

WA Premier's Primary Teacher of the Year statement addressing selection criteria

In 2017 Mr Horn was identified as a finalist for the WA Primary School Teacher of the Year. At the time, ██████████, stated *"In my entire career as a teacher, and school leader, I have come across, what I deem to be, 4 outstanding teachers and Mr Anthony Horn sits on the top of that list."* In 2018 ██████████ stated, *"Mr Horn had every reason to rest on his laurels, however that's not Anthony. Since last year's awards he has taken thing to another level."* To walk into his room is to be immersed in an environment that promotes not only learning, but encourages questioning. Each term, Anthony spends long hours creating a classroom that clearly demonstrates to the students, and their parents, that he cares about them and that he is investing time into providing them with the best that he can offer. In the OfficeMax 'Day Made Better' promotion the ██████████ posted *"Anthony has the capacity to engage with his students on multiple levels and most importantly his students think he is awesome. The fact that he is a big kid at heart means that he gets kids and this is a very important trait to have as a teacher."* He added, *"The long hours that he puts in to making his classroom a vibrant and engaging place for his students is a credit to both his professionalism and the school."*

Anthony has previously run an after-school mathematics class for students who were identified as excelling in this learning area, along with providing time after school for students who may not have a home environment that is conducive to completing homework; in this way he created a level of equity that may not otherwise exist. ██████████ a former student of Anthony, wrote the following of him *"He is also extremely kind and caring. We did a lot of unique activities (such as gardening). He decorated our classroom very colourfully with interesting things like a world map/dragon toys/a beautiful painting/. He took photos of us doing activities and put them on SeeSaw so our parents can see what where doing class. The gardening that ██████████ refers to involved his entire class and was established outside the middle block. His students invited the school's gardener to work with them, as well as writing letters to Bunnings to donate plants for the project designed by the class. This resulted in an area that his students, and others, work in during the day. This has also extended into the vegetable patch. Anthony gives up lunch and recess breaks to work with football teams and cricket teams, with the results being these teams are victorious on the field. Children constantly rate Anthony Horn as one of their favourite teachers in the school, even those children who have not been in his room, such is his impact across our teaching and learning environment. ██████████ and also a former student wrote, "Mr Horn makes learning fun and likes to joke around. In my opinion it was my best year of primary school. His room is the most colourful and detailed of all the classrooms. I really appreciated all his help and advice, he made me a better student."*

Professional knowledge and understanding: Anthony has a deep understanding of how children learn and, for this reason; as a Senior Leader within the school. ██████████ teacher wrote *"Anthony is a most valued teacher and work colleague at West Beechboro PS. His guidance as a Phase Leader was both highly valued and respected. His genuine engagement with all his students is to be admired. As a school community we are most fortunate to have Anthony as a member."* His Leader role includes conducting demonstration lessons of what a highly effective classroom teacher does to, not only engage students, but to enable them to achieve at the highest level. These observational days have seen him conducting lessons for teachers from across the state, as well as interstate, including school teachers from QLD, VIC, NSW and the NT. As well as teachers, Anthony has also conducted sessions for District and system leaders. The most recent of which was for Professor ██████████ in supporting his work with the 'Kimberly Project' and the establishment of what to look for in coaching for effective teaching practices. Anthony coaches, mentors and leads instructional rounds and acts as a showdown teacher for graduates in the school. All of which not only works to improve the achievement of students in his classroom, but within the wider system. A ██████████ Principal in his feedback wrote of Anthony *"Watching Mr Horn was such an incredible experience. His teaching was not so much about what he was saying to his students but the things he did to make personal connections with every one of them. Your community is fortunate to have a teacher of such calibre"*

Anthony carries out daily reviews in his room which are broken into a "30/40/30" structure, 30% of content review directed at struggling children, 40% directed at the main cohort and 30% at the gifted. This daily review strategy effectively moves knowledge from short-term to long-term memory and, when combined with his weekly plough back on Friday, ensures every student in his room of the highest levels of success. In addition, whole class peer tutoring is utilised, which is effective in revising curriculum content and increasing participation. During lesson introductions targeted questioning is used to highlight understanding in particular groups, ascertaining strengths and weaknesses of the group. This student 'focus' alternates throughout the week and, as a result of this approach, he is able to ensure that his students can demonstrate high levels of concept attainment, something that is clearly demonstrated through his students' NAPLAN and Progressive Achievement Test (PAT) results. Using Professor Hattie's effect size calculator, Anthony's students achieve, an average, an effect size of 0.9, with some recording as high as 2.3. This is



