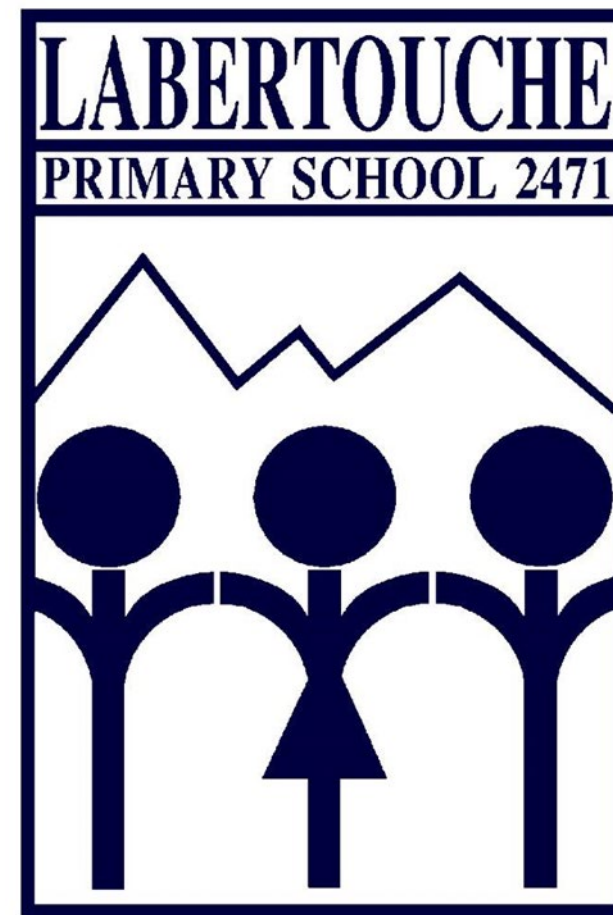


Small Schools, Social and Emotional Learning

Christie Bransgrove
Labertouche Primary



Small Schools, Social and Emotional Learning: Labertouche Primary

- > **Inspire:** *To show how our little school was able to work together to transform our student agency and voice data, and create processes and structures that underpin ALL our SEL.*
- > **Learn:** *To share with you the processes and structures we implemented to execute this change.*
- > **Network:** *To highlight the supports and assistance available within the department to support your work.*



Labertouche Primary: A Snapshot

Context

We are a small school with a current enrolment of 75.

- > In 2021 the school had 23 students. We have experienced enormous growth.
- > We have a high ratio of students with additional needs. Almost 1 in 3 students have an IEP.
- > Our staffing profile has tripled since 2021, and we now have 18 staff employed. We have 6 full time teachers (including a teaching principal) and 8 ES staff members.



A case study.

On each table is a “deidentified” school’s ATOS data.

- > Look at the data and using the “notice and wonder” protocol, observe what you can see.
 - 2 mins on your own
 - Turn and talk for 2 minutes
 - 4 minutes to share your observations at the table

Student HEALTH & WELLBEING



	% Positive Endorsement		
	2021	2022	2023
Sense of connectedness	93%	93%	51%
Advocate at school	94%	80%	72%
School stage transitions (Y7 and New Students)	100%	88%	75%
Not Experiencing Bullying	93%	100%	62%
Managing bullying	93%	86%	62%
Student voice and agency	80%	71%	29%
Respect for diversity	100%	96%	50%

% of students

The school's ATOSS data, in the area of "Student voice and Agency" had the percentage of positive responses decreasing from 71% in 2022, to 29% in 2023.



First, I just felt sick...

- Engagement with inclusion outreach coach.
- Implemented a smaller team to manage this.... Myself, outreach coach and a middle leader, who was not classroom teaching.
- We knew we needed to dig a bit deeper with the students to understand what was going on.

Me hiding from my own problems



Listening Carefully

Why do you feel like you aren't being heard at our school when it comes to learning?

ANTEATER

?

I do feel heard.

I do feel heard at school

?

?

?

?

?

