planned lessons in each others' classrooms across the VoSS schools. Students were observed closely and teachers met afterwards to discuss student engagement and what changes could be made for future learning to support engagement and enrichment. As colleagues, we hold the belief in our ability to positively influence student outcomes, including those who are disengaged and/or disadvantaged. With an effect size of  $d=1.57$ , at Newrybar Public School we understand that Collective Teacher Efficacy is strongly correlated with student achievement. After the Lesson Study, teachers collaborate, sharing feedback and resources via a Google Classroom.

VoSS teachers writing unit

STREAM

CLASSMATES

ABOUT

S

VoSS teachers writing unit

UPCOMING

Woohoo, no work due soon!

VIEW ALL

TOPICS

10:45 AM

Hi There, **Christian Rock** here from Newrybar. Thanks Christian for creating this classroom and also for allowing me to watch your lesson last week. It was a great opportunity as was the reflection afterwards. I have attached the Cloud with the Raindrops, for those who wanted to try something other than the watermelon seed. There are two other attachments. Have a great week and I'll see you soon.

Writing About Small Moments

DescriptiveWritingSmallMomentsVSBigMomentsFREEBIE.pdf

# Analysis of Collaboration at NPS

Working collaboratively with **the VoSS Learning Community** to implement common **Strategic Directions** allows us to conduct quality professional learning, share resources and better meet the needs of students across all VoSS schools.

**The opportunity to create Integrated Teaching & Learning Units** has been well received by VoSS staff. This has led to collective teacher efficacy, resulting in improved planning for teaching and learning.

The **Visible Learning** Hub continues to grow and evolve. Our focus is moving more towards feedback and the positive impact on student outcomes.

Over the past four years, teachers have been involved in a range of professional learning, resource -sharing, opportunities for student interaction and Lesson Studies as part of the collaborative **Writing Project**.

This year saw the introduction of **Lesson Studies** across the VoSS schools. Initial feedback has been positive and a Rural and Remote Grant has supported the resourcing of this collaborative project.

