

Raising the bar through achievable sprints

Excellence in every classroom

Let's Play Situational Bingo!

Have - or do - you
face these
challenges at your
school?

Compare and share
with your table:

Implementing an instructional model 1	Uniform in any way shape or form 2	Struggles with maintaining expectations of Yard Duties 3	Meeting reporting deadlines 4
Students slow to arrive to school or class 5	Inappropriate student device use 6	Conflict with families over reasonable adjustments 7	Systems for gender affirmation and change of pronouns 8
Graffiti on lockers, in toilets, on tables 9	Littering 10	Othering Language 11	Building an effective PLC cycle 12
Teaching 'to the middle' 13	Students swimming in the local creek/ lake 14	Staff overly focused on behaviour, not academics 15	Student behaviour on public transport to/from school 16

Learning Intentions

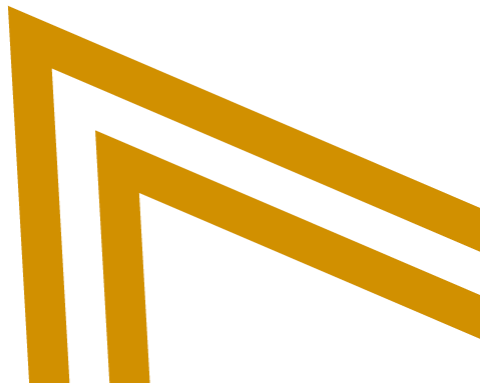
- Understanding how teaching sprints can be adapted to improve **whole school culture**
- Considering the role of **leadership agility** in influencing culture
- Valuing the power of banking **small shifts** in practice
- Exploring **examples in action** and considering possible sprints we can undertake in our own school

Why “Teaching Sprints”?

Schools, like people, can be outstanding at both bearing with a situation - like the broken heater in Portable Two - and also making monumental shifts, such as packing students off home to teach them remotely.

Teaching sprints harness the power of momentum to make smaller shifts that cumulatively move our schools forward.

FISO Leadership Dimension 1: “The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment.”



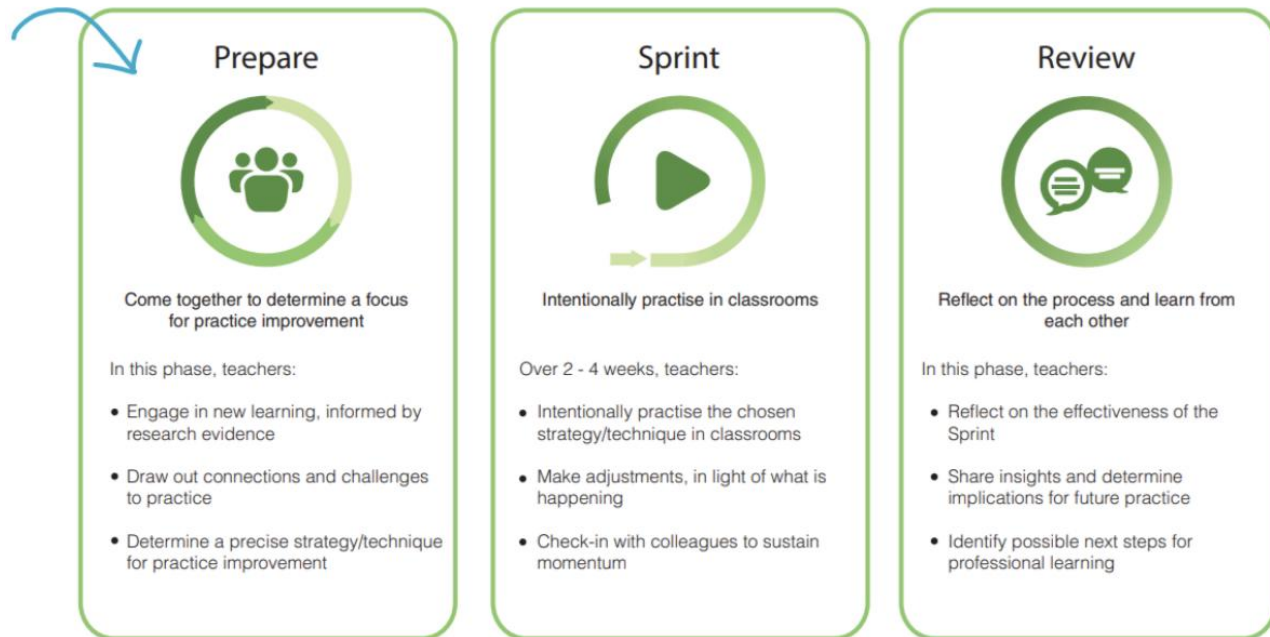
Teaching Sprints by Simon Breakspear

“Manageable, **evidence informed changes** - small shifts”

