# Effective Practice Project

Capturing lessons from our schools to support the implementation of FISO

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## About this document

### What is the Effective Practice Project?

The Effective Practice Project identified and captured effective implementation of FISO within 15 schools in the South Western Victoria Region. The 15 schools include:

* Ashby Primary School
* Ballarat Primary School
* Belmont Primary School
* Cairnlea Park Primary School
* Carlton Gardens Primary School
* Chilwell Primary School
* Footscray North Primary School
* Footscray West Primary School
* Keilor Views Primary School
* Kings Park Primary School
* Kororoit Creek Primary School
* Ocean Grove Primary School
* St Albans Secondary School
* Strathmore Secondary College
* Williamstown Primary School

### What is its purpose?

This resource presents video case studies from four of the schools. The videos document the processes school leadership teams, teachers and students led and participated in to achieve improvement. The videos are supported with engagement activities and resources to complement professional learning and viewing.

### Who is it for?

This document is written for regional and school staff, who are leading school improvement initiatives and implementation. It is intended to be used by regional leaders and school improvement teams to facilitate improvement conversations that are open to learning.

Video 1: Introduction to the Effective Practice Project by Dr Mary Jean Gallagher

[Link to video](https://www.youtube.com/watch?v=dBsunX4rS0w)

Video transcript:

**Mary Jean Gallagher:** To improve the learning of all our students our school improvement and teaching practices need to be collaborative, data driven and precise.

In collaboration with a number of schools in the southwest region, the Department has produced a series of videos that demonstrate the *how* of effective school improvement initiatives.

How do high achieving schools put faces to their data. How do teachers foster collaboration with students to build student agency, and how do principals involve all staff in the creation of the school strategic plan and the annual implementation plan.

PLC’s, formative assessment, data walls, distributive leaderships strategies and differentiated targeted teaching, all provide pathways to greater student success.

Watch these videos with your colleagues and staff members to reflect on your school’s practice and how you can work together to improve the learning of all students.

### Vision for learning

‘All students are empowered to learn and achieve, experiencing high quality teaching practice and the best conditions for learning which equip them with the knowledge, skills and dispositions for lifelong learning and shaping the world around them.’ - Victoria’s vision for learning

## School profiles

**Ashby Primary School**

* 250 students
* Barwon Area
* SFOE: 0.3345

**Carlton Gardens Primary School**

* 394 students
* Western Melbourne Area
* SFOE: 0.1945

**St Albans Secondary College**

* 1454 students
* Brimbank Melton Area
* SFOE: 0.6025

**Keilor Views Primary School**

* 449 students
* Brimbank Melton Area
* SFOE: 0.5436

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# 1. Driving improvement through distributed and shared leadership

**Ashby Primary school**

For schools that are looking to:

* facilitate whole school strategic planning to drive school improvement
* distribute school leadership through school improvement teams.

School leaders build an improvement culture by developing the capabilities of their leadership team. In an effective model of distributed leadership, leaders have roughly equal numbers of direct reports, which is essential for the effective performance and development of teachers. Evidence suggests that school leaders should reduce the number of staff they supervise and reorganise leadership structures. Leadership is highly contextualised, and school leaders should adapt their strategies to suite changing conditions at different stages of the Improvement Cycle.

## Video case studies

### Video 2: Whole-school approaches to strategic planning

[Link to video](https://www.youtube.com/watch?v=Xb3Mm79r41M)

Video transcript: Whole-school approaches to strategic planning

[music]

**Patrick:** I'm Patrick, and I go to Ashby Primary School. Ashby Primary School is in Geelong West. I learned, in my classroom, the alphabet. When I grow up, I want to be a dad. My favorite game is You Know.

**Meg Bone:** Ashby Primary School currently has an enrollment of 245 children. We are in the heart of Geelong West.

**Corrie Barclay:** Through the ways that we have tried to adopt a change, we adopted a lot of different things in a shorter period of time. We have raised anxiety among staff to some degree, which is going to happen when you're embedding change of whatever shape or form. We've really pushed that notion of "it's a collective responsibility of us all to lead and drive that change." That has been able to lessen that anxiety.

**Meg:** When I jOined the Ashby team in 2015, we were just about to prepare for a school review. It was really important for me to engage with my staff and build those relationships with them through that process. We embarked on the self-evaluation as a team. All teaching staff and myself. There was some pretty in-depth and great conversations and discussions that came out of that.

**Gavin Dowling:** It was very much a collaborative type situation where everyone's ideas were shared, listened to.

**Meg:** All of the data or a lot of the planning documents that were present to staff were new to them. They weren't aware or hadn't used a lot of those data sets before. It was an opportunity for everyone to learn together, to break down that data, to celebrate the successes of what the school was doing amazingly. Also, to look at some future areas of focus. Once we did the self-evaluation and we went through the school review, we had some really clear targets and some goals that were set that we needed to work towards. They took ownership of those goals and then that set about the work of developing our School Strategic Plan which was going to set us up for the work for the next four years.

**Natalie Biscan:** We were able to have the input into that, which we found really valuable. You need to have staff buy-in when we're the ones working towards those goals in our classrooms. It's important that we are involved and on board in those discussions.

**Meg:** Everything has to have a purpose. We have to tell them that the why in order to get people on board. What is the benefit that this is going to bring? The planning documents have all been agreed upon by every single teacher from specialists to the classrooms. They're all using the same document.

**Natalie:** The AIP was something that was done maybe by the principal or leadership. Then it was given to us, we studied it, would look at it, but that was basically it. It was a very big document, and I probably couldn't have told you what was in it. This year is an AIP, we've cut right back to have three clear key improvement strategies. You could probably ask any staff member, and they would know exactly what they are.

It's really important for the staff to make the connections between the SSP and the AIP and what's happening in their classrooms because that is the work that is happening in their classrooms. There are goals in the AIP which come from our strategic plan. It's really important that staff are aware of what we are working towards, so they can use that in their PLC's. They can get their data around that and look at how they can to make those improvements.

**Meg:** Working collaboratively within our network has been probably the key to a lot of this work and drawing upon the strengths from a variety of different schools and what they can bring.

**Corrie:** Something that I've seen a number of other settings and schools within Geelong where they had taken the core components of their AIP and place that onto just one document that was highly visible for everyone to see and to grasp and to get a really good hold of. Just a really quick snapshot of what the school's focuses and key improvement strategies were. Having a document like that that's visible, that's up in our planning spaces, that's up in our staff room. Not only for us as teachers to see, but also our wider community to see and to understand that as a school. This is what we're focusing on. This is how we're going to achieve that focus or they can improve in strategy. That's what we're going to do to work towards that.

