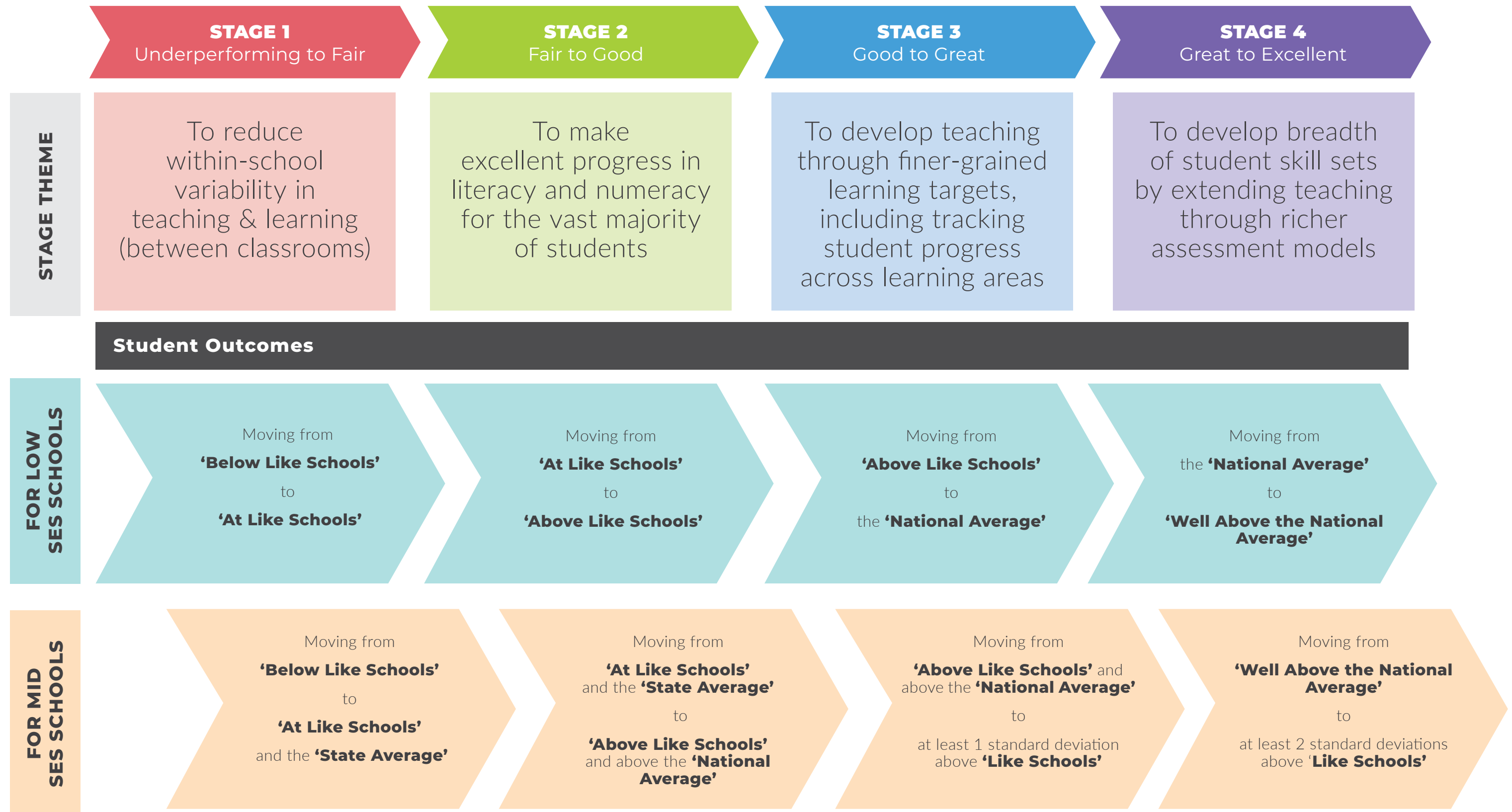


School Transformation Framework

Secondary Schools in
Low – Mid SES Communities

Version 7



For the purposes of the Fogarty EDvance School Improvement Program, Fogarty EDvance generally* defines **low SES** and **mid SES** as follows:

Low SES: a school with an ICSEA of less than 990 and at least 50% of students in the bottom two quartiles of advantage (as indicated on the MySchools website).

Mid SES: a school with an ICSEA of more than 1000 and greater than 50% of students in the top two quartiles of advantage (as indicated on the MySchools website). Schools with an ICSEA greater than 1050 would generally be considered high SES.

*Given the changing nature of demographics and the transiency of students attending many regional and rural schools, the above definitions should be used as a general guide only and should not be relied upon beyond the scope of the Fogarty EDvance School Improvement Program. For further information or clarification, please contact a member of the Fogarty EDvance team.

Dempster's Leading for Learning Framework (2009)



Activities requiring constant attention:

- Enhance and stabilise leadership
- Review all activities against moral purpose and for impact on student outcomes
- Attract, retain, upskill quality teaching staff
- Develop and implement strategic and operational planning and monitoring
- Model and embed high expectations for all students and staff
- Ensure accountability requirements are met
- Insist on whole-school approaches based on research
- Understand the experience of stakeholders (e.g. parents, teachers, students)
- Focus relentlessly on creating a calm and orderly learning environment
- Celebrate success!

STAGE 1
Underperforming to Fair

STAGE 2
Fair to Good

STAGE 3
Good to Great

STAGE 4
Great to Excellent




Key evidence – based interventions that schools pursue to progress to the next level of student outcomes (at each stage of improvement journey)

 Leadership & Management	<ul style="list-style-type: none">1.1.1. Develop and regularly revisit the shared moral purpose with all staff/ students/community1.1.2. Build leadership team, middle leaders and teachers knowledge and understanding of evidence of highly effective instruction and cognitive science1.1.3. Build leadership team knowledge, understanding and capability of evidenced-based practices that lead whole-school change.1.1.4. Develop/restructure leadership team and accountability protocols1.1.5. Audit and enhance standard operating procedures to support changes in focus1.1.6. Address low performing staff1.1.7. Align the timetable to provide collaborative team time1.1.8. Allocate sufficient professional learning budget	<ul style="list-style-type: none">2.1.1. Further build the leadership team's capability of evidence-based practices that embed whole-school change2.1.2. Broaden leadership team, middle leaders and teachers knowledge and understanding of evidence of highly effective instruction and cognitive science2.1.3. Reduce variability in middle leaders' management practices and processes2.1.4. Develop strong induction processes for new staff2.1.5. Review student data to identify students requiring literacy/numeracy support and modify the timetable to provide specialist intervention classes	<ul style="list-style-type: none">3.1.1. Analyse student experience data deeply3.1.2. Create and support meaningful student involvement partnerships3.1.3. Enhance school self-review processes with clear responsibilities articulated3.1.4. Audit and develop facility improvement plan to support curriculum and learning programs3.1.5. Embed a culture of performance and development where classroom observation and feedback encompass a coaching model3.1.6. Review Workforce Plan to ensure staff selection aligns with whole-school areas of focus	<ul style="list-style-type: none">4.1.1. Facilitate leadership opportunities inside and outside of school (including partnerships with outside organisations, role rotations, sub school structures)4.1.2. Support other schools and share effective practice widely4.1.3. Actively drive / lead improvement at district and regional level, including supporting other schools4.1.4. Develop more thorough selection processes, including potential staff members teaching a lesson under observation
 Disciplined Data Capability with Evidence Base	<ul style="list-style-type: none">1.2.1. Use data to build an accurate picture of school performance with staff to establish need for change1.2.2. Establish a school self-review schedule to ascertain progress towards aspiration1.2.3. Establish a baseline for on-entry skill level of Year 7 students1.2.4. Develop a consistent data set for whole school tracking in literacy and numeracy. Examine with all staff regularly1.2.5. Agree on year level and subject targets, particularly literacy and numeracy, and identify areas of need for possible future curriculum interventions1.2.6. Establish ways to monitor and measure teaching practice and its impact on learning (around literacy procedures and instructional model)	<ul style="list-style-type: none">2.2.1. Consolidate regular data collection and analysis processes across all year levels, subgroups and subjects2.2.2. Link student outcomes data to classroom observations and student feedback in a systematic approach that improves teaching2.2.3. Set finer-grained targets for literacy and numeracy2.2.4. Have teachers interrogate data frequently and provide evidence of differentiated classroom practice based on student need2.2.5. Use common assessment tasks with moderated teacher judgement against external benchmarks, audited internally/externally2.2.6. Test all students at on-entry and semester by semester for Year 7-9, in literacy and numeracy. Share results with all staff	<ul style="list-style-type: none">3.2.1. Interrogate data further and set finer-grained student learning targets including tracking individual progress, achievement and pathways, including from Year 9 to Year 12 (to close gap to National average)3.2.2. Identify students with strong academic performance in Year 7 and track progress through to Year 123.2.3. Develop richer data on vocational pathways and tracking for students during and post-school3.2.4. Create a common approach to a student/class 'hand-over' between year levels with teachers capturing each individual student's progress, absolute achievement and next steps for learning (include qualitative data)3.2.5. Refine common assessments to align with the fine grained-scope and sequence, and regularly moderate both internally and externally	<ul style="list-style-type: none">4.2.1. Develop richer assessment models to capture student skills and engagement beyond academic and vocational skills4.2.2. Refine targets in areas beyond literacy and numeracy (where valuable)
 Curriculum & Teaching	<ul style="list-style-type: none">1.3.1. Research and implement an agreed whole-school instructional model1.3.2. Audit learning outcomes, curriculum and teaching standards for each learning area. Develop and implement improvement plans in each learning area, linked to year level/subject targets1.3.3. Develop and implement whole school literacy procedures and writing conventions1.3.4. Define and codify what good teaching is (around reading and the instructional model)1.3.5. Implement intervention programs for academically at risk students1.3.6. Use the consistent data set for whole school tracking in literacy and numeracy to inform teaching practice	<ul style="list-style-type: none">2.3.1. Drill into and enhance whole school instructional model2.3.2. Re-design or enhance targeted teaching of literacy and numeracy for students below year level and benchmarks, ensuring timetable maximises learning time for literacy and numeracy intervention2.3.3. Enhance pathways to education, training and employment, and engagement programs, and extend more able students2.3.4. Further develop whole school literacy approaches, particularly reading2.3.5. Create common assessments throughout Year 7-10 programs in all learning areas for moderation activities	<ul style="list-style-type: none">3.3.1. Identify and align 'critical' curriculum content across the school in each learning area, incorporating the WA curriculum and key principles3.3.2. Develop a guaranteed and viable curriculum through a fine-grained scope and sequence to reflect the 'critical' content and whole-school instructional model3.3.3. Extend high performing students by providing them with opportunities to tackle more challenging tasks3.3.4. Build curriculum links to community (business, NFP's, training providers, universities)	<ul style="list-style-type: none">4.3.1. Use a pedagogical framework (eg. Learning Theories of Action or TfEL) to drill into effective teaching within and beyond the whole school instructional model4.3.2. Develop community based curriculum and learning opportunities beyond the classroom4.3.3. Develop further opportunities to 'stretch' high achieving students (challenge classes etc.)4.3.4. Adopt high-engagement, integrated teaching approaches for special groups4.3.5. Introduce cross-curricula approaches (e.g. project-based learning) for special groups4.3.6. Develop and use students in teaching roles alongside teachers and as co-researchers into curriculum and teaching approaches4.3.7. Continue to use technology to drive pedagogical innovations
 Conditions for Learning & Student Voice	<ul style="list-style-type: none">1.4.1. Implement whole school behaviour management framework (e.g. PBS)1.4.2. Implement whole school behaviour management strategies (e.g. CMS)1.4.3. Create opportunities for teachers to understand that students can (and should) work to high expectations1.4.4. Disaggregate attendance data and review every 5 weeks1.4.5. Review attendance procedures and acceptable attendance requirement. Communicate to students and families1.4.6. Intervene with students and families at risk1.4.7. Implement or re-evaluate engagement programs for 'at risk' students	<ul style="list-style-type: none">2.4.1. Consolidate whole school behaviour management framework and classroom management strategies and focus on key areas of concern2.4.2. Systematically teach students that hard work and persistence contribute to their learning2.4.3. Create opportunities for greater student voice2.4.4. Enhance student-teacher relationships to improve student outcomes2.4.5. Set attendance targets for sub-groups and review at least twice per term, and implement strategies to improve the regular rate of attendance in each year group	<ul style="list-style-type: none">3.4.1. Refine the positive behaviour program, ensuring students have an ongoing role in its further development3.4.2. Enhance student decision making and voice, having students work with teachers to address issues, including in curriculum and pedagogy3.4.3. Have students develop processes to support peer and own attendance3.4.4. Develop peer tutoring and support structures where appropriate3.4.5. Provide alternative standalone learning programs to enhance engagement for certain students	<ul style="list-style-type: none">4.4.1. Broaden, deepen and embed student involvement in all aspects of school decision making, including student roles as researchers and co-researchers with teachers
 Professional Learning	<ul style="list-style-type: none">1.5.1. Ensure professional learning is followed with ongoing, in-class coaching opportunities, available for all staff in key interventions1.5.2. Focus professional learning on teachers implementing specific key interventions for their classrooms1.5.3. Organise staff into meaningful collaborative teams – provide time, clarity/ purpose, support, clear structure/agenda, norms for collaboration and ways to monitor effectiveness over time	<ul style="list-style-type: none">2.5.1. Focus professional learning and collaborative team time on key interventions (whole school instructional model, use of data to inform teaching, CMS, student voice etc.)2.5.2. Develop professional learning induction program for new staff (linked to overarching induction processes)2.5.3. Target professional learning to individual and whole staff needs to support accountability2.5.4. Establish a coaching and observation process based on the key teaching and learning initiatives	<ul style="list-style-type: none">3.5.1. Focus professional learning and collaborative team time on key interventions: trialling and implementing new pedagogical approaches, developing pedagogical content knowledge, new curriculum areas and focus on formative assessment3.5.2. Further targeting of professional learning for individual staff to align with school priorities and practices, by including further opportunities for teachers to access modelling of high impact instruction, classroom observations of best practice, 'walk-throughs' and differentiate coaching support (instructional or peer) to effect changes in teachers' classroom practice	<ul style="list-style-type: none">4.5.1. Develop further opportunities for staff to engage in action research learning and inquiry approaches (eg. Spiral of Inquiry) to deepen professional knowledge and generate new approaches to improving student learning
 Parent & Community Engagement	<ul style="list-style-type: none">1.6.1. Develop interagency links with social and youth services1.6.2. Build communication channels and relationships with parents	<ul style="list-style-type: none">2.6.1. Co-locate interagency youth services2.6.2. Build community links – RTO's, industry, NFPs, government - to provide educational opportunities2.6.3. Build practices with feeder schools to support transitions	<ul style="list-style-type: none">3.6.1. Strengthen partnerships to support priorities (e.g. libraries, clubs, NFPs)3.6.2. Build consistent literacy and numeracy teaching across upper primary/ lower secondary with feeder schools	<ul style="list-style-type: none">4.6.1. Deepen integrated service arrangements with other service providers (share data, joint case management)4.6.2. Enhance community involvement in school (e.g. business, community sector, local Government)4.6.3. Develop whole-family learning options

The numbering of interventions is to provide a reference list only, and does not denote any particular order or hierarchy of interventions.

Stage 1 in Focus

STAGE 1 Underperforming to Fair


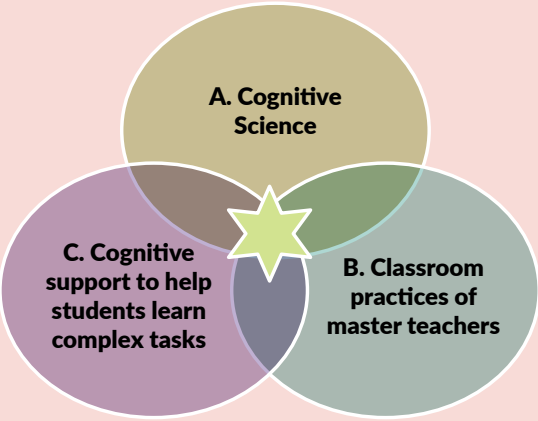
 Leadership & Management	<p>1.1.1. Develop and regularly revisit the shared moral purpose with all staff/students/community</p> <p>1.1.2. Build leadership team, middle leaders and teachers knowledge and understanding of evidence of highly effective instruction and cognitive science</p> <p>1.1.3. Build leadership team knowledge, understanding and capability of evidenced-based practices that lead whole-school change.</p> <p>1.1.4. Develop/restructure leadership team and accountability protocols</p> <p>1.1.5. Audit and enhance standard operating procedures to support changes in focus</p> <p>1.1.6. Address low performing staff</p> <p>1.1.7. Align the timetable to provide collaborative team time</p> <p>1.1.8. Allocate sufficient professional learning budget</p>
 Disciplined Data Capability with Evidence Base	<p>1.2.1. Use data to build an accurate picture of school performance with staff to establish need for change</p> <p>1.2.2. Establish a school self-review schedule to ascertain progress against student and school improvement targets</p> <p>1.2.3. Establish a baseline for on-entry skill level of Year 7 students</p> <p>1.2.4. Develop a consistent data set for whole school tracking in literacy and numeracy. Examine with all staff regularly</p> <p>1.2.5. Agree on year level and subject targets, particularly literacy and numeracy, and identify areas of need for possible future curriculum interventions</p> <p>1.2.6. Establish ways to monitor and measure teaching practice and its impact on learning (around literacy procedures and instructional model)</p>
 Curriculum & Teaching	<p>1.3.1. Research and implement an agreed whole-school instructional model</p> <p>1.3.2. Audit learning outcomes, curriculum and teaching standards for each learning area. Develop and implement improvement plans in each learning area, linked to year level/subject targets</p> <p>1.3.3. Develop and implement whole school literacy procedures and writing conventions</p> <p>1.3.4. Define and codify what good teaching is (around reading and the instructional model)</p> <p>1.3.5. Implement intervention programs for academically at risk students</p> <p>1.3.6. Use the consistent data set for whole school tracking in literacy and numeracy to inform teaching practice</p>
 Conditions for Learning & Student Voice	<p>1.4.1. Implement whole school behaviour management framework (e.g. PBS)</p> <p>1.4.2. Implement whole school behaviour management strategies (e.g. CMS)</p> <p>1.4.3. Create opportunities for teachers to understand that students can (and should) work to high expectations</p> <p>1.4.4. Disaggregate attendance data and review every 5 weeks</p> <p>1.4.5. Review attendance procedures and acceptable attendance requirement. Communicate to students and families</p> <p>1.4.6. Intervene with students and families at risk</p> <p>1.4.7. Implement or re-evaluate engagement programs for 'at risk' students</p>
 Professional Learning	<p>1.5.1. Ensure professional learning is followed with ongoing, in-class coaching opportunities, available for all staff in key interventions</p> <p>1.5.2. Focus professional learning on teachers implementing specific key interventions for their classrooms</p> <p>1.5.3. Organise staff into meaningful collaborative teams – provide time, clarity/purpose, support, clear structure/agenda, norms for collaboration and ways to monitor effectiveness over time</p>
 Parent & Community Engagement	<p>1.6.1. Develop interagency links with social and youth services</p> <p>1.6.2. Build communication channels and relationships with parents</p>


Activities requiring constant attention:


- Enhance & stabilise leadership
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- Model and embed high expectations for all students and staff
- Ensure accountability requirements are met
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- Understand the experience of stakeholders (e.g. parents, teachers, students)
- Focus relentlessly on creating a calm and orderly learning environment
- Celebrate success!


