

Kimberley Schools Project Newsletter

Term 2 2021



Manager's Message

By Mark Williams

As term 2 draws to a close there are some significant changes to the profile of the Kimberley Schools Project.

In relation to the recently completed KSP Principal selection process I'm pleased to advise that Ian Ralph from Koondoola PS has won the position and will commence at the start of term 3. Ian brings a wealth of experience as a school leader to the role and his background as former Principal of Nollamara PS and Intensive English School places him very strongly to continue the work of the Project. I'd like to take this opportunity to sincerely thank Kelvin Shem for his efforts in upholding the work of the Project over the past 6 months. Kelvin took on the role at very short notice and worked very hard to orientate himself to our operations in schools and worked closely with the coaches to further embed KSP practices in Kimberley schools. We wish Kelvin well as he returns to Roebuck PS.

Another departure from the Project is Belinda Allister who has served as our Executive Support Officer this term. Belinda is heading back to her substantive role at Broome PS and she will be missed for not only her administrative skills, but also for her calm demeanour and ability to juggle the multi-faceted nature of the Project.

We are in the process of commissioning a professional contractor to carry out a comprehensive and far reaching evaluation of the Project. As part of the evaluation the successful contractor will carry out an audit of our operations and will seek feedback from schools and communities on the work and impact of the Project. I'll be in touch with schools and principals individually as the evaluation process rolls out over the coming months.



1 - KSP Impact Report Web Copy¹

The KSP 2020 Impact Report has been finalised and is ready for distribution. The links below will take you to copies of the Impact Report and if you choose to print it off the web copy is the quickest to download and print. There are also professionally published copies here in the office and if you'd like a copy either call in to pick one up or let me know and I'll put it in the mail.

[KSP Impact Report Web Copy²](#)

[KSP Impact Report Original Copy³](#)



Next term sees an exciting professional learning opportunity with the Leading School Improvement Masterclass to be conducted by Vic Zbar. Please see the flyer and registration links for the Masterclasses which will be presented in Broome and Kununurra. Places are limited and at the moment only open to Principals and one Deputy per school. If more places become available, I'll let schools know.

In closing I'd like to sincerely thank all Kimberley schools in which the Project works. It is our privilege to be able to support student learning and working with dedicated school communities to improve outcomes for Kimberley students.

Enjoy the well-earned holidays.

Mark Williams

Study Tour

By Carolyn Williams

Despite the cold and rainy Perth weather, the 2021 Study Tour participants were fully engaged in the school visits and professional learning. As with previous years both Dawson Park and Ellen Stirling primary schools were pulsing with energetic teachers, engaged students and inspiring leaders. Both these schools focus on curriculum transformation using evidence-based practice and concentrate on

developing teachers rather than acquiring resources. As Doctor Dean Goldspink, Principal of Ellen Stirling put it, “clearing the noise so teachers can focus on teaching”.

The school leaders in both these schools promote a shared responsibility for student learning, they create conditions for students to succeed and believe that teachers thrive in high expectation and high support environments.

Whilst the mornings were spent observing teachers and hearing from the leadership teams, the afternoons included unpacking these practices, engaging with Amanda McGovern from the leadership institute around personal bias and best self, and on day 2 teaching standards and school accountability and culminated in a planning session using the High Performing Schools Roadmap (Zbar, 2017).

The Study Tour was a great opportunity for participants to really focus on the next steps in their own schools and plan to develop sustainable practices beyond the support of the Project.



Master Class 2021



By Emma Anderson & Mel Westerhuis

The inaugural KSP Master Class took place this term with 16 recognised expert teachers from across the Kimberley convening in Broome. Over three days, participants benefited from the guidance and expert knowledge of Dr Lorraine Hammond and Brooke Wardana. Also in attendance, were Dawson Park Primary School staff who provided coaching, and shared their individual journeys and collective school story.

Attendants observed Brooke's incredible capacity to deliver highly energised and engaging Daily Reviews to students at Roebuck Primary School. Teachers were then given the opportunity to replicate what Brooke had delivered and receive feedback. The expert teachers from across the region finessed their delivery and benefitted from coaching over the three day intensive program. Afternoon sessions focused on professional development that was in-depth and ensured that teachers were equipped to return to their schools to share knowledge and build capacity.

