Parent Information Evening
6 May 2015
Characteristics of an Effective Professional Learning Community

Terry Lawless-Principal
An effective Professional Learning Community has the potential to impact on student achievement in a powerful and positive way.
The term Professional Learning Community is now part of the common vocabulary of educators; however, the underlying practices are not.
What it is not:

• a program to be purchased
• an appendage to the existing structure and culture of the school
• a meeting – we do PLC on Tuesday from 3.30pm to 4.30pm
• a book club – we all read the same book and talk about it
What it is:

• a process that profoundly impacts the existing structure and culture of the school

• An ethos that infuses every single aspect of a school’s operation that calls on all of us to review and redefine our roles and responsibilities.
What is a Professional Learning Community:

• A Professional Learning Community works together collaboratively to become crystal clear on the knowledge, skills and dispositions that all students must acquire.
What is a Professional Learning Community:

• A Professional Learning Community monitors each student's learning on a frequent and timely basis.
What is a Professional Learning Community:

• A Professional Learning Community creates a systematic process to provide intervention for students who are experiencing difficulty and enrichment for students already proficient.
What is a Professional Learning Community:

• A Professional Learning Community is hungry for evidence of student learning, and uses evidence to inform and improve individual practice, to identify and respond to students in need, and to drive continuous improvement.
What is a Professional Learning Community:

• A Professional Learning Community concept is a process rather than a program. The process requires educators to work collaboratively and interdependently as they apply shared knowledge regarding how they can fulfil their collective purpose of high levels of learning for all students.
The Three Big Ideas

1. **ALL** students learn at high levels.

For this to happen:

• What is it we want our students to learn?
• How will we know if our students are learning?
• How will we respond when students do not learn?
• How will we enrich and extend the learning of students who are proficient?
The Three Big Ideas

2. We work collaboratively in a collective effort to meet the needs of each student.
The Three Big Ideas

3. A focus on results

For this to happen:

• Development of SMART goals
• Analysis of evidence of student learning on a regular basis
Essential Learnings

Taxia Katsouranis-Leading Teacher
Leader of English

Kevin Chigwidden-Leading Teacher
Leader of Mathematics
Robert Marzano – Law of the Vital Few

The curriculum is a mile wide and an inch deep. This means an additional 10,000 hours of school from Prep – Year 12 to ensure learning for every student.

Without a Professional Learning Community individual teachers will determine what they think is important and therefore more than often, results will vary from classroom to classroom.

Focussing on having a collaborative approach to learning, using the ‘Law of the Vital Few’ (80-20 rule), where recognising what MUST BE KNOWN, to what is NICE TO KNOW, the Wembley Primary School Essential Learnings have been created.
Determining Importance

- How did we determine what was important?
- Parent Task: Fill an imaginary suitcase with 5 of your most important items in your lives.
- When forced with choosing the most important items in your lives, you begin to grasp the process your brain works through in order to prioritize.
- This is how we felt when looking at all the departmental documents, knowing we had to choose only some of the standards to teach.
- How did we prioritize?
Essential Learnings:

- Schools have been asking students to master too much information.
- What is essential to master?
- We can't teach and assess everything in the curriculum.
- What is critical for each child's success?

To create our Essential Learnings, we had to decide what is essential using the following criteria:

- **Endurance.** Know that skill forever, needs to be remembered long after a test (Eg: decoding)
- **Leverage.** Transferable skill. Required in more than one discipline (Eg: writing a report text: helps with English, Science, Geography)
- **Readiness.** Required for next level, must be learned before students can move to next step (Eg: Multiplication facts, knowing this helps with Area & solving Maths word problems)

We created Essential Learnings using this criteria.
ESSENTIAL LEARNING DEVELOPMENT PROCESS

Mathematics

- AUSVELS (Australian Curriculum)
- WPS Maths Learning Continuum (AUSVELS – content descriptors, Progression Points, Achievement Standards, Essential Learnings (Maths Committee using Envision Maths, Van de Walle and Australian Curriculum)
- WPS Scope and Sequence (AUSVELS, AMSI and the sequence of learning over 2 Semesters)
- ACARA (Australian Curriculum – Elaborations)

Collaborative meetings determining the ‘MUST’ be known from the ‘NICE’ to know.