STAGE 1
Underperforming to Fair

At this stage schools should have a smaller number of priorities (around three focus areas). These are generally to establish (or enhance) an orderly learning environment, including improved attendance, developing leadership capacity and researching and adopting a whole-school instructional model and literacy approach. Having any more foci than this may be counter-productive to achieving solid foundations for later improvement initiatives; and in schools working in challenging communities, achieving targets in these priority areas can take significant time and effort. It is important that schools develop their capacity to effectively implement whole-school strategies to reduce with in-school variability. This is a critical time to mobilise staff around a shared moral purpose and the need for change, whilst building a culture of high expectations and self efficacy – of staff, students, and the community. If the culture of the school is not conducive to learning, then work to change the culture must begin immediately. It is imperative teachers believe they can make a difference. School leaders should focus on using key interventions to raise expectations and ensure that students and their families know the school has a positive regard for them. Generally, decision-making by school leaders is more centralised during this stage.

<div> Leadership & Management</div>		
	WHY	HOW
1.1.1. Develop and regularly revisit the shared moral purpose with all staff/ students/community	<p>Barber and Fullan (2005) describe moral purpose as: <i>“the link between systems thinking and sustainability. You cannot move substantially toward sustainability in the absence of widely shared moral purpose. The central moral purpose consists of constantly improving student achievement and ensuring that achievement gaps, wherever they exist, are narrowed. In short, it is about raising the bar and narrowing the gap.”</i> (Bezzina, 2007).</p> <p>It is imperative that all stakeholders understand why things can’t stay as they are and why you’re embarking on a journey of significant change. Revising the ‘why’ is one of the most important first steps. You will need to continually reinforce your agreed moral purpose (Dempster, 2009) over time, through all stages in the improvement journey.</p> <p>A shared moral purpose has been consistently identified in the literature as one of the fundamental necessities for bringing about the kind of change and improvement that will deliver desirable student learning in schools (Bezzina, 2007). There is a need for this shared sense of purpose to be grounded in a shared commitment and made explicit – it is not sufficient to have a broad aspiration, there needs to be clarity and detail in the way the purpose is understood.</p> <p>The challenge is to find a way to surface the moral purpose and then make it part of the discourse of the school, so it can be embedded in practice (Bezzina, 2007). Fullan (2001) states, <i>‘the moral purpose cannot just be stated, it must be accompanied by strategies for realising it and those strategies are the leadership actions that energise people to pursue a desired goal.’</i></p>	<p>Place the student at the centre of all work and discussions. Re-open the discussion of expectations and mobilise staff around the need to change. Use data analysis of school performance (under Data Capability) to build the case for change. Ensure leadership and staff can both answer the question ‘why are we investing so much energy in doing this?’ (see positive mantras from Case Studies for School Improvement, 2019 - St Alban’s and Braybrook College).</p>
1.1.2 Build leadership team, middle leaders and teachersknowledge and understanding of evidence of highly effective instruction and cognitive science	<div><p>Rosenshine, 2012</p></div> <p>The largest barrier to student learning is within school variability in teaching practices. <i>“To date, too much discussion is focused on between-school differences when the greatest issue is the difference within schools”</i> (Hattie, 2015). 2018 PISA results for reading for Australia shows that 99% of the variability in reading scores against the OECD average is due to variation within our schools (OECD, 2018). As such, understanding what effective teaching is and supporting teachers to adopt these practices is an imperative for all school leaders.</p> <p>There are three bodies of research and evidence about effective teaching of new content and skills, that all teachers should know: cognitive science; classroom practices of master teachers and cognitive supports that help students to learn complex tasks (Rosenshine, 2012) see graphic on left. When teaching practice reflects these three areas (intersection point) almost all students can efficiently and effectively learn and retain new skills/content, transferring to long term memory where they become building blocks for future learning.</p> <p>Creating a shared understanding and vision for effective teaching needs to happen across the entire school teaching staff. In this stage, school leaders have a critical role to play. Sharratt & Fullan (2012) asked <i>“What are the top three leadership skills needed to put faces on the data?”</i> Responses from educators clearly indicated that they want someone who: will know what to do; is visible and gets people moving in the same direction and leads for the long term.</p> <p>To be precise, educators found the following characteristics essential:</p> <ul style="list-style-type: none">• 45% said leading with credibility. Leaders must first model knowledge of classroom practice—that is, assessment and instruction, or what they call “know-ability”• 33% said leading that inspires and mobilises through clear communication of commitment what, they called “mobiliz-ability”• 21% said knowing how to establish a lasting culture of shared responsibility and accountability, what they called “sustain-ability” <p>In order to lead discussions about teaching practices and programs and create alignment across the whole staff, leaders must invest in their own understanding of effective instruction. When leaders are strong in their instructional understanding, they can facilitate a strategic approach that is:</p> <ul style="list-style-type: none">• Critical – analytical and discerning• Grounded and stable – not ‘blowing in the wind’ with new educational fads• Adaptive – not stuck at one point in time; flexible to the changing context and evidence base (as it grows); not just implementing ‘programs’ but a dynamic view of instruction to meet the needs of the students	<p>Leaders and teachers should revisit research in all three areas – cognitive science; classroom practices of master teachers and cognitive supports that help students to learn complex tasks - and familiar with a suite of seminal readings (e.g. FED’s High Impact Instruction reading list)</p> <ul style="list-style-type: none">• School visits should be planned to see high quality teaching that aligns to the research in practice (you can’t get that from reading it on a page). Ideally seeing the practices in multiple settings, not just in one school.• Focus discussions & activities on building the self-efficacy of teachers so they feel confident that a change in their teaching practice will improve outcomes for their students. The tone of discussions should focus on inspiring teachers.• Leaders invest in, attend, and actively participate in professional learning relating to evidence-based instruction to increase knowledge of effective teaching strategies. This role-modelling is critical to ensure that school leaders can provide appropriate and relevant feedback and coaching to teachers as part of developing a whole school instructional model.• See the FED 5As for <i>Leading Instruction Tool</i> for further elaboration

<div>STAGE 1</div> <div>Underperforming to Fair</div> <div> Leadership & Management (continued)</div>		
	WHY	HOW
1.1.3 Build leadership team knowledge, understanding and capability of evidence-based practices that lead whole-school change	<p>Enhancing school performance and striving for ongoing improvement requires strong leadership with a clear vision and direction, and a high degree of leadership stability over time. Central to this work is a principal with a passion to lead and make a difference in the interests of the students in the school, and one who is also willing to build and spread leadership throughout the school. In general, the principal should initially focus their efforts on building the leadership team and ensuring they all act according to a common vision and shared views (Macklin & Zbar, 2017). It is also important for leaders to understand the characteristics of effective teams, so these can be nurtured and built as teams engage in the process of leading the improvement of the school.</p> <p>Each stage of school improvement is underpinned by leadership, and whole-school improvement does not occur unless there is a united and cohesive leadership team driving the change agenda throughout the school. The starting point for any school improvement journey is to build a strong and united leadership team that speaks with one voice, where trust between team members is essential. Whilst Michael Fullan notes “<i>I know of no improving school that doesn’t have a principal who is good at leading improvement</i>” (in Macklin & Zbar, 2017), leadership in the context of whole-school change, involves the development of leadership team capacity that spreads its influence through the school and involves as many staff in meaningful leadership activity as it can. Macklin & Zbar declare that “<i>leadership is the precondition of the preconditions</i>”, which is why many school improvement models or frameworks clearly show leadership as a foundational component to all work in school improvement.</p> <p><i>“The leadership team partnership is strong, united and consistent in their understanding and approaches, yet willing to challenge and learn from one another...this enables robust strategic thinking, flexibility, consistency and sustainability.”</i></p> <p>Case Studies for School Improvement (2019) - Manjimup Senior High School</p> <p>Fundamentally, the improvement challenge that all schools face is to change teacher behaviour, so more can work like the best and student learning outcomes can be improved. At times this can be problematic and complex for school leaders, “<i>where significant change in teachers’ beliefs and attitudes takes place only after student learning outcomes have changed</i>” (Guskey, in Macklin & Zbar, 2017), which in turn depends on changed classroom practices that teachers adopt.</p> <p>For large scale organisational change to be successful, “<i>transformations stand the best chance of success when they focus on four key actions to change mindsets and behaviour: fostering understanding and conviction, reinforcing changes through formal mechanisms, developing talent and skills and role modelling</i>” (McKinsey Quarterly, 2016). These are collectively referred to as the ‘Influence Model’ and are based on academic research and McKinsey’s practical experience. When all four of these actions are used by leaders, organisations are eight times more likely be successful in their transformation agendas.</p>	<p>High performing EDvance schools strategically focused on:</p> <ul style="list-style-type: none">Developing/reinvigoration of the shared moral purpose, in consultation with school staff (see 1.1.1)Using a range of relevant data sets as part of disciplined dialogue & discussion to decide on a strategic direction (see 1.2.1)Nominating a limited number (three to four) evidence-based high impact levers for change, to realise the school’s moral purpose, with Teaching and Learning as a non-negotiable priority areaDeveloping a clear plan for change in consultation with staff, assigning key areas of responsibility to key leaders and using a gradual release model for distributing leadership over time. It was also noted that:<ul style="list-style-type: none">leadership responsibility was less distributed in the early stages of initiating school changeclear initiatives were designed to develop leadership and staff talent and skills, which supported the ongoing execution of the strategic planleadership teams developed their ability to recognise and align the resources and expertise available, in ways that maximised achievement of student outcomesplans included formal mechanisms, via the development of new policies, procedures, and structures to reinforce and support staff to make the changes they were being asked to, including a large focus to provide staff with rewards and recognition for their work effortsteams developed clearly designed strategic plans with nominated staff taking carriage of particular work streams, were given greater role clarity, and effectively supported plan implementationteams conducted well-structured meetings with clear agendas and next stepsteams committed to meet twice per term to track current activities in the operational plan and who were accountable for workflow status updates, were better able to stay the course of implementation of the school improvement planClearly and regularly communicating to school staff and community, to foster understanding and conviction including strategies such as:<ul style="list-style-type: none">regular updates to staff involving them with new leadership team learningsplayback to staff of trends in data collected from survey responses from teachers, students, and parentsbriefing the school community about the case for change and benefits to student outcomeswriting ‘Change Stories’ to outline the reasons and benefits for change, the expectations leaders had of their staff and what they would commit to as leaders.Leaders role modelling changes in behaviours and practices, such as:<ul style="list-style-type: none">attending school-wide professional learning, including providing a clear narrative of the next steps as part of progressing the school plan, and being active participants where possible; andholding all staff accountable, including themselves, for their role in the whole-school change agenda. <p>See Case Studies for School Improvement (2019) – Blue Haven Primary School</p>

<div>STAGE 1</div> <div>Underperforming to Fair</div> <div> Leadership & Management (continued)</div>		
	WHY	HOW
1.1.4. Develop/restructure leadership team and accountability protocols	<p>Zbar, in Generating Whole-School Improvement (2013), writes “Put simply, the existence of a cohesive leadership team, with a clear sense of what needs doing, why and how, is the difference between whole-school improvement and pockets of improvement in a school”.</p> <p>Leithwood et al (2010), in 10 Strong Claims about Successful School Leadership, describe restructuring the senior leadership team and its roles and responsibilities as a critical step in the early stages of school improvement. They also note that restructuring is not a strategy that successful school leaders use in later phases of school improvement.</p>	<p>Identify strengths and opportunities in the leadership team. Identify potential and aspiring leaders beyond the core team. Review existing leadership structures, redesigning roles to introduce and build capacity in the team (example structures included in case study schools). Ensure collaborative meeting time is resourced. Introduce clear reporting relationships and timelines for reporting to ensure accountability. More specifically, accountability can be created by:</p> <ul style="list-style-type: none">• Developing clear roles/responsibilities that are written down and regularly referred to• Using disciplined dialogue and discussion in meetings• Implementing the “7 Norms of Collaboration”• Creating written agendas with action items that are shared following each meeting• Ensuring distributed leadership across the school• Developing and maintaining the FED Strategic Directions Document, with regular tracking of milestones, at least twice a term.
1.1.5. Audit and enhance standard operating procedures to support changes in focus	<p>Ensuring that organisational basics (e.g. Finance, HR, facilities, student data records and monitoring systems) function properly is essential as no further changes can be reasonably expected of staff until these pre-conditions are in place. Ensuring effective two-way communication processes and removing red tape/clutter can rapidly improve staff morale and ease of reviewing student data records. This helps to build data literacy of staff and ensure accountability requirements can be met.</p>	<p>Audit (and improve if required) school administration systems to meet a functional standard. i.e. pay roll, HR, leave accrual and tracking, financial auditing. Consult neighbouring schools on effective systems if helpful. Remove unnecessary tasks (clutter) for teachers. Implement effective technology and associated software to better record student attendance and behaviour. Focus on opening and improving communication channels.</p>
1.1.6. Address low performing staff	<p>Raising staff & student expectations will require addressing low performing staff as chronically low performing teaching practice erodes the confidence of teachers & students.</p> <p>Addressing low performing staff reduces within school variability in teaching (see 1.3.1 in Curriculum &Teaching: research and implement an agreed whole-school instructional model). Research shows that observations of classroom practice, linked to timely and useful feedback that focuses on improvement, is a particularly useful tool for teacher development and is the most commonly used form of evidence across OECD countries (AITSL, 2012).</p> <p>This is different from the challenge of inducting graduate teachers who may exhibit low performance, but who can rapidly develop with support. Ingersoll (in Great Teaching, Inspired Learning 2013) notes that early career teachers are more likely to be placed in disadvantaged schools and be teaching 'out-of-their-field' of pre-service training, which is all the more reason to pay attention to this phenomenon.</p>	<p>Introduce an agreed performance management process that sets out clear expectations regarding implementing the agreed whole-school approaches for all staff. Regular performance management meetings should be conducted against these expectations. Good resources should exist for all leaders to support teachers to improve, while setting reasonable expectations (as well as what to do when practice does not improve). Some of these resources that should be reviewed in light of whole-school approaches can include:</p> <ul style="list-style-type: none">• The AITSL standards• The Code of Conduct• Employee Performance Policy <p>Leaders can seek mentoring support to navigate these challenges, if helpful. Provide support to early career teachers with a defined induction process supported by a strong teacher who can be an expert coach and mentor.</p>
1.1.7. Align the timetable to provide collaborative team time	<p>In order to ensure full implementation & adoption of key whole-school approaches –e.g. whole-school instructional model – teachers need sufficient time together to plan, observe, evaluate, reflect etc. Without this time, it is unlikely that practice will actually change.</p>	<p>Ensure the timetable provides sufficient time for teachers to share practice and discuss key interventions during planning time (e.g. instructional model, data analysis). Create consistent expectations about what needs to be achieved with this timetabled collaborative time and how it is to be used. Consider trade-off of whole-school staff meetings to allow for observation/collaboration – see Making Time for Great Teaching (Jensen, 2014), for further ideas on how to create time for collaboration.</p>
1.1.8. Allocate sufficient professional learning budget	<p>Student outcomes will only improve if classroom practice changes. Ensuring that teachers are given appropriate support to change their practice is imperative, otherwise there will be disconnect between what teachers agree to in principle and how they actually teach.</p>	<p>Ensure sufficient budget for expert coaching and budget to build in-school capacity for coaching by developing instructional and curriculum leaders that can coach teachers in classrooms (see Professional Learning section for more detail).</p>

