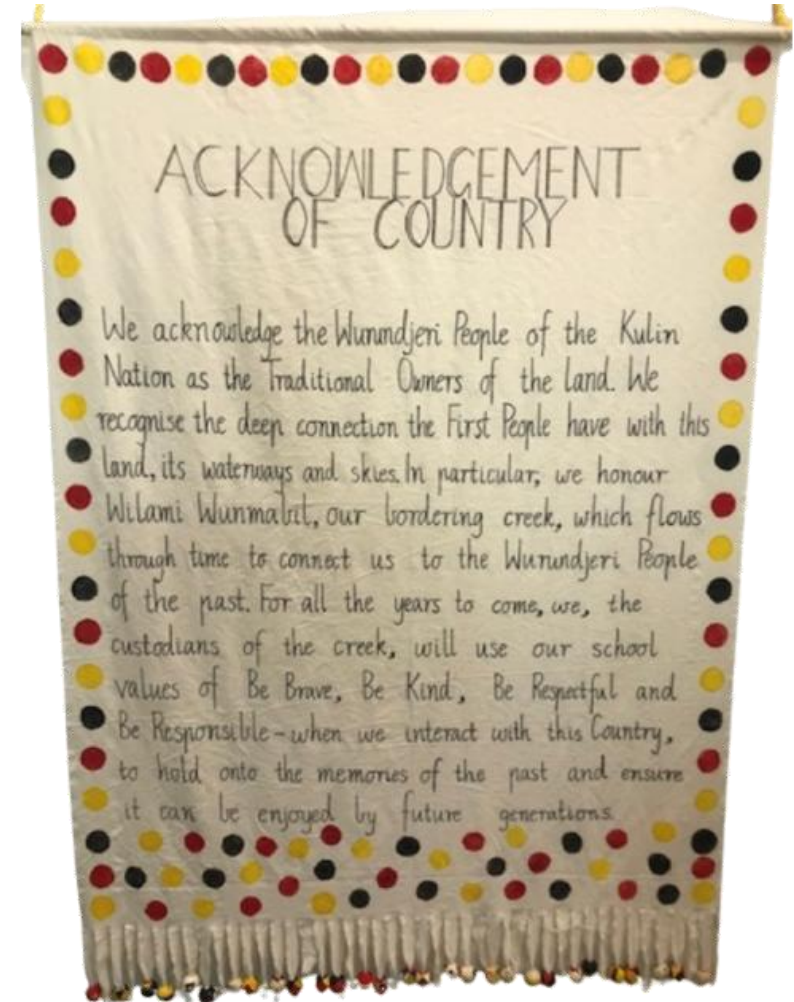


Strategic planning & implementation:

*A deliberate approach at
Strathmore North
Primary School*

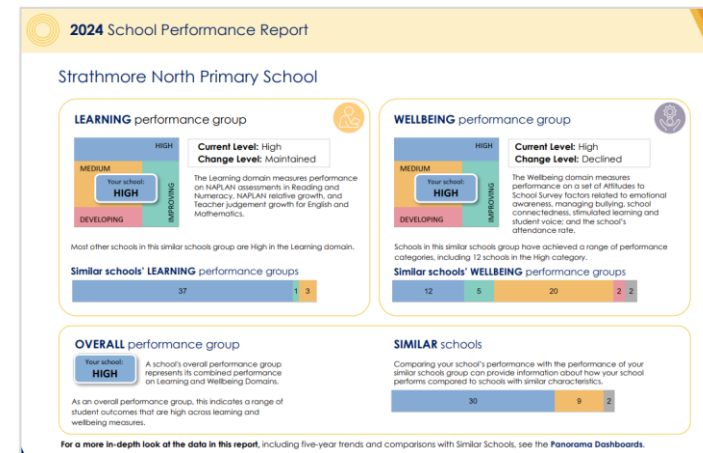
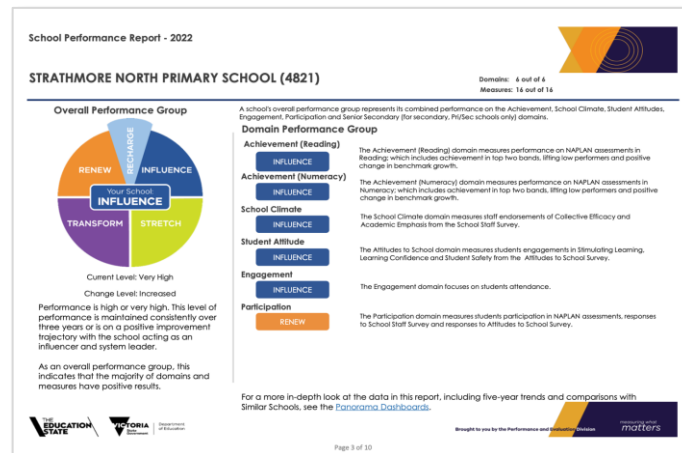


Acknowledgement of Country



About us

- > Enrolments have doubled to 640 in 2025
- > English as an Additional Language or Dialect (EALD) is 37% in 2025
- > Core Curriculum areas are our focus
- > Our school motto: *Learning and Growing Together*
- > “Best school in the State” – building collective efficacy and championing our school.



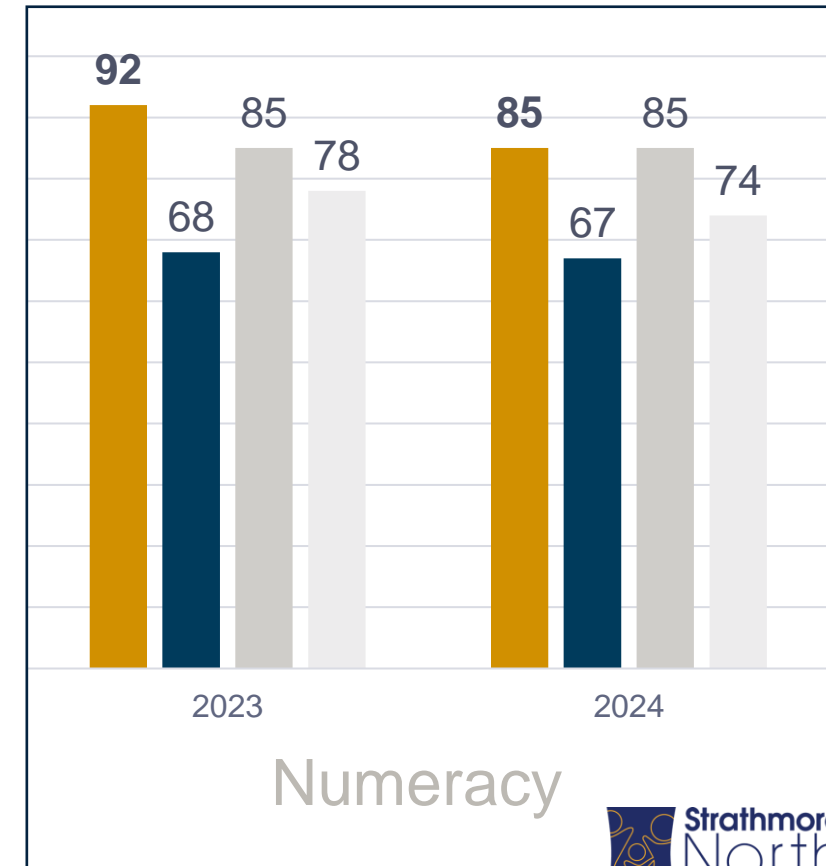
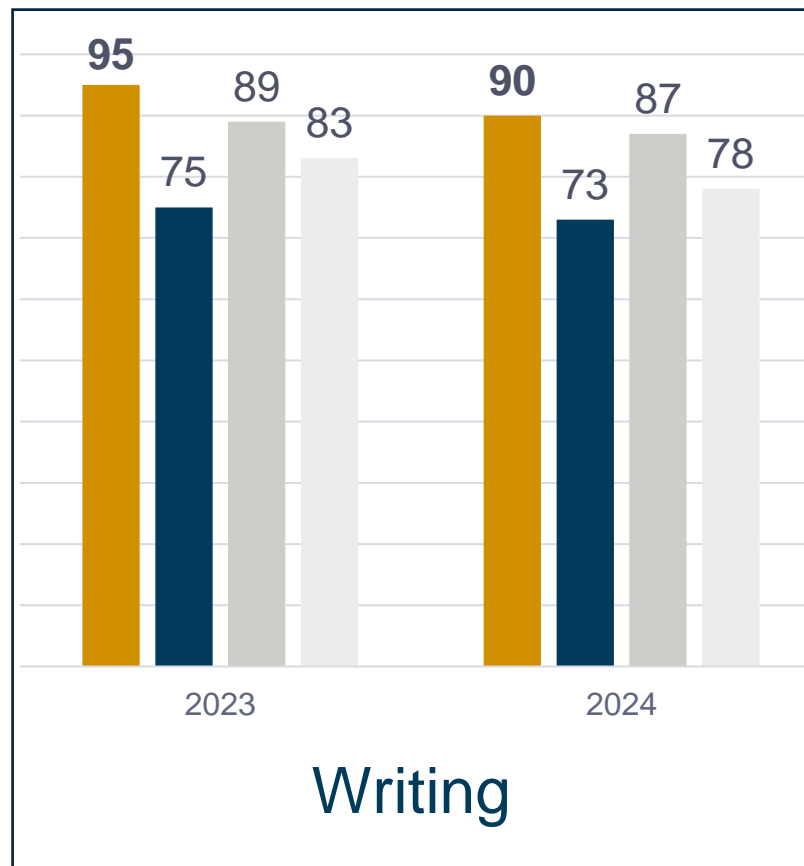
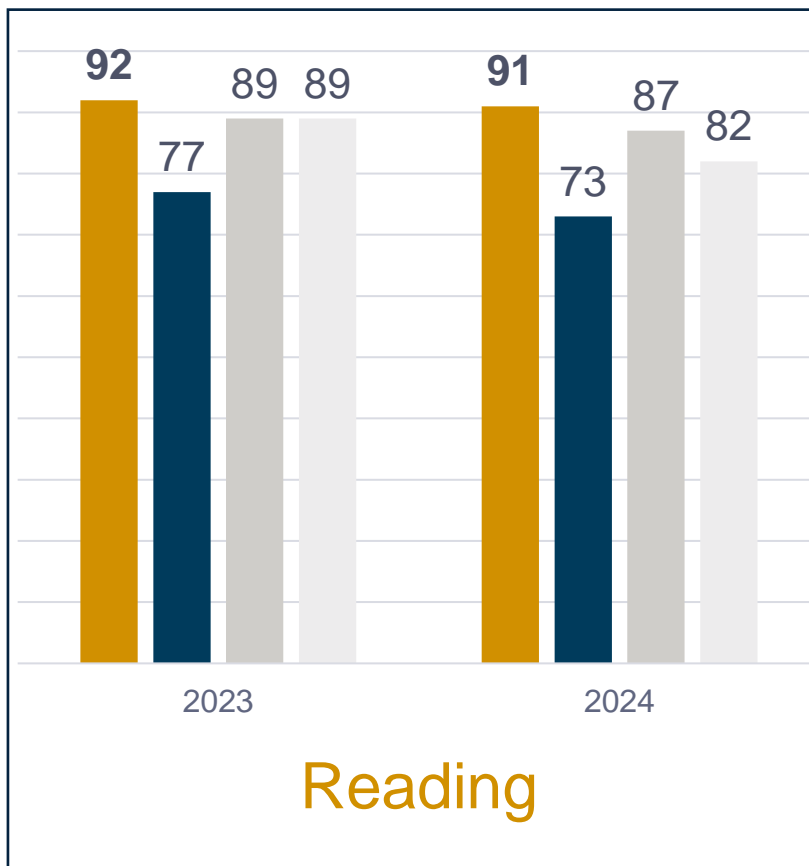
Maintained Influence/High
for six years.