Because everyone else who looks tired or sad get s asked if they are okay and they go with Emily but when I'm sad I get sent to the prep room for not participating

i do feel heard because i dont ask many qustions

stay out of group games it feels best so i am not heard out there

i dont feel like im not

i sit out becure it makes me feel better and thats when i dont get heard

i do feel heard some times but there is a lot going on so not all the time.

its not practical because there are lots of other students that need to feel heard too but its kind of hard sometimes. And its not your fault and i get that you cant be everywhere so yeah

im sometimes heard but its hard to get attention so the teachers can help 🐼 🐼

I feel like Mrs Waterhouse doesnt care about me and and i feel like shes always looking at me in disappointment and when i need them they say 2 secs and then they forget

I don't feel heard and I don't know why

i ask 24/7

~~because~~ i dont feel heard because the teachers are always busy and if i say to them i need help they always say im busy or just wait or two seconds but they are never there to help me unless.....

all i ask is please listen to me when i need help i am really trying to get through all my work so i can pass grade six and make it to highschool. my perents are expecting the best of me.belle

belle: i dont feel heard because the teachers are always busy and if i say to them i need help they always say im busy or just wait or two seconds but they are never there to help me unless.....

i do feel listened to i guess, but sometimes its a bit hard to say when somethings wrong or i need help because you dont get that one on one time. i get that its not practical but its okay

well. sometimes the teachers are never paying attention to me. I can't say something without them forgetting or saying they are busy. 🐼 🐼 🐼

I don't feel heard because sometimes the teachers are helping others or just don't notice me sometimes I call out so they hear me because they don't pick me tell after

I don't feel like I can be heard at school because all the teachers don't listen and the way it will make me heard is to listen to me please. - TURTLE

i an never heard sadly 🐼 🐼

i feel like i am under water and no body can hear me and i wish that some body would tell me that everything is okay and that im not falling, im not going to drown; BELLE

i just really wish that i dont feel like im drowning in my own feelings and that im okay and safe, i dont like to come to school cuz no body listens to me. from belle

i feel like i am the only one missing out ; other people seem happy in class wile i am sitting there asking for help and i feel like no body can hear me: belle

Staff Input:

Instruction	Curriculum	Environment
Lack of understanding	Curriculum based focus	Challenging kids in the class
Pressure to get through everything	Lack of activity-based learning	Complex friendships
We talk at them, not let them talk		
Lack of language		

From comments to prediction statements

- Created by leadership team
- Allowed us to look at input in a way that made it “actionable”
- Took away the “personal” to allow this to be a challenge we could work on together



PREDICTION STATEMENT

- If the school has systems and structures in place to enable authentic opportunities for all students to collaborate over decision making matters that affect them, then they will feel like they have a voice, leadership and agency.

SMART GOAL

- Student voice and agency will improve in all measures (ATOSS positive responses from 29%-60) by week 8 of term 4.

Labertouche Primary: What was in our favor...

The team!

The school has a wonderful team of staff dedicated to making this a positive space for their students. There is strong leadership and everyone is eager to improve.

Whilst a small school can bring challenges in terms of workload for staff, it also means that there is a sense of community at the school. All staff know all the students well, there is a great connection.