Using the RTI – Essential Learning example as a guide, the EL leader and I worked through each year level focusing on all three strands to sequence the EL over the first Semester.

Collaborative teams then unpacked the EL and created the Rigor, extension etc...

Semester 2 – Teachers will use the same techniques to create the remaining EL.
**What is it that we expect our students to know, understand, do and communicate (KUDCO)?**

<table>
<thead>
<tr>
<th>Year Level: Three</th>
<th>Semester: One</th>
<th>Subject: Maths</th>
<th>Team Members: Ainsley Gravett, Renee Johnson, Nathan Welsh, Katie McClue.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential Learning</td>
<td>Example-Rigor</td>
<td>Prior Skills Needed</td>
<td>Common Assessments</td>
</tr>
<tr>
<td>What is the essential learning? Describe in student friendly vocabulary.</td>
<td>What does proficient student work look like? Provide an example and/or description.</td>
<td>What prior knowledge, skills and/or vocabulary are needed for a student to master this essential learning?</td>
<td>What assessment/s will be used to measure student mastery?</td>
</tr>
<tr>
<td>I can recognise, model and represent numbers to 10 000.</td>
<td>I can use the place value houses to read numbers up to 10 000 Eg: “Twelve thousand, four hundred and twenty two. 12 422”</td>
<td>To recognize, model and represent numbers to 1000.</td>
<td>Place Value CFA at start of Year</td>
</tr>
<tr>
<td></td>
<td>I can place numbers on a number line using an appropriate scale</td>
<td>I can place numbers on a number line in order of smallest to largest.</td>
<td>Envision Test Beginning of Unit</td>
</tr>
<tr>
<td></td>
<td>I can show my reasoning and understanding through making models of numbers.</td>
<td>I can make models of numbers using concrete materials.</td>
<td>Place Value CFA Based on Goals at end of unit.</td>
</tr>
<tr>
<td></td>
<td>I can show my reasoning and understanding of numbers by expressing them in expanded form.</td>
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</tr>
</tbody>
</table>

**Term 1 Wk1 - 9**

**Beyond 10 000**

- Extension to focus on using these numbers within operations
- Make links to real life
- Ordering numbers beyond 10 000
ESSENTIAL LEARNING DEVELOPMENT PROCESS

English

Documents we used to develop our Wembley English Essential Learnings

- AUSVELS (Australian Curriculum)
- WPS English Scope and Sequence. Describes the breadth and depth of content to be covered in a curriculum (e.g. week, term, year, over a student’s school life) and the order to teach it in
- ACARA (Australian Curriculum – Progression points, Content Descriptors and Elaborations)

The Essential Learnings leader, myself and Angela, worked through each year level focussing on all three English modes: Reading and Viewing, Writing and Speaking and Listening.

We used the above documents to decide what was most important to learn, using the 3 criteria (Endurance, Leverage, Readiness)

We created the Essential Learnings and then sequenced them in each year level for the first Semester.

Collaborative Teams then unpacked the Essential Learnings and created the Rigor, Extension etc...

Semester 2 – Teachers will use the same techniques to create the remaining Essential Learnings.
What is it that we expect our students to know, understand, do and communicate (KUDCO)?

<table>
<thead>
<tr>
<th>Year Level: Three</th>
<th>Semester: One</th>
<th>Subject: English</th>
<th>Team Members: Ainsley Gravett, Renee Johnson, Nathan Welsh, Katie McClue</th>
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**Decoding**

I can solve words of two and three syllables, words with inflectional endings (ing, s, ed, es) and complex letter-sound relationships (rough).

- I can read words by breaking them into syllables, in 2 or 3 parts.
- I can read words that have an inflection that is added at the end of a root word eg: play/playing.
- I know some words have a base word within them.
- I can look for a smaller word.
- I can chunk a word and recognise syllables in words.

Running record observing the decoding strategies the student uses.

| Term 1 Week 1-5 |

- I can solve multi-syllable words with three or more syllables, using vowel patterns, phonogram patterns, affixes and other word parts. Eg: disappointed Dis/a/point/ed.