Our challenge is to continue
to sustain and improve on
our exceptional results!

Our context

Student Achievement data

Year 5: % Exceeding & Strong Proficiency



Our context

Staff Opinion Survey

Staff Opinion Survey

Factor Group/Factor		Your school		Similar schools	Network	State
School Leadership	Cultural Leadership	100%	100%	80%	81%	80%
	Flexibility	85%	13% 85%	68%	67%	69%
	Instructional Leadership	99%	99%	79%	77%	80%
	Intellectual Stimulation	91%	9% 91%	81%	80%	82%
	Leaders' Support for Change	92%	8% 92%	77%	77%	78%
	Leading Change	97%	97%	76%	77%	78%
	Parent and Community Involvement, ..	96%	96%	84%	88%	85%
	Visibility	96%	96%	73%	68%	74%

Our context

Student Attitudes to School Survey

Domain/Factor		Your School			Similar schools	Network	State
Effective teaching practice for cognitive engagement	Differentiated learning challenge	95%	4%	95%	83%	84%	85%
	Effective classroom behaviour	92%	6%	92%	78%	76%	77%
	Effective teaching time	93%	5%	93%	81%	82%	83%
	Stimulated learning	88%	8%	88%	77%	76%	77%
Social engagement	School stage transitions (Y7 and ..	100%		100%	76%	82%	79%
	Sense of connectedness	92%	6%	92%	79%	77%	77%
	Sense of inclusion	94%	4%	94%	87%	87%	88%
	Student voice and agency	90%	6%	90%	66%	67%	67%
School safety	Advocate at school	96%		96%	85%	87%	87%
	Managing bullying	93%	5%	93%	75%	74%	75%
	Respect for diversity	93%		93%	77%	76%	77%

Our context

Parent Opinion Survey

Factor Group/Factor		Your school	i			Similar schools	Network	State
School ethos and environment	All	89%	5%	5%	89%	78%	72%	79%
	General School Improvement	85%	6%	9%	85%	73%	66%	75%
	General School Satisfaction	93%			93%	82%	74%	82%
	Physical Environment	90%	7%		90%	82%	82%	84%
	School pride and confidence	94%	4%		94%	82%	73%	82%
Student cognitive engagement	All	86%	7%	8%	86%	78%	74%	79%
	Effective teaching	83%	8%	9%	83%	76%	74%	77%
	High expectations for success	91%	5%		91%	84%	82%	86%
	Stimulating learning environment	87%	6%	7%	87%	77%	71%	78%
	Student motivation and support	83%	7%	10%	83%	75%	69%	77%

By the end of this session

We will:

- > Describe the **4 components** of a deliberate and structured approach to implementation.
- > Hear **SNPS's experience** of taking a deliberate and structured approach to implementation.
- > Consider how taking a deliberate and staged approach to implementation could **benefit your school**.

Review and Reflect...

Take a moment to reflect on a change or initiative you have implemented in your school.

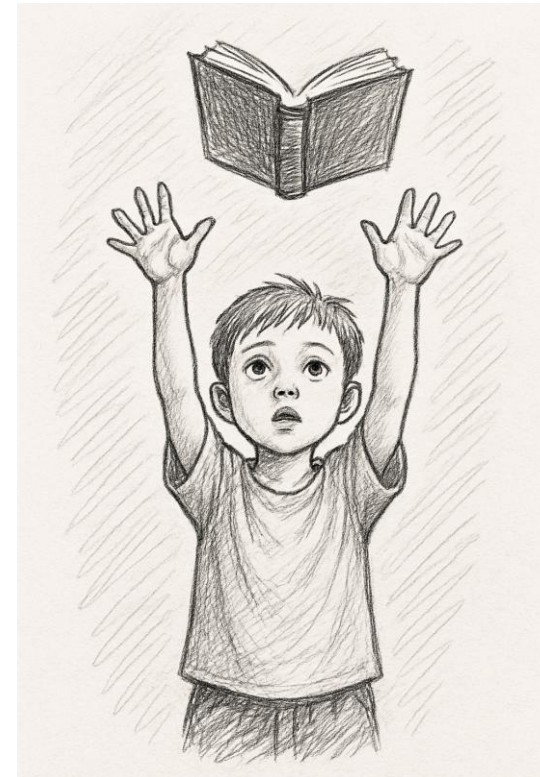
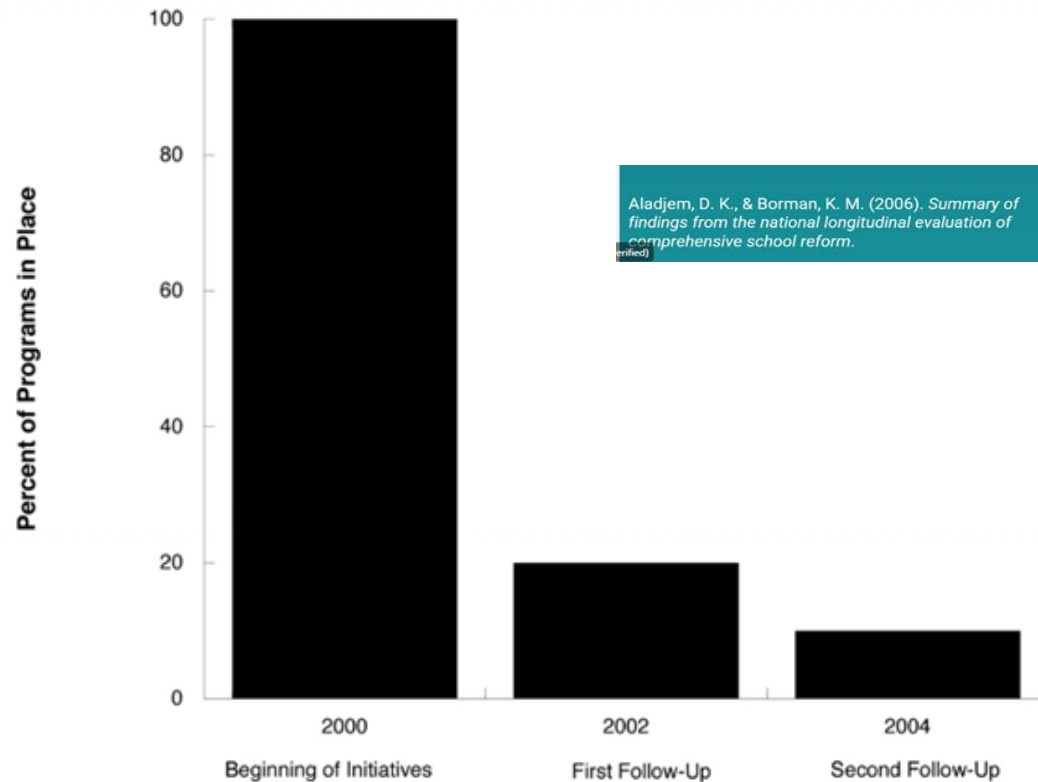
What were the **key successes** and **challenges**?

Has the implementation been **sustained over time**, and what factors contributed to its longevity or lack thereof?



The implementation challenge...

How Sustainable Are School Reform Initiatives?



Explicit instruction with intentionally selected complex, high-quality literature; empowers students to comprehend and write in complex sentence structures with formal, literate language.

Establishing our vision and leading change

What is the 'right work'
for us?



Our approach – Managing change

Evidence informed implementation

We are using a deliberate and structured approach, informed by AERO's implementation research.

> We use this model to guide all implementation of initiatives - even right back to when we are preparing and writing our SP.

