



# Wodonga South Primary School

Leading a collaborative  
school improvement team





# Learning intention

*To explore ways to work strategically to build strong and sustainable school improvement structures and routines.*



## Agenda

- **WHY** Context of the challenge/opportunity
- **WHAT** The role of leadership in your approach to the challenge
- **HOW** Explore the approach
- **HOW** Do/Could you lead this work in your school?



# Workshop - HOW Do you/Could you lead this work at your school?

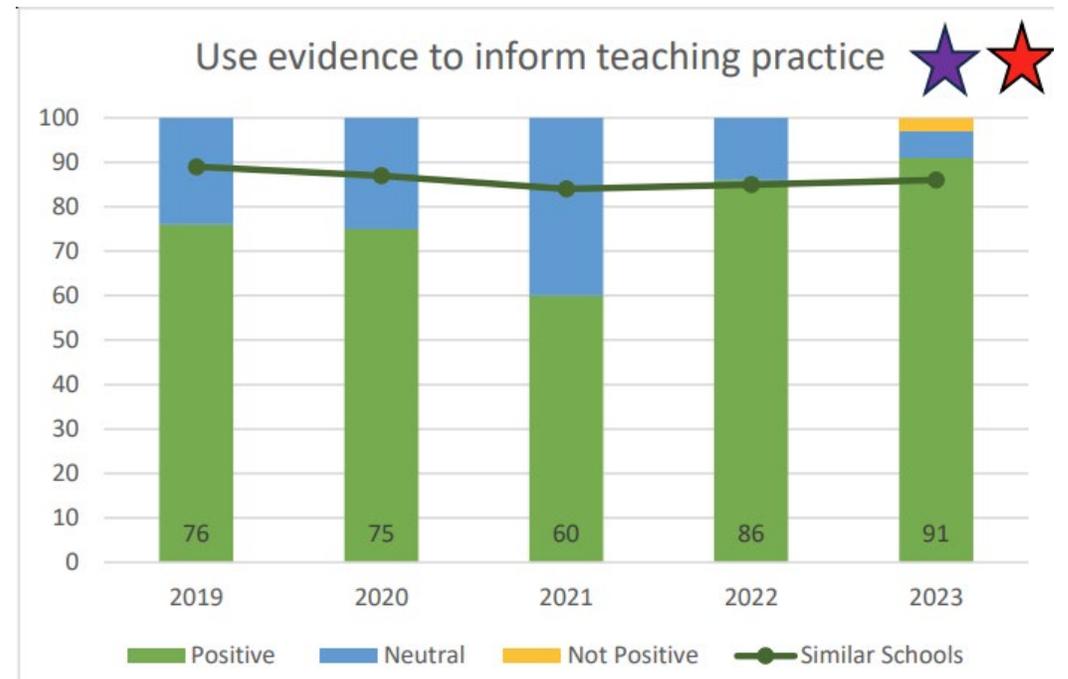
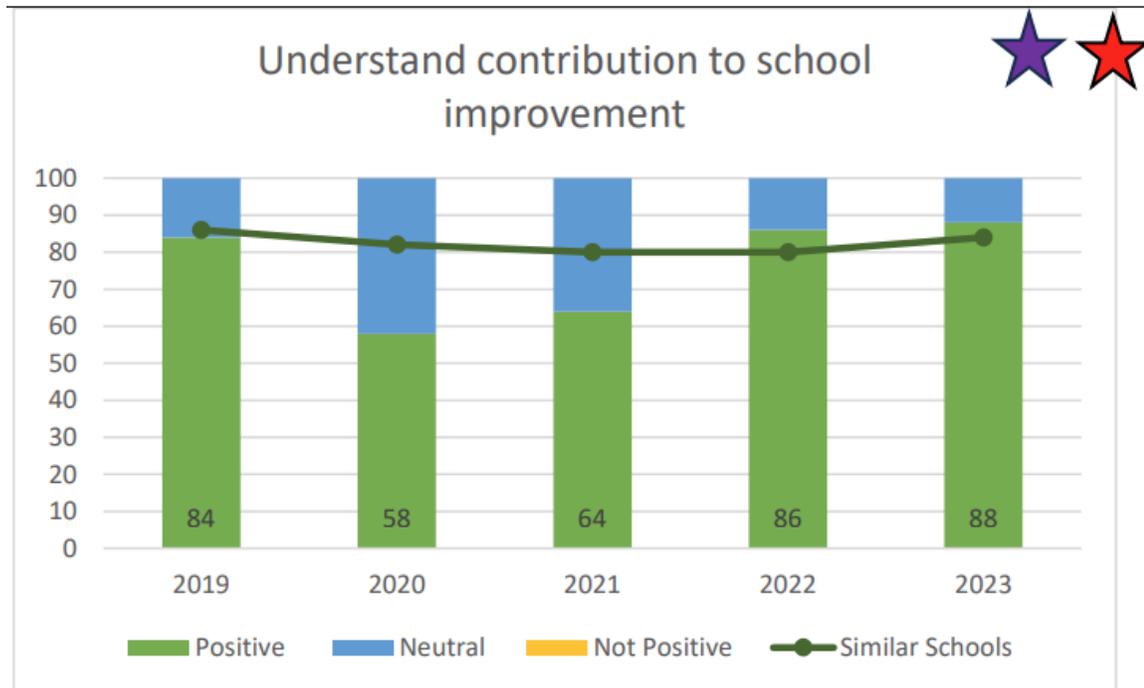


Please consider the following reflective questions as you review the materials and prepare for our discussions:

- **What valuable insights or experiences can you share with your school improvement team that could contribute to their collective improvement efforts?**
- **How might you guide your school improvement team in critically reflecting on their current practices and identifying areas for enhancement?**
- **In what ways can we foster a culture of collaboration and shared leadership within our school improvement teams?**
- **How could elements of your own School Improvement Team (SIT) practices contribute to the enhancement and success of our team or other School Improvement Teams?**

Please use the template provided to document your thoughts and responses.