**Natalie:** The conversations around AIP's and contextualizing that into our classrooms begins with whole school PLC's. When we're looking at the AIP and what that entails, staff take it back into their individual team PLC's. They look at that data around, say our writing key improvement strategy, what are we trying to achieve. They look at the data that corresponds with that and target their teaching in the classrooms. It's in their planning and it's in their classrooms, so it's what is happening in the classrooms the whole time.

**Corrie:** We have made it a bit of a goal this year to align our professional practice days, our professional learning plan, our performance development plans all back to our AIP. Everything that we do comes back to our AIP. Our key and proven strategies and targets that we wanting to meet come the end of 2018.

**Natalie:** Right at the beginning of the year before school started, the leadership team met. We just had a quick look at what our key improvement strategies were and we did some backward planning to how we could achieve that. We looked at what our right and key improvement strategy was. We looked at what that looks like if we've achieved it, and then we've backward planned in our PL schedule to support staff along the way in achieving that goal.

**Meg:** Because we're aligning our goals, we're all on this journey together. We've only a small way on that journey. We've got a long way to go. It's not necessarily about seeing the end in sight, but it's about watching the developments and the progress as we move through that. It's evidence in our staff opinion survey that there's been consistent growth over that over the last couple of years around teacher collaboration and trust in our colleagues.

A massive growth in the area of professional learning staff believing that it's targeted, that it's purposeful, and that they can use that back in the classrooms. We've got a wonderful community of learners. I think that everyone's on this journey together and will continue to work on developing that student growth and know those results through a collaborative and aligned goal.

[music]

**[00:06:46] [END OF AUDIO]**

### Video 3: Distributing leadership through school improvement teams

[Link to video](https://www.youtube.com/embed/aVcMniLzk4E)

Video transcript: Distributing leadership through school improvement teams

**Megan Bone:** This is one of our three school improvement teams, engagement well-being. We meet a couple of times a term to discuss school goals and how we're working towards those. The next thing I wanted to talk about was just to keep you updated with the referrals so far this year. We screened every single prep around our language, and we've identified 16 children that require supported learning programs in relation to their oral language skills. One thing that has come to light with all of this data is that we've got an increased number, a massively increased number of students that are experiencing anxiety and more specifically separation anxiety of the morning. I've explored a couple of options and we've been offered a therapy course, a therapy program from the department that's going to run for eight weeks next term.

**Speaker 2:** Is that the one we talked about last week?

**Megan:** It is the one we talked about last term, I've met the facilitators and that's going to be aimed for children between prep to two.

**Speaker 2:** Not just the preps having separation issues?

**Megan:** No, there's other children. Yes. As part of the development of the strategic plan following the school review, we had quite a few areas that we had identified that we wanted to focus on. Because I had come from a large school prior to Ashby where leadership was distributed really, relly well, I was keen to get staff on board with that. We introduced school teams that had specific focuses.

**Natalie Biscan:** We Had a curriculum team, engagement and well-being team, and a productivity team, and they were ran by the leaders at the time. Each staff member was able to put an expression of interest to be on one of those teams. It was an expectation that all staff members joined one of those teams, but it could be something very interesting or something you wanted to learn more about.

**Megan:** This year we have redesigned them slightly so that we're in alignment with FISO and the school improvement initiatives.

**Corrie Barclay:** We have force school improvement teams running for this year that are aligned with achievement, engagement well-being, strategic resource management, and building school pride and connectedness. We've been very open and honest in terms of what will be expected from each of those teams and what their core focuses will be.

**Gavin Dowling:** On a monthly basis we would meet together as a team, develop something that we would need to do within the school or what we felt was necessary, and then we would act on that.

**Megan:** I suppose the first year that we embarked on them, we gave little jobs and tasks to each other and we worked towards those. As the momentum grew, the ownership grew, and they've really developed into school improvement teams now that are represented by not only teaching staff, but we've got educational support staff that have asked to join those teams.

**Corrie:** Previously it's been a bit of a "hands up who would like to go where" or in some instances a bit of a tap on the shoulder as to, "You may be a really good fit for this team, would you mind slotting into that?" This year we asked for expressions of interest of where staff would like to be or what team they would like to be part of. Giving staff the ability to undertake something that they're passionate about. What we find is that when we're passionate about something our input towards that passion is greater and we see a greater uptake of the work that's part of that team because of that passion.

**Natalie:** The staff can have their own buy-in to which sit team they would like to be on. It's got nothing to do with what year level you work with or what cohort you are with. It could even be something that you would like to get better at. If you would like to learn more about engagement well-being and how you could do that better in your class you might go to that seat.

**Megan:** Our seats and our PLC's complement each other across the school here at Ashby. PLC's are very much focused around the core learning within the classroom or as the seats or the school improvement teams are a more vertical combination of teams where there is a variety of different roles and responsibilities. They may not be purely dedicated to academic data, it might be using the students attitudes to school data, it might be using the parent opinion data, the staff opinion data for the engagement well-being team. The two complement each other in that by identifying what other work needs to be done rather than just in that team level.

**Natalie:** The goals we set in our PDP's can relate to this seat, so we have-- Three of our goals relate to our key improvement strategies from the AIP. The fourth goal can be a personal goal, so for me, mine will be around achievement and leadership because that's the seat that I am involved with. For somebody else who might be around student well-being, they might be on the engagement well-being seat and then that will relate to their goal.

**Gavin:** The introduction of the whole school improvement program within Ashby has not only allowed people to express their ideas, but also has developed a sense of trust between the community teaching staff and ESS staff. The whole community feel comfortable to approach anyone with an idea or ask a person for help.

**Natalie:** If I needed support around engagement well-being, I know the people that I can go to get those supports and that would be someone from the engagement well-being seat.

**Gavin:** It allows that people within those groups to come up with ideas talk about them into small teams and then they're taken to the leadership and often, more often than not, accepted.

**Megan:** We're all on this journey together and we're only a small way on that journey. We've got a long way to go. It's not necessarily about seeing the end in sight, but it's about watching the developments and the progress as we move through them. It's evidence in our staff opinion survey that there's been consistent growth over the last couple of years around, teacher collaboration, and cut trust in our colleagues, and a massive growth in the area of professional learning. Staff believing that it's targeted, that it's purposeful, and that they can use that back in the classroom. We've got a wonderful community of learners and I think that everyone's on this journey together and we'll continue to work on and developing that student growth and those results through a collaborative and aligned goal.

**[audio end 00:07:06]**

**[00:07:07] [END OF AUDIO]**

## Engagement activities - Team based

In your school improvement team meeting, watch one or both of the above videos:

1. After watching the video, refer to pages 22-24 of the FISO Continua of Practice. Identify where the practices would be located on the *instructional and shared leadership* continua and take notes of the practices.
2. Reflect on how this case study relates to your context. For example:

* Where did you self-evaluate your school against the Continua of Practice? Why?
* How can you further include staff in your school’s planning processes? What might be some of the barriers and challenges that you will need to overcome?
* What changes in your school’s structure would you need to enact to further improve shared and distributed leadership?
* To what extent are your staff’s PDP goals aligned to the school’s AIP goals to build their instructional and pedagogical expertise?

