ASSESSING AND INTERVENING WITH IMPACT:

SUPPORTING STUDENTS DURING CHANGING LEARNING ENVIRONMENTS

THE **EDUCATION STATE**

VICTORIA State Government | Education and Training

CONTENTS

OVERVIEW

As the learning environment continues to change and adapt, schools continue to build on the collaborative work of teachers to provide point of need support for all students. Emerging evidence indicates that some students have thrived and made significant gains in their learning during remote and flexible learning, while disadvantaged and vulnerable students are more likely to have fallen behind when compared with their peers.

This guide suggests approaches for identifying student progress and supporting growth with targeted strategies. It complements the efforts of teachers as they respond to the achievement, engagement and wellbeing needs of their students, and reflects good practice currently occurring in our schools. It also recognises that some schools will be returning to remote and flexible learning and provides advice on how to adapt strategies and actions in that context.

GETTING STARTED

This guide is intended for teachers and school leaders to support planning and professional conversations through structures and approaches that are characterised by effective use of the Framework for Improving Student Outcomes (FISO) Improvement Cycle, including School Improvement Teams (SITs) and Professional Learning Communities/Teams (PLCs/PLTs).

This process will lead to the identification of students who would benefit from increased or prioritised support. Some will be high achievers who need to be stretched, while some will have fallen behind in different learning areas. Some students will have complex learning needs, but excellence means all students are supported to progress to the level of which they are capable.

IMPROVEMENT CYCLE

Evaluate and diagnose → Prioritise and set goals → Develop and plan → Implement and monitor

STRUCTURE

This guide is structured using the FISO Improvement Cycle. Each stage of the cycle includes:

- Key questions that schools can use as prompts to guide the identification and implementation of effective learning strategies for their students

- Suggested strategies and actions schools can draw on to address each question. Schools can draw on the strategies and actions that are best aligned to their contexts and consider adaptations for flexible and remote learning if relevant.

PRINCIPLES

Four key principles underpin this guide:

1. Student achievement, engagement and wellbeing are interconnected and complementary facets of student learning.

2. Everyone in a school has a role in supporting students at their point of need, from the principal who acts as a key enabler for the successful implementation of intervention strategies, to the pre-service teacher who is learning what differentiation can look like.

3. Intervention is most effective when it builds on the enabling structures and resources that already exist in Victorian schools, such as middle leaders who engage in SITs and PLCs/PLTs, a curriculum plan and an assessment schedule and plan.

4. A focus on evidence both from within the Victorian system and from local and national research will ensure that strategies have the highest chance of success.

Evaluate and diagnose (pp.6-8)	Prioritise and set goals (pp.9-11)	Develop and plan (pp.12-14)	Implement and monitor (pp.15-16)
1. What do we know about each student's engagement and wellbeing, including their preferred ways of working? 2. What is each student's current stage of knowledge, skill and understanding against different Victorian Curriculum learning areas? 3. To what extent do our teaching staff have the knowledge and capabilities to address each student's learning needs? *Diagnosing students' needs in practice: Yea High School*	1. What are the learning priorities of our students, and how do they inform our school's priorities? 2. How can we build on existing work? 3. What are our students' learning goals? *Data-driven prioritisation in practice: Footscray City Primary School*	1. How will we know students are learning? 2. What will implementation look like? 3. How will professional learning support our priorities and goals? *Timetabling in practice: Lyndale Secondary College*	1. How well are we implementing our differentiated teaching strategies? 2. How well are we monitoring our implementation? *Small group support in practice: Koonung Secondary College*
Intervention strategies (pp.17-19)			
Resources to support planning and implementation (pp.20-21)			

STRATEGIES FOR TEAMS WORKING THROUGH THE FISO IMPROVEMENT CYCLE

EVALUATE AND DIAGNOSE

Research suggests that continued evaluation of the impact of teaching strategies on learning is key to providing targeted support to students.[1] It also suggests that students with lower prior achievement tend to be most disadvantaged in online and blended learning contexts.[2] Evidence from the recent period of remote learning indicates that students most at risk from disengaging from remote and flexible learning include:

- students from high SFOE backgrounds, particularly those students whose parents have a low level of education
- students with additional needs, such as those in receipt of Program for Students with Disabilities (PSD) funding

- Koorie students
- students from culturally and linguistically diverse backgrounds, particularly those with low levels of English proficiency, Pasifika backgrounds or who are refugees
- students studying Vocational and Applied Learning (VCAL) or Vocational Education and Training (VET) delivered to school students (VDSS)
- vulnerable students, such as those who are at risk of disengagement or in out-of-home care.

