

# Aspiring for Excellence: Growing Together

*South Gippsland Principals Network*



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PRINCIPALS NETWORK



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# Your presenters

**Brad Hutchinson - Network Chair**



**Ruth Drew - EIL**



**Wendy Truett - Acting Network Chair**



**Rob Juratowitch - SEIL**







# Acknowledgement of Country



# Learning Intention



## Making connections

- Establish a connection between how working strategically and with a long-term view supports leadership practice improvement.
- Establish a connection between leadership practice improvement and a shift in student outcomes.

# South Gippsland Network



Cowes  
Inverloch  
San Remo  
Wonthaggi



*South Gippsland  
Shire Council*

Foster  
Korumburra  
Leongatha  
Meeniyan

# Context South Gippsland Network

<b>Network Name</b>	South Gippsland
<b>Area</b>	Inner Gippsland
<b>Region</b>	South-Eastern Victoria

	2020	2021	2022	2023	2024
<b>Enrolments</b>					
<b>Prep - Yr 6</b>	4,025.1	4,105.3	4,084.0	3,960.2	3,984.2
<b>Yr 7 - Yr 12</b>	2,710.1	2,713.3	2,819.6	2,940.7	2,973.0
<b>Ungraded</b>	111.3	123.3	117.0	123.8	132.2
<b>Total</b>	<b>6,846.5</b>	<b>6,941.9</b>	<b>7,020.6</b>	<b>7,024.7</b>	<b>7,089.4</b>
<b>FTE Aboriginal Students</b>	184	199	213	203	218
<b>Number of Equity Funded Students</b>	2,187	2,105	1,976	1,905	1,815
<b>Number of EAL Students</b>	57	56	68	82	124
<b>Number of Schools*</b>					
<b>Primary</b>	20	20	20	20	20
<b>Pr/Sec</b>					
<b>Secondary</b>	4	4	4	4	4
<b>Special</b>	2	2	2	2	2
<b>Language</b>					
<b>Camp</b>					
<b>Total</b>	<b>26</b>	<b>26</b>	<b>26</b>	<b>26</b>	<b>26</b>

\* Includes schools that do not submit a student enrolment census.

School Name	School Type	Enrolment Size
Bass Coast College	Secondary	1000+
Bass Coast Specialist School	Special	<100
Bass Valley Primary School	Primary	100-250
Cowes Primary School	Primary	501-1000
Fish Creek and District Primary School	Primary	100-250
Foster Primary School	Primary	100-250
Foster Secondary College	Secondary	251-500
Inverloch Primary School	Primary	251-500
Kongwak Primary School	Primary	<100
Korumburra Primary School	Primary	251-500
Korumburra Secondary College	Secondary	251-500
Leongatha Primary School	Primary	501-1000
Leongatha Secondary College	Secondary	501-1000
Loch Primary School	Primary	100-250
Meenyan Primary School	Primary	100-250
Newhaven Primary School	Primary	100-250
Nyora Primary School	Primary	<100
Poowong Consolidated School	Primary	100-250
Powlett River Primary School	Primary	<100
San Remo Primary School	Primary	100-250
South Gippsland Specialist School	Special	<100
Tarwin Lower Primary School	Primary	<100
Toora Primary School	Primary	<100
Welshpool and District Primary School	Primary	<100
Wonthaggi North Primary School	Primary	100-250
Wonthaggi Primary School	Primary	251-500

# Context of the Opportunity



Department  
of Education



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***“Excellence in Every  
Classroom”***



***“Optimal experience for  
every student in every  
classroom in every school”***



# The Approach

1. Our Challenge
2. Network Culture
3. Network Executive
4. Network Learning Strategy
5. Network Meetings
6. Communities of Practice
7. Impact on Outcomes
8. Next Steps



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# Our Challenge - 2023 DSPM



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	Influence	Renew	Stretch	Transform	Not Grouped
Overall	1	16	1	4	6
Numeracy	5	6	1	9	7
Reading	8	9	2	2	7
AtoSS	6	6	4	10	2
SSS	8	7	5	7	1
Engagement	2	8	5	13	0

# Our Challenge - 2022 AIP Completion Rates



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## AIP Mid-Year Monitoring

### Key Improvement Strategies

ON SCHEDULE	32 or 46%
SLIGHTLY BEHIND	8 or 12%
NOT COMMENCED	3 or 4%
NOT MONITORED	26 or 38%

## AIP End-Cycle Monitoring

Targets Met = 12/63 or 19%

AIP KIS Completed = 39/69 or 60%

# Our Challenge - 2022 AIP Completion Rates



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## Common Errors

- Too many priorities – Key Improvement Strategies
- Overly complex and too detailed
- Lack of staff ownership – Engage vs By-Pass
- Lack of monitoring and responsiveness – compliance document
- Unclear role of leaders – beyond resourcing





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# Table Share Activity

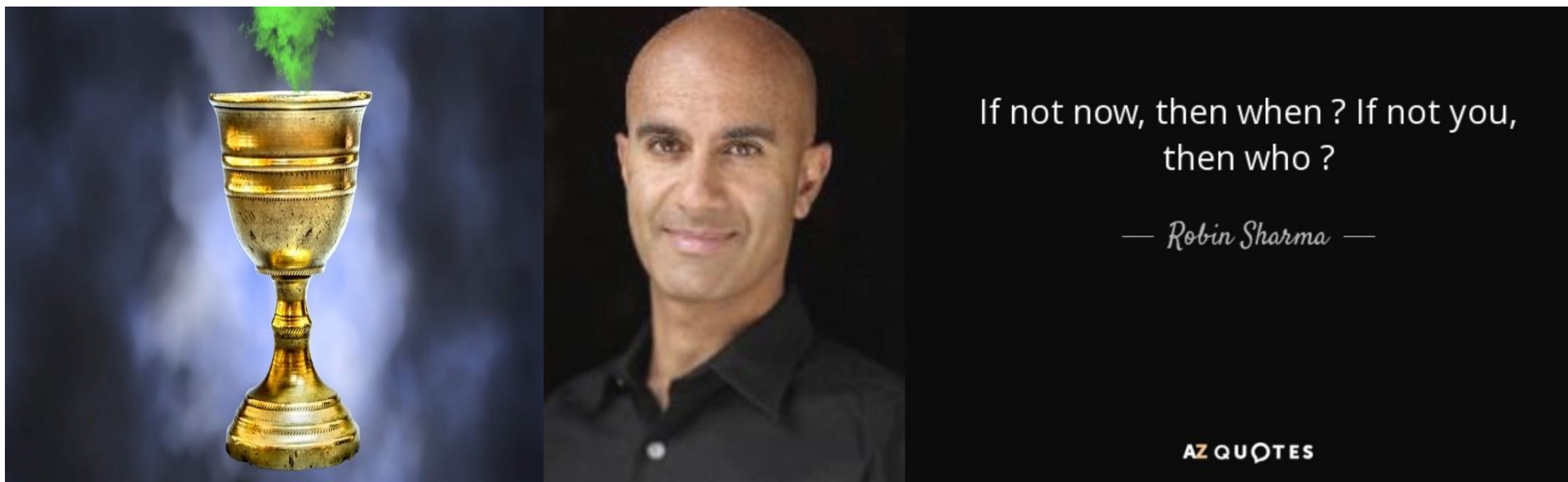
## Activity

- Generate 2 x ideas/strategies that potentially could work to address these challenges presented.