significant and clearly indicates the impact he has on student achievement. [REDACTED] a parent and teacher wrote *"As a parent and colleague, I can honestly say that Anthony Horn is a teacher of the highest calibre. He has taught all my 3 children and my son [REDACTED] speaks of Mr Horn as the teacher who made the biggest impact on his life. Whilst now graduated, when [REDACTED] was a year 4 student, Anthony saw his potential like no one had before and inspired him to work hard and to achieve - something he continues to be so grateful for. Anthony sees potential in EVERY student and makes it his goal to create a nurturing classroom where the best is every student is brought out. He has an exceptional knowledge of effective teaching pedagogy, matched with a passion to make a difference, the ability to create positive relationships with all students and therefore develops the best learning environment"* His consistent, direct approach to classroom management, social and psychological matters has been adopted across many classes at the school and discussed with visiting teachers Australia wide. Revision of social skills promoting inclusion occurs every morning, incorporating what these might look, feel and sound like, enabling his students to develop higher levels of resilience. "

Anthony has worked with teachers from EALD, Indigenous Education and S.A.E.R. departments, Kiara College, Regional and private psychologists and organisations including Autism Australia, Princess Margaret Hospital School Services, Therapy Focus and Shenton College Deaf Education Centre. More recently, assisting Swan Valley Anglican Community School and Hillcrest Primary to transition individuals with Aspergers and Jeune's Asphixiating Thoracic Dystrophy. He collaborates with Art & Design and our Technology specialists to formulate layered Art, Science, History and Technology and Enterprise programs, liaising with agencies including the R.S.P.C.A., Samaritan's Purse, Smith Family and Salvation Army, in order to develop global citizenship within his students. These activities are highly engaging and have provided a unique opportunity for them to take their learning into the wider community. His students are always excited about working with the local community and get a chance to practice virtues such as: compassion, understanding, generosity, kindness, caring, helpfulness, humility, love, respect, responsibility, service and thankfulness. At the end of the school year, his class is never involved in the standard Christmas activities, but rather discuss the relevance of the 'Holiday Season' through the avenue of giving back to their community, to those members within it who were less fortunate than themselves. As a part of the HASS curriculum for upper primary students, his student have constructed simple care packages, which he delivers to the Salvation Army Charity Centre in Perth. They have collected and made blankets for the animal refuge, conducted a toy appeal for the Smith Family and run a school fair to raise money for charity.

Professional practice: Within instructional periods, Anthony uses questioning as a vital component of his checking for understanding, linked directly to Hattie's Visible Learning Approaches; demanding students demonstrate knowledge, comprehension, application of content, cognitive processes and evidence reasoning. Children with language deficiencies are supported through 'front loading' questions and the 'Think, Pair, Share' techniques. His English content is driven by History, Health and Geography curriculum and he intertwines tasks whenever possible to work to develop deeper learning beyond the surface learning that often occurs in so many classrooms. He ensures the twelve reading skills, as identified in the school's planning documents, are addressed and applied in alternate settings including 'Guided Reading', wider curriculum studies and independent novel work which he brings alive through the works of Roald Dahl and J.K Rowling. Vocabulary enrichment and grammatical skills are explicitly taught, as is figurative language mechanisms. Transference of these skills is evident through conversations with any student in his classroom. Students are encouraged to use ICT whenever possible and appropriate. Apple technologies are used during modified 'Fitzroy Reading' activities and whole class peer tutoring tasks, providing access to audio assisted learning as a tool of inclusivity. Further personalised work often involves multi-media presentations via 'Keynote', spreadsheets, word processing, Internet research and electronic web-based programs, such as 'Scholastic Reading Zone' and 'Lumosity'. The [REDACTED] wrote the following *"Anthony you have embraced the new technologies and as a direct result of this, your warm ups have become considerably powerful and vibrant. Your students are the direct beneficiaries of this. In addition to this your influence has resulted in the middle phase taking on many of your innovative ideas. You should be extremely proud of this as your influence spreads across the school."* Further to this, Anthony makes wonderful use of Seesaw, a digital communication platform that enables students to share their work, and clear lines of communication, with parents. This platform enables students to work with their parents and so involve them as *'partners in education'*. It is through the use of this tool that he encourages parents to have meaningful conversations with their children about what they are doing in school and build more meaning into what it is that they are learning. Anthony is the only teacher I know of who runs three concurrent daily word pads such is the level of differentiation in his room.

