OUTCOMES FROM NON-TEACHING STAFF FORUM

Tuesday, 4th August 2020

Session 1: 8.00 am – 9.00 am

Session 2: 9.00 am – 10.00 am

Prepared by

Grant O'Hara

1.0   FORUM AGENDA

The following is the Forum Agenda that was used for the 30-40 person Non-teaching Staff session, held in the demountable on **Wednesday 5th August 2020**

AGENDA

1. **Welcome** and introductions.

2. **Strategic thinking** – What is strategic planning and why is it needed?

3. **Student Staff Assistance** – How can you help?

4. **Driving Forces** - strengths *(green strips x 3)*

5. **Restraining Forces** - weaknesses *(pink strips x 3)*

6. **Key questions** – Choosing which of your questions that most need to be resolved in this planning process *(gold strips x 3)*

7. **New Projects** – what two new initiatives would you like to recommend the school consider? *(post-its x 2)*

8. **Next steps** from here in the project.

Prompt list

A. The Learner – what learners learn, what I would like learners to achieve?

B. Learning & Teaching - the way leaners like to learn and how learning can be best facilitated?

C. Our Learning Community – who can help with learning & how?

On the following pages is a summary of the input from the Non-teaching Staff resulting from the outline listed above segmented in one of the 'education' priority areas A – C as listed.

A. THE LEARNER – Questions & Forces

Questions	Restraining Forces	Driving Forces
- How do we improve deaf Students' language (English) and vocab from Prep-year 6? - How do we better deal with differentiation? - How can we include life skills into teaching Student's to become more independent? - How do we deal better with different behaviours? - How can we find out their strengths? - How can we build up their confidence? - Can we have a more balanced curriculum that is not so assessment based and data driven? - How can we make our Student more resilient and able to cope with the real world of the future? - What does "learning"/"the learning process" look like for each individual Student? - How do we ensure that all Students reach their potential in maths? - How do we get the lower school (Prep-2) to have a strong core learning of the basics (reading, writing and maths)? - How do we get lower level Students to engage better?	- Inclusion is difficult due to the a physical space (set up of our classrooms) - Include more life skills into Students' learning time - Students work space is overloaded academically – more time needs to be spent consolidating, more hands-on activities, more art and science - More funding for learning support to help children progress - We need to support all EALD Students throughout each year level with learning assessments by non-English speaking teacher aides - Moving at own pace through learning – either pushing forward to more advanced learning or taking the time to cement basic knowledge before moving on. Learning letters and sounds confidently - A greater emphasis on Student and Staff wellbeing and mental health. Too much pressure on reading in Prep rather than helping students to pursue their individual interests - More time is needed for Students to process what they have learned or teacher aides given time to help these Students achieve their goals - For lower grades, let's just get back to basics, e.g. letter formation, using capital letters, writing basic sentences - Encourage Students to develop their personal strengths and positive thinking as they are unique - More interpreters are required - I think Prep students have way too much to do and learn throughout the day – more play based learning should be promoted	- Student Staff data - Goal setting for Students – each child has a goal, could be the same each term or change to a new goal - Student Staff wellbeing – listening to the Students and ensuring they are safe and supported, at home and at school - Student Staff support, and Student Staff goal setting - Small group/individual support for Students with different needs - Dealing with different behaviours - Differentiation meeting the individual needs of Students - Student Staff support - Prep – deaf and hearing Students start Prep together on even playing field – all good because exploration learning, however year 1 on – language based learning – fall behind - Zone of Regulation – Students learn to understand and react to different level of emotions - Consistency of behaviour management which has been implemented at this school, e.g. The Road and Target - Auslan language access

STR4TEGY
ST

A. THE LEARNER – Initiatives & Projects

Today's Problems - Projects	Tomorrow's Opportunities - Projects
Optimal Learning – Investigate better practices behaviour management program to ensure we offer optimised learning for all. *Different Abilities Recognised* – Recognise that each child has their own set of abilities and actively find ways to work with these abilities to foster a love of learning, success and optimised learning for each of our students. (Success Breeds Success). *Optimised Learners* – Develop lower grades in a strong learning platform, sticking to the basics of reading, writing, and maths, so that they are confident in their learning.	*Love of Learning* – Create individualised learning programs that are specifically tailored to the learning style and ability of each Student, because we value how each Student accesses the curriculum to maximise their love of learning, which leads to establishing positive connections to life-long learning, e.g. cooking programs, life skills programs. *Mental Health Initiative* – Develop an ongoing, all-school resilience program for parents and children so that we are better able to cope with the real world of the future. *Optimised Learning* – Reinvent the times-table for maths. I would like to see that the children do not slip through the cracks. I see children getting further behind, this needs to be investigated. *Life Skills 101* – Spend 1 to 2 days a term developing Students' life skills to enable a more independent and well-rounded citizen. *Balancing the Scales* – Initiative for children to create a diverse curriculum with a variety of subjects, skills, and activities, e.g. gardening, art, etc., so all children have a positive learning environment and develop skills. *Self-Confidence* – Create the investigation program to help children understand and know their own strengths. Don't just focus on the textbook learning, but other areas (sport, art, etc.) to build up their confidence, so they can have positive thinking and passion to learn, and have better behaviour.

