



Our teachers make a difference!

Teachers at Pottsville Beach Public School spend a lot of time preparing, planning and organising quality teaching and learning experiences for our children. They do it because they know they make a difference.

Gone are the traditional days of working 9.00am – 3.00pm. In fact in my entire career I have never come across a teacher who has successfully worked these hours.

Teachers at Pottsville Beach work beyond the perception of their 'daily expectations'. They continue to create and take on many extra curricula activities, whilst also making time to work individually with children. Teachers have a huge responsibility not only to students and our school, but also to achieve the expectations of the Department of Education to ensure a consistency in professional development for teachers as lead learners in our school community. In the short time I have been at Pottsville Beach, your teachers have engaged with numerous professional development sessions.

We are continuing to create clarity in our work with some examples so far:

- Collaborative planning of curriculum programs
- Mandatory training such as: Code of Conduct
- Reviewing policy, school guidelines and survey data
- Future-focused preparation such as the School Plan, which guides the entire school forward and beyond the next three years
- Staff Development Day: Building and Developing Visible Learners (5 July).

Next Term we are delving further into Visible Learning practices and Student Wellbeing (Behaviour, Merit, Wellbeing and Resilience practices). We will continue to use Visible Learning as a platform to employ Learner Dispositions, Learning Intentions and Success Criteria strategies to ensure high quality, impactful teaching and learning happens here. Visible Learning focuses on enhancing the role of teachers as they become evaluators of their own teaching. Visible Learning and Teaching occurs when teachers see learning through the eyes of students and help them become their own teachers. (More information about Visible Learning next Newsletter).

Our teachers are professionals in their field and take professional development seriously because it does make a difference to your children. High-quality teaching is the greatest in-school influence on student engagement and outcomes. The professional development of teachers is a career-long process which begins with initial teacher education and continues until retirement.

I'm sure you will join me in appreciating the effort and dedication they offer our students, as we continue to implement impactful teaching and learning at our school. A thank you, a smile is always welcomed too.

Please ensure you are on Skoolbag, watch for surveys, information nights and newsletter articles to keep up to date. We are looking forward to you and your children being part of the success as we focus on 'what works best' for learning and improvement.

Trish Fisher
Relieving Principal

Visible Learning at Pottsville Beach Public School

We are beginning a 'Visible Learning' journey.

Visible Learning is not another 'thing' or project that may fade away. Visible Learning is making teaching and learning 'visible' – that is, when it is clear what teachers are teaching and what students are learning, then student achievement increases. Teachers 'know they impact!' Expert teachers are not wedded to specific teaching strategies – rather, they regularly focus on evaluating the effects they have on students and adjust teaching methods accordingly. In fact, teachers have been focused on professional learning sessions to employ best teaching practices in order to make a real difference for the learning of the students in our school.

As you are aware our strategic directions for the school encompasses all areas of school life and Visible Learning is fundamental to the ongoing success. We are striving to ensure that we are raising expectations and enhancing the quality of student learning. The research of Professor John Hattie continues to underpin the identification of what is the greatest impact on student learning and our school is continuing to build on the strengths that currently exist and can effectively identify the next steps we need as a school.

We are building a common language so that we are talking 'about learning'. It is important that our learners know where they are in their learning, what they need to do to achieve and what to do next.

We are starting our journey within our programs through the engagement of:

- Learner Dispositions (Applying effective habits or thinking and doing)
- Learning Intentions (The more the transparent the teacher makes the learning goals, then the more likely the student is to engage in the work needed to meet the goal.)
- Success Criteria (The more the student is aware of the criteria of success, then the more the student can see the specific actions that are needed to attain these criteria.)
- Trialing Feedback strategies (The more there is feedback about progress from prior to desired outcomes the more positive attributes to learning are developed.)

As part of the vision, we are also developing with the students a better understanding of growth mindset. Research has shown that a growth mindset over a fixed mindset effectively helps students to achieve highly, and to apply the lessons learned to improving their motivation and achievement.

Over the next three years there are many areas we will be focusing on such as: Learning processes, Mind frames, SOLO taxonomy, Feedback, the science of how students learn and more.

We are excited!

Trish Fisher
Relieving Principal