# Network Culture



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Poison chalice to collective responsibility

# Network Executive




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Bass Coast College
Bass Coast Specialist School
Bass Valley Primary School
Cowes Primary School
Fish Creek and District Primary School
Foster Primary School
Foster Secondary College
Inverloch Primary School
Kongwak Primary School
Korumburra Primary School
Korumburra Secondary College
Leongatha Primary School
Leongatha Secondary College
Loch Primary School
Newhaven Primary School
Nyora Primary School
Poowong Consolidated School
Powlett River Primary School
San Remo Primary School
South Gippsland Specialist School
Tarwin Lower Primary School
Meeniyian Primary School
Toora Primary School
Welshpool and District Primary School
Wonthaggi North Primary School
Wonthaggi Primary School

73%

			
<b>Venue:</b> DET Offices, Jeffrey Street, Leongatha <b>Date and Time:</b> Thursday (8.30am - 10.30am)			
<b>Acknowledgement of Country:</b>  We respectfully acknowledge the Traditional Owners of the country on which we work, live and learn. We recognise their continuing connection to land, waters and community and we pay our respects to their elders - past, present and emerging.			
<b>Meeting 3 - Thursday 24th April, 2025</b>			
<b>Roles:</b> Chair: Brad Hutchinson   Note Taker:   Critical Friend:			
<b>Agenda:</b>			
Item	Time	Items and Notes	Action(s)
1	Brad	8.30am Welcome & Introduction Acknowledgement of Country Check-in: share your start to the term	
2	Brad	8.35am Feedback from last meeting <a href="#">2023 SG Principals Network Meeting Feedback - Google Forms</a>  At the end of a session, (i.e. Leadership) - "Would anyone like to offer a good way in which their thinking or comments were challenged?"  Network Chair Nomination Process - Rob has received nomination(s) - Will communicate outcome / process next week upon his return (via email)	Note: Presenters to be explicit in using language such as "...this is an opportunity to challenge"  ICA AP Network is up and running (Sally Freyne) - No further action required
3	Brad	8.40am Business Arising / Follow Ups Parts will catch up with Tom Burdakin to look at what the next steps for AP network could look like	

			
		Tim Wilson - numeracy lesson plans, sample plans, enablers and extenders Sue McClellan - Wendy will make contact Todd McBeth - Positive Classroom Management strategies - Rob will make contact Matt McKittrick - finance and trends, claims - Wendy make contact with Matt (2nd meeting term 3) Edusafe team Anoush? Rod McKenzie to follow up. Network data around Edusafe (Tonya)	Completed, but yet to have a date confirmed. Rod to confirm.
3	Tonya	8.45am <b>SSS Report</b> - BAU - Anoushka on LSL T2 (May 16 onwards) - Speech Pathologist (in progress with a possible T3 start)	
4	Brad	8.50am <b>SGPN Budget &amp; Treasurer Payment</b> <a href="#">SGPN 2025 Budget</a>  Brad took Exec through budget noting: Anticipated revenue for the network (incl. estimated CoP funding to be received and that last year we received \$25,000 through in budget it states \$20,000) - Anticipated expenditures (events/speakers) that have been coordinated to date. - Whilst this is all anticipated it offers a clear overview of the remaining budget after these expenses are accounted for.	

# Network Learning Strategy



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- Annual Strategic Planning Meeting
- Attendance
- Professionalism
- Data-driven design



## Network Meeting Norms



**We are well prepared** – agendas & materials communicated in a timely manner & actions completed prior to meeting  
**We collaborate to support each other** – we are positive, constructive, non-competitive, and we share  
**We are respectful** – we are non-judgemental, inclusive, focussed, we listen, and we trust others  
**We professionally challenge each other** – we take risks and challenge each other's thinking and ideas  
**We are learners** – we are open to learning, challenge, and growth from a wide variety of people  
**Meetings are purposeful** – meetings support my professional growth and my school's improvement

Wrap Up and Feedback

*Feedback QR Code*



## Feedback from previous meeting

NORM	EXCELLENT	GOOD	FAIR	POOR
We are well prepared	19	3		
We collaborate and support each other	18	4		
We are respectful	17	4	1	
We professionally challenge each other	10	11	1	
We are learners	17	5		
Meetings are purposeful	16	6		

## 2025 Learning Options Voting Voting Protocol





# Network Meetings

- Meeting Architecture - Establishing a rhythm and predictability
  - > *Welcoming and positive*
- Learning from each other / Sharing good practice
  - > *Drawing in experts 'from the outside' only when necessary*
- Topics of learning driven via choice
  - > *Continued through until change is evident (2+ years)*
- Encouraging feedback and accountability
- Publishing of the agenda
  - > *Attendance of Assistant Principals & Leading Teachers / Learning Specialists*

**2025 Learning Options**  
Option 3 - VTLM 2.0 (8 x Sessions)

Possible Framework:

	T1.1	T1.2	T2.1	T2.2	T3.1	T3.2	T4.1	T4.2
Topic(s)	Developing a shared understanding	Examining the evidence base for teaching practice	Examining the evidence base for teaching practice	Examining the evidence base for teaching practice	Examining the evidence base for teaching practice	Examining the evidence base for teaching practice	Examining the evidence base for teaching practice	Examining the evidence base for teaching practice
Facilitator / Approach	Developing a shared understanding	Examining the evidence base for teaching practice	Examining the evidence base for teaching practice	Examining the evidence base for teaching practice	Examining the evidence base for teaching practice	Examining the evidence base for teaching practice	Examining the evidence base for teaching practice	Examining the evidence base for teaching practice

Pitch by: Rob Juratowicz

**2025 Learning Options**  
Option 4 - Improving Attendance (4 x Sessions)

**PURPOSE:** Daily school attendance is important for all children and young people to succeed in education and to ensure they don't fall behind both socially and developmentally

**RATIONALE:** Student attendance within IGA and SG Network remains lower than state average.

**SUGGESTED APPROACH:**

- Undertaking a mix of presentation and sharing of practice across 4 x sessions
  - IGA Attendance Process: Do you have it? Are you following it?
  - The role of external agencies / Q&A / Sharing success stories
  - Coding: What is the correct approach?
  - Digging Deeper: What are the real reasons for not attending?
  - Alternative Programs and Ideas (DRAFT Modified Timetable Policy)
  - Linking w/ VSV and re-engaging students (Dual Enrolments)

Pitch by: Gene Vanderzalm

**2025 Learning Options Voting**  
Voting Protocol

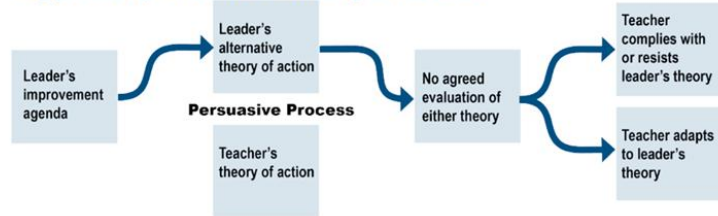


# Network Meetings - Leadership

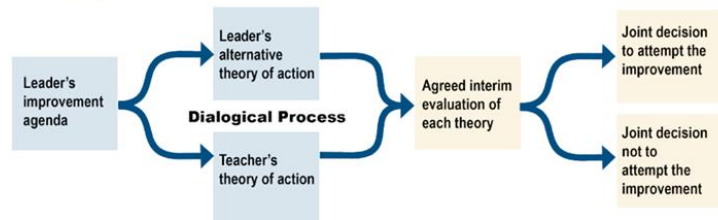


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## Bypassing teachers' theory of action



## Engaging teachers' theory of action



## Organizational Structure



## Dictionary

Definitions from Oxford Languages · Learn more

**priority**  
/ˈprɪː ɔːrɪti/  
noun

the fact or condition of being regarded or treated as more important than others.  
"the safety of the country **takes priority** over any other matter"

Similar: prime concern first concern most important consideration

- a thing that is regarded as more important than others.  
plural noun: **priorities**  
"playing football wasn't high on my list of **priorities**"

**BRITISH**  
the right to proceed before other traffic.  
"priority is given to traffic already on the roundabout"

Similar: right of way

30 MINUTES PER WEEK PER PERSON?

"NOT DOING THINGS WE WANT TO DO"

# Network Meetings - Leadership



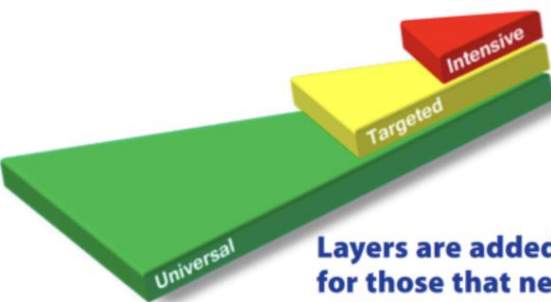
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Strategic  
Resource  
Management  
and Inclusion  
Funding

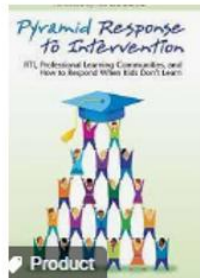
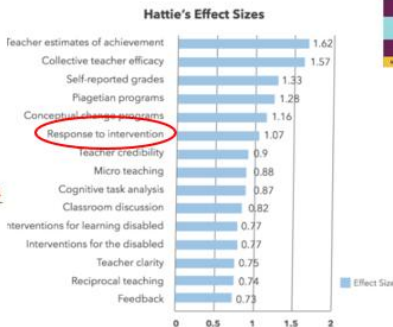
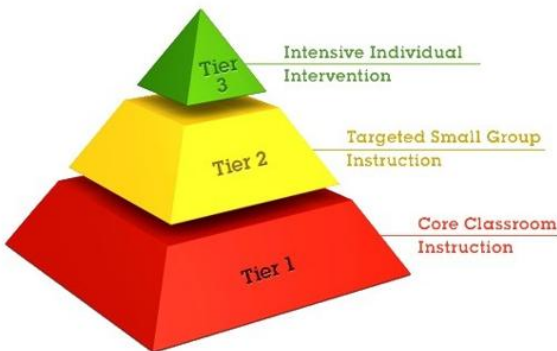
Concepts to support AIP Planning for 2023