<div>STAGE 1</div> <div>Underperforming to Fair</div>		<div> Disciplined Data Capability & Evidence Base</div>	
	WHY	HOW	
1.2.1. Use data to build an accurate picture of school performance with staff to establish need for change	Systems cannot improve what they don't measure (McKinsey & Co, 2007). Equipping teachers to use data effectively can lift students' performance. Ensuring all staff share an understanding of current student outcomes & school performance will help create the appetite for change.	<p>Create a full data set with information on current student outcomes, the experiences of students and the practices of teachers. This will include:</p> <ul style="list-style-type: none">• Asking students questions in surveys or focus groups, at a minimum,• Standard data for literacy, numeracy, attendance, behaviour, NAPLAN and on-entry data• Classroom observation data where leaders can confidently describe current teaching practices in reading, writing, spelling & numeracy (which may well be highly variable) <p>Review as a leadership team the full data set. Identify key themes. Discuss data with all staff, inviting them to discuss key themes and the implications for the school. Summarise key themes and revisit these when discussing the school's Moral Purpose (see 1.1.1).</p>	
1.2.2. Establish a school self-review schedule to ascertain progress towards aspiration	It is important that a schedule is established that outlines what data is to be collected and reviewed, by when and who is responsible.	<p>Data should include student academic and non-academic data, as well as information measuring the quality of teaching, relationships, leadership, and alignment of resources to focus areas.</p> <p>A regular, planned self-review process is about fostering a sustainable culture of professional reflection that is focused on student achievement and school improvement. Effective self-review should link into the school's annual review, planning, and reporting cycles.</p>	
1.2.3. Establish a baseline for on-entry skill level of Year 7 students	<p>If student's literacy and numeracy levels are below year 5/6 standards (Band 6) when entering secondary school, they will have difficulty accessing the curriculum throughout their secondary years.</p> <p>Determining the literacy and numeracy levels of year 7-9 students is essential and it will open the discussion to whether a whole-school approach is needed in Years 7/8 (/9) to adequately equip students with necessary skills before entering senior secondary. This discussion should be continued in the next stage of the improvement journey.</p>	<p>Identify the percentage of students entering Year 7 at or just above Band 5 (the National Minimum Standard):</p> <ul style="list-style-type: none">• The NMS for Year 7 Reading is Band 5, which is the equivalent to the average reading ability of a Year 3 student• This means that even children at or slightly above the NMS for Year 7 are likely not confident at 'reading to learn' and require support to finish their journey of 'learning to read'. <p>Identify the percentage of students entering Year 7 at Band 6:</p> <ul style="list-style-type: none">• these students are reading at level of an average Australia Year 5 student.• these students have only just acquired the skills to begin to learn to read. <p>Identify the percentage of students entering Year 7 at Band 7 or above:</p> <ul style="list-style-type: none">• these are the students that are reading at the equivalent age of an average Year 7 student. <p>Track growth of Year 7 students to their Year 9 results. Review whether they are making sufficient progress and are 'on track' for achieving Band 8 by year 9.</p>	
1.2.4. Develop a consistent data set for whole school tracking in literacy and numeracy. Examine with all staff regularly	<p>The lag between changes in teaching practice and NAPLAN is generally too long to move staff quickly along the improvement journey. Communicating success as interventions are introduced (such as a whole-school instructional model and learning area action plans) requires more frequent and fine-grained data. This will allow reflection and discussion at least every 6 months so that staff can feel the impact of their efforts and stay motivated. More frequent opportunities to examine quality data will assist teachers to target their teaching more effectively.</p> <p>Assessment data was historically used to provide information about a student's level of ability, whereas now it's viewed as a source of information to inform teachers to guide and direct students and reflect on the effectiveness of their own teaching practice. Formative assessment takes place nearly exclusively in the classroom and is essential to inform teaching that creates more learning. International studies show that many teachers do not feel equipped to use assessment data for formative purposes or at all. Time allocated to collaborative data analysis and inquiry has also been shown to assist educators in developing a more complex understanding of how data can contribute to the school environment (in What works best: NSW CESE, 2014). Helen Timperley's research into the effect of student outcomes of teachers using high quality assessment data found that students' achievement gains accelerated at twice the expected rate, with greater gains for the lowest-performing students (in Great Teaching, Inspired Learning, 2013).</p> <p>Student outcomes data should be supplemented with data about classroom teaching practice with agreed observation elements, particularly for instructional models and CMS (Classroom Management Strategies). Evidence of changing teaching practice will be a strong lead indicator of likely improvements in student outcomes.</p>	<p>See Targeted Teaching (Goss and Hunter, 2015). Choose a diagnostic tool, create a baseline and start tracking current progress. Options include:</p> <ul style="list-style-type: none">• Purchasing commercial data product/s (e.g. ACER PAT tests, Bright Path, Pro-Ed TORC (Test of Reading Comprehension) etc• Using off-year NAPLAN testing supplemented with analysis from a commercial provider (eg. Best Performance)• Adopting data or testing schedule from another school <p>Ensure the data set includes tracking every 6 months to ensure lack of student growth is detected more quickly.</p> <p>Work with teachers to further develop their skills in how to use assessment data for formative purposes, to reflect on the effectiveness of their teaching and guide their efforts for impact on student improvement.</p> <p>School leaders need to encourage a whole-school focus on use of data. This includes promoting discussions about data, supporting the use of assessment data to address students' needs and facilitating opportunities for collaboration within and across schools.</p> <p>Develop a set of data to be tracked through classroom observation, such as the implementation of a set lesson structure.</p>	
1.2.5. Agree on year level and subject targets, particularly literacy and numeracy, and identify areas of need for further curriculum interventions	<p>Having made student achievement and progress more transparent, it is essential to set the expectation that staff will change or adapt their teaching practice to improve learning outcomes – this expectation is codified in visible targets, and through their performance management discussions. This is about establishing high expectations for teaching and learning in the school that are reinforced by processes and policies and become part of the culture of the school.</p> <p>To ensure expectations are maintained, it is essential that performance against the targets is reviewed with staff. It is likely that the baseline for on-entry skill level of students, and areas of low growth in literacy and numeracy for Years 7-9 students will be identified as areas of concern requiring future curriculum interventions. It is paramount to carefully consider the data sources that inform these targets.</p>	<p>Ensure data is collected as Year 7 students enter secondary school to determine current skills and track in an ongoing way from Year 7 to 10. If a significant proportion of Year 7 students (30% or more) are reading at-or-below Band 6, then a standard timetable and curriculum delivery model will not suffice. If the majority of students are not achieving at-or-above Band 7 (i.e.~1 year behind the average Australian Year 7), a different approach is required to ensure basic literacy and numeracy skills are acquired by the end of Year 9.</p> <p>Schools should first focus on implementing a whole-school instructional model for all students (Tier 1, core instruction and universal screening of students see 1.3.1), whilst building a data set to show how student progress will be mapped using the 'Response To Intervention' process (see 1.4.8) to ensure higher support needs of students are being met either in small groups or at an individual level.</p>	
1.2.6. Establish ways to monitor and measure teaching practice and its impact on learning (around literacy procedures and instructional model)	(also refer to Curriculum & Teaching section) Changed teaching practice is the driver of improved student outcomes. Hence, it is important to have information and data that confirms that teaching practice is actually changing. This is a necessary complement to a focus on student performance data.	Develop self-assessment and observation materials that enable teachers and leaders to track desired changes in teaching practice and ensure there are opportunities to discuss the information. The resources should be aligned to the practices that are being adopted – for example, observations might include checks for delivery of consistent lesson structure elements if a new instructional model is being adopted.	

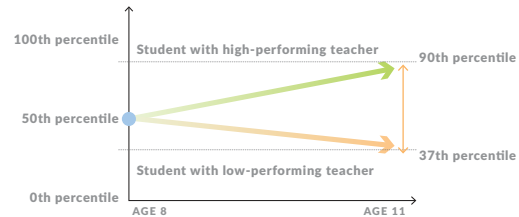
STAGE 1
Underperforming to Fair



Curriculum & Teaching

WHY

In Australia, within school variability in learning is four times more than the variability between schools (OECD, 2018). “*This structure has subjected students to an educational lottery in which, what they learn, how much they learn, how they are assessed and what happens when they struggle are almost entirely a function of their assigned teacher*” (DuFour, in Marzano 2018). Hence, reducing within-school variability in teaching and learning is key. Research shows that the adoption of a whole-school instructional model has been a key driver for ensuring consistently high-quality teaching in high performing schools.



In secondary schools, within school variation can be seen at two levels: variation in teacher quality within, and between, learning areas. In longitudinal studies into teacher effectiveness (Sanders & Rivers, 1996, the cumulative difference in teaching practice on students from similar starting points, can be as much as 52 percentile points after three years (see graph above), and a student’s progress may even regress. Teacher effectiveness is at the heart of this issue and relies significantly on middle leaders to effect significant improvements and ensure consistency of practice within their learning area.

When teachers have a shared understanding of what constitutes good teaching, other processes (such as collaborative learning teams, other PL and data analysis) can support adoption of effective practices more easily. There is a significant body of evidence that explicit instructional models have high impact when implemented across learning areas..

The following practices and attributes of excellent teachers are consistently highlighted in the research:

- Monitoring and feedback
- Strong subject knowledge
- Explicit teaching techniques (Great Teaching, Inspired Learning, NSW CESE, 2013).

Furthermore, there are four key practices that benefit all students when exercised by teachers:

1. Grade-appropriate assignments;
2. Strong instruction;
3. Deep engagement; and
4. High expectations (The Opportunity Myth, TNTP, 2018).

Worryingly, students from low socio-economic status backgrounds are less likely to experience these practices (2009 PISA data, in What works best: NSW CESE, 2014), but evidence shows that students who experience explicit teaching perform better than those who do not. The more direct teaching or ‘fully guided’ teaching approaches have the highest impact on learning, and include:

- Direct Instruction - DI (scripted programs from the US; associated in ‘hybrid’ form with John Fleming: ‘I do, you do, we do’)
- Explicit Direct Instruction - EDI (Hollingsworth and Ybarra – Data Works)
- Explicit Instruction.

These teacher-led practices share significant overlap and are best utilised when teachers are delivering new content or concepts to students. Fully guided practice embeds the principles of cognitive science whereby the working memory is delivered information in digestible chunks and encoded and retrieved a number of times through practice, to better enable the transfer to long-term memory (Clarke, Kirschner & Sweller, 2012). Teachers are better able to check for understanding with guided practice & establish engagement norms to ascertain the learning of all students. With techniques such as choral responding, response cards and guided notes students can achieve more than 5000 additional academic responses per year (Twyman and Heward, 2016).

See Rosenshine (2012), Archer and Hughes (2011), Ybarra and Hollingsworth (2017) for more details of the elements of explicit instruction.

An audit provides transparency into each learning area’s understanding of their data & performance & expectations for students. It enables leadership to understand where extra support is required to navigate evidence-based ideas for improvement.

HOW

Refer to Case Studies for School Improvement (2019) - Kambrya College

Key levers that Kambrya College used to support more teachers to work like the best were:

- The development of an agreed instructional model to guide teacher planning in the school
- The implementation of professional learning teams, to ensure the planning was done collaboratively

The first activity is to **Build leadership team knowledge and understanding of evidence of highly effective instruction and cognitive science** (see 1.1.3)

Consider implementing a pilot program before scaling changes across the school. Preparation for the pilot needs to include a clear and simple plan, including milestones mapped over the time span of the pilot. It is recommended that any pilot program commences with a small, core group of ready, willing and able staff to trial the intervention strategies before scaling it more broadly within the school. Clear data collection and measurement of the impact of the pilot is critical (pre and post intervention) for both students and teachers, to assess the impact of the trial. For example, a process for implementation of explicit teaching practices pilot, included the following key activities:

- Identify and engage with an external expert to:
 - Use an evidence-base to support and guide teacher practice in chosen area, to develop in school expertise
 - Present the research to school staff to make the case for why changes in practice are being piloted
- Delegate leadership of the pilot to someone who is well organised and able to follow through. Ideally, there should be someone in the leadership team who is a strong instructional leader, however a strong instructional coach can work just as effectively.
- Invite teachers to opt-in to pilot program with screening process utilising the external expert to select appropriate pilot group (with a basic pre-condition including effective classroom management)
- Select a ‘champion’ or lead teacher from the core group to be the lead classroom practitioner
- Collect pre and post-pilot data from students and teachers involved in the trial including student and teacher feedback
- Provide common collaborative DOTT time for pilot teachers to meet on a weekly basis with a clear agenda. Examples of agenda items: share templates developed; discuss practices; planning for next lessons etc
- Present weekly progress reports (by staff in the pilot) to senior staff and regular updates to the broader staff group to provide insights into learning and show evidence of impact of trial. Also, to generate interest for the next wave when the pilot program is scaled
- Select a ‘home’ for the instructional practice within the school – engage with middle leaders to foster ‘ownership’ within learning areas or complementary learning areas i.e. Maths/Science
- Develop a plan to grow the program beyond the pilot, by incorporating the key learnings and refining the implementation process to be evolved in a more systematic way i.e. all years 7’s and 8’s in Maths and Science classes

For more detail on how schools can approach the task of identifying and trialling an instructional model, see the FED *5As for Leading Instruction* tool and the case studies from the Fogarty EDvance case studies booklet.

1.3.2. Audit learning outcomes, curriculum & teaching standards for each learning area. Develop and implement improvement plans in each learning area, linked to year level/subject targets

Have learning area teams audit (may require outside expertise) the curriculum and teaching standards in their learning area against the achievement standards for each grade level set out in School Curriculum Standards Authority. Learning Areas /leaders/teams develop improvement plans to ensure there is a good basic standard of curriculum & teaching (sequenced across years) in their learning areas. These plans should be aligned to the whole-school plans and implemented, with checks every 5 weeks to support implementation.

STAGE 1
Underperforming to Fair



Curriculum & Teaching (continued)

WHY

"In order to learn effectively in subjects such as science, technology, economics and social science, secondary level students need to be able to read expository text (Lapp, et al, in Munro 2002). This text is usually more difficult to comprehend than narrative text (Kucan & Beck, in Munro, 2002). Students who have difficulty converting written information to knowledge are at a severe disadvantage in world of the twenty first century. Many subject area teachers at the secondary level find themselves in a perplexing situation. They are aware that successful learning in their content area requires students to read and to learn by doing so. They recognise literacy as an essential vehicle for learning in their subject. As some of their students have difficulty learning by reading, they seek to avoid the need for students to read in their subject and minimise exposure to text" (in Munro, 2002).

Changes in teaching practice will only follow if teachers are clear about what good teaching practice is and hold a common shared definition. This enables teachers to share practice more easily and effectively. Teachers in high performing schools consistently identify a shared and specific view of 'what good teaching is' as underpinning their success. The codification enables specific drill-down into practice and quicker induction of new staff.

Students need these four key resources in their daily school experiences:

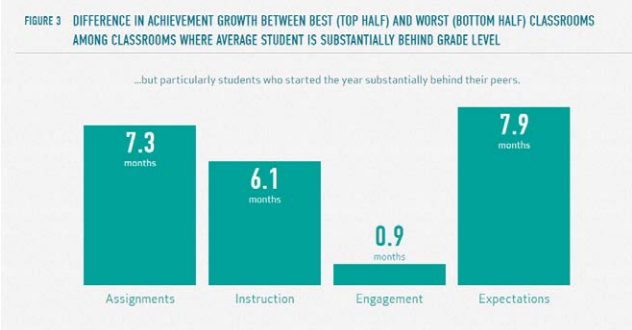
1. Grade-appropriate assignments
2. Strong instruction
3. Deep engagement
4. High (teacher) expectations

When students who started the year behind grade level had access to stronger instruction they closed gaps with their peers by six months; in classrooms with more grade-appropriate assignments, those gaps closed by more than seven months. Opportunities for students to be exposed to, and practice, grade-level content is important in ensuring that student progress and achievement is maximized. *'In the classrooms where we saw the most growth, students worked on grade-appropriate assignments just 52 percent of the time (compared to 26 percent across all classrooms). Even raising the floor by a reasonable amount can make a meaningful difference.'* (The Opportunity Myth, 2018)

Greater access to the these practices can and does improve student achievement—particularly for students who start the school year behind.

In classrooms where students were substantially behind their peers in comparison to those in the top half of achievement, students that had:

- greater access to grade-appropriate assignments = an additional 7.3 months of learning
- strong instruction = an additional 6.1 months of learning
- teachers that held higher expectations = an additional 7.9 months of learning



Reducing the time teachers spend on maintaining an orderly learning environment in the classroom frees up their time to concentrate on teaching practice. Often the most disengaged learners are the most disruptive so establishing programs that re-engage them in their learning will benefit all students.(See 1.4.1, 1.4.2 and 1.4.9)

It is imperative that changes in teaching practice be informed by the consistent data set for whole-school literacy and numeracy from this point forward and can be mapped directly to changes in student outcomes within a six month timeframe. The tracking of student outcomes should be discussed regularly with staff (at least 2 x p.a.).

Student outcomes data should be supplemented with data about classroom teaching practice with agreed observation elements, particularly for instructional models and Classroom Management Strategies (CMS). Evidence of changing teaching practice and feedback from students will be strong lead indicators of likely improvements in student outcomes.

HOW

Adopt explicit literacy teaching procedures that can be used across subject areas so that students have consistent approaches and sufficient practice (eg. John Munro's High Reliability Literacy Teaching Practices or Stepping Out/Tactical Teaching; see Case Studies for School Improvement (2019) - St Albans - for whole-school literacy philosophy). Support with professional learning, including in-class coaching support.

In addition to adopting whole-school literacy approaches, identify low-progress or readers in Year 7 that require extra support. Consider implementing an explicit and systematic reading intervention program for small groups of older low-progress readers such as MacqLit, Reading Mastery – this provides teachers with a comprehensive sequence of lessons that includes all the key components necessary for effective reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension (www.multilit.com/programs).

Schools approach this task with a high degree of variation. Consider speaking with other leaders of high performing schools that have codified their teaching practices, about how they have approached this (to generate ideas) and involving staff heavily from the start to how a process for how to reach a definition and codification.

Examples from recent trials in schools include:

- Use of a rubric/scaffold that defines what practices are to be seen in classrooms
- Engagement Norms to increase student accountability and participation
- Checks for understanding
- Marzano 'look fors' which explicitly describe possible student and teacher evidence that agreed upon practices are present
- Well-structured lesson plan for teaching new content, with explicit teaching of vocabulary, full scaffolding of concept, guided practice and gradual release (See: Case Studies for School Improvement (2019) Blue Haven Public School)

For example:

Increasing student accountability and participation:

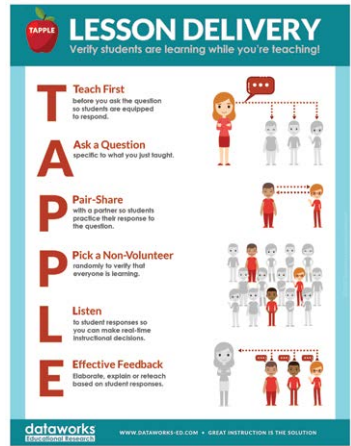


Source: <https://dataworks-ed.com/resources/>

Other examples include:

- School visits to see high-impact instruction
- EDvance Teaching Intensives
- Fogarty EDvance teaching resources (annotated videos and PLC discussion points)

Checks for understanding:



Develop or enhance engagement programs for the most at-risk learners. Ensure that VET pathways are clear so all students, and especially Year 10-12 students, can see a pathway to training or employment.