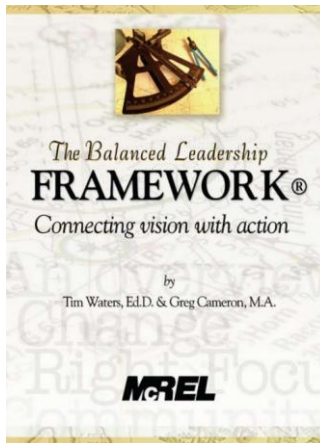


Exhibit 9: Four phases of the change process

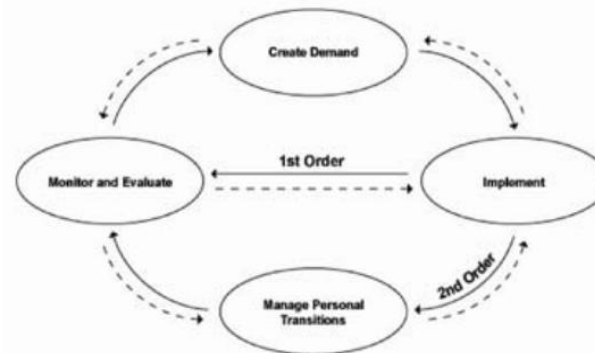
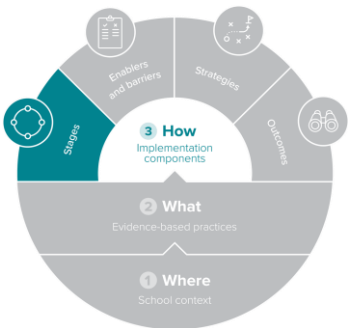
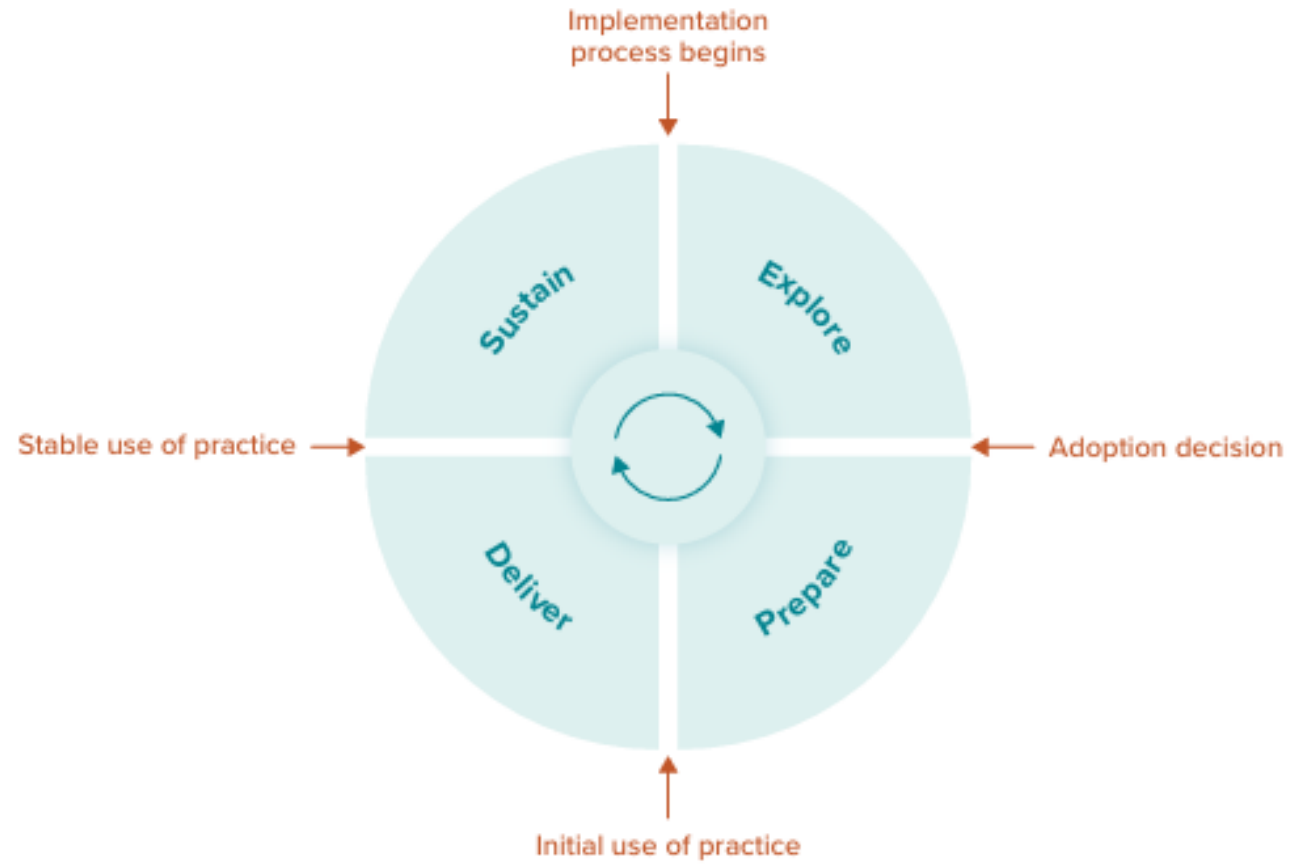


Figure 1: A deliberate and structured approach to implementing evidence-based practice in schools



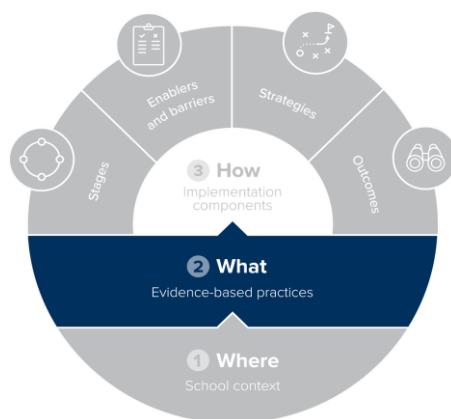
Planning for implementation



Source: 'Figure 1' in [Putting Evidence to Work: A School's Guide to Implementation](#) by E4L (2019, p. 8), licensed under a [CC BY-NC-ND 4.0](#) licence. Adapted with permission, including recreating in AERO branding and simplifying content.

Strategic plan creation

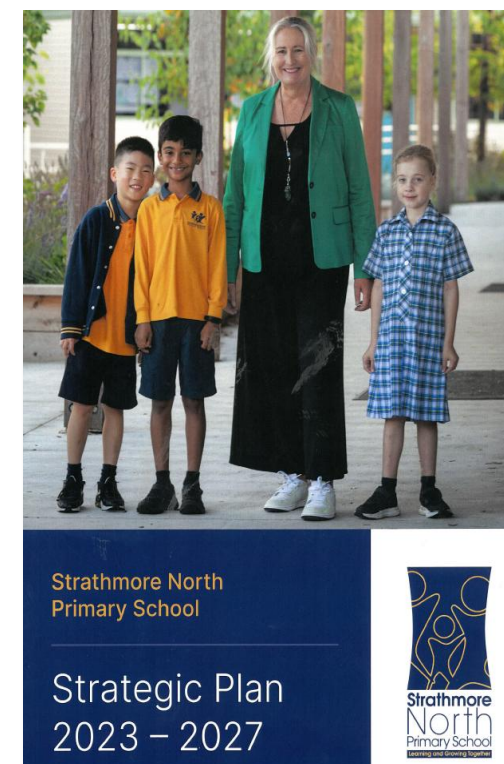
- > What is the data telling us?
- > What trends are we seeing?
- > What are our challenges?



Intentional and not left to chance!

Summary of our Thinking - identified future areas of work identified from the PRSE

FISO 2.0 Dimension	Areas of Work
Leadership	<ul style="list-style-type: none">- Update our Values- Sustain PLCs
Teaching and Learning	<ul style="list-style-type: none">- Maths Curriculum- Precision in Pedagogy - maths instruction- The 'Big ideas' for teaching Number- Evidence based Instruction & Checking for understanding Strategies- Science of Learning – continue pedagogy refinement
Assessment	<ul style="list-style-type: none">- Assessment updates to align with curriculum and pedagogy changes- Evidence based Checking for understanding Strategies
Engagement	<ul style="list-style-type: none">- School-wide behaviour framework e.g. School Wide Positive Behaviours- Reconciliation Action Plan
Support and Resources	<ul style="list-style-type: none">- Disability and Inclusion



Therefore... identifying the right evidence based 'work' for us and our context

From SP to AIP in 2025...

What do we want to *explore*, *prepare*, *deliver* and *sustain*?



KIS 1A: Maths

- Daily Review & Whole School Approach to Fluency
- Implement & Document Maths Curriculum 2.0
 - Yearly Overview updates, Reporting updates
- Maths Pedagogy with Dr Angela Rogers
 - Place Value
 - Additive Thinking
 - Multiplicative Thinking