“Two to Four weeks”

“**Highly focused improvement work** within a tightly framed period of time”

“Short stretches of **intense improvement work**”



Stage 1: Preparation

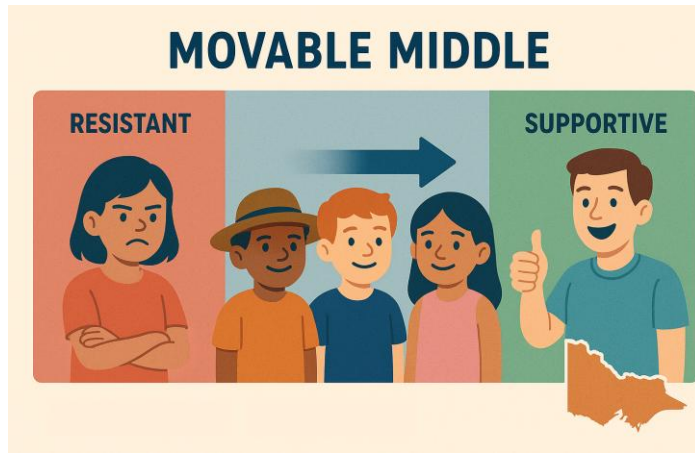
Sprints require an **agile leadership culture** - one that invites reflection, aims to be timely in responsiveness and is open to being open.

Identifying areas of need including unconventional **data gathering**.
Who are you asking? How?

Asking two essential **questions**:

1. What is the current situation of _____ at your school?
2. What evidence are you basing your knowledge on?

Planning a **response strategy** that is targetted, sustainable, and links to core values. Our target is often the 'moveable middle' and our school values of integrity and community.



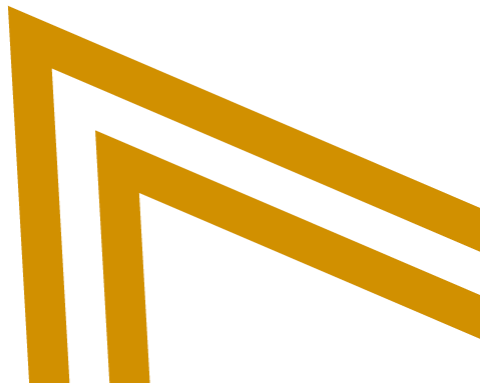
Stage 2: Sprint

A school culture sprint needs a **driver** - one or more warm demanders who are accountable for the program. Principal Team leadership is essential.

Communicate the sprint, and particularly the 'why' to staff, students and families. Provide updates on progress. Examples include:

- In class prompts and slideshows
- Newsletter items/Compass posts
- Briefing notes
- Colleague and student check ins and helpful 'nudges' to reinforce behaviour.

Make **adjustments** as needed.



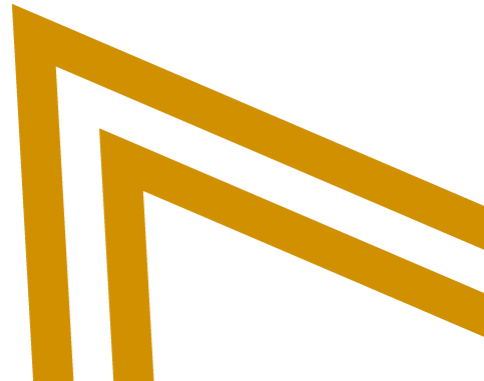
Stage 3: Review

Reflect on progress. Ensure the sprint is a regular feature on any Principal Team meeting schedule.

Go back to your original data sources (staff, students etc) for **feedback**.

Evaluate if the sprint has changed any other behaviour (positively or negatively).

Use the feedback and data provided to reinforce a foundation for the **next sprint**.