Some mechanisms include:

- Tiered Response to Intervention
- Classroom Management Strategies (CMS)
- Individual Education Plans (IEPS)
- Cross Learning Area collaboration

Ensure changes in teaching practice are linked to changes in student data. This process can be supported by:

- Classroom observations and feedback
- Clear expectations set out in performance management processes and policies
- The implementation of a whole-school instructional model
- Ensuring teachers receive PD or assistance in interpreting their student data.

STAGE 1
Underperforming to Fair



Conditions for Learning & Student Voice

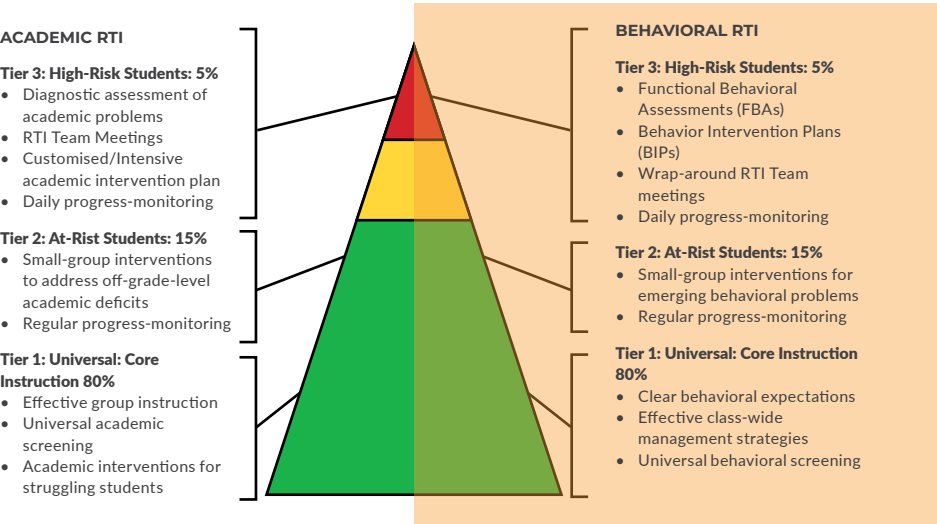
	WHY	HOW																									
1.4.1. Implement whole school behaviour management framework (e.g. PBS)	<p>Establishing a calm and orderly school environment conducive to learning is a non-negotiable for improvement, and in low socioeconomic schools requires effort and ongoing focus.</p> <p>The Staff in Australia's Schools survey (2010) found that managing student behaviour was one of the top five areas where teachers indicated they needed more professional learning, with over a quarter of experienced teachers (primary and secondary), saying they need further professional development (McKenzie et al, in Goss and Sonneman, 2017). Nearly one third of all teachers report being 'highly stressed' by the challenges of engaging and re-engaging students in their class (Sullivan et al in Goss and Sonneman, 2017), with teachers in low SES schools particularly stressed by student behaviour. As many as 40% of students are unproductive in a given year (Angus et al, 2009, in Goss and Sonneman, 2017), with minor disruptions such as students talking back, talking and chatting, and disturbing other children, being more prevalent and stressful for teachers.</p> <div><p>Figure 2.4: Students who are disruptive and disengaged tend to achieve less Mean reading test score</p><table><caption>Estimated data for Figure 2.4: Mean reading test scores</caption><tr><th>Student Group</th><th>Year 3</th><th>Year 5</th><th>Year 7</th><th>Year 9</th></tr><tr><td>Productive</td><td>470</td><td>450</td><td>440</td><td>430</td></tr><tr><td>Passively disengaged</td><td>450</td><td>400</td><td>410</td><td>450</td></tr><tr><td>Low-level disruptive</td><td>380</td><td>340</td><td>350</td><td>310</td></tr><tr><td>Aggressive and anti-social*</td><td>320</td><td>270</td><td>280</td><td>240</td></tr></table><p>Notes: * Called uncooperative students in Angus et al. (2009). Test scores are from the Western Australian Literacy and Numeracy Assessment (WALNA), a state-wide annual testing program.</p><p>Source: Angus et al., 2009, in Goss & Sonnemann, 2017.</p></div> <p>Disengaged students are one to two years behind their peers. Students who are quietly disengaged do just as badly as those who act out, and disruptive behaviour also reduces how much other students learn. Freeman et al (in Goss and Sonneman, 2017) found that Australian teachers with more than 10% of students misbehaving, spend nearly a quarter of the lesson keeping order. The ‘tipping point’ is where the level of disruptive behaviour starts to seriously reduce teaching time and is much higher than other OECD countries. This can lead to poor teacher responses disrupt the class and lead to more students disengaging, which further erodes teacher confidence and results in lower expectations of students.</p> <p>Overcoming student disengagement is complicated. School-wide approaches are critical, and teachers are more likely to create effective classrooms when their school supports a common approach. Communicating and embedding school-wide expectations about behaviour, in and out of the classroom, support schools to build a positive school climate.</p> <p>In addition to whole-school approaches, it is necessary to further build individual teacher capabilities so they can pro-actively create effective classroom environments. “School leaders must go beyond the school-wide behaviour plan... and also provide practical support for teachers, with opportunities for collaboration, observation and feedback, which are especially important for developing these nuanced classroom skills” (Goss and Sonneman, 2017).</p>	Student Group	Year 3	Year 5	Year 7	Year 9	Productive	470	450	440	430	Passively disengaged	450	400	410	450	Low-level disruptive	380	340	350	310	Aggressive and anti-social*	320	270	280	240	<p>Marzano (2014) advocates addressing whole-school needs in an ordered approach, with establishing a safe, supportive and collaborative school culture, as foundational. Students, teachers, and parents need to perceive the school as safe, supportive, and collaborative (See 1.5.2), to learn critical education content. Common measures schools can use to establish baseline and ongoing tracking of safe and collaborative cultures, as well as gaining better information as to why students are disengaged includes the Tell Them From Me Survey (TTFM) – with specific Teacher and Student survey metrics.</p> <ul style="list-style-type: none">◦ SAFE: Student survey◦ COLLABORATIVE: Teacher survey <p>Effective implementation and sustainability of School-wide PBS includes four essential components for implementation integrity:</p> <ol style="list-style-type: none">1. Administrator (leader) support2. Professional development3. Classroom implementation fidelity - including observation and coaching processes4. Effective evaluation - critical for ongoing use of school level data to inform fine-tuning of program implementation<ul style="list-style-type: none">◦ For whole-school PBS implementation fidelity, the SET (School-wide Evaluation Tool) provides data for schools across the following sub-scales: Expectations defined; Expecatations taught, etc◦ Measured by an external evaluator, a school is considered at implementing Tier 1 ‘at fidelity’ when they meet or exceed:<ul style="list-style-type: none">- an overall SET score of 80% or above,- and a SET Score of 80% on the <i>Expectations Taught</i> subscale◦ Schools should aim to achieve these SET scores before progressing to Tier 2 of PBS training and implementation. <p>(Swain-Bradway et al, 2018)</p> <p>Leaders’ actions influence and support positive whole-school cultures. The following actions were consistently observed in leaders across a number of high performing schools (Ofsted 2014).</p> <ul style="list-style-type: none">• The principal sets the tone, but all staff are engaged in ensuring high standards• Leaders set high expecations and enforce codes of conduct, are visible in classrooms, school corridors and grounds• Leaders explain and enforce their expectations successfully to staff, pupils and parents• Behaviour logs and full records (data) are kept and analysed for trends• School behaviour data links directly with parent communication systems, notifying them daily with positive and negative occurrences as well as homework for that day• Leaders know if - and where – low-level disruptions occurs and ensure that staff members are equipped to deal with it and keep parents informed• Students are clear that staff will deal with poor behaviour; they know who to report concerns to and are clear these will be followed up• Leaders have high expectations of behaviour and are consistent in dealing with disruptive pupils.
Student Group	Year 3	Year 5	Year 7	Year 9																							
Productive	470	450	440	430																							
Passively disengaged	450	400	410	450																							
Low-level disruptive	380	340	350	310																							
Aggressive and anti-social*	320	270	280	240																							

STAGE 1 Underperforming to Fair			Conditions for Learning & Student Voice		
			WHY	HOW	
1.4.2. Implement whole-school behaviour management strategies (e.g. CMS)			<p><i>'Engaging curriculum content, no matter how well designed, will not guarantee a lesson free from student misbehaviour; good classroom management skills are essential'</i> (O'Neill & Stephenson, 2014). Goss and Sonnemann (2017), call for better teacher preparation in classroom management skills and recommend better ongoing support for teachers including opportunities for observation and feedback and access to quality professional development. NSW student NAPLAN data from 2017 indicated that students were at least 6 months ahead of their peers academically when they were positively engaged, including being well behaved in class and being in classrooms with teachers who made effective use of learning time (Hepburn and Beamish, 2019).</p> <p>In addition to whole-school approaches (See 1.4.1 and 1.4.2), it is necessary to further build individual teacher capabilities, so they can pro-actively create effective classroom environments. <i>'School leaders must go beyond the school-wide behaviour plan... and also provide practical support for teachers, with opportunities for collaboration, observation and feedback, which are especially important for developing these nuanced classroom skills'</i> (Goss and Sonneman, 2017).</p> <p>In Western Australia, the Department of Education utilises both School-Wide PBS and CMS (Classroom Management Strategies) training to increase effective teaching practices within effective school structures (Virgona, 2012). A review conducted by Edith Cowan University on the impact of CMS training found <i>'all the evidence points to the CMS program having provided a significant and valued benefit to schools... and was the professional learning program most frequently reported by principals to have made a difference to student behaviour in the school'</i> (Robson et al, in Virgona 2012).</p>	<p>Implement CMS Foundation training to achieve more consistent classroom management strategies across the school. CMS Includes whole-day interactive workshops spread over a number of months, including expert 'in-class' conferences after each workshop to provide a structured, non-evaluative feedback and reflection (Virgona, 2012).</p> <p>Consider reducing daily transitions, where possible, for Year 7-9 students, to increase the effectiveness of learning time and reduce opportunities for disruptions.</p> <p>Where a school has implemented CMS, CAT (Conference Accredited Trainers) training should be provided to select staff, so they are able to perform in-school coaching to further embed and sustain CMS across the school.</p> <p>Another useful resource for developing a positive classroom culture which aligns to CMS also, is Doug Lemov's book 'Teach Like a Champion', particularly:</p> <ul style="list-style-type: none">• Chapter 10: Systems and Routines• Chapter 11: High behavioural expectations <p>Contact the FED Team for suggestions of schools to visit where PBS and CMS practices are well implemented, with well documented policies and embedded whole-school processes.</p>	
1.4.3. Create opportunities for teachers to understand that students can (and should) work to high expectations			<p>The Opportunity Myth study (2018) followed 4,000 students in five diverse schools across the US. Researchers found that students whose teacher had high expectations of them had an additional four months of learning and for students who started the year behind, they achieved an additional 7.9 months of learning (see 1.3.4). When teachers have high expectations for students' success against grade-level standards, it informs their choices about the content they put in front of students, and the instructional practices they employ, including the types of assignments they administer.</p>	<p>One way to solve for this is to use 'scaffolding' - where teachers provide students a high level of support to access grade-level work, regardless of their starting point. When designing lessons for strong concept or skill development, significant scaffolding and regular checks for understanding are required to ensure student success. As concepts and skills become learned, the scaffolding can be gradually removed over time as the students grasp the concept or skill.</p> <p>In practice, scaffolding, checking for understanding and subsequent differentiation to support a diverse range of learners - is a complex skill to master. Many teachers do not have the training and support in place to do so effectively. As part of implementing the whole-school instructional model and targeted professional learning, including instructional coaching and feedback - support needs to be provided over time to improve teacher's ability to scaffold and differentiate at the point of need.</p>	

STAGE 1
Underperforming to Fair



Conditions for Learning & Student Voice (continued)

	WHY	HOW
1.4.4. Disaggregate attendance data and review every 5 weeks	<p>Students attending at least 90% have the highest probability of educational success. No matter how good the classroom teaching is, students that don't attend regularly cannot access sufficient teaching to learn well.</p> <p>Focussing on students that attend 80-90% and lifting their attendance first often requires significantly less resources than focussing on chronic very low attendance students.</p>	<p>Disaggregate student attendance into year levels and % of students in each attendance category. Identify students that are attending 80-90% and focus strategies on having them attend more regularly. Closely monitor all students not attending at least 90%.</p> <p>Attendance data can be monitored by:</p> <ul style="list-style-type: none">• Year coordinators• Engagement Officer• Attendance Officer• Form / Home group teachers
1.4.5. Review attendance procedures and acceptable attendance requirement. Communicate to students and families	<p>Communicating clear expectations to students and families is a powerful lever to improve attendance for students, particularly those attending 80-90%.</p>	<p>Agree and set acceptable attendance requirements (normally 90%+). Communicate these expectations to students and families, frequently.</p> <p>Provide a reward event every term for students who attend more than 90% (more regular rewards could be useful in certain cases). The reward event should be during lunchtime, so no classes are missed. Shift responsibility to students – the form teacher to reward students who know their own attendance rate</p>
1.4.6. Intervene with students and families at risk	<p>A small number of students/families are likely to experience significant issues and disrupt an otherwise orderly learning environment.</p>	<p>Identify and intervene with these students and families to improve attendance and minimise disruption to general learning environment. Develop interventions according to specific circumstances.</p>
1.4.7. Implement or re-evaluate engagement programs for 'at risk' students	<p><i>"In Education, there has been a legacy of adopting instructional strategies based on opinion, anecdotal reports and theory. This legacy has been damaging, resulting in wasted resources and diminished learning outcomes for students exposed to strategies that often did not work"</i> (Burns et al, 2012). Many well-meaning educators with a clear desire to help students with their learning, often look for solutions, finding interventions that are not supported by scientific evidence, which then leads to unsuccessful intervention efforts, frustration, and a sense of helplessness. <i>"Just because an intervention is popular or widely used, does not mean that it is effective"</i></p> <p>The question all educators ask is: What interventions should be used? Evidence-based interventions (EBIs) are the starting point and should be selected from the pool of evidence-based interventions that have been shown to work in rigorous research studies. Then, the specific intervention selected should be guided by the student/s learning or behaviour needs.</p> <p>'Response To Intervention' (RTI) provides the framework for matching the evidence-based intervention to the student and has been described as the application of the scientific method to educational problems. Educators want to know: does this new Maths program work? Are most students thriving in mainstream classes? Which students are 'at risk' academically and behaviourally? Did the reading intervention work for the year 2 student? <i>"RTI is a framework for using data to answer those questions, and as those questions are answered, logical actions are implemented and system outcomes are enhanced over time"</i> (Burns et al, 2012).</p> <p>RTI begins with quality core instruction and universal screening (Tier 1). Where large numbers of students (e.g. entire classes) perform below the risk criterion used at screening, the adequacy of core instruction must be evaluated and addressed prior to singling out individual students for individual attention. The evidence-based interventions for Tier 1 should address the needs of the entire classroom as opposed to individual students. When most of the students score above the risk criterion on screening measures then interventions focus on small groups (Tier 2) of students or individual (Tier 3) student needs (Burns et al, 2012).</p> <p>Because RTI is an integrated system of data collection, data interpretation and actions that must occur in correct sequence. Educators examine data within the RTI framework to identify where learning or behaviour is not successful, formulate a hypothesis about what might be causing the lack of success, implement evidence-based solutions and evaluate their success over time.</p>	<p>Response To Intervention - No single, lock-step model exists for either academic or behavioural/social-emotional RTI, however there are shared elements to guide social/emotional and academic interventions:</p> <ul style="list-style-type: none">• A range of services to which students can be assigned that span the levels or Tiers, from universal through to more intensive supports• 'Decision points': educators periodically looking at data, identifying students at risk and deciding what specific academic/behavioural supports are needed (see 1.2.5)• Ongoing progress monitoring of student interventions• Provision of more intensive interventions when lesser interventions are not effective• Referral for specialist services for students who continue to have significant academic or behaviour deficits despite the best efforts to provide intervention support of appropriate intensity. <p>(Burns et al, 2007 and Fairbanks, Sugai et al, 2007)</p> <div><div><p>ACADEMIC RTI</p><p>Tier 3: High-Risk Students: 5%</p><ul style="list-style-type: none">• Diagnostic assessment of academic problems• RTI Team Meetings• Customised/Intensive academic intervention plan• Daily progress-monitoring<p>Tier 2: At-Risk Students: 15%</p><ul style="list-style-type: none">• Small-group interventions to address off-grade-level academic deficits• Regular progress-monitoring<p>Tier 1: Universal: Core Instruction 80%</p><ul style="list-style-type: none">• Effective group instruction• Universal academic screening• Academic interventions for struggling students</div><div><p>BEHAVIORAL RTI</p><p>Tier 3: High-Risk Students: 5%</p><ul style="list-style-type: none">• Functional Behavioral Assessments (FBAs)• Behavior Intervention Plans (BIPs)• Wrap-around RTI Team meetings• Daily progress-monitoring<p>Tier 2: At-Risk Students: 15%</p><ul style="list-style-type: none">• Small-group interventions for emerging behavioral problems• Regular progress-monitoring<p>Tier 1: Universal: Core Instruction 80%</p><ul style="list-style-type: none">• Clear behavioral expectations• Effective class-wide management strategies• Universal behavioral screening</div></div> <p>Source: Grosche, M., & Volpe, R. J. (2013). Response-to-intervention (RTI) as a model to facilitate inclusion for students with learning and behaviour problems. European Journal of Special Needs Education, 28, 254-269. http://dx.doi.org/10.1080/08856257.2013.768452</p> <p>Sourced from: https://www.interventioncentral.org/</p>

STAGE 1
Underperforming to Fair



Professional Learning

WHY

1.5.1. Ensure professional learning is followed with ongoing, in-class coaching opportunities,available for all staff in key interventions

Focus professional learning on a very small number of focus areas, in order to drive classroom practice changes. Teachers can only do so much; give them focus and time to do these things well.