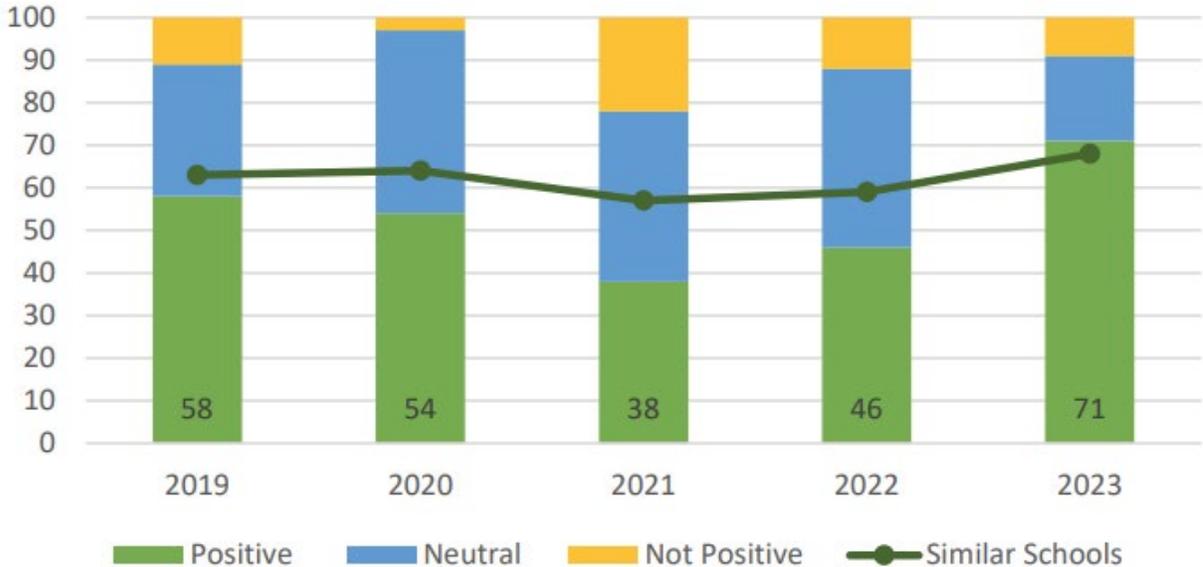
# Staff Survey



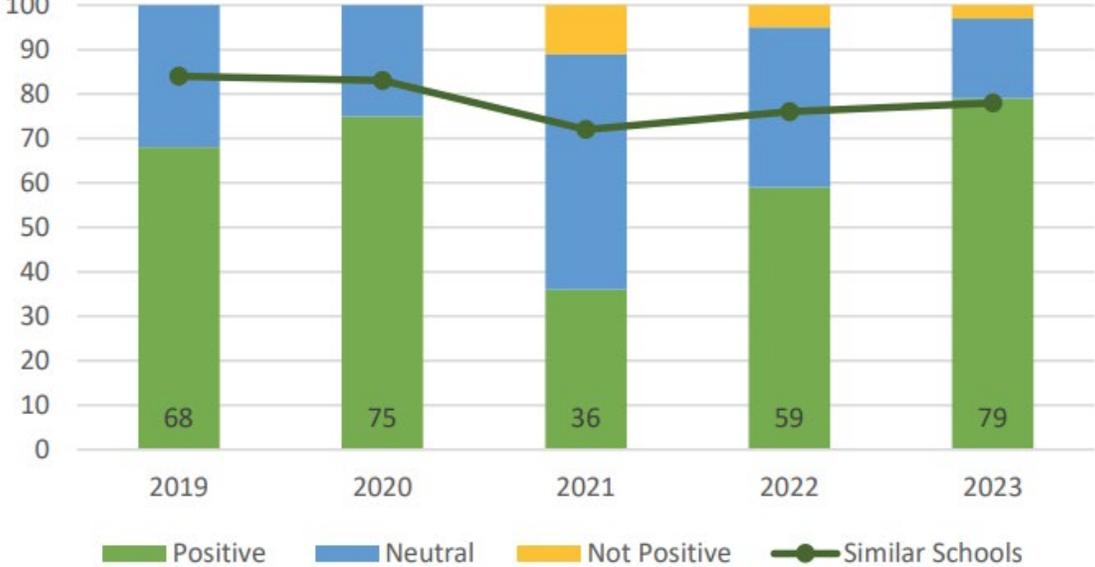
# Staff Survey



### Teacher collaboration



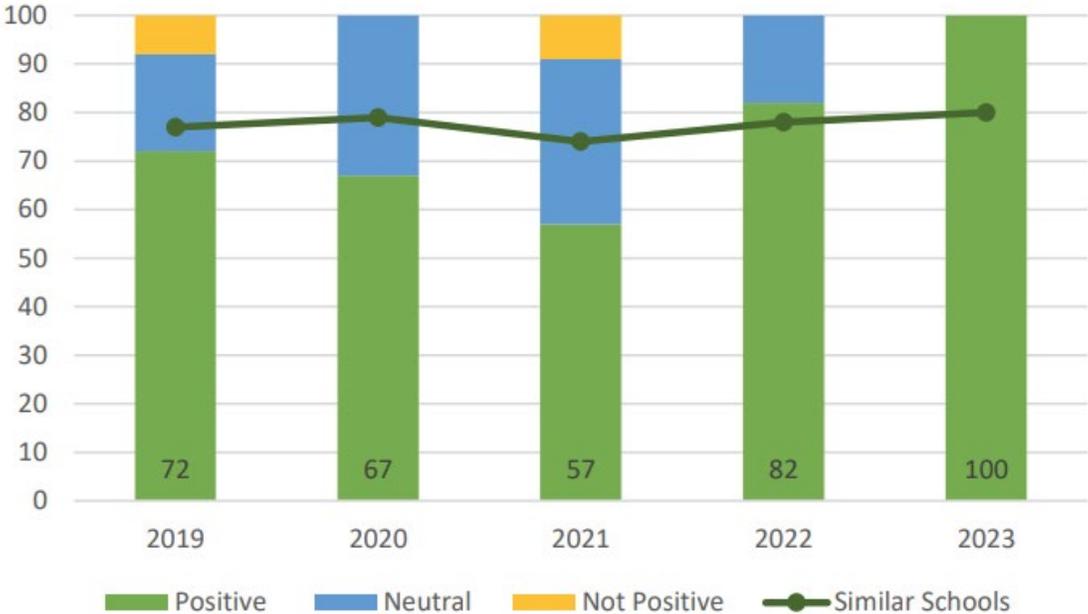
### Professional learning to improve practice



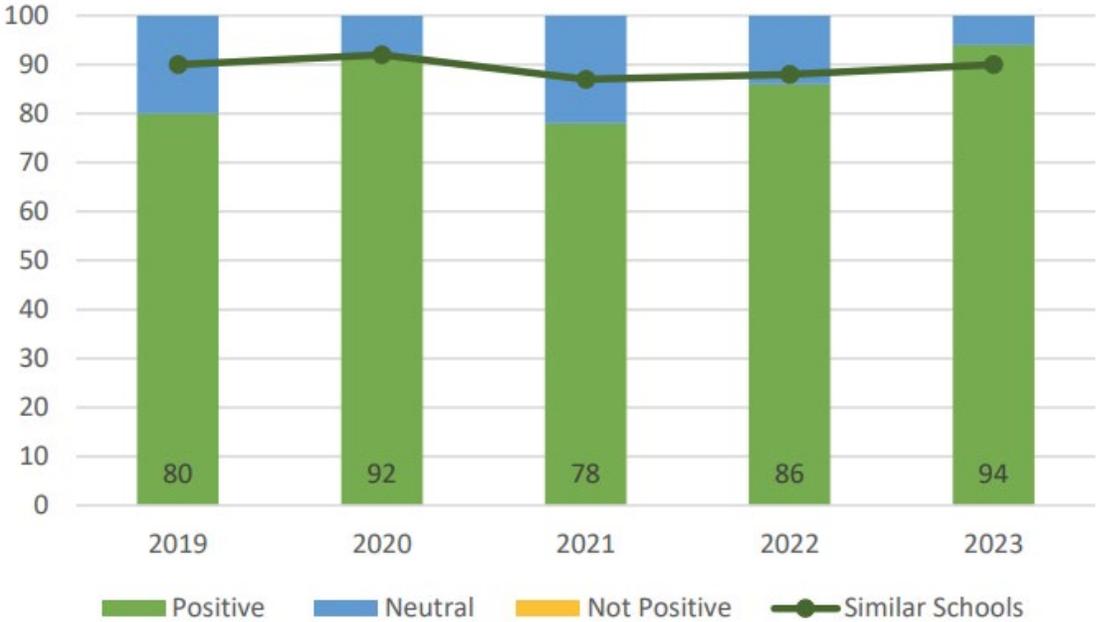
# Staff Survey



Collaborate to scaffold student learning



Timetabled meetings to support collaboration



# WHAT

## The role of leadership in our approach

### Challenge partner

Engagement of our SEIL as a challenge partner and support of our development of the SIT.

- > Regularly met with our SEIL to co-construct agendas and receive feedback.
- > SEIL involved in SIT meetings, learning walks etc.

### Identifying strengths and deficiencies

We used the Essential Element 3 continua to identify our strengths, deficiencies and areas we needed to restructure in the SIT.

- > Set achievable and realistic next steps.
- > Focused on small improvements at a time.

### Middle level leaders

Ensured the SIT work strengthened the work in teams.

- > Incorporated feedback
- > Focused on the way middle leaders worked with their teams and how their work influenced the SIT and how SIT influenced their work.

# WHY

## Context of challenge / opportunity

ESSENTIAL ELEMENT 3 – School Improvement Team formed to develop, oversee & evaluate the effectiveness & impact of the AIP: For Improving Student Outcomes