A School's Guide to Implementation  
Guidance Report



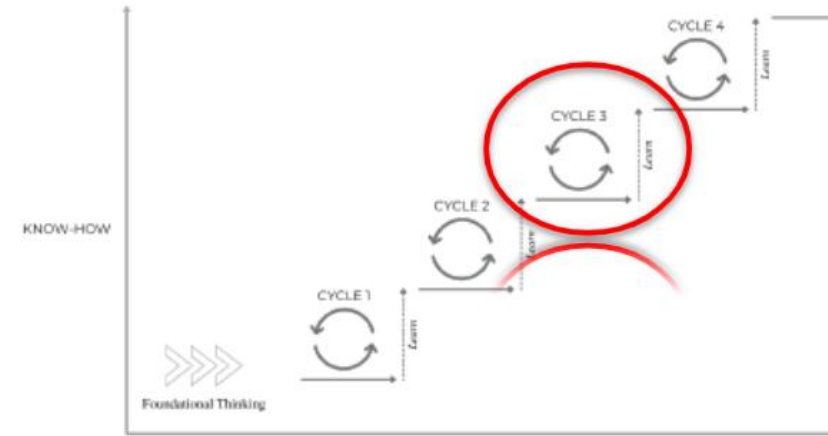
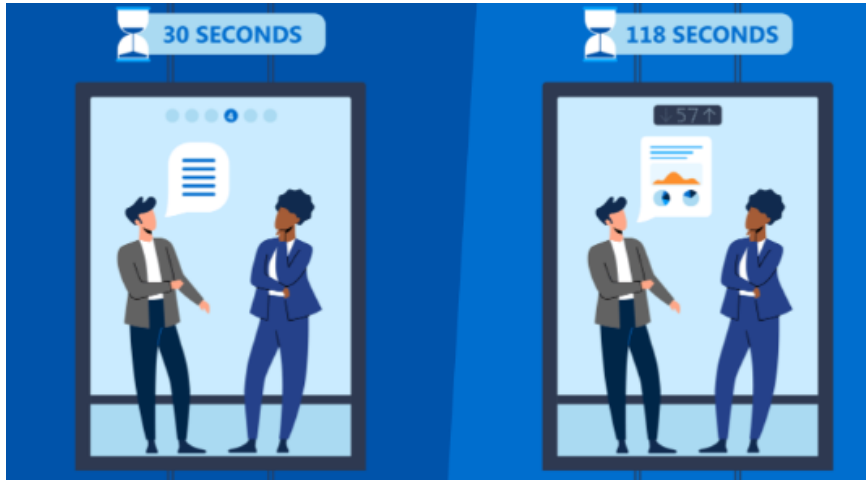
Layers are added  
for those that need  
additional supports



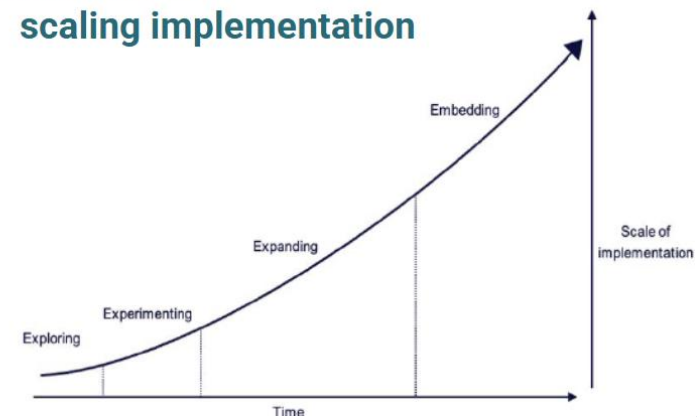
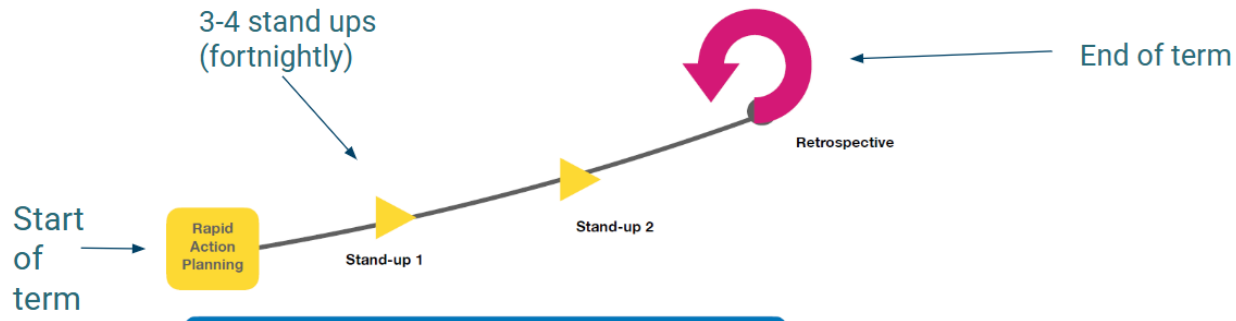
# Network Meetings - AIP Triads



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## The 4 E's Model - scaling implementation





# Network Meetings - AIP Triads



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## Session 1: February

1. Elevator Pitch (Clarity)
2. Assessment Schedule for Leaders
3. Making Time

## Session 2: March

1. The School Impact Model - creating alignment
2. Rapid Action Plans - 1-3 short term (between

## Session 3: May

1. Stand Up Protocol
2. 4Es Implementation Model
3. Rapid Action Plan

## Session 4: June

1. Retrospectives
2. Evidence - confirmation bias
3. Rapid Action Plan

## Session 5: August

1. Monitoring & Evidence: Leading & Lagging Indicators
2. Data Capture Card
3. Rapid Action Plan

### The Rapid Action Plan

Q1. DELIVERABLES What are the next most important deliverables?	Q2. RESPONSIBILITY Who will 'take the lead' and who else will be involved?	Q3. TIMELINE What is the timeframe for delivery?	Q4. RESOURCES What resources, time or support will be needed?	Q5. BARRIERS What could get in the way of successful completion? How will we work to minimise this impact?

### The Stand-Up

Try to keep your updates and inputs brief and only share what is essential for progressing the project.

Q1. What progress have we made?
Q2. What challenges are we facing?
Q3. What concrete actions should we take next?
Optional question. What impact evidence will we collect?

# Network Meetings - AIP Triads



## Instructional Leadership - making time

Monday	Tuesday	Wednesday	Thursday	Friday
6	7	8	9	10
9 AM				
10 AM	Read Maths Planning Documents My Office			1:1 Numeracy Learning Specialist My Office
11 AM				
12 PM	Numeracy Learning Walk with Numeracy Learning Specialist			
1 PM			Monitoring Yard Behaviour with Assistant Principal Oval and behind sheds	
2 PM				
3 PM		Grade 3/4 PLC Meeting Room 23		
4 PM				

## Assessment Schedule for Leaders

Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	holidays	holidays	
System data sets	Jan 29	Feb 5	Feb 12	Feb 19	Feb 26	Mar 4	Mar 11	Mar 18	Mar 25	Apr 1	Apr 8	
Assessment schedule	ED											
AIP KS monitoring - Learning												
AIP KS monitoring - Well												
Attendance data												
Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	holidays
System data sets	Apr 15	Apr 22	Apr 29	May 6	May 13	May 20	May 27	June 3	Jun 10	Jun 17	June 24	July 1
Assessment schedule	TD											
AIP KS monitoring - Learning	TD											
AIP KS monitoring - Well												
Attendance data	TD											
Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	holidays	holidays
System data sets	Jul 15	Jul 22	Jul 29	Aug 5	Aug 12	Aug 19	Aug 26	Sept 2	Sept 9	Sept 16	Sept 23	Sept 30
Assessment schedule	TD											
AIP KS monitoring - Learning	TD											
AIP KS monitoring - Well												
Attendance data	TD											
Term 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	holidays
System data sets	Oct 7	Oct 14	Oct 21	Oct 28	Nov 4	Nov 11	Nov 18	Nov 25	Dec 2	Dec 9	Dec 16	Dec 23
Assessment schedule	TD											
AIP KS monitoring - Learning	TD											
AIP KS monitoring - Well												
Attendance data	TD											

