

Bendigo Network

Small Schools

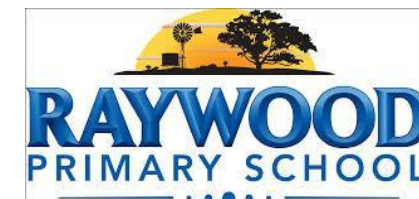
Community of Practice



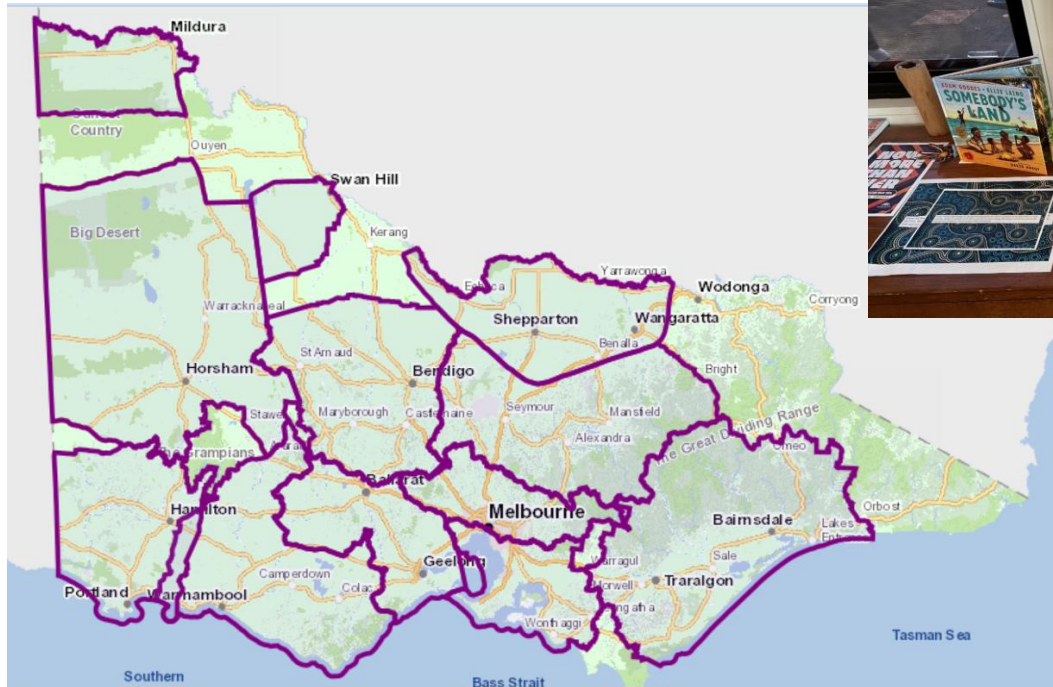
Heathcote Primary School
Respect ~ Learning ~ Teamwork ~ Responsibility



California Gully
Primary School



Acknowledgment of Country



Let's get to know each other!

Activity



Player A	Player B	Player C	Player D

Learning Objective



Participants will develop an understanding of the benefits experienced by principals and school staff through their participation in a Community of Practice and the impact this has had on school processes, teacher practice and student learning.

Bendigo Network - Small Schools Community of Practice



Elmore PS

- 26 students
- 5 staff

Goornong PS

- 46 students
- 8 staff

Raywood PS

- 19 students
- 4 staff

California Gully PS

- 178 students
- 25 staff

Axedale PS

- 96 students
- 13 staff

Eppalock PS

- 50 students
- 12 staff

Redesdale Mia Mia PS

- 10 students
- 4 staff

Heathcote PS

- 150 students
- 15 staff

Key Themes



1. Authentic collaboration - connecting schools, principals and teachers.
2. Improving student learning outcomes by building teacher practice through a community of practice.
3. Working smarter – creating sustainable professional development practices in small schools.

What have been the challenges?