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**There is vertical alignment in areas of Essential Learnings**

Example: Decoding runs sequentially from Prep to year 6. Prep focus is on recognising letters. Year 6 focus is on word solving strategies such as using the context, using background knowledge and graphics.
Intervention

Angela Petridis-Leading Teacher
Leader of Digital Learning
**Intervention**

“An intervention is anything a school does, above and beyond what all students receive, that helps a child succeed in school”

“The fundamental purpose of intervention is to provide every child with the additional time and support needed to learn at high levels.”

- Buffum, Mattos & Weber 2012
Tiered Intervention

Tier 1
Effective differentiated core instruction for all students

Tier 2
Intervention at point of need for all students

Tier 3
Intensive intervention for identified students

School interventions led by School wide Teams

Interventions led by Collaborative Teacher Teams
Teaching & Assessing Cycle

All students, including those receiving supplemental interventions, move on to the next essential student learning outcome(s).

Select and unwrap essential student learning outcomes to develop a unit plan.

Screen for prior skills.

Introduce students to learning targets, and begin core instruction (including checks for understanding and differentiation).

Repeat for additional learning targets and subskills as needed.

Analyze formative assessment results, provide mid-unit interventions, and continue or complete core instruction.

Give end-of-unit summative assessment.

Analyze summative assessment results, and identify students in need of supplemental interventions.

Give formative assessment.
Additional Intervention staff:

Annmaree Jones
Taxia Katsouranis
Kevin Chigwidden
Angela Petridis
Rebecca Grieve
Patricia Sinclair
Cathy Harrison
Attendance and Punctuality

Annmaree Jones-Assistant Principal
Leader of Student Engagement and Wellbeing
Reporting to Parents

Vassie Vatsilas D’Arcangelo-Assistant Principal
Leader of Curriculum, Instruction and Assessment
Reporting to Parents

How we plan to report student progress in relation to the Essential Learnings

THE BIG PICTURE
Reporting to Parents

In 2014, feedback was sought from:

• parents
• students
• staff

Feedback indicated desire for:

• Reports to be personalised, meaningful and have explicit connections to learning
• Reporting to parents to be on a regular basis
Reporting to Parents

• Goal is for Reporting to parents to be on a regular basis
• Introduce an ongoing reporting system reflecting student progress towards learning goals in relation to the Essential Learnings.
• Student Learning Portfolios will be sent home regularly, together with Essential Learning Progress Progress Reports, and showcasing the student learning progress.
# THE BIG PICTURE - Reporting to Parents

<table>
<thead>
<tr>
<th>YEAR</th>
<th>SEMESTER</th>
<th>TERM</th>
<th>REPORTING</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>1</td>
<td>1</td>
<td>• Parent Teacher Meet &amp; Greet</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>• Essential Learning Progress Reports sent home in Student Learning Portfolios, showcasing student learning</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• End of Semester Report with Progression Points and overall learner comments sent home</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>3 &amp; 4</td>
<td>• School Community invited to visit Sentral</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Essential Learning Progress Reports sent home in Student Learning Portfolios, showcasing student learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• End of Semester Report with Progression Points and overall learner comments sent home</td>
</tr>
<tr>
<td>2016</td>
<td>1 &amp; 2</td>
<td>1</td>
<td>• Parent Teacher Meet &amp; Greet</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 - 4</td>
<td>• Student learning progress towards Essential Learning to be shared by staff and students on Sentral Program and accessed by parents and student alike regularly and seamlessly</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>• 3 way conferences</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 &amp; 4</td>
<td>• End of Semester Report with Progression Points and overall learner comments uploaded to Sentral</td>
</tr>
</tbody>
</table>
**Wembley Primary School**

**Essential Learning Progress Report**

**Year Five, Semester One, 2015**

**Student Name:** Kevin Flack  
**Class:** 5B

This report reflects individual student progress towards Essential Learnings. It is not an evaluation of an NAPLAN level.

