

# Wimmera South West: Establishing Learning Communities to Support Leaders of Schools with Numeracy and Literacy Improvement.





# WSW: Establishing Learning Communities to Support Leaders of Schools with Numeracy and Literacy Improvement.

## LEARNING INTENTIONS

- Provide an understanding of the context of the WSW Learning Community approach - its origins and evolution.
- Share the core elements of our Literacy LC as an exemplar of WSW practice.
- Explore how engagement with Learning Communities impacts on Numeracy and Literacy improvement in a school context.
- For participants to identify how the Learning Community approach could be adapted to support Literacy and/or Numeracy improvement at a cluster, network or school level.





# WSW: Establishing Learning Communities to Support Leaders of Schools with Numeracy and Literacy Improvement.

## It all begins with a Theory of Action:

If we

develop an Area Action Plan to facilitate the implementation of research based literacy practices, implement the plan using high quality implementation and monitoring processes; and  
1) allocate differentiated resources

then schools will engage in robust improvement cycles, encompassing the FISO 2.0 core elements, to enhance their literacy instructional practices, and strengthen curriculum content and assessment knowledge leading to improved learning outcomes for all students thereby minimising the disadvantage gap.





# TIMELINE - WSW Reading Projects

**2017**

**2018**

**2019-21**

**2022**

**2023-24**



**WSW Reading Project 1.0**

**WSW Reading Project 2.0**

**WSW Reading Project 2.0**

**WSW Reading Project 3.0**

**WSW Literacy Learning Community**

WSW multi-disciplinary team established to research and implement global best practice in teaching reading.

Step 1: building on systematic and explicit phonics. Engaged Sounds Write Instructor to lead PL. Pam Snow critical friend.

Sounds Write clusters continued for three years: 350 teachers and principals.

Whole of Area year long Reading Community of Practice established. Limited to schools in Transform for Reading. Expansion to include all of the Big Six elements.

70 principals and teachers

Whole of Area year long Reading Community of Practice. Invitational reflecting schools' support needs. Continued focus on Big Six elements.

Implemented ongoing data monitoring - DIBELS starting to replace F & P.

Over COVID continued on-line.

70 principals and teachers

Whole of Area year long Reading Community of Practice, opened up to all schools. Led by SEILs and EILs. Continued focus on Big Six elements.

DSSI engagement schools involved to support implementation of Reading improvement.

Over 100 literacy leaders and teachers.

Whole of Area year long Literacy Learning Community starting term 4 2023. School teams comprising principals and middle leaders.

Opt in but embraced by majority of schools.

Over 200 principals and teachers.

Big Six & explicit teaching. Engaged critical friend Emina McLean to quality assure WSW Literacy Resource and lead PL. WSW DIBELS database established.

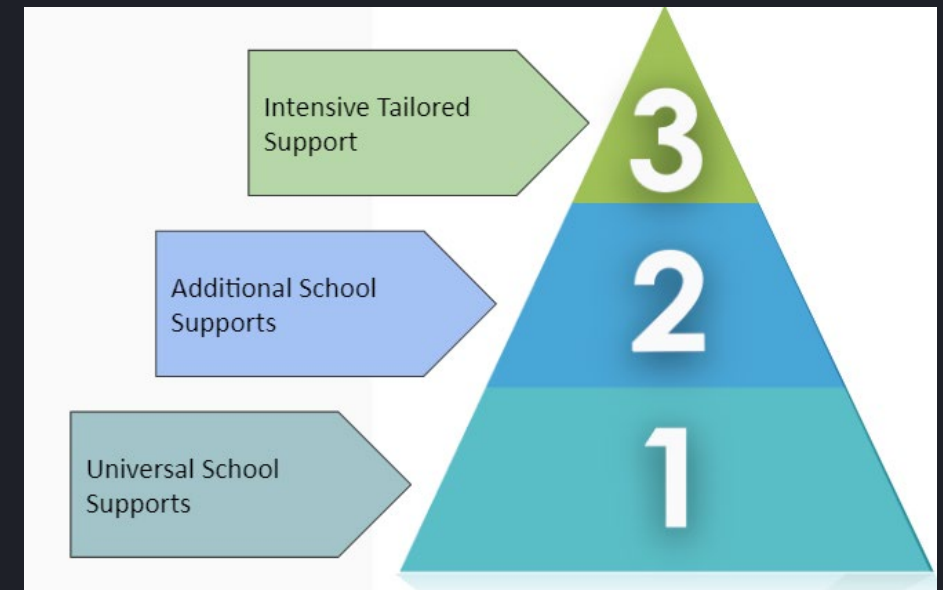
## CURRENT ITERATION

# Structure of the Learning Community

Two year engagement to build principal, leader and teacher capability in literacy through high quality professional learning, quality assured resources, collaboration and supplementary differentiated in-school support.

In 2024 this looks like:

- \* 4 face-to-face days
- \* 4 webinars
- \* 3 stand ups
- \* additional point of need support for individual schools



# WSW Literacy Learning Community essential elements: FISO 2.0

## LEADERSHIP

- Alignment of literacy improvement with the School Strategic Plan and Annual Implementation Plan
- Professional Learning Community processes to implement and monitor literacy improvement
- Resourcing plans to support the improvement work, including human resources, literacy resources and professional development.