Essential Element	New Ess Element	FISO 2 Code	EMERGING Some practices evident (not yet compliant)	EVOLVING Towards a proactive schoolwide approach	EMBEDDING Embedded schoolwide approach	EXCELLING Community engaged	COMMENTS	
							Term 1 Week 3	
3.1			The SIT is the school leadership team	The SIT has a range of levels of leadership in the school The SEIL is invited to SIT meetings as an observer	Bring in a diverse range of staff to build middle leadership capacity, especially incorporating middle leaders The SIT incorporates the SEIL into meetings for reflections	Succession plans are in place to maintain continuity and effectiveness of the group in the event of a member leaving the team. The SIT incorporates the SEIL as a member into meetings as required or available	- SIEL to support Principal - No, Learning Specialist voice in SIT??	
3.2			Terms of reference for the SIT exist, but may be loosely defined	The SIT has a documented purpose and terms of reference. Team members have an understanding of the role of the team in supporting improvement	The SIT has a shared understanding of the role of the team in supporting improvement across the school	Each team member has a specific responsibility and is aware of their role in contributing to discussions of the team.	- What is our purpose and terms of reference? - Ensure that specific responsibilities are established.	
3.3			Meet spasmodically with little impact, often cancelling Principal driven agenda	Have agenda and minutes published Regular meetings – at least monthly	The team meets regularly Discussions are documented & shared with the school staff and inform the SEIL of the school's progress.	Has regular meetings that align with the Improvement cycle. Outcome of meeting form the agenda for next staff or level meeting	- Need to share discussions with School staff. - Make sure outcomes feed down to team and whole school level	
3.4			Look at DET data sets – NAPLAN and school surveys	New data is a standing item on the agenda The team has begun to identify specific strategies for how progress will be measured and reported throughout the year	Monitor student level data Monitor progress against the Essential Elements and the FISO Self-Evaluation t Discusses any new information or data that are indicators of progress towards the goals and targets in the AIP.	Whole school analysis of data Measure student learning growth by comparing students progress over time. The team use indicators of progress towards the goals and targets in the AIP to modify the AIP actions and activities	- SIT to have a half day on data analysis. - Use of data coach	
3.5			Staff not involved in AIP development	School leadership reflect on goals and suggest AIP improvement areas	School leadership involve staff on reflection of past AIP and potential future goals Clearly links AIP to staff PDP goals and actions	Ensures that staff have actively participated in past AIP evaluation Have a calendar of staff meetings that enable staff to inform the activities and Evidence of impact of the next AIP	- Link Statement of Expectation PDPs to AIP - Calendar of staff meetings, how does this look?	
3.6			Leadership go on walk throughs Leadership knows the SIT task is the AIP.	Leadership go on learning walks for evidence of AIP progress Reflect on the AIP activities and Outcomes	Take all staff on learning walks to gather evidence of AIP progress Reflect on learning walk evidence with staff	Modify the AIP and professional learning plan based on reflections from learning walks and student data Invite challenge partners on learning walks	- Continue to ensure that all staff are involved in Learning Walks. - Further build on staff reflecting on Learning Walks.	
3.7			Discuss what occurred at professional learning	Plan for some professional learning based on need	Create whole school professional learning plan to deliver AIP strategy Provide PL to build middle leadership	Modify professional learning plan based upon evidence gathered	- Unsure middle level leaders are supported in building their leadership. - Use exit slips to support driving of Professional Learning.	
3.8			SIT ensures <ul style="list-style-type: none"> <li>All staff have a planner,</li> <li>All staff use an instructional model</li> </ul>	SIT monitors that all staff consistently implement <ul style="list-style-type: none"> <li>The agreed planner,</li> <li>The agreed instructional model,</li> <li>The agreed assessment schedule</li> </ul>	SIT monitors and holds staff accountable for the consistent implementation of: <ul style="list-style-type: none"> <li>The agreed planner,</li> <li>The agreed instructional model,</li> <li>The agreed assessment schedule,</li> <li>Moderation of common assessment tasks</li> </ul>	SIT ensures all staff consistently <ul style="list-style-type: none"> <li>Use data to inform teaching</li> <li>Differentiate to students point of need</li> </ul>	- SIT doesn't do this currently. Does this become a priority.	

## Essential Element 3

School Improvement Team (SIT) formed to develop, oversee and evaluate the effectiveness of the Annual Implementation Plan (AIP) for improving student outcomes.



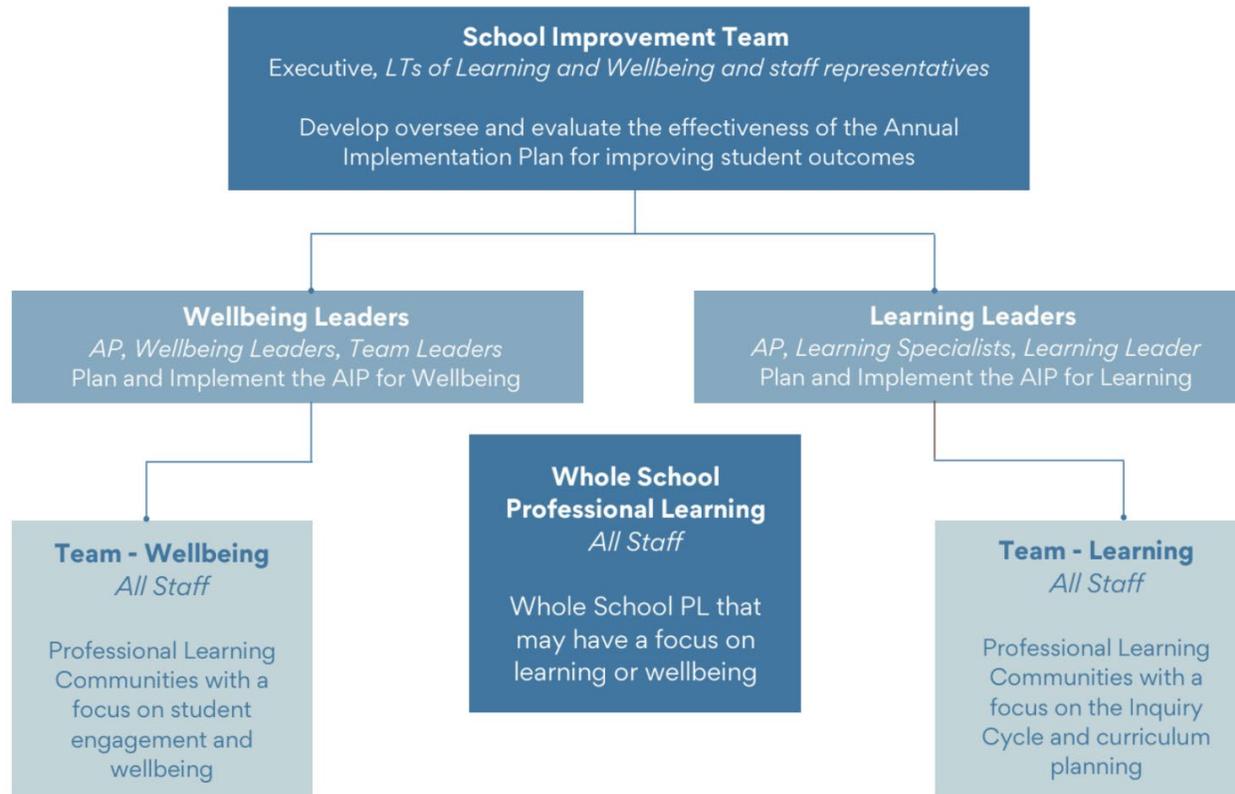
# SIT structures and routines



# SIT structure



## Professional Learning Structure





# Wodonga South Primary School Learning AIP

## Key Improvement Strategy: What is our Goal?

Develop staff capability to collaboratively build curriculum knowledge, pedagogy, and assessment

## Targets: What do we want to achieve?

Improve the percentage of students Above Level in: Number and Algebra from - 11% in 2023 to - 20% in 2024.  
Reduce the percentage of students assessed at Below Level in: Number and Algebra from - 41% in 2023 to 35% in 2024.

Improve percentages of students in Exceeding and Strong on NAPLAN at Year 5 in: Numeracy from - 37% in 2023 to 45% in 2024. Decrease the percentage of students in Needing Additional Support on NAPLAN from 31% in 2023 to 25% in 2024.

Actions: What will we do?	Outcomes: What will be the change we see because of our work?			Activities: How will we get there?
	Students will	Teachers will	Leaders will	
<b>Assessment Practices</b> Develop a whole school approach to numeracy assessment for all strands.	Students will engage in Numeracy learning experiences targeted at their point of need.	Teachers will gather, analyse and utilise reliable and effective data to inform teaching and learning.	Leaders will support staff to implement a whole school approach to numeracy assessment.	<ul style="list-style-type: none"> <li>Leaders participate in professional learning regarding numeracy assessments</li> <li>Refine and develop the assessment schedule and timeline</li> <li>Provide professional learning in implementing, analysing and utilising data including identifying students who could reach exceeding and strong in NAPLAN.</li> <li>Implement systems and structures to support staff to collaborate to analyse and plan for the use of data.</li> </ul>
<b>Curriculum Planning</b> Develop a whole school approach to numeracy planning.	Students will engage in meaningful and varied approaches during numeracy learning.	Teachers will collaboratively design learning experiences that align with the whole school numeracy approach to planning.	Leaders will establish and support the implementation of the whole school approach to numeracy planning.	<ul style="list-style-type: none"> <li>Design a scope and sequence that supports the Big Ideas in Numeracy</li> <li>Develop our collaborative planning approach.</li> <li>Develop a shared vision through our beliefs and understandings of the approach to numeracy at WSPS</li> <li>Implement a consistent approach to planning numeracy</li> <li>Implement and Refine the Maths Instructional Model</li> <li>Implement the Vic Curriculum 2.0 Numeracy in our planning</li> </ul>
<b>Learning Culture</b> Develop a teaching and learning culture that increases student engagement in Numeracy.	Students will demonstrate increased positive dispositions in Numeracy to believe in their own mathematical capabilities.	Teachers will work collectively to create a learning culture in which positive dispositions are developed.	Leaders will build teachers capacity in Numeracy to develop a whole school learning culture.	<ul style="list-style-type: none"> <li>Explore and undertake professional learning on numeracy teaching practices.</li> <li>Implement a consistent approach to teaching numeracy which features:               <ul style="list-style-type: none"> <li>Real life experiences</li> <li>Constructive challenge and problem solving</li> <li>Support and extension (adjustment and groups)</li> <li>Student voice and engagement</li> <li>Safe learning environment (third teacher etc.)</li> </ul> </li> <li>Allocated time for Learning Leaders to collaborate to reflect and support staff re: Teaching and Learning Support model</li> </ul>