Understanding the impact of remote and flexible learning on students' achievement, engagement and wellbeing requires a range of different data and evidence.

Questions	Strategies and actions for students who would benefit from increased or prioritised support	Considerations for flexible and remote learning
1. What do we know about each student's engagement and wellbeing, including their preferred ways of working?	The team encourages and works with teachers to deepen their understanding of the student's context and learning to date by accessing: • Panorama to check whether the student is drawing additional funding to the school or if they are taking part in the Middle Years Literacy and Numeracy Support (MYLNS) initiative • the student's Individual Education Plan (IEP), if they have one, to review their documentation to date • the student's attendance history and behavioural records • the Student Mapping Tool to bring together achievement and wellbeing information about the student and to identify opportunities for support. The team encourages teachers to build a relationship with each student and their family and community by: • engaging with the student's parents or carers to understand the student's story and continue to build a relationship. • talking to the student to understand how they have experienced learning so far (including learning remotely), what motivates them and what they want to achieve • talking to the student's other teachers to build understanding of what has worked well before, and what has not worked so well.	Most students reported a range of health and wellbeing benefits during remote and flexible learning, including improved sleep and control over decision-making. At the same time, some students felt more pressure, got distracted and felt increased loneliness.[3] Victoria's experience with remote and flexible learning to date has demonstrated that a good relationship with students and their families is particularly important when students are not in regular face-to-face contact with their teachers and peers. Schools ensure there is contact with each student once per week at a minimum. Most parents were satisfied with the learning from home arrangements provided by their child's school and felt well supported to help their child learn.[4] However, most parents disagreed that remote and flexible learning was as effective as on-site learning.

[1] Clinton, J. (2020). Supporting Vulnerable Children in the Face of a Pandemic. A paper prepared for the Australian Government Department of Education, Skills and Employment. Centre for Program Evaluation, Melbourne Graduate School of Education, The University of Melbourne. Retrieved from https:// www.dese.gov.au/system/files/doc/other/clinton_supporting_vulnerable_children_final.pdf

[2] Gulosin, C & Miron, C. (2017). Growth and Performance of Fully Online and Blended K-12 Public Schools. Education Policy Analysis Achieves, 25(124), 1-42.

[3] Department of Education and Training (2020). Learning from home student survey.

[4] Department of Education and Training (2020). Learning from home parent survey.

Questions	Strategies and actions for students who would benefit from increased or prioritised support	Considerations for flexible and remote learning
2. What is each student's current stage of knowledge, skill and understanding against different Victorian Curriculum learning areas?	As students may have experienced substantial learning growth or may have fallen behind in a range of learning areas in the intervening period, teams encourage teachers to: • use data from standardised formative and summative assessments to identify student strengths and learning needs, drawing on item analysis reports to get more precise information build one or more data walls to visualise and understand the growth and achievement of every student • talk to the student's other teachers to understand the available teacher judgement data, as well as classroom observational data draw on the most up-to-date assessment and curriculum information • seek support as needed from the Region's data coach.	Survey data from principals indicated that most schools used multiple forms of assessment in Term 2 and adapted their methods or schedule to remote and flexible learning.[5] However, considerations need to be given to reliability and the prioritisation of assessment. Schools can draw on their existing student data to establish students' progress against different learning areas. Target any new learning tasks or assessments to addressing any gaps in the data.
3. To what extent do our teaching staff have the knowledge and capabilities to address each student's learning needs?	Teams review the school's Annual Implementation Plan (AIP) to identify focus areas for capability building that are outlined in the school's Professional Learning Plan. Teams review the most recent Attitudes to School Survey results, or the school's customised student perception tool, to identify areas for growth. Teams consider what knowledge and expertise is available within their school, identifying staff who could share practice with others to build capabilities in identified areas. Encourage teachers to consider using the Practice Principles to support curriculum delivery, assessment and student engagement.	Research literature suggests that teams may need to further plan to invest resources in professional learning for staff, which may include:[6] • the use of learning management systems • virtual strategies to assess student progression against the curriculum • how to build positive and productive relationships with students and their families via phone or video. Department professional learning is available online on Arc and the Continuity of Learning Hub.

[5] Department of Education and Training (2020). End-of-term Learning and Support Continuity Survey for Schools.
[6] Lo, C. K. & Hew, K. F. (2017). A critical review of flipped classroom challenges in K-12 education: possible solutions and recommendations for future research. Research and Practice In Technology Enhanced Learning, 12(4).