Example Sprint 1: Operation On Time (OOT)

<u>Identify a problem</u> <ul style="list-style-type: none">● Gather and analyse data● Examine existing processes	<ul style="list-style-type: none">● High attendance rate at school rate but lax attitude to getting to class, perpetual lateness across the whole day, devaluing of learning● Teachers not commencing teaching until 5-10 minutes into lesson
Identify and <u>plan actions</u> that can be actioned in the next 2 weeks Implement & monitor	<ul style="list-style-type: none">● 'FAQs' that challenge perceived barriers● Morning sign in process for late comers that also checks books/phones/uniform and mobilises our Attendance Officer, Front Office Staff and Principal Team● Broad communication to students and community● Targeted communication to 10 students in each year level & their families with highest no. lates● Series of positive reinforcements including Green Compass entries and cafe vouchers.
<u>Review</u> effectiveness	<ul style="list-style-type: none">● Cultural change meant improved attitude to post-recess and post-lunch punctuality without having to draw on additional resources to make it so● OOT has stayed on as established practice at our school since the sprint.● Renewed emphasis in May 2025, when the weather turned.

Communication - The Why



Being On Time for School

Even the best of us are late occasionally, but it's easy to fall into a habit of regularly being late and this creates many other problems throughout the day.

If lateness is an issue for your child, we suggest holding a family meeting to discuss household routines:

- Look at sleeping routines - set bedtimes
- Discuss times to depart from home that allow students to arrive early so that if delayed they will be on time instead of late
- Work out ways to remove WiFi enabled devices from bedrooms. Cheap, 'dumb' alarm clocks might be a *smart* idea.
- Look at devices and how downtime can be programmed - especially easy with Apple devices
- Discuss rewards and consequences for being on time. Is there a 'late tax' on pocket money?

If any of the information presented here adds to family conflict or if you believe that your family is not able to make changes, you might want to access supports from:

- CHS Wellbeing Team: sasha.martin@coburg.vic.edu.au
- Parent Line: 13 22 89
- Orange Door: 1800 271 151



Starting the school day on time and ready for learning

Many students arrive late to school or late to class. There can be many reasons for this, with the occasional legitimate reason of traffic accidents and cancelled trains being greatly outweighed by poor organisation. We want to change this.

11%

Of all CHS students were late to class in Week 1

10%

Of all CHS students were late to Period One in Week 4

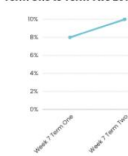
10%

Of all CHS students were late to Period One in Week 7

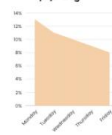
13%

Monday is the worst day for lateness with 13% of students late (wk4)

Term One to Term Two 20% increase



Days of the Week Late to Period One Wks 1/4/7 Avg



In Week 7 there were a further 772 latenesses noted for P2-5 across the week

Frequently Asked Questions



Q: My child experiences anxiety about attending school each morning and they really struggle to arrive on time.

A: We know that for some young people and families, getting to school each morning is an ongoing challenge. For some young people, support to consistently arrive on time actually reduces this anxiety. This may involve getting to school a bit earlier to prepare themselves for the day before the majority of students arrive at their lockers and it may also involve the establishment of a morning routine that enables students to feel regulated and ready for learning before their first class begins.

Q: My child is neurodiverse and time management is an ongoing challenge for them. I'm worried about the impact of needing to be on time. Who can I contact about this?

A: We know that for people with ADHD and Autism, perceptions of time can be impacted and there is a need for specific support in meeting school expectations regarding punctuality. We aim to work with families to support students by providing them with strategies that enable them to manage their time effectively and ensure they are where they need to be, and on time. In the morning this can look like a written schedule broken down into five or ten minute increments, the use of timers and alarms that prompt students to move through their morning routine, daily checklists, or aiming to arrive at school a bit earlier to build in some buffer time. If you would like support in trialling some of these strategies with your child, contact our Inclusion Leader at: brigitte.rogan@coburg.vic.edu.au

Q: I've tried to tell them to come on time, but they just won't listen. What am I supposed to do?

A: Don't give up. Let your child's SST know that you support them and that you are continuing to work on the problem. Look over the suggestions on this page and reach out to Wellbeing at CHS and also the other services listed. Use trusted family friends and relatives to help with interventions.

Q: Sure my child is late, but isn't that better than not coming at all?

A: We don't settle for second best. If we are getting to school, then we can be here on time. Being reliable is a life skill that we develop at school and serves us throughout our adult lives. Students who are on time have more time in class, are more settled and more engaged.



Q: What allowances are the school making for students who take public transportation?