In order for professional learning to be effective it must relate directly to what teachers are doing every day. The most effective professional learning is focused specifically on the materials and programs the teachers are using for instruction. General types of training are less effective than specific ones (Cooper, nd).

Zbar, (2013) writes “*put simply, training, even with practice and feedback has little transference to classroom practice unless it involves some coaching in class*”. Only 5% of teachers transfer new skills to their classroom practice after receiving practice and feedback in a training session, whereas 99% of teachers transfer new skills to their practice after receiving ongoing coaching, feedback and support, when they return to the classroom (Joyce & Showers, 2002). See table below:

PROFESSIONAL DEVELOPMENT OUTCOMES			
Professional Development Elements	Knowledge Level	Skill Attainment	Transfer to Practice
THEORY (e.g. presenter explains content - what it is, why it is important and how to teach it)	10%	5%	0%
DEMONSTRATION (e.g. presenter models instructional practices)	30%	20%	0%
PRACTICE (e.g. participants implement instructional practices during the session)	60%	60%	5%
COACHING (e.g. participants receive ongoing support and guidance when they return to the classroom)	95%	95%	99%

Bruce Joyce and Beverly Showers. Student Achievement through Staff Development (3rd ed:2002)

‘Australian teachers tend to work behind closed classroom doors: too many are left on their own to try and figure out how to teach effectively... Australia is well below the OECD average in terms of the proportion of teachers giving and receiving feedback generally. More than 40% of teachers have never been observed or given feedback to their colleagues’ (Goss and Sonnemann, 2017).

Teaching practices are habits that teachers have formed over time. The working memory of teachers who have formed their teaching ‘habits’ focuses more on the content being taught, rather than the teaching methods, which is why new teaching strategies are so hard to implement (Data Works 2017). For teachers to break old habits and form new ones where they can use them effortlessly, teachers need to be provided with opportunities to learn the new concepts and skills (research says 16 -24 repetitions are required), behavioural habits start to develop after 25 repetitions and 50-60 repetitions may be needed to solidify a habit to the point it becomes automatic. In order for teachers to retain and apply new strategies, skills and concepts, they must receive coaching and feedback while applying what they are learning.

With fewer than 45 per cent of Australian teachers (compared to 62 per cent in other countries) reporting that feedback they received led to positive changes in their teaching practices, there is an opportunity for more explicit support for teachers to better understand and act on their strengths and weaknesses (in What works best: NSW CESE, 2014).

Coaching is an important professional learning strategy that supports teachers to embed their learning and promotes professional growth. Coaching enables more targeted and effective professional conversations, which support teachers to develop adaptive expertise. This is needed to navigate the constant societal and technological changes present in today’s complex education contexts (Timperley, 2015).

Trust among coaches and teachers greatly increases teachers’ willingness to make changes in instructional habits or behaviours (Marzarno, 2012b). Many teachers care deeply about their profession, their subject matter and the students they teach, which can make them feel vulnerable in coaching situations. When teachers trust their coaches, they are more likely to consider their coaches’ advice and take steps towards self-improvement. These relationships also develop organisational trust within a school and help school members understand they can turn to each other for help and support. Productive communication can only occur in non-threatening environments and when these conditions are met, teachers will feel comfortable enough to experiment with new concepts or begin dialogues about new materials or experiences.

HOW

Professional learning must be delivered with intentional planning and resourcing for in-class coaching. The broad goal is to implement a whole-school instructional model, but the implementation strategy should be planned for in a series of waves, starting with a pilot/trial program and coaching to follow.

Consider a ‘train the trainer’ model - identify early the teachers that will receive extra support to become lead/expert teachers for the relevant instructional/pedagogical/behavioural models. Train these staff first and use them to support the other teachers in the school at later stages. Firstly, give these early adopters significant time to develop their new practices and receive support via expert coaching to become more fluent in the new practices. This process may take up to 24 months to establish.

There are a variety of coaching styles, programs and resources available, but in the first instance consider the following foundational practices to establish with staff before launching a new coaching program:

- Develop relationships of trust and mutual respect between teachers observing and being observed and emphasise that no unsolicited or critical feedback is to be given when viewing each other’s practice
- Ask teachers to reflect on their practice by discussing what they think they did well / area for improvement in coaching conversations
- Give staff options in how they de-privatise their practice, but ensure that teachers are at least observing the best practitioners in the school (in the instructional model; or reading/numeracy program)
- Encourage teachers to visit each other’s classrooms with the focus being on the selected instructional/pedagogical/behavioural practice
- In-class observations can be perceived as threatening, teachers could self-select peers when undertaking observations for the first time
- Take gradual steps and begin with shorter observations, where teachers trial observed practices, back in their own classrooms & have professional conversations about the impact of this new practice
- Give teachers an option to video their lesson (or part thereof) and ask the teacher to reflect on their practice before sharing with a peer and/or coach.

STAGE 1
Underperforming to Fair



Professional Learning (continued)

WHY

HOW

1.5.2. Focus professional learning on teachers implementing specific key interventions for their classrooms

Focus professional learning on a very small number of areas in order to drive changes in classroom practice. Teachers can only do so much and providing a focus and time will enable them to do these things well.

In order for professional learning to be effective, it must relate directly to what teachers are doing every day and relate to an evidence base that has been communicated in the form of a whole-school instructional model – all of which is relevant and reflected in performance management processes at the school. The most effective professional learning is focused specifically on the materials and programs the teachers are using for instruction. More general types of training are less effective than specific ones (Cooper, nd). Leaders should also be targeted in choosing which teachers attend professional learning and build a culture that rewards teachers for their efforts through further investing in their professional growth.

Teaching practices are habits that teachers have formed over time. The working memory of teachers who have formed their teaching 'habits' focuses more on the content being taught, rather than the teaching methods, which is why new teaching strategies are so hard to implement (Data Works, 2017). For teachers to break old habits and form new ones where they can use them effortlessly, teachers need to be provided with opportunities to learn the new concepts and skills (research says 16 -24 repetitions are required), behavioural habits start to develop after 25 repetitions and 50-60 repetitions may be needed to solidify a habit to the point it becomes automatic.

In order for teachers to retain and apply new strategies, skills and concepts, they must receive coaching while applying what they are learning.

Professional learning must be delivered with intentional planning and resourcing for in-class coaching. The broad goal is to implement a whole school instructional model, but the implementation strategy should be planned for in a series of waves, starting with a pilot/trial program and coaching to follow.

Consider a coaching model – identify the teachers that will receive extra support to become lead/expert teachers early for the relevant instructional/pedagogical/behavioural models. Develop these staff first, then develop their coaching skills to enable them to support the other teachers in the school at later stages. Provide them time to develop their skills and then support other teachers.

Give these early adopters scheduled time to develop their new practices and receive support & feedback via expert instructional coaching to become more fluent in the new practices. This process may take up to 24 months to establish. Once established, have the best practitioners demonstrate and model to practice to other staff.

1.5.3. Organise staff into meaningful collaborative teams – provide time, clarity/purpose, support, clear structure/agenda, norms for collaboration and ways to monitor effectiveness over time

Rachel Eells's meta-analysis of studies in 2011, related to collective efficacy and achievement in education, demonstrated that the beliefs teachers hold about the ability of the school as a whole are *"strongly and positively associated with student achievement across subject areas and in multiple locations"* (Donohoo, Hattie & Eells, 2018).

According to Hattie's Visible Learning research (2016), collective teacher efficacy is greater than three times more powerful and predictive of student achievement than socioeconomic status. It is more than double the effect of prior achievement and more than triple the effect of home environment and parental involvement. It is also greater than three times more predictive of student achievement than student motivation and concentration, persistence, and engagement (see table).

Collective teacher efficacy has the strongest effect size in improving student outcomes:

Influence	Effect Size
Collective Teacher Efficacy	1.57
Prior achievement	0.65
Socioeconomic status	0.52
Home environment	0.52
Parental involvement	0.49
Motivation	0.48
Concentration/persistence/engagement	0.48
Homework	0.29

Note: Effect sizes are based on Cohen's d. The average effect size is d=0.40. This average summarizes the typical effect of all possible influences on education.

(Donohoo, Hattie and Eells 2018)

Professionals such as doctors and lawyers have the benefit of seeing their peers in action as part of their day-to-day environments and can see first-hand what works. Teachers need to work harder than many to break down the potential 'silo-effect' and ensure that best practice is identified and shared across classrooms (in What works best: NSW CESE, 2014). Observing classroom practice makes teaching and learning more visible and encourages collaboration between colleagues to help improve teacher practice, which is great for student learning. Supporting teachers to become used to classroom observation of teaching and learning practices & working in small teams is important for later stages of school improvement. The 'small team' approach is used, but with different foci, throughout the school's progression through the school improvement stages.

Planning how the professional learning and collaborative time is to be used is critical. Schools that see impact from collaborative practice have very structured planning of this time and what outcomes need to be achieved to make this time valuable and impact upon student learning.

Time allocated to collaborative data analysis and inquiry has also been shown to assist educators in developing a more complex understanding of how data can contribute to the school environment (in What works best: NSW CESE, 2014). Helen Timperley's research into the effect of student outcomes of teachers using high quality assessment data found that students' achievement gains accelerated at twice the expected rate, with greater gains for the lowest-performing students (in Great Teaching, Inspired Learning, 2013).

Develop a core collaborative team (2-4 staff) and provide a common time release for them to meet regularly to plan, share and develop instructional materials. Using guiding norms for group interaction (Zbar, 2017) establish the protocols for having effective professional discussions about teaching practice and observe/ improve each other's teaching.

Provide opportunities for small teams of teachers to visit each other's classrooms and de-privatise their practice, and trialing a range of observation strategies back in their own classrooms. The following practices are less threatening ways to encourage teachers to observe each other, have professional discussions and consider new practices:

- Learning walks
- Peer lesson observation
- Lesson studies
- Modelled/demonstration lessons.

See AITSL Website; Beyond PD: Professional Learning for Teachers in High Performing Systems; & Beyond PD toolkit (Learning First, 2016) for further elaboration and other ideas to consider - www.ncee.org/beyondpd.

Build opportunities into common schedules for teachers to work together to jointly plan and problem solve with the focus on improving practice to better align with learner needs and key interventions.

In order to make collaborative practice work, Hattie suggests that collaborative PLCs tend to need an additional factor (a person or process) to challenge problematic beliefs, test the efficacy of competing ideas and ground discussions in student outcomes. This may include inviting an external expert to ensure the teaching practice is continually linked to student outcomes as well as challenging entrenched beliefs and uncovering existing blind spots.

Marzano (2018) has outlined conditions for success for professional learning communities and collaborative team time, which include:

1. Organise staff into **meaningful teams** – these align with the school's strategic plan and key initiatives
2. Provide teams with **time** to collaborate
3. Provide **supportive structures** that help groups become teams
4. **Clarify the work** teams must accomplish
5. **Monitor team-work** and provide direction and support as needed.

The purpose of the PLC/collaborative team time can be driven by the following six critical questions (DuFour, in Marzano 2016):

1. What is it we want our students to learn? (**curriculum**)
2. How will we know if students are learning? (**assessment**)
3. How will we respond if students don't learn? (**instruction**)
4. How will we extend learning for students who are highly proficient? (**instruction**)
5. How will we increase our instructional competence? (**teacher development**)
6. How will we coordinate our efforts? (**leadership**)

STAGE 1
Underperforming to Fair









Parent & Community Engagement

	WHY	HOW
1.6.1. Develop interagency links with social and youth services	Students learn best when significant others in their lives – peers, teachers, family and community members - work together to encourage and support them.	<p>Develop (focus on) interagency links with a small number of important social and youth services that will assist in supporting at risk students and their families.</p> <p>These links could be facilitated by:</p> <ul style="list-style-type: none">• Student Services• Chaplain• School Psychologist• AEIO's / Clontarf / Girls Academy• Youth workers
1.6.2. Build communication channels and relationships with parents	The relationship between parental involvement and academic achievement is positive. The relationship between academic achievement and parental involvement is strongest if parental involvement is defined as parental expectations for the academic achievement of their children more so than parental involvement in homework assistance. This relationship is consistent regardless of grade level or background (Wilder, 2014). It is therefore vital that channels of communication between teachers and parents are built in order to develop the same standard of expectations at school and at home.	<p>Communication with parents can be built through mechanisms such as:</p> <ul style="list-style-type: none">• Newsletters• Assemblies• Parent/Teacher evenings• Orientation evenings• School carnivals• Contact by form teachers, year coordinators.

Stage 2 in Focus

STAGE 2 Fair to Good

 Leadership & Management	<p>2.1.1 Further build the leadership team's capability of evidenced-based practices that embed whole-school change</p> <p>2.1.2 Broaden leadership team, middle leaders and teachers knowledge and understanding of evidence of highly effective instruction and cognitive science</p> <p>2.1.3 Reduce variability in middle leaders' management practices and processes</p> <p>2.1.4 Develop strong induction processes for new staff</p> <p>2.1.5 Ensure professional learning is followed with ongoing, in-class coaching opportunities, available for all staff in key interventions</p>
 Disciplined Data Capability with Evidence Base	<p>2.2.1 Consolidate regular data collection and analysis processes across all year levels, subgroups and subjects.</p> <p>2.2.2 Link student outcomes data to classroom observations and student feedback in a systematic approach that improves teaching</p> <p>2.2.3 Set finer-grained targets for literacy and numeracy</p> <p>2.2.4 Have teachers interrogate data frequently and provide evidence of differentiated classroom practice based on student need</p> <p>2.2.5 Use common assessment tasks with moderated teacher judgement against external benchmarks, audited internally/externally</p> <p>2.2.6 Test all students at on-entry and semester by semester for Year 7-9, in literacy and numeracy. Share results with all staff</p>
 Curriculum & Teaching	<p>2.3.1 Drill into and enhance whole school instructional model</p> <p>2.3.2 Re-design or enhance targeted teaching of literacy and numeracy for students below year level and benchmarks, ensuring timetable maximises learning time for literacy and numeracy intervention</p> <p>2.3.3 Enhance pathways to education, training and employment, and engagement programs, and extend more able students</p> <p>2.3.4 Further develop whole school literacy approaches, particularly reading</p> <p>2.3.5 Create common assessments throughout Year 7-10 programs in all learning areas for moderation activities</p>
 Conditions for Learning & Student Voice	<p>2.4.1 Consolidate whole school behaviour management framework and classroom management strategies and focus on key areas of concern</p> <p>2.4.2 Systematically teach students that hard work and persistence contribute to their learning</p> <p>2.4.3 Create opportunities for greater student voice</p> <p>2.4.4 Enhance student-teacher relationships to improve student outcomes</p> <p>2.4.5 Set attendance targets for sub-groups and review at least twice per term, and implement strategies to improve the regular rate of attendance in each year group</p>
 Professional Learning	<p>2.5.1 Focus professional learning and collaborative team time on key interventions (whole-school instructional model, use of data to inform teaching, CMS, student voice etc.)</p> <p>2.5.2 Develop professional learning induction program for new staff (linked to overarching induction processes)</p> <p>2.5.3 Target professional learning to individual and whole staff needs to support accountability</p> <p>2.5.4 Establish a coaching and observation process based on the key teaching and learning initiatives</p>
 Parent & Community Engagement	<p>2.6.1 Co-locate interagency youth services</p> <p>2.6.2 Build community links – RTO's, industry, NFPs, government - to provide educational opportunities</p> <p>2.6.3 Build practices with feeder schools to support transitions</p>

Activities requiring constant attention:

- Enhance & stabilise leadership
- Review all activities against moral purpose and for impact on student outcomes
- Attract, retain, upskill quality teaching staff
- Develop and implement strategic and operational planning and monitoring
- Model and embed high expectations for all students and staff
- Ensure accountability requirements are met
- Insist on whole-school approaches based on research
- Understand the experience of stakeholders (e.g. parents, teachers, students)
- Focus relentlessly on creating a calm and orderly learning environment
- Celebrate success!

STAGE 2
Fair to Good

In this stage with the first whole-school approaches already working well, schools can expand their curriculum focus beyond reading to other literacy areas and specific areas in numeracy. With a baseline of quality classroom instruction in each classroom it is now possible to identify and target resources to students at-risk that require targeted interventions in small groups or individually. Setting clear targets will focus teacher efforts and collaborative time around practices that will improve their teaching to all students. Some schools codify their approach to what they teach (i.e. the curriculum) to complement their consistent approach to how they teach during this stage.