Anthony's classroom management is characterised by high expectations and supported through clear, specific instructions, graphic cues and non-intimidating body language, all of which works to create a highly inclusive classroom environment that is both warm and welcoming, while creating a supportive environment for educational risk taking. He employs a traffic light system suggesting degrees of appropriate talk and

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various audio signals, including background music promoting quiet work and a small classroom bell. Children are explicitly taught to 'S.L.A.N.T.' during lessons (Sit up; Lean forward; Ask questions; Nod occasionally and Track speaker with their eyes) and given precise time frames for transitions via digital timers. All these are modelled in such a way that the room exudes a culture of mutual respect between students and between students and the teacher. A parent wrote of Mr Horn, he *"is the best teacher of WBPS. It is a great privilege to have him as an educator of my daughter this year. As per my expectation, her educational journey reaches a new dimension in his care. We would like to express our gratitude to him."*

The teaching model which Anthony uses is not employed in isolation. Lessons engage additional strategies including cooperative, interactive, multimedia and guided discovery. Once lesson intentions are explicitly stated, exciting 'hooks' are employed and processes demonstrated through 'self-talk', student demonstration and in shared partner work to explain concepts. During collaborative stages, students verbalise personal understanding and, at this time, Anthony utilises strategies, including collaborative group work, teacher feedback, inclusion and social skills including: resilience, cooperation, decision-making, self-control, respect and empathy to help deepen students' understandings. This is evident in his teaching in every lesson and something which he demonstrates to visiting school administration teams and teachers when they observe in his classroom during highly effective pedagogic tours conducted at the school. When appropriate, he guides students into the independent stage. Here, his students strive to demonstrate abilities without assistance. On occasion, lessons re-visit collaborative and 'teacher instructed' components to address learning deficits in conceptual understanding. Areas of persistent concern are awarded extra time during 'ploughback' or revision sessions. Within lesson conclusions, key concepts are revised and subsequent topics introduced. This is not a one off; this occurs every time. Because of this, parents write statements like *"One of the best teachers in WA. He has taken the teaching to a new level. One-to-one support even after school. Students love being in his class and my son continues to blossom"*

Anthony actively engages all students in learning, through developing their self-belief. He uses three mechanisms to this: content understanding, technique variation and delivery style. He makes contact with students prior to the first lesson via one-to-one conferences and informal greetings, his room a visible hive of activity before school formally starts. Anthony believes student needs and potential can only be met through a secure self-image, sense of place and functioning peer and adult connections and he works extremely hard to ensure that students feel valued and welcomed in his room.

Professional engagement: Anthony has been involved in the professional development of teachers and administrators across Australia in the delivery of the Australian National Curriculum and, more recently, Western Australian Curriculum. He has modelled use of Guided Reading, Self-Talk, Explicit Teaching, PR1ME Mathematics and now the use of the BrightPath writing assessment tool to groups of Western Australian teachers, as well as joining a team of regional professionals to increase his skill in directing and coaching reading comprehension. He has acted as teacher mentor for graduate and experienced teachers (in report and portfolio creation, assessment strategies, record keeping, lesson delivery, use of digital technologies and behavioural management), created and instigated a whole school reward and excellence recognition programs, completed his Senior Teacher qualification and begun his Masters in Education: Curriculum Design. He has participated in short course work on classroom assessment, maintaining a safe school environment, Mathematics and Reading instruction, managing aggressive children, NAPLAN Writing, Phonological Awareness and Explicit Teaching, all of which he has sued in both mentoring and coaching staff. His studies through Notre Dame University, have led to extensive research on Gifted and Inclusive Education, resulting in the development of separate programs in each. The accelerated Science program resulted in a student winning the 2015 Scitech People's Choice Award for her investigation of biological light adaptations and then going on to be invited to and winning the Inaugural Australian Engineers Game Changer Awards. This student invited him to their pin giving ceremony when they were accepted into Perth Modern at the end of 2017 such is the impression he leaves on students who pass through his room.

Anthony models the very best of his profession as a public education teacher who consistently 'walks his talk'. To enter his classroom and observe him teaching results in the observer quickly noticing the high level of relationships and trust that he has built with his students enabling each and every one of his charges the best opportunity to succeed at the highest level. Anthony Horn is, without a doubt, one of the most incredible educators that I have had the pleasure of working alongside. He makes a visible difference to the lives of children who walk through the doors of his classroom. I think one of his current students, [REDACTED] sums up this nomination the best, *"I think Mr Horn deserves the teacher award because he is firm but funny. He taught me a lot, and he inspired me to be neat, joke at certain times and always try my hardest. He is not only good in school work but a good teacher at cricket and footy. In cricket he taught me not to curve me arm when I bowl and to kick straight in footy. So that's why Mr Horn deserves the teacher award"*