- Collective agreement on focus
- Going slow – staying the course
- Varying size of schools
- Staffing changes
- Distance between schools



Network Support



Damien Jenkyn (former) Greater Bendigo Network SEIL

AUTHENTIC COLLABORATION

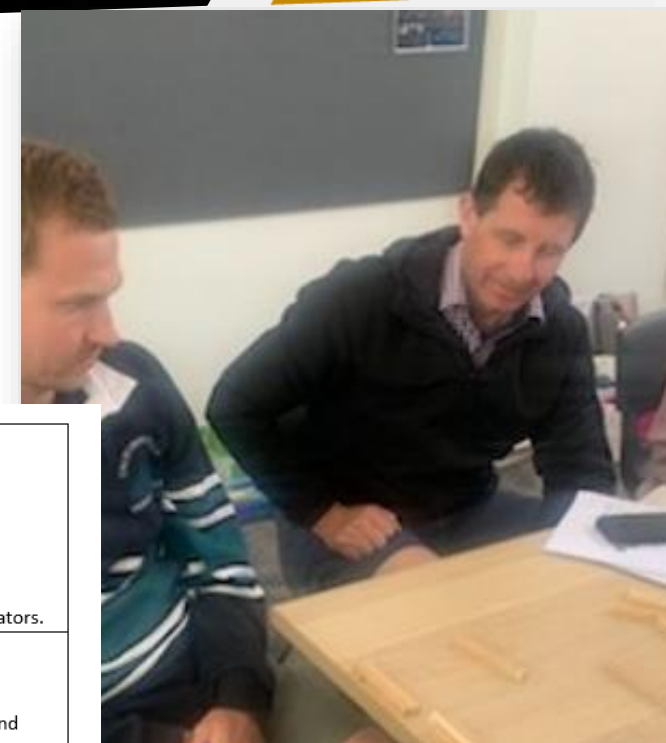
How have we brought our schools
together?

- Principal Planning and support
- Teacher professional learning



Principals plan together

- Network Executive Representative
- Embedded in each Annual Implementation plan
- Annual Overview



KEY IMPROVEMENT STRATEGIES	ACTIONS	ACTIVITIES	OUTCOMES	SUCCESS INDICATORS
Broad 3-4 year strategy across the term of a School Strategic Plan.	<ul style="list-style-type: none"> • High level area of focus <u>across a year</u>. • Only 1-3 Actions per KIS. • Begin with a verb – develop, embed, strengthen ... 	<ul style="list-style-type: none"> • The steps/tasks necessary to complete the Action & achieve expected Outcomes. • Begin with a verb – plan, organise, support ... • Allocated to a person/group to implement. 	<ul style="list-style-type: none"> • The expected observable and measurable changes in knowledge, skills and behaviours in leaders, teachers, students. • 3-4 Outcomes per Action. 	<ul style="list-style-type: none"> • Four (4) types of <u>tangible</u> indicators of success: <ol style="list-style-type: none"> 1. Observable Behaviours 2. Artifacts 3. Outcomes 4. Learning Architecture • Consider Early/Late Indicators.
KEY IMPROVEMENT STRATEGY	ACTIONS	ACTIVITIES	OUTCOMES	SUCCESS INDICATORS
Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy.	Develop and implement a small schools COP plan for the moderation of writing which aligns to the 6 +1 traits.	<ol style="list-style-type: none"> 1) Develop a yearly overview of CoP activities for 2024. 2) Participate in professional learning on moderating student writing samples against the 6+1 traits. – <i>Catherine Gunn</i> 3) Allocate a whole-school curriculum day to begin building a consistent approach to moderating student writing. – <i>April 26th</i> 4) Participate in cross school interactions and visits. 	<p>Leaders will support staff to build their capacity to monitor student achievement and provide support in accessing professional learning.</p> <p>Teachers will collaborate with CoP schools, building their capacity to moderate student writing samples.</p> <p>Teachers will plan targeted intervention and help to develop individual student goals based on the 6 + 1 traits.</p> <p>Students will be able to articulate their learning goals and will be supported to monitor and celebrate learning growth</p>	<p><u>Early Indicator/s</u> Yearly overview developed and shared amongst CoP schools.</p> <p>Staff attendance and participation in Cop Professional learning sessions</p> <p><u>Late Indicator/s</u> Observable Behaviours Artifacts Outcomes Learning Architecture</p>

Supporting new principals



Andrew King- Eppalock PS

Shared curriculum days

- Designed with feedback from teachers and Principals
- Extensive planning – focus, time, location, prior knowledge
- Building links between Professional Learning Sessions.
- Utilising expert facilitators
- Developing authentic connections – schools, staff, teams, learning levels etc.
- Opportunity for schools to share their journey
- Utilised a central school/location
- Network support



Sharing best practice in classrooms

Classroom Visits between schools

- For new and graduate teachers
- Sharing curriculum and assessment processes
- Building teacher practice



Connecting for professional learning

- Effective Planning and Organisation.
- Sessions have actively involved teachers in the learning process ensuring relationships develop and strengthened across our schools.
- Planning and processes have evolved over the course of the Community of Practice where we have trialled a balance of face-to-face and online profession learning opportunities on order to support all staff and school situations/location (school and home)



BUILDING TEACHER PRACTICE

What did we focus on?



