



Observation

Student Name		Year Level	8
Site	Riverton and District High School	Date	5/03/2026
Teacher	Naomi Tree		
Leadership Contact	Joelene Anderson		

Purpose of Observation	The purpose of this observation is to collect relevant information regarding the current teaching practices and classroom environment in Naomi's class, with a specific focus on supporting the learning needs of [REDACTED]. This observation aims to identify any additional adjustments or supports that can be implemented, either in the delivery of teaching or through differentiated strategies, to enhance [REDACTED]'s engagement and educational outcomes.
------------------------	---

Area/s of Concern	Academic Progress/Learning
	Behaviour (Social/Emotional/Engagement)
	Choose an item.

Current Intervention/s	Level 8 IESP Funding: - 1:1 SSO assistance throughout the school day, including scribing, task clarification, and regular check-ins for emotional regulation. - Sensory supports – hoody, brain breaks, discretion to leave classroom when overwhelmed. - Visual schedules, routines. - On-going collaboration with family, regular Team Meetings.
------------------------	--

Classroom Context	- Year 8 Maths, 16 Students, Teacher, SSO - Minimal distractions around the room and purposeful visuals that relate to PBL/class expectations. - [REDACTED] sat closest to entry/exit for easier access to breaks and regulation outside.
-------------------	---

Observation Notes

- This observation provides a snapshot of a moment in time within the classroom context. It may not capture the full range of student behaviours, teaching practices, or environmental factors across the day.*
- Any recommendations outlined are offered as professional suggestions to support reflection and planning. Teachers are not required to implement these recommendations and may choose to adopt, adapt, or disregard them based on their professional judgment and knowledge of their students.*

Erin Dayman





- **10:10 am:**
 - Double lesson of maths (Fractions), halfway through the lesson.
 - Naomi introduces the Inclusive Education (IE) staff to the class, framing the visit as an opportunity to support teachers and enhance teaching practices. SSO, Maryann, at back of room out of proximity of students. (How do you guide the SSO with their support of students? How are [redacted]'s effective SSO's supporting him and how can SSO approach be consistent?)
 - [redacted] sat at front desk closest to door, at table by himself. Hood up. Laptop open correct web page open. Ian looks at his watch.
 - Naomi building her positive rapport with students through her sense of humour, appropriate for year 8 class.
 - The lesson involves accessing digital maths textbook via www.cambridgego.com and the topic is fractions.
 - Naomi demonstrated navigating the digital textbook on the interactive whiteboard, locating relevant sections, and use of the help guide if Naomi was working with another student.
 - Students following along, looking at board.
 - [redacted] looks at his watch again.
 - Naomi drew on students' prior learning from week before to reinforce. Examples on the whiteboard to the left of the interactive board.
 - Student groups were assigned (Snickers, Mars Bar, Flakes).
 - When a student interjected, Naomi manages the disruption without escalation through redirection 'remember we put our hands up if we have a question to ask'.
- **10:25 am:**
 - PE teacher briefly entered to discuss a Sports Day matter, then left. Naomi resumed instruction at front of room.
 - Students commence work on laptops and in workbooks, [redacted] using laptop for his learning activity.
 - All students on task. General chattiness amongst peers but related to fractions.
 - Naomi circulates during the lesson, checking in with each student.
 - [redacted] requested to go to the bathroom; Naomi asked him to wait two minutes, which he agreed to.
 - Maryanne moved around the room and positioned herself near [redacted] and spoke briefly and quietly with him.
 - Structure/overview of the double lesson not apparent (could this be useful to have written on the board?)

EDayman



- ■■■ asked to use the toilet again, permission given (regulation break/opportunity).
- Naomi used strategies such as counting down for attention and the whiteboard for fraction examples, followed by whole-class questioning.
- SSO moved to stand outside the door after examples, awaiting ■■■'s return (is this necessary?).
- **10:30 am:**
 - ■■■ displays reduced engagement through scowling, fatigued look, looking away from Naomi, then begins to handle objects on his desk (tracing laptop logo, touching drink bottle).
 - Following group instruction, Naomi checked in with ■■■, 'have you had enough? Could I have a look at your work? No response from ■■■. Looked at his watch when questioned. Naomi moves on.
- **10:44 am:**
 - ■■■ continues being seated and attention elsewhere, laptop is shut. Followed another student to return his workbook at end of lesson.
 - If Naomi was away, clear instructions were given to ■■■ regarding the location of the stylus for his digital textbook.
- **Additional Notes:**
 - Naomi recounted a positive classroom event involving Ian succeeding in a card game, which subsequently improved his classroom efforts.

Barriers to Learning

Limited Engagement, Regulation Needs

Adjustments

- **Opportunity to enhance lesson clarity with visible structure**
Lesson 'Agenda'
Clearly write the lesson outline/timeline on the whiteboard at the start and refer to it throughout. This helps ■■■ and other students anticipate transitions and understand what is expected during each session. At the beginning, verbally preview what will happen and how tasks will flow, review at key intervals.
- **Regulation Needs**
Scheduled Breaks
Pre-plan movement breaks for ■■■, agreed upon with him, so he doesn't need to request them disruptively. Include them in his schedule. Consider whole class mini movement moments where possible i.e. standing up to answer 'yes/no' or choice questions.

EDayman



- **Increasing Engagement**

Individualised Check-Ins:

Continue unobtrusive, positive check-ins by both teacher and SSO. Short interactions focusing on what ■ is doing well.

Opportunities for Choice: Continue to allow ■ choices in how he completes or records his work (e.g., using the digital textbook, writing, or drawing solutions).

Strengths-Based Connections: Draw on interests that have previously motivated ■ (e.g., recall the positive card game win). Embed elements of games and digital learning where possible.

Agreed Actions

Organise Teams meeting to go through observation with teacher and principal.

EDayman