## Planning our work together?

Meeting Cadence



School Partnerships and Visits



The Data Capture Card		
Outcomes of Interest	Data collection approach	Data collection plan
What outcomes/changes do we want to know about?	What data collection approaches will we use? Put a tick next to the approaches you will use	When and where will this data collection happen? What sampling approach will we use? Who will be responsible? What resources/tools will we use?
1	<div>Student assessment data and work samples</div> <div>A survey</div> <div>Interviews and focus groups</div> <div>Observation of actual activities and practices</div> <div>Documentation and artefacts</div> <div>Other</div>	
2	<div>Student assessment data and work samples</div> <div>A survey</div> <div>Interviews and focus groups</div> <div>Observation of actual activities and practices</div> <div>Documentation and artefacts</div> <div>Other</div>	
3	<div>Student assessment data and work samples</div> <div>A survey</div> <div>Interviews and focus groups</div> <div>Observation of actual activities and practices</div> <div>Documentation and artefacts</div> <div>Other</div>	

# Network Meetings - Marrung



**SOUTH GIPPSLAND**  
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## South Gippsland Principal Network – Cultural Inclusion and Reconciliation

**PURPOSE:** To support our Principal class to build their skills, knowledge and confidence to support culture, inclusion and reconciliation

**RATIONALE:** Reconciliation and cultural awareness is a key area of growth and development in our schools, our school communities and the broader community at large. As community leaders we have a responsibility to foster a positive attitude to creating a fairer and more just society that values our indigenous people, culture and history.

NAME: \_\_\_\_\_

What do you need to learn about to help you with this work?

Rank 1-5	Area	Description
1	History 85	Unpacking key events in aboriginal history from pre-contact through to the current referendum on Voice to Parliament. Examining for example: first contact, frontier wars, mission era, stolen generations, Mabo and Apology
5	Politics 58	Building a deeper understanding of the current political processes at both state and federal level that are support efforts to reconciliation. Key focus on Yoprock, Treaty, Voice to Parliament, referendum.
2	DET Resources 83	Deeper dive into the DE strategy "Marrung" and associated resources to support your work in the area. An opportunity to engage with members of the Koorie workforce at network, Area, Region and Central level

## Network Marrung Champions



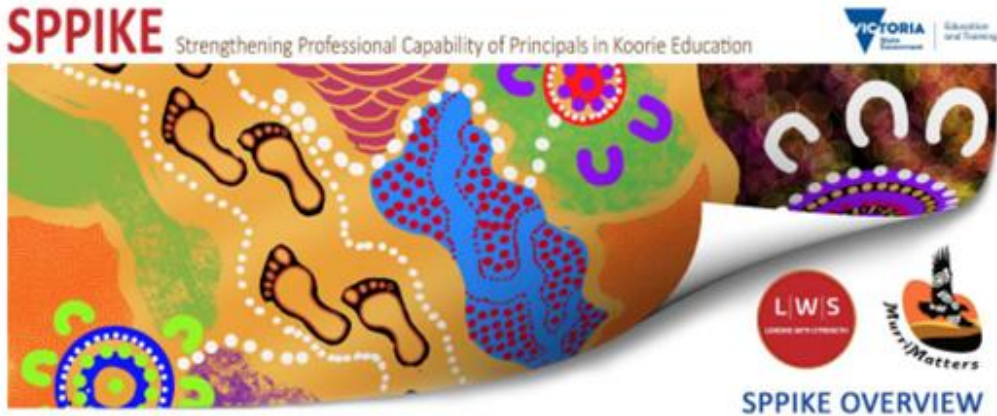
Latrobe Network  
Reece Malcomson  
Kurnai College



SG Network  
Luke Haustorfer  
Toora PS



WG Network  
Liz Godwin  
Drouin Secondary College



The Social Inclusion and Implementation Unit is offering principals and leaders (including leadership teams) an opportunity to participate in a unique and inspiring program with national leaders in Koorie Education.

## Marrung Leads Project



### Marrung Lead in Inner Gippsland Area Schools

**Purpose**  
The Marrung Lead role is designed to support the department's efforts to close the gap on outcomes for Aboriginal students by being the 'champion' on behalf of Koorie students and their families in their school. Their role supports the Leadership Team of the school to maintain a focus on outcomes for Koorie students and more broadly support the school's efforts to promote reconciliation.

**Role**  
As the Principal's delegate, assume responsibility for monitoring the education of all Koorie students, ensuring they are attending school, engaged in their education in consultation with parents/family and meeting their learning and wellbeing goals as articulated through their Individual Education Plan (IEP).

Marrung Leads achieve this through:

- Being a source of advice for staff
- Acting as the main point of contact between the school and the Region/Area team
- Working collaboratively with the local Area's Koorie workforce – Koorie Engagement Support Officer (KESO) and the Area's Koorie Education Coordinator (KEC)
- Collaborating with their school's leaders, School Improvement Team, other school staff (including Koorie Educators) and Area support staff and external professionals.

It is anticipated that the Marrung Lead role will evolve based on input and learnings from Marrung Leads as they undertake the duties of the position.

**Regional Support**  
The Region provides induction and ongoing training for all Marrung Leads in their advocacy and leadership role as champion for all Koorie students and families. It is envisaged that term based, face to face forums will occur to support the development of the necessary skills and knowledge that Marrung Leads will need to be effective in their role.

Where deemed appropriate by Marrung Leads there may also be a Webex once per term for two hours to continue to support professional learning and collaborations including sharing of innovative practices.

For all Marrung Leads it is proposed there would be an annual Induction Day run in late November to assist new Marrung Leads to exercise the tasks and duties of their new role.

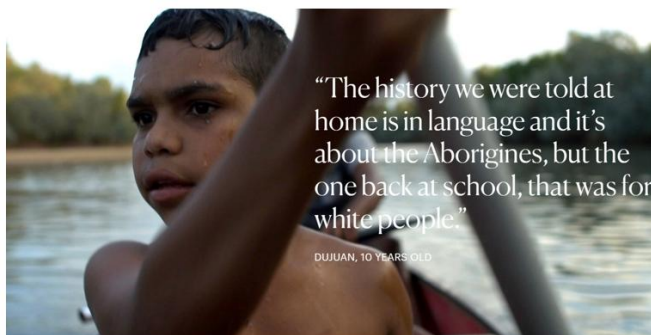
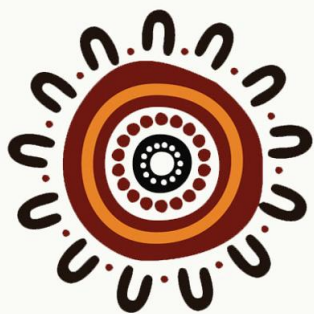
Finally, it is hoped that Marrung Leads will form collaborative relationships with Marrung Leads from neighbouring schools to gain support, ideas and advice.



# Network Meetings - Marrung

## Network Meetings – Yarning Circle

Yarning circle: Indigenous protocols, messages, and research. A yarning circle (or a dialogue) is an important process that Aboriginal and Torres Strait Islander people use to learn from one another, build respect, and share knowledge.



### Table discussion: Prompts

- What were you taught about the history of Australia at school?
- From whose perspective(s) were you taught?
- Is there anything that you wish you learnt more about – or learnt differently – regarding ‘Australian history’?

## Learning Topic 1: Cultural Inclusion & Reconciliation

Wendy Truett

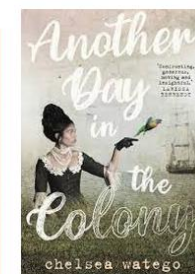
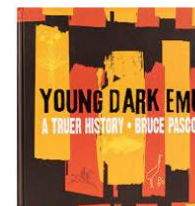
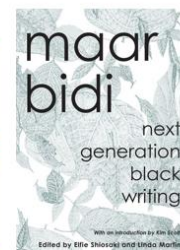
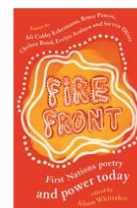
### School Spotlight - Wonthaggi Primary School

Ruth Chambers

**The Department of Education imperative is for all teachers to integrate Aboriginal and Torres Strait Islander perspectives into the curriculum and classroom practice** as part of the Australian Curriculum. Our school is developing a whole school team approach to address this.