Breaks throughout the day provided opportunities for reflection, conversation, resource sharing and networking. On Wednesday evening, participants gathered at Cable Beach to relish in a glorious sunset and continue to cement strong connections formed across east, central and western schools. From a group who commenced on Tuesday morning apprehensive, many with significant nerves, KSP coaches watched the growth, confidence and knowledge of all who participated continue to develop.

Reflections included, *"this was a wish come true,"* and, *"I have just completed three days of the most amazing professional development....Thank you to all the wonderful people involved. You are all amazing academics, legends in your own fields imparting expert knowledge in an inspirational and effective manner."*

Teachers returned home with a vision to support their colleagues, schools and networks to continue to build on high impact and effective evidenced based teaching across the region.





Targeted Teaching

Getting the Most out of a Daily Review – Recite, Recall, Apply

The Daily Review is a critical component of what we do as teachers. It is a powerful technique for building students' ability to practice and consolidate skills and strategies from short to long term memory.

When designing a Daily Review, it is important to consider the following three stages of **recite, recall and apply** are adhered to for each skill or concept being covered.

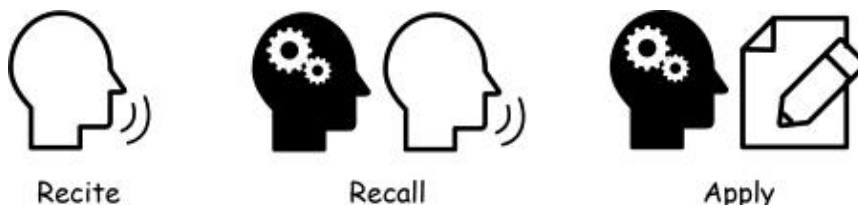
- Recite: Students read or identify information.
- Recall: Students are given tasks to remember the information.
- Apply: Students use the information independently to problem solve.

The recite and recall phases are important as they help students memorise important facts such as spelling rules or times tables. The apply phase however is crucial. This component of the Daily Review provides opportunities for students to use facts they have been recalling and reciting independently. This practice enables them to then apply what they know to new situations they may encounter outside of the Daily Review.

What might this look like in practice? Consider a spelling activity using the FLOSS rule:

- Recite: The whole class read a definition of the FLOSS rule with examples.

- Recall: Students are prompted to define the FLOSS rule orally and explain it using examples; pair sharing is an ideal activity for this.
- Apply: Individuals are required to apply the FLOSS rule to different spelling activities e.g. fill in the blanks, encoding or dictation.



For more information, we recommend the following presentation by David Morkunas from Bentleigh West Primary School in Melbourne:

David Morkunas - Spaced Interleaved and Retrieval Practice: The Key to Long term Knowledge Retention - YouTube⁶

For those interested in reading more:

Understanding How We Learn: A Visual Guide by Weinstein, Sumeracki and Caviglioli

El on Air with Kimberley School of the Air

By Ash Vagh

Kimberley School of the Air (KSOTA) are on an exciting Explicit Instruction (EI) journey. KSOTA principal, Esther Kerr and her staff are working strategically to implement an EI Model through the WebEx platform. Teachers have been delivering Let's Decode, Daily Review, MacqLit and Spelling Mastery in their literacy blocks which is providing a high quality education for their students in hard to reach areas. This has played a vital role in the transition to mainstream schooling as we know the complexity and challenges in the Kimberley with transiency.