## Success Indicators: How do we know we have been successful?

Late Indicators	Early Indicators
NAPLAN Data VC Teacher Judgements MOI (Benchmark and monitor growth) Pedagogical CrossWalk Data	Learning Walk Data Student and Staff Perception Survey TLI Program Participants IEP Data from Maths Goals

## Success Indicators: How do we know we have been successful?

Late Indicators	Early Indicators
Student Attitude data Staff Opinion survey Parent Opinion survey data	Staff feedback data from Professional Learning Learning Walk Student Support Group Meeting Goals and Parent Participation

Late Indicators	Early Indicators
Student Attitude data Staff Opinion survey Parent Opinion survey data School Assessment Data (staff and students are asked – end of year) Tiered Fidelity Data (end of year) Tiered Triangle data	Staff feedback data from professional learning Learning Walks Positive Behaviour Data (Class Dojo Points, PBS Acknowledgements, Positive Xuno data) Mini parent survey data Mini student survey data Negative Behaviour Data (Xuno Misconduct data & Teams Referral data)

**How will we get there?**

Identify staff (Inclusion Leader) that are responsible for the delivery of extensive and substantive differentiated lessons to meet the needs of all students.

Implement whole-school professional learning and skills to differentiate the lessons and substantive adjustments. Leaders will participate in coaching by Inclusion Leader.

Implement the practice of using extensive and substantive adjustments through walk-through observations and data collection. Implement a management system to determine and monitor data for extensive and substantive adjustments. Identify students that require adjustments across any of the identified areas.

Implement Support Groups to provide targeted support and celebrate achievements.

Implement extensive and substantive adjustments in classroom and non-classroom settings to support social skills development from the Area SWPBS.

Implement data collection and monitoring systems to discourage inappropriate behaviours.





## LEARNING TEAM MATHS

### Annual Implementation Plan

**WHAT ARE WE IMPROVING?**

Develop staff capability to collaboratively build curriculum knowledge, pedagogy and assessment in Numeracy.

**HOW WILL WE KNOW IF WE HAVE ACHIEVED IT?**

Above Level in: Number and Algebra 11% in 2023 to 20% in 2024  
 Below Level in: Number and Algebra 41% in 2023 to 35% in 2024  
 Exceeding/Strong in NAPLAN at Year 5 Numeracy 37% in 2023  
 Decrease Needing Additional Support in NAPLAN 31% in 2023

**HOW WILL WE DO IT?**

Assessment Practices	Curriculum Planning	Learning Culture
Develop a whole school approach to Maths assessment for all strands	Strengthen the whole school approach to Maths planning	Develop a learning culture that increases student engagement in Maths

Together we Discover, Create and Innovate

## INCLUSION TEAM

### Annual Implementation Plan

**WHAT ARE WE IMPROVING?**

Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable

**HOW WILL WE KNOW IF WE HAVE ACHIEVED IT?**

Increase number of funded students achieving one or more of their SSG goals from 49% to 60%  
 Increase AtSS Sense of Inclusion from 77% to 85%  
 Increase POS for Respect for Diversity from 78% to 81%

**HOW WILL WE DO IT?**

Implementation	Professional Development	Data Collection
Plan for and document all differentiated lessons to meet the individual needs of all students.	Facilitate professional learning to differentiate the implementation of extensive and substantive adjustments	Establish a process to identify students that require extensive or substantive adjustments across any of the functional needs domains

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## ENGAGEMENT AND WELLBEING TEAM

### Annual Implementation Plan

**WHAT ARE WE IMPROVING?**

Develop consistent behaviour management processes within the School Wide Positive Behaviour Framework.

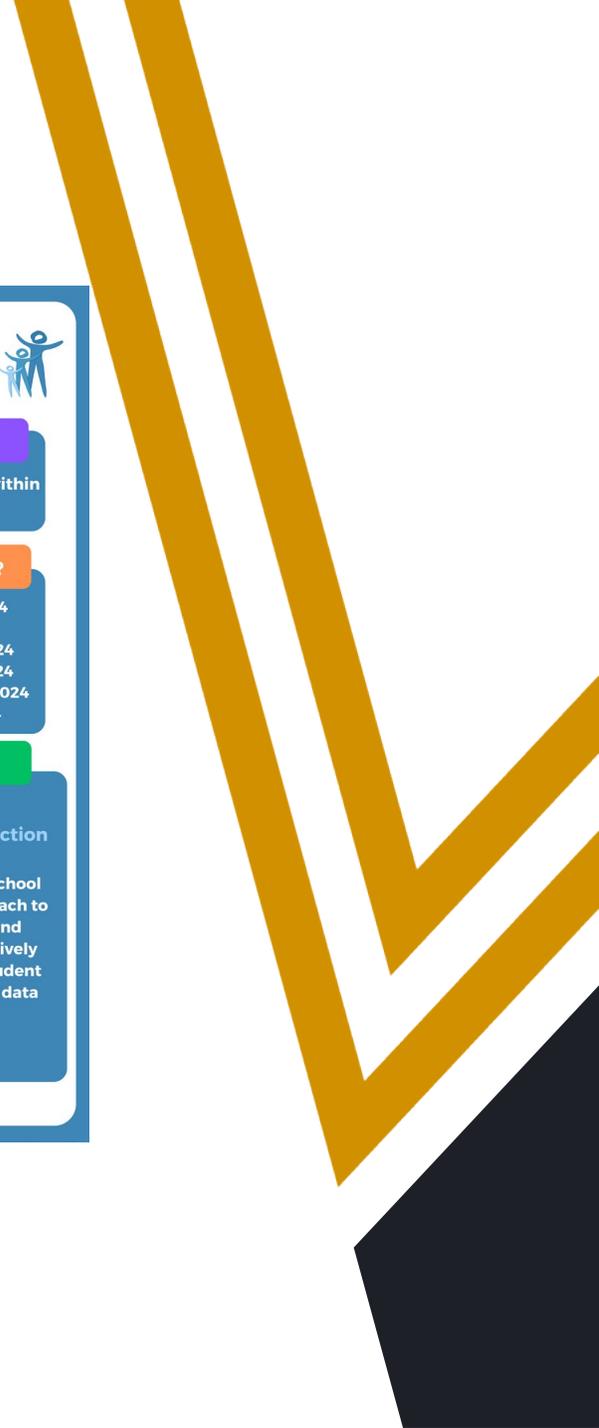
**HOW WILL WE KNOW IF WE HAVE ACHIEVED IT?**

(ATSS) Classroom Behaviour - 61% in 2023 to 63% in 2024  
 Managing Bullying - 56% in 2023 to 58% in 2024  
 (SSS) Shielding and Buffering - 59% in 2023 to 65% in 2024  
 Trust in Students and Parents - 41% in 2023 to 45% in 2024  
 (POS) Managing Bullying positive - 65% in 2023 to 70% in 2024  
 Not Experiencing Bullying - 49% in 2023 to 55% in 2024

**HOW WILL WE DO IT?**

Implementation of Tier one Foundations	Curriculum Planning	Data collection
Continue to build staff capability to consistently embed Tier 1 School Wide Positive Behaviour Supports	Strengthen the school wide approach to teaching social and emotional curriculum development	Embed a school wide approach to collect and collaboratively analyse student behaviour data