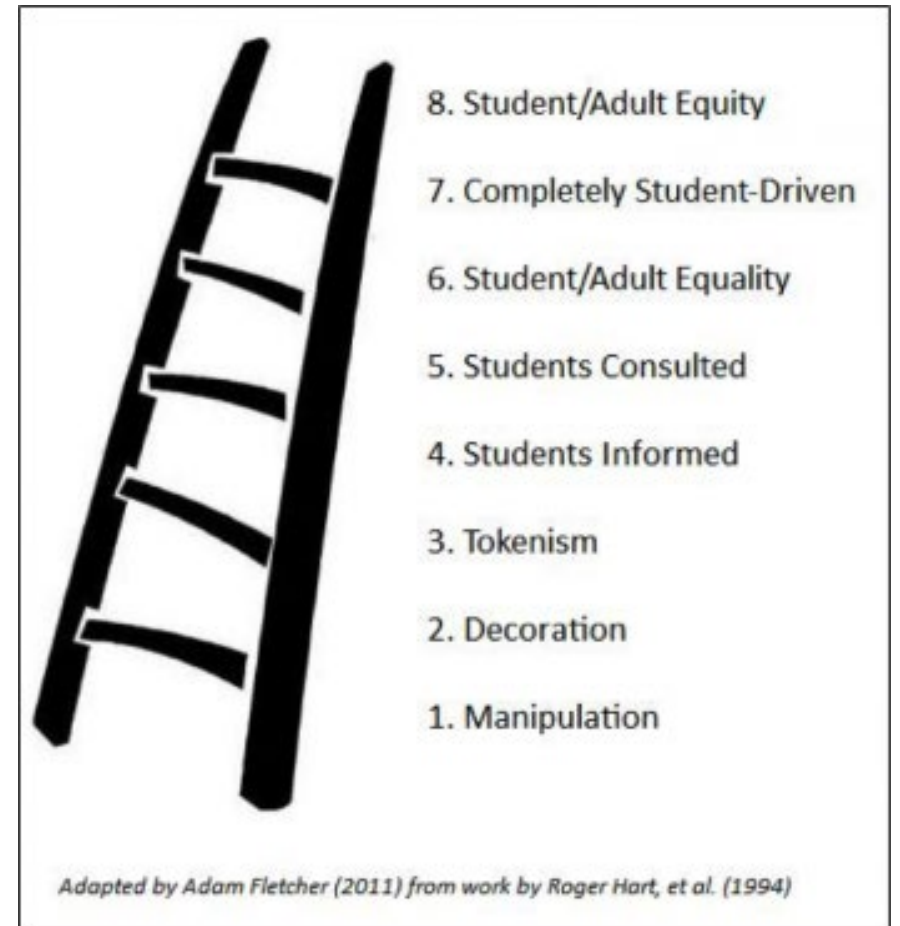
Starting at the beginning:

The “Ladder of student involvement” provides a way for adults to reflect on the ways they engage students. While it may not be realistic for young people to engage and initiate all action, teachers and administrators can be intentional and purposeful about how to elevate student voice and engagement to promote SEL.

We found this extremely helpful at the beginning of our work.













Image from [SoundOut](#), adapted from the work of [Roger A. Hart](#).



Professional Learning

1. Whole school Professional Learning Day – to introduce the work and plan together: “authentic opportunities” “for all”
2. Structures and whole school practices – whole school well-being team meetings (teaching and ES staff)
3. PLC meetings (teaching staff)– need to address the structure of these before the work could begin

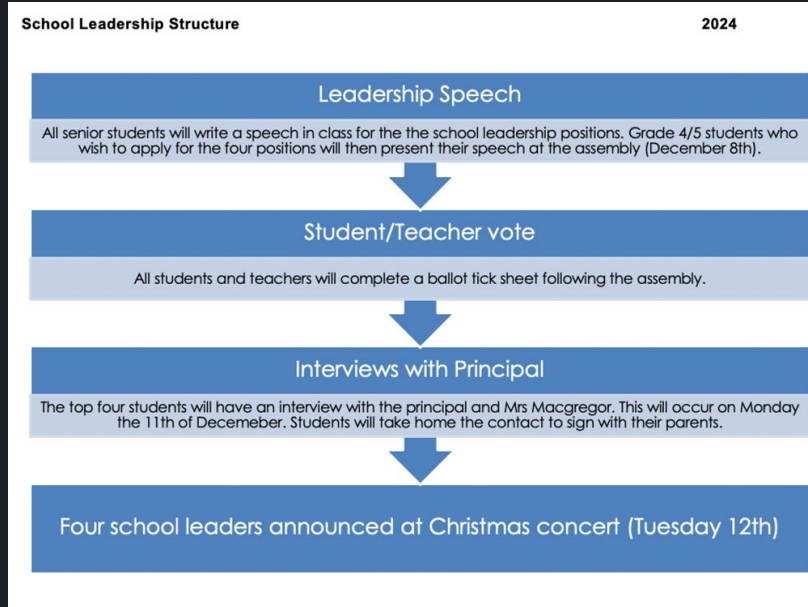
		Podcast 
<p>Students talk about why student voice matters: https://www.youtube.com/watch?v=0BXsoR06A7o</p>  SCAN ME	<p>Student Voice and Agency Practice Guide – DET: hard copies provided https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/amplify.aspx</p>	<p>Apple: Student Agency & Voice with Vanja Basell -Talking about Pedagogy with Ryan Shelton https://podcasts.apple.com/au/podcast/talking-about-pedagogy-with-ryan-shelton/id1547207363?i=1000505540876</p>
<p>Ted Talk –When students heard https://www.youtube.com/watch?v=wjEr4ZoRbj0</p>  SCAN ME	<p>Victorian Teaching Academy – Student Voice and Agency: https://www.academy.vic.gov.au/learning-resources/student-voice-and-agency</p>  SCAN ME	 SCAN ME
 SCAN ME	<p>Peer reviewed article: Turning the tide & tuning in: a brighter future for student voice and agency: Hard copies provided.</p>  SCAN ME	 SCAN ME