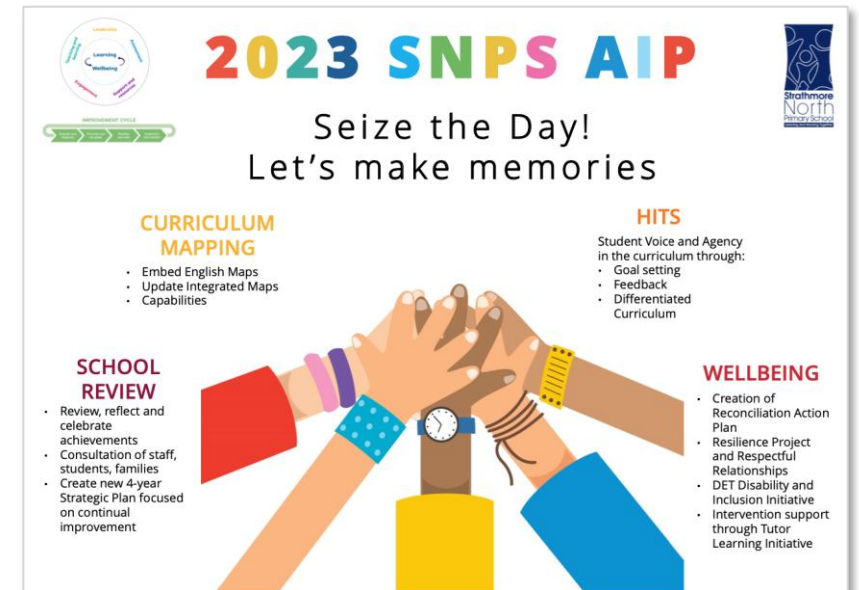
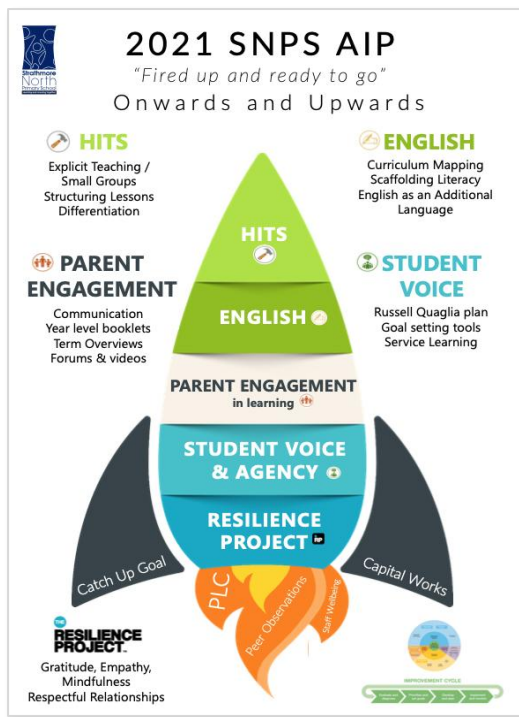
KIS 2B: Wellbeing Tiered Systems of Support

- School Values
- Positive School Wide Behaviours
- Mental Health Reform
- Disability & Inclusion Process
- High Impact Wellbeing Strategies

Our AIP summaries

An annual motto and matching visual

- > Used to refine and communicate the key work each year to our community
- > One year in a 4-year journey....



Our current SSP... the first two years



2024 SNPS AIP
Better Together!

MATHEMATICS

- Focus on Curriculum, Assessment and Instruction for Place Value and Multiplicative Thinking
- Develop perception of self as a Mathematician
- Familiarisation with Victorian Curriculum 2.0

FIRST NATIONS PERSPECTIVES

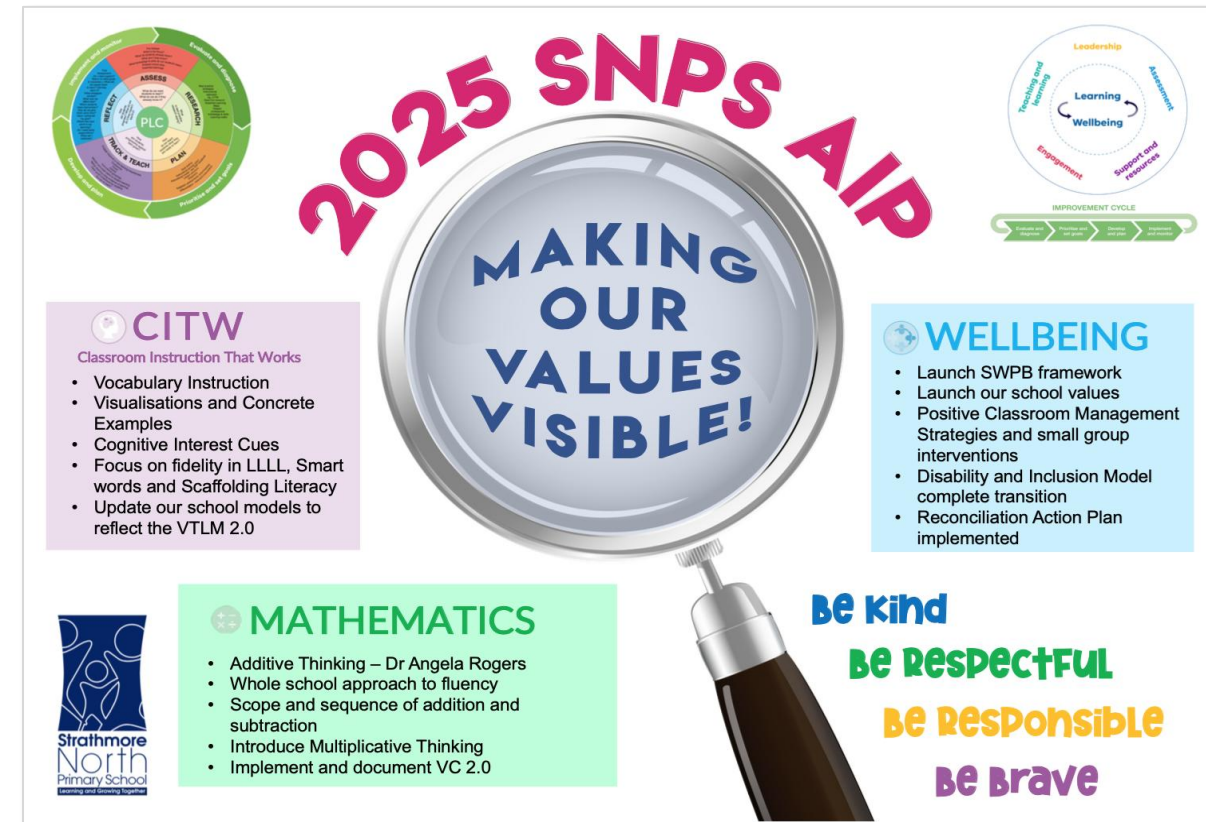
- Develop a Reconciliation Action Plan
- Document and trial Inquisitive units

WELLBEING

- Consult and Create new school values
- Research and implement tier 2 mental health programs
- Embed Inclusion Disability models with clear pathways for students

CITW
Classroom Instruction That Works

- Research and action:
 - Goal Setting and Monitoring
 - Vocabulary Instruction
 - Strategy Instruction & Modelling
 - Visualisation & Concrete Examples



2025 SNPS AIP

MAKING OUR VALUES VISIBLE!

CITW
Classroom Instruction That Works

- Vocabulary Instruction
- Visualisations and Concrete Examples
- Cognitive Interest Cues
- Focus on fidelity in LLLL, Smart words and Scaffolding Literacy
- Update our school models to reflect the VTLM 2.0

MATHEMATICS

- Additive Thinking – Dr Angela Rogers
- Whole school approach to fluency
- Scope and sequence of addition and subtraction
- Introduce Multiplicative Thinking
- Implement and document VC 2.0

WELLBEING

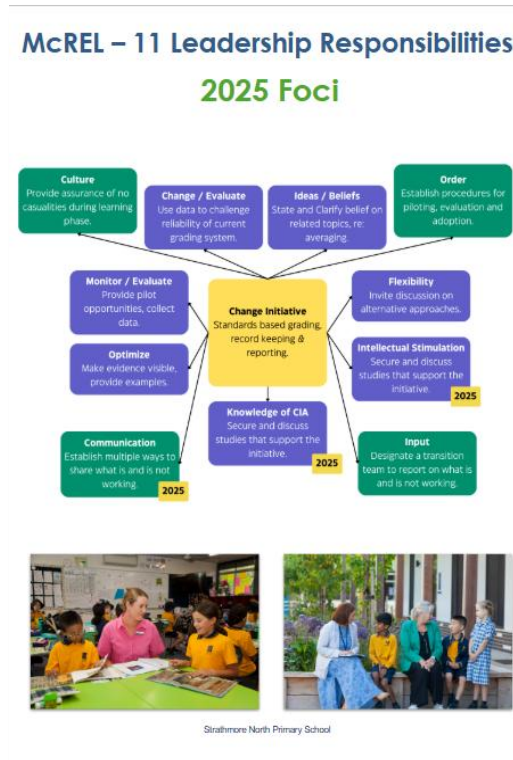
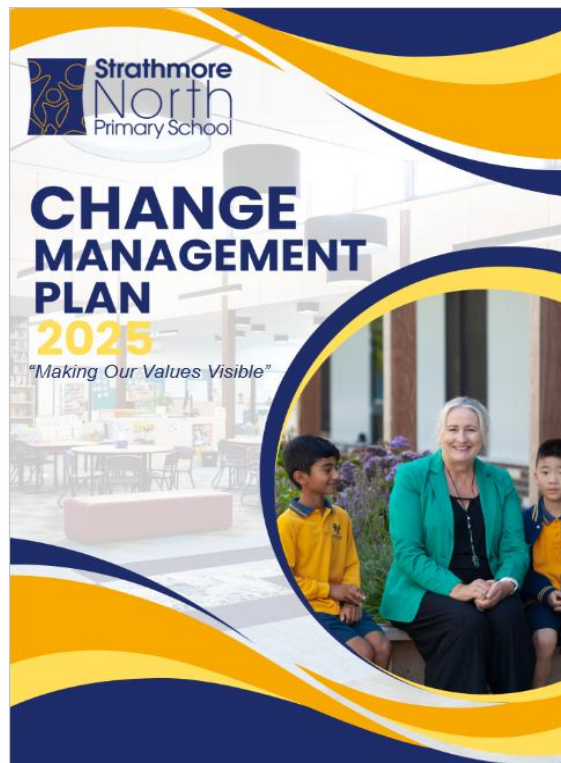
- Launch SWPB framework
- Launch our school values
- Positive Classroom Management Strategies and small group interventions
- Disability and Inclusion Model complete transition
- Reconciliation Action Plan implemented

Be kind
Be respectful
Be responsible
Be brave

Stay the Course. Trust the Process.

Planning for implementation

High consistency, low variability curriculum and instruction.