1. From your reflection and discussion, identify ways you can further develop shared and distributed leadership practices in your schools.

## Framework for Improving Student Outcomes

| FISO priority | FISO dimension | FISO continua component |
| --- | --- | --- |
| Professional Leadership | * Building leadership teams   Instructional and shared leadership | * The leadership team leads school improvement * School leadership is shared * The school has a culture of strategic thinking, planning and resource management * School leaders lead whole school improvement |

## 

## Evidence of improvement at Ashby Primary School

* Increased the percentage of students in top two bands for Year 5 Reading by 7.5% over the last three years
* Reduced the percentage of students with low relative growth from 40% in 2015 to 16.7% in 2018

## Additional Department of Education and Training resources

* [FISO – distributed and shared leadership](http://www.education.vic.gov.au/school/teachers/management/improvement/Pages/dimension2instructional.aspx):
* [Strategic Planning Online Tool](https://apps.edustar.vic.edu.au/spot/)
* [Professional Learning CommunitiesPractice Principles Diagnostic Tools](http://www.education.vic.gov.au/Documents/school/teachers/support/practiceprinreflection.pdf)

# 2. Leveraging teacher collaboration and student voice in a secondary school

**St Albans Secondary College**

For schools that are looking to:

* use PLCs to facilitate effective teacher collaboration in secondary schools.
* embed student voice, agency and leadership in secondary schools.

Building a Professional Learning Community (PLC) is a proven way for schools to build professional capital and increase student learning by creating a culture that is focused on continuous improvement, committed to professionalism and fuelled by collaborative expertise. In addition, there are compelling reasons to amplify student voice, agency and leadership. Evidence indicates that student voice, agency and leadership can have positive impacts on perceptions of self-worth, engagement, purpose and academic motivation which are shown to contribute to improved learning outcomes.

## Video case studies

### Video 4: Effective teacher collaboration in a secondary school

[Link to video](https://www.youtube.com/embed/8ytro4UauQM)

Video transcript: Effective teacher collaboration in a secondary school

[music]

**Kerrie Dowsley:** Managing change is complex. What we've evolved to, I suppose, is involving our own staff as advocates for that change much more. Getting that balance between having, perhaps, an outside expert. Sometimes that's needed in a change process with a significant new initiative for skilling our own staff and using their expertise and valuing their expertise as leaders of the change.

**Corrie Barclay:** It's through the ways that we have tried to adopt a change. We've adopted a lot of different things in a shorter period of time. We've really pushed that notion of "it's a collective responsibility of us all to lead and drive that change." That has been able to lessen that anxiety.

**Owen McIntyre:** As soon as you hear the question the very first thought is, "Oh, no, change. What's going on? It's very traditional. I want to join, do this. This is out of my comfort zone." From the principal point of view **[unintelligible 00:01:06]** point of view working down. They're fantastic when it comes into meeting change. They understand that staff have done some things and they've done them very well for a long period of time. Too big a change, especially too quickly is not necessarily beneficial for the teaching and definitely not beneficial for the learning. From the top down, the support has been in place. They've understood it runs more like a marathon that does a sprint. You don't just click your fingers and within six months you're going to have, "Good, we've grown in that plan." It doesn't work like that. They're trying to build a momentum.

**Meg Bone:** It's not necessarily about seeing the end in sight. It's about watching the developments and the progress as we move through that.

[music]

**Charles Branciforte:** We have highly transparent conversations with staff around their ability to lead portfolios. It's quite fluid, so in traditional sense, adding a leader to an improvement journey. The evidence of impact is not based purely on having more leaders, it's having the capacity from within. When you build the capacity within, something really nice happens in a school, it elevates the middle leaders. It elevates the people aspiring to be middle leaders and the middle leaders aspire to be senior leaders. The risk is you lose leaders to other educational sites. If that's the risk, what a great risk. What a great achievement to be able to grow leaders from within to build capacity within your own institution and capacity for the delivery of outstanding educational outcomes.

**Tina McDougall:** My leadership style is one where I like to get people on board. I want commitment, not compliance. I had so much faith in this whole process that I believe that the staff would as well. Of course, I wanted input from them. Over the time we've tweaked the original model through staff input so that they have ownership of the whole process.

**Meg:** As part of the development of the strategic plan following the school review, we had quite a few areas that we had identified, that we wanted to focus on. Because I have come from a large school prior to Ashby where leadership was distributed really, really well, I was keen to get staff on board with that. We introduced school teams that had specific focuses.

**Natalie Biscan:** We had a curriculum team, engagement, and well-being team, and a productivity team. They were run by the leaders at the time. Each staff member was able to put an expression of interest to be on one of those teams. It was an expectation that all staff members joined one of those teams, but it could be something they were interested in or something you wanted to learn more about.

[music]

**Kerrie:** As a principal class team, our leadership is based on a strong belief in and commitment to instructional leadership. Regardless of individual portfolios, we are all very conversant with the instructional modules, the instructional strategies that we are implementing in the school and we've all taken roles in that. Our year level coordinators and sub school leaders are involved in student management, but their role is also very much about instructional leadership. With the teams of teachers that they work with, in terms of supporting students' academic progress, and of course their well-being as well. It's very much about skilling the teachers to get the best out of the students academically in terms of their well-being and their resilience.

**Owen:** The start of my second year, I got tapped on the shoulder by Kerrie. She came up and asked, "Look, how do you feel about being the head of Maths?" I was just, "What's going on?" I was like, "What am I doing here?" I've literally just started my teaching career and I've been tapped on the shoulder to be the head of Maths. Maths is almost close to the largest department of the school. I came in and had an open, frank conversation with Kerrie. She just told me exactly what the role entail and the support that I would have in place.

We had to sit down, we said, "How are we going to do this? You're not in the position to go in and do the authoritarian. This is what we're doing. This is what we're doing. This is what we're doing." Because it just wouldn't have worked. They're always probably the least wise person in the room and I'm trying to tell all these expert teachers what to do. From the very start, I walked in and I said, "Look, we're going to work together. You have a lot more knowledge that what I do in the area. I think the important factor is that while I have the LAC role and I'm the head of Math, I think the most important part is that we're a team, and I think we work together as a KLI."

**[00:06:13] [END OF AUDIO]**

### Video 5: Student voice, agency and leadership in a secondary school

[Link to video](https://www.youtube.com/embed/hZ2QrmeikEE)

Video transcript: Student voice, agency and leadership in a secondary school

[music]

**Laura:** St. Albans Secondary College is a pretty big school. It's located in St. Albans, a suburb in Melbourne, Australia.