Together we Discover, Create and Innovate





# School Improvement Team - Strategic Planning

Week	SIT	Leaders	PLC	Professional Learning
3 29/4 - 3/5	PLC Monitoring Data Walls Learning Walk Structure Clarity Professional Reading	Complete and Debrief Learning Walks	Prioritise and Set Goals	Maths
4 6/5 - 10/5	Identify cohorts requiring IEPs	Complete and Debrief Learning Walks	Develop and Plan	Engagement and Wellbeing PL
5 13/5 - 17/5	Professional Reading Clarity Observation Data E and W and Inclusion Prep for Mini Perception Survey	Complete and Debrief Learning Walks	Implement and Monitor	Maths PL LW Data Sharing
6 20/5 - 24/5		Complete and Debrief Learning Walks	Implement and Monitor	Engagement and Wellbeing PL SWPBS Survey
7 27/5 - 31/5	Professional Reading Clarity Learning Walk Data Learning	Complete and Debrief Learning Walks Mini Perception Survey	Implement and Monitor Maths Data Moderation	Maths PL LW Data Sharing



# WSPS Professional Learning Schedule 2024

## Term 2

Week	Time	Focus	Monday	Tuesday	Wednesday	Thursday	
<b>1</b> 15/4 - 19/4	3:35pm - 4:35pm		PLC - Maths	School Improvement Team	PL - Inclusion		
<b>2</b> 22/4 - 26/4	3:35pm - 4:35pm		PLC - Maths Whole School Assembly (ANZAC Assembly)	Consultative	PL - Inclusion	Anzac Day	
<b>3</b> 29/4 - 3/5	3:35pm - 4:35pm		PLC - Maths	School Improvement Team	PL - Learning Numeracy	Reporting Meeting - New Staff	
<b>4</b> 6/5 - 10/5	3:35pm - 4:35pm	<i>SOG Week</i>	PLC - Maths Whole School Assembly	SWPBS Meeting	PL - Engagement and Wellbeing		
<b>5</b> 13/5 - 17/5	3:35pm - 4:35pm		PLC - Maths	School Improvement Team	PL - Learning Maths		
<b>6</b> 20/5 - 24/5	3:35pm - 4:35pm		PLC - Maths Whole School Assembly	Consultative	PL - Engagement and Wellbeing (Moderation for Reporting)		
<b>7</b> 27/5 - 31/5	3:35pm - 4:35pm		PL - Learning Maths (Reporting)	School Improvement Team	PLC - Maths Moderation	Common Professional Practice Day	
<b>8</b> 3/6 - 7/6	3:35pm - 4:35pm	<i>Reports Due</i>	PLC - Maths Whole School Assembly	SWPBS Meeting	PL - Engagement and Wellbeing		DRAFT Reports Due
<b>9</b> 10/6 - 14/6	3:35pm - 4:35pm		King's Birthday	School Improvement Team	PL - Engagement and Wellbeing		Reports Published
<b>10</b> 17/6 - 21/6	3:35pm - 4:35pm	<i>Planning</i>	Meeting free Planning Day - Innovation	Consultative Planning Day - Creativity	PL - Learning Maths	Parent Teacher Interviews	Parent Teacher Interviews
<b>11</b> 24/6 - 28/6	3:35pm - 4:35pm		Meeting Free	Planning Week	PLC - Maths Moderation		

**Building the capability  
of our middle leaders  
to build a culture of  
collaboration**



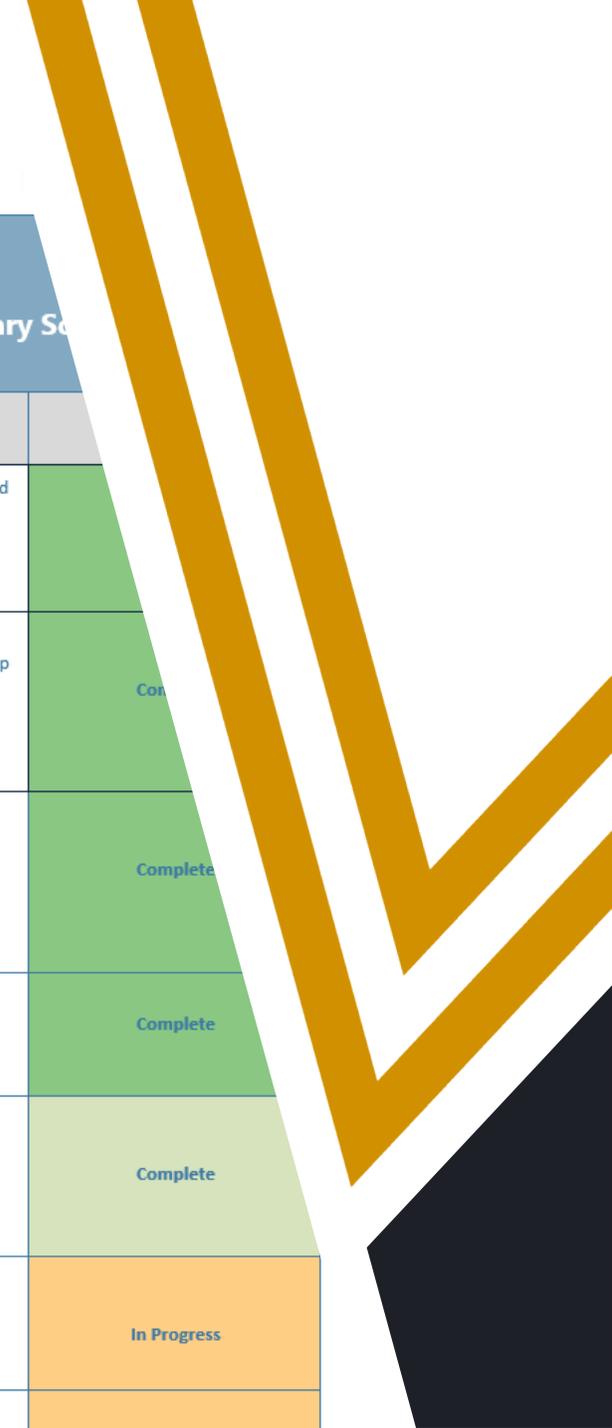


# Learning 10 Week Adaptive Action Plan – Term 1

Term 1 2024 ~ Weeks 1 - 9

Term 1 Focus - To build a shared understanding of our core beliefs for maths teaching and planning at Wodonga South Primary School

Week	Activity Focus	What work will happen to work towards the activities?	Staff involved	Weekly Impact	
1	<b>Curriculum Planning</b> Develop a shared vision through our beliefs and understandings of the approach to numeracy at WSPS.	<ul style="list-style-type: none"> <li>South Summit for all staff – attending day 1 and day 2 of Term 1</li> <li>Introduce Instructional Model, Collaborative Planning Structure, Assessment timeline, startup program</li> </ul>	Assistant Principal Learning Learning Leading Teachers	Staff will feel there is a clear direction for Maths planning and assessment for 2024.	
	<b>Learning Culture</b> Explore and undertake professional learning on numeracy teaching practices.	<ul style="list-style-type: none"> <li>Setting the scene for Term 1</li> <li>Startup program release to all staff with content on how we are learning using 'The South Way'</li> </ul>	Learning Leading Teachers Classroom Teachers	Students will understand the behaviour and learning expectations of Wodonga South Primary School and be set up to learning well for the year.	Complete
2	<b>Curriculum Planning</b> Develop our collaborative planning approach.	<ul style="list-style-type: none"> <li>Planning Week - building on the process of collaborative planning (Norms, planning documents, structure of collaborative planning)</li> <li>Continue professional discussions about how to implement the instructional model using new planning documents</li> </ul>	Learning Leading Teachers Classroom Teachers	A collaborative environment for planning will be established that will result in high quality planning informed by data.	Complete
	<b>Assessment Practices</b> Refine and develop the assessment schedule and timeline.	<ul style="list-style-type: none"> <li>Further discuss the assessment schedule with all teams during planning week</li> <li>Allocate time in unit plans for specific planning dates</li> </ul>	Learning Leading Teachers Classroom Teachers	Students will be assessed using quality assessments that accurately informs planning.	Complete
3	<b>Curriculum Planning</b> Design a scope and sequence that supports the Big Ideas in Numeracy.	<ul style="list-style-type: none"> <li>Collaborative Planning Process begins with first introduction of the planning process and agenda structure.</li> <li>Investigate VC maths 2.0.</li> <li>Plan Numeracy meetings for Term 1 with a focus on the IM</li> </ul>	Assistant Principal Learning Learning Leading Teachers	Teachers utilising the departmental resources, data and professional learning to develop lessons collaboratively beginning to meet students at their point of need.	Complete
	<b>Assessment Practices</b> Refine and develop the assessment schedule and timeline.	<ul style="list-style-type: none"> <li>Implement MOI testing with foundation students – ensure kits are complete and teachers are supported to complete the assessment.</li> <li>PAT M testing with 3 – 6 to gather baseline data to use for planning. Begin to analyse the data in collaborative planning. Achers</li> </ul>	Learning Leading Teachers Classroom Teachers - Foundation	Teachers utilising the PAT M data to inform Maths collaborative planning in years 3-6.	In Progress
	<b>Learning Culture</b>		Learning Leading Teachers		