School Wide Positive Behaviour	
2025 Plan:	Notes:
Term 1: Essential Feature 3: Clarifying Expected Behaviour <ul style="list-style-type: none">Draft Matrix by the end of the term.That is on the provision that we have 2-3 PL sessions.SWPBS team to meet in and around the PL sessions to continue the work. This will be done through PLC Leaders meetings. Curriculum Day 1: Expected Behaviours <ul style="list-style-type: none">Brainstorm and draft matrix as a whole staffPLC Leaders will continue the work.Exec team will finalise. Following on: <ul style="list-style-type: none">Release the draft to teachers.Teachers will trial and provide feedback.What are the 3 things you want to see? (Non-negotiables)SAPNA can lead this as a PL in Term 1	Data is at the heart of SWPBS. How will we gather and monitor data? Self-Assessment Survey (SAS) If the behaviour is "Use Caring words" What does that actually look like? These are the 3 non negotiables and will be used to develop the lesson plans to explicitly teach the expected behaviours.
Term 2: Essential Feature 4: Teaching Expected Behaviours <ul style="list-style-type: none">During this time, teachers will be implementing this in their classrooms.Focus on a language shift.Explicit teaching of the behaviours, 10-20 minute lesson at the beginning of the week, focusing on the 3 non-negotiables.The rest of the week is focused on embedding that expected behaviour.	*Consistent language across all year levels. *JSC/Captains could introduce the behaviour focus of the weeks. Assembly talks? How are we demonstrating that behaviour?
Term 3: Essential Feature 5: Acknowledging Expected Behaviour <ul style="list-style-type: none">Looking at our school wide positive systemResearching different whole-school incentive approaches	
Term 4: Essential Feature 6: Discouraging Inappropriate Behaviour <ul style="list-style-type: none">Clarifying minor and major behaviours	

School Wide Positive Behaviour Change Management Plan	
Barriers	Actions:
Time	<ul style="list-style-type: none">10 minute lessons once a week.Informally structured to fit behaviour within 5 minutes. Tell, Show, Practice.Updating Teaching and Learning Handbook to outline exactly what lessons need to be taught in each year level.Providing examples of weekly work programs to reflect SWPBS implementation.
Teacher Buy-in	<ul style="list-style-type: none">Developing a shared vision for SWPBS.Sharing SNPS current context, developing the 'why' rationale.PLC leaders/SWPBS team are our change agents. Revisiting vision and expected outcomes in PLC meetings.Re-establishing the culture of 'collaboration', we are a school-wide team who has high expectations for student behaviour and we work together to get the results. Building consistency across the school and within the school community.SWPBS will develop a culture of belonging for our students, reducing anxiety (Mental Health in Primary Schools Tier 1 Strategy - preventative promotion of Mental Health).
Resourcing	<ul style="list-style-type: none">SWPBS team will plan the lessons either as a team or lead the planning through whole staff professional learning.All and any resources necessary will be providing to teachers by the SWPBS team.Expected Behaviours Matrix will be provided to each classroom, each Year Duty bag will have a Matrix and there will be professionally printed versions displayed around the school (facing out on windows for the whole community to see).
Knowledge	<ul style="list-style-type: none">SWPBS team have completed the Tier 1 Foundations Training.SWPBS team will deliver whole staff Professional Learning to staff.Exec team and SWPBS team modelling consistent shift in language.
Practice	<ul style="list-style-type: none">Coaching will be provided to SWPBS team by SWPBS team leader.Time will be given to SWPBS team members to go and model Expected Behaviours lessons to PLC team members. Building our Middle Leaders for Leadership Pathways.Guided Observations: building a library of explicit teaching of expected behaviours. SWPBS team member or leader will run a guided observation with teacher/s to support practice.
Accountability	<ul style="list-style-type: none">Consistent time: Student Leadership team will announce the expected behaviours/value focus for the week.PLC Agenda item - SWPBS, 5 minute check in to ensure teachers are implementing in classrooms and identifying anyone who needs support with implementation.

Chunk the work - managing the cognitive load for staff.

Review and reflect

What **strategic process** do you follow to **plan** for implementation and change at your school?



Evidence based practices

How are we implementing the change?



Enablers and barriers

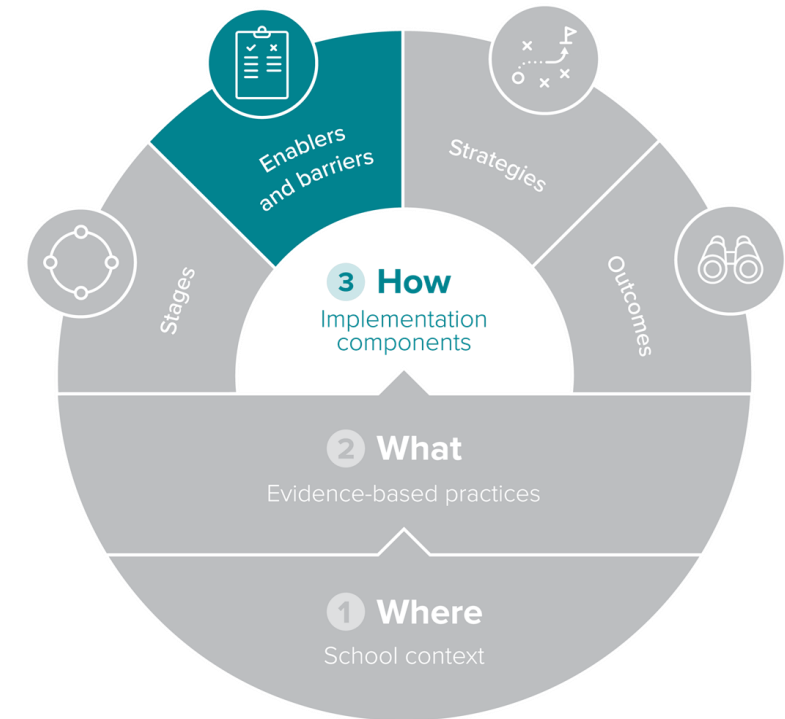
Helping or hindering our
success



Leveraging our enablers

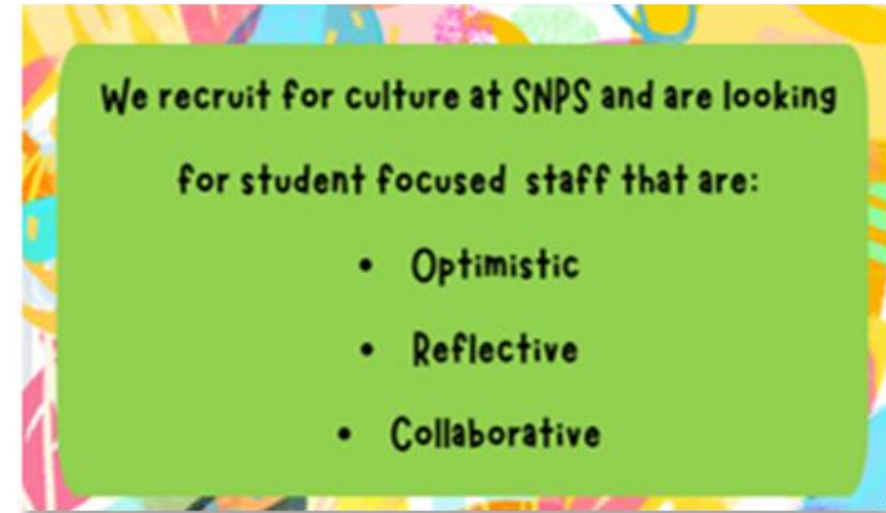
- > Our Culture
- > Staff knowledge and predispositions to change
- > Strength in middle level leaders
- > PLCs
- > Instructional Leadership
- > Investment in staffing and resourcing our initiatives

What are your **current enablers** that you could leverage for whatever you're trying to implement?



Staff culture

'Lessons of the Geese'



School Staff Survey

Endorsement in 2024 (%) 

