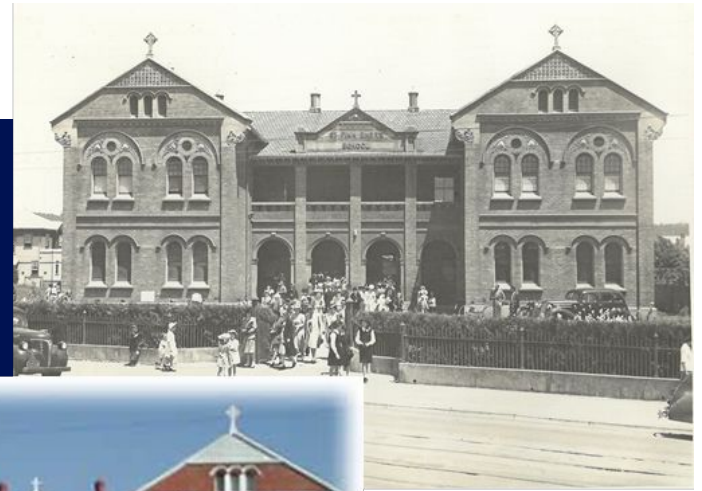
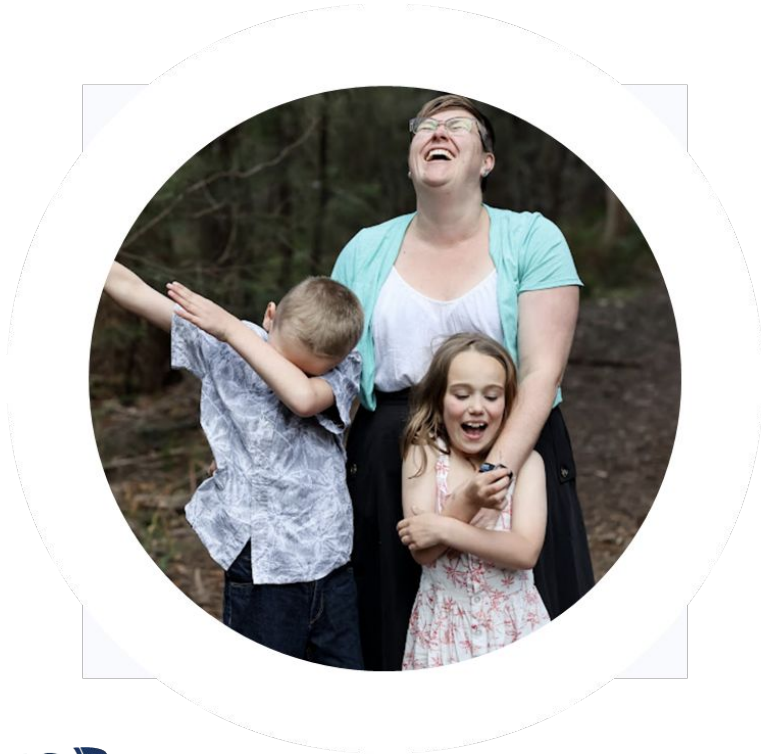


St Finn Barr's Catholic School

Melissa Jago



My journey began...



My Teaching Career

Began in 2013 ...

- Primary Visual Arts Teacher
- Co Teacher/Part-Time Classroom Teacher
- Aboriginal & Torres Strait Islander Key Teacher
- 5/6 Classroom Teacher
- ILTP Coach
- 3/4 Teacher and Team Leader

ILTP Journey



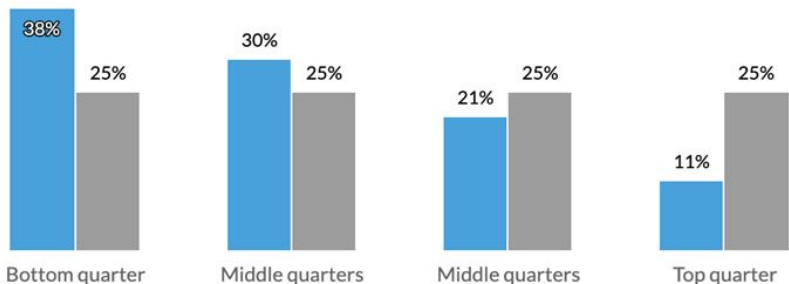
Our school's journey with COG Learn coach Matt Cavanaugh began in 2023.