A: Anyone who takes public transport to school needs to factor in delays and allow a suitable buffer. Coming late once in a week will not result in any consequences.

Q: Does coming a few minutes late matter? Are schools being too strict?

A: We like our kids and we love our classes. It's not the same when people are missing and having interruptions for latecomers really impacts our ability to run classes smoothly. Having everyone at school and ready for learning is our goal.

Arriving after 9am?

Starting today, you need to:

1. Get books for your lock
2. Sign-in @ reception
3. Come straight to class.



Weather

Why so cold? Melbourne's wild temperature swings smash records

Thongs one day to thermals the next, May is breaking weather records across the state and putting Melburnians' wardrobes to the test.

2 hours ago



Brent HOUGHTON

2 days ago



News



Be On Time Tuesday (BOTT) - Prizes to be won

It was cold this morning, wasn't it? Unfortunately, with the decrease in temperatures, we saw this morning an increase in lateness across the school. Having said that, around 90% of students were in class by 9am and ready for learning, and that's worth recognising too.

If you thought today was cold...tomorrow is predicted to be even colder. So, to help motivate everyone to be on time....introducing **BOTT - Be On Time Tuesday**. If you're marked 'Present' in all periods tomorrow (not 'Late'), you will go into the draw to win a \$10 Cafe voucher (2 vouchers per year level will be awarded).

FAQ

How do I win?

Be marked by your teachers as being on time to all classes on Tuesday 20/5. You will then go into the draw to win one of two Cafe vouchers for your year level.

What if I'm in VCE and don't have a Period 1 class?

Never fear, we'll do the draw in the last half of Period 5 and announce them over the PA at 3.04pm. As long as you've been marked Present across all your classes that day, you're eligible to win.

Example Sprint 2: ARNs and DARNs

<u>Identify a problem</u> <ul style="list-style-type: none">● Gather and analyse data● Examine existing processes	<ul style="list-style-type: none">● AtoSS data 2022 - 'High expectations for success' 1% lower than Similar Schools● Teachers were implementing different processes to follow up on failed submission of learning tasks● Students were 'falling through the cracks' and not being 'seen' until too late
Identify and <u>plan actions</u> that can be actioned in the next 2 weeks Implement & monitor	<ul style="list-style-type: none">● The creation of a centralised system to identify when learning tasks were not submitted - Academic Risk Notifications - 'ARNs'● The establishment of a central 'catch up class' mirroring VCE SAC resits for junior school students Detentions for Academic Risk Notifications - 'DARNs' (the acronym was intentional!)
<u>Review</u> effectiveness	<ul style="list-style-type: none">● Monitoring of the number of students removed from DARNs due to submission of work.● Monitoring of submitted learning tasks● AtoSS data 2024 - 'High expectations for success' 4% higher than Similar Schools

First day with staff - The Why



Enhancing
resilience and
wellbeing by
**setting high
expectations**

Knowing our students as young people Knowing our students as learners

Children's motivation to learn is influenced by the expectations of important people in their lives. In other words, **children who are expected to succeed are more likely to succeed.**