Cultural Leadership for all respondents

100%
Your school

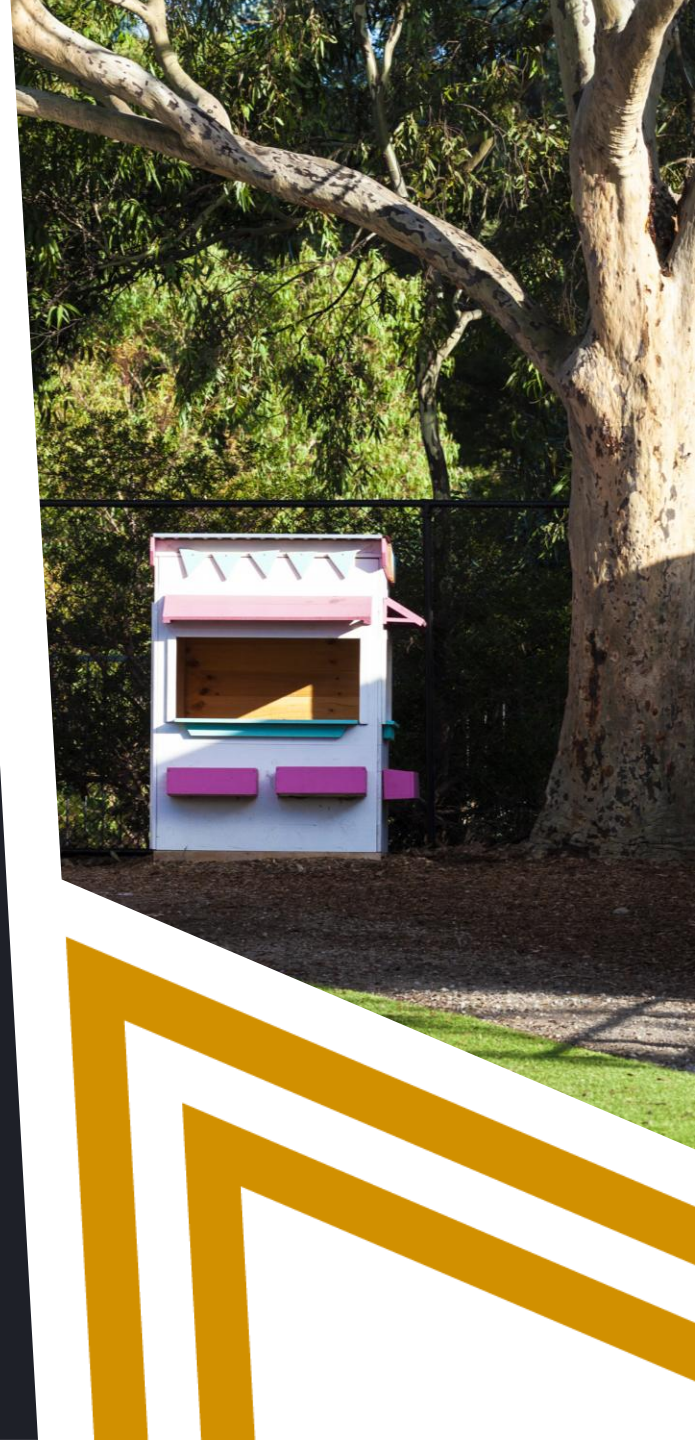
80%
Similar schools

81%
Network

80%
State

Cultural Leadership

Key implementation strategies



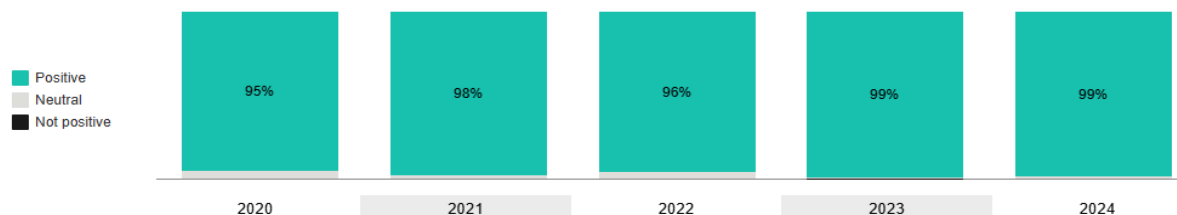
Our key implementation strategies

- > Professional Learning structures
- > PLCs
- > Coaching
- > Middle Level Leaders / Change Champions
- > Opt-in committees
- > Documentation
- > Communication



Responses by category over last 5 years (%)

Teaching and Learning - Implementation for all respondents



Evidence Based Literacy

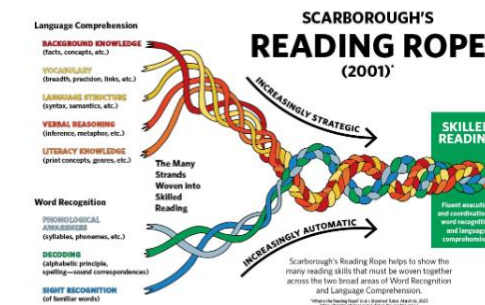
English Pedagogy

Scarborough's Reading Rope illustrates how skilled reading develops through the combination of word recognition and language comprehension. These two strands—like the fibers of a rope—are made up of smaller, interwoven skills.

- The word recognition strand includes phonological awareness, decoding, and sight recognition of familiar words.
- The language comprehension strand includes vocabulary, background knowledge, language structures, verbal reasoning, and literacy knowledge.

As these strands strengthen and weave together over time through effective instruction, students become fluent, accurate, and motivated readers. The rope highlights that reading is not a single skill, but a complex, integrated process that needs to be explicitly taught and practised.

The Professional Learning video below explains this in greater detail.



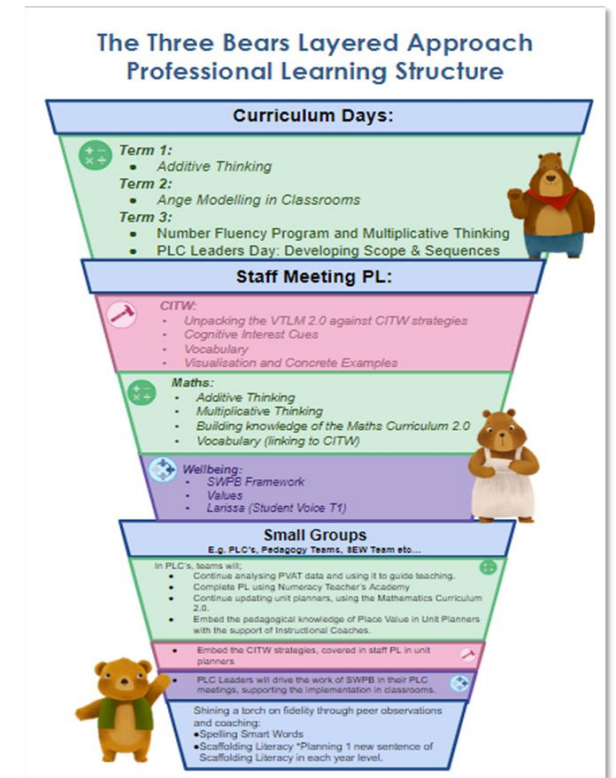
Little Learners Love Literacy

Research stresses the importance of explicit and sequential literacy teaching right from the beginning. From 2023, we began incorporating Little Learners Love Literacy into our literacy block across Foundation and Year 1. In 2025, this extended into Year 2. Little Learners Love Literacy is a systematic and engaging program with focused, explicit lessons that classroom teachers use to complement existing best practice approaches in their classrooms for the explicit instruction of Reading, Writing and Spelling.

Professional learning structures

The key drivers of delivering the “right work”
Our strength lies in our consistency

	Monday 3:45pm - 4:45pm	Tuesday 3:45pm - 4:45pm <small>Tuesdays are the agreed third day for 4:45pm finish.</small>	Wednesday 3:45pm - 4:45pm	Voluntary Teams <small>* See the compass calendar for most up to date information. * In the first meeting of the year, the team members will nominate a preferred time and day of the week for regular meetings.</small>	Events <small>Check the Compass Calendar for updates</small>
1 Week Beginning 29 th January		Curriculum Day 1 Culture and Making Our Values Visible	Curriculum Day 2 Additive Thinking Dr Angela Rogers	Consultative Committee	Year 1-6 Students start Thursday 30 th January Specialists Planning Day
2 Week Beginning 3 rd February	PLC		PLC	Student Engagement and Wellbeing	Foundation Students start Monday 3 rd February Planning Week Years 1-6
3 Week Beginning 10 th February	Staff PL: Child Safe Standards and Anaphylaxis Briefing		PLC	Pedagogy Team	SSGs – Wednesday – Friday Optional Compass PD – Thursday
4 Week Beginning 17 th February	Staff PL: Classroom Environment Learning Walk/ PDP Statement of Expectation		PLC		Whole School Open Afternoon – Monday School Photo Day – Tuesday School Council – Tuesday Foundation Team Planning Day – Wednesday
5 Week Beginning 24 th February	Staff PL: Maths Vic Curriculum 2.0		PLC		District Swimming – Wednesday Year 6 Gala Day – Friday
6 Week Beginning 3 rd March	Staff PL: Additive Thinking		PLC		
7 Week Beginning 10 th March	Labour Day Public Holiday		PLC		NAPLAN testing Flying Bookworm – Tuesday and Wednesday
8 Week Beginning 17 th March	Staff PL: SWPS Coach Sapna	Parent Teacher Interview –1 hour payback 7 hour work day (3.45pm finish)	PLC		NAPLAN testing catch up window Year 3/4 Athletics Day – Wednesday
9 Week Beginning 24 th March	Parent Teacher Interview –1 hour payback 7 hour work day (3.45pm finish)	Parent Teacher Interview –1 hour payback 7 hour work day (3.45pm finish)	Parent Teacher Interview –1 hour payback 7 hour work day (3.45pm finish)		Planning Week
10 Week Beginning 31 st March	Parent Teacher Interviews	Parent Teacher Interviews	Parent Teacher Interview –1 hour payback 7 hour work day (3.45pm finish)		



PLCs

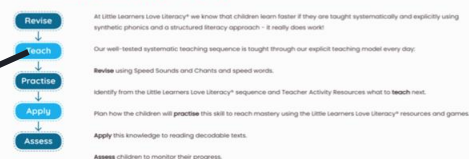
Strathmore North PLC Pedagogical Model



PLC Cycle

Stage: Research & Plan: Examine current processes and practices

Revise, teach, practise, apply - every day



[Link to PD Jess & Emily completed for anyone who wishes to watch it. \(53 minutes\). Team to watch from 18:19 to 37:19 if interested.](#)

LLLL - Teaching this program is new for the whole team. After teaching it for two sessions, how are we all feeling?

What is working well for us? Slides? Flashcards?

What does the team need clarification on?

25 mins

Team discussed what is working in the Little Learners program:

- Slides with words
- Flashcards
- Use of the whiteboards
- Students are paying attention to feedback on the floor. Both feedback that is given to them and given to others.

What do we need clarification on?

- can we reduce the revision phase?
- is "x" taught as a one phoneme or two in LLLL?
- can we incorporate a component of focus?
- Are the thep r requirem

Victoria's approach to teaching reading F-2

Reading is a foundational life skill and a source of pleasure and wonder. It provides access to information, generates imagination, builds knowledge, enables creativity and shapes opinions. This statement outlines the approach to teaching reading in the early years of school that is supported by the strongest evidence, implemented in many Victorian government schools that are achieving strong reading outcomes and will be expected to be implemented in all Victorian government primary and specialist schools commencing from 2025 with full implementation from the beginning of the 2027 school year.

Teaching reading F-2

The essential elements of reading are the Big 6 (Kortze, 2014), each of which should form part of a structured literacy approach:

- Oral language – knowing and using spoken words to express knowledge, ideas and emotions
- Phonemic awareness – which is the knowledge of sounds (phonemes)
- Phonics – knowing the sound (phoneme) and letter (grapheme) relationships
- Fluency – reading accurately and at an appropriate rate with expression
- Vocabulary – understanding words in isolation and in context
- Comprehension – making meaning from text which includes developing knowledge of grammar.