Action Plans

Refer to Inclusive Practice Continua. The established goal for the agreed plan should be informed by Inclusive Practice Continua and school data					
SMART GOAL: Student voice and Agency will improve in all measures (ATOSS positive responses from 29%-60%, demonstrating emerging practices on the Inclusive Practices continua and the FISO Amplify continua) by week 8 of term 4.					
KIS 1 Systems and structures in place to support student voice and leadership					
KIS 2 Structures in place in the maths classrooms to support the development of student agency					
Actions to <u>improve</u>	Who will lead the work? <small>(School & IOC?)</small>	When	How often	Where, and or <u>How</u> will this be achieved?	Supports (including people) & Resources
Review of yard expectation happening in classes, agreed and signed by students, transparent to school community.	Christie Jacqui and then to classroom teachers	Term 3, week 8-10	weekly	IOC meeting <u>Well being</u> meetings classrooms	Rachel
Lunchtime activity choices	Amy, Millie	Term 3, week 8-10 planning for term 4 start	Daily or number of days per week	Within existing lunchtime constraints	Christie
Car park for questions etc in class and suggestion box	Christie then to Classroom teachers	Term 3, week 8-10	Daily	In classrooms	<u>Well being</u> team
Junior School Council	Christie	Term 3/4,	Every second Friday	Kitchen or available space	Classroom teachers
Assembly	Peta	Term 3 plan for term 4	Every second Friday	Outside	Classroom teachers Christie Jen
Newsletter	Jen Classroom teachers	Term 3/4,	Every second Thurs	Office and classroom	<u>Well being</u> team

Allowed us to track progress
Kept us accountable

Labertouche Primary School Celebrations!



Student Spotlight - Welcome to some new students sharing this week!

Wendy's Wonderings!
Why do schools have different coloured uniforms?
Why can't we eat soap?
It would be fun to burp out bubbles!!

JACK'S JOKE
What do you get when you cross an artist and a policeman?
A brush with the law!

Good day everybody.
I'm Keagan and being kind makes me feel fantastico and warm on the inside. Here is a way you can be kind.

Hi I'm Billie
I love to make up stories with funny characters. Each week I'll give you some ideas to make up your own funny stories.

Keagan's Kindness
Pick a flower for someone who is super special to you.
That person could be a teacher, your mum or dad, friends that you really care about or even your brother or sister.

Billie's Silly Stories
Make up your own silly story using Billie's ideas below.
SETTING: The Australian bush
CHARACTERS: A leopard with wings, a tiger with 3 tails, a person who can only say one word
PROBLEM: One of the characters loses a friend
SOLUTION: Up to you!