I was joined by Sam Gardner and Heather Cousins.

Little did we know the journey we were about to embark on...

Our Student Demographic @ St Finn Barr's

Distribution of Socio-Educational Advantage (SEA)

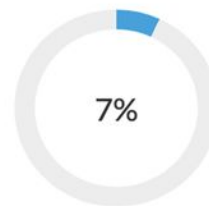


■ School distribution ■ Australian distribution

Percentages are rounded and may not add to 100

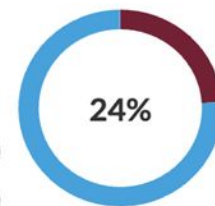
Full-time equivalent enrolments: 285.0

Indigenous students



Language background other than English

■ Yes (24%)
■ No (76%)
■ Not stated (0%)



<https://www.myschool.edu.au/school/40234>


**Facilitating classroom norms to
set up a culture of success.**



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Beginning of the day...



Wednesday

Before School

Independent Morning Booklet
Finishing off
Read to Self

What do I need:

Maths book
Literacy book
Science book
Pencil case

Today's Schedule

8:30 am Morning Jobs
8:50 am Prayer
9:00 am Spelling Mastery
9:30 am Literacy Groups
10:50 am Recess
11:25 am Maths Groups
RocketMath, Daily Review, Explicit Lesson
12:50 pm Lunch
1:25 pm Read to Partner
1:40 pm Religious Experience 3.
2:10 pm Integrated

Looks like:

Students enter classroom calmly, quietly and respectfully.

Students seated at desks, working through quiet independent work; touch typing, finishing off work, Morning books, reading etc.

Students to have all required equipment prepared for the lesson.

Visual provided on the TV for students.

I do this because:

Students are set up for a successful day and are familiar with daily routines.

Students are calm and ready to learn.

Opportunity to support and extend students during this time.

Attention Grabber



Looks like:

Teacher says:

Snap Crackle Pop

Students respond:

Everybody Stop

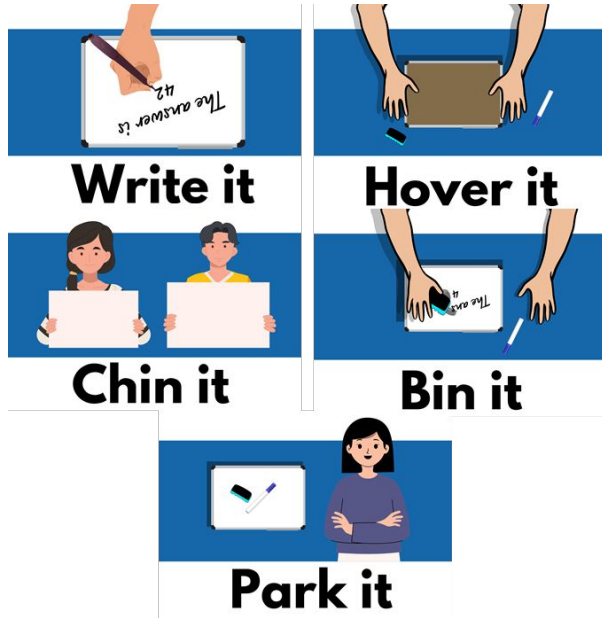
Students instantly stop what they are doing and look at the teacher.

I do this because:

Attention grabbers allows me to regain my students' attention, and conserves instructional time.

It is essential to have the same attention grabber across the year level. Each $\frac{3}{4}$ class uses the same Attention Grabber which supports consistency and routine.

Whiteboard Expectations



Looks like:

Hover, Chin, Bin, Park in 3, 2, 1

Hover it - board hovered in front of their chest parallel to the table

Chin it - board to be lifted to rest under the chin (Alternate Table colours, or Back to Front to allow for more time for working out for those who need)

Bin it - erase the board

Park it in 3, 2, 1 - gives the students 3 seconds to finish cleaning their board, put the lid on whiteboard marker, and put their hands on elbows to show ready to learn

Quick Show - quick flash to check students work. Especially during quick number facts and sounds.