These are the foundational skills that have a reciprocal relationship and are all necessary to enable students to independently read and respond to increasingly complex fiction and non-fiction texts. In the early years of school, the development of decoding skills is best developed through a program that includes a minimum of 25 minutes of daily explicit teaching of phonics and phonemic awareness using a systematic synthetic phonics approach. This means teachers use a clear scope and sequence of increasingly complex grapheme-phoneme correspondences and morphology.

Students first learn to pronounce single letters and sounds and then blend them to form words. It also involves teaching students to segment sounds and spell words to make the link between reading and writing. Decodable texts are used to practice the letter-sound combinations that students have been taught. This builds students' skills so they develop automatically and so can read words quickly and accurately.

Strathmore North Data Schedule 2023

Term 2: Year 2 PLC Data Schedule

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
Planning Sessions	Maths - Mixed	English	Maths	English	Maths	English	Maths	English	Maths
PLC Stage	Reflect	Research	Assess	Reflect	Planning	Assess	Reflect	Assess	Planning
Ongoing Agreed Assessment/Gantt Chart									
Reading			F & P PAT Reading	F & P	F & P			Fairy Tale Cold Write	
Writing			Information Report Cold Write						
Maths			Subtraction Pre-assessment	Addition Post-assessment PAT Maths	Location Post-Assessment - (Tues)			Subtraction Post-Assess MOI	MOI Fractions Pre-Assessment
Other									
PLC Data Schedule									
What data are you looking at? What to bring	SEM 1 Report learning objectives Inquiry Term 1 moderation	Goal Setting Writing Track and teach of writing goals	Subtraction (Pat, Q&A) results Grouping students	Addition Addition Post Assessment Addition Checklist	Maths Planning	Moderation Time	Goal Setting/Writing goals Q&A, Q&A, Q&A	F & P Data	Subtraction Post Data
What are we discussing?		Setting up writing groups Managing writing groups How to structure writing groups	What do the students already know? What do we want them to learn? What do we do if they already know it?	What have our students learnt? What strategies do they still need to work on?	Maths planning for Weeks 6 & 7	Revisit any areas/students we had questions about from Moderation Day.	How are we going with goal setting? What's working? What needs improving? How are students progressing towards their goals?	At readers, what are our students doing well? What do our students need to work on? What will we focus on during small group instruction?	What have our students learnt? What strategies do they still need to work on?

PLC leaders – Our change champions

SNPS Learning Walks Guide

Observer: _____ Teacher being observed: _____

Date of the observation: _____

Focus of the observation: _____

Observable evidence aligned to the agreed focus:
Record observational notes of what you observe the teacher and students do, aligned with the agreed focus.

What wonderings do I have? _____

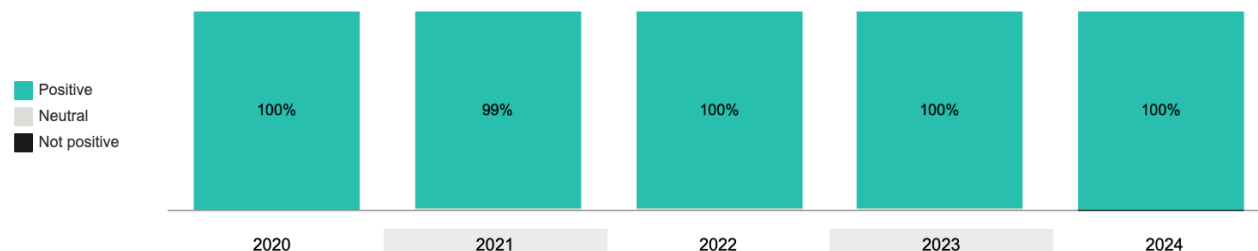
What takeaways do I have for my own practice? _____

Strathmore North Primary School



Responses by category over last 5 years (%) ⓘ

Collective responsibility for all respondents



SNPS Expected Behaviours Matrix

	BE RESPECTFUL	BE RESPONSIBLE	BE KIND	BE BRAVE
PEOPLE	<ul style="list-style-type: none"> I communicate positively. I am polite to others. I give and receive feedback. 	<ul style="list-style-type: none"> I play non contact sports. I move safely around our school. I represent our school with pride. 	<ul style="list-style-type: none"> I help others when needed. I work cooperatively with others. I treat others how I would like to be treated. 	<ul style="list-style-type: none"> I ask for help if I need it. I am an upstander. I build positive connections with others.
PLACES	<ul style="list-style-type: none"> I use the appropriate volume. I put rubbish in the bins. I share equipment and spaces. 	<ul style="list-style-type: none"> I keep my learning space organised. I am punctual. I use resources, devices and spaces appropriately. 	<ul style="list-style-type: none"> I celebrate the achievements of others. I respect the privacy of others. I acknowledge the traditional owners of the land. 	<ul style="list-style-type: none"> I play fairly. I am honest. I take accountability for my actions.
ME	<ul style="list-style-type: none"> I actively listen. I take turns. I follow instructions. 	<ul style="list-style-type: none"> I take pride in my work. I am prepared for my learning. I focus on my learning. 	<ul style="list-style-type: none"> I keep my hands and feet to myself. I am inclusive. I value diversity. 	<ul style="list-style-type: none"> I strive to achieve my goals. I show resilience. I learn from my mistakes.

Strathmore North Primary School acknowledges the Wurundjeri People of the Kulin Nation as the Traditional Owners of the land. We recognise the deep connection the First People have with this land, its watersways and places. In particular, we honour Wilpari Wurundjeri, our founding group, which flows through time to connect us to the Wurundjeri People of the past. For all the years to come, we, the custodians of the creek, will use our school values of Be Brave, Be Kind, Be Respectful and Be Responsible – when we interact with this Country, to hold onto the memories of the past and ensure it can be enjoyed by future generations.

Coaching and feedback

Planning Level

- > Every classroom teacher.
- > English and Maths planning every week.

In classroom

- > Not just for graduates – for all staff needing or seeking additional support.

Other Feedback Opportunities

- > New staff conversations happen early.
- > Peer Observations.
- > Challenging Conversations – finding the 'in'.
- > Visible in classrooms.

SNPS Peer Observation Collaboration Guide	
Observer:	Teacher being observed:
Date of the observation:	
Focus of the Observation:	
Observable evidence aligned to the agreed focus: <small>Consider recording observational notes of what you observe the teacher and students do, aligned with the agreed focus.</small>	
Conversation Notes:	
Takeaways:	
Observer:	Teacher Being Observed:

Strathmore North Primary School

Ongoing monitoring



Monitoring implementation- Staff

- > How is it going?
- > How do we know?
- > What are staff feeling, saying and doing?

Staff Pulse Check - Week 4, Term 1

Please complete the survey below and ask us any questions or let us know what we can do or how we can help.

We ask all staff to complete this voluntarily on a fortnightly basis so we can address any issues that arise and so we can support you.

Thanks,
Exec Team

* Indicates required question

What is your name? *

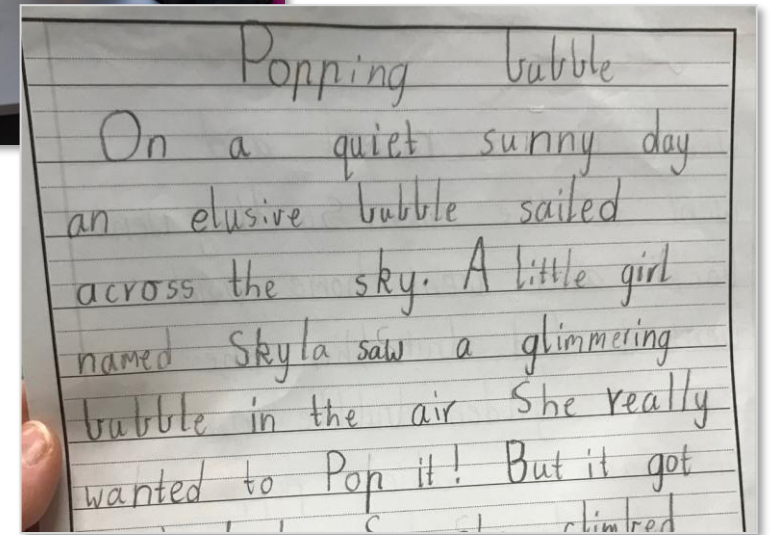
Your answer



Identify and address enablers and barriers

Monitoring implementation - Students

- > How is it going?
- > How do we know?
- > What are our students feeling, saying and doing?



Keeping our Finger on the Pulse

Monitoring implementation- Community

- > How is it going?
- > How do we know?



Accessible and Visible

Monitoring implementation – Formal data

- > How is it going?
- > How do we know?
- > How much?