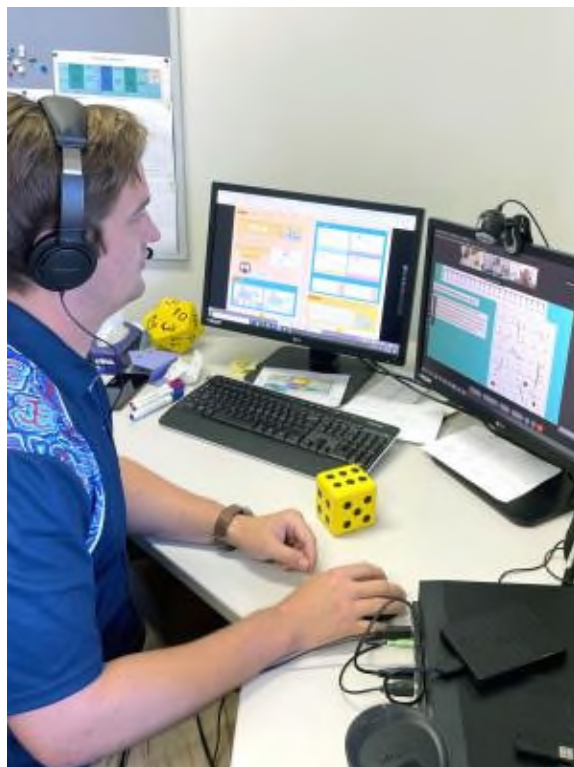
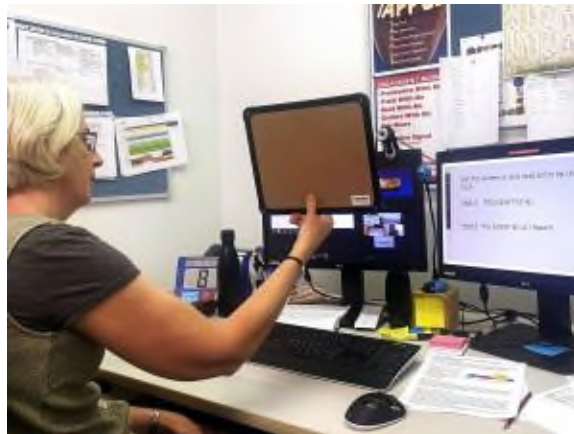
KSOTA are one of the only SOTAs that have implemented a streamlined literacy and numeracy block to meet curriculum standards and also provide the opportunity to work more closely and collaboratively with home tutors and families.

This being a virtual classroom, the Project are very excited to be working with KSOTA in providing support in developing a model that enables teachers to provide high impact instruction.

Engagement Norms and TAPPLE throughout lesson delivery is a vital component, however can be adapted to teaching remotely as well. As teaching through an online platform can be very challenging, it is fantastic to see the staff at KSOTA looking for ways to implement EI strategies regardless of the limitations.

The positive outcomes from individual student growth, teacher buy-in and parent/home tutor collaboration, clearly illustrates that KSOTA are on the right pathway to providing a more targeted approach to teaching and learning.

WATCH THIS SPACE!



Wananami RCS - All Systems Are Go on the Gibb

By Mel Hayward & Brett Reynolds

It has been a fantastic semester out at Wananami. All of the fabulous teachers have now completed all 4 KSP Professional Learning modules and are successfully implementing these strategies in their classrooms. The students are learning an incredible amount through the dynamic, fast paced Daily Reviews that their teachers are delivering.

With a big focus on linking phonemic awareness to phonics instruction we are seeing some great decoding and encoding linked to the Let's Decode scope and sequence. The older students are continually working on developing their sentence structures with some descriptive vocabulary. Look at these amazing sentences using the word 'arid' as their 'wow' word.



Halls Creek DHS - Vivid, Vibrant & Versatile Vocabulary

By Janelle Murphy & Mel Westerhuis

The impressive growth in vocabulary and writing is a credit to the Halls Creek DHS staff who have focused on delivery of powerful and effective Daily Reviews. Over the term we observed the confidence of proud students who are eager to share their success. The benefit of focused vocabulary lesson's and sentence level writing has led to significant improvement as evidenced in the work samples from a Year Two student. The first photo is from term 1 and the second from the end of Term 2. Great use of the word curious, and excitingly this vocabulary growth is reflected across many classes.



3 - 15th March 2021



4 - 16th June 2021

Staff have shared some of their Writing Vocabulary resources on Connect. We would encourage you to jump onto the **Teacher Created Resources** section of the KSP Connect page to check them out and encourage you to add some of your own resources to support teachers and students across the Kimberley. An immense thank you to those who have already generously shared.