DIAGNOSING STUDENTS' NEEDS IN PRACTICE: YEA HIGH SCHOOL

During remote and flexible learning, Yea High School focused on the health and wellbeing of their students and used this focus to identify additional opportunities for support. At the beginning of remote and flexible learning, the school established which students were most at risk, and which teachers they and their parents felt most comfortable with. These teachers acted as relationship brokers for the teachers that would be working with the students throughout the term, allowing all teachers the opportunity to build strong relationships with students' families as well as the students themselves.

Yea High School also sent a survey to all families at the beginning of term to confirm their preferred means of communication. Several families living rurally did not have reliable internet and found hard copy packs cumbersome. So, Yea High School began offering some students laptops and USB sticks with their lesson materials instead. In this way the school was able to begin adapting their teaching and learning materials to the technological ability and comfort of each student.

Staff used regular phone and video conversations with students and families to understand how students worked best and ensured that every student had at least one check-in by phone or video every week completed by their child's Student Advisor. Every student participating in the MYLNS initiative also had a point of contact with their numeracy and literacy Improvement Teachers, which was mapped in a tracking sheet saved onto Microsoft Teams. Student Advisors and staff were able to monitor who had received phone calls; who was attending their classes and when; and what individual or small group supports students were receiving outside of scheduled classes via the Compass Portal. This allowed teachers to follow up with students as needed and make regular adjustments to their teaching.

Staff modified tasks for students by uploading work and providing feedback via Microsoft Teams to support individualised learning. This careful monitoring enabled staff to continually diagnose student needs and provide targeted supports to students. This included health and wellbeing support such as linking families with outside agencies or providing video counselling and support which has continued on return to on-site learning.

Before the return to on-site learning in Term 2, staff spent a morning discussing its implications for student wellbeing, the different experiences students may have had during this time and what teachers could expect. On the return to school, the morning was spent in advisory sessions, with students undertaking a survey to understand how they felt about their return to the school; their challenges; their successes; and what new skills were acquired during remote and flexible learning and how they could connect these skills with new learning on-site.

The staff realised that some students were anxious about not having made enough progress, and teachers were able to make modifications to their teaching and adapt their language accordingly. For example, they avoided congratulating the students in a class who had experienced strong learning growth against the curriculum in front of those who had not, to prevent further feelings of inadequacy. In these ways, ongoing student data on achievement, wellbeing and engagement were the main drivers for the support students were offered.

PRIORITISE AND SET GOALS

Once the team has identified individual students' engagement, wellbeing and learning needs, schools can prioritise targeted strategies to students most at need. This may include students who have fallen behind in their learning against the areas of the curriculum, or it may include students who are progressing against the curriculum and need to be further stretched.

Questions	Strategies and actions for students who would benefit from increased or prioritised support	Considerations for flexible and remote learning
1. What are the learning priorities of our students, and how do they inform our school's priorities?	Drawing on the data collected in Evaluate and Diagnose, teams consider what the priorities will be for students' learning. Teams can consider the following actions: • Collate the data across the student cohort to identify overarching priorities that address student learning needs. • Map students' learning pathways using A Whole-School Guide to Curriculum Planning. • Use the learning priorities of students to identify or adapt a few key priorities for teachers and the school. Focusing on a few specific priorities increases the chance that they will have an impact on student learning. • Plan for how teachers will measure success by considering what the different success indicators might be for each goal. • Work with teacher teams to co-develop joint priorities, especially in secondary schools across curriculum subjects.	The process for identifying the key priorities for students and schools is the same no matter where it takes place. Teams may need to draw more on virtual meetings and document sharing software if staff are working remotely and flexibly.
2. How can we build on existing work?	For students with an IEP (see the Department's requirements for students who need an IEP), teams: • work with the student (where appropriate), their family, teachers, principal and other school staff and professionals to ensure there is coordinated support for the student's educational needs • review and evaluate the student's IEP at least once each term, and at other times if requested by any member of the Student Support Group (SSG) • work with their school improvement staff, such as Learning Specialists, Literacy and Numeracy Leaders and Improvement Teachers • consider the school's existing strategies and supports, and how they can be continued or developed further. For secondary schools, teams can work with their Improvement Teachers to understand which strategies have been most effective for their students. Students prioritised to participate in MYLNS are those below National Minimum Standards in reading and/or numeracy, and often have a range of complex learning needs that may also be experienced by other students.	Teams ensure that documentation, such as students' IEPs, is stored securely and is easily accessible by those who need it. Teams should consider how students can continue to access their usual educational, health and wellbeing supports, such as multicultural education aides, mental health services and specialist supports. SSGs can meet virtually. Ensure a lead contact is nominated at the start of the meeting to record the outcomes of the discussion for the IEP and distribute minutes to all members.