# Collaborative planning - Structural changes to increase collaboration

**SPECIALIST TIMETABLE – TERM 2 2023 v1**



9:00	10:00	11:00	12:00	2:15
<b>MONDAY</b>				
SRC Release	C02 (Britt)	I08 (Jess)	D11 (Scarlett)	NFTF (Steve)
I01 (Julian)	C06 (Ash)	I09 (Ebony)	D12 (Alisha)	D04 (Alex)
I02 (Sam)	C04 (Maddy)	D02 (Hannah)	D05 (Nick)	C01 (Mick)
NFTF (Angus)	D06 (Elisabe)	D01 (Nicole)		
Innovation C (I08 & I09)	C05	Innovation B (I04 & I05)		
<b>TUESDAY</b>				
C01 (Mick)	C04 (Maddy)	I05 (Anna)		
C07 (Tessa)	C05 (Wendy)	I08 (Jess)		
NFTF (Lyndell)	C06 (Ash)	I09 (Ebony)		
I01 (Julian)	D02 (Hannah)	I02 (Kelli)		
	D01	Southern Rise Kinder		
<b>WEDNESDAY</b>				
Whole School / Pod Assembly Specialists NFTF	D06 (Elisabe)	I01 (Julian)		
	D02 (Hannah)	I02 (Kelli)		
	D01 (Anah)	I04 (Stacey)		
	D05 (Nick)	I05 (Dana)		
	D04	Southern Rise Kinder		
<b>THURSDAY</b>				
D01 (Anah)	C05 (Jazz)	I02 (Kelli)		
D06 (Elisabe)	C04 (Maddy)	I04 (Stacey)		
C07 (Amanda G)	C02 (Britt)	I01 (Julian)		
D07 (Phebe)	Grad Release (Nick)	Grad Release (Ebony)		
I09 (Ebony)	C06 (Ash)	I08 (Jess)		
	D02	D02	Southern Rise Kinder	
<b>FRIDAY</b>				
D02 (Hannah)	C07 (Amanda G)	D05 (Nick)		
D01 (Anah)	C01 (Mick)	I05 (Dana)		
D07 (Phebe)	NFTF (Razz)	D11 (Scarlett)		
C04 (Maddy)	C02 (Britt)	C05 (Jazz)		
	C06	C04		

**SPECIALIST TIMETABLE 2024** Term 3 v1 (Normal Week)

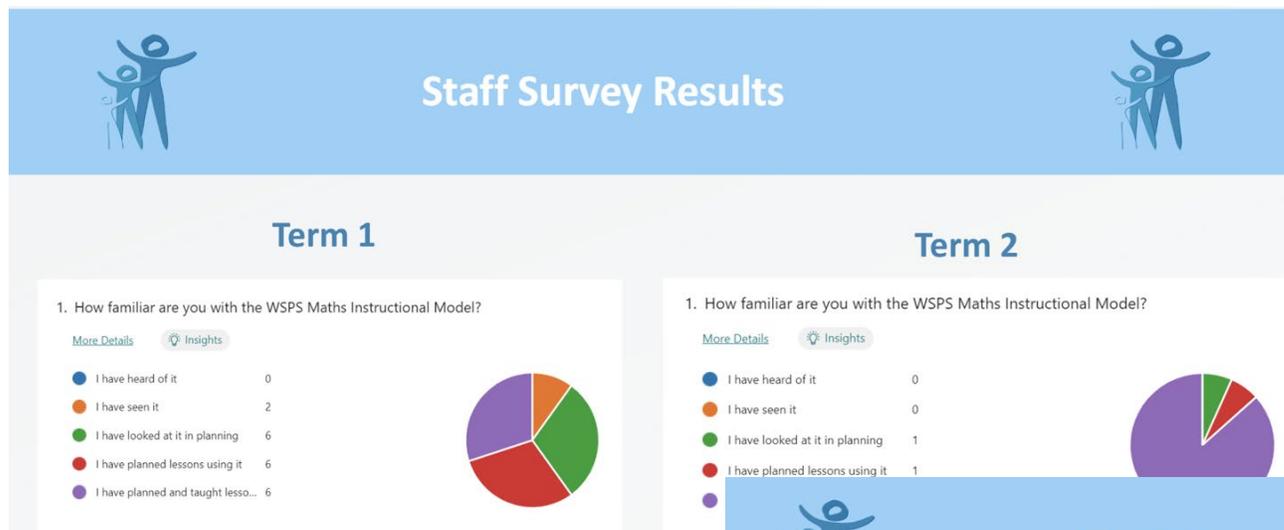



		SESSION 1 9:00 – 10:00	SESSION 2 10:00 – 11:00	SESSION 3 11:40 – 12:40	SESSION 4 12:40 – 1:40	SESSION 5 2:15 – 3:15
MON	STACEY	PERFORMANCE I1 (Julian)	PERFORMANCE I8 (TBC)	PERFORMANCE D1 (Nicole)	PERFORMANCE D7 (Caz)	NFTF- Alex
	RAZZ	PERFORMANCE I2 (Renee)	PERFORMANCE I9 (Ebony)	PERFORMANCE D2 (Matt)	PERFORMANCE D6 (Elle)	RAZZ NFTF
	STEVE	PE I8 (TBC)	PE I1 (Julian)	PE D7 (Caz)	PE D1 (Nicole)	STEVE NFTF
	ANNA	PE I9 (Ebony)	PE I2 (Renee)	PE D6 (Elle)	PE D2 (Matt)	ANNA NFTF
	LEIGH	ART I4 (Mariah)	ART I5 (Dana)	GRAD RELEASE- (Leigh)	ART D4 (Nick)	LEIGH NFTF
	NOAH	BLUEARTH I5 (Dana)	BLUEARTH I4 (Mariah)	BLUEARTH D4 (Nick)	NOAH NFTF	NOAH NFTF
					Foundation TRP	Creativity TRP
TUES	STACEY	PERFORMANCE C1 (Rachel)	PERFORMANCE C5 (Jazz H)	PERFORMANCE D11 (Alex)	PERFORMANCE D13 (Maggie)	STACEY NFTF
	RAZZ	PERFORMANCE C2 (Amanda G)	PERFORMANCE C4 (Maddy)	TEAM LEADER	TEAM LEADER	RAZZ NFTF
	STEVE	PE C5 (Jazz H)	PE C2 (Amanda G)	PE D13 (Maggie)	PE D11 (Alex)	STEVE NFTF
	ANNA	PE C04 (Maddy)	PE C1 (Rachel)	PE D12 (Peta)	PERFORMANCE D12 (Peta)	ANNA NFTF
	LEIGH	ART C7 (Amanda N)	ART C6 (Mick)	ART I8 (TBC)	ART I2 (Renee )	LEIGH NFTF
	NOAH	BLUEARTH C06 (Mick)	BLUEARTH C7 (Amanda N)	BLUEARTH I9 (Ebony)	BLUEARTH I1 (Julian)	NOAH NFTF
						Discovery & Innovation TRP
WED	STACEY	GRAD RELEASE – (Sam M)	GRAD RELEASE- (Renee)	PERFORMANCE C7 (Amanda N)	PERFORMANCE C6 (Mick)	PERFORMANCE D4 (Nick)
	STEVE	Dana NFTF	Dana NFTF	FOUNDATION PMP	PE C7 (Amanda N)	PE C6 (Mick)
	LEIGH	ART I1 (Julian)	ART I9 (Ebony)	ART C1 (Rachael)	ART C5 (Jazz H)	ART C4 (Maddy)
	NOAH	BLUEARTH I2 (Renee)	BLUEARTH I8 (TBC)	BLUEARTH C2 (Amanda G)	BLUEARTH D12 (Scarlett)	BLUEARTH C5 (Jazz H)
THURS	STACEY	STACEY NFTF	STACEY NFTF	PERFORMANCE I5 (Anna)	PERFORMANCE I4 (Mariah)	GRAD RELEASE –(Ebony)
	STEVE	STEVE NFTF	STEVE NFTF	PE I4 (Mariah)	PE I5 (Anna)	DISCOVERY POD SPORT
	RAZZ	RAZZ NFTF	RAZZ NFTF	ART D1 (Sam)	ART D1 (Matt)	ART D11 (Peta)
	NOAH	NFTF- Amanda G	NOAH NFTF	BLUEARTH D2 (Matt)	BLUEARTH D1 (Sam)	BLUEARTH D13 (Maggie)
		ASSEMBLY				
FRI	RAZZ	ART D12 (Scarlett)	ART D13 (Maggie)	ART D7 (Caz)	ART D6 (Elle)	ART C2 (Hannah)
	NOAH	BLUEARTH C1 (Rachael)	BLUEARTH D11 (Peta)	BLUEARTH D6 (Elle)	BLUEARTH D7 (Caz)	BLUEARTH C04 (Jazz B)
	STEVE	INNOVATION POD SPORT	CREATIVITY POD SPORT	PE D4 (Nick)	GRAD RELEASE - (Nick)	GRAD RELEASE – (Maggie)
	ANNA C	GRAD RELEASE - (Noah)	GRAD RELEASE – (Mariah)	GRAD RELEASE – (Jas H)	GRAD RELEASE – (Matt)	GRAD RELEASE – (Carolyn)