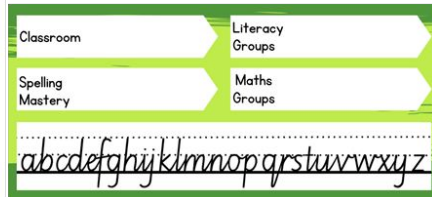
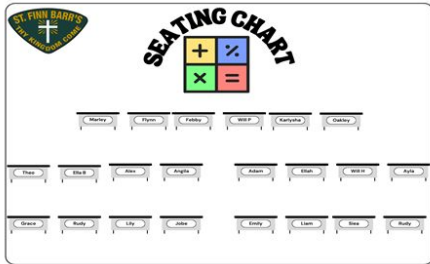
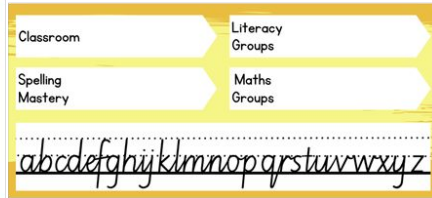
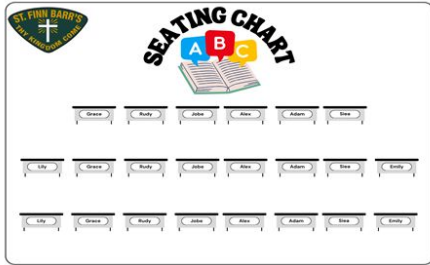
I do this because:

Student whiteboards allows for efficient student practice and checking for understanding.

Students present work together, making CFU easy and efficient for the teacher.

Whiteboards also allow for any mistakes to be quickly erased and fixed.

Seating Plans and Labels



Looks like:

Students are seated according to a seating plan, and are adjusted for different KLA's.

Seating plans are designed with student support in mind.

Visible at the front of classroom to support any visiting staff.

Grid labels on each table include; Core class, Spelling Mastery Class, Literacy group, Numeracy Group and have also Pair/Share designations

I do this because:

Seating plans aid in the observation of all and specific students.

Students have routine and Teacher can provide support as required per individual needs.

High Expectations for All



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School-Wide Expectations - Lining up



Looks like:

Lining up in roll order

Silently and respectfully

Lined up in designated spot outside relevant room



We do this because:

Students enter the classroom calmly, quietly and respectfully.

Students are prepared for learning.

Provides students with the time to regulate prior to re-entry into their learning space.

**How does your teaching practice
now differ from your previous
instruction?**



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Then vs Now



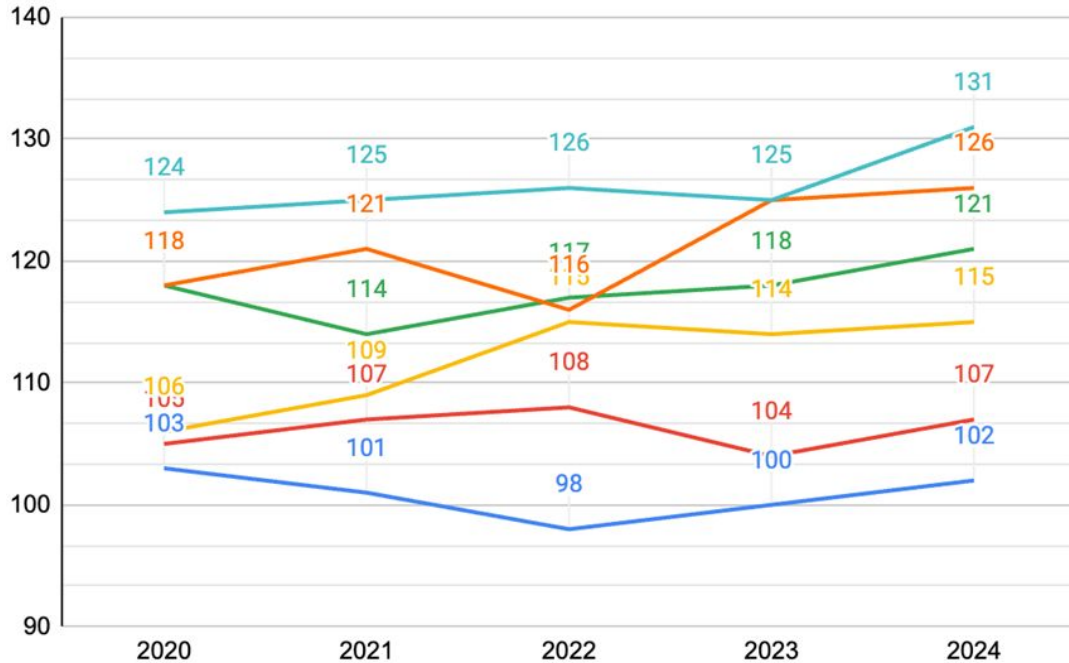
What effect does this have on our students?