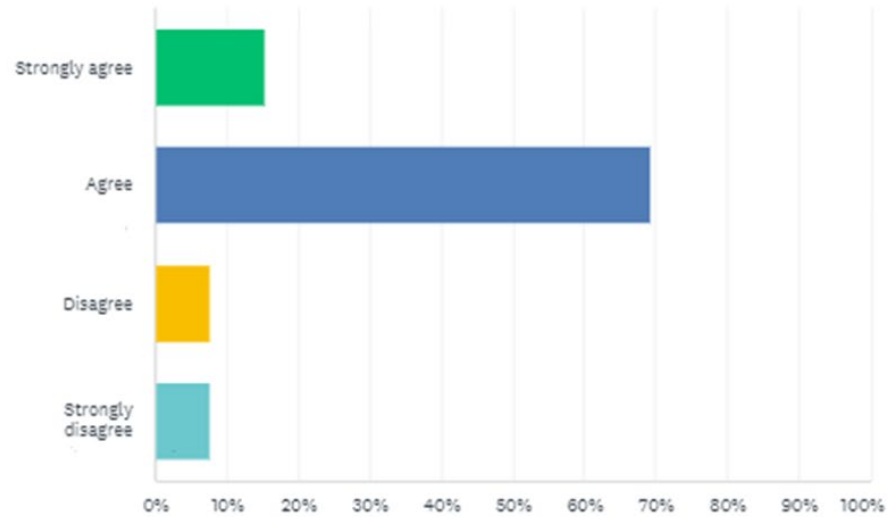
Labertouche Primary School Outcomes

Q1

Customize Save as

My teacher likes my ideas

Answered: 13 Skipped: 0



% Positive Responses



Pre	Post
31	76.61

ANSWER CHOICES	RESPONSES
Strongly agree	15.38% 2
Agree	69.23% 9
Disagree	7.69% 1
Strongly disagree	7.69% 1
TOTAL	13



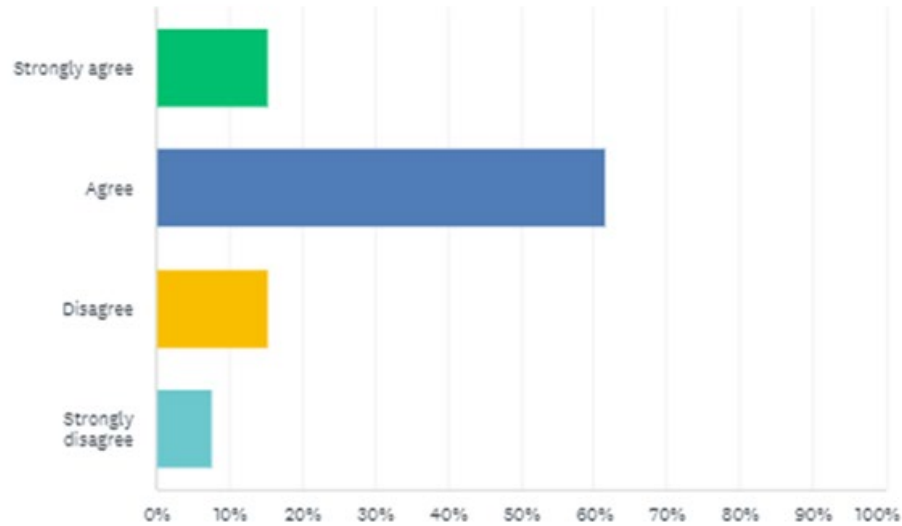
Labertouche Primary School Outcomes

Q2

 [Customize](#) [Save as](#) 

My teacher thinks my ideas are good

Answered: 13 Skipped: 0



% Positive Responses

Pre	Post
38	76.92

ANSWER CHOICES	RESPONSES
Strongly agree	15.38% 2
Agree	61.54% 8
Disagree	15.38% 2
Strongly disagree	7.69% 1
TOTAL	13