Teacher Judgements Growth: June 2023 – June 2024 v2

YEAR		READING		SPEAKING AND LISTENING		WRITING		TOTAL
2023	2024	Ave. Growth	% who made required growth	Ave. Growth	% who made required growth	Ave. Growth	% who made required growth	
Foundation	Year 1	1.08	97%	1.01	100%	1.01	91%	Average growth for English =1.04 94 % made required growth
Year 1	Year 2	1.25	97%	1.05	97%	1.01	88%	
Year 2	Year 3	1.08	96%	1.04	96%	0.99	87%	
Year 3	Year 4	1.03	92%	0.99	94%	1.01	90%	
Year 4	Year 5	1.03	95%	1.01	96%	1.01	90%	
Year 5	Year 6	1.06	96%	1.04	96%	1.07	94%	
AVE.		1.09	96%	1.02	97%	1.01	90%	

Year		MEASUREMENT & GEOM		NUMBER		STAT & PROB		TOTAL
2023	2024	Ave. Growth	% who made required growth	Ave. Growth	% who made required growth	Ave. Growth	% who made required growth	
Foundation	Year 1	1.02	99%	1.05	91%			Average growth for Maths =1.05 92 % made required growth
Year 1	Year 2	1.02	98%	0.98	91%	0.98	94%	
Year 2	Year 3	1.05	88%	1.03	90%	1.11	91%	
Year 3	Year 4	1.06	94%	1.05	94%	1.01	92%	
Year 4	Year 5	1.03	90%	1.05	88%	1.08	96%	
Year 5	Year 6	1.04	91%	1.11	91%	1.08	92%	
AVE.		1.04	93%	1.05	90%	1.05	93%	

PANORAMA		Teacher Judgement - Age Expected Level			
School Name		At or above age expected level students in 2024 (%)			
Strathmore North Primary Sc...		For students in Prep - 6, 2024 Semester 2, English			
Year Level Group		Your school Similar schools Network State			
Prep - 6					
Semester					
Semester 1					
Semester 2					
Year level					
(All)					
Curriculum area					
English					
Mathematics 1.0					
Mathematics 2.0					
Reading and Viewing		95%	94%	91%	86%
Speaking and Listening		96%	97%	95%	92%
Writing		91%	91%	85%	81%



Strathmore North Data Schedule 2023									
Term 2: Year 2 PLC Data Schedule									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
Planning Sessions	Maths - Mixed	English	Maths	English	Maths	English	Maths	English	Maths
PLC Stage	Reflect	Research	Assess	Reflect	Planning	Assess	Reflect	Assess	Planning
Ongoing Agreed Assessment/Ganti Chart									
Reading				F&P PAT Reading	F&P	F&P			
Writing				Information Report Cold Write				Fairy Tale Cold Write	
Maths			Subtraction Pre-assessment	Addition Post assessment PAT Maths	Location Post Assessment - (Tues)			Subtraction Post-Assess MOI	MOI Fractions Pre-Assessment
Other									
PLC Data Schedule									
	Reflect	Research	Assess	Reflect	Planning	Assess	Reflect	Assess	Planning
What data are you looking at? What to bring	SEM 1 Report learning objectives Inquiry Term 1 moderation	Goal Setting Writing Track and teach of writing goals	Subtraction (Ex. assessment) results Grouping students	Addition Addition Post Assessment Addition Checklist	Maths Planning	Moderation Time	Goal Setting/Writing Track and teach of writing goals	F&P Data	Subtraction Post Data
What are we discussing?		Setting up writing groups Managing writing groups How to structure writing groups	What do the students already know? What do we want them to learn? What do we do if they already know it?	What have our students learnt? What strategies do they still need to work on?	Maths planning for Weeks 6 & 7	Revisit any areas/students we had questions about from Moderation Day.	How are we going with goal setting? What is working? What needs improving? How are students progressing towards their goals?	As readers, what are our students doing well? What do our students need to work on? What will we focus on during small group instruction?	What have our students learnt? What strategies do they still need to work on?

Tracking our SSP targets over time

Achievement

2 Increase the percentage of students assessed above expected level in Teacher Judgements in:

- Reading from 57% to 62%
- Writing from 48% to 53%
- Number from 42% to 47%

Benchmark	2020	2021	2022
Reading - 57%	Reading - 58%	Reading - 57%	Reading - 57%
Writing - 48%	Writing - 43%	Writing - 44%	Writing - 44%
Number - 42%	Number - 39%	Number - 43%	Number - 46%
AVERAGE: 49%	AVERAGE: 47%	AVERAGE: 48%	AVERAGE: 49%

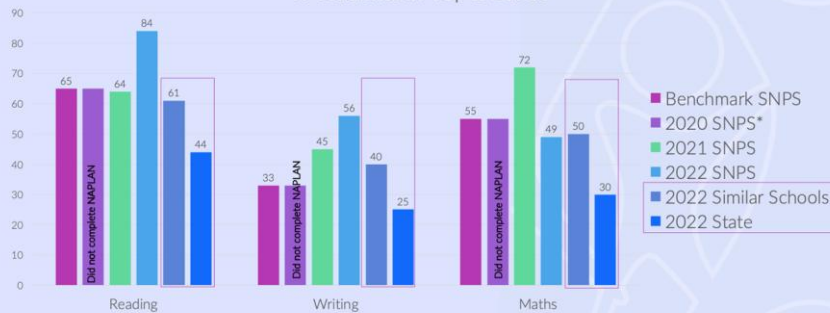
Celebrate success!

Achievement

3 Increase the percentage of students achieving in the top two NAPLAN bands for Year 5:

- ✓ Reading from 65% to 69% (av. 71)
- ✓ Writing from 33% to 37% (av. 45)
- ✓ Numeracy from 55% to 59% (av. 59)

% Students in Top 2 Bands

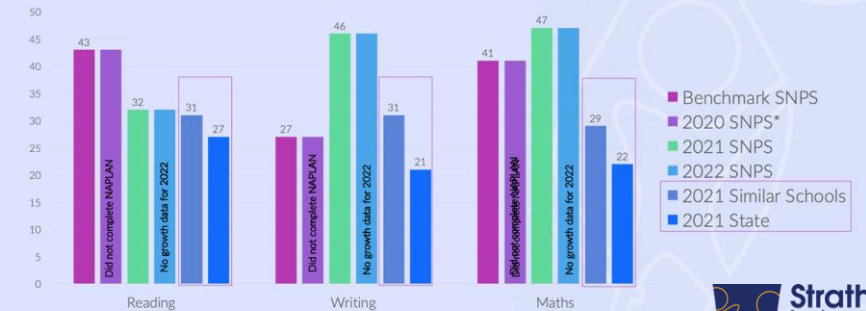


Achievement

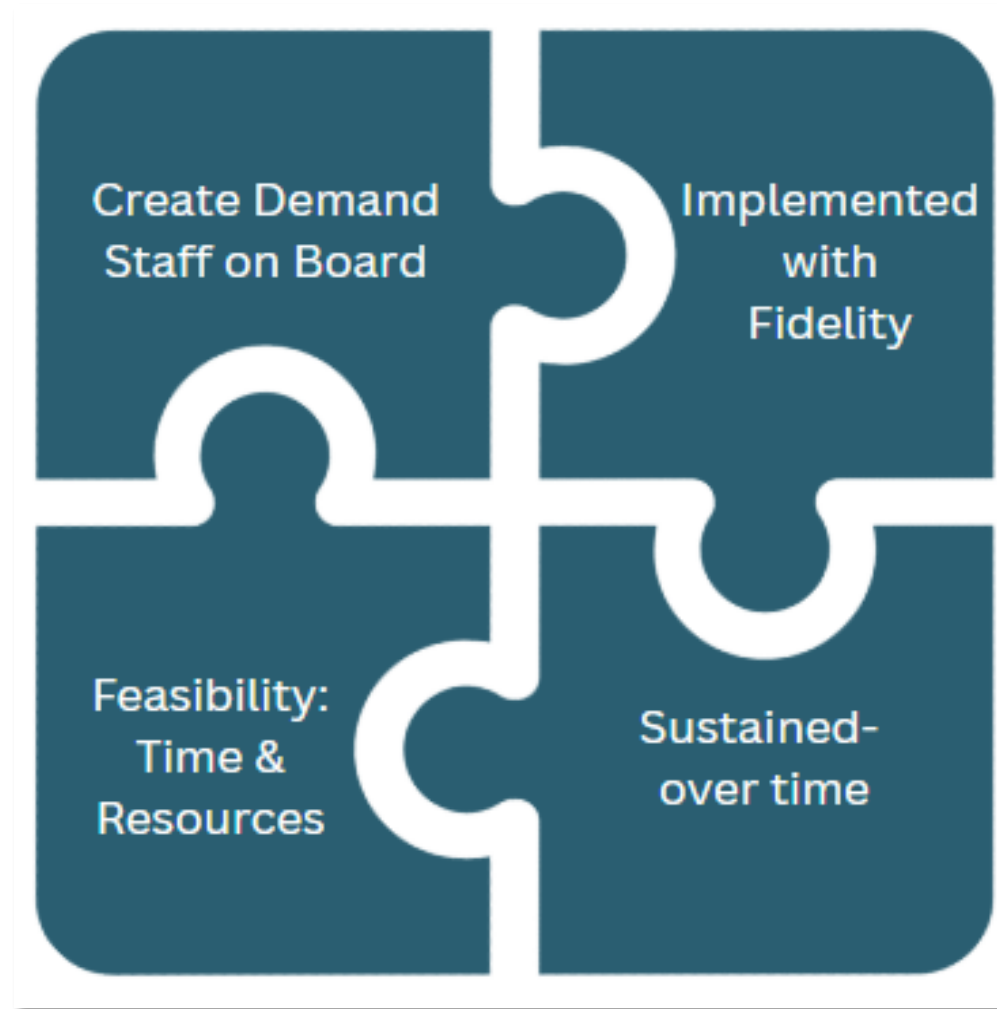
4 Increase the percentage of Year 5 students assessed with 'Above Benchmark Growth' in the NAPLAN Benchmark growth measure from the 2019 threshold in:

- Reading from 43% to 47%
- ✓ Writing from 27% to 31%
- ✓ Numeracy from 41% to 45%

% Students with Above Benchmark Growth



Implementation complexity...



= success

Our reflections

- > Plan with intent
- > How are we as leaders, being supportive, being demanding and being intentional?
- > Be brave and stay the course – it will take time for the data to reflect improvement
- > Culture is key but it is fragile



Girl's First Ski Jump

Take away – Teacher mentor texts

“What truly matters most is teacher's expertise.” – John Hattie



Seen something you like? Get in touch – we are happy to share.

Reflection

Sustaining excellence while pursuing growth

Thinking back to your implementation initiative, where is the opportunity for being more staged or deliberate in your process?



Questions?