Leadership & Management

	WHY	HOW
2.1.1. Further build the leadership team's capability of evidenced-based practices that embed whole-school change	Refer to 1.1.3	<p>At this stage, school leaders should focus on embedding the practices to ensure whole-school change is sustained. The following practices have been shown to increase the chances that whole-school change is embedded and sustained long term:</p> <ul style="list-style-type: none">• Regularly revisiting the moral purpose with staff• Continuing to rely on reliable datasets to inform the strategic direction of the school• Revisiting the strategic plan at least twice a term• Revisiting any models for distributed leadership and ensuring staff roles are clear• Continuing communication with all stakeholders regarding the whole-school change• As leaders, continue to role model changes in behaviour and practices <p>To the extent possible, the above practices should be reflected in school policies and procedures and become normalised within the school going forward.</p>
2.1.2. Broaden leadership team and teachers knowledge and understanding of evidence of highly effective instruction and cognitive science	<p>The largest barrier to student learning is within school variability in teaching practices. <i>"To date, too much discussion is focused on between-school differences when the greatest issue is the difference within schools"</i> (Hattie, 2015). In Australia, variability in learning falls ~90% within school and ~10% between schools (OECD, 2019). As such, understanding what effective teaching is and supporting teachers to adopt these practices is an imperative for all school leaders.</p> <p>For schools performing like their peers the key opportunity remains: to reduce teaching variability.</p> <p>In Stage 1, activities focused on creating appetite for change and building alignment of practices in a few key areas. However, most schools will only have been able to achieve alignment in reading and the instructional model for teaching new content.</p>	<p>For the ongoing school improvement journey it is crucial to broaden and deepen leaders' and teachers' understandings of highly effective instruction and cognitive science across curriculum areas for all foundational skills. The role of the senior leadership team is to role model the process for deepening understandings to the teachers. Therefore, senior leaders and other selected aspirant leaders should also attend professional learning on highly effective instruction so that they can model these high impact instruction strategies and provide useful feedback and coaching to staff.</p> <p>It is advisable to ensure all the steps for schools in Stage 1 under 1.1.2 are considered.</p>
2.1.3 Reduce variability in middle leaders' management practices and processes	<p>Building and developing consistent leadership and management capabilities across senior and middle leaders, increases the ability of the organisation to sustain strong practices and processes, which empowers the emergence of new leaders that will shape future stages of improvement. <i>"Bring middle managers into the change process earlier, have them work on the planning, and use them as champions of change. Leadership is not about telling people what to do, but getting them to do it"</i> (Economist Intelligence Unit, 2011). Investing in capability building by bringing key leaders into actioning the work, helps fuel the change process and is particularly empowering to the people leading at the frontline. <i>"People have a remarkable appetite for difficult change when they see a transformed version of themselves emerging from the process"</i> (McKinsey & Co, 2007).</p> <p>McKinsey & Co. (2010) highlight the actions taken by companies which were highly correlated with successful transformations:</p> <ul style="list-style-type: none">• Leaders ensured that frontline staff felt ownership for the change• Roles and responsibilities were clear, so people felt accountable for delivering results• The organisation was engaged and energised through ongoing communications and involvement• The 'best talent' was deployed to carry out the most critical parts of the transformation• Leaders role-modelled the desired changes <p>For school leaders to embed instructional transformation within the school across all learning areas, there are some key leadership practices that support getting the work done. The process of accountability in schools is often poorly executed due to the lack of understanding of all elements involved and a large variability in leaders' practice. It is an imperative to support and build the capabilities of leaders to individually understand what specific practices contribute to developing accountability. These practices significantly contribute to the health of an organisation, which in turn drives performance. <i>"When organisational transformations succeed, managers typically pay attention to 'people issues' especially fostering collaboration among leaders and employees and building capabilities."</i> (McKinsey & Co, 2010).</p>	<p>To build stronger accountability practices, day to day/ week by week, leaders can develop greater consistency across the following:</p> <ul style="list-style-type: none">• Role clarity – clear structures, roles and responsibilities are set• Performance contracts – clear objectives and explicit performance targets• People performance review –regular (daily & weekly) follow up conversations to see how the work is going; get a read on what is happening; is it going according to the role and performance contract?• Consequence management – based on the follow up conversations how is the work progressing? What did or didn't go well? What follow up is required – rewards & recognition or review of performance contract?• Rewards and Recognition – the range of non-financial rewards/recognition to encourage high performance <p>It is also important to align performance management and development to whole-school improvement plans:</p> <ul style="list-style-type: none">• Having well designed performance management processes implemented to translate school & learning area plans to improved student performance. A way to upskill middle level leaders is to invest in targeted professional learning (e.g. The Fogarty EDvance Secondary Teacher Leaders Program).

STAGE 2
Fair to Good



Leadership & Management (continued)

WHY

HOW

2.1.4. Develop strong induction processes for new staff	Establishing strong induction processes that commence from application stage of recruitment will ensure that teachers understand quickly the standards and expectations and can focus their skill development and get up to speed quickly. It will also ensure the emerging culture of whole school practice is reinforced, rather than weakened, by introducing new staff.	Develop checklists that identify responsibilities of the new staff, their direct line-manager and the deputy principal/principal. e.g New Teacher Induction Program (see Case Studies for School Improvement ,2019 - St Albans). Completion of these checklists need to be reviewed for progress for each individual teacher by the end of Term 1. Assign a buddy to new staff to represent the "way we do things" around here.
2.1.5 Review student data to identify students requiring literacy/numeracy support and modify the timetable to provide specialist intervention classes	A key decision for the school will be which intervention program/s to implement, when the programs will run, and which students will be invited to attend the intervention program/s. It is important to identify students that may need literacy intervention through analysis of baseline data and then adjusting the timetable so there is enough learning time at the right time of day for identified Year 7-9 students in literacy and numeracy. Students at or below benchmarks require intensive explicit, regular literacy and numeracy instruction through a timetabled intervention class with specialist teachers.	Improving literacy skills must be prioritised by being flexible with timetabling, which can include adding extra periods or adopting middle schooling approaches or vertical timetabling (7/8 in ability groups for literacy and numeracy). Recruiting specialist teachers or re-training teachers may be required to implement this. Intervention programs can include: <ul style="list-style-type: none">• MacqLit (MultiLit)• Corrective reading

STAGE 2
Fair to Good



Disciplined Data Capability & Evidence Base

	WHY	HOW
2.2.1. Consolidate regular data collection and analysis processes across all year levels, subgroups and subjects.	Good schools provide teachers with quality learning data and provide time for them to analyse and synthesise data. Enhancing data systems to track and monitor student learning progress is particularly important.	<ul style="list-style-type: none"> Identify data sources and collection times, codify processes and review options to improve efficiency of data collection and analysis. Consider building integrated data sharing arrangements with feeder primary schools. Create a schedule/expectation for data analysis and how this should be applied to the classroom/learning areas Review learning area reports each semester Organise professional development on data analysis and interpretation. For example, this is available from: <ul style="list-style-type: none"> The Department of Education (School Performance unit) Best Performance, which runs a program called CNAP that helps teachers analyse NAPLAN data and provides professional development on the use of CNAP and interpreting data sets).
2.2.2. Link student outcomes data to classroom observations and student feedback in a systematic approach that improves teaching	Research over 3 years by the Bill & Melinda Gates Foundation (MET Project, 2013) found that the most reliable approach to understanding and measuring effective teaching, involved a tripod approach of student outcomes data, classroom observations and student feedback. Using the three sources improves a teacher's ability to understand their impact on student learning and to diagnose opportunities for improvement in their practice.	<ul style="list-style-type: none"> Identify potential student feedback tools that can be regularly implemented by teachers (See MET Project: Asking students about teaching: Student Perception Surveys and Their implementation, 2012, for guidelines). Examples include: <ul style="list-style-type: none"> 7 C's: MET Project) Denver Public Schools – My School Survey PivotPL – for further information see www.pivotpl.com.au Educator Impact – for further information see www.educatorimpact.com Develop a classroom observation approach that can be supported with coaching and aligned to the agreed instructional model
2.2.3. Set finer-grained targets for literacy and numeracy	Louden, in High Performing Primary Schools: What do they have in common (2015), writes “ <i>all of the case study schools publish achievement targets for students, but there is some variation in the scope of these targets</i> ”. He notes that schools with lower variation teaching share fine-grained achievement targets for individual students and for each term and school year.	See High Performing Primary Schools: What do they have in common (Louden, 2015) for examples of fine-grained targets and how they have been established.
2.2.4. Have teachers interrogate data frequently and provide evidence of differentiated classroom practice based on student need	Louden (2015) notes that for several schools in his study, interrogation of data has been a key driver of changing teaching practice. Making this process of data analysis and adjusting practice will provide recognition and motivation for staff to continue to adopt new approaches.	<p>Ensure streamlined processes for collecting and analysing data. Codify expectations of analysis and develop a set of consistent expectations across learning areas of what evidence of differentiated classroom practice might look like.</p> <p>Black and Williams (in What works best: NSW CESE, 2014) describe specific improvement strategies for teacher's practices:</p> <ul style="list-style-type: none"> Ensure that classroom assessment provides accurate and important information Design classroom assessments that are frequent, high quality and have clear consistent scoring criteria Give effective feedback to students, that is timely and specific.
2.2.5. Use common assessment tasks with moderated teacher judgment against benchmarks, audited internally/externally (see 2.3.5)	<i>“In 2011, an OECD review of Australian assessment practices found that when teachers graded against national A-E standards, the consistency of their judgements within a given school was very weak. In addition, a recent internal analysis of teacher grading against the Victorian Essential Learning Standards (VELS) conducted by the Victorian Department of Education and Training suggested there is significant variability in teacher judgements of individual students over time. In the schools that had strengthened their grading practices, teachers we spoke to expressed little confidence in the grades they themselves had previously awarded. In schools in the earlier stages of reform, school leaders (and some teachers) expressed little confidence in the reliability of the grades given by other teachers in their own school”</i> (Targeted Teaching, Goss and Hunter 2015).	<p>Refer to these key resources:</p> <p>Next Generation Assessment: Moving Beyond the Bubble Test to Support 21st Century Learning (Darling-Hammond, 2014)</p> <ul style="list-style-type: none"> Current research about how to create valid and reliable performance assessments How educators can improve practice by developing, using and scoring performance assessments <p>Moderation and consistency of teacher judgement: teachers' views (Connolly, Klenowski, & Wyatt-Smith, 2012)</p> <ul style="list-style-type: none"> Australian teachers positively perceived the use of standards and moderation practices as a means to achieve consistency in judgements Develop 'Data and Assessment Protocol' – see Case Studies for School Improvement (2019) - St Albans St Alban's Secondary College Case Study – develop 'data assessment protocol' in Case Studies for School Improvement (EDvance, 2019) Canley Vale High School Case Study – Sustaining Success: A case study of effective practices in Fairfield high value-add schools, (NSW CESE, 2017)
2.2.6. Test all students at on-entry and semester by semester for Year 7-9, in literacy and numeracy. Share results with all staff	<p>Ensuring that teachers are given high quality data about the secondary-entry skill level of each student will enable greater targeted teaching and monitoring of growth to ensure an accelerated catch-up for students starting behind, as well as stretch for advanced students.</p> <p>It is important that all learning areas adopt an improvement focus and set targets relevant to their learning area. This will enhance the importance of data in each learning area and how each teacher is responsible to implement strategies to achieve the targets. There needs to be shared ownership of the targets from teachers in the learning area.</p>	<p>Assess all students at secondary-entry during Year 7 to 9. Track growth each term. Interrogate data at individual student and cohort level. Create a baseline of current student growth.</p> <p>This will require an assessment of the student performance in their area to identify areas for improvement (targets) and the development of specific strategies to achieve this. This process needs to be included in performance management conversations between the teachers in the learning area and their HOLA as well as the HOLA and their line manager.</p>

STAGE 2
Fair to Good



Curriculum & Teaching

WHY

HOW

2.3.1. Drill into and enhance whole-school instructional model

Most schools report that introducing an evidence based instructional (pedagogical) model requires 2-3 years and successive professional learning sessions and practice is required to deepen the capability of staff in implementing an instructional model. Therefore, it is recommended that schools continue to build on the work completed in Stage 1 on the instructional model by 'drilling down' further into the instructional model.

Teacher-led practices are best utilised when teachers are delivering new content or concepts to students. These fully guided practices demonstrate the principles of cognitive science whereby the working memory is delivered information in digestible chunks, to better enable the transfer to the long-term memory (Clarke, Kirschner & Sweller, 2012). Teachers are better able to check for understanding with guided practice and established engagement norms to ascertain the learning of all students.

It is important to note that while these explicit teaching practices are effective, they do not operate in a vacuum. McKinsey & Co (2017b) note that the best results are achieved in Science when the two styles of instruction: teacher-directed and inquiry-based teaching, are combined. The instructional 'Sweet Spot' combines teacher-directed instruction in most or almost all lessons and inquiry-based teaching in some lessons. Without a strong foundation of knowledge, gained through teacher-directed learning, inquiry-based teaching is inherently more difficult to deliver. In Stages 3 and 4 of the Transformation Framework, additional instructional foci can be added; however, this stage remains focussed on improving the quality of teacher directed instruction as the most important lever for improvement.

For instance, in science teaching, a mixture of teaching and learning activities that combines practical engagement in research activities with theorising, reflection and discussion of scientific concepts, scientific approaches and findings is important in supporting students' science competence as well as their interest in science (in What works best: NSW CESE, 2014).

Assessment data was historically used to provide information about a student's level of ability, whereas now it's viewed as a source of information to inform teachers to guide and direct students and reflect on the effectiveness of their own teaching practice. Formative assessment (including checking for understanding) takes place nearly exclusively in the classroom and is essential in providing feedback to a teacher about the effectiveness of their teaching. International studies show that many teachers do not feel equipped to use assessment data for formative purposes.

Regularly reinforce a shared understanding of what good teaching is with staff. Continue to use teacher collaborative professional learning time to drill into the key aspects of the instructional model, collecting additional data about classroom practices and impact on student learning. Use internal and external coaches to continue to support changes in teaching practice and deepen expertise in the delivery of the instructional model. Conduct regular observations and coaching to consolidate implementation of the instructional model. Use a specific framework for in-depth exploration with teachers of their understanding of these core practices and the deep linkages between the elements. Increasingly the focus will be on developing students' higher order thinking and moving from the teaching of surface-level concepts to complex tasks.

Some frameworks that could be used to overlay and review current instructional practices for deeper reflection and improvement include:

- Rosenshine's 10 Principles of Instruction (2011)
- Archer & Hughes 16 Elements of Explicit Instruction (2012) and Explicit Instruction book
- Ybarra and Hollingsworth's EDI approach (2017)
- Victorian high-impact-teaching-strategies- Excellence in Teaching and Learning 2019)
- Bloom's Taxonomy
- Doug Lemov, Teach Like a Champion - book and online teaching resources

Work with teachers to further develop their skills in how to use assessment data for formative purposes, to reflect on the effectiveness of their teaching and guide their efforts for impact on student improvement.

2.3.2. Re-design or enhance targeted teaching of literacy and numeracy for students below year level and benchmarks, ensuring timetable maximises learning time for literacy and numeracy intervention

It is possible that a different approach is required to ensure basic literacy & numeracy skills are acquired by the end of Year 9. If a significant percentage of Year 7 students are at or below the average Year 5 level (Band 6) a standard timetable and curriculum delivery model will likely not suffice. With a consistent instructional model in place, it is possible to now focus on what a new approach might be – eg. adding extra periods for literacy or adopting middle schooling approaches or vertical timetabling (7/8 in ability groups for literacy, numeracy) that ensure all children can access appropriate and challenging materials (not just the bottom end).

This is a challenging discussion that many secondary schools have not yet navigated. Consider bringing in outside expertise to provide options and discuss with staff. Several experts in WA have experience in potential high progress models for secondary schools (eg. Dyslexia Speld Foundation (DSF), Dr. Lorraine Hammond at ECU). Insist on evidence based approaches and implementation with fidelity.

2.3.3. Enhance pathways to education, training and employment, and engagement programs, and extend more able students

Student aspirations to complete Year 12 are sometimes already low even by Year 8. Students need clear and visible pathways with relevancy to their future lives to support attendance and engagement in the classroom.

Work with a high performing primary school to identify upper primary schooling approaches that are successful and review case studies of schools with results that focus heavily on high growth models for Year 7-9 students. Adopt suitable programs within the new timetabling structure – don't reinvent the wheel – there are excellent literacy and numeracy programs that will deliver Australian curriculum requirements. Students at or below benchmarks require intensive explicit, regular literacy and numeracy instruction through a timetabled intervention class with specialist teachers. Recruiting or-retraining teachers may be required to implement this (SunLit, based on Reading LINK including vertical streaming for Year 7-11 (Sunshine College), Kambrya College accelerated group). Consider forming an accelerated class in each of the MESH areas and making sure the remaining classes are structured to have an even spread of student ability.

Other programs that will enhance pathways include:

- Implementing a streamlined and well-structured VET program in your school
- Curtin AHEAD
- Tier 2/3 intervention programs from Year 10 that include work experience programs and community support agencies.

2.3.4. Further develop whole school literacy approaches, particularly reading

Most schools find they need a multi-stage approach to embedding whole school literacy approaches – at this stage it will be important to further expand whole school literacy approaches and ensure consistency within the targeted teaching approach that is adopted for Year 7-9 students. (see 2.3.2).

Actively track and manage individual pathways from Year 9 – 12 (e.g. Case Studies for School Improvement, 2019 - St Albans, Managed Individual Pathways). See new WA Department of Education data pathways – many new possibilities exist to support pathway discussions.

2.3.5 Create common assessments throughout Year 7-10 programs in all learning areas for moderation activities

Common assessments that can be used for moderation activities will provide another opportunity to reduce the variability of teaching and learning across learning areas and within classrooms.

Consider moderating first with another school, before attempting moderation activities throughout Year 7 – 10 programs in all learnings within the same school. Use SCSA "Assessing Resources" including: Assessment Activities; Judging standards; Testing, Assessment Support Materials; and Moderation Support Materials Based on the school's adoption of a whole school instructional model, there will be opportunities to create common formative assessments of vocabulary within individual lessons and learning areas that are common across all Year 7 – 10 programs.

Consider the adoption of Brightpath to assist with accurate grading for writing. The following assessments are available for students up to Year 9 – narrative writing, persuasive writing, information report writing, and book review. Brightpath basic licences are provided free of charge through SCSA.

STAGE 2
Fair to Good



Conditions for Learning & Student Voice

WHY

HOW

2.4.1. Consolidate whole-school positive behaviour program and CMS and focus on key areas of concern

The quality of the classroom environment matters, to both student well-being and academic learning. Teacher expectations, behaviours and interactions in the classroom all affect how well the students learn. A silent classroom should not necessarily be the goal, but a genuinely productive class, so students feel comfortable and are confident in their abilities, be willing to participate and make mistakes and be keen to challenge themselves in learning. Explicitly teaching behaviours for learning is important, especially for students who have not developed them at home.

Most schools report that fully introducing an evidence-based positive behaviour model requires 2-3 years and successive professional learning sessions. Therefore, it is recommended that schools to continue to drill into their behaviour management model and focus upon embedding strong behaviours and practices across the entire school community. Maintaining an orderly classroom environment is critical and requires ongoing attention.