Our shared foci



2020- 2022

Reading Focus

- Fountas and Pinnell Benchmark Assessment.
- Building the data literacy of teachers.
- Instructional practice for reading.

2023 -2024

Writing Focus

- 6+1 Traits.
- Writing moderation tool.
- The writing process.

2025

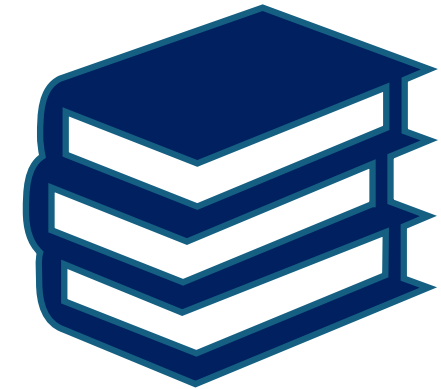
Mathematics Focus

- VTLM 2.0

Building teacher practice

Reading focus – Why?

- Inconsistent assessment methods.
- Inconsistent use of data.
- Inconsistent instructional approaches.
- Instructional approaches not evidence-based.



Building teacher practice



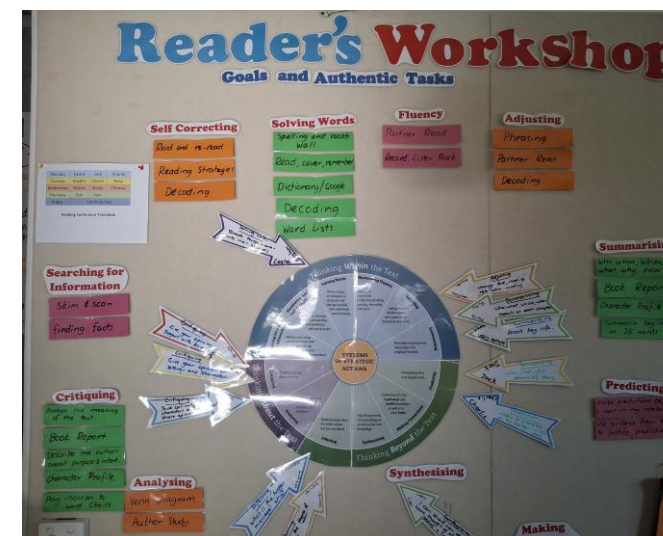
Rebeckah Mirabito- Yr 4/5/6 Teacher Goornong Primary School

