

Driving sustained whole school improvement

Southern Cross Primary School



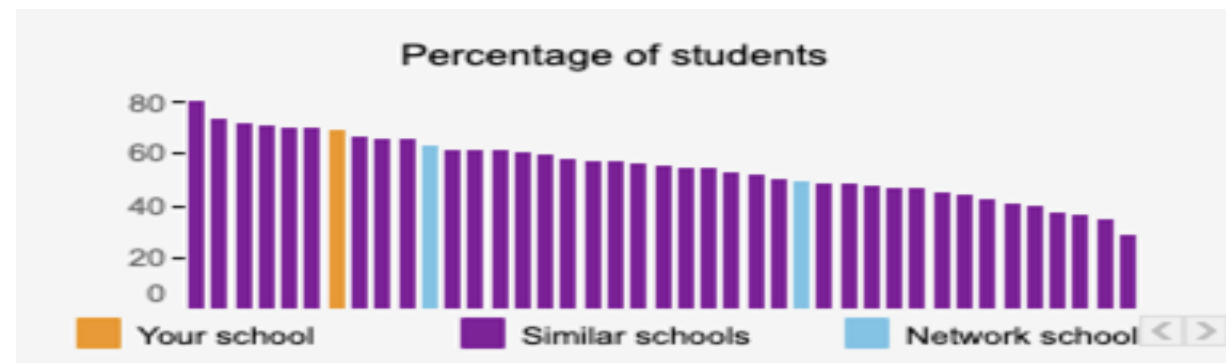
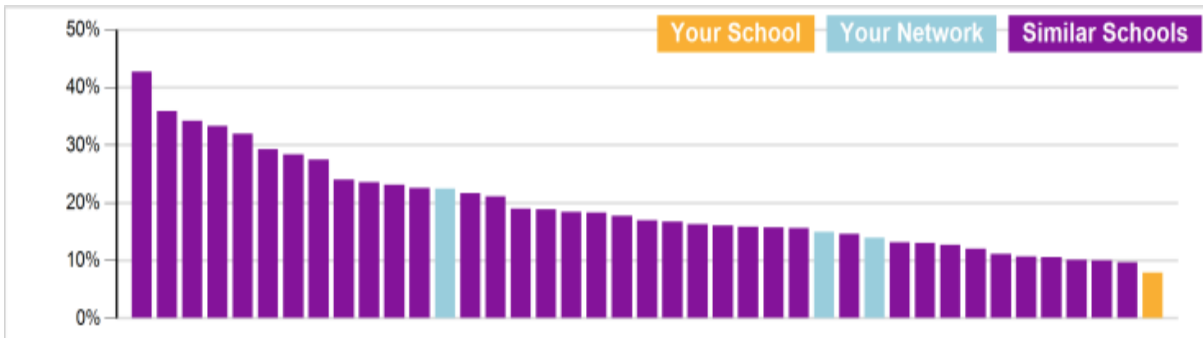


This is our school, Mimosa,
Let peace dwell here,
Let the room be full of contentment,
Let love abide here,
Love one another,
Love of mankind,
Love of life itself,
And love of God.
Let us remember
That as many hands build a house, so,
Many hearts make a school.