Ruth Chambers



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# Communities of Practice



- Opt-in approach
- Initial facilitation by EIL / SEIL or 'Expert'
- Learning Specialist Focus (Principal Level Support and Engagement)
- Aligned with data
  - Numeracy
  - Engagement (Secondary)
- VATL Support / Links

# Communities of Practice - 2025



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CoP Focus	Audience	Facilitation	Schools	Cost to Network	Proposed Commitment
Literacy (Big 6, SSP etc.)	Primary	EIL/SSS	Inverloch Kongwak PS Bass Valley PS Welshpool PS Poowong Consolidated PS Korumburra PS Welshpool and District PS	\$1000 text	Term 1 – Term 4 To be negotiated.
Explicit Teaching Nathaniel Swain		Network executive	Leongatha PS Poowong Consolidated PS Inverloch Kongwak PS Tarwin Lower PS Korumburra PS Bass Valley PS Loch PS Cowes PS Bass Coast Specialist San Remo PS Nyora PS Newhaven PS Toora PS	\$3410 incl GST  Sth Gipp contribution	Term 1 – 3 (pre work) Term 4 – 3 x sessions with Nathaniel Day 1 - Full Day PL \$3300 Day 2 - Full day coaching \$1760 Day 3 - Full day coaching \$1760  * Sharing costs with West Gippsland – half each.
Collaborative Maths Planning Aylie Davidson	Primary	EIL	Leongatha PS Wonthaggi PS Wonthaggi North PS Inverloch Kongwak PS Foster PS	\$7560 + GST	Term 1 – 2hrs online PL Term 2 – full day face to face coach Term 3 – 2hrs online PL Term 4 – full day face to face coach  * 4 x planning sessions with lead
Collaborative Maths Planning – Vic Curriculum 2.0 Mathematical Process' (mathematical modelling) Jill Brown	Secondary (Year 7-10)	EIL	Korumburra SC Leongatha SC Foster SC Bass Coast College	\$6950 + GST	Term 1 – 2hrs online PL & full day face to face coach Term 2 – full day PL (Academy funded) & 2hr Q&A online Term 3 – 2hr Q&A online Term 4 – full day face to face coach  * 3 x planning sessions with lead
Place Value - Ange Rogers			Meenyan PS Welshpool and District PS Fish Creek PS	\$3000 + GST	Term 1 – 2hrs Q&A online Term 2 – 2 hrs online PL

					Term 3 – 2hrs Q&A online Term 4 – 2hrs Q&A online
Numeracy IGA (Secondary)	Secondary (Year 7-8)	CAC (IGA)	Foster SC Leongatha SC Bass Coast SC * Korumburra SC *	\$0	
Sth Gippsland Engagement (Secondary)	Secondary	SEIL/EIL	Foster SC Leongatha SC Bass Coast SC Korumburra SC	\$0	Term 1 – 2 x face to face Term 2 – 1 x face to face Term 3 – 1 x face to face Term 4 – 1 x face to face
Marrung Leads	Primary/Secondary	SEIL/Luke	Korumburra SC Wonthaggi PS Cowes PS Foster SC Inverloch Kongwak PS Toora PS Fish Creek PS Powlett River PS Bass Coast Specialist Etc.	\$4000	
Disability Inclusion - Bass Coast - Sth Gippsland	Primary/Secondary		Sth Gippsland Specialist School San Remo PS Cowes PS Foster PS Toora PS Nyora PS Loch PS Fish Creek PS Bass Coast Specialist	\$0	
Leading Quality Conversations	Primary/Secondary	EIL	TBC	\$0	Term 1 – Term 4 Online once a term as negotiated.
LQC Network Intake	Primary/Secondary	The Academy		\$1700	Term 2 or Term 3

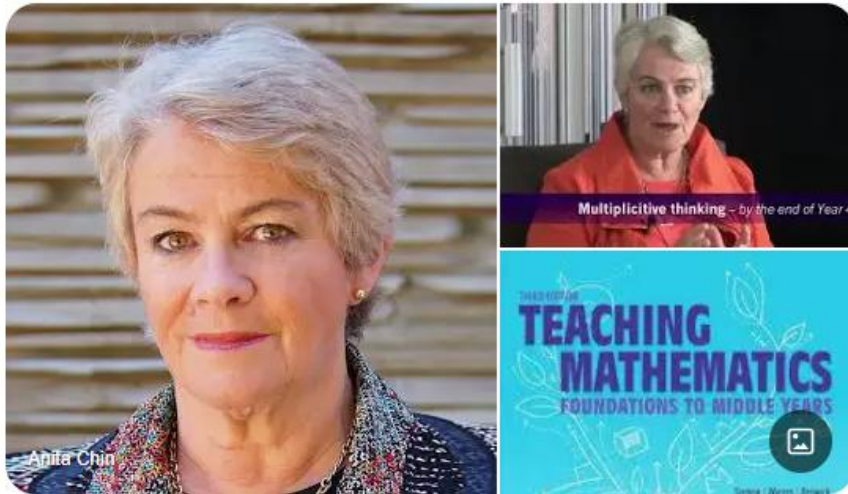
**Total - \$28,571 + \$1700**

# Communities of Practice - Numeracy



**SOUTH GIPPSLAND**  
PRINCIPALS NETWORK

## Big Ideas in Number



## Collaborative Planning



## Curriculum Planning



## Place Value



Author



Dr Ange Rogers

## Daily Review



# Communities of Practice - Secondary Engagement



**SOUTH GIPPSLAND**  
PRINCIPALS NETWORK

## Improving Student Attitudes to School Data – IGA Approach Feedback

### PRE SURVEY

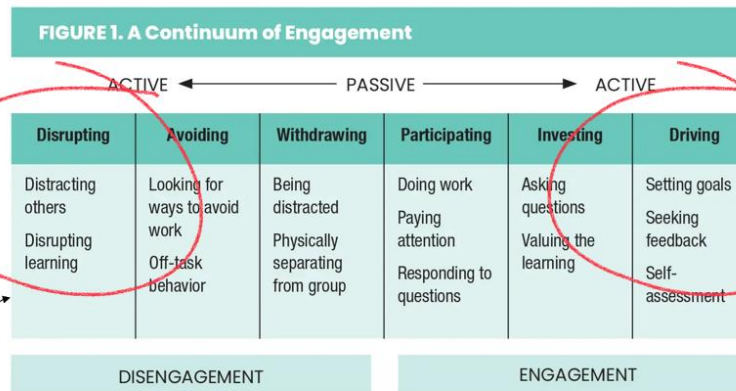
1. Conduct preliminary Student Attitudes to School survey (I have attached the survey statements relevant to the Differentiated Schools Performance Report but you could also add AIP/SSP key sets) with all (some) students to gain base line data for 2025 in March. This could also be reporting back on last year's results, highlighting positives and negatives and any changes that have been implemented. If you are looking for additional questions to include they can be found [here](#)
2. Collate the data and identify strengths and weaknesses against the state/region average/schools 2024 performance
3. Share data with students – highlighting strengths and congratulating all.
4. Share data with students – show areas identified for improvement
5. Ask students what it would take for them to respond with a 4-5 to the selected statements/elements
6. If the cohort is too big to do this conduct focus groups to get ideas that could be used to improve the student experience at the school.
7. School leadership and staff to consider suggestions and prioritise those that are doable and likely to impact.
8. Report back to students the suggested strategies that have been prioritised and explain what the school, will do, what teachers will do and what they will need to do for this to impact positively.
9. Two weeks later report back on progress and seek feedback on whether the strategies have worked, whether they need to be modified, need more time or need to be changed. –Report back to students the suggested modifications to the strategies and discuss what the school, will do, what teachers will do and what they will need to do for this to impact positively.
10. Repeat until there has been positive change.
11. Once the targeted improvements have been reached – ask students to help choose the next priority area for improvement.
12. Repeat the processes above.

### SURVEY COMPLETION

1. At School Improvement team discuss and document a consistent approach for conducting the survey. Often staff will argue that the results are not valid due to issues and inconsistencies in conducting the survey.
2. Analyse findings of student voice groups above and consider reporting back to students/considering key initiatives that have been implemented in response
3. At a staff meeting ensure clarity and consistency in survey completion approach.
4. In May conduct the official Student Attitudes to School survey. It is important that whatever the structure students are taking the survey seriously and understand the need not to mark down the middle. Encouraging students to not sit on the fence (marking a 3) is a reasonable request when you explain that a neutral response does not help the school to know whether things are working or not.

### POST SURVEY

1. Collate the data and identify strengths and weaknesses against the state/region average
2. Consider the role of student voice in this process (as discussed above) - how can student leadership support this work.
3. Share data with students – highlighting strengths and congratulating all.
4. Share data with students – show areas identified for improvement
5. Report back consistently to students on improvement and continue to seek advice and monitor improvement efforts.



Students with a high degree of active disengagement disrupt learning for themselves, and maybe others.

Students with an active stance and high degree of engagement drive their own learning.

Note: This figure is based on Amy Berry's research on teachers' perceptions of engagement (Berry, 2020).