Questions	Strategies and actions for students who would benefit from increased or prioritised support	Considerations for flexible and remote learning
3. What are our students' learning goals?	Teams encourage teachers to work with each student to develop their learning goals based on the conversations with them in *Evaluate and Diagnose*. Teachers can: • consult Amplify for strategies to involve students in setting their own learning goals • include the perspectives of students' families and community to ensure goals are appropriate and understood • include any behavioural, social and wellbeing goals • include forward-looking goals that are linked to each student's motivations, such as pathways into tertiary education or work • include interim goals so that students can build confidence through small wins. This is important for vulnerable, disengaged or at-risk students • use clear curriculum learning goals to articulate how learning and teaching will challenge students and support their ongoing growth. This will help to monitor and evaluate progress during implementation • ensure that goals are framed as outcomes that are Specific, Measurable, Agreed, Relevant and Time-bound (SMART).	Research suggests that students engaged in online learning could face a greater risk of disengagement in their learning.[7] Teachers can work with students to ensure they understand what their learning goals are in a remote and flexible learning environment. Teams ensure students behavioural, social and wellbeing goals are also addressed in consideration of learning goals to support continued engagement.

[7] Gulosin & Miron (2017).

DATA-DRIVEN PRIORITISATION IN PRACTICE: FOOTSCRAY CITY PRIMARY SCHOOL

At Footscray City Primary School, Principal Jessie Hand has ensured that priorities and goals for the school, teachers and students are driven by data and connected to one another.

More precise use of the FISO Improvement Cycle to drive improvement has been explicitly identified as a priority in the SSP and AIP. Within this context, the school using the Victorian Teaching and Learning Model to guide professional learning programs for their staff, while ensuring that the content and focus of professional learning is driven by student data in concert with teacher self-assessment outcomes.

All students have learning goals in reading, writing and mathematics, and engage in five to six-week learning cycles that include assessing and redeveloping their goals by using essential learnings and proficiency scales, and to build the school's practice in student agency.

As a result of flexible and remote learning, Footscray City reframed their planned actions, milestones and targets. Early in Term 2, the school conducted parent, student and teacher surveys to understand areas for improvement. Families reported that they found feedback the most challenging aspect of supporting their children, while teachers wanted to focus on differentiating both the design of learning materials and the delivery (such as small group or 1:1). As a result, the school decided to prioritise two High Impact Teaching Strategies: Feedback and Differentiated teaching.

The school had already identified the essential learnings within the Victorian Curriculum that would be the main benchmarks for each year level, and then broke them into six-month stages.

Following the introduction of remote and flexible learning, the whole-staff PLC, led by Assistant Principals Chrissie Purcell and Grace Speight, came together to update their assessment and reporting timeline from F-6. To retain links to essential learning in the Victorian Curriculum, they designed a roadmap of what students would be expected to learn by the end of the year. All staff worked in the same live document, so that they could see and build on one another's work and collaborate across year level teams as well as within teams.

The PLC agreed that teachers should map every student's learning tasks each week according to a traffic light system, which would then inform the following week's lesson planning. In addition, teachers were expected to draw on a minimum of three types of assessment per term for maths, reading and writing to establish student progress against the curriculum. For example, for maths, teachers might use a combination of independent tasks, Mathletics and a 1:1 video conference. For writing, teachers might draw on a sample of student work (such as a photo of writing), small group video conferences and a rubric connected to a concept piece. Teachers used evidence from 1:1 and small group video conferences to moderate the data and ensure that their analysis of student progress was based on authentic assessments.

Within this context, teachers prioritised continuing with students' existing learning goals to provide a sense of continuity and maintain clear expectations for students. All lessons had lesson intentions and success criteria, and staff focused on literacy, numeracy and concepts as priorities within each curriculum area.

For Term 3, staff will continue to focus on feedback and differentiation and work through the FISO Improvement Cycle in their whole-staff PLC.

DEVELOP AND PLAN

Once the team has identified students' priorities and goals, they continue to work with school staff, students and their families to determine which strategies will best support delivery. Suggested intervention strategies and considerations for each are included on pages 17-18.

During this stage, the team also identifies enablers and barriers that could affect implementation, effective teaching strategies and monitoring activities. Some strategies and actions for this stage are provided below.