STR4TEGY

B. LEARNING & TEACHING – Questions & Forces

Questions	Restraining Forces	Driving Forces
- Can deaf kids with very limited language be exempt from LOTE and music? - How can we support children that don't "fit" the EALD guidelines? - How can Student needs be better met with regard to inclusion? - How can we use our current Prep classrooms to allow for investigative/inquiry-based learning? - How do we help the children who have more than one day off a week? - How can we create a better learning environment that benefits our Students mentally and physically in achieving their learning goals? - How can we support the slower/lower Students better with their learning and understanding? - How do we ensure most Students have the basics necessary to continue successful learning? - Is it possible for deaf children to have other options from LOTE or music? - Is it possible to have time outside of learning time (before/after school) to make Auslan resources (1 hour or more needed)? - How can we best utilise our teaching and support staff with another language to help non-English speaking Students with assessments other than English assessments? - How can we find, at an early stage, what the Student's would like to do that is meaningful to them and society? - Can we offer opportunity to staff and community to expand our knowledge of technology? - Is there a way to get Students involved in grounds staff projects, e.g. marking out running tracks? - Can grounds staff explain the safety aspects of certain jobs and tools? - What role can the grounds staff play in the education of Students?	- Prep curriculum – more child-led/inquiry-based learning, less assessed learning areas, more flexible classroom environments - The lower academic kids are not accommodated in regard to individual ability - Curriculum is paced too fast – deaf Students need more processing time – pre-teach, teach, post-teach (revision). Very difficult in class because teacher has to move on with curriculum - Differentiating the testing system for Students with special needs. I would really like to see different/varied/individualised forms of assessment that challenges the Student at their level of understanding - Support children that are not EALD, what help will they get? - More outside learning or hands-on learning. Our Preps are expected to be learning like the older grades - Support outdoor learning atmosphere. Learning shouldn't just be limited to indoor, our surrounding provides an abundance of resources to help our Students learn better - Provide opportunities to encourage children to shine in their areas of strength. Guide/teach children the behaviours/character/social skills - Inclusive learning to be customised to the needs of Students, e.g. deaf Students in music class? - TA, EI, ALM should be involved in all meetings that will affect the Students we work with - Benchmark at the end of the year for Preps – letter formation, writing numbers, counting, basic reading – for those who don't meet these requirements to have extra support - Maths – more time to be spent on maths for the Student to grasp what is being taught - Preps are expected to move forward too fast. Many are being left behind because not enough time is being spent on basics - There is too much for TA and teachers to teach in a week. If a child is away more than one day, it's very hard to catch them up on what they missed - Preps are sometimes not able to keep up. Are expectations too high? More support for lower level children - Create more ways to find what the Student loves to do (and that could become their future career), and ways to push them that way	- Behaviour management – language used across the school, consistent rewards/consequences, positive behaviour teaching, embedded into all aspects of a school day - Extra support for most children – oracy, EALD reading, ZOR - Oracy program, support EALD children - Teamwork/partnership with good communication. (Need to work out strategies to support Students) - How we collaborate with our Students to first understand their prior learning/understanding, and personal connection to the curriculum. This respects and values the Students' perspectives which initiates deeper learning - Consistency of practice - PBL – whole school approach (every class has the same) - Staff members have clear understanding of their roles, facilitated by good management - Teaching methods – always attempting something new to encourage engagement - Full inclusion – deaf Students need to be mixing with hearing because in their future (adult) lives this will assist them to function more optimally in our community - Auslan video resources are an accurate translation of curriculum for all deaf Students - Staff are very welcoming, everyone is easy-going, communication is great amongst everyone - Sharing staff knowledge – we share new skills learnt with others, ideas, brainstorming, give their time (one-on-one if needed) - Hands-on interaction with teachers and Students, not just standing in front of the whiteboard - Staff interaction with Students