Building teacher practice

Reading focus – What we did

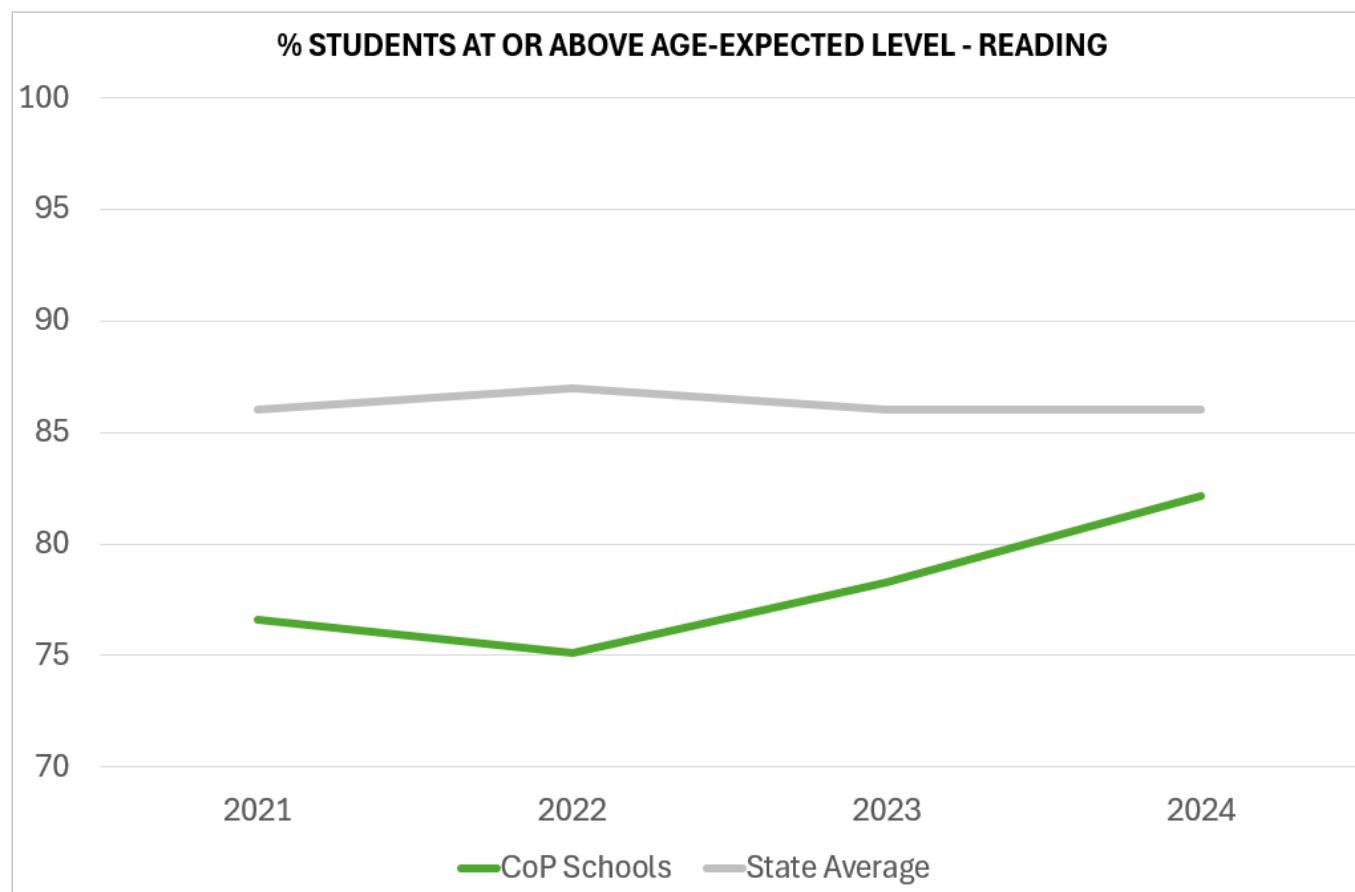
- Implemented the Fountas & Pinnell Benchmark Assessment – common assessment tool.
- Common data tool (spreadsheet) used to support teacher data literacy.
- Development of data walls within each school.
- Reading Workshop Model.

Grade Level 2022	Surname, First Name	Previous Instructional Level Sem 2 2023	HARD Level	Fic/Non-Fic	INSTRUCTIONAL AL Level A-Z, Sem 1 2022	Title	Accuracy	Within	Beyond	About	Main Accuracy Measure	Focus Area	Previous VC Prog Point	VC Prog Point	Growth
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Building teacher practice

Reading focus – What was the impact?



Building teacher practice

Writing – why?

- It was time to move onto a new focus.
- Writing data across our CoP was not improving.
- Inconsistent instructional approaches.
- Seeking an evidence-based approach with consistent assessment processes.