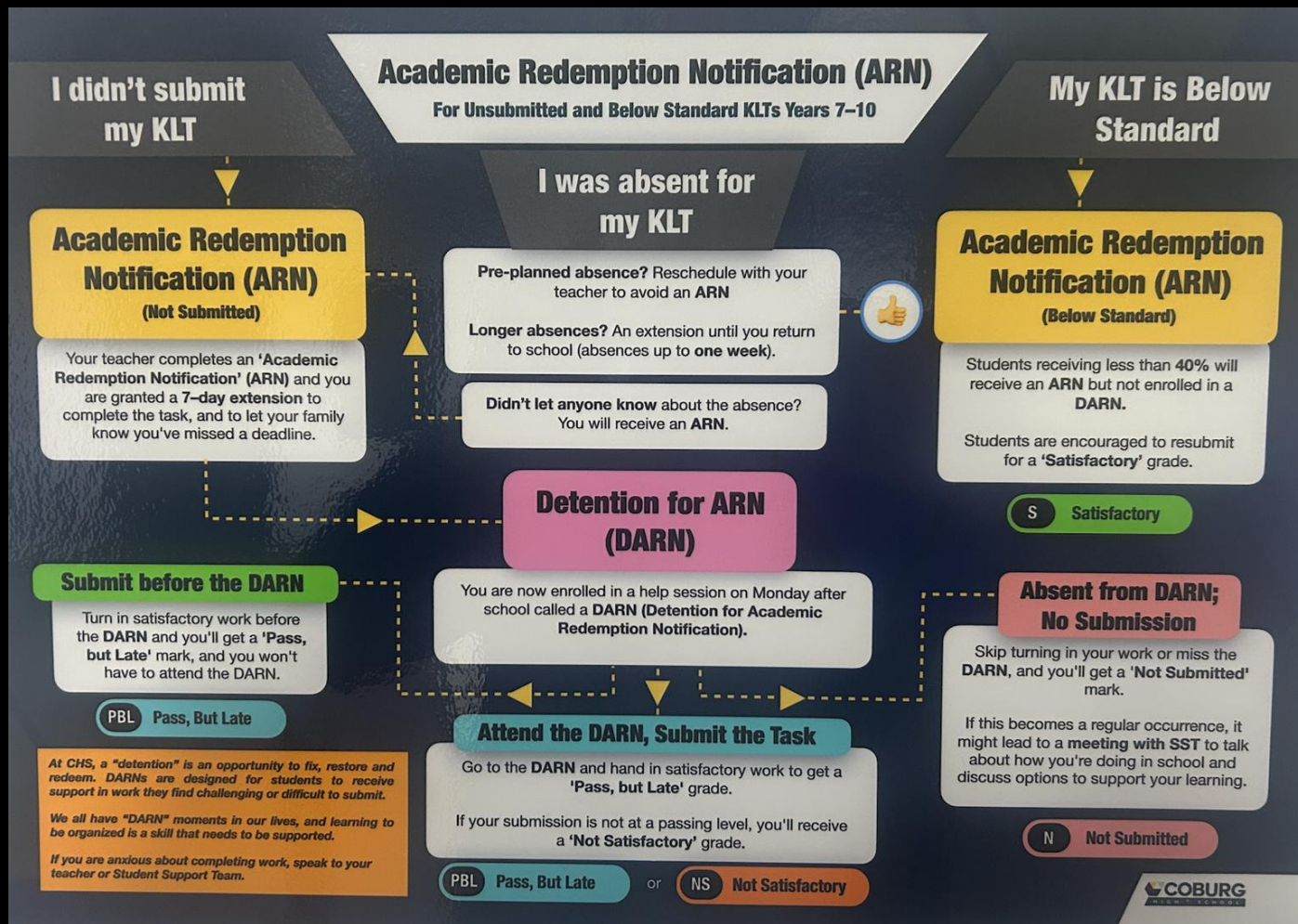
High expectations also promote resilience in children who are considered to be 'at risk'. Resilience can be defined as children achieving goals and outcomes despite being at risk of disadvantage.

AIP 2023

**VICTORIAN EARLY
YEARS LEARNING
AND DEVELOPMENT
FRAMEWORK**

PRACTICE PRINCIPLE GUIDE
HIGH EXPECTATIONS
FOR EVERY CHILD

Process poster



Communication to families

Dear parents and guardians,

The school year is well underway and there is a productive buzz in our classrooms. As we move into the next phase of Term One, where assessment tasks begin to occur, it is important that you are aware of our process for the submission of work for all Year 7 to Year 10 students.

Last year, students completed the Attitude to Schools Survey which showed that although students reported being presented with engaging learning, that overall, expectations for success were an area for improvement in our school. As a school, we are responding to that feedback and have made 'high expectations' a focus for 2023, particularly around their Key Learning Tasks (KLTs) which are our major summative assessment tasks for Year 7 to 10 subjects.

We have streamlined the process for the submission of KLTs to help keep track of overdue tasks or tasks that were not completed to a satisfactory standard and we will keep families informed when students don't submit work or when their work is not of a satisfactory standard. The new process also provides opportunities that allow students to access support needed to bring their work up to standard and other supports for mental health and wellbeing.

ARNs and DARNs

When a KLT is not submitted on the due date, or the work submitted is assessed as not of a satisfactory standard, students receive a temporary 'Not Satisfactory' result for the task. The teacher will complete an Academic Risk Notification (**ARN**) on Compass. This ARN sends an email to the parents and student outlining the task that was missed or not satisfactory, and a new due date. It outlines the opportunities available for students to get assistance with their work via Homework Club, Wellbeing or their classroom teacher.