Research into secondary schools adopting school-wide PBS with high fidelity, suggests the latency between initial training and reaching adequate implementation fidelity for Tier 1 is longer on average for high schools. Also, more attention is needed to identify specific implementation components which are likely to be challenging for high school staff to implement. In particular, research across 996 US secondary schools (equivalent years 9-12) SET (school evaluation tool) scores, highlighted the lowest scoring subscales:

- *“Expectations Defined, Expectations Taught and Rewards Systems” subscales represent the direct delivery of PBS strategies to students. These all scored lowest for schools with low fidelity scores (Swain-Bradway et al, 2018).*

A full support structure exists for schools in WA wanting to introduce PBS (Positive Behaviour Support). For effective implementation and ongoing sustainability of School-wide PBS, ongoing involvement with the PBS Team from the WA Department of Education is recommended. The four essential components for implementation integrity are also required in an ongoing capacity (**see 1.4.1 and 1.4.2**).

Secondary schools, on average, take longer to embed PBS Tier 1 from the training stage to implementation with fidelity. To focus efforts and ensure PBS implementation maintains its momentum, school-based teams, coaches, and trainers should use the SET scores in the early stages of implementation, to focus on problem solving and action planning where required. Key areas where common issues arise that need to be solved for include:

- **Secondary teacher mindsets** where ‘traditional high school discipline systems’ are well-established and focus more heavily on violations practices and protocols. Teams may need to consider how to re-align the traditional violation system with an instructional inclusionary approach – where behavioural expectations need to be defined and explicitly taught.
- **The implementation of whole-school rewards system** is often hampered by ‘traditional high school’ mindsets where the focus has previously been more weighted towards ‘punishments’ – PBS teams may have to be creative and strategic in establishing rewards systems.
- **Staff turnover rates** which can erode the impact of initial training and implementation efforts – planning for new staff induction processes need to be considered for PBS process (as well as CMS). Also, multiple, and ongoing rounds of staff professional learning and communications to all staff about the importance of whole-school approaches including the impact data, need to be considered. (Swain-Bradway et al, 2018)

Ongoing CMS implementation:

- Continue to provide CMS training and scale across the number of teachers within the school
- Set up opportunities for peer-observations with teachers who have become confident and fluent in successfully utilising CMS strategies
- Identify and nominate staff who are within school CMS ‘experts’, who have embedded CMS training into their teaching, for CAT (Conference Accredited Trainers) training - so they can become in-school CMS coaches for observation and feedback.

Contact the FED Team for suggestions of schools to visit where **PBS** and **CMS** practices are embedded with well documented policies and whole-school processes.

2.4.2. Systematically teach students that hard work and persistence contribute to their learning

Students are more motivated if they believe that intelligence and ability can be improved through hard work. Carol Dweck (2015) recommends that schools can contribute to this belief by praising and valuing productive student effort and strategies (and other processes under student control) rather than just focusing on their ability.

Beliefs about intelligence are important predictors of student behaviour in school (Burnette et al, in Deans for Impact, 2015).

A culture of high expectations must start early and be maintained throughout schooling (in What works best: NSW CESE, 2014). There is evidence of students showing differences in post school aspirations as early as Year 2 and as a consequence of this, adjusting their expectations downwards before starting secondary school.

Implement a pre-written lesson plan from the Khan Academy on developing mindsets. Consider selecting a group of students, a class or year level to trial a lesson with. Many materials already exist on www.mindsetkit.org

Discuss the concept of growth mindset and motivation calibration (McKinsey & Co, 2017), ensuring they know that telling students what to think is not the way to teach growth mindset.

The relationship between student well-being and engagement in learning is two-way. Students feel more in control of their learning when they are encouraged to set learning goals for improvement rather than performance goals.

2.4.3. Create opportunities for greater student voice

No one has a bigger stake in teaching effectiveness than students. Students are an important source of information in the quality of teaching and the learning environment in individual classrooms. A recent pilot with schools in South Australia to activate student voice saw all pilot schools achieve higher than average state growth in NAPLAN as well as closing the gap for the lowest achievers. Teaching is a complex interaction among students, teachers and content, that no one tool can measure, however the MET Project analysis finds:

- Teachers’ student survey results are predictive of student gains
- Student surveys produce more consistent results than classroom observations or achievement measures (by aggregating the impressions of many individuals who have spent many hours with a teacher) (MET Project, 2012).

Michael Fullan (in Fletcher, 2005) writes “*when adults think of students, they think of them as potential beneficiaries of change... they rarely think of students as participants in a process of school change and organizational life.*” Meaningful student involvement authorises students and adults to form powerful relationships to improve schools.

Meaningful student engagement in these important school matters, evolves from a growing awareness among students and educators that young people can and should play a crucial role to school improvement. Over time, students should be engaged as partners in all facets of school transformation to strengthen their commitment to education and the community by their representation of their own ideas, opinions, knowledge and experiences throughout education (Fletcher, 2005).

Refer to articles / surveys for further examples of how schools have created opportunities for greater student voice:

- Students as Radical Agents of Change (Fielding, 2001)
- Teaching for Effective Learning: Early Impact Report – Pilot: Activating Student Voice (Government of South Australia, 2010)
- TTFM surveys: skills / challenge results matrix

Use surveys and focus groups to ask students about their experiences, including in the classroom. Consider new tools such as pilot professional learning to provide individualised teacher feedback from students. Task students and teachers to co-design possible interventions to address issues, including in classroom teaching. (eg. Annual student interviews, students nominating features of a high-expectations learning environment - Case Studies for School Improvement (2019) - St Albans).

Seeking student feedback about their experience of the classroom can give a class-by-class view as well as trends across the school.

- As a starting point to collection of student feedback data, encourage teachers to talk to students in a 1:1 conversation to build relationships with students and ascertain how they are going in the learning environment. Conducting 1:1 conversations gives teenagers a chance to speak honestly about their classroom experiences, away from the influence or embarrassment of their peers.
- A more comprehensive student feedback collection tool such as Pivot PL (www.pivotpl.com), is highly effective in collecting and tracking data in individual classrooms as well as linking to the broader trends across the school. This gives teachers a chance to hear the student perspective, make necessary changes to teaching practices and areas to improve classroom culture.
- Other surveys to consider include Classroom Climate Questionnaire (www.nsipartnerships.com.au/surveys/classroom-climate-questionnaire/) and Educator Impact (<https://www.educatorimpact.com/resources/student-feedback-surveys>).

STAGE 2
Fair to Good



Conditions for Learning & Student Voice (continued)

	WHY	HOW
2.4.4. Enhance student-teacher relationships to improve student outcomes	<p>Strong teacher and student relationships are key to ensuring students are engaged in class and are a preventative approach to behaviours that may arise due to disengagement (Goss and Sonneman, 2017). This sentiment is echoed in the AITSL teacher standard 1.1 <i>“Know the students and how they learn”</i>.</p> <p>Trust is the cornerstone of all student learning and relationships are the lifeblood of activity in a school community. Continuing to develop opportunities to enhance student relationships with a positive behaviour environment builds attendance and can improve disposition to learning. A healthy school culture reassures students that their feelings about the process of fitting in and developing a sense of belonging are common to many students and will diminish over time. It also re-frames critical feedback in a helpful way so that students can see it as a sign of other’s beliefs and that they are able to meet high standards.</p> <p>Research into Western Australian secondary student’s preceptions of teachers who create and maintain safe and supportive learning environments (Egeberg and McConney, 2017), revealed widely shared views that <i>“students choose to behave well in some classes and not so well in others”</i>. They explained that <i>“teachers they like, respect and believe show genuine concern for students’ welfare and learning were more likely to be those in whose classes they behaved....they appreciated those teachers who held them accountable, yet gave them responsibility with support and structure”</i>. Students believe having a voice and being heard by teachers is key to building positive relationships. Trust and encouragement are fundamental aspects of relationships with teachers in addition to high expectations and appropriate challenge (Egeberg and McConney, 2017).</p> <p>When asked the right questions, in the right ways, students can be important source of information on the quality of teaching and the learning environment in individual classrooms. The Measures of Effective Teaching (MET) project found that <i>“teachers’ student survey results are predictive of student gains”</i> and <i>“student surveys produce more consistent results than classroom observations or achievement gain measures”</i> (MET Project, 2012). Student surveys are valuable tools which aggregate the impressions of many individuals who’ve spent many hours with a teacher, so can provide much more detail and data than even a handful of classroom visits with a high-quality observation system.</p>	<ul style="list-style-type: none">• In addition to PBS and CMS strategies, further resources to support a process to enhance student relationships through developing a positive classroom culture, refer to Doug Lemov’s book Teach Like a Champion, particularly:<ul style="list-style-type: none">◦ Chapter 11: High behavioural expectations◦ Chapter 12: Building character and trust• Teachers can also enhance relationships by showing interest in student activities by attending their extra-curricular sporting/ performance events.• Ensure students have the opportunity for input & co-design of the whole school positive behaviour approach including rewarding consistent good behaviour. Practices that ensure a healthy climate reassures students that their feelings about creating a sense of belonging are common and will improve over time. It also re-frames critical feedback in a helpful way so that students can see it as a sign of other’s beliefs and that they are able to meet high standards. Some valid and reliable measurement tools that provide feedback to further support improved student outcomes include:<ul style="list-style-type: none">◦ The Tripod 7 C’s Survey (MET Project, 2012) http://k12education.gatesfoundation.org/blog/measures-effective-teaching-project-partners/◦ Pivot PL Student perception survey – an Australian online survey tool for teachers to gain a deeper understanding of what is happening in the classroom for years 4-12. https://www.pivotpl.com/student-survey/◦ Educator Impact – Student survey (as part of Teacher 360) and Student Wellbeing & Engagement (Pulse) survey. https://www.educatorimpact.com/resources/student-feedback-surveys◦ Youth Truth survey (in MET Project, 2012)◦ TTFM student survey an annual survey which can track trends in student voice data where attention could be given to student involvement (see 1.4.1 for specific TTFM student survey measures). https://thelearningbar.com/ourschool-survey/tell-them-from-me-student-survey/?lang=aue
2.4.5. Set attendance targets for sub-groups,review at least twice per term, and implement strategies to improve regular rate of attendance in each year group	<p>School attendance is compulsory and schools in WA expect their students to be in class around 200 days a year. Telethon Institute for Child Health Research (2013) reports that on average, WA state primary school students miss around 15 days of school per year and for secondary students that jumps to 25 days of school per year. These figures equate to around 16,000 children absent from WA public schools each day. While most students will have a good reason to be away, there are many who will not. The attendance rates in schools with a lower ICSEA would typically be worse.</p> <p>A poor start with school attendance in Year 1 has been shown to carry on right through into high school, but on a much larger scale. In all analyses, average academic achievement on NAPLAN tests declined with any absence from school and continued to decline as absence rates increased.</p> <p>A combination of school enrolment figures, attendance records and NAPLAN results were used to determine the “safe threshold to missing school”. Patterns of over 415,000 primary and high school students was studied over a five-year timeframe.</p> <p>Every day of absence made a difference, and this was particularly true for unauthorised absences. The effect of one day of absence was relatively small but added up quickly as more and more days were missed. The effect of missing days accumulated over time, so that school absence not only impacted achievement in the year in which the days were missed but in future years as well.</p> <p>Even small amounts of unauthorised absence from school were associated with substantial falls in average NAPLAN test scores. It is likely that unauthorised absences reflect more than just time away from school, but also possibly behavioural and school engagement issues.</p>	<p>Set targets for regular attendance for each year group by comparing to like schools and the state / national average. Another alternative is to have a target “the rate of regular attendance in each year group to be equal to or greater than the rate of the best year group”.</p> <p>Targets can be achieved through initiatives such as:</p> <ul style="list-style-type: none">• Regularly reviewing attendance at least twice per term• Engaging Year Coordinators and/or a school engagement officer to follow-up attendance below set benchmarks / targets• Encourage student and parental awareness of the importance of attending school. Attendance matters for achievement, and everyday counts. Explain there is no “safe” threshold for being absent from school as absence from school is related to academic achievement in numeracy, reading and writing not only in the current year, but in future years as well. Reducing unauthorised absences should be the key focus of attendance strategies. Clearly outline the reasons an absence can be deemed as authorised. Continually reinforce these messages at subsequent student assemblies, as well as staff and parent meetings, including individual parent meetings.• Once a term, share the attendance targets and the attendance data against these targets, at student assemblies, as well as staff and parent meetings• School follow-up for any changes of behaviour observed (eg through use of the Educator Impact Pulse app)• Shift the responsibility to the student to monitor their own attendance and be able to communicate this with their form/mentor teacher on a weekly basis• Establish specific case management of students, particularly in the 80-89% attendance rate• Access the Attendance Toolkit that has been developed by the West Australian Department of Education.insert new dot point:• Engage with external agencies, such as The Clontarf Foundation sports academy – whose model significantly improves attendance by focusing upon students and families with transparent tracking of individual attendance and students knowing their own data. They encourage students to stay on for the completion of year 12 and attendance is a condition of ongoing enrolment (Purdie and Buckley, 2010). Improving attendance is challenging and it is important to consolidate strategies

STAGE 2
Fair to Good



Professional Learning

WHY

HOW

2.5.1. Focus professional learning and collaborative team time on key interventions (whole school instructional model, use of data to inform teaching, CMS, student voice etc.)	<p>It is important to focus the use of resources where they will have the greatest impact, and are aligned to the key focus areas in the school strategic plan.</p> <p>Professional learning targeted and focused on key interventions pursued by schools commonly includes the whole-school instructional model or improving the data literacy of teaching staff. Professional learning that is general in nature and varies considerably for teaching staff, will further contribute to with-in school variability in teaching and learning and should be avoided. All schools in Louden's (2015) study had well developed professional learning plans with the highest performing schools, in particular, moved towards lower variation teaching. This included a significant investment in teachers' professional learning and developing school-wide positions on curriculum, assessment, and pedagogy.</p>	<p>Focus all professional learning courses on the key interventions & use the collaborative team structure to help translate this into changes in classroom practice. Support teachers to differentiate their teaching based on student need.</p> <p>To achieve this, some strategies include:</p> <ul style="list-style-type: none">• Ensuring implementation of professional learning through building new practices into the performance management process• Schedule time during staff development days to revisit professional learning• Schedule time during mandated staff meetings and collaborative team meetings to refocus on professional learning completed
2.5.2. Develop professional learning induction program for new staff (linked to overarching induction processes)	<p>An induction program will on-board staff quickly and ensure they develop a minimum standard of consistency to support quality teaching in every classroom.</p>	<p>Review the expectations of 'good teaching' and develop a training schedule for the major competencies that all staff need to develop to support the delivery of whole school practices (eg. instructional model and literacy practices, effective use of data and positive behaviour support). Provide time for new staff to observe other staff in action. Other key elements should be included(administrative processes etc.) too. Develop a process to ensure all new staff have the opportunity to be inducted into each of these critical aspects in a timely manner. For new staff, link this training to their performance development.</p>
2.5.3. Target profesional learning to individual and whole staff needs to support accountability	<p>It is important to ensure a consistency of practice across the whole school (hence the need for whole staff professional learning) as well as targeted support to build individual capacity (hence the need for individualised professional learning and instructional coaching). Professional learning involves changes in staff capacity for practice (i.e., changes in professionally relevant thinking, knowledge, skills, and habits of mind) and/or changes in practice itself (enacting the new knowledge and skills in one's daily work).</p>	<p>Make professional learning continuous through follow-up and support for further learning—including support from sources external to the school that can provide necessary resources and new perspectives. Incorporate evaluation of multiple sources of information on learning outcomes for students and the instruction and other processes that are involved in implementing the lessons learned through professional learning. Provide opportunities to gain an understanding of the theory underlying the knowledge and skills being learned and connect it to a comprehensive change process focused on improving student learning.</p>
2.5.4. Establish a coaching and observation process based on the key teaching and learning initiatives	<p>Coaching is an important professional learning strategy that supports teachers to embed their learning and promotes professional growth. Coaching enables more targeted and effective professional conversations which supports individual teachers to develop (Timperley, 2015).</p> <p>One way to transform a professional learning environment from threatening to non-threatening is to transition from providing feedback based on evaluation into feedback emphasising inquiry and learning. Research has found that coaching cultures that focus on weaknesses or 'fixing' particular qualities of teachers are ineffective (Marzano, 2012b). In fact, environments that favour personal growth and learning over assessment and evaluation, greatly reduce anxiety within the coaching relationship and foster a more effective and functional relationship between coach and coachee.</p>	<p>Use your new expert teacher practitioners developed in Stage 1 and establish an instructional coaching process in the school:</p> <ul style="list-style-type: none">• Provide opportunities for staff to learn and practice the skills of observation before participating in a more structured process• Provide professional learning on effective coaching and use external experts to give feedback to coaches on their coaching conversations• If data is to be collected as part of the observation; observer and observee need to pre-determine what that data will be before the observation commences• Provide scaffolds/templates to support focused professional conversations on the impact of observed teaching practices on students• Build opportunities into common schedules for teachers to work together to jointly plan and problem solve with the focus on improving practice to better align with learner needs and key interventions <p>Develop a structured approach for teachers observing other teachers' classrooms, where the observation process explicitly considers how the targeted teaching approaches impact on students' learning. Set up a process using shared protocols/guiding norms to enable this process to begin, with the emphasis on observing rather than judging, which will set the foundation for more productive professional conversations around classroom practice:</p> <ul style="list-style-type: none">• If teachers are observing modelled lessons in the school focus areas, teachers should be considering how the targeted teaching approaches impact on the students' learning. The aim is to build partnerships to develop evidenced-based teaching practices. See AITSL Introducing Classroom Observation resources for video clips and 'how-to' guides to use with staff in establishing the 'ground rules' for a classroom observation process. <p>The AITSL Teacher and Performance Development Framework (2012) gives clear guidelines for schools to develop their own performance and development cycle, where professional practice and learning, reflection and goal setting and feedback and review are the key features.</p>

STAGE 2
Fair to Good



Parent & Community Engagement

	WHY	HOW
2.6.1. Co-locate interagency youth services	Mutually beneficial and well defined relationship entered into by two or more organisations improves the overall effectiveness of services, for example, by moving parents toward a greater state of “readiness to change” through provision of ample emotional, psychological, and tangible support.	Partner with (co-locate if possible) other service providers and not-for-profits that work in partnership with schools to improve attendance, behaviour and well-being.
2.6.2. Build community links – RTO's, industry, NFPs, government - to provide educational opportunities		See the following resources: <ul style="list-style-type: none">• Beacon Foundation – www.beaconfoundation.com.au - working to create an Australia that understands, cares and is motivated to support young people to successfully transition from education to meaningful employment. Connections built between industry, education and the community to create real world education in schools that is engaging and relevant for the 21st century.• ABCN (Australian Business & Community Network) www.abcn.com.au – a not-for-profit organisation that connects business with disadvantaged education through mentoring and partnership programs
2.6.3. Build practices with feeder schools to support transitions	Transition is a shared responsibility of all schools in the cluster and it must ensure that the expectations of a feeder primary school and the expectations of the receiving secondary school are aligned and met.	<p>Promote conversations, relationships, trust and collaboration between all cluster schools.</p> <p>Clarify the need for and use of student data to drive transition improvement. Extend transition concerns beyond the social and emotional to concerns about what needs to be done to help students by teaching 'lay theory interventions' (Teaching a lay theory before college narrows achievement gaps at scale, Yeager et al, 2016) to support students to better understand the challenges in school transition: that they are common and early struggles need not signify a permanent lack of belonging or potential (see Conditions for Learning and Student Voice sections)</p> <p>Adjust curriculum and teaching arrangements to meet the need of incoming students. See Canley Vale High School Case Study Year 6 to Year 7 collaborative transition approaches (NSW CESE, 2017).</p>

Stage 3 in Focus*

*Stages 3 and 4 are less prescriptive in relation to the evidence-base and due to the level of student performance achieved, so schools may find a variety of ways to continue their school improvement efforts, within their unique context. Therefore, not all intervention points have been elaborated. Where there is clear evidence from the research, the intervention points have been expanded.

