

Dear Jason,

7 June, 2018

Thank you for hosting the Immersion Visit today with Bernadette, Julie, Anna and myself. As planned our primary focus for this immersion visit included:

Differentiation

A culture that promotes learning

An expert teaching team.

Intentional. Connected. Differentiated. Focussed. Calm. Consistent. Collegiality. Personalised. Goals. Purposeful. Authentic. Fit for Purpose. Linked. Co-constructed. High expectations. High quality. Collaborative. Creative. Visible. Articulate. Powerful. Ownership--- these are the words that lunged out to us as we spent time in your beautiful school.

Jason, you are clearly leading a team of highly engaged leaders, where there is 'no fluff' (quoting Julie's feedback). Kathy, Nassim, Amanda and Jane form a very united leadership team, and together you are forging forwards with the real business of learning. I applaud your action for SLC's to be on class, actively teaching, actively mentoring and knowing the story of every child. It is very easy to see our new system goals living and breathing at Charles Conder PS – A united leadership team, A school where students love to learn and Investing early. It was very exciting to see and hear how connected your students are with their learning. The creation of your Pedagogical Framework spells out the way teaching and learning is framed at Charles Conder – well done, that was a big job! Your motto of "Know the Child, Grow the Child" is exactly what is experienced when walking through every classroom.

When the visiting team met after the school tour, we discussed the following points, as feedback and for your further deliberation to share with your whole school:

- **Differentiation** – Through the use of data and a high presence of student goals – there is an evidence base of differentiation that evolves as students' progress with their understanding of concepts, skills and confidence. This is an exceptional example of true differentiation. Teachers have been coached by their SLC's and mentored by teaching partners to be fully cognisant of the need to differentiate. There were so many examples of differentiation in action including: flexible learning spaces, individualised goals that change, grouping, Writing Matrix, explicit teaching, supporting students, cooperative reading, questioning, open ended tasks, learning assets and then plot (with student work) where learning is up to and what the next steps need to occur. Teachers are using formative assessment very well and this whole school structure is giving the frame for how they differentiate for all learning needs. The personalised learning in the Yr 5/6 areas was very impressive, with students having agency over their timetabling of core work, and managing time. From Kindergarten to Yr 6, every child we spoke to about their learning could tell us what they were learning and why, and how it will improve their work – just wonderful!
- **A culture that promotes learning** – Entering every learning house, there was an immediate 'vibe'. The culture was very different to the 2017 Immersion visit – the Yr 5/6 Morimoto space was incredibly settled with every student attending to their learning needs. We were highly impressed at the impact this style is having on the students – they love it and are clearly producing work of a high quality. Every classroom is uniquely different with funky arrangements of furniture to create learning nooks, independent learning and spaces for teachers to conference. Your deliberate use of human resources also promoted a culture where 'learning is the business' and 'every minute matters'. Your explicit targeting of resources has resulted in high quality artwork throughout the school, building a strong sense of achievement and pride. The walls are the 'third teacher' I was thrilled to see such strategies as effective Bump It Up walls, writing protocols, PBL, Learning assets, student goals and CAFÉ reading to state a few. Children of all ages, were engaged in deep and rich learning. Maths walls, reading Walls, Writing Walls, preservice teachers, LSA's – all directly support the learning!
- **An expert teaching team** – through the deliberate practice of Coaching across the school, led by your highly skilled SLC's, it is evident to see how valued your teaching and support are. I believe your tactic to target certain teachers for intensive coaching shoulder to shoulder is paying off. The regular walk throughs, observations and reflective feedback all develop those teachers in areas of nominated need. Thank you for pushing to have higher expectations and an accountability lift, because it can be seen in classrooms, that teachers do take their role and responsibility very seriously. Team planning, with data at the centre of everything you do, is ensuring teachers know

the full story of every student, and then they are catering to their needs and differentiating effectively. Your staff collectively, have a very strong grip on the need for and impact of explicit student learning goals. Congratulations.

I would like to offer/suggest a few areas for ongoing consideration, given you had already identified these as part of your early stages of your new five year Strategic Plan.

- ❖ What will Inquiry look like in all classrooms? What difference will we see and hear about in the 2019 Immersion?
- ❖ How could transitions be strengthened into High School as a two way collaboration?
- ❖ What could 'shadowing' look like to showcase your current high quality environments/teaching to empower other teachers from other schools?
- ❖ Otherwise, keep on doing what you are doing and continue to reflect, refine, reset and recharge.

Jason - thank you for opening up your school to the visiting team and myself, we applaud your instructional leadership and dedication to everything that goes on at Charles Conder Primary to make it a school that has exemplary practices and a warm, engaging vibe. Thank you for the tastiest lunch possible on such a cold day. Thank you for the thinking already on your horizon to expand networking with close schools to improve transitions. You are an outstanding principal, with a strong conviction to get your mission and vision across. You are building strong leaders and teachers that will empower our network and system. Thank you so very much!

Onwards and upwards!

Regards,

Kate Smith

Director School Improvement, Tuggeranong