**Samer:** It has a great environment around it. Everybody here's supportive.

**Gabriel:** It's a very multicultural school with a whole bunch of events to offer. Programs that students can undertake regarding leadership.

**Samer:** They really encourage you to be what you want and they help you with your subject choices. They help you try and achieve your goals.

**Jaderick:** It's very enjoyable to come here.

**Kerrie Dowsley:** When we started the numeracy work, the approach to assessment, to diagnostic use of data, was quite individual.

**Owen McIntyre:** We're excellent at collecting data. **[unintelligible 00:00:55]** data. Everyone had Excel spreadsheets. Everyone had conditional formatting on their Excel spreadsheets and things like this, but we didn't really know what to do with it. In the course of the next three years, what we've done is we've created a bit of a cycle where you get the data and we look at this particular band of students that were making low growth, what proactive programs or what do we have in place to help supplement these students.

**Kerrie Dowsley:** People went and did some investigation. They looked at programs at other schools and they did a bit of research on the GRIN Program as well. That's what they chose as their model. A group of staff went and did the training. We supported them to do that training and we supported them with it, obviously with the allocation of time to that program. It was introduced on a trial basis, I suppose, in its first year, but it's been really successful.

**Jaderick:** The GRIN Program is a program where they take students out of class and they help them with their math skills.

**Samer:** They teach us key things that we'd be learning in our classroom, but they'd understand what we didn't get about it, stuff that we couldn't do normally in class.

**Cammy:** She would teach us stuff that our teacher wouldn't really explain in detail in class and she'll make sure we understand it before she moves on.

**Lynette French:** We probably have, I think at the moment, five GRIN tutors. That means that there'll be five groups of three students this semester that all benefit from this program.

**Owen McIntyre:** You do find you've got to get the right student for the program. You really have to get the right students.

**Lynette French:** We need students that, first of all, have very, very good attendance. They need to also be not behavior problems, not modified students that is working very below expected.

**Owen McIntyre:** Somewhere between your 40s and your 50s, with a little bit of confidence and a little bit of instruction, can jump up into a, I say, a 65 or 70, and then the momentum takes over. Then a 70 becomes a 75, and a 75 becomes an 80, and before you know it, these students are really excelling in a subject and a topic that they're really intimidated by.

**Jaderick:** At first I saw it as singling me out as probably one of the worst mathematicians in my class at the time. After seeing it helped me, I gave up that idea.

**Cammy:** I always felt in VCE, I would do really bad in math and I wouldn't really pass it.

**Jaderick:** I didn't like math that much because I didn't really have the skills to more or less keep up with the class. I was often falling behind. I didn't understand what it was being taught to me.

**Lynette French:** For each of the GRIN tutors, we have a two-period allowance to each week which is a hundred minutes. That hundred minutes constitutes a minimum of 45 minutes face-to-face with the students. We also need to have meeting time with the teachers of the students that we have in our GRIN Program. We do need to meet, sit down, talk about what was done last lesson, what did the teacher require of the GRIN tutor for the following lesson. Last GRIN session, we went through those things about how to measure using a protractor, what an angle was. We looked at angles at better points.

**Owen McIntyre:** Super. Exactly. They already knew vertically opposite. There's a little bit of revision from year seven. Obviously, complementary, supplementary angles, stuff like that, they're pretty good with. Towards the end of the exercise, they started to struggle a little bit. There's some of those tricky enrichment style questions. Overall, they just look so much more comfortable and more confident. The literacy aspect, they really knew. Those boys are moving to be now. We want to try now that because the literacy aspect is--

**Lynette French:** Yes. This topic's got such a lot of words in it, hasn't it? It's got a very strong vocabulary focus.

**Owen McIntyre:** If you're not good at the literacy aspect, you get lost really easy.

**Lynette French:** On a day when I've got the GRIN Program students, I would go to their room and I'd collect them. Excuse me, Mr. McIntyre. Can I just have my GRIN students, please?

**Owen McIntyre:** Yes, certainly.

**Lynette French:** Thanks. We'll be about 15 minutes.

**Owen McIntyre:** Not a problem.

**Lynette French:** Good. Always check that they're not doing anything that's vital in that lesson. If it's an assessment task or something that they really can't miss. If it maybe is something that they need to be there for the first 10 minutes of the lesson, I can come back. Ready for some GRIN? How'd you feel in the last Math lesson? Give yourself a score out of 10.

**Student 1:** 7 maybe out of 10.

**Lynette French:** When we get into the room, I then record what they reckon their score for the previous lesson would be out of 10, and then the reasons for this. Usually things like I could put up my hand, I could answer some of the questions that the teacher asked.

**Cammy:** They would start off by telling us the main points of the new topic we'll be learning in class before we even started in class so we would have an idea of what we're about to learn and do. She would give us examples to work with and she'll ask each of us to try to solve it. If we can't, she will explain to us. Even if we still don't understand that, she'll always make sure we'll understand it before she moves on.

**Lynette French:** You've shown that they're parallel by your little arrows. Do you think you could draw-- We sit around a table. We have a little whiteboards. We have whiteboard markers. It's all about minimal writing for the students. It's more about talking. They don't come with any equipment. They don't need to bring pens, pencils or paper.

**Samer:** Your regular classrooms, it's big and it's intimidating. When you go in a little, small group, it's like a one-on-one with other people there.

**Owen McIntyre:** There's particular students that have grown and have really developed and their **[unintelligible 00:06:33]** A in your 8th mathematics. Then you look at results in year 10. You talk to them and you hear that they've grown in confidence. Just the way they speak, just the way you talk to them, you can see they're more confident.

**Jaderick:** After doing GRIN program, I am, for the most part, very confident at math. Normally, I wouldn't really struggle as much anymore. I now find math to be very enjoyable and I don't hate it at all now.

**Cammy:** In class before GRIN, I was doing really bad and I just didn't really have hope. After the GRIN program, they taught me how to break down types of math problems to make it easier for myself to solve.

**Jaderick:** It helped me try and keep up for the class a bit better.

**Owen McIntyre:** Now, for these students to come out, some of these students are at the top in math methods year 11, that's where they're projected to go.

**Kerrie Dowsley:** We are incredibly fortunate to have a dedicated and really highly skilled staff who are committed to that improvement for each student. We also have students who do have very high expectations for their learning and for their pathways beyond the school so that there is that culture that exists here and we're really proud of that culture.

[music]

## Engagement activities - Team based

In your school improvement team or PLC meeting:

1. Discuss what teacher collaboration and/or student voice, agency and leadership mean for your school. Then, watch the above videos.

