Research Conference 2019
Preparation students for life in the 21st Century: Identifying, developing and assessing what matters

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“We can’t force children to behave but we can build an environment that increases the likelihood that they will”
THROUGHOUT HISTORY, humans have looked to the night sky to help explain their existence, but the conclusions peoples draw from the same sky can be remarkably different. European astronomy uses constellations of stars to tell a story, but sometimes Aboriginal Australia uses the darkness between the stars. Dark Emu is a shape in the dark areas between the stars of the Milky Way.

It’s a different way of seeing.

NOTE TO READERS

YOUNG DARK EMU is taken from the book Dark Emu, written for older readers. It includes many quotes from the book and additional information.
Hillvue Public School has an enrolment of approximately 300 students, with 80% of students identifying as Aboriginal or Torres Strait Islander. The school, located in Tamworth is one of 15 Connected Communities Schools in New South Wales.

The Connected Communities strategy positions schools as community hubs. It broadens the influence of the community and school leadership, to play a role in the delivery of key services and in supporting children and young people from birth through school into further training, study and employment.
The Connected Communities Key Deliverables:

• Aboriginal children are increasingly developmentally ready to benefit from schooling in their physical health, social competence, emotional maturity, language and cognitive skills and communication.

• Aboriginal families and community members are actively engaged in the school.

• Attendance rates for Aboriginal students are equal to the state average.

• Aboriginal students are increasingly achieving at or above national minimum standards and overall levels of literacy and numeracy achievement are improving.

• Aboriginal students are staying at school until Year 12 (or equivalent training).
Key deliverables continued:

- Aboriginal students are transitioning from school into post school training and employment.
- Aboriginal parents and carers report that service delivery from the school site is flexible and responsive to their needs.
- Aboriginal students and communities report that the school values their identity, culture, goals and aspirations.
- Staff report that professional learning opportunities build their capacity to personalise their teaching to meet the learning needs of all students in their class.
- Staff report that professional learning opportunities build their cultural understandings and connections with the community.
Future Focused Learning

Purpose: To provide students with learning opportunities which are significant and connected to their lives. Students will be engaged in high quality and relevant learning experiences which develop resilience, capacities and skills where every student can learn and grow with confidence.
Leading Learning

Purpose: To provide diverse opportunities to build the capacity of all staff to take ownership of their professional learning and become leading learners across all career stages with a focus on continuous improvement and innovation.
Stronger Partnerships

**Purpose:** To provide opportunities for genuine partnerships with parents, community, universities and government and non-government agencies to develop a shared responsibility for student learning, innovation, opportunity and success. Promotion of the important role education plays in the provision of increased life opportunities.
Our belief that all students can learn and all students will learn because of what we do is fundamental to our ultimate goal of achieving improved outcomes for our students and families.
Summary of Overall Challenges:

- FOE 205.
- This is how we do it at Hillvue. There is no need to change.
- Low expectations by staff, students and community.
- Low parent and community engagement and involvement.
- Welfare first and academic rigor a distant third.
- Working in silos. Achieving significantly different results across grades and the school and blaming the results on students.
Positive School Climate

High Expectations

Professional Learning

Differentiated Learning Environments

Focus on Transition Points

Language & Culture

Early Years Transition

TAFE

Eat Well to Learn Well

Stephanie Alexander
Summary of Overall Impact:

• A happy and collegial staff.

• Increased pride in the school by students, teachers and community.

• Increased parent and community engagement in the school. Parents are more willing to come into the school and feel comfortable being there.

• Positive atmosphere in the playground has led to less stressful playground duties for teachers. (A comment from a teacher. “I don’t even need to be on duty anymore. They have so much to do its great.”)

• Increased classroom engagement.

• Use of data to inform practice.

• Improved literacy and numeracy results.

• Reduced suspensions/reduced negative classroom and playground behaviour.

• Strong links with both government and non-government agencies. The links are transforming into actions.

• Hillvue Public School is now the school of choice for students.
<table>
<thead>
<tr>
<th>Year 3 NAPLAN Subtest</th>
<th>Bands 1 and 2 (bottom bands)</th>
<th>Bands 5 and 6 (top bands)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2016</td>
<td>2017</td>
</tr>
<tr>
<td>Reading</td>
<td>45%</td>
<td>3%</td>
</tr>
<tr>
<td>Writing</td>
<td>14%</td>
<td>0%</td>
</tr>
<tr>
<td>Spelling</td>
<td>46%</td>
<td>25%</td>
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<tr>
<td>Grammar and Punctuation</td>
<td>38%</td>
<td>16%</td>
</tr>
<tr>
<td>Overall Numeracy</td>
<td>36%</td>
<td>14%</td>
</tr>
</tbody>
</table>
Percentage in Bands – School, SSG and State – Year 3 Reading (Hillvue PS, SSG and State)
% of Results in Top 2 Bands for Reading and Numeracy by Calendar Year

- 2015: 4.94%
- 2016: 3.81%
- 2017: 14.47%
- 2018: 16.67%

School Name: Hillvue Public School