



Pemulwuy Learning Community

BECAUSE

We want to empower students to be active participants in their learning

WE BELIEVE

Through using the collective genius of a group of schools, we can strengthen school strategies to enable students to become leaders of their learning

SO WE PROVIDE

Professional learning, co-created by the cluster of schools, that enables staff to create rich student engaged assessment opportunities in their classrooms

THAT LEADS TO

Learning experiences that encourage students to take responsibility for their learning and reflect on themselves as learners

AND RESULTS IN

A consistent use of strategies across the cluster of schools that fosters engaged, self-directed, successful life-long learners.

PARTNERS

The Pemulwuy Learning Community (PLC) is a learning community consisting of the following schools; Greystanes Public School, Beresford Road Public School, Girraween Public School, Greystanes High Public and Hilltop Road Public School.

PRACTICES

The PLC was formed in 2016. It developed a 3-year plan to develop student engaged assessment practices across the cluster of schools. All the schools in the cluster have committed to having a combined staff development day in Term 3 of each year.

- In the first year the cluster of schools developed and delivered professional learning on learning intentions and success criteria. Groups of staff had the opportunity to visit other schools to view best practice.
- In the second year the focus was on questioning to develop deep thinking and eliciting evidence and feedback seeking, receiving, acting upon and delivering. Groups of staff also had the opportunity to visit other schools in the cluster to view their practices in other contexts
- In the third year the cluster investigated student self-assessment and peer feedback. Groups of staff again had the opportunity to visit other schools in the cluster to view their practices in other contexts

The cluster of schools was structured with a cluster leader nominated from one of the schools and a leadership team established with a member from each school represented. The leadership team was responsible for developing the professional learning that was to be delivered within their school, ensuring schools remained informed and on message in relation to the PLC goals.

In 2019, The PLC formed new 3-year goals and developed a partnership with Dr Dennis Alonso to support progression of the work across the schools.

RESULTS

After the 3 years, when surveyed 57.1% of staff at Hilltop Road responded that they consistently implement learning intentions and success criteria in their classroom. 50% of staff responded that they consistently utilise feedback practices in their lessons to enhance student achievement. 100% of staff surveyed were also able to produce examples of student engaged assessment practices in their classrooms. After professional learning opportunities, 87% of teachers gained a greater understanding of the link between LISC, questioning and feedback whilst 83% of teachers believed the PL demonstrated the need for explicit LISC to enable students to effectively peer and self-assess. During classroom observations 75% of students demonstrated understanding of the learning intention, 65.5% of students demonstrated understanding of the purpose of the lesson and 62% of students could articulate where to next in their learning relating to the lesson. Teachers were made aware of the types of questions they are typically using during their lessons, most prominent being closed and convergent. Teachers were also made aware of the types of feedback they are typically using during their lessons, most prominent being self-level and self-regulation.