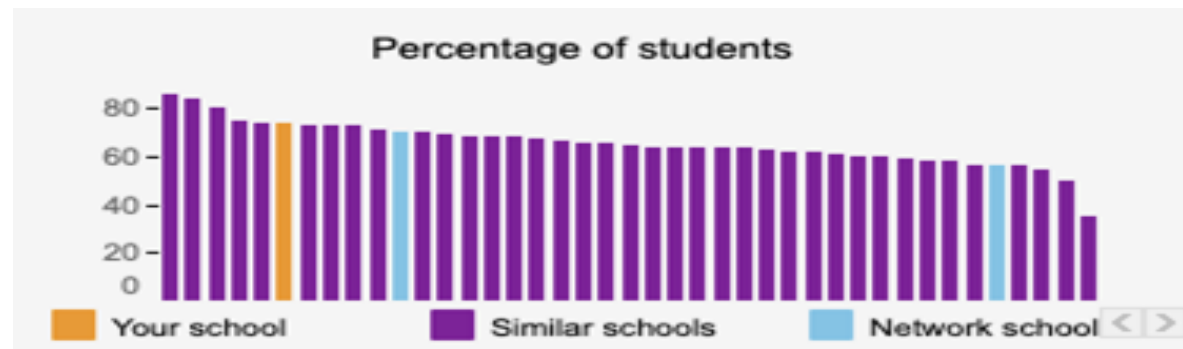
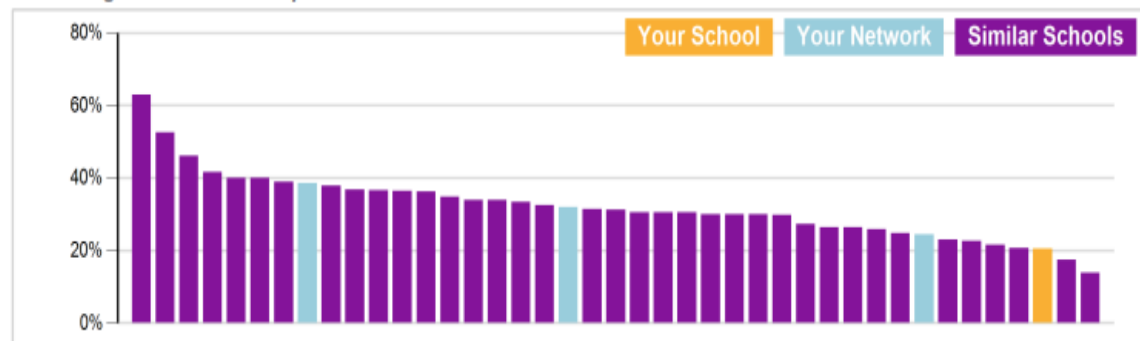
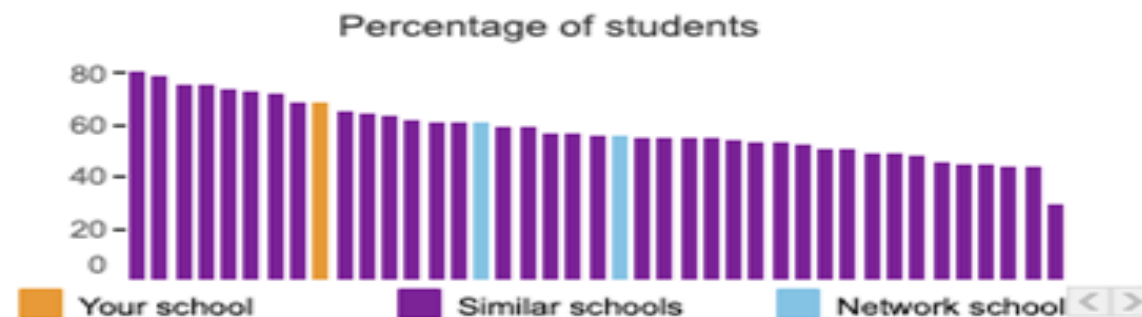
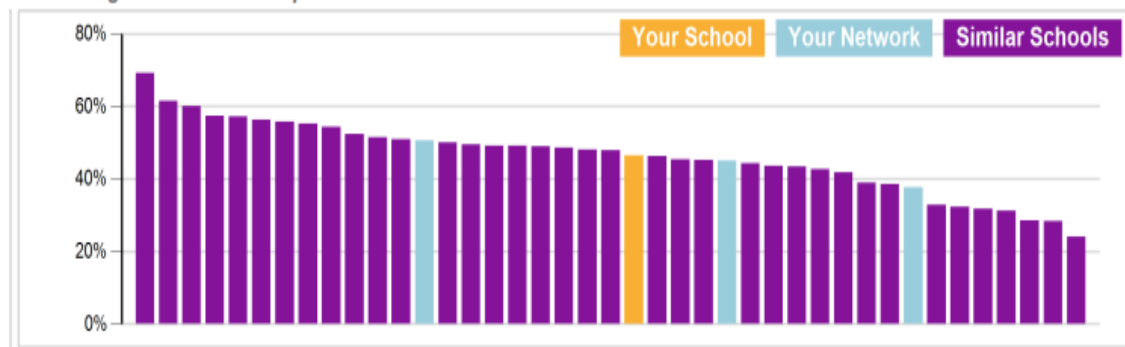
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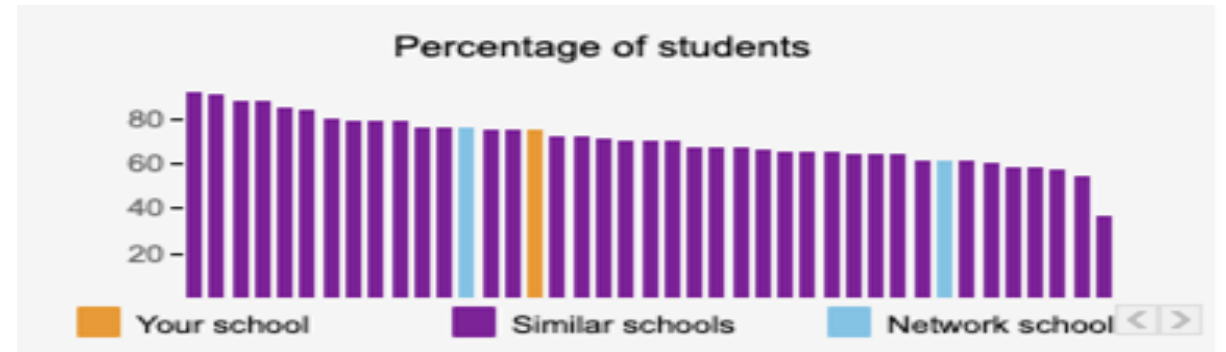
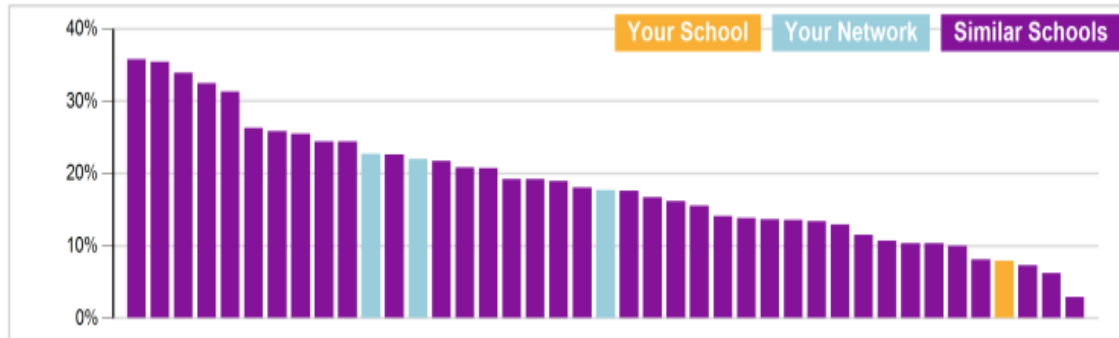
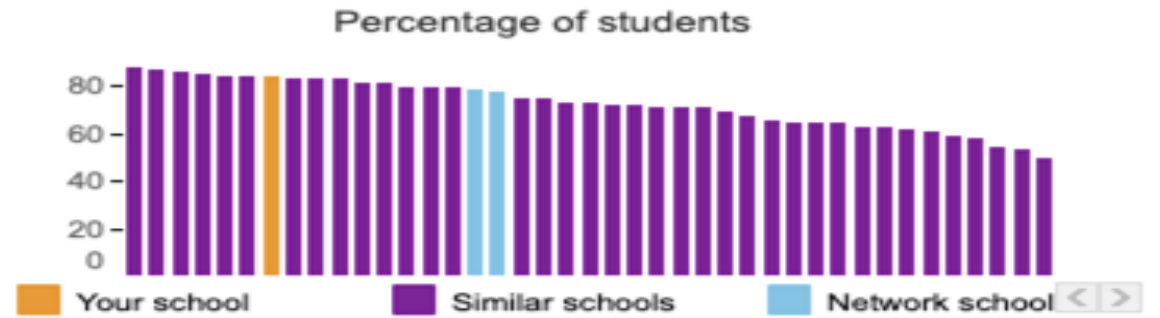
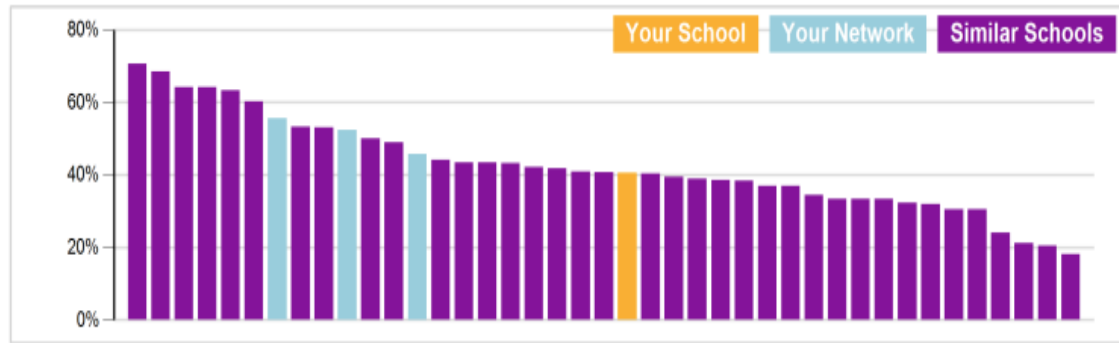




Reading



Writing



School Performance

2021

SOUTHERN CROSS PRIMARY SCHOOL (5235)

