Effective Practice Project

Capturing lessons from our schools to support the implementation of FISO
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

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.

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.

'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

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

**How to use a QR code**

1. Install a QR code reader on your phone
2. Open the QR code reader on your phone
3. Hold your phone over the QR code so that it is visible on your screen
4. Your phone should read the code and take you to the intended video.
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### School profiles

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<th>Students</th>
<th>Area</th>
<th>SFOE</th>
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<tbody>
<tr>
<td>Ashby Primary School</td>
<td>250</td>
<td>Barwon Area</td>
<td>0.3345</td>
</tr>
<tr>
<td>Carlton Gardens Primary School</td>
<td>394</td>
<td>Western Melbourne Area</td>
<td>0.1945</td>
</tr>
<tr>
<td>St Albans Secondary College</td>
<td>1454</td>
<td>Brimbank Melton Area</td>
<td>0.6025</td>
</tr>
<tr>
<td>Keilor Views Primary School</td>
<td>449</td>
<td>Brimbank Melton Area</td>
<td>0.5436</td>
</tr>
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### Driving improvement through shared leadership

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

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### Using assessment to improve student learning

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### Embedding student voice, agency and leadership

- p. 10
1. Driving improvement through distributed and shared leadership

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 2: Whole-school approaches to strategic planning
Video 3: Distributing leadership through school improvement teams

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?

3. From your reflection and discussion, identify ways you can further develop shared and distributed leadership practices in your schools.
### Framework for Improving Student Outcomes

<table>
<thead>
<tr>
<th>FISO priority</th>
<th>FISO dimension</th>
<th>FISO continua component</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Leadership</td>
<td>Building leadership teams</td>
<td>The leadership team leads school improvement</td>
</tr>
<tr>
<td></td>
<td>Instructional and shared leadership</td>
<td>School leadership is shared</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The school has a culture of strategic thinking, planning and resource management</td>
</tr>
<tr>
<td></td>
<td></td>
<td>School leaders lead whole school improvement</td>
</tr>
</tbody>
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### 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

- **Strategic Planning Online Tool:** [https://apps.edustar.vic.edu.au/spot/](https://apps.edustar.vic.edu.au/spot/)
2. Leveraging teacher collaboration and student voice in a secondary school

**Video case studies**

**Engagement activities**

**Team based**

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.

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.

2. 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?

3. 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

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

### 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.

- Professional Learning Communities Maturity Matrix
- Victorian Student Representative Council (VicSRC) – Developing student participation, engagement and leadership, A guide for principals: [http://www.vicsrc.org.au/resources](http://www.vicsrc.org.au/resources)
3. Using assessment to improve student learning

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 6: Creating data walls
Video 7: Using assessment to differentiate teaching and learning

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?

3. 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.
Evidence of improvement at Carlton Gardens Primary School

**Framework for Improving Student Outcomes**

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<tr>
<td>Positive climate for learning</td>
<td>Empowering students and building school pride</td>
<td>The school has high expectations for learning progress</td>
</tr>
<tr>
<td>Excellence in teaching and learning</td>
<td>Curriculum planning and assessment</td>
<td>There is a holistic approach to curriculum pedagogy and assessment</td>
</tr>
<tr>
<td></td>
<td>Evaluating impact on learning</td>
<td>The school connects student assessment with learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The school builds assessment literacy</td>
</tr>
</tbody>
</table>

**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.

4. Embedding
student voice,
agency and
leadership

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 cases studies

Video 8: Building student agency in learning

Video 9: Co-creating effective learner qualities

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?

2. Use the Practice Principles Diagnostic Tools to facilitate reflection on Practice Principle 3, student voice, agency and leadership empower students and build school pride.

3. 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).
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</tr>
<tr>
<td>Positive climate for learning</td>
<td>Intellectual engagement and self awareness</td>
<td>Students apply metacognitive strategies to their learning</td>
</tr>
<tr>
<td></td>
<td>Empowering students and building school pride</td>
<td>The school activates student agency</td>
</tr>
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### 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:

- **92%** stimulated learning
- **88.5%** sense of confidence
- **89.7%** managing bullying

**Increased** the percentage of students in **top two bands for Year 5 Reading** by 4.5% over the last three years.

- Victorian Student Representative Council (VicSRC) – Developing student participation, engagement and leadership, A guide for principals: [http://www.vicsrc.org.au/resources](http://www.vicsrc.org.au/resources)
- Practice Principle 3: Student voice, agency and leadership empower students and build school pride