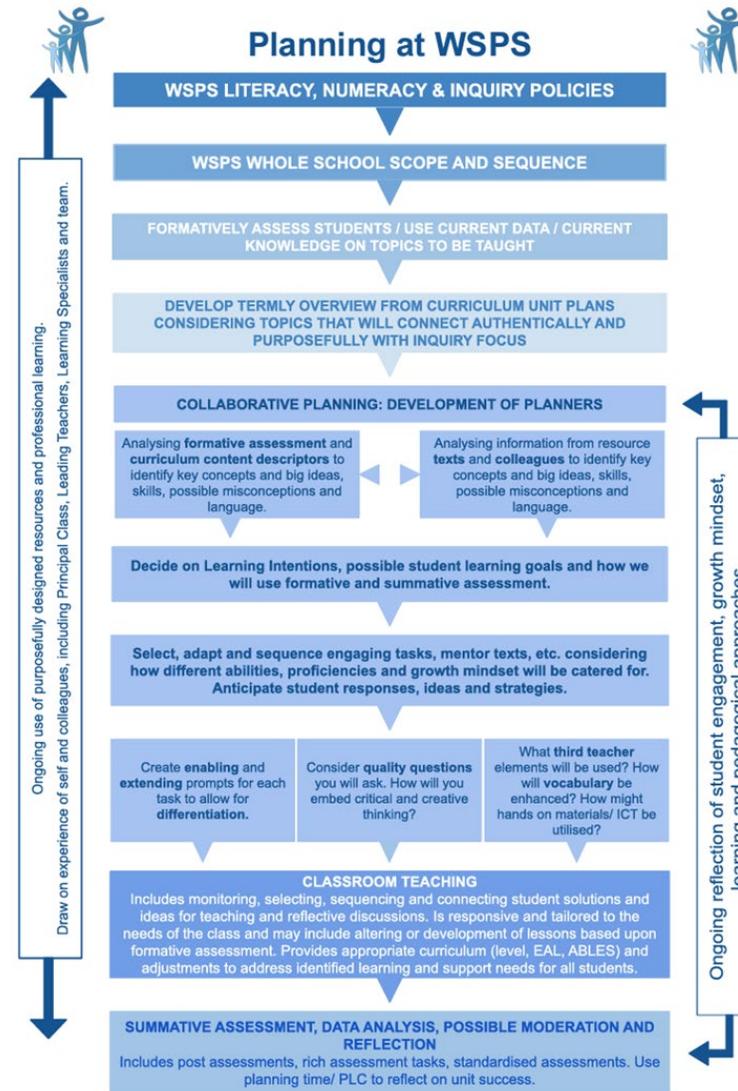




# Empowering leaders to gain staff feedback to inform their strategic direction



# Collaborative planning and PLC process supported by a learning leader



# Teaching and learning support model to enhance practice

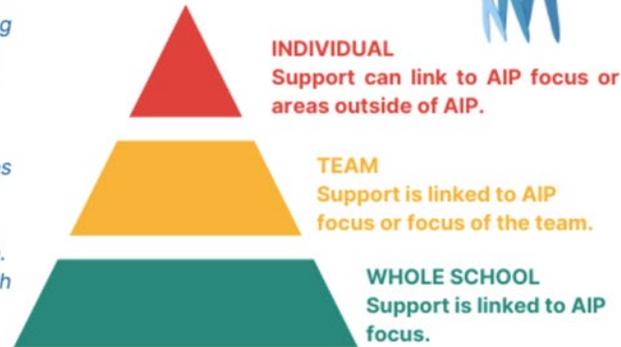
## Teaching and Learning Support



Teaching and Learning support, provides a flexible model where Learning Specialists work alongside teachers to enhance their practice and understanding in an area of their choosing. The model is built upon an approach of Clarifying, Consulting, Collaborating and Coaching where Learning Specialists will draw upon these strategies as they support teachers.

The individualised and differentiated support is teacher-centred and emphasises the importance of working alongside teachers and learning together.

Teachers will partner with Learning Specialists to identify a problem of practice. Learning Specialists will balance the needs of the teachers within their team with the priorities of the AIP and their own availability.



**CLARIFYING**  
Asking questions to better understand you, your context and circumstance, in order to more effectively support your learning and practice.

**CONSULTING**  
Adding to your existing repertoire, building your capability and confidence.

**COLLABORATING**  
Promoting a sense of collective efficacy and shared agency

**COACHING**  
Fostering individual agency and a sense of self-efficacy.





# Tracking our AIP success indicators

## SCHOOL IMPROVEMENT TEAM DATA SUMMARY



### 2024 Maths AIP Goals

Above Level in: Number and Algebra from - 11% in 2023 to - 20% in 2024.  
 At Level in: Number and Algebra from - 41% in 2023 to 35% in 2024.  
 Needs Additional Support in NAPLAN 2023 from 17.3% (3) and 31% (5)  
 Exceeding and Strong in NAPLAN in Year 5 from 37% in 2023

	<b>F - 2</b>	<b>3 - 6</b>
Victorian Curriculum	Above Level - 5.7% At Level - 66% Below Level - 15.6%	Above Level - 8.2% At Level - 35.5% Below Level - 51.6%
MOI (Counting) Years F - 2	<b>Foundation</b> Above Level - 20.6% At Level - 56.5% Below Level - 22.9%	<b>Year 1/2</b> Above Level - 4.5% At Level - 45.78 % Below Level - 30%
Pat M Years 3 - 6	<b>Year 3/4</b> Above Level - 18.8% At Level - 29.8% Below Level - 51.4 %	<b>Year 5/6</b> Above Level - 7.3% At Level - 38.9% Below Level - 53.9%
	<b>Year 3</b> Needs Additional Support - 22.58% Developing - 33.87% Strong - 38.7% Exceeding - 1.84%	<b>Year 5</b> Needs Additional Support - 19.71% Developing - 32.39% Strong - 47.88% Exceeding - 1.41%

# Monitoring - Data collection and analysis - Misconducts

Pages

- ClassDojo - Whole School
- ClassDojo - Foundation
- ClassDojo - Discovery
- ClassDojo - Creativity
- ClassDojo - Innovation
- Dojos - Today
- Misconducts
- Misconducts - By Day b...
- Misconducts - By What ...
- Misconducts - Individua...
- SEWI Intervention
- Year Comparison

File Export Share Chat in Teams Get insights Subscribe to report Set alert

**What**

What	Count
Non Compli...	10
Physical Harrass...	10
Verbal Harrass...	6

**Reason**

Reason	Count
Obtain Tan...	8
Avoid Task	6
Create Attention (Blank)	4
Obtain Peer Attention	3
Avoid Peer Attention	2
Obtain Adult Attention	1
Unknown	1

**Day**

Day	Count of Date
2.Tuesday	1
3.Wednesday	6
4.Thursday	12
5.Friday	7

**When**

When	Count
(Blank)	2
2. Morning Sessi...	7
3. Lunch	1
4. Middle Session	3
5. Recess	8
6. Afternoon Session	5

POD, Hom...  
 Cre...  
 Disc...  
 Fou...  
 Inn...

Week  
 1  
 2  
 3  
 4  
 5  
 6  
 7  
 8  
 9  
 10  
 11

13

Count of St...