### Essential Learning Progress Report Focus: English - Writing

#### Year Five English Essential Learnings

<table>
<thead>
<tr>
<th>Task Structure &amp; Organisation</th>
<th>Student Learning Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can use devices to collaborate on a message or writing task.</td>
<td>XXXXX’s writing clearly demonstrates his understanding of paragraphs, and uses a variety of cohesive devices in his work, as shown in his Science Experiment Report.</td>
</tr>
<tr>
<td>Spelling: I can use a range of spelling strategies.</td>
<td>XXXXX often uses their knowledge of spelling rules to improve the spelling of words.</td>
</tr>
<tr>
<td>Learning Targets: I can use spelling generalisations, morphemes, word families, homophones, homographs.</td>
<td>XXXXX shows understanding of homophones like when changing vowel sound and choosing the correct spelling.</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation: I can identify and use punctuation correctly.</td>
<td>XXXXX is developing a deeper understanding of homophones and homographs.</td>
</tr>
<tr>
<td>Learning Target: I can write letters for proper nouns.</td>
<td>XXXXX is improving his understanding of homophones and homographs.</td>
</tr>
<tr>
<td>Writing Process: I can plan, write and edit through the writing process to complete a piece of writing.</td>
<td>XXXXX is improving his understanding of homophones and homographs.</td>
</tr>
<tr>
<td>Editing: I can independently correct, organize, punctuate and provide information using the genre checklist.</td>
<td>XXXXX is improving his understanding of homophones and homographs.</td>
</tr>
<tr>
<td>Learning Targets: I can identify narrative, report, explanation, poetry.</td>
<td>XXXXX is improving his understanding of homophones and homographs.</td>
</tr>
<tr>
<td>Writing Process: I can use the essential learnings checklist to edit and improve the accuracy of a piece of writing.</td>
<td>XXXXX is improving his understanding of homophones and homographs.</td>
</tr>
<tr>
<td>Publishing: I can create a position paper, persuasive and informative texts for a specific audience using multi-model algorithms.</td>
<td>XXXXX is improving his understanding of homophones and homographs.</td>
</tr>
<tr>
<td>Handwriting: I can write using Victorian Modern Cursive for a minimum of 25 minutes.</td>
<td>XXXXX is improving his understanding of homophones and homographs.</td>
</tr>
</tbody>
</table>

**Teacher Name:** Demo Flack 2  
**Parent Signature:**
### Wembley Primary School

**STUDENT NAME**

**VSN 0000000000**  
**Year 3 Semester 2**

<table>
<thead>
<tr>
<th>Learning Area</th>
<th>Rating</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health and Physical Education</td>
<td>B</td>
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<tr>
<td>Interpersonal Development</td>
<td>C</td>
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<tr>
<td>Personal Learning</td>
<td>C</td>
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<tr>
<td>Civics and Citizenship</td>
<td>C</td>
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<tr>
<td>The Arts</td>
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<tr>
<td>English</td>
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<tr>
<td>Reading and Viewing</td>
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<tr>
<td>Writing</td>
<td>C</td>
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<tr>
<td>Speaking and Listening</td>
<td>C</td>
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<tr>
<td><strong>The Humanities</strong></td>
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<td>Mathematics</td>
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<tr>
<td>Number and Algebra</td>
<td>B</td>
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<tr>
<td>Measurement and Geometry</td>
<td>B</td>
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<tr>
<td>Statistics and Probability</td>
<td>B</td>
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<tr>
<td>Science</td>
<td>C</td>
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<td>Information and Communications Technology</td>
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<tr>
<td>Design, Creativity and Technology</td>
<td>C</td>
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</tr>
</tbody>
</table>

**Work habits**

<table>
<thead>
<tr>
<th>Effort</th>
<th>Needs Attention</th>
<th>Acceptable</th>
<th>Very Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Behaviour</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

### Ratings

A. Well above the standard expected at this time of year  
B. Above the standard expected at this time of year  
C. At the standard expected at this time of year  
D. Below the standard expected at this time of year  
E. Well below the standard expected at this time of year

### Legend

- [ ] Your shift’s achievement 12 months ago  
- [ ] Your shift’s achievement this semester  
- [ ] Your shift’s progress  
- [ ] The expected level of achievement

**END OF SEMESTER REPORT**

- Progression Points
- Overall learner comment
Thank you for your time!

Any Questions?