Overall Performance Group



Current Level: Low

Change Level: Maintained

Performance is static over time (including some cases where performance is moderate but on a declining trajectory) and requires renewed effort to be high

A school's overall performance group represents Engagement, Participation and Senior Secondary

Domain Performance Group

Achievement (Reading)

TRANSFORM

The Achievement Reading; change i

Achievement (Numeracy)

STRETCH

The Achievement Numeracy; change

School Climate

RENEW

The School Climate; Academic

Student Attitude

TRANSFORM

The Student Attitude; Learning

Engagement

TRANSFORM

The Engagement

Participation

TRANSFORM

The Participation to School

2023

SOUTHERN CROSS PRIMARY SCHOOL (5235)

Overall Performance Group



Current Level: High

Change Level: Increased

Performance is high or very high. This level of performance is maintained consistently over three years or is on a positive trajectory and consistent with the school

A school's overall performance group represents Attitudes, Engagement, Participation

Domain Performance Group

Achievement (Reading)

INFLUENCE

Achievement (Numeracy)

INFLUENCE

School Climate

INFLUENCE

Student Attitude

INFLUENCE

Engagement

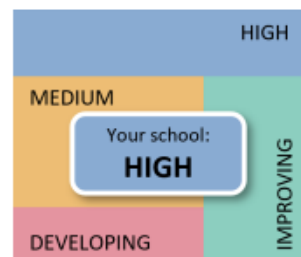
STRETCH

Participation

INFLUENCE

Southern Cross Primary School

LEARNING performance group



Current Level: High
Change Level: Maintained

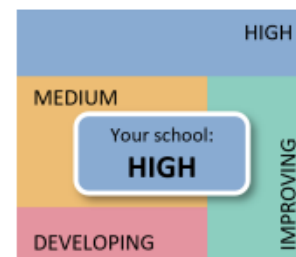
The Learning domain measures performance on NAPLAN assessments in Reading and Numeracy, NAPLAN relative growth, and Teacher judgement growth for English and Mathematics.

Schools in this similar schools group have achieved a range of performance categories, including 7 schools in the High category.

Similar schools' LEARNING performance groups



WELLBEING performance group



Current Level: High
Change Level: Improved

The Wellbeing domain measures performance on a set of Attitudes to School Survey factors related to emotional awareness, managing bullying, school connectedness, stimulated learning and student voice; and the school's attendance rate.

Schools in this similar schools group have achieved a range of performance categories, including 17 schools in the High category.

Similar schools' WELLBEING performance groups



OVERALL performance group

Your school: **HIGH**

A school's overall performance group represents its combined performance on Learning and Wellbeing Domains.

As an overall performance group, this indicates a range of student outcomes that are high across learning and wellbeing measures.

SIMILAR schools

Comparing your school's performance with the performance of your similar schools group can provide information about how your school performs compared to schools with similar characteristics.

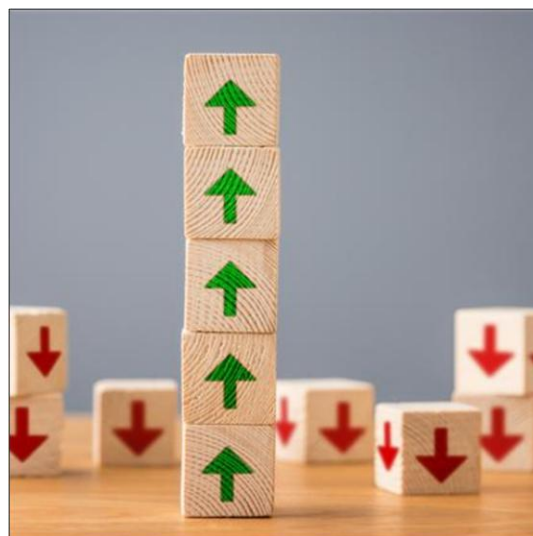


For a more in-depth look at the data in this report, including five-year trends and comparisons with Similar Schools, see the [Panorama Dashboards](#).



**Whether you believe you can
do a thing or not, you are right.**

~ Henry Ford





WHERE TO START?

Best practice for your context.

What's your baseline?

Best practice – Your context

Research

Science of Learning
Science of Reading
Cognitive Load Theory
Explicitly and Direct
Instruction
SWPBS – ETLPS
Principals of Instruction
PALL - VPA

Best Practice

PHORMES Initiative
Serpentine PS – WA
Hansberry Consultancy
Dr Loraine Hammond
DSSI Teacher Partners
UFLI

Data

Teachers
Teaching and Learning
SWPBS
Reputation
Culture
Results

WHERE TO START?

Southern Cross Students SCHOOL EXPECTATIONS			
	BE RESPECTFUL	BE RESPONSIBLE	BE RESILIENT
ALL SETTINGS	<ul style="list-style-type: none"> I use manners, such as please and thank you and always tell the truth. I keep my hands and feet to myself. I only speak kindly to and about others. 	<ul style="list-style-type: none"> I clean up and look after the school. I treat items with care. I keep the yard clean and tidy. I close gates behind me. 	<ul style="list-style-type: none"> I acknowledge my mistakes and apologise for them. I use stop, walk and talk to respond to others. I use strategies to control my emotions and move on.
MOVING AROUND THE SCHOOL	<ul style="list-style-type: none"> I walk quietly when moving between classes. I wait quietly at the entrance for teacher direction. I hold the door open for others. 	<ul style="list-style-type: none"> I walk calmly and directly to where I am going. I move around the school with a peer or with the class. I kindly remind others to walk quietly. 	<ul style="list-style-type: none"> I seek help from a teacher or peer when feeling upset. I stay in a safe area of the school when I feel upset. I use stop, walk and talk when needed.
TOILETS	<ul style="list-style-type: none"> I only go into the toilets when I need to use them. I leave the toilet block as soon as I have finished. I keep the bathrooms clean. 	<ul style="list-style-type: none"> I flush the toilet and wash my hands. I turn off the taps when finished. I use the doors safely. 	<ul style="list-style-type: none"> I aim to use the toilet during break times. I wait patiently for a toilet to be available.
PLAY AREAS	<ul style="list-style-type: none"> I include others when I am playing. I listen to the yard duty teacher. I use equipment safely in the correct areas. 	<ul style="list-style-type: none"> I walk under cover. I play sport and games with safe hands and feet. I line-up when the music plays. I finish my food in the courtyard before I play. 	<ul style="list-style-type: none"> I show good sportsmanship. I wait my turn. I share the play space with others.