**Students**

Students	Count
DAVIS Aaliy...	5
ROSS Eli	4
INGRAM Amaliah	3
JONES Axel	3
SHIELDS Cooper	2
SHIELDS Ruben	2
EVANS Hemi	1
FITZGERALD-EADE Zagan	1
GASSMAN Allirah	1
GRAY Evie	1
KIRKHAM Chanel	1
TRAINOR Gideon	1
WOOD Louis	1

**Count of Date by Week**

Week	Count of Date
9 Week	26

**SEWI Intervention by Week**

Week	Count of When
9	14
9	9

**Sum of Dojo\_weight by Week**

Week	Sum of Dojo_weight
9 Week	569

**Victorian Academy**  
of Teaching and Leadership



# Monitoring - Data collection and analysis – Learning walks

## What do we see the students doing?      What do we hear the students and teacher saying?

Engaging in the productive struggle  
 Having a go at the task  
 More time spent trying to problem solve  
 Working out strategies to try  
 Having more conversations with classmates  
 Lots of collaboration in pairs or groups  
 Hands on learning with materials or manipulatives  
 Learning from one another - observing peers



More maths vocabulary being used  
 Students using correct vocab confidently and out loud successfully  
 Students “answer is not important” - trying strategies  
 Lots of praise and encouragement from teachers  
 Noise is reflective of students being engaged  
 Teachers questioning and asking to explain thinking  
 Teachers - not giving the answer  
 Sharing of student learning



## What tasks are students engaged in?      What Instructional Strategies do we observe?

A lot more game-based activities – increasing engagement  
 Experimenting with different strategies  
 Collaboration is very high  
 Interactive application to try different strategies  
 Problem solving challenges  
 Trying to figure out how to be successful  
 Looks different across the year levels  
 Focused on the unit specific topic



Time for productive struggle  
 Worked examples  
 Showing student work (fishbowl and commbox)  
 Check ins  
 Strategic questioning  
 Addressing misconceptions  
 Small groups - Targeted  
 Some are exploring co teaching models/structures



# Bringing it all together



# Bringing it all together in the SIT meeting

## Wodonga South Primary School Improvement Team (SIT)

<b>Date:</b>	Tuesday 25th June 2024	<b>Time:</b>	3:35pm	<b>Venue:</b>	Conference Room – WSPS
<b>Attendees:</b>	Clint, Christie, Alby, Emma, Wendy Amanda,				
<b>Apologies:</b>	Linda, Cazz, Amy				

<b>Meeting Facilitator</b>	Clint	<b>Note taker</b>	Emma
<b>Timekeeper</b>	Amanda	<b>Back-up Note taker</b>	Wendy

<b>Meeting Norms</b>	<p><i>Example:</i></p> <ul style="list-style-type: none"> <li>Take an inquiry stance</li> <li>Ground statements in evidence</li> <li>Assume positive intentions and take responsibility for impact</li> <li>Stick to protocol and all voices</li> <li>Start and end on time</li> <li>Be here now</li> </ul> <p>Document was last saved: Just now</p>
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<b>Meeting Objectives</b>	Develops, oversee, and evaluates the effectiveness and impact of the annual implementation plan: for improving student outcomes.
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Agenda Item	Timing	Who	Detail	Action
<input type="checkbox"/> Review Meeting objectives	5 min	Emma	<ul style="list-style-type: none"> <li>Review Staff feedback from Maths PL</li> <li>Complete Mid-Year Monitoring AIP</li> <li>Decide on Term 3 focus areas and begin planning Term 3 action plan</li> </ul>	
<input type="checkbox"/> Professional Reading			<p><b>Lyn Sharrett Pod cast – (case management/ data)</b></p> <p><b>Discussion Questions</b></p> <ul style="list-style-type: none"> <li>How are the case management meetings currently supporting students learning?                             <ul style="list-style-type: none"> <li>The chaos all around – easy to get distracted</li> <li>Need to ensure its learning focused – this is happening well</li> <li>Using the strategies as Marker student strategies</li> <li>Teachers referring to the planning boards during planning</li> </ul> </li> <li>How can we continue to build the use of Case Management Meetings to support student learning?                             <ul style="list-style-type: none"> <li>Coming back to report after a few weeks</li> <li>Process to choose how to choose the students for case management</li> <li>Bringing the formative assessment/work samples to make informed discussion and evidence of learning</li> <li>Teachers authentically identifying the students</li> </ul> </li> </ul> <p><a href="https://youtu.be/MZo2UHMynao?si=NeggyQcByPUGhgH3">https://youtu.be/MZo2UHMynao?si=NeggyQcByPUGhgH3</a></p>	

<input type="checkbox"/> Data Analysis	15 min	Emma	<p>Review Staff feedback from Maths PL</p> <p><b>Term 1 Results</b></p> <p><a href="https://forms.office.com/Pages/DesignPageV2.aspx?subpage=design&amp;FormId=N7Ns2Ycaz0S2mzsaM0pMHZx1p688uoF0mJ0XSiiKnmtUMkNQzUzMIhJNZRODHLRkM1SE5IV0NZT4u&amp;Token=cfece574b29048b396d51b6ff7737b7a">https://forms.office.com/Pages/DesignPageV2.aspx?subpage=design&amp;FormId=N7Ns2Ycaz0S2mzsaM0pMHZx1p688uoF0mJ0XSiiKnmtUMkNQzUzMIhJNZRODHLRkM1SE5IV0NZT4u&amp;Token=cfece574b29048b396d51b6ff7737b7a</a></p> <p><b>Term 2 Results</b></p> <p><a href="https://forms.office.com/Pages/DesignPageV2.aspx?subpage=design&amp;FormId=N7Ns2Ycaz0S2mzsaM0pMHZx1p688uoF0mJ0XSiiKnmtUQUw5MEFTWUVKtkwySIZJmKkNQ0VVNFNIUS4u&amp;Token=0c7a10cc635549c58fe1e7266c2c8b2e">https://forms.office.com/Pages/DesignPageV2.aspx?subpage=design&amp;FormId=N7Ns2Ycaz0S2mzsaM0pMHZx1p688uoF0mJ0XSiiKnmtUQUw5MEFTWUVKtkwySIZJmKkNQ0VVNFNIUS4u&amp;Token=0c7a10cc635549c58fe1e7266c2c8b2e</a></p> <p>Staff survey completed during the last Maths PL to gain feedback about where to go for Term 3. Compare Term 1 to Term 2.</p> <p><b>Take 5 – What are 5 big takeaways you see in the data?</b></p> <ul style="list-style-type: none"> <li>Learning Intention Data is a bit stagnant</li> <li>Productive Struggle had shown greatest</li> <li>Planning is higher than teaching</li> </ul> <p><b>What are your recommendations to the learning team for Term 3?</b></p> <ul style="list-style-type: none"> <li>How do we carry the planning confidence into the classroom?</li> <li>How do we continue to grow in the Learning Intention area?</li> </ul> <p><b>Data Summary for Maths</b></p> <p><a href="#">SIT Data Summary .pdf</a></p> <p>Need to work out if students 6 Months behind are classified as At Level.</p>	
<input type="checkbox"/> Annual Implementation Planning	20 min	Clint	<p><b>Complete Mid-Year Monitoring on SPOT in Teams</b></p> <ol style="list-style-type: none"> <li>Delivery of the annual actions for this KIS – Mark these</li> <li>Commentary on progress</li> <li>Future Planning</li> <li>Track activity progress</li> </ol>	
<input type="checkbox"/> Learning Walks & Talks	10 Minutes	Emma	<p><b>Check on the structure of learning walks and talks for Term 3</b></p> <p><b>What has been working well?</b></p> <ul style="list-style-type: none"> <li>All teams have been regularly completing learning walks and talks</li> </ul> <p><b>What barriers have there been?</b></p> <ul style="list-style-type: none"> <li>Need to ensure we are capturing the student voice</li> </ul> <p><b>Are there any tweaks that need to happen for Term 3?</b></p> <ul style="list-style-type: none"> <li>Wellbeing/Inclusion will do in their SEWI meeting</li> <li>Alternating between wellbeing and inclusion</li> <li>Wellbeing focusing on positive Tier 1 strategies</li> <li>Inclusion focusing on adjustments (could talk to the students, ask their goals, how are their engaging with the adjustments)</li> </ul>	
<input type="checkbox"/> Other School Improvement items			<p><b>Co-Teaching discussion</b></p> <p>What does co-teaching this currently look like?</p> <p>What do we want it to look like (authentically)?</p> <p>What are some achievable steps to achieve this?</p>	





# Workshop - HOW Do you/Could you lead this work at your school?



Please consider the following reflective questions as you review the materials and prepare for our discussions:

- **What valuable insights or experiences can you share with your school improvement team that could contribute to their collective improvement efforts?**
- **How might you guide your school improvement team in critically reflecting on their current practices and identifying areas for enhancement?**
- **In what ways can we foster a culture of collaboration and shared leadership within our school improvement teams?**
- **How could elements of your own School Improvement Team (SIT) practices contribute to the enhancement and success of our team or other School Improvement Teams?**

Please use the template provided to document your thoughts and responses.

# Thank you