The ARN will also automatically enrol the student in a compulsory after school support session called (with pun intended) a Detention for Academic Risk Notification (**DARN**) which will take place if, after the extension of time, the task is still not submitted and/or not of a satisfactory standard. The DARN is staffed by our tutors and is a final opportunity to get the help required to complete the work to a satisfactory standard.

Example Sprint 3: Changing behaviour in the yard

<u>Identify a problem</u> <ul style="list-style-type: none">● Gather and analyse data● Examine existing processes	<ul style="list-style-type: none">● Increasing unease amongst staff about attitudes in the yard● Noticeable uptick in female staff feeling unsafe to work on the oval● Difficulty managing pack mentality on the oval
Identify and <u>plan actions</u> that can be actioned in the next 2 weeks Implement & monitor	<ul style="list-style-type: none">● Evolve YD locations to suit need/adjust resources● Tackle perceived barriers - bells, PA system, length of time of music● SWPBS: Teach Year 7s in transition program expected yard behaviours● Reward those who self-manage● Call out the behaviour for what it is - gaslighting, sexism etc● Identify positive leaders● Teach the teachers preventative behaviours “2 mins left of lunch” and harnessing momentum
<u>Review</u> effectiveness	<ul style="list-style-type: none">● Students self-policing behaviour● Increased teacher confidence in the space

Yard Duty Booklet



Yard Duty Values

- Yard Duty helps ensure we have a safe and orderly environment for students that considers reasonably foreseeable risks.
- While Yard Duty is a responsibility, at CHS we also believe it is a great opportunity to connect with students and build relationships.
- We encourage staff to aim to spend some time with at least three students each yard duty - ask how they are, how their weekend was, what they've been learning in class - show an interest in them. Use the time to get to know students you don't teach as well.
- Acknowledge positive behaviours (6 to 1 positive to negative), positive uniform etc
- Yard Duty is about putting on the BRAKES: Building Relationships And Keeping Everyone Safe.

Building A + B Upper Floors (including female bathrooms)

Tasks:

- Circulate throughout the top of Buildings A & B. Focus areas:
 - Turn away groups from entering the building. Students can go individually or in pairs to the bathroom, but not in groups.
 - Monitor the bathroom for antisocial behaviour. Disallow female students the opportunity to congregate in the bathroom in groups. A key part of this Yard Duty is making sure bathrooms are safe spaces for students to use for the right reasons.
 - Keep an eye out that students using the Arts spaces are doing so appropriately (band rehearsals etc)
 - Clear students from the locker area until the time is right to return and get materials for next class.
 - Check that classrooms are empty, locked and secure if possible.
 - Once the music begins, shepherd students to their locker and then on to class.

Wet Weather Alterations:

- Location and tasks remain the same. Building A Upper remains the priority. Unlock classrooms so students can be based there rather than the corridor. Actively monitor that students are seated, putting rubbish in the bin and behaving sensibly.



Tip 1: Harness student momentum

Locate yourself on the far side before the music starts, and 'sweep' students towards lockers.



Tip 2: Prepare early: 2-3 mins before the bell/music starts, tell students

This mentally prepares them for what is coming. Encourage some to start collecting jumpers, moving on etc



Want to add a tip? Let us know!

Key Takeaways

- Resource deployment must be **strategic**, and **sustainable**.
- Deliberately **visible leadership** and its power to engender trust.
- **Responding** to feedback from staff and students **respects** that feedback.
- **'Anec-data'** matters. Quantitative data has value, but so too does information gleaned from staffroom conversations, focus groups and conversations with students.

Leading this work in your own school

Time to try planning a sprint. For ideas, consider either your bingo card or your school's matrix of values. Is there a value that the moveable middle aren't regularly showing? If so it's not a reflection of culture but instead a wish list.

- Set a challenge - what is a **frustration** that you could deploy resources to quickly?
- What **resources** can you draw upon?
- Know your **why**. What resources and communications need to be planned to harness students, families, staff?
- Identify potential **barriers**.
- Who will be the program's **driver**?

If time permits we'll ask for people to share their ideas.

Final reflection and learning intentions review

We have considered:

- how teaching sprints can be adapted to improve **whole school culture**
- the role of **leadership agility** in influencing culture
- the value the power of banking **small shifts** in practice

and

- Explored **examples in action** and considered possible sprints we can undertake in our own school



Thank you & questions