Southern Cross Students SCHOOL EXPECTATIONS	
	BE RESPECTFUL
	BE RESPONSIBLE
	BE RESILIENT

SCPS Levels of Behaviour Response to Majors

	Reflection	Consultation	Consequences	Parent involvement	Compass Chronicles
Level 1 (1st Major)	Restorative Practice Conversation	Teacher	<ul style="list-style-type: none"> Appropriate response to first offence Follow BSP if in place 	CT contacts parents (email or phone within 24hrs)	RT - Behaviour Level 1
Level 2 (2nd Major)	Restorative Practice Conversation	Teacher	<ul style="list-style-type: none"> BSP reviewed (if relevant) Relevant actions put in place. 	CT contacts parents (phone within 24hrs)	RT - Behaviour Level 2
Level 3 (3rd Major)	Reflection Sheet completed	Teacher consult with TL (LIT if no TL)	<ul style="list-style-type: none"> BSP reviewed (if relevant) Ladder System 	CT contacts parents after consulting TL	RT - Behaviour Level 3
Level 4 (4th Major)	Reflection Sheet completed	MHWL	<ul style="list-style-type: none"> BSP reviewed (if relevant) Personalised response put in place. 	MHWL Contacts Parents after consulting CT	RT - Behaviour Level 4 MHWL - Parent Contact
Level 5 (5th Major)	Reflection Sheet completed	AP	<ul style="list-style-type: none"> In-School Suspension (informal) BSP reviewed (if relevant) BSP created (if one not in place) 	AP Contacts Parents	RT - Behaviour Level 5 AP - Parent Contact
Level 6 (6th Major)	Meeting with principal	AP	<ul style="list-style-type: none"> In-School Suspension (formal) BSP Reviewed 	Principal Contacts Parents	RT - Behaviour Level 6 AP - Parent Contact AP - Notice of Suspension AP - Edusafe
Level 7 (7th Major)	Meeting with Principal	Principal	<ul style="list-style-type: none"> Out-of-School Suspension less than 3 days BSP Reviewed 	Principal Contacts Parents SSG organised	RT - Behaviour Level 7 P - Parent Contact P - Notice of Suspension P - Edusafe
Level 8 (8th Major)	Meeting with Principal	Principal	<ul style="list-style-type: none"> Out-of-School Suspension more than 3 days BSP Reviewed Expulsion Considered 	Principal Team Contact SSG organised	RT - Behaviour Level 8 P - Parent Contact P - Notice of Suspension P - Edusafe P - SEIL

2022	2023	2024	2025
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SIT Driven (AP and Prin) Prep – Year 2 Tweaks and playing Heggerty – Explicit Phonemic Practice Visited Edithvale, Bentleigh West PS Hansberry Consultancy Resources Phormes Resources Behaviour Levels of Response	SIT Driven (AP, Prin, LS) \$30,000 Grant Schools Plus OG Coach 3-6 Instruction – OG Explicit and Direct Decodable home readers Instructional Models Formalised Scope and Learning Sequences Formalised	SIT Driven (Prin, AP, LS, WL) Tiered Intervention – Tier 2 and 3 Finished Playbooks – Videos of Practice LS Appointed Measure the impact on outcomes Morphology Instruction	SIT Driven (Prin, AP, LS, WL) Interleaving Reviews Fluency in Mathematics Fluency Review Slides School Review Classroom Conditions Spelling Review and Plan
Teacher Driven	Teacher Driven PLC – PL linked to AIP Goals Observations and Practice Parent Capacity Assessment Tools DIBELS // Phonics Check	Teacher Driven CATS - Literacy Book Club – Writing for Comprehension Assessment Tools – MOTIF	Teacher Driven Mathematics 2.0 Book Club Enhancement Fluency Tools

Redefined PLCS and observations



Right people

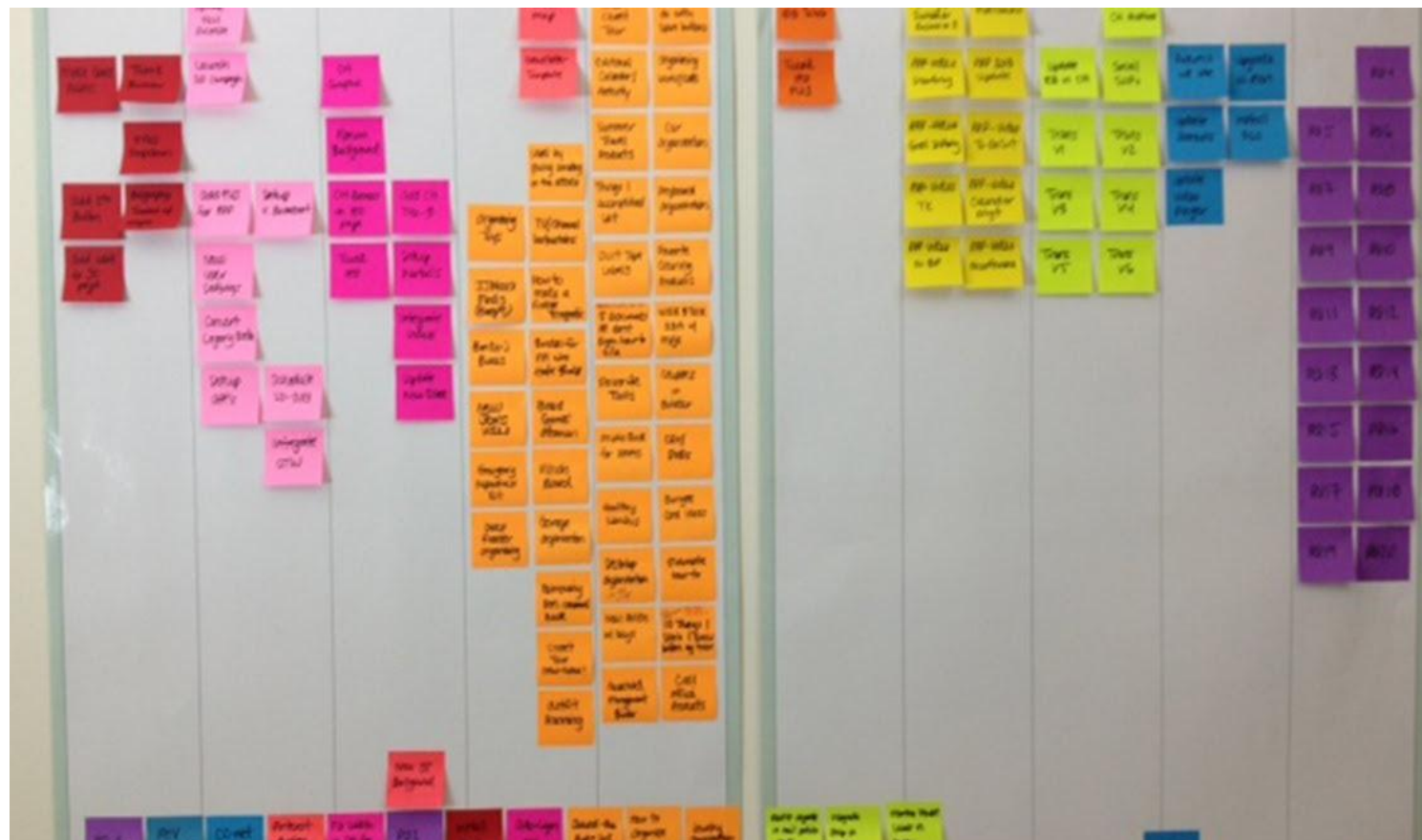
- Motivate
- Excite
- Initiative and curiosity
- Empower and motivate