STAGE 3 Good to Great

 Leadership & Management	<div>3.1.1 Analyse student experience data deeply</div> <div>3.1.2 Create and support meaningful student involvement partnerships</div> <div>3.1.3 Enhance school self-review processes with clear responsibilities articulated</div> <div>3.1.4 Audit and develop facility improvement plan to support curriculum and learning programs</div> <div>3.1.5 Embed a culture of performance and development where classroom observation and feedback encompass a coaching model</div> <div>3.1.6 Review Workforce Plan to ensure staff selection aligns with whole-school areas of focus</div>
 Disciplined Data Capability with Evidence Base	<div>3.2.1 Interrogate data further and set finer-grained student learning targets including tracking individual progress, achievement and pathways, including from Year 9 to Year 12 (to close gap to National average)</div> <div>3.2.2 Identify students with strong academic performance in Year 7 and track progress through to Year 12</div> <div>3.2.3 Develop richer data on vocational pathways and tracking for students during and post-school</div> <div>3.2.4 Create a common approach to a student/class 'hand-over' between year levels with teachers capturing each individual student's progress, absolute achievement and next steps for learning (include qualitative data)</div> <div>3.2.5 Refine common assessments to align with the fine grained-scope and sequence, and regularly moderate both internally and externally</div>
 Curriculum & Teaching	<div>3.3.1 Identify and align 'critical' curriculum content across the school in each learning area, incorporating the WA curriculum and key principles</div> <div>3.3.2 Develop a guaranteed and viable curriculum through a fine-grained scope and sequence to reflect the 'critical' content and whole-school instructional model</div> <div>3.3.3 Extend high performing students by providing them with opportunities to tackle more challenging tasks</div> <div>3.3.4 Build curriculum links to community (business, NFP's, training providers, universities)</div>
 Conditions for Learning & Student Voice	<div>3.4.1 Refine the positive behaviour program, ensuring students have an ongoing role in its further development</div> <div>3.4.2 Enhance student decision making and voice, having students work with teachers to address issues, including in curriculum and pedagogy</div> <div>3.4.3 Have students develop processes to support peer and own attendance</div> <div>3.4.4 Develop peer tutoring and support structures where appropriate</div> <div>3.4.5 Provide alternative standalone learning programs to enhance engagement for certain students</div>
 Professional Learning	<div>3.5.1 Focus professional learning and collaborative team time on key interventions: trialling and implementing new pedagogical approaches, developing pedagogical content knowledge, new curriculum areas and focus on formative assessment</div> <div>3.5.2 Further targeting of professional learning for individual staff to align with school priorities and practices, by including further opportunities for teachers to access modelling of high impact instruction, classroom observations of best practice, 'walk-throughs' and differentiate coaching support (instructional or peer) to effect changes in teachers' classroom practice</div>
 Parent & Community Engagement	<div>3.6.1 Strengthen partnerships to support priorities (e.g. libraries, clubs, NFPs)</div> <div>3.6.2 Build consistent literacy and numeracy teaching across upper primary/lower secondary with feeder schools</div>

Activities requiring constant attention:

- Enhance & stabilise leadership
- Review all activities against moral purpose and for impact on student outcomes
- Attract, retain, upskill quality teaching staff
- Develop and implement strategic and operational planning and monitoring
- Model and embed high expectations for all students and staff
- Ensure accountability requirements are met
- Insist on whole-school approaches based on research
- Understand the experience of stakeholders (e.g. parents, teachers, students)
- Focus relentlessly on creating a calm and orderly learning environment
- Celebrate success!

STAGE 3
Good to Great



Curriculum & Teaching

WHY

The curriculum has often been described as overcrowded by principals, teachers and parents. When answering the question: What is it we want students to learn? Marzano (2018) advocates for schools to develop a guaranteed and viable curriculum, where all students have the opportunity to learn the same grade-level content (guaranteed) where teachers have adequate time and resources (viable) to teach it.

The number of standards teachers must address, and the loss of multiple instructional days have created a nearly impossible teaching and learning situation. To mitigate for this issue, school leaders should engage teachers in identifying priority standards (critical content) within each learning area, in each year level.

"Prioritised standards are those that have been identified as most essential to a particular grade level, content area or course. Although it is still important to teach standards that are not deemed prioritised, teachers need to devote significant time and resources to ensuring that prioritised standards are mastered." (Heflebower et al, in Marzano 2018).

HOW

Teachers typically approach course design in a "forward design" manner, meaning they consider the learning activities (how to teach the content), develop assessments around their learning activities, then attempt to draw connections to the learning goals of the course. In contrast, Wiggins and McTighe (2004) developed a "backward design" approach which has teachers' consider the longer-term learning goals of the course first. These learning goals embody the knowledge and skills teachers want their students to have learned when they complete the course (or year level). Once the learning goals have been established, the second stage involves consideration of assessment.

The backward design framework suggests that teachers should consider the overarching learning goals and how students will be assessed prior to consideration of how to teach the content. For this reason, backward design is considered a much more intentional approach to course design than traditional methods of design.

Backward design helps focus curriculum and teaching on the development and deepening of student understanding and transfer of learning (i.e. the ability to effectively use content knowledge and skills). Backward design follows a three-step process to curriculum design.

1. Focus on long-term desired results (learning outcomes): in this stage, it is important to consider the following questions:
 - What enduring understandings are desired?
 - What should students know, understand, and be able to do?
 - What is the ultimate transfer we seek by the end of this unit?
 - What essential questions will be explored in-depth and provide focus to all learning?

The focus in this step is looking forward at the knowledge and skills students require at senior levels of schooling ((Years 6 and 12) and mapping backwards the knowledge and skills into earlier levels of school. As the curriculum is crowded, learning priorities should be established by looking at long-term performance goals – what is it that students must know or be able to do in the end.

2. How the learning outcomes will be evidenced (assessment)

3. How student experience and practice what they learn (learning activities)

Pedagogical content knowledge "*underpins the teachers' ability to evaluate thinking behind students' methods, identify common misconceptions and progress student learning*" (Learning First, 2018). Teachers with strong pedagogical content knowledge (PCK) are well-placed to pinpoint the critical content. Teachers with a high level of PCK have a deep understanding of the skills and knowledge that need to be developed by students of all levels in their subject of strength and allow them to backward design the curriculum to ensure that the skills and knowledge can be presented throughout the year levels. Furthermore, high quality and targeted curriculum can accelerate the development of pedagogical content knowledge by allowing teachers to understand how concepts connect to each other (Learning First, 2017).

To make decisions about the critical curriculum content, it is imperative that teachers are provided with sufficient collaborative team time to look at the curriculum and discern what is essential and needs to be covered for progression into future years of schooling. Specifically, teachers who teach upper primary/secondary and those with strong PCK can assist teachers from lower primary/secondary to discern critical content. Therefore, it is important to ensure that teachers from different year levels can collaborate.

STAGE 3
Good to Great



Curriculum & Teaching (continued)

WHY

3.3.2 Develop a guaranteed and viable curriculum through a fine-grained scope and sequence to reflect the 'critical' content and whole-school instructional model

Research on high performing schools, including that conducted by Bill Louden, shows that most high performing schools will have a fine-grained scope and sequence. Similarly, Archer and Hughes (2011), in their 16 elements of explicit instruction, identified four elements that require knowledge of what we teach, when we teach it, and in what order. These elements include:

- Element One: Focus instruction on critical content
- Element Two: Sequence skills logically
- Element Four: Design organised and focussed lessons
- Element Sixteen: Provide distributed and cumulative practice

Marzano's (2018) hierarchy of school needs identifies Guaranteed and Viable Curriculum as the third level to focus to become a high reliability school (See image below):



A **guaranteed** curriculum occurs when all students can learn the critical content (at grade level) of the curriculum. This is achieved by:

- **Teaching Grade level content** – sequencing skills/concepts logically and differentiating at the point of need
- **Vocabulary** – identify and teach the key terminology
- **Direct/Explicit Instruction** – for new concepts & metacognitive thinking skills

Too often inequity is compounded with low-quality curriculum in low SES schools – curriculum is 'watered down' and they are blocked from learning at the same level as more affluent peers (Learning First, 2019). This is further reflected in The Opportunity Myth (2018) research paper which found that when students in low socio-economic areas had greater access to grade-appropriate assignments, this amounted to 7.3 months of additional learning. In classrooms that saw the most growth, students worked on grade-appropriate assignments just 52% of the time, so even raising the bar by a reasonable amount can make a meaningful difference (see 1.3.1). Similarly, a longitudinal study found that *"a high-quality math curriculum for four consecutive years outpaced comparison students by a margin of 23 percentile points – an effect that amounts to a stunning four years of additional learning"* (Learning First, 2018).

A **viable** curriculum is when teachers can teach this curriculum in the amount of instructional time provided. To have a viable curriculum, a school must focus on developing an:

- **Intended curriculum** – mapped scope and sequence that focuses on critical concepts, knowledge & skills (see 3.3.1)
- **Implemented curriculum** – how the instructional model enables students to learn the critical concepts, knowledge & skills
- **Leaders** drive and monitor this process – PLC process essential for ongoing collaborative review (incorporating data review/check points for early warning/tracking purposes)

HOW

To create a guaranteed and viable curriculum, the following steps can be followed:

Step 1: Download / Export the SCSA WA Curriculum

Step 2: 'Break down' the Critical Content Descriptors identified in 3.3.1 into smaller instructional units (i.e. write individual lesson objectives). The curriculum elaborations provide additional guidance here, but you will need to be even more fine-grained for the larger elaborations.

For example:

Curriculum Subject	Number and Algebra
Content Descriptor	Extend and apply the laws and properties of arithmetic to algebraic terms and expressions (ACMNA177)
Lessons	I can use order of operations to solve equations that include multiplication and addition.
	I can use order of operations to solve equations that include multiplication, addition and subtraction.
	I can use order of operations to solve equations that include multiplication, addition, subtraction and division.
	I can use order of operations to solve equations that include the four operations and indices.
	I can use order of operation to solve equations that include brackets, indices and the four operations.

Step 3: Sequence the lesson objectives logically

The lessons are not necessarily sequenced in a linear fashion (i.e. all lesson objectives for one critical content descriptor is sequenced one after the other), but rather, should be sequenced logically. There will be some lessons that should be precursor lessons for others due to the content and skills required in another lesson. Once the critical content descriptors are broken down into lesson objectives, these should be analysed for precursor skills required in the lesson and sequenced accordingly.

Step 4: Plan for distributed and cumulative practice (daily review) of taught concepts and automaticity concepts/facts. Interleave the practice.

The guaranteed and viable curriculum should incorporate a daily review sequence along with the lesson sequence to ensure that students constantly encode and retrieve knowledge and skills to commit to long-term memory. The content and skills in the daily reviews should be distributed over time in the scope and sequence so that they are revisited to ensure long-term skill and knowledge acquisition.

Interleaved practice means that practice problems *"are arranged so that consecutive problems cannot be solved by the same strategy"* (Rohrer et al, 2017). For example, if one problem is solved by using Pythagoras' theorem, then the next problem requires a different strategy, such as solving the area of a circle. When students are presented with a worksheet where they use the same strategy to solve a problem, they know which strategy to use before they even read the problem. Interleaving practice forces the student to decide which strategy to use based on the problem itself, which provides the student with a chance to learn what they need to know. Interleaving practice is particularly useful in mathematics-based content and skills.

All teachers teaching a specific year level should follow the scope and sequencing document and differentiate at the point of need. This ensures that all students are provided with the same scope and sequence, regardless of who their teacher is. By breaking the content descriptors into smaller instructional units, and identifying the critical content, teachers can teach the content in the allocated time.

Transformation Framework Reference List:

ACER (2010)
Staff in Australia’s Schools survey

AITSL (2012)
Teacher and Performance Development Framework

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Develop Others Resources: Key areas - Classroom Observation, Coach Others, Support new teachers, Build a professional growth culture <https://www.aitsl.edu.au/lead-develop/develop-others>

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Hattie

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Konza (2014)
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Learning First

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- *Australia’s Primary Challenge: how to lift teachers’ quality in early school years* (2017)
- *What we teach matters* (2018)
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- *McKinsey Quarterly: The four building blocks of change* (2016)
- *How to improve student educational outcomes: New insights from data analytics* (2017)
- *Drivers of Student Performance: Latin America Insights* (2017)

McSwain-Bradway, Freeman, Kittelman and Nese (2018)
Fidelity of SW-PBIS in High Schools: Patterns of Implementation Strengths and Needs

Munro (2002)
High Reliability Literacy Teaching Procedures: A means of fostering literacy learning across the curriculum

NSW Centre for Education Statistics and Evaluation (NSW CESE)

- *Great Teaching, Inspired Learning. What does the evidence tell us about effective teaching?* (2013)
- *What works Best: Evidence-based practices to help improve NSW student performance* (2014)
- *Canley Vale High School – Case Study: Sustaining Success: A case study of effective practices in Fairfield high value-add schools* (2017)
- *Effective Reading Instruction in the Early Years of School* (2017)
- *Classroom Management: Creating and maintaining positive learning environments* (2020)
- *What works best in practice* (2020)
- *What works best: 2020 update* (2020)

OECD
PISA 2018: Insights and interpretation, Andreas Schleicher

OFSTED (2014)
Below the radar: Low level disruptions in the country’s classrooms

O’Neil and Stephenson (2014)
Evidenced-based Classroom and Behaviour Management Content in Australian Pre-Service Primary Teachers’ Coursework: Wherefore Art Thou?

Purdie and Buckley (2010)
School attendance and retention of Indigenous Australian Students (ACER)

Rohrer, Dedrick and Agarwal (2017)
Interleaved Mathematics Practice: Giving students a chance to learn what they need to know

Rosenshine (2012)
Principles of Instruction

Sanders and Rivers (1996)
Cumulative and Residual Effects of teachers on Future Student Academic Achievement

Sharrat and Fullan (2012)
Putting FACES on the data: What great leaders do!

Sparling (2010)
The Abecedarian Approach and Highlights of Research Findings from Abecedarian Studies

Sullivan (2011)
Teaching Mathematics: Using Research Informed Strategies (ACER)

Swain-Bradway, Freeman, Kittelman and Nese (2018)
Fidelity of SW-PBIS in High Schools: Patterns of Implementation Strengths and Needs

Timperley (2015)
Professional Conversations and Improvement-Focused Feedback. A review of the Research Literature and Impact on Practice and Student Outcomes (InSight paper for AITSL)

Timperely, Kaser and Halbert (2014)
Seminar Series Paper Number 234: A framework for transforming learning in schools: Innovation and the spiral of inquiry

The New Teacher Project (TNTP) Reimagine Teaching (2018)
The Opportunity Myth: What Students Can Show Us About How School Is Letting Them Down – and How to Fix It

Twyman and Heward (2016)
How to improve student learning in every classroom now

Virgona (2012)
Teachers are the key: Strategies for Instructional improvement (ACER Conference paper)

Wiggins and McTigue (2004)
Understand by Design, 2nd Edition

Wilder (2014)
Effects of Parental involvement on academic achievement: a meta-synthesis

Wolf (2008)
The Proust and the Squid

Ybarra and Hollingsworth (2017)
Explicit Direct Instruction: The Power of the Well-Crafted Well-Taught Lesson

Yeager et al (2016)
Teaching a lay theory before college narrows achievement gaps at scale

Zbar

- *Hume Secondary College: an integrated strategic approach* (2011)
- *Generating Whole School Improvement: Three stages of sustained success* (2013)

Additional Reading & Resource List for Stage 3:

Fletcher

- *Meaningful Student Involvement – guide to students as partners in school change* (2004)
- *Students as Partners in School Change* (2005)

Government of South Australia Dept. of Education & Children's Services

- *South Australian Teacher for Effective Learning Framework Guide* (SA TfEL) (2010)
- *Teaching for Effective Learning (TfEL) Pilot: Activating Student Voice – accelerating improvement 2014-2016* (online PDF resource)

Marzano (2018)
Leading a High Reliability School (in particular for Guaranteed & Viable Curriculum)

McManus & Caccioppe (2011)
An Integral Approach to Project Management



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