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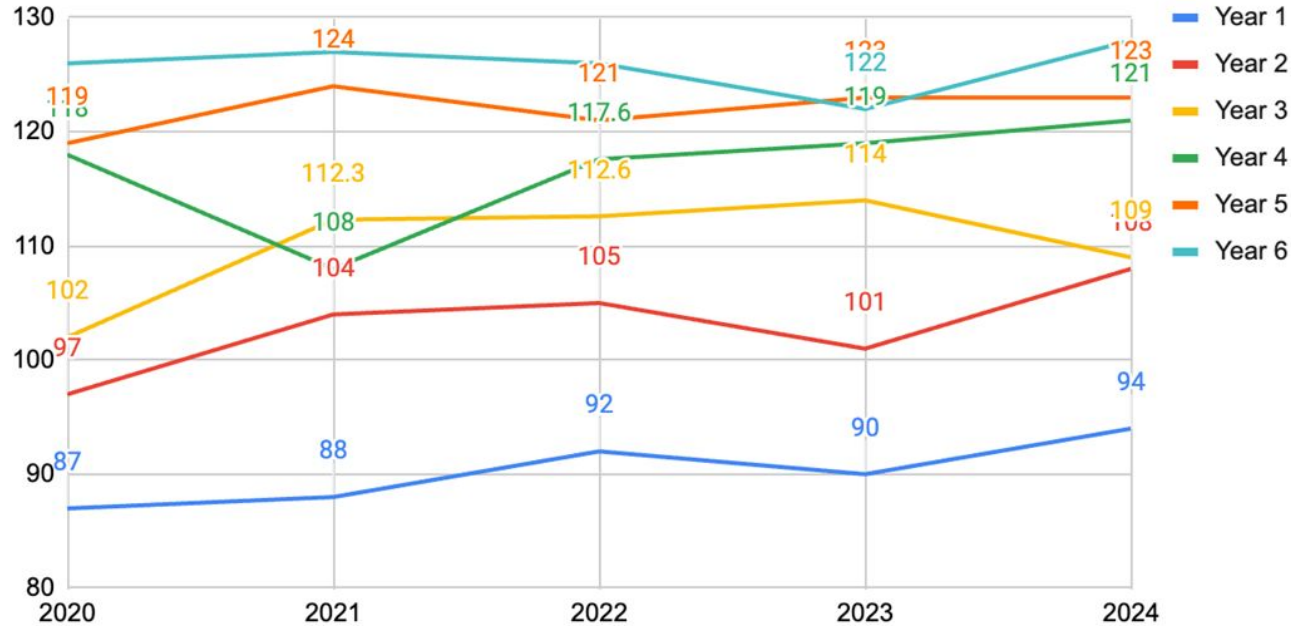
Maths Results



- Year 1
- Year 2
- Year 3
- Year 4
- Year 5
- Year 6

	EOY 2020	EOY 2024	Australian Standard
Year 1	103	102	99.5
Year 2	105	107	108.3
Year 3	106	115	115.4
Year 4	118	121	121.1
Year 5	118	126	125.5
Year 6	124	131	128.9

Reading Results



	EOY 2020	EOY 2024	Australian Standard
Year 1	87	94	84.2
Year 2	97	108	101.1
Year 3	102	109	113
Year 4	118	121	120.9
Year 5	119	123	125.8
Year 6	121	128	128.8

Moving into the 2025 teaching year...



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School-Wide Norms & Expectations Document



Looks like:

School wide Norms and Expectation included within this document.

It includes the Norm/Expectation, what it looks like within the classroom and the purpose of this from a Science of Learning viewpoint.

We are doing this because:

Builds consistency across the school

Teachers and students know the expectations.

Provides Low-variance across the school and each year group.

Exemplary Practice in Action



From a Principal's Perspective



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 **INSIGHT**
into learning