Questions	Strategies and actions	Considerations for flexible and remote learning
1. How will we know students are learning?	Teams stay up to date on student wellbeing and engagement by: • establishing and maintaining collaborative relationships with students, parents/carers and other teaching staff to ensure staff are up to date on students' learning, wellbeing and engagement. Ask parents and carers how they would like to be communicated with, to ensure staff are supporting their engagement. • incorporation of new mechanisms for monitoring students' engagement and wellbeing. For example, some schools have introduced a regular survey which enables students to anonymously identify the emoji that best represents their mood. Teams encourage teachers to monitor students' progression and apply the evidence to inform their teaching: • Develop an IEP for additional students to guide the development and monitoring of success criteria for each student. Remember that developing an IEP is a collaborative effort and parents or carers must be consulted. • Identify sources of student data that will support monitoring of student learning growth against the curriculum. For example, teachers could monitor students' point of need using formative assessment rubrics and strategies. • Think about how teachers can work with one another to share, analyse and discuss student data to inform ongoing adaptations and differentiation. PLCs/PLTs are a great way of incorporating this work into the timetable.	Strong relationships help teachers get as complete a picture as possible of each student's needs, enable good and regular communication, and enhance parents and carers' engagement with curriculum.[8] Some formative assessment may not be effective or appropriate to be delivered remotely. Work with school colleagues as well as regional school improvement staff to identify alternatives to monitor student progress. Consider using web conferencing tools to facilitate activities such as Think-Pair-Share, guided student feedback on each other's work, or other activities such as finding errors in a stimulus provided by the teacher. Some summative assessment is still possible under the right circumstances. For example, teachers can ask the student to complete the assessment with their video on, or request that parents confirm that the work was done under test conditions. Set clear expectations for what's expected of students and provide consistent routines. Consider using mastery grids set out as a matrix to capture and track evidence of students' achievement across curriculum areas.

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[8] Department of Education and Training (2020). End-of-term Learning and Support Continuity Survey for Schools.

Questions	Strategies and actions	Considerations for flexible and remote learning
2. What will implementation look like?	Teams utilise existing structures and establish new ones to support implementation, which could include: • working with teachers and school leaders to agree on the structures that will best support ongoing communication across the whole school, to ensure consistency, inclusivity and buy-in • ensuring planning structures are in place that will support the work, such as regular scheduled meetings, or existing school improvement structures such as PLCs/PLTs. Teams consider different staff roles in implementation: • Draw on existing school improvement staff, such as Improvement Teachers, Learning Specialists and other middle leaders among staff (depending on their capacity). • Keep the school's graduate teacher pipeline in mind when scheduling, as the school may need to include enough hours for pre-service teachers to ensure that their practicum placement days are fulfilled to meet Provisionally Registered Teacher registration requirements. Teams can maximise their chances of success by: • drawing on multiple strategies to support priorities and goals • defining what success will look like and thinking about what could go wrong along the way.	Existing structures, such as PLCs/PLTs or planning meetings, may need to be moved online. Video conferencing can be more tiring than regular meetings, so try to keep to the agenda and avoid multi-tasking. There are a range of free online applications that can support innovation or planning while working remotely. Teams may want to talk to their colleagues or regional school improvement staff to identify what other schools have found most useful. Teams ensure everyone knows where to access key documents and how to store them securely. Whenever possible, teachers provide students, parents and carers with access to lesson plans and curriculum materials ahead of time – perhaps each week or fortnight, depending on their preference. This will support clear communication of expectations for the goals of remote learning for each student.
3. How will professional learning support our priorities and goals?	Teams to consider building time release for professional learning into plans (for some initiatives such as PLCs and MYLNS, time release is already funded). For example: • Continue to leverage existing structures such as PLCs/PLTs to include ongoing capability building by Learning Specialists, Improvement Teachers and others. • Consider other Department professional learning that is available and speak to the SEIL to identify any communities of practice or online workshops being delivered by regional school improvement staff (such as Student Achievement Managers or PLC Regional Managers) that may be relevant to the school's teaching capability goals. • Update the school's whole-school professional learning plan to ensure connection between the purpose of the learning and the priorities and goals.	Many online professional learning courses are shorter than the same learning face-to-face. Most Department professional learning is now available online and on-demand on Arc and the Continuity of Learning Hub. Professional learning on supporting students with diverse learning needs is available through the Inclusive Classrooms professional learning program.

TIMETABLING *IN PRACTICE*: LYNDALE SECONDARY COLLEGE

Lyndale Secondary College has made several changes to its timetable to support effective co-teaching and small group teaching in order to provide more targeted support to students.

Polly Poon and Tyler Kendall are both Year 10 English teachers who teach their own class for five sessions per week. The Assistant Principal in charge of timetabling has organised the timetable so that Polly and Tyler also co-teach each other's class for four to five of those lessons. All lesson planning and resource development is developed jointly, with modifications to suit the individual needs of the students within the class. During teaching, following the lead teacher's explicit instruction, the co-teacher will work with small groups of students who have been identified as needing additional support (in this case through the MYLNS initiative). Often the students will move to another nearby teaching space to receive the support.