* For the first video, refer to the PLC Maturity Matrix and identify where the practices would be located and take notes of the practices.
* For the second video, refer to pages 30-31 of the Continua of Practice. Identify where the practices would be located on the *empowering students and building school pride* and take notes of the practices.

1. After watching the videos, reflect on the following questions with your colleagues:

* What are potential barriers and challenges to building a school environment that fosters teacher collaboration and student voice, agency and leadership? How might these be overcome? For example, are there daily routines or timetable structures you would need to change to facilitate PLCs?
* What strategies could you implement to further improve teacher collaboration? What strategies could you implement to foster student voice, agency and leadership? For example, does your school currently have Student Voice/Action Teams?

1. Establish a set of draft goals for developing either teacher collaboration or student voice in your school and a process for including teachers and/or students in co-designing and ratifying.

## Framework for Improving Student Outcomes

| FISO priority | FISO dimension | FISO continua component |
| --- | --- | --- |
| Positive climate for learning | * Empowering students and building school pride | * The school activates student voice, agency and leadership |
| Professional leadership | * Instructional and shared leadership | * School leaders lead teaching and learning * The school monitors and evaluates its practice |
| Excellence in teaching and learning | * Evidence-based high impact teaching strategies | * Teachers evaluate and modify their teaching practice |

## Evidence of improvement at St Albans secondary college

* Increased the percentage of students in top two bands for Year 9 Reading by 3.7% over the last three years.
* Increased percentage of students with high relative growth in NAPLAN Reading between years 7-9 from 19.3% in 2016 to 27.8% in 2018.

## Additional Department of Education and Training resources

* [Amplify, empowering students through voice, agency and leadership](http://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/amplify.aspx)
* [Professional Learning Communities](http://www.education.vic.gov.au/plcs)
* Professional Learning Communities [Maturity Matrix](https://www.education.vic.gov.au/Documents/school/teachers/management/improvement/plcmaturitymatrix.pdf).
* Victorian Student Representative Council (VicSRC) – [Developing student participation, engagement and leadership, A guide for principals](http://www.vicsrc.org.au/resources)

# 3. Using assessment to improve student learning

**Carlton Gardens Primary School**

For schools that are looking to:

* create data walls to build collaboration and monitor student learning
* use assessment to inform differentiated and targeted teaching and learning.

If assessment is understood as the process of establishing where students are at in their learning, then all assessment is formative. Formative assessment is continuous feedback that allows teachers to evaluate impact and students to move forward in their learning. Formative assessment provides qualitative and quantitative data to inform both teachers and students about learning progress, and should be linked to the Victorian Curriculum F-10 achievement standards.

## Video case studies

### Video 6: Creating data walls

[Link to video](https://www.youtube.com/watch?v=rafwOmQH0qM)

Video transcript: Creating data walls

[music]

**Tina McDougall:** Some of our grade ones, I'm a bit concerned that they are not traveling as quickly as some of the younger children.

**Andrew Bloomfield:** We've also got a whole heap of those grade ones that aren't where we wanted them to be for the start of the year. Data walls are a reaction to our SSP. We had some really ambitious growth goals across writing, reading, and numeracy. As a leadership team, we needed to keep track of things, make sure the teachers were on task, make sure student learning was going where we wanted it to.

**Tina:** We had data everywhere and each team had data on their own children. Each grade head teacher had data on their own children. I wanted a whole school picture of the data, so we developed the data walls.

**Andrew:** Our first data wall up the top here is our reading data wall. This was the first one that we actually started with. It shows the Fountas and Pinnell level of every child in the school. It's color coded, so orange numbers are the grade ones through to the yellow numbers are the grade sixes. Each of these little tags, we have the student's name and at the end, it has their starting level. I can tell that this child has moved a level already so far this year.

**Tina:** At a glance, I can see children who are doing really well, some children that may not be doing so well. Globally, I can then go and pick members of the PLC, speak to individual teachers, what's happened with this child. What resource do we need to support this child.

**Maire Clapham:** It was quite interesting to see the spread of the data, but it was also really affirming for us to see that we are doing some really good things and that the majority of our students are in a really good place.

**Andrew:** Some people, if they see student results from their class up on the wall, it could be really confronting and it's important to talk about, "It's a collective thing, we're not judging you as a teacher. Some teachers are great at teaching math, some teachers are great at teaching reading, some teachers are great at teaching writing. This is about supporting you as a teacher, to give you those skills to help students achieve, and it's also catering for our students' need." Down below, we have our writing wall. This time it's color-coded by Victorian curriculum level.

Start of the year, double zero is yellow. All the way through to seven or eight depending on how children are going. At the top here we have the level so F.O. It has an example of what an F.O looks like, it has the student's name. It has the grade that they're in, the extra class that they're in, and the score that they were given that they're starting the year at. The color coding here, yellow means that you're at the expected level. Red is you're lower than the expected level and green is above the expected level.

Because we have a high proportion of EAL students within our school, a lot of new arrivals, we have to track the EAL continuum. Level A for the Prep to two students. Level B for the three to six students. EAL tags are a little bit different. We don't do the color coding because EAL continuum isn't as linear as our writing one. It just has the child's name, the year level, the class, and the score that they have on it. As you can see, we also have put our new students in. Ones with the yellow on the end are our new students who have just arrived and will come into the school.

**Hollie Winfield:** The physical data walls that we have on display in the PD room is whole school data where we're looking at kids from prep to grade six. The data that we store on Google Drive is each team's individual data where it's looking at the results of their students in particular assessments.

**Maire:** The physical data walls in our PD room are updated semesterly for maths, writing, and the EAL continuum.

**Hollie:** Towards the end of term two, the leadership team will meet and move the children's names according to the teacher judgements and we'll clearly be able to see the kids that have achieved the six months growth that we'd expect, 12 months growth which would be amazing or if there are any children that haven't made growth and then we can discuss with the teachers why that might be and what extra support they might need to ensure that those children move in the next reporting cycle.

**Andrew:** Teachers are aware that it's not an attack on their performance. It's about a shared responsibility of all the students within your school. If you have an area of weakness, we are going to be able to help you with that. Occasionally, on our data wall, we'll see a child make a massive jump and it's something that we always follow up. We'll go into the classroom and say, "I saw what your child has done in the last 12 months, done two years worth of growth. Can you show me some samples?" Most of the time they've actually just done this great leap and it's fantastic and if they haven't, it's a moderation discussion working out.

"Actually, that's not what this look looks like, it's more like this." Our teachers take that really well. We have formal discussions within our PLC meeting and then teachers will just have informal discussions as they come in that room. A teacher might be standing near the data wall doing their photocopying, they'll look up there they'll see that this child that they talked previously has made this big leap and they'll talk to the teacher about that and why have they done this.

