I missed the last visit to OGPS but have been here over many years, I can see the amazing growth in the school and the positive impact of the initiatives principal and staff have led on the environment, culture and learning in the school.

I would be happy to send my child to this school. Teachers are knowledgeable, students are known, valued and cared for, small class sizes, evident sense of trust.

There have been huge positive changes since I last saw Maths at OGPS

STUDENTS

Students and staff that we encountered were very friendly and looking at opportunities to help

Warm and friendly students and staff

Beautiful students

All students were willing to talk about their learning across all classes

Students were eager to ask questions and contribute

All students were friendly and respectful and on task

All students were attentive and keen to share

HIGH EXPECTATIONS AND NORMS

Routines were well established eg move to a circle

Positive learning routines that were understood and shared by all students (1:1; small group; whole class)

High behaviour expectations

High expectations in lesson goals and on-task students

The use of positive language to maintain student focus on learning (high expectations)

Maths norms displayed in the room and teacher referred to the norm of the week

LISC

All classes observed had LISC

Solid evidence of Learning Intention, Success Criteria in every class

LISC displayed in all lessons x 2

LISC everywhere

TEACHING STRATEGIES

Use of paddle pop sticks to call on students in 3 out of 4 classes

2/4 classes used popsticks for randomised formative assessment

Use of laptops to engage students in maths learning: 1 to1 devices

Great use of whiteboards as a formative assessment strategy

It was clear that all teachers were following the stage lesson plans. This showed consistency/ Teachers holding planning documents!

Stage 2 teacher extending thinking

Lots of questioning to prompt responses

Explicit teaching of mathematical language

Repetition and retrieval

Co-constructed anchor charts

Lots of emphasis on maths vocabulary on all classes

Clear use of modelling and mathematical language

Clear modelling of mathematical language

Effective use of resources (tech/ hands on/ paper) to enhance lessons

Number talks – hand signals and sentence starters

CLASSROOMENVIRONMENT

Classrooms where it is obvious “safe-fail” is an embedded concept. AMAZING

Loved the atmosphere created by the Year 1 teacher. Very calm!!

Displays – KLAs, bright, easy to read, number talks

The environment had walls that teach as well as student artwork

Walls that teach! Literacy, Numeracy, Science

Beautifully set up learning spaces; clear, deliberate design

Teaching resources and anchor charts in classrooms and on walls

Stage 3 had charts, “What do mathematicians do?” eg “they ask questions”

Loved seeing the evidence of past number talks on the walls

WIDER SCHOOL ENVIRONMENT

Learning, calm culture and environment throughout the school, starting with the office

All teachers were welcoming and friendly

Loved the school environment

Beautiful, purposeful spaces throughout the school – trampoline, Kinder play area

Beautiful gardens

Lots of pretty murals around the school

Murals / Murals on the buildings

Loved the Zone of Reg “Ready to Learn” photos