In addition, a group of 12 Year 10 English as an Additional Language (EAL) students who have been identified for additional support are timetabled to receive an additional class, called EAL for Learning, every week from their EAL teacher, Rain Cao. Rain, Tyler and Polly are three of Lyndale's MYLNS Improvement Teachers.

As well as scheduling co-teaching and small group teaching into the timetable, the Assistant Principal also scheduled fortnightly hour-long meetings between Rain, Tyler and Polly; the Year 11 Improvement Teacher Lucy Hawkes; and Kalli Ioannou-Booth, who is Lyndale's Director of Literacy. The team uses this time for student-level data analysis and collaboration, which enables them to continuously modify their approach based on students' needs and progress.

Based on these changes to timetabling which began in Term 1 2020, student data has improved. Tyler and Polly are seeing an increase in students' ability to support their written interpretations with evidence from the text and have used PROBE Comprehension tests to explore students' learning in more depth. Students are also showing greater engagement with teachers, with attendance from Term 1 to Term 2 increasing for two thirds of prioritised students, and in some cases by almost 20 per cent. Based on the success to date, Lyndale Secondary College will expand the co-teaching approach into classes for other year levels.

IMPLEMENT AND MONITOR

Now that plans are finalised, the team continues their work with the whole school to put these into action, and meets regularly to see if the students are progressing towards meeting their goals.

Implementation will look different for every school based on data, priorities and planning, but some examples of good implementation principles and markers are provided below.

Questions	Principles and markers of good implementation	Considerations for flexible and remote learning
1. How well are we implementing our differentiated teaching strategies?	Teams ensure that challenges and barriers are collaboratively negotiated and discussed with students and staff through 1:1 and group conversations. Teams encourage teachers to: • regularly connect with students and their parents/carers to understand progress to date and any challenges or opportunities • understand that it might take them a few tries to implement something new successfully • regularly assess students' learning growth, wellbeing and engagement based on a variety of data, and adapt their teaching as a result • develop or draw on resources for students that reflect their point of need • reach out to middle leadership or to their mentor teachers for support • bring student data to PLCs/PLTs to inform adaptations to their teaching practice. Teams encourage teachers to ensure students: • do not feel singled out in front of their peers • feel confident that they know what they are learning and why, and they understand their learning goals.	Students working in small groups or on their own may find it easier to focus on their own learning than they would in an on-site environment, so they can build confidence and begin to demonstrate increased growth against the curriculum. Consider scheduling short regular check-ins with staff to discuss successes and challenges, and to build relationships and trust between staff. Asynchronous learning provides an ideal environment for students to learn at their own pace. For example, high ability students can be extended with more challenging work.
2. How well are we monitoring our implementation? implementation look like?	Teams encourage teachers to: • reflect on their own teaching, reviewing how well a strategy is working and adapting it as they go • invite other teachers to observe some of their classes or small group teaching and provide constructive feedback • regularly share success stories and lessons with each other and via communities of practice • monitor students' progress against the curriculum and against their identified learning goals to understand where there has been growth and where more support is needed • use monitoring within short-term and long-term inquiry cycles to understand what's working and for students' overall student growth • work with middle leadership to adapt strategies that aren't working and understand why • contact parents and carers in a way that suits them, and ensure they feel comfortable raising concerns and discussing progress.	There are several options for reflecting on and monitoring implementation during remote and flexible learning. Teachers can share work or videos of their teaching with colleagues for feedback, invite colleagues into Webex synchronous meetings to observe their teaching and student engagement, and provide targeted feedback on agreed areas and set up virtual co-teaching.

SMALL GROUP SUPPORT *IN PRACTICE*: KOONUNG SECONDARY COLLEGE

Koonung Secondary College wanted to provide targeted literacy support to some of their students. Mary Eade, the Assistant Principal (Teaching and Learning and MYLNS Implementation), was also the appointed Improvement Teacher for literacy. The school received funding through MYLNS to support eight Year 10 students with literacy, and by drawing on NAPLAN, teacher judgement data and On-Demand Reading and Language tests, Mary identified an additional four students who would benefit. Most students were EAL students.

The 12 students were put together in a timetabled class the school called *Bridging English* in place of one of their electives for the first semester in 2020. They received four hours per week of targeted learning: 90 minutes on Monday, with a focus on reading strategies; 90 minutes on Thursday, with a focus on language strategies including grammar and vocabulary; and 60 minutes on Friday, when Mary would help them stay on track with new language, jargon and subject-specific reading in their other subjects.