Berry A (2020) 'Disrupting to driving: Exploring upper primary teachers' perspectives on student engagement', *Teachers and Teaching*, 26(2), doi: 10.1080/13540602.2020.1757421

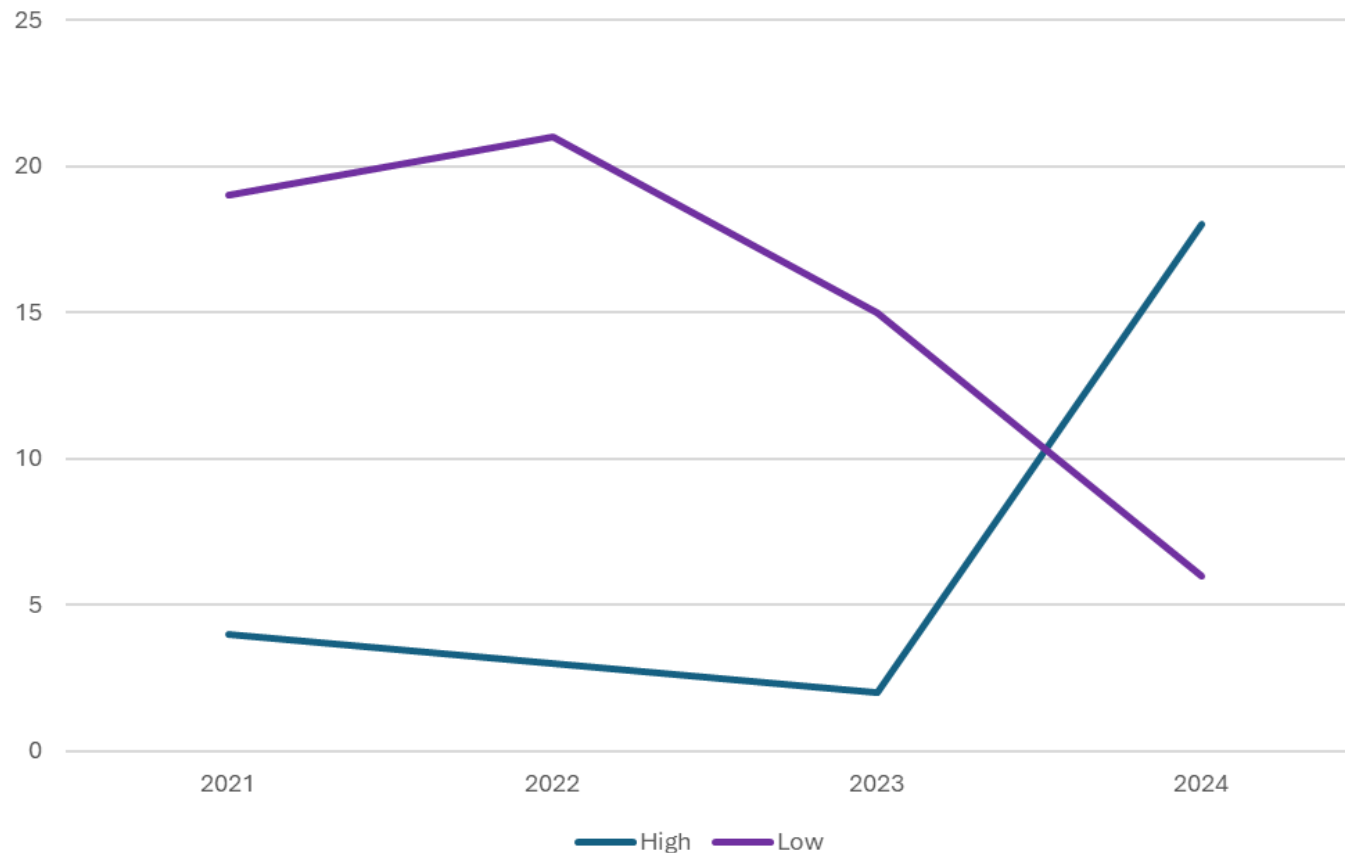
2



# Impact on Outcomes - DSPM



IGA DSPM Performance 2021-2024



## High performing schools

The number of high performing schools (high/influence) has risen from 3 in 2022 to 18 in 2024.

## Low performing schools

The number of low performing schools (transform/developing) has reduced from 21 in 2022 to 6 in 2024