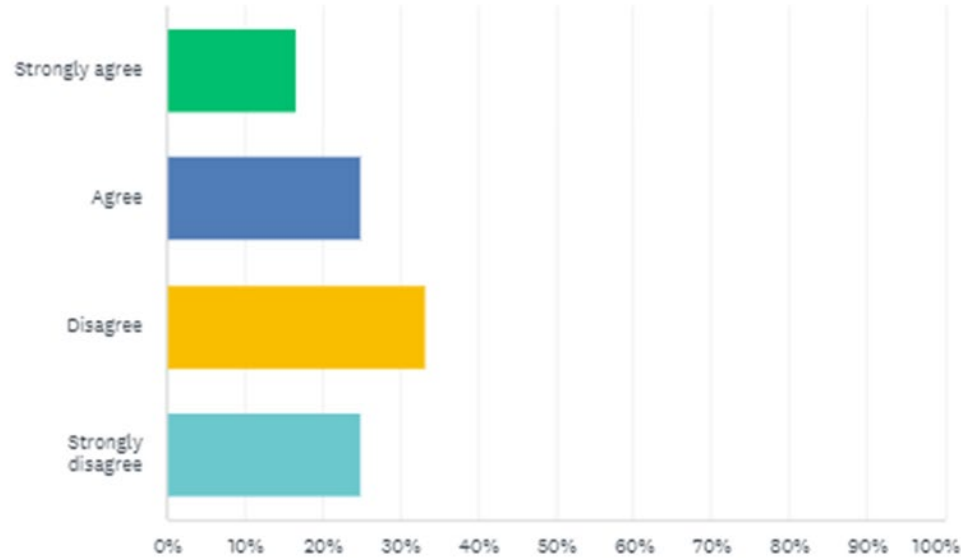
Labertouche Primary School Outcomes

Q4

Customize Save as

At this school, I help decide things like class activities or rules

Answered: 12 Skipped: 1



% Positive Responses

Pre	Post
31	41.67

ANSWER CHOICES	RESPONSES
Strongly agree	16.67% 2
Agree	25.00% 3
Disagree	33.33% 4
Strongly disagree	25.00% 3
TOTAL	12



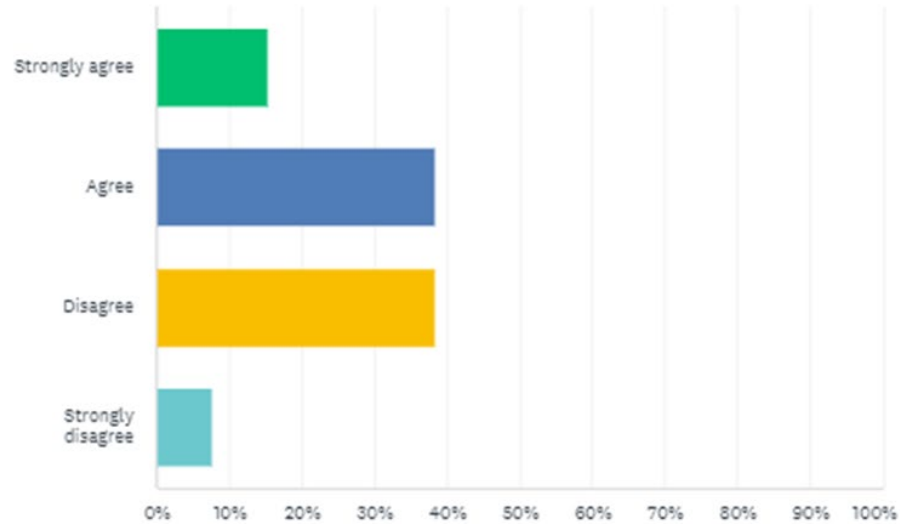
Labertouche Primary School Outcomes

Q5

Customize Save as

I have a say in the things I learn

Answered: 13 Skipped: 0



% Positive Responses	
Pre	Post
15	53.84

ANSWER CHOICES	RESPONSES
Strongly agree	15.38% 2
Agree	38.46% 5
Disagree	38.46% 5
Strongly disagree	7.69% 1
TOTAL	13



Moving in the right direction!

	% positive responses on pre test (ATOSS)	% positive responses on post test (Survey Monkey)
My teacher like my ideas	31	76.1
My teacher thinks my ideas are good	38	76.92
At this school, I can help decide things like classroom activities or rules	31	41.67
I have a say in the things I learn	15	53.84
	29	62.26

Student voice and Agency will improve in all measures (ATOSS positive responses from 29%-60%,) by week 8 of term 4.

2024

- Ensured that we followed the “Student Leadership, Voice and Agency Playbook” we had created:
- Implemented a “new look” assembly – HUGELY SUCCESSFUL!
- Started our clubs and JSC properly
- Re-engagement with SWPBS and redesigning of our matrix.



Labertouche Primary School
LEARN CARE RESPECT SHARE

Student Leadership, Voice and Agency 2024

Students are empowered to learn and achieve, experiencing high-quality teaching and the best conditions for learning which equip them with the knowledge, skills, and dispositions for lifelong learning and shaping the world around them.