Mary wanted to incorporate substantial oral language work to ensure that her students were getting enough practice speaking. She included targeted grammar and punctuation drills to increase their basic skills. Mary built strong relationships with each student and ensured that the class remained a low-stakes environment so that her students felt comfortable. She also used a weekly running sheet so that students could see their progress.

In Term 2, when students moved to remote and flexible learning, Mary continued to run the scheduled classes via video conference. She kept continuity of learning and managed students' expectations by maintaining the same pattern of learning across the week. Mary set up learning tasks every lesson that students were expected to upload, providing 23 learning tasks over the Term. The regularity of tasks kept students engaged, even though some tasks were quite short, and students maintained their attendance and engagement in the class throughout the remote and flexible learning period.

When students returned to on-site learning near the end of the Term, Mary used On-Demand Benchmarking to quantify their growth. 11 out of the 12 students showed significant learning gains of up to 2.5 years over the semester, with some students having reached Level 7 or 8 against the curriculum.

The *Bridging English* class will not be run for semester two. Instead, Mary has been timetabled to work with the students during one of their regular EAL classes, where she expects to support them through a combination of co-teaching and small group work.

INTERVENTION STRATEGIES

IN CLASS SUPPORT

In class support relies on strong teaching practice and is delivered within the classroom through adapting the tasks and levels of support based on student needs.

Whole group strategies

Use a range of evidence-based teaching strategies that support different abilities and ways of thinking and learning. For more information, refer to the High Impact Teaching Strategies, including the strategy on differentiating teaching.

Differentiate tasks to recognise the different points of learning of each student and consider modifying the lesson content, process, product or learning environment. For example:

- Allow more time for students to complete tasks.
- Engage with the students to determine their preferred learning approaches.
- Check student understanding of tasks and scaffold learning.
- Assess progress and provide regular feedback to students.
- Rotate students through a variety of cooperative working groups over course of a day or a week.
- Mixed ability groupings can support peer learning.
- Group students with like abilities to enable peer support when providing differentiated tasks.

Consider co-teaching or team teaching where possible to increase options for differentiating whole group instruction.

Considerations:

Differentiated lessons have more moving parts and require clear expectations to be set for all students.

Effective co-teaching is strongly supported by scheduled time to plan lessons and to review teaching and learning data.

Small group strategies

Small groups with common misconceptions may benefit from additional in-class explicit teaching and modelling of skills, increased student practice time and feedback.

Co-teaching with a pre-service teacher or Education Support (ES) staff member can enhance small group strategies as students are exposed to whole group explicit instruction and supported in their practice.

Considerations:

Students may feel uncomfortable or disengage further if they realise they are being provided with different work or that they have fallen behind.

Individual support strategies

Where possible, support individual student misconceptions as they emerge at specific points within the lesson.

Review and remediate concepts 1:1 from a previous lesson while other students engage in independent practice.

Provide documentation of lessons plans and assessment programs in advance to ES staff of priority students.

Work with ES and wellbeing staff outside classes to gather data, review IEPs and adjust goals.

Consider bringing another teacher into the classroom to co-teach and provide increased numbers of students with individual support.

Try to build a culture in which receiving 1:1 support is a normal part of instruction to de-stigmatise it for students.

OUT OF CLASS SUPPORT

Out of class support recognises the benefits of precisely targeting specific students based on need and providing them with additional support that complements their in-class learning.

Programs and initiatives

Use whole school data and existing supports such as Improvement Teachers, Literacy and Numeracy Leaders or Learning Specialists to target specific groups of students based on their learning needs.

Continue to leverage existing structures such as PLCs/PLTs to include ongoing capability building by Learning Specialists, Improvement Teachers and others. For example, this may include developing an individualised literacy / numeracy intervention program.

Whole school programs may also include extensions in specific subject areas such as instrumental music or STEM extension programs.

Small group strategies

Small group, out of class support can occur in addition to whole group instruction (such as before school or at lunch time) or instead of whole group instruction (such as instead of an elective).

Small groups may be fixed for a longer period (a term or a semester) or based on more regular performance monitoring (three-week or five-week sprints).

Small groups may meet once a week, or may meet more often, depending on the focus. For teaching new skills, more frequent sessions will be more effective, while less frequent approaches may be better suited to pre-teaching key vocabulary or concepts that students will encounter in class.

In small groups:

- Scaffold learning and support students to break down learning tasks
- Monitor student practice regularly and frequently check for student understanding
- Provide students with more frequent task-based feedback
- Expose students to key vocabulary and skills for upcoming whole group lessons
- Make student progress visible to build confidence.

Considerations:

Ensure students are not missing content from other classes and compounding learning gaps by attending small group programs and initiatives.

Students may feel singled out and require reassurance of their learning potential, and that they will not fall further behind if they are missing classes.

Younger students may find it more engaging to have two 30-minute sessions, instead of one extended 60-minute session, while some Victorian schools have successfully run multiple 90-minute sessions for older students.

Individual support strategies

Personalise learning support for students using goals and strategies from their IEP.

Provide feedback at regular intervals to students as they undertake their tasks.

Students may find it more engaging to have two 30-minute sessions, instead of one extended 60-minute session.

Try to build a culture in which receiving 1:1 support is a normal part of instruction to de-stigmatise it for students.

FLEXIBLE AND REMOTE LEARNING SUPPORT

In addition to providing differentiated teaching and learning for students, flexible and remote learning support recognises the additional needs of disadvantaged and vulnerable students while learning from home.

Whole group strategies

Synchronous teaching can still take place in online classes, but teachers may find that it works better for a smaller group, such as 5-15 students.

Asynchronous learning can be an effective way to deliver explicit instruction which students can access and review as needed, and many students found this successful during Term 2. Teachers may find it easier to provide differentiated tasks to students during asynchronous learning, as students will be able to focus on their own learning rather than comparing their tasks with others.

Considerations:

As it is more difficult to monitor student engagement in asynchronous learning, ensure this is delivered in balance with synchronous learning which enables student engagement with the teacher. This will differ for students based on age, with older students typically more able to self-direct their learning and engagement.

Students have varying access to technology and comfort in using it. Some students may find video calls or high use of other technology to be unintuitive and off-putting and may benefit from hard-copy learning packs. Others may benefit from provision of laptops or other technology. See the School Operations Guide for advice on providing technology to students.

Small group strategies

Small group strategies can be combined with asynchronous teaching to support student engagement.

Students may find it more engaging to have shorter small group learning combined with teaching videos and independent practice to break up 60-minute sessions.

Younger primary students are likely to benefit from shorter sessions (15-25 minutes) in smaller groups (4-6 students).

Considerations:

Some schools have found it beneficial to bring small groups of vulnerable students to work at school by exception, if engagement in a remote setting is a concern.

Individual support strategies

Teachers may be more likely to rely on 1:1 supports for vulnerable students if they are learning from home.

Work with ES and other teaching staff to assess learning and map progress against IEP goals.

Regularly connect with students' other teachers to ensure that teaching is targeted to the student's point of need and aligned with other teaching activities.

Identify barriers for individual students and plan for how these may be overcome.

Ensure students understand their learning goals and expectations for their engagement are clear.

Considerations:

The grouping of teachers and students for 1:1 or small group support is important as successful learning in these settings can require strong existing student-teacher relationships.

RESOURCES TO SUPPORT PLANNING AND IMPLEMENTATION

Evaluate and diagnose	Prioritise and set goals	Develop and plan	Implement and monitor
FISO: Evaluate and Diagnose			
Identifying and supporting students at risk of disengaging (including Student Mapping Tool)			
Using data walls to turn data into instruction			
Insight Assessment Platform			Insight Assessment Platform
Panorama Dashboards – Overview of key data			
Panorama – Teacher Judgement data			
Panorama – NAPLAN Comparison to Teacher Judgement data			
NAPLAN Data Service			
A Whole-School Guide to Curriculum Planning			
Professional Practice Notes (Notes 5 & 6)			
Professional Practice Note 19: Koorie cultural inclusion			
Team around the learner			
	FISO: Prioritise and Set Goals		
	Supporting Students with Disability and Additional Learning Needs		
	Dimension: setting expectations and promoting inclusion		
		FISO: Develop and Plan	
	Amplify: Empowering students through voice, agency and leadership		
		Victorian Teaching and Learning Model	
		High Impact Teaching Strategies	
		Curriculum Programs Foundation to 10	

Evaluate and diagnose	Prioritise and set goals	Develop and plan	Implement and monitor
		Navigator (supporting disengaged students to return to education and learning)	
	Literacy and Numeracy Strategy, including Middle Years Literacy and Numeracy Strategy		
		Mathematics Teaching Toolkit	
		Literacy Teaching Toolkit	
		Formative Assessment Rubrics	
		Assessment of Student Achievement and Progress: Foundation to 10	
		Literacy Learning Progressions	
		Numeracy Learning Progressions	
		Peer Observation Guide	
			FISO: Implement and Monitor
Monitor impact of teacher practice			Monitor impact of teacher practice