# Impact on Outcomes - DSPM

## Network Summary 2024

Admin Area

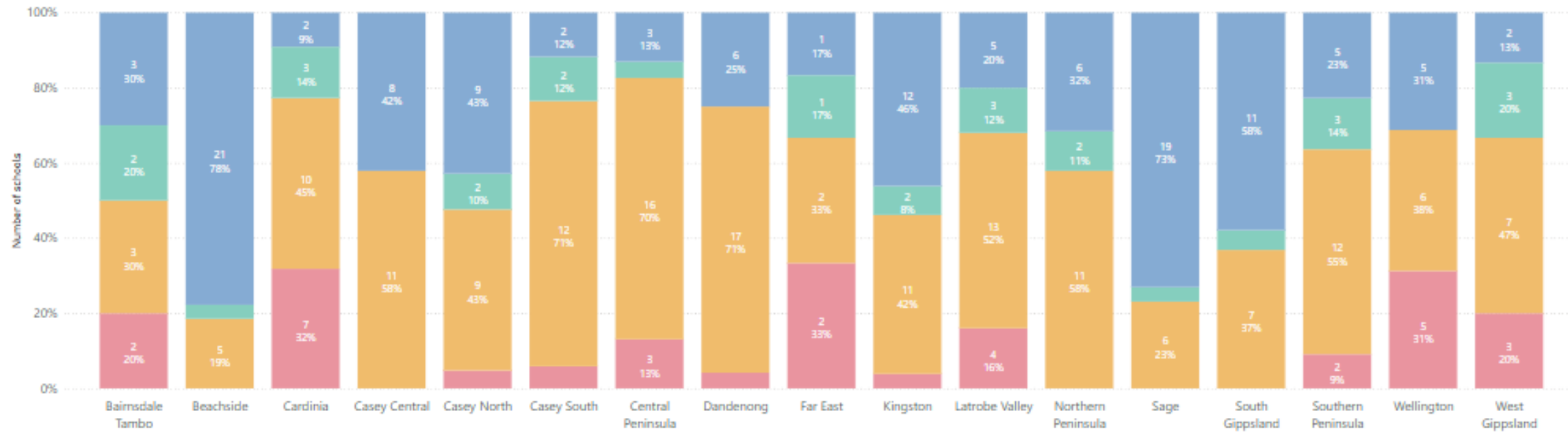
All

SEIL

All

### Overall Performance Group by Admin Area

Overall Performance Group ● Developing ● Medium ● Improving ● High





# Impact on Outcomes - Numeracy

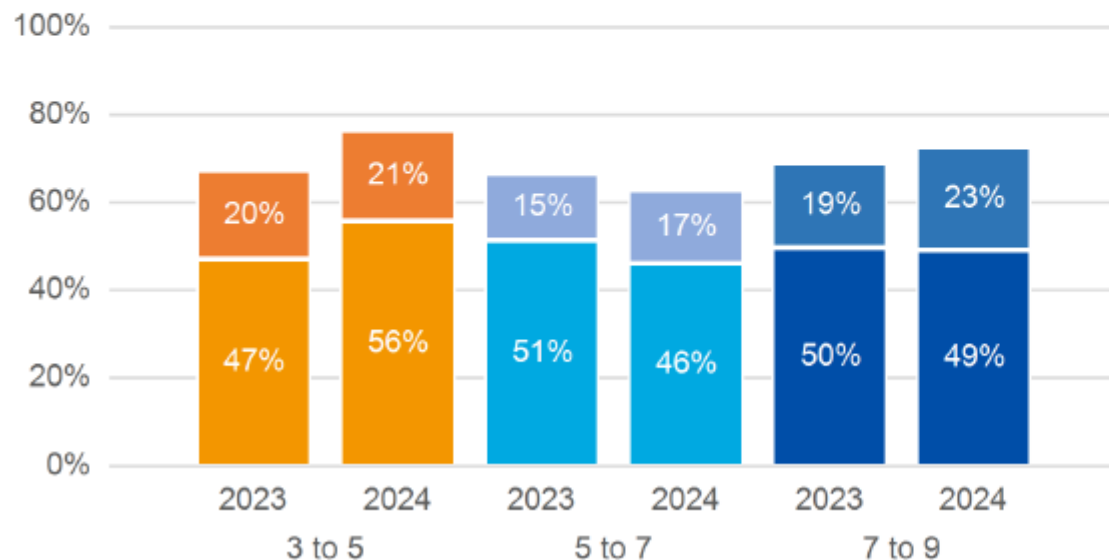
## NAPLAN RELATIVE GROWTH

## NUMERACY

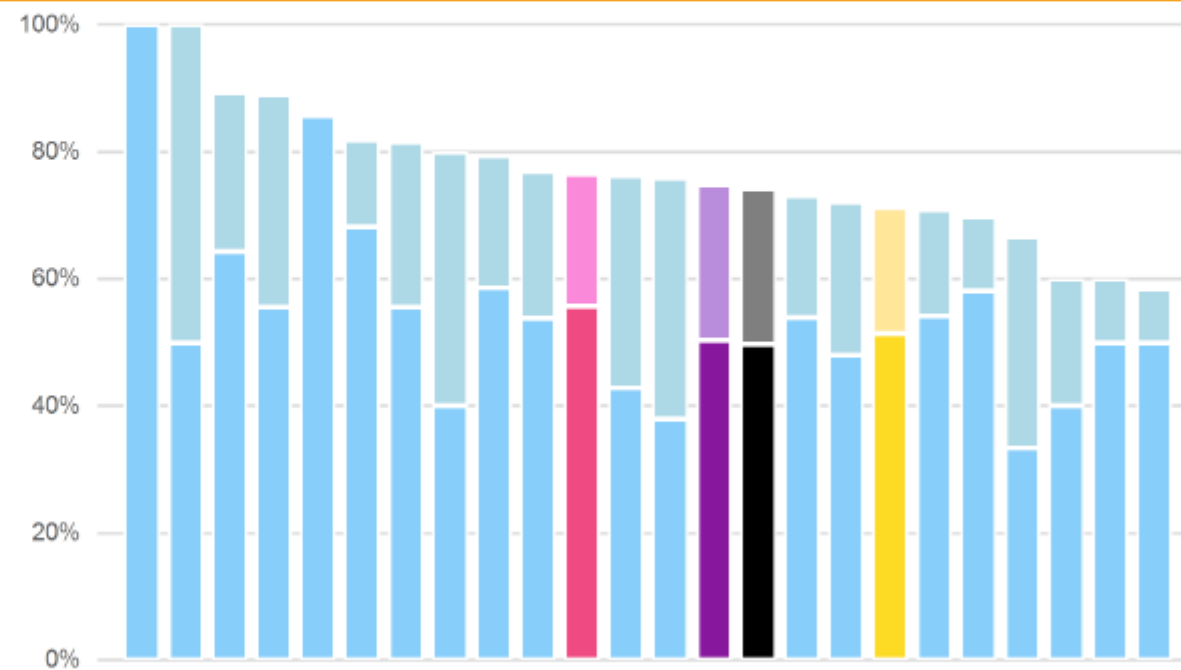
Charts on this page show the percentage of students with "High Growth" in the upper part of the column and "Medium Growth" in the lower part of the column.

### PERCENTAGE OF STUDENTS HIGH AND MEDIUM RELATIVE GROWTH

#### South Gippsland Network



### YEAR 3 (2022) TO YEAR 5 (2024) NUMERACY



Legend: Network Schools Network Area Region State

# Impact on Outcomes - AtoS

SEIL Name		School Name					School Network									
All		All					South Gippsland									
Parent Factor	Year Level Group Factor Name	Years 4-6					Years 7-9					Years 10-12				
		2022	2023	2024	Change 22-24	Change 23-24	2022	2023	2024	Change 22-24	Change 23-24	2022	2023	2024	Change 22-24	Change 23-24
Effective teaching practice for cognitive engagement	Differentiated learning challenge	86.6%	87.2%	86.9%	0.3%	-0.3%	52.3%	52.3%	58.2%	5.8%	5.9%	53.2%	51.0%	54.4%	1.3%	3.4%
	Effective classroom behaviour	81.2%	79.5%	81.2%	0.0%	1.8%	54.0%	55.0%	60.3%	6.2%	5.3%	54.0%	52.0%	54.8%	0.8%	2.8%
	Effective teaching time	86.4%	86.8%	86.3%	-0.1%	-0.5%	60.3%	58.9%	66.2%	5.9%	7.2%	59.1%	57.4%	61.1%	2.1%	3.7%
	Stimulated learning	79.1%	80.8%	80.5%	1.5%	-0.3%	46.1%	45.7%	56.4%	10.3%	10.8%	48.9%	46.2%	53.1%	4.2%	7.0%
Emotional and relational engagement	Emotional awareness and regulation	74.2%	74.3%	76.9%	2.7%	2.6%	63.7%	63.9%	70.3%	6.6%	6.4%	65.7%	64.2%	68.4%	2.7%	4.2%
	Help seeking	70.2%	70.3%	73.4%	3.3%	3.1%	54.2%	54.6%	57.4%	3.2%	2.8%	52.5%	55.8%	55.8%	3.3%	0.0%
Individual social and emotional wellbeing	Life satisfaction	75.1%	76.7%	78.6%	3.5%	1.8%	48.0%	50.7%	60.7%	12.7%	10.0%	43.3%	47.2%	50.1%	6.8%	2.9%
Learner characteristics and disposition	Attitudes to attendance	86.1%	86.2%	87.0%	0.9%	0.8%	63.5%	64.2%	68.7%	5.2%	4.5%	71.9%	68.6%	71.9%	0.0%	3.3%
	Motivation and interest	79.6%	79.4%	79.3%	-0.3%	-0.1%	44.7%	45.1%	51.3%	6.6%	6.1%	54.2%	51.1%	55.2%	1.1%	4.1%
	Perseverance	80.0%	78.4%	81.8%	1.7%	3.4%	50.3%	50.7%	58.7%	8.4%	8.0%	56.1%	53.7%	58.1%	2.0%	4.3%
	Self-regulation and goal setting	85.2%	84.8%	86.9%	1.7%	2.1%	51.5%	51.0%	58.7%	7.2%	7.8%	50.0%	50.3%	53.0%	3.0%	2.7%
	Sense of confidence	77.1%	78.5%	81.4%	4.4%	3.0%	51.3%	51.1%	59.9%	8.6%	8.8%	54.3%	51.6%	57.3%	3.0%	5.7%
Not Experiencing Bullying (Parent Factor)	Not Experiencing Bullying	81.1%	84.5%	84.7%	3.6%	0.2%	83.7%	82.6%	84.4%	0.6%	1.7%	90.2%	88.9%	89.1%	-1.0%	0.2%
Not experiencing Racism	Not Experiencing Bullying in the past year	71.2%	71.9%	81.9%	0.7%	0.7%	72.8%	72.2%			-0.6%		81.6%	82.7%		1.1%
	I know what to do if I experience racism		80.6%	85.2%		4.6%		59.5%	66.0%		6.5%		53.1%	51.0%		-2.1%
	Not experiencing racism in the past year		90.8%	86.5%		-4.3%		82.6%	83.2%		0.6%		88.0%	86.4%		-1.7%
School safety	Not experiencing racism this term		94.2%	90.5%		-3.7%		83.3%	85.1%		1.8%		89.1%	87.9%		-1.3%
	Advocate at school	89.7%	90.4%	90.9%	1.1%	0.5%	65.0%	64.4%	73.9%	8.9%	9.6%	61.2%	58.6%	61.8%	0.6%	3.2%
	Managing bullying	80.7%	80.8%	82.1%	1.4%	1.2%	48.6%	49.1%	55.0%	6.4%	5.9%	53.9%	51.5%	53.1%	-0.8%	1.6%
	Perceptions of LGBTQIA+-phobic discrimination											34.4%	38.7%	39.0%	4.6%	0.3%
Social engagement	Respect for diversity	82.7%	81.8%	81.8%	-0.9%	0.0%	38.8%	38.9%	45.1%	6.3%	6.3%	42.7%	38.0%	40.6%	-2.1%	2.6%
	School stage transitions (Y10-12)											51.3%	49.6%	52.9%	1.6%	3.2%
	School stage transitions (Y7 and New Students)	81.4%	85.1%	83.0%	1.6%	-2.1%	55.7%	62.3%	70.3%	14.6%	8.0%	47.7%	50.4%	47.5%	-0.2%	-2.9%
	Sense of connectedness	78.5%	79.1%	79.8%	1.3%	0.7%	43.8%	42.5%	52.0%	8.2%	9.5%	42.9%	40.0%	42.5%	-0.5%	2.5%
Teacher-student relations	Sense of inclusion	89.5%	90.6%	91.9%	2.4%	1.3%	81.6%	77.0%	90.0%	8.4%	13.0%	85.0%	50.0%	100.0%	15.0%	50.0%
	Student voice and agency	70.3%	72.9%	72.4%	2.1%	-0.5%	33.2%	34.7%	39.7%	6.5%	5.0%	39.5%	39.4%	43.0%	3.4%	3.6%
	Effort	80.6%	78.6%	79.8%	-0.8%	1.2%	58.2%	59.5%	66.1%	7.9%	6.6%	64.2%	58.8%	63.1%	-1.1%	4.3%
	High expectations for success	94.4%	94.1%	95.5%	1.1%	1.5%	70.3%	67.2%	75.3%	5.0%	8.1%	69.3%	65.4%	68.8%	-0.5%	3.4%
	Teacher concern	77.9%	77.1%	77.6%	-0.3%	0.5%	30.1%	31.7%	36.3%	6.2%	4.6%	37.3%	32.3%	37.8%	0.5%	5.5%