Building teacher practice

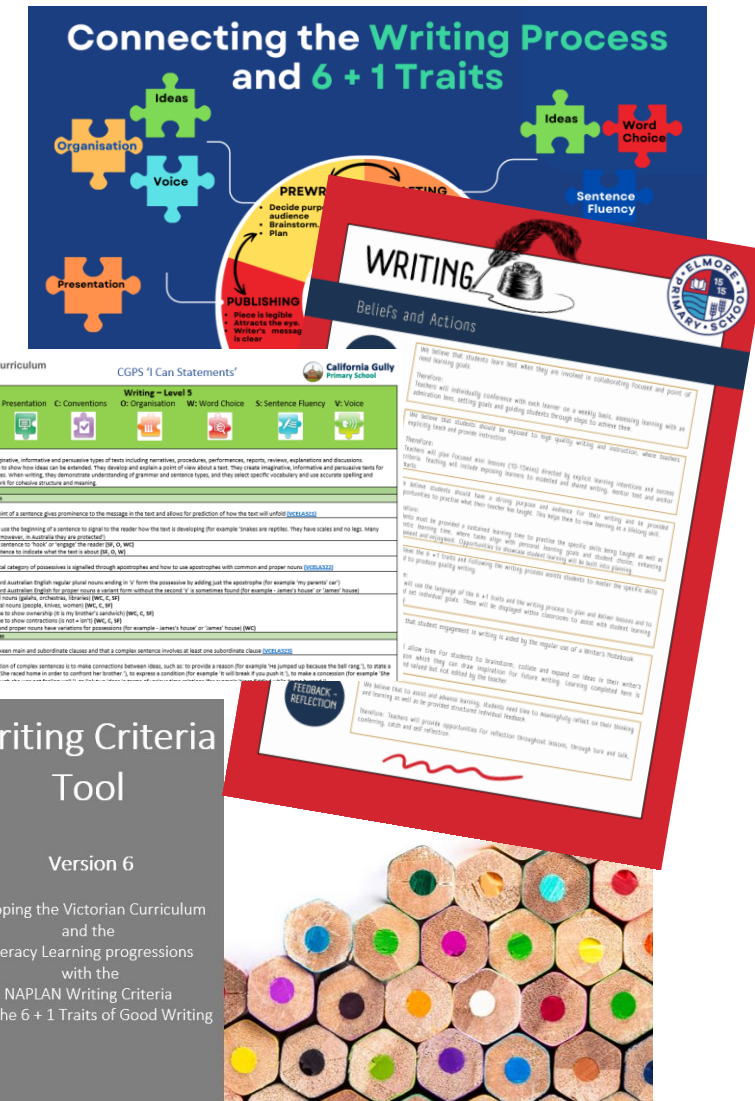


Linda Windridge- experienced teacher- California Gully Primary School

Building teacher practice

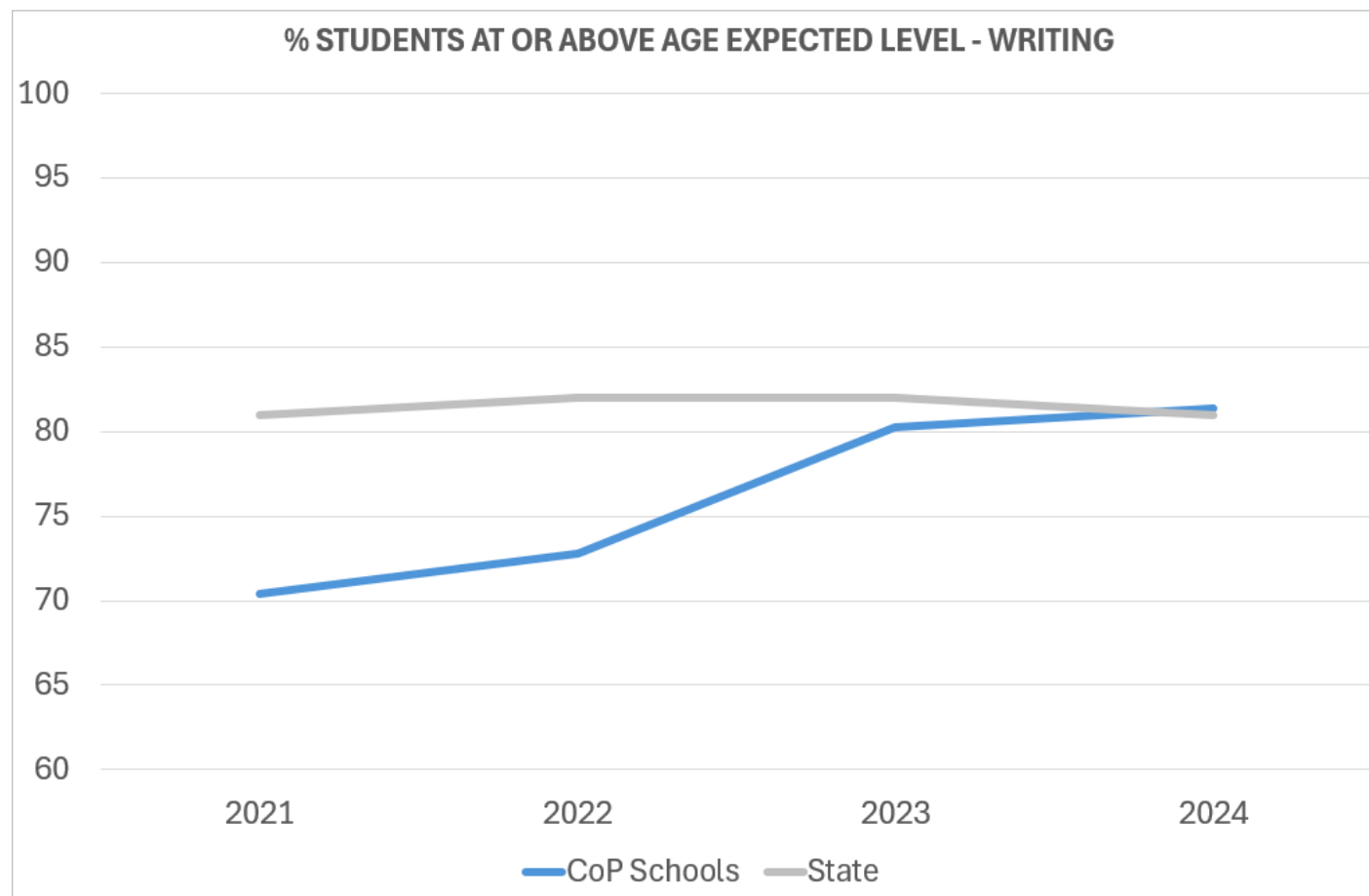
Writing – What we did

- Writing Moderation (Ongoing)
- Professional Learning Sessions (1-hour sessions)
- Writing Curriculum Day 1 (EILS and School Leaders)
- Writing Curriculum Day 2 (Matt Knight)



Building teacher practice

Writing – What was the impact?

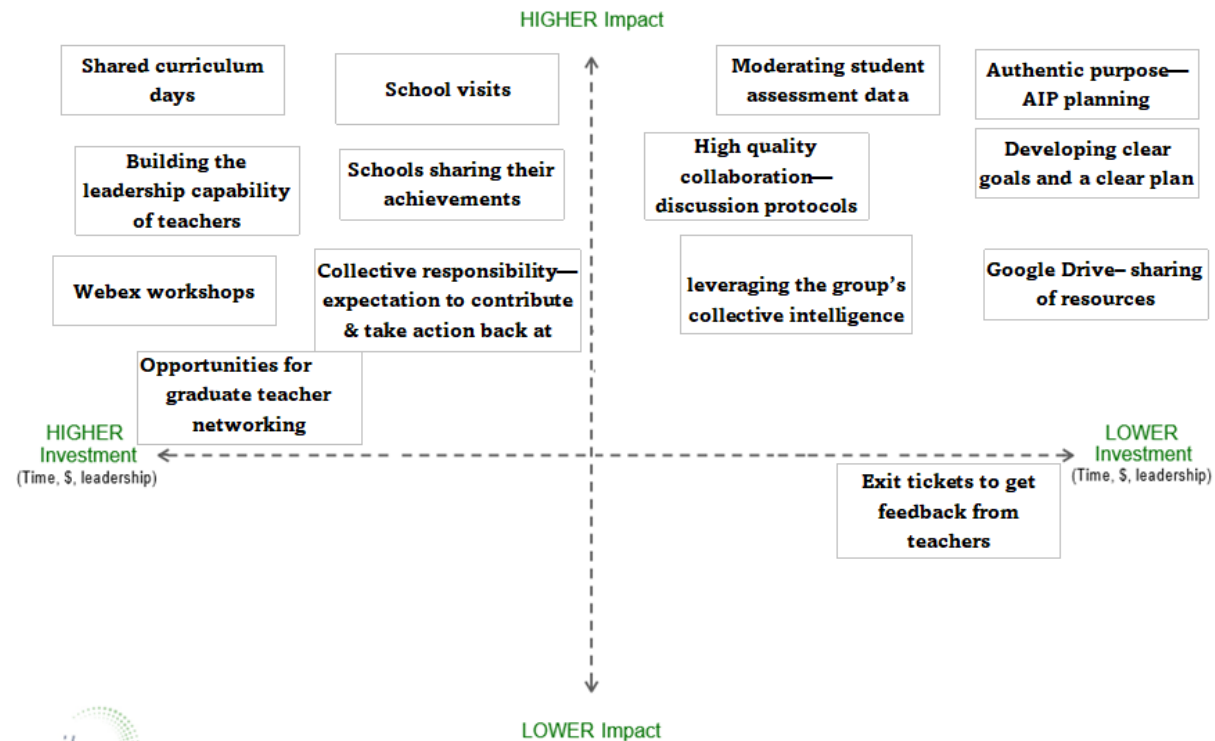


**WORKING
SMARTER**



How have we achieved cohesion in our Community of Practice?

STRATEGY SORT—SMALL SCHOOLS COMMUNITY OF PRACTICE



Simon Breakspear

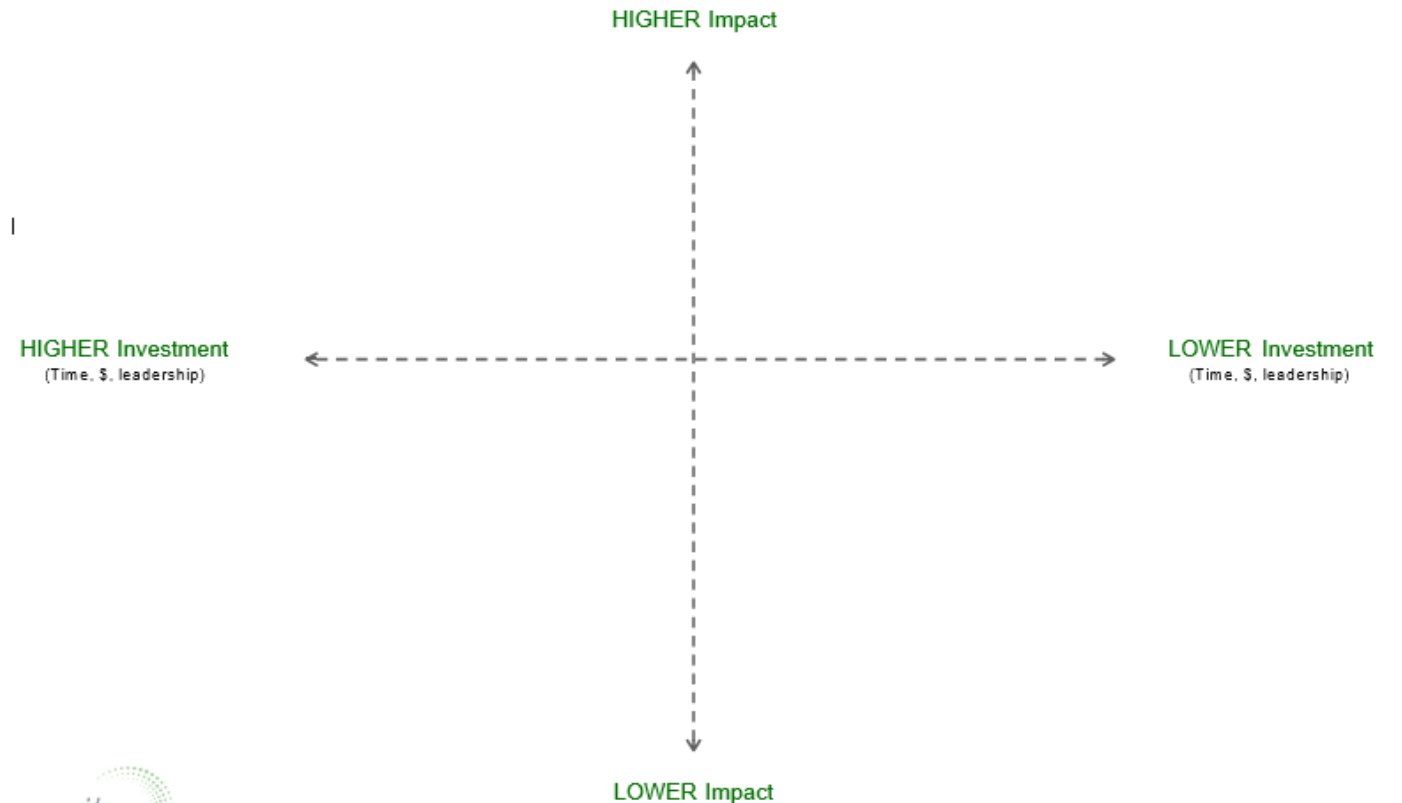


How can you increase cross school collaboration in your region?

Table Activity – please collect a sheet

Impact Portfolio

Improvement Area _____ Date _____



What have been the benefits of our CoP ?

- Accessing expertise
- Building the data literacy of all teachers
- Classroom practice
- Principal connection



What's next for our CoP?

- Writing moderation
- Learning Walks
- Term 3 Maths focus
- 2026 planning.
- New SEIL
- MHWLs collaboration



Question time



Thank you