STR4TEGY
ST

B. LEARNING & TEACHING – Questions & Forces

Today's Problems - Projects	Tomorrow's Opportunities - Projects
Improved Language Skills for Deaf Students – Develop a language and vocab program for deaf Students who are exempt from LOTE and music, because these Students fall further behind in all areas of curriculum.	***Classroom Restructure*** – Investigate how leading schools in inquiry-based learning structure/set up their classrooms to maximise their current spaces in order to best facilitate child-led learning.
Equal Learning Opportunity – Create equal opportunity for all children to have the opportunity for support – academically, emotionally, and physically – so all children achieve their best learning and feel confident in themselves.	***Warrigal Road Movie Stars*** – Initiate scheduling changes to allow time to translate and record/edit Auslan resources for all year levels.
Same Same – Create a program for non EALD Students to have learning support in Prep, so they don't get shuffled to the side.	***Being Ready*** – Reimagine Prep year to concentrate wholly and fully on literacy and maths development, so that all children move into year 1 with the basics (letters and sounds, sight words, number recognition, and basic 1-1 counting, etc.) to be ready to progress successfully through school learning.
I Can Do It – Create a specialised support group for Students to better understand learning and feel confident in having a go. This will give them confidence.	***Early Vision*** – The education system needs to create programs that find the Students' interests and push them early that way, potentially showing what those jobs will look like so those Students end up choosing their "right" career and live a better life.
Student Staff Engagement – Explore the Student Staff engagement of special needs children, to enhance their quality of personal learning (academic, emotional, and social).	
Hands-On Learning – Develop learning environment not just limited to the classroom. Outdoor exploration could promote Students' interest in learning and widen their knowledge that they could not get from a book.	
More Prep Support - Develop a program to take small groups of low learners to help them catch up before moving on from Prep, so that they can have a better chance of keeping up.	
Develop Communication – Develop good communication and reassure that working as a partner is important and will improve the teaching and learning experience for our Students.	
Optimise EALD Student Staff Results – Create a program that utilises the correct support staff for the individual EALD Students for all year levels for non-English assessments. This would improve EALD Student Staff results and their confidence in learning.	
??? – Upskill staff on the use of technology to create opportunities such supporting teacher ability to deliver optimised learning environment, Student ability to learn new skills and interactive learning possibilities that encourage and engagement with learning **Proviso** – Equipment is suitably upgraded.	

STR4TEGY
ST

C. OUR LEARNING COMMUNITY – Questions & Forces / Initiatives & Projects

Questions	Restraining Forces	Driving Forces
- How can we build up a standard of positive behaviour management plans in a culturally diverse community and get families on board? - Can we organise deaf club on the "off" assembly weeks? - How can we streamline parent communication? - Can we offer parents an information session to explain what is involved in taking on P&C roles (possibly provide incentives)? (Outline the benefits that are realised by our students.	- Effective communication needs consideration of language and cultural differences - Engaged community – wanting parents to engage learning with their child's English skills - Teacher needs to be more Prepared with resources (books, concepts to be covered) to give to interpreters and ALM, so they can pre-teach and revise better - Helping parents/caregivers to feel they can contribute to our school community. Obstacles include: working families, no/limited English - Upgrade of technology equipment and knowledge - Refresh classrooms with a lick of paint - More involvement with the community, e.g. social media in events, etc. - Improved parent willingness to participate in P&C	- New principal is very open to what is going on with staff and community - Give parents access and information about school's learning approach/style. We offer various workshops - Communication with parents/families via Facebook, emails, phone calls, etc. - Communication from leadership to teachers, and to parents. Everybody has the opportunity to speak and be heard - Caring environment - everyone looking out for one another across the entire school community - Transparency with information to both community and staff. Communication is open and friendly - Our communication at present is excellent – transparent through Facebook for parents and staff. Everyone knows what is happening in the school - Community engagement - Communication via technology

Today's Problems - Projects	Tomorrow's Opportunities - Projects
Outdoor Learning Fun – Investigate ways that the grounds staff can be integrated into Student Staff learning to offer further outdoor education extension. **Proviso** – Curriculum support is considered. *Optimised Home-Learning* – Investigate across the different cultural backgrounds, what are the needs for families to best support their parents' home-learning areas (if lockdown restrictions happen again). With the Proviso we address these questions… Do we have enough learning materials/videos/zoom and infrastructure support for them, what are their frustrations, and how do we keep track of their progress?	*WRSS Communication App* – If we could develop a parent portal for all communication relating to WRSS. One place that a parent can go to for all information instead of many. Parents are confused sometimes where the information came from, e.g. different departments could upload the information and parents could refer back to this portal instead of looking back through emails, text messages, and/or remembering the phone call. This communication tool could also be used to help with the language barrier. *Stronger Eco-Systems* – Investigate ways of truly engaging our school's parent/carer (and a wider variety of community groups) to improve participation in school projects. **Proviso** – We understand skill sets and motivations.

STR4TEGY
ST

Notes: