## VIDEO TRANSCRIPT

# Grey Street Primary School (Traralgon)

Principal Pauline Jelleff and Assistant Principal Dean Gray share how they got a PLC off the ground at a primary school in south-eastern Victoria.

#### Pauline Jelleff (Principal)

I have an incredibly professional staff who were working really, really hard with the students in their care and we just didn’t seem to be making inroad in terms of improving student outcomes. We had to look around and say how can we work smarter and how can we work differently in order to impact positively on student outcomes.

They were very excited. They liked what they saw, they liked that collaborative approach, they liked owning all the students.

We then took it to all staff. We thought about it really carefully. We actually changed our organisational structure in the way that we used teams within our school. We went from composite grades to straight levels to reduce the size of the teaching teams from say eight to four or three, because we wanted it to be a process where there were no passengers that everyone contributed and everyone was part of it.

And we introduced it slowly. We planted seeds around thinking how this might work in our school, what this might look like and we very strategically thought about how we could, what the trade-offs might be.

We actually wanted to reduce workload and make how we work together smarter.

So we started with staff meetings and restructuring those so that we had whole school protocols, how we would operate within a meeting, what that would look like. So we developed those protocols, those norms. All the meetings have a norms monitor, someone to sort of keep time and keep them on track, somebody to chair that meeting, our teaching and learning representative chairs that meeting, and within that meeting there’s always a data person.

#### Dean Gray (Assistant Principal)

So I attend all the PLC meetings, from prep to six, and I can act as a facilitator in all the discussion and it also gives me the chance to see the school-wide data. It also gives me the chance to act as a bit of a conduit between the different PLCs, if they’re having similar issues to other PLCs, I can provide some information or insight as to what other PLCs are discussing across the school.

I’m new to the school this year and what I’ve found this year is that the school has a clear expectation around the PLC process and clear scaffolds that it uses to run the PLC meetings. Everyone is aware of their expectations within the PLC, everyone is aware of their roles within the PLC, and that works really well. And the idea of we own all of our students is really powerful in the school.

#### Pauline Jelleff (Principal)

The whole process is led by DuFour’s four questions, so what is it we want our students to know? So essentially we want our students to understand these essential learnings at each year level. So how do we go about that? We developed what they call common assessment tasks to find out what the kids know and don’t know.

#### Dean Gray (Assistant Principal)

So after the students have completed a cap, we come together as a PLC and we look at the data and have a discussion around where the students are at and how to best approach their needs, so we can level our students into the three zones to try and work out what support they need. Those who fall into that lower zone will require some intervention and some intensive help to try and get them to achieve what’s expected. The intervention across a PLC can be in small groups within an individual grade, it can be groups mixed together across different grades depending on the size of the group and the needs of the students and how many students share that individual need.

For example, one of our teams have decided on a different way of providing intervention with our grade five team around their fractions work, and what they found was that the students were struggling to plot fractions on a number line and to understand where fractions would fall in between whole numbers, so what they do is they actually decided the teacher who felt most comfortable to take this skill for our lower achieving students and the other teachers took that person’s class for that time and it provided that teacher with really targeted teaching with those students with that particular need and now you grow, we use hands-on materials, white boards, things like that, really aimed at their level to try and really home in on that skill that they were lacking.

From this intervention our post cap data was able to show that these students were able to make gains in that area through that targeted intervention.

#### Dean Gray (Assistant Principal)

If we’re talking about expectations for students, this process builds in high expectations. There are no limits to what students can learn.