# Impact on Outcomes - Staff Survey

Factor Type	School Type Factor Name	Primary					Secondary				
		2022	2023	2024	Change 22-24	Change 23-24	2022	2023	2024	Change 22-24	Change 23-24
School Climate	Academic emphasis	67.8%	69.2%	73.8%	5.9%	4.6%	37.6%	40.8%	44.4%	6.8%	3.6%
	Collective efficacy	84.5%	85.4%	87.7%	3.2%	2.2%	58.7%	63.8%	63.5%	4.8%	-0.4%
	Collective focus on student learning	88.6%	87.9%	91.0%	2.4%	3.1%	67.1%	77.2%	79.3%	12.2%	2.1%
	Collective responsibility	90.2%	89.8%	92.9%	2.7%	3.0%	71.2%	79.0%	80.2%	9.0%	1.2%
	Guaranteed and viable curriculum	80.6%	77.9%	84.3%	3.7%	6.4%	59.5%	71.9%	71.5%	12.0%	-0.3%
	Parent and community involvement	76.3%	77.7%	82.2%	5.9%	4.5%	49.7%	55.0%	59.5%	9.7%	4.5%
	Shielding/Buffering	61.6%	70.6%	78.3%	16.7%	7.7%	52.9%	63.3%	63.6%	10.8%	0.4%
	Staff trust in colleagues	83.9%	84.8%	90.1%	6.2%	5.2%	71.1%	80.4%	82.1%	11.0%	1.7%
	Teacher collaboration	72.9%	70.9%	78.2%	5.3%	7.2%	57.2%	65.5%	68.1%	10.9%	2.6%
	Trust in students and parents	72.7%	73.9%	76.9%	4.2%	3.0%	44.1%	51.5%	50.4%	6.3%	-1.1%
School Leadership	Instructional Leadership	79.0%	76.1%	83.2%	4.3%	7.2%	51.0%	65.0%	69.7%	18.7%	4.7%
Teaching and Learning - Evaluation	Believe evaluating impact improves practice	91.4%	86.7%	93.7%	2.3%	7.0%	67.7%	76.6%	85.3%	17.6%	8.7%
	Monitor effectiveness using data	87.4%	83.1%	90.4%	3.0%	7.3%	54.8%	66.3%	75.0%	20.2%	8.7%
	Professional learning to improve practice	87.4%	76.1%	85.2%	-2.1%	9.2%	61.9%	74.5%	73.0%	11.1%	-1.4%
	Skills to measure impact	85.6%	82.0%	89.3%	3.7%	7.3%	64.1%	74.9%	75.5%	11.4%	0.6%
	Understand how to analyse data	70.9%	70.1%	81.9%	11.1%	11.8%	43.2%	48.9%	58.8%	15.6%	9.9%
	Use evidence to inform teaching practice	93.7%	90.2%	94.8%	1.1%	4.6%	70.1%	75.0%	81.9%	11.8%	6.9%
Teaching and Learning - Implementation	Use student feedback to improve practice	68.2%	71.8%	74.9%	6.7%	3.1%	56.7%	59.2%	73.5%	16.8%	14.3%
	Believe student engagement is key to learning	96.0%	93.4%	95.9%	-0.0%	2.6%	84.7%	92.4%	91.7%	7.0%	-0.7%
	Collaborate to scaffold student learning	81.2%	79.3%	82.3%	1.1%	3.0%	60.5%	70.7%	76.4%	15.8%	5.7%
	Focus learning on real-life problems	76.7%	77.6%	78.6%	1.9%	1.0%	54.8%	62.0%	69.6%	14.8%	7.7%
	Knowledge of high impact teaching strategies	80.3%	74.5%	84.1%	3.9%	9.6%	70.1%	82.1%	80.9%	10.8%	-1.2%
	Moderate assessment tasks together	84.2%	77.3%	84.4%	0.3%	7.2%	53.5%	57.4%	60.3%	6.8%	2.9%
	Promote student ownership of learning goals	83.8%	77.3%	80.8%	-3.0%	3.6%	60.5%	70.7%	66.7%	6.2%	-4.0%
	Support growth and learning of whole student	89.2%	85.2%	93.7%	4.5%	8.6%	63.9%	73.1%	79.9%	16.0%	6.8%
	Understand formative assessment	83.3%	81.6%	84.5%	1.2%	2.9%	61.8%	64.7%	69.6%	7.8%	4.9%
	Use high impact teaching strategies	88.7%	85.1%	93.0%	4.3%	7.9%	72.0%	85.3%	84.8%	12.8%	-0.5%
Teaching and Learning - Planning	Collaborate to plan curriculum	88.7%	85.1%	93.3%	4.6%	8.2%	77.1%	85.3%	87.7%	10.7%	2.4%
	Plan differentiated learning activities	89.7%	87.1%	89.7%	-0.0%	2.6%	58.7%	65.2%	74.0%	15.3%	8.8%
	Professional learning targeted to improving literacy and numeracy	91.5%	82.4%	93.7%	2.2%	11.3%	65.0%	69.0%	70.1%	5.1%	1.1%
	Time to share pedagogical content knowledge	72.6%	68.6%	79.6%	7.0%	11.0%	46.5%	59.2%	64.2%	17.8%	5.0%
	Understand curriculum	89.2%	83.9%	88.6%	-0.7%	4.6%	80.3%	87.5%	86.8%	6.5%	-0.7%
	Use data for curriculum planning	91.9%	89.1%	93.0%	1.1%	3.9%	52.9%	62.0%	65.5%	12.6%	3.6%
Teaching and Learning - Practice Improvement	Believe peer feedback improves practice	81.1%	74.1%	83.4%	2.3%	9.3%	53.5%	74.3%	80.9%	27.4%	6.6%
	Discuss problems of practice	78.5%	76.2%	85.2%	6.8%	9.1%	72.3%	82.6%	83.3%	11.1%	0.7%
	Interest in improving practice	93.7%	90.6%	95.6%	1.9%	5.0%	78.2%	83.6%	84.3%	6.1%	0.7%
	Professional learning through peer observation	45.5%	43.1%	49.4%	4.0%	6.3%	25.6%	60.9%	63.7%	38.1%	2.9%
	Seek feedback to improve practice	73.1%	70.7%	75.6%	2.6%	4.9%	49.0%	62.5%	71.1%	22.0%	8.6%
	Timetabled meetings to support collaboration	93.3%	90.6%	96.7%	3.4%	6.1%	71.3%	85.8%	83.8%	12.5%	-2.0%
	Understand contribution to school improvement	87.4%	83.5%	91.1%	3.7%	7.7%	58.1%	69.9%	76.0%	17.9%	6.0%
	Use pedagogical model	81.9%	77.2%	87.1%	5.2%	9.9%	45.2%	64.1%	75.5%	30.3%	11.4%

# Impact on Outcomes - AIP Completion



38%

Improvement from 2022 to 2024 in “**On Schedule**” from mid-year monitoring on SPOT.

In addition, reduced not monitored from 34% to 0%.

17%

Improvement from 2022 to 2024 in “**Completed KIS**” from end of year monitoring on SPOT.

17%

Improvement from 2022 to 2024 in **Targets** fully met in end of year monitoring on SPOT.

# Next steps

## 2025 - Executive

- Acting Chair Sem 1
- 8 Acting Principals
- Portfolios
- Emerging themes
  - Classroom Observations
  - Coaching and Feedback
  - Leading Teams

## 2025 - Meetings

- Limited use of external experts for Leadership sessions
- New venue - RACV Inverloch
- AIP focus on reciprocal School visits

## 2025 - CoPs

- Shift from PD provider to school-based problems of practice
- Expanded offerings but smaller CoPs
- Shifting responsibility to schools to facilitate

# Q&A and feedback from the floor



- **Turn & Talk #1**

What is one thing that you have heard today that you could take back to your own Network?

- **Turn & Talk #2**

What has been one thing that your Network has undertaken that you feel would be worth sharing with us to complement/improve our work?



# Thank you



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