**Maire:** I think it really gave everybody more of a sense of that shared ownership of the students.

**Andrew:** Also, it allows us, as leadership team to, if we see amazing student growth, to go up to that child and say and see them out in the yard and go, "Fantastic. I saw that you are up to level P, that's amazing. How do you feel? What are you doing about it?" It gives the student a buzz, gives us a buzz.

**Maire:** The kids that poured so much work and effort and so much passion into supporting, it's great to see them continue to move and that their teachers the following year are continuing that hard work and continuing that level of support so that they can be really successful.

[music]

**[00:06:21] [END OF AUDIO]**

### Video 7: Using assessment to differentiate teaching and learning

[Link to video](https://www.youtube.com/watch?time_continue=1&v=2Ku1FAyDb4g)

Video transcript: Using assessment to differentiate teaching and learning

[music]

**Student 1:** We're using the number expanders to help us rename the numbers so we can break it up like this.

**Student 2:** 183 ones.

**Mel:** We run a program here at Carlton Gardens called Response To Intervention. We run like normal maths program throughout the week which is what we called our Tier 1 program. That's just the general curriculum.

**Hollie:** After we've taught the Tier 1 teaching, the core unit, all the students are given the same common assessment task so that we can look at whether or not they've all achieved the essential skills and knowledge that they need. Then based on those results, we group the children into Tier 2 interventions.

**Maire:** We'll have consolidation groups, extension groups and we have our support groups. Usually, they are our smallest groups because we really want them to be focused and targeted.

**Mel:** For three and half hour sessions a week, we target just that particular skill and getting them to reach the standards within hopefully two to three weeks of that targeted teaching. We have support teachers who come in to our room for the Tier 2 teaching, the small group teaching, but a lot of the times it's us specialist teachers who fulfill that role. We generally try to give them the group who is consolidating because they generally feel independent and they are not at risk in anyway.

**Monika:** What that allowed is that one teacher could work on with one group and then the support person could come on and work on with another group.

**Mel:** If the student hasn't met standards, we always try and prioritize that they go with one of the year level teachers. The work that the students will be working on is shared with those teachers so that they can prepare before they come into the classroom.

**Monika:** As the sessions go on, the teachers will use any general notes and then have assessments at the end of sessions. It's a short test that allows the teachers to be able to ascertain whether students did understand the skill or they were unable to understand the skill. If they did understand, they will then move into a different group. Then if they didn't understand, they stay in that group and they continue to work on that skill. RTI allows the students to be cognitive. They know exactly what they're going to be working on and they know what their goal is. I think it gives them a sense of motivation, as well, to want to do better.

**Mel:** All right, we are continuing with our place value intervention groups this week.

**Female Speaker 1:** What's happening now is that we've identified a few different skills that the kids are struggling with. They're just getting split off to go into those groups now so that they can practice the skill that we've identified that they might be missing.

**Mel:** You didn't rename it, you just told us what it was. When you read or something you do it differently. We need to rename it. Raven, go.

**Raven:** Thirty six tenths.

**Mel:** Yes, Thirty six tenths.

**Raven:** Two hundred and fifty nine hundredths.

**Mel:** Two hundred and fifty nine hundredths. Make sure that you get that th in.

**Raven:** And seventeen tenths of thousandths.

**Mel:** Tenths of thousandths, awesome.

**Female Speaker 2:** The response to intervention program was introduced around 2015 after we had been to a two day workshop with Chris Weber and Mike Mattos. We came back as a leadership team and discussed how we were going to implement something like the Response To Intervention process because it was primarily designed for secondary school. We had to do a bit of tweaking here and there. We started off with the preps. I had spoken to the whole staff and reported back on the RTI, but we thought we'd start off with the preps, go through a circle, and then come back to the staff with error results. The results were really, really promising. Then, we extended it to the other grades as well.

**Monika:** The response from the staff was actually really positive. I think because they could actually say the changes within the students learning over the three week period. From that, they were actually excited to go back into their curriculum and look at what they could intervene on.

**Female Speaker 2:** For a year or two, we just look to Tier 1 and Tier 2, but we also had those students who are Tier 3 that were 12 months to 18 months behind their peers. We needed to develop that intervention program even further by having someone designated as a Tier 3 teacher that could pick both kids up.

**Monika:** My role this year is to support the teachers through Tier 1 intervention. I'll be in the classroom with them for certain sessions within a week. I'll be running the same parallel mini lesson that targeted at those three or four students that do need that extra support. Right now, Mary and I are going to be running a warm-up in the start of mini lesson. Mary will unpack the learning goals and once it's done, I'll separate into the smaller room and Mary will continue the lesson, and we'll be running simultaneous mini lessons.

**Student 3:** Seven is the same as-

**Monika:** Is the same as?

**Student 3:** -thirty three. Take away, question mark.

**Monika:** Awesome. We can use the different words there because they all mean the same thing. What would I start with here? What number would I start with?

**Student 3:** Twenty-two.

**Monika:** Twenty-two, and what would I do?

**Student 3:** Plus seven?

**Monika:** Plus seven, count with me.

**Together:** One, two, three, four, five, six, seven.

**Monika:** Our collaboration abilities have definitely grown over the years. We started off as any new endeavour on **[unintelligibe 00:06:05]** and as the years have gone, our confidence has grown. We look at data in a different way than what we did at the start, and it's not looking at the data anymore on my grade. "Well, this is my class." We're talking at, "This is our cohort. What can we do to support them?" A lot of the the PD, the professional development that we have done over the last couple of years has supported our understanding of data?

**Hollie:** Teachers have been heavily involved in what's developed into, and when you talk to all different teachers, you're find they're quite invested in the process.

**Monika:** RTI and the PLC process really enable us to make sure that the students are the center of our focus. Whatever we do, it's always what the students learning in mind and it give us the whole collective ability to be able to come together through timetabling and through our professional development to be able to really, really have an impact on the student's learning.

[music]

**[00:07:10] [END OF AUDIO]**

## Engagement activities - Team based

In your school improvement team or PLC meeting, watch the videos:

1. After watching the videos, reflect on to what extent your school has the structures and spaces to enable discussions based on observation of what students do, say, make or write.
2. Reflect on the following questions with your colleagues:

* To what extent does your school actively encourage teachers to talk about what they can do to improve their teaching?
* To what extent does your school ensure that teachers understand the purpose of formative assessment?
* How can you demonstrate the role formative assessment plays in evaluation of learning gain, establishing high expectations and developing clear understandings of what is expected of each student?

1. Use the Practice Principles Diagnostic Tools to facilitate individual and/or whole-school reflection on Practice Principle 6, rigorous assessment practices and feedback to inform teaching and learning.