Clarity – Eyes on the prize



Prioritise 3



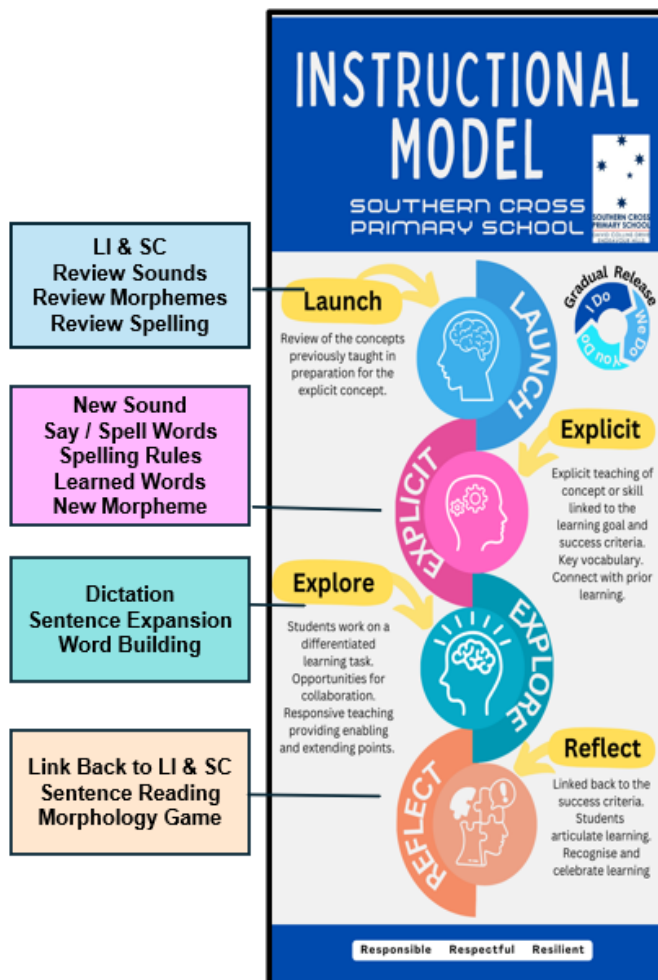
Create a movement

**The first follower is
what transforms a
lone nut into a leader.**

- Derek Sivers



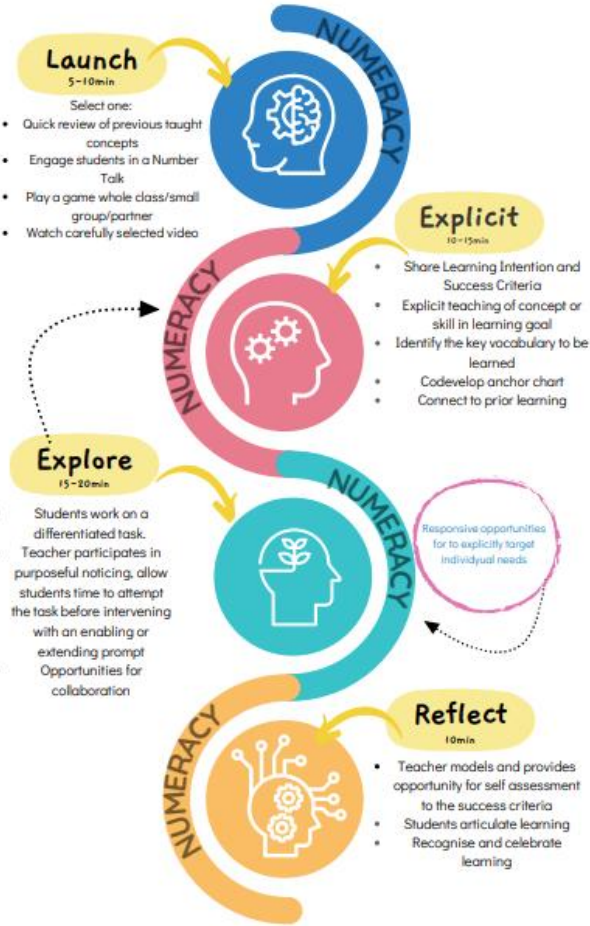
Instructional models and playbooks



SCPS Mathematics & Numeracy Instructional Model

Mathematics & Numeracy at Southern Cross Primary School is based on a gradual release model, factoring in Explicit and Direct Instruction (EDI), informed by Cognitive Load Theory.

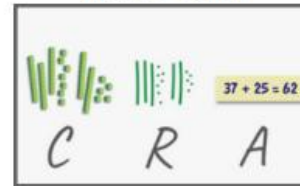
Teachers plan with the Concrete, Representational (Pictorial), Abstract model (CRA), based on Jerome Brunner's theory of cognitive development: inactive (action-based), iconic (image-based) and symbolic (language-based).



Victorian Teaching & Learning Model 2.0

Elements of learning			
Attention, focus and regulation	Knowledge and memory	Reasoning and recall	Mastery and application
Before learning, ensuring students are ready to learn by creating a safe, engaging and supportive and responsive learning environment.	Before learning, ensuring that students are ready to learn by creating a safe, engaging and supportive and responsive learning environment.	Before learning, ensuring that students are ready to learn by creating a safe, engaging and supportive and responsive learning environment.	Before learning, ensuring that students are ready to learn by creating a safe, engaging and supportive and responsive learning environment.

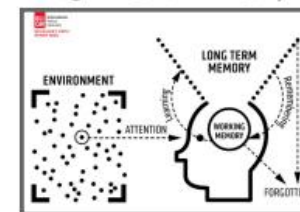
Concrete, Representational, Abstract (CRA)



Gradual Release 'I do, we do, you do'

The Gradual Release Model			
TEACHER RESPONSIBILITY		STUDENT RESPONSIBILITY	
FOCUS LESSON	Modelled instruction	I do it (you watch)	
	Shared instruction	We do it (together)	
	Guided practice	You do it (I watch/guide)	
	Independent Practice	You do it alone (reflect)	

Cognitive Load Theory



Positive Classroom Management Strategies



SCPS Literacy Instructional Model

Literacy instruction at Southern Cross Primary School is aligned with the Victorian Teaching and Learning Model 2.0 (VTLM) and underpinned by the Science of Reading, ensuring evidence-based practices drive student success.

Lessons follow a Gradual Release of Responsibility (GRR) framework, emphasising explicit, direct instruction informed by Cognitive Load Theory to scaffold learning effectively.

Our approach embraces a non-linear GRR model where the phases of I Do (teacher modelling), We Do (guided practice), and You Do (independent application) are fluid and responsive.