Victoria's vision for learning (Department of Education and Training, 2018)



Action Plan to leverage positive change in survey data

Time	Activity/Action	Intended Outcome
Term One	Socialise Survey questions	Developing common understandings and insights about the questions Using common language- using the survey question language in staff-staff and Staff -student interactions
	Reflect on what the previous year (2023) data is telling us & revealing about staff perceptions of their workplace. Reflect on student perceptions of their school, their learning, and social experiences	Develop a whole staff consensus about what the data is signalling. What are students saying about their schooling? What improvements? enhancements can be made? What are staff saying they need to do great work?
Term Two	Actively canvass how the school has/is or intends to address and remedy some of the challenges students and staff have expressed through the data	
Term Three	Consolidate understandings and approaches to survey modules/ factors /questions	
Term Four	Examine survey results	
	Look for +ve and -ve trends and recommence activities/ actions from Term One	

Work completed at a network level to prepare for ATOSS with John Pardy, Data Coach.

Action Plan to leverage positive change in survey data

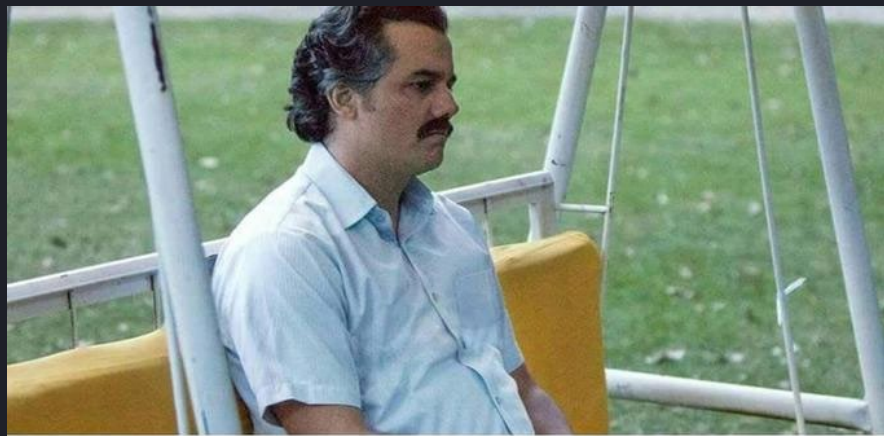


WHOLE SCHOOL ATOSS READINESS PLAN 2024
Labertouche Primary School



- Familiarisation with language
- Time of day for survey to be taken
- Staff to be involved (classroom teacher and I)
- **Most importantly, sharing this work with the students**





Footage of
me waiting
for the 2024
ATOSS
Data.....

Celebrate good times, come on!

	2023	2024
Effective teaching time	62%	95%
Stimulated learning	46%	96%
Effective classroom behaviour	56%	88%
Effort	51%	95%
Teacher Concern	41%	90%
Learning confidence	42%	92%
Motivation and Interest	50%	96%
School Connectedness	51%	96%
Student voice and agency	29%	95%
Managing Bullying	62%	88%

Schoolwide practices and structures that promote SEL:

- Foster a supportive school climate- **TICK!**
- Adopt an evidence-based program for SEL – **TICK!**
 - The Resilience Project
 - RRRR
- Integrate student supports with SEL – **TICK!**
- Establish discipline policies that promote SEL – **TICK!**
 - SWPBS
- Elevate student voice – **TICK!**



CASEL Framework and website is a great resource.

<https://casel.org/>

What we are seeing now:

- > Student led groups at school – Chess Club and “Wildlife Warriors”
- > An improvement in student voice contributions to IEPs and DIPs
- > Active JSC
- > HUGE community buy in at assemblies
- > A drop in major incidences in the yard and classroom - SWPBS has helped here too
- > It’s the vibe!



My own key learnings

- It takes time to build a team that trusts each other to work together on this sort of work
- Ask for help *whenever you are unsure*. There are fabulous people and supports in the department. On this work alone we have collaborated with:
 - Inclusion Outreach Coach
 - PLC Link Leader
 - SWPBS Coach
 - Data coach
 - SEIL
 - Principal network
- Be vulnerable and honest about where you are
- Use Action Plans. They keep you accountable and drive you forward.
- Celebrate the wins

The final word



Questions?



Thank you