## Framework for Improving Student Outcomes

| FISO priority | FISO dimension | FISO continua component |
| --- | --- | --- |
| Positive climate for learning | * Empowering students and building school pride | * The school has high expectations for learning progress * There is a holistic approach to curriculum pedagogy and assessment |
| Excellence in teaching and learning | * Curriculum planning and assessment * Evauating impact on learning | * The school connects student assessment with learning * The school builds assessment literacy |

## Evidence of improvement at Carlton Gardens primary school

* Improved its performance to move from Renew into Influence in 2018.
* Increased the percentage of students with high or medium relative learning gain in NAPLAN Reading by 6.4% over last three years.
* Increased the percentage of students in with high or medium relative learning gain in NAPLAN Numeracy by 4.2% over last three years.

## Additional Department of Education and Training resources

* Professional Practice Note 5 – [using data walls to turn data into instruction](http://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/ppe-elements.aspx?Redirect=1#link34)
* Professional Practice Note 6 – [formative assessment](http://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/ppe-elements.aspx?Redirect=1#link34)
* [Practice Principles](http://www.education.vic.gov.au/practiceprinciples)
* [Pedagogical Model](https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/pedagogical-model.aspx)
* [Insight Assessment Platform](http://www.vcaa.vic.edu.au/Pages/insightplatform/index.aspx)

# 4. Embedding student voice, agency and leadership

**Keilor Views Primary School**

For schools that are looking to:

* build student agency in learning and assessment
* co-create effective learner qualities with students.

Student voice, agency and leadership are essential elements of FISO. The Victorian Teaching and Learning Model, which brings FISO into the classroom, also recognises the impact of a student-centred approach to teaching and learning. Students gain a better understanding of what good learning is and the purpose behind it if they are further invested in their learning through student-centred approaches. This can foster purposeful discussions with teachers about their progress and achievement, which has a significant effect size on achievement.

## Video case studies

### Video 8: Building student agency in learning

[Link to video](https://www.youtube.com/watch?v=D1UbfTb4gyk)

Video transcript: Building student agency in learning

**Sofia:** This is a reading goal chart and the first-- the "just right independent level " is what I can do. The second column is "I'm working on". What we do is R goes off, P moves up to the next-- to the "just right independent level" and then Q would go in "working on" is and then R would go in the third column which is "my long-term goal".

**Helen Butler:** Our communities of practice this year were focused on three areas, one of them being assessment and reporting because the Victorian Education System was moving to a new reporting format. It was an opportunity for us as a school to say, "What would we like to see on our reports?" We asked that question of our parent community, and they gave us feedback and then we said to the students, "What's the most important part of the report that you read?" They all said key things like, "We just look at where the dot is. We don't read the comments," and things like that. "However, we need to know what the dot means on our report." We started to look at the matrix that was sent out by the department and we thought,"How can we do better?"

**Hung-Vy:** We made the look-at matrix to pinpoint where you are now, so we needed the Victorian Curriculum to have what content that we needed to learn in order to be at that level. So we made the look-at matrix to have these "I can" statements that can say or summarize the Victorian Curriculum into a student-friendly language.

**Sofia:** I'll tell you some things about what I can do. Understand the reasons behind words. I use the text features to help me find information, and I summarize texts that have many events.

**Hung-Vy:** The head student input to the "I can" statements so that it was actually student friendly from our perspective to see if the "I can" statements were understood.

**Daniel McKerracher:** We sat together and looked at the Victorian Curriculum from foundation all the way through to year six and beyond.

**Aneeq:** Right now, it's on across the whole school. It's only still in work-in-progress, so we're still experimenting with it.

**Hung-Vy:** Seeing what we could always add and stuff. The grade two still have their look-at matrix on hard copy, but we've made a digital version. You can see over here, we have the Victorian Curriculum, but they're converted into "I can" statements that are easier to understand. When you look at the matrix at first, you want to look in what year you are. If I was in year six, I would go to-- and it was the middle of the year, I would go down to an average and this is-- the "I can" statements would say what I should be capable of. If I'm above average, say, six months above, I might want to go other level and across to the equal to the end of year six, so this is what you should be capable of. If there are things that you can't do, you can set those as your individual learning goals and work towards achieving that level.

**Jeremy Murphy:** Students and teachers can have open at the same time, have a open, transparent conversation and look over certain Victorian Curriculum levels whether it be reading, writing, maths, and look at those key milestones that they need to achieve by the end of the year. If it's in writing, a student might be at level 4.5, so halfway through year four, the teacher and student can have a conversation about what they've achieved thus far throughout the year. Then moving forward, by the end of year four, you need to be at level five, so these are the key descriptors that you need to be able to achieve and work on.

**Helen Butler:** I think one of the biggest impact of going through this process and the work that we're doing alongside our students, and with our students, and with our community has been in reading, and writing, and mathematics. We're doing well in both growth as well achieving data in those areas.

**Hung-Vy:** Before we let students in on the secret teacher business, we had-- our lessons just went like you come in, this is what you're learning, this is what you're going to do and that's it. There's no why or--

**Aneeq:** There's no why.

**Hung-Vy:** Then now it's a lot clearer to what we're doing and why and how to complete those tasks.

**Aneeq:** It just makes everything much more clearer on why you're doing it. It makes children enjoy it because they know they're doing this thing for a purpose.

**Hung-Vy: O**bviously, if they know their goals and where they're heading next, it motivates them to get there.

**[00:05:14] [END OF AUDIO]**

### Video 9: Co-creating effective learner qualities

[Link to video](https://www.youtube.com/watch?v=ShCa1mGmDaw)

Video transcript: Co-creating effective learner qualities

[music]

**Speaker 1:** Excellent. Can you say Effective Learner Qualities?

**Students:** Effective learner Qualities.

**Speaker 1:** Excellent. Can you say I can?

**Students:** I can.

**Speaker 1:** Name.

**Students:** Name.

**Speaker 1:** The K-V-P-S.

**Students:** The K-V-P-S

**Speaker 1:** Effective Learner Qualities.

**Hung-Vy:** The six learner qualities are basically traits of an effective learner. Whenever you're working on something or learning something new, you can always look up to the ELQ's to see what you may need to be doing to complete the task.

**Daniel Mckerracher:** You don't pinpoint exactly and talk. This is going to be determined, but as we do plan, we need to think about how the students are going to be persistent? Will they're going to be determined to achieve? How they're going to connect their learning? Then how they're going to reflect and use the feedback going forward to build on their knowledge.

**Hung-Vy:** Before, our lessons just went like you come in, this is what you're learning. This is what you're going to do and that's it. There's no why?

**Aneeq:** There's no why.

**Hung-Vy:** Yes. Then now ever since the ELQ's were introduced, it's a lot clearer to what we are doing and why, and how to complete those tasks.