Notice Board - Staff - Connect (det.wa.edu.au)⁷



Aboriginal Program Coordinator

By Kerry Howard

Welcome to the Barrgana — cold season.

Cold days and nights. It is usually dry but winter rain can fall. Fog also occurs at this time particularly at the beginning and end of the season. The dry wind blows strongly from the southeast off the desert and can bring dust storms. There is lots of seafood and fish traps are used to catch the now fat salmon and mullet. Dugongs were also hunted.

On the land, the possums, porcupine, wild cat, wallaby and kangaroo are all fat. Bunung and conkerberry are in fruit and there are many bush onion bulbs to eat.

Term 2 Highlights

My journey around the Kimberley and the Pilbrara has been awesome. It was great to catch up with principals, AIEOs and parents from different schools and communities. Again it's a privilege to work as an Aboriginal Program Coordinator and to travel this region working alongside exceptional educators.

Week3: My trip to Nullagine was also a highlight this term. I got to see a dedicated teacher, AIEO and EA deliver Let's Decode and a daily review. The children were very much engaged in their learning. Thankyou to the staff and students of Nullagine, for making me feel welcome, it was so rewarding visiting your community and school.

Week4: Sally and Sherdian recommenced 3a training across the Kimberley. Nine KSP Kindilink participants attended the Broome training along with Leanne and myself. I want to really thank our amazing Sheridan for her passion, and valuable knowledge I have gained from doing the training in the KSP KindiLink space. Working with families in this area is very important. Our planning must be intentional, rich and make every event of every day an occasion for language (home language, SAE, Kriol).

Week5: This term One Arm Point hosted the first ever Aboriginal Educators Conference. The week was overwhelming. To watch the Aboriginal Educators team plan, organise and deliver was outstanding. Thankyou OAP staffs, Elders, students and community for grounding me and allowing me to learn new things.

Week6: I have also had the opportunity to join Kevin O'Keffee in Perth to look at developing the Culturally Responsive Leadership Framework. Collaborating with other principals around WA was inspiring. Everyone had a deep understanding on what they would like to see in delivering a Culturally Responsive Leadership workshop. Thankyou for the opportunity.

Happy holiday and see you all in Term 3!



5 - 3a Training



KSP KindiLink 0-3 Program

By Leanne McKivett and Sally Bin Omar

It is the halfway mark of the year and with 21 centres now operating throughout the Kimberley we are certainly clocking up the kilometres. The wonderful work the staff are involved in these programs and centres is inspiring. Our observations and feedback to staff focus on the Abecedarian Approach Australia (3a) priorities; Language Priority – each time we interact; Enriched Caregiving – in all routines of the day; Conversational Reading – every day, for every child; and Learning Games – every day for every child.

The 3a elements specifically promote intentional and meaningful adult-child interactions and can be adapted to a variety of ECEC settings; including centre-based programs, family day care programs, parent groups, and home visits with a focus on children's language development and social and emotional wellbeing. It is through our 3a Practitioner Training that teaching staff deliver this program to our parents.

Since the beginning of the term, we have had participants from Department of Education and centre-based programs attend the training, one in the East Kimberley with 18 participants and another in the West Kimberley with 12 participants. Thanks to Sheridan Lister from Statewide Services and congratulations to all staff the participants that completed the training, we are looking forward to supporting you on the next part of this journey with you.



Professional Learning

Register now for upcoming KSP Professional Learning.

9th August 2021: Module 1⁸ in Broome

10th August 2021: Module 3⁹ in Broome

12th August 2021: Module 1¹⁰ in Fitzroy

13th August 2021: Module 2¹¹ in Fitzroy

24th August 2021: Module 2¹² in Kununurra

25th August 2021: Module 1¹³ in Kununurra

26th August 2021: Module 3¹⁴ in Kununurra

27th August 2021: Module 3¹⁵ in Kununurra

30th August 2021: 2 Day Vic Zbar¹⁶ in Broome

2nd September 2021: 2 Day Vic Zbar¹⁷ in Kununurra

7th September 2021: Module 4¹⁸ in Kununurra

8th September 2021: Module 4¹⁹ in Kununurra



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