The Big 6 of Literacy



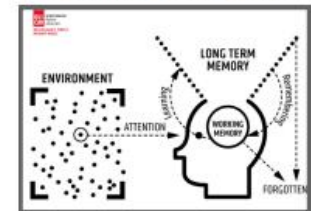
The Reading Rope



Gradual Release 'I do, we do, you do'

The Gradual Release Model			
TEACHER RESPONSIBILITY		STUDENT RESPONSIBILITY	
FOCUS LESSON	Modelled instruction	I do it (you watch)	
	Shared instruction	We do it (together)	
	Guided practice	You do it (I watch/guide)	
	Independent Practice	You do it alone (reflect)	







Cognitive Load Theory










Positive Classroom Management Strategies

















Southern Cross Primary School - P-2 Literacy Block

Example Lesson - Day 1	Instructional Video	Teaching Notes
Daily Review I Do We Do You Do 15m 9:15-9:30	Heggerty - Literacy Block Grade 2.mp4 	Using direct and explicit my turn/ your turn approach, combined with multisensory actions. 1 lesson addresses the hierarchy of phonemic awareness: 
Phonics I Do We Do You Do 15m 9:30-9:45	Focus Sound: ai Say the sound Read the sound Read Write Inc Cards  Green & Heart Words example. 	Review deck of previously learnt phonemes (RRI cards). Discuss if sound is graph/ digraph/ trigraph. Consistent use of keyword for student retrieval. Gesturing who's turn it is to speak/ share. When teaching the rule, underline phoneme within word. Green words: new phoneme specific Teacher to model, students to follow chopping individual phoneme on arm. Use the green words for spelling. Repeat chopping process, students to transition into spelling on whiteboards. Count/ unpack sounds, letters, spelling before physically spelling on whiteboards.. Follow the same process, 3x heart words. Unpack the 'heart' component for students to code.
Reading Practice I Do We Do You Do 15m 9:45-10:05	Suggestions: All of this is based on the focus sound • Passage reading • LLLL books • Small games • Independent tasks • Comprehension	Reading activity to be 'new phoneme' specific - e.g. ai as seen above. Opportunities for differentiation - reading fluency, guided reading, writing, games, scaffolding, 1:1. Small group activities - opportunity for anecdotal. Opportunities for students to supplement knowledge on previous sounds if applicable.
Writing I Do We Do You Do	The Writing Revolution - Literacy Block Grade 2.mp4 	The Writing Revolution Focused - based upon a text that is scaffolded depending on year level/ abilities. 1 picture based text per week - moving towards smaller novels toward end of G2.
30m 10:05-10:35	Week 5 Term 2 Haiky Maclary creating sentences.pptx 	

Southern Cross Primary School – Orton Gillingham

Example Lesson	Instructional Videos	Teaching Notes
Card Deck Card deck up to: ir	Card Deck 	Add cards into the deck once you have taught in 'new' section'. Take cards out once they have been achieved consistently. Consistent use of keyword for phonogram retrieval is important.
Words to Read (WTR)	WTR 	Work through each line sequentially. Students to blend or read each line <u>3 times</u> . Unpack any vocabulary students don't understand. Unpack any spelling rules evident.
Sound Bank a, e, i, o, u, ir, sh, kn, ow, ou, th	WTS 	Provide sound bank with relevant key word before they begin to spell (use the pink sheet for keywords). Students to spell, using assistance with soundbank, <u>unsighted</u> . Show students spelling at the end, unpack tricky spelling or any unknown vocabulary.
Words to Spell (WTS) bird, third, quirk, swirl, squirt, shirt, dirt, stir, knob, drown, thrown, mouth	New Phonogram 	Introduce new phonogram with the sound, keyword, and placement rule. Students <u>say sound/ rule 3 times</u> , whilst writing (this is repeated after each stage - x 9 in total). Students to read and chop words <u>1 time</u> . Students spell words whilst being able to see.
Spelling Rules or Syllables	Spelling Rules or Syllables 	schwa - any vowel may make a schwa sound in an unstressed syllable or word. 'ar' and 'or' may make the /er/ schwa Students locate, spell & code: • balloon • problem • family
Learned Words	Learned Words 	Students provided new 'Learned Words' twice each week, and review the following day. Students to code the words, and underline the 'learned' part of the word. Discuss with students afterwards.
Dictation	Dictation 	Say the sentence <u>twice</u> – students to repeat and write. Ensure students don't start writing until this process is complete. Ensure there are words in which have the 'new' or 'review' phonograms, learned words, morphology throughout. Ask students to locate. This is also a great opportunity to unpack TWR strategies to create fantastic sentences!

Southern Cross Primary School – Morphology

Example Lesson	Instructional Videos	Teaching Notes
Review Example Lesson Slide 3 	Morphology Full Lesson.mp4 Morphology Cards.mp4 	• Break down into prefixes, roots, and suffixes – mix up the review cards from week to week to develop spaced learning and active reviewing. • Use the key word list for each morpheme, to develop consistent language and consistency. • Use as formative assessment – revisit cards mistaken. • Card deck to go for a maximum 4-5 minutes. Dialogue: - Teacher to present the individual morpheme card. - Teacher to say 'as in', student to say keyword. - Teacher to say 'which means', students to say meaning. - E.g. 'port', as in 'transport', which means 'to bring or carry'
Review Example Lesson Slides 4-10 	Morphology - Review 1.mp4 	• Using 'I Do', 'We Do, You Do' read each of the review slides, which have a mixture of morphemic, phonemic & spelling rule knowledge. • Teacher to use hand signals to indicate who's turn it is to speak - hand gestures toward teacher – teacher turn (I do) - hand signals towards students – theirs and teachers, or solely their turn depending (we do, you do). • Same structure as seen above using the constant hit of response rate. Teacher to read slides first, students to then respond chorally. • When responding chorally, when reading the missing word, students to say 'something' with hands in air (see video) • Students to then write the missing word – noting that there could be more than one option here. • Student reveal answers, discussion around which one it could be. • Teacher to reveal answer given – e.g. un... turns into unfortunate. • Use the scaffold of the morpheme answer at the bottom right for support. • Ensuring the kids are in time with each other is essential here.
Review Example Lesson Slides 11-14 	Morphology - Review 2.mp4 	• Same structure as seen above using the constant hit of response rate. Teacher to read slides first, students to then respond chorally. • Segment the slides out in halves, so you are not reading it all at once. • Emphasis on the most valuable information, promoting the difference in the pitch of voice and particular movements/ gestures.
New Example Lesson Slides 19-23 	Morphology - Explicit.mp4 	• Be very explicit here – I do, we do, you do (through writing). • Teacher to instruct the students that 'today we are learning about the Latin root – struct. Teacher to use hand gestures throughout. Students to repeat the instruction, then write the word struct. • Continue this sequence for the subsequent slides. • Slide 23: Teacher to facilitate the choral response explicit teaching of 'struct as in construct, meaning to build' where the students follow along vocally, writing the root struct in their books. This is performed three times, following the Orton Gillingham dyadic repetition.
New Example Lesson Slide 24 	Morphology - Word Building.mp4 	• No failure learning and explicit teaching paramount here. • Provide the students words as seen in slide. • Colour code words on whiteboard into their own individual colours (yellow prefix, green root, red suffix) as worked examples. • Unpack each morpheme meaning, giving examples of how they might apply to a context. • Constantly think-pair-share throughout when required. • As students progress their morphemic knowledge, this can be less explicit where students begin to use their knowledge of morphemes to problem solve their way through (as seen in video - Grade 5/6) • Students to create their own words, catch them and write more down as a class halfway, then into more independent development.
New Example Lesson Slide 25-26 	Morphology - Sentence Application.mp4 	• Provide a quality sentence using a keyword from the lesson. • Choral response the word with students together. • Students to then use a 'struct' word created in previous phase, putting it into a sentence. • Promote quality sentences that make sense, increasing the complexity of the sentence depending on ability.
Review Game Example Lesson Slide 27 	Morphology - Review Game.mp4 	• Students to participate in game to form multimorphemic words through a review. • All morphemes would have previously been taught. • Students to have 2 minutes to apply their knowledge! • Unpack words/ winner as a class.