**Daniel Mckerracher:** I guess as opposed to me just sitting there and showing them how to do it, having a voice with them in putting into their own learning about where they're going to go forward and how they're going to get there is really important. It's the biggest change I've seen that the students own their own learning goals. Then they know exactly how they're going to get there with the ELQ's and using them to the best of their ability.

**Helen Butler:** I started working with the school as a Network Improvement Consultant. I took them through a very strategic and intentional and purposeful action plan. Looking at what was the perceptions from teachers, what they wanted, and also what the students felt or perceived was their role in their learning.

**Charles Branciforte:** We checked in with our kids and we asked them what does a good learner look like?

**Helen Butler:** The students were saying the typical behavioral things. We see it and then we simply put up our hands.

**Charles Branciforte:** We'd realize we missed the critical link. The critical link was, they're learners and when they're effective are able to articulate their learning and why they are effective. Which led us to formally developed our Effectively Learner Qualities.

**Helen Butler:** Part of the process was to brainstorm and start coming up with a law. A lot of ideas around, a lot of dispositions, so we had narrow it down to six that would really gel. The research would suggest that any more than six items of anything that you're trying to come to an agreement on creates an opportunity for it to file.

**Charles Branciforte:** The support around ELQ's was really around the common language. Do we all have an understanding of what it is to persist at every level? This was really developed with the voice of lots of people, the stuff. What's your version of persist? If I asked a six-year-old a twelve-year-old, a five-year-old. What are we talking about when we're persisting?

**Helen Butler:** As a primary school that method of a **[unintelligible 00:03:08]** of what it look like, feel like, sound like? Was adopted and the students were to alongside the teachers to come up with some key indicators of what those dispositions would look like.

**Daniel Mckerracher:** After the six were selected, we have to have to articulate in how they're going to be embedded into our curriculum. We had a teacher handbook created and then from the teacher handbook created at how we can use them in our teaching. The student handbook got created for the students about how they'll use it as learners.

**Helen Butler:** The teachers had to do a lot of teaching and explicit teaching around what does it mean to be a learner in today's modern society.

**Daniel Mckerracher:** We did individualize lessons around each ELQ. What does it mean to be a persistent learner? If you refer to the student handbook, it lists a whole bunch of, why is that students can be persistent? It lists a whole bunch of why students can be determined learners. It doesn't just pinpoint to math or to literacy. The students can clearly say what it means to be a persistent learner. What it means to connect on learning, what it means to reflect.

**Hung-Vy:** 10 years ago you wouldn't have students ever talking to you. It was like they're teachers or-- about their learning.

**Aneeq:** It's the teacher leading it, not students doing.

**Hung-Vy:** It's all classified in the past. Now, it's just open conversation about, "These are my goals and what I'm capable of."

**Aneeq:** It's like we're leading our own learning. Sometimes if we think-- as Hung-Vy said, if the environment for us is not right, you can always ask them to alter something. They always make a compromise. If they can actually make a full change, definitely make a compromise.

**Helen Butler:** Evaluations are really important part of any improvement strategies. What we did was map at six months, we would ask the sign question, "what does an effective learner look like?" And do the same sampling of five students in every classroom from Foundation **[unintelligible 00:05:03]** six and also same students. From that, we're able to just say small shifts so students-- Just initially identifying one or two of the dispositions. At 12 months we probably saw, we checked in again and we some pattern with the students. They're able to then to say, "I'm a self-aware learner."

Which is not uncommon when you're introducing a common language. We now have OEL students in year six through the body program whom have been here for three or four years now. Who are at their apply stage in articulation of being of able to go down and actually coach their new foundation students of the start of the year.

**Aneeq:** We teach the younger kids about the ELQs and what's right and what's not right.

**Daniel Mckerracher:** What you're going to be doing now is you're going to be listening to your body. You and your body are going to talk about the effective learner qualities and how you can use them in the classroom. The grad six as might use some examples about how they use the effective learner qualities in the classroom. I might ask you some questions about how you use them in the classroom.

**Student 1:** There's something called effective learner qualities. There's something called determined, self-aware, connect, reflect, and use feedback.

**Student 2:** Connect is when you relay your thinking to your learning. Example, this emoji right here is reading and he's connecting his thinking to the book. Do you understand?

**Student 3:** Yes.

**Helen Butler:** I think one of the biggest impact of going through this process and to work that wage, we're doing alongside of students **[unintelligible 00:06:41]** community has been in reading and writing in mathematics. You know very well-- doing well in part-growth as well as achievement data in those areas.

**Hung-Vy:** Ever since the ELQ were introduced, it's a lot clear to what we're doing and why and how to complete those tasks.

**Aneeq:** It makes children enjoy it because they know they're was doing these things for a purpose.

**Hung-Vy:** And obviously, if they know their goals and where they're heading next to, it motivates them to get there.

**[00:07:22] [END OF AUDIO]**

## Engagement activities - Team based

In your school improvement team or PLC meeting, watch the videos. Invite student representatives (for example, from the SRC or a Student Voice/Action Team) to view the videos with your teams:

1. After watching the videos, discuss the following questions with your colleagues and students:

* What do we understand by the terms student voice, student agency and student leadership?
* To what extent are student voice, agency and leadership embedded in whole school practices?
* What does student voice, agency and leadership look like in the classroom?

1. Use the Practice Principles Diagnostic Tools to facilitate reflection on Practice Principle 3, student voice, agency and leadership empower students and build school pride.
2. Discuss with the student representatives a draft plan for setting up new structures for broader student participation in decision making and/or to broaden existing resources and programs to empower students (for example, Teach the Teacher Ignite Program).

## Framework for Improving Student Outcomes

| FISO priority | FISO dimension | FISO continua component |
| --- | --- | --- |
| Excellence in teaching and learning | * Evidence-based high impact teaching strategies | * The school has high expectations for learning progress |
| Positive climate for learning | * Intellectual engagement and self awareness * Empowering students and building school pride | * Students apply metacognitive strategies to their learning * The school activates student agency |

## Evidence of improvement at Keilor Views Primary School

* Keilor Views is an **influence** school in the domain of **student attitudes**, with high and very high levels across:
* Stimulated learning (92%)
* Sense of confidence (88.5%)
* Managing bullying (89.7)
* Increased the percentage of students in top two bands for Year 5 Reading by 4.5% over the last three years.

## Additional Department of Education and Training resources

* [Amplify, empowering students through voice, agency and leadership](https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/amplify.aspx)
* Victorian Student Representative Council (VicSRC) – [Developing student participation, engagement and leadership, A guide for principals](http://www.vicsrc.org.au/resources)
* Practice Principle 3: Student voice, agency and leadership empower students and build school pride