2022	2023	2024	2025
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Literacy

Prep – 2 Phonics

Year 3 – 6
Phonics Backfill

Prep – 4 Phonics

Prep – 6
Morphology

Prep – 4 Phonics

Prep – 6
Morphology

Prep – 6 Book Club
(Writing to comprehend
Writing Revolution)

Genre

Subject allocations

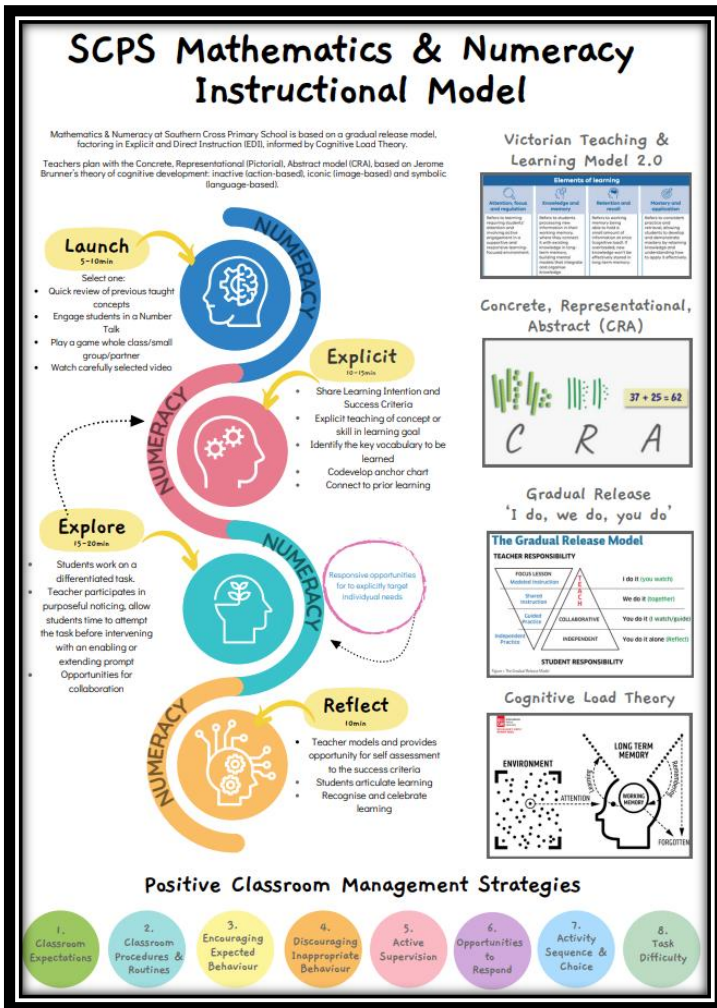
Prep to Year 2

	Home Group	Session 1	Session 2	Recess	Session 3	Session 4	LUNCH	Session 5	
Monday	15m	Phonics / OG	Book Club		Maths	Wellbeing / Library		Specialist – ART	
Tuesday	15m	Phonics / OG	Book Club		Maths	Writing Genre		Specialist – SPORT	
Wednesday	15m	Phonics / OG	Book Club		Maths	Integrated		Specialist – Language	
Thursday	15m	Phonics / OG	Book Club		Maths	Integrated		Specialist – Performing	
Friday	15m	Phonics / OG	Writing Genre		Maths	Writing Genre		Level Assembly	Assembly

Year 3 to Year 6

	Home Group	Session 1	Session 2	Recess	Session 3	Session 4	LUNCH	Session 5	
Monday	15m	OG / Morphology - Literacy	Book Club		Maths	Wellbeing / Library		Specialist – ART	
Tuesday	15m	OG / Morphology - Literacy	Book Club		Maths	Writing Genre		Specialist – SPORT	
Wednesday	15m	OG / Morphology - Literacy	Book Club		Maths	Writing Genre		Specialist – Language	
Thursday	15m	OG / Morphology - Literacy	Book Club		Maths	Writing Genre		Specialist – PA	
Friday	15m	Level sport	Science / Digitech		Integrated	Integrated		Level Assembly	Assembly

Mathematics and numeracy



Launch

Explicit

CRA MODEL

Launch

Number Talks

CRA MODEL

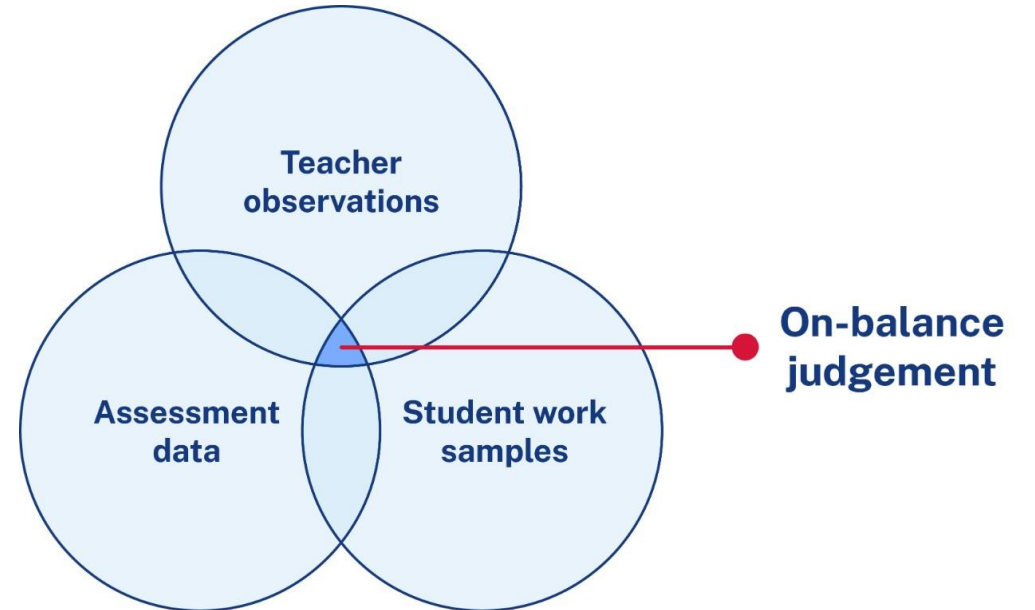
Explore

Fluency

Review

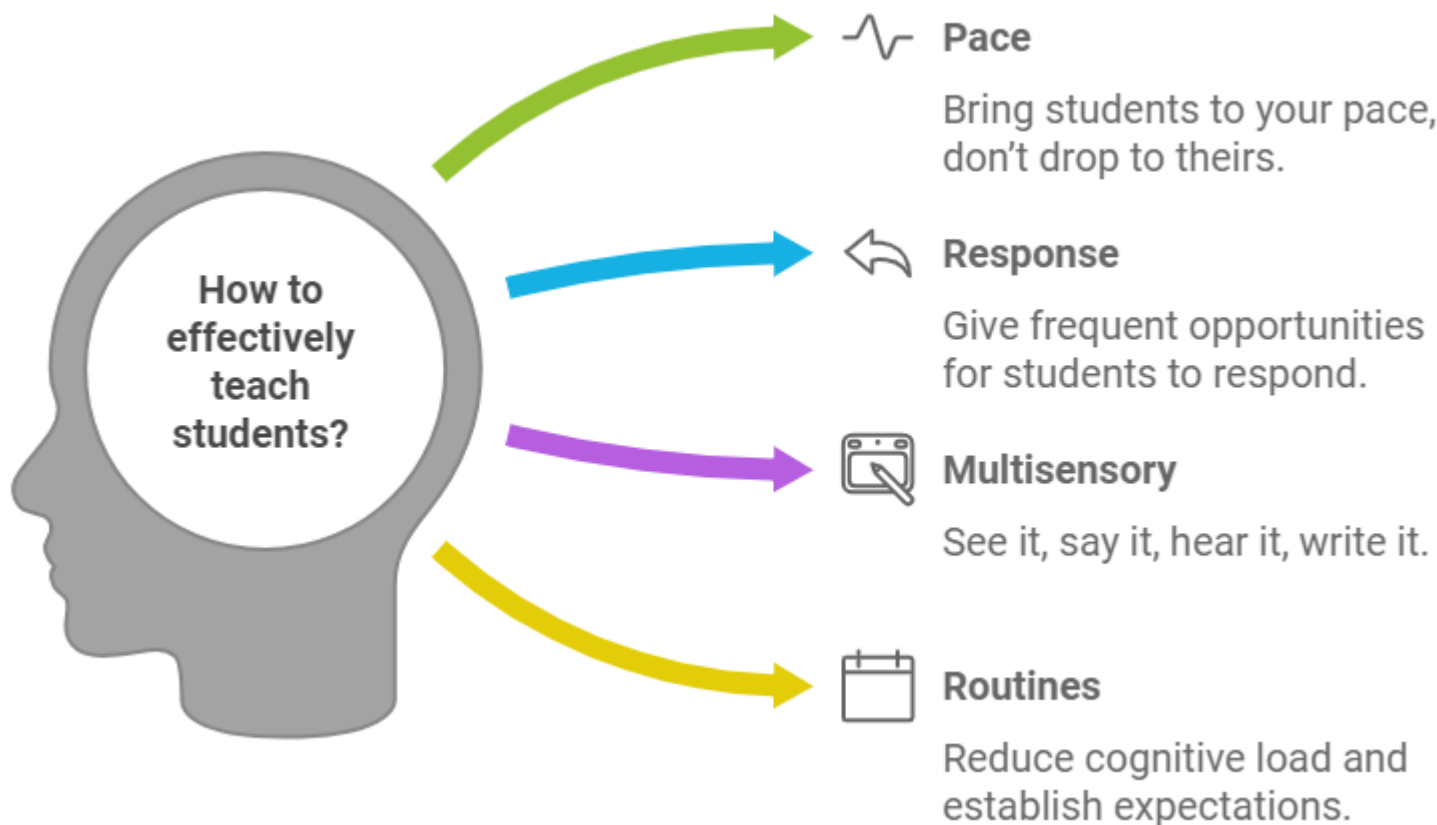
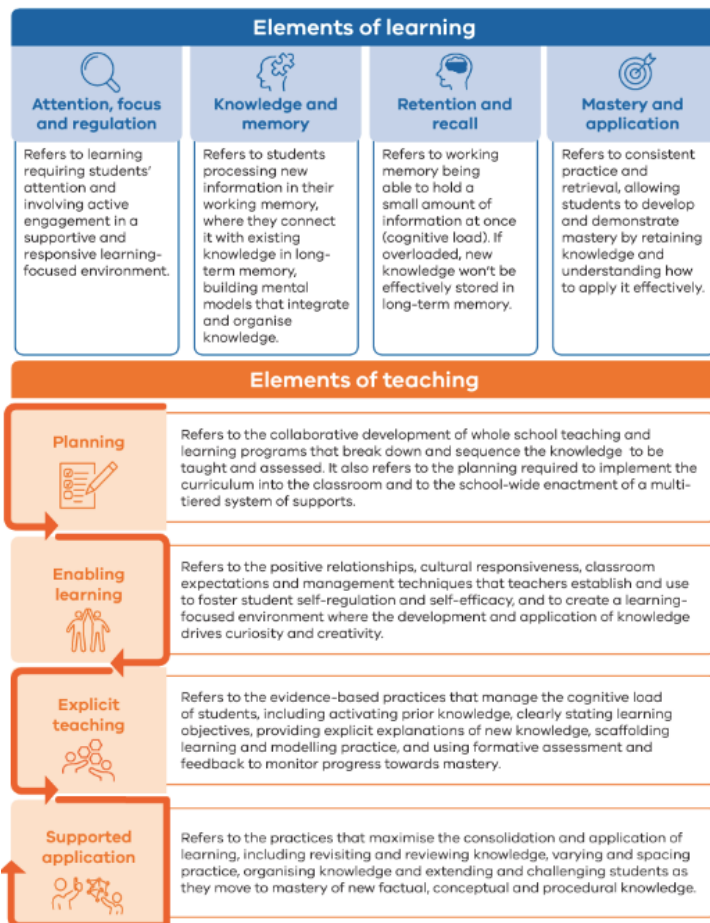
PLC Deep Dive into Curriculum and Mathematical Skill Knowledge

Teacher capacity - Assessment



Current focus

Victorian Teaching and Learning Model 2.0



Attention, focus and regulation

Knowledge and memory

Retention and recall

Enabling learning

Impact

Impact on Teachers



Impact on Students



Lessons in leading for impact

- Be in it
- Be responsive
- Live the vision
- Give teachers a voice
- Keep your eyes on the prize



Thank you



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