## TEACHING AND LEARNING

- Curriculum documentation based on the Victorian Curriculum and The Big 6 of Reading
- An agreed instructional model that is implemented consistently
- Implement WSW planning documents
- Professional learning plans to build teacher pedagogical content knowledge and confidence in teaching literacy
- Literacy plans in learning areas other than English e.g. humanities
- Plans to ensure Education Support Staff are included in relevant professional learning

## ASSESSMENT

- Revised documentation of assessment practices with a focus on formative use of assessment

## ENGAGEMENT

- Plans to support improvement in confidence, engagement and agency in literacy teaching and learning for staff and students
- Plans to engage the school community with literacy improvement initiatives

## SUPPORT AND RESOURCES

- Plans for additional support for identified students, for example, Tutor Learning Initiative and/or Middle Years Literacy/Numeracy Support

# Real Time Data Monitoring:

## DIBELS - Dynamic Indicators of Basic Early Literacy Skills

Grade	Beginning	Middle	End
K	<p>n=8 7 (88%) 0 (0%) 1 (13%) 0 (0%)</p>	<p>n=7 2 (29%) 2 (29%) 2 (29%) 1 (14%)</p>	No students with data.
1st	<p>n=9 2 (22%) 0 (0%) 1 (11%) 6 (67%)</p>	<p>n=9 2 (22%) 0 (0%) 2 (22%) 5 (56%)</p>	No students with data.
2nd	<p>n=8 5 (63%) 1 (13%) 1 (13%) 1 (13%)</p>	<p>n=9 3 (33%) 4 (44%) 0 (0%) 2 (22%)</p>	No students with data.

Legend n = Number of Students ■ Intensive Support ■ Strategic Support ■ Core Support ■ Core^ Support  
Results Based On DIBELS 8 Composite Score



# Ongoing monitoring



1 **Participants' Reactions**  
Is the professional learning useful?

2 **Participants' Learning**  
Are teachers acquiring the intended knowledge and skills?

3 **Leadership Support**  
Is the Area and school leadership advocating and resourcing the professional learning?








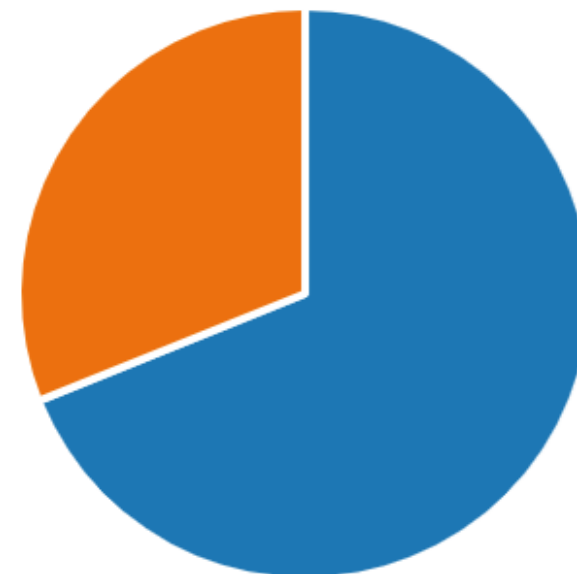


# Participant feedback:

4. The LLC will support our school's literacy improvement work

[More Details](#)

 Strongly agree	82
 Agree	37
 Neutral	0
 Disagree	0
 Strongly disagree	0



## Participant feedback continued .....

Great to see so many schools working together and all aiming for better for the WSW schools

Loved it! Thank you so much for giving us these opportunities to learn and improve the literacy practices within our schools!

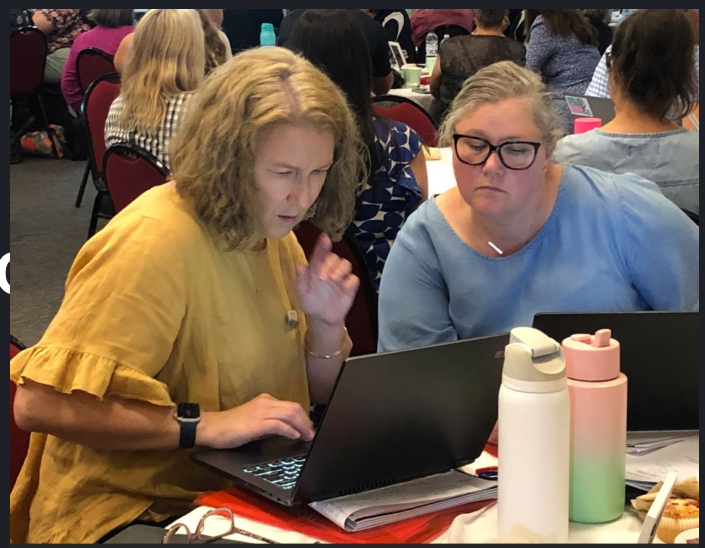
Another great day, thank you. Lots to think about, feeling energised to implement change back at school

We are really excited by the work and are thrilled with the quality and level of support given by our Area SIT team thank you!

I'm looking forward to planning my literacy with more precision and implementing more of these skills.

Today was fantastic on so many levels. Thanks for bringing up to date research to the region!

Another affirming and inspiring day!



**Scott Rathgeber**  
**Assistant Principal**  
**Stawell Primary School**

**Katrina Anderson**  
**Principal**  
**Port Fairy**  
**Consolidated School**





Stawell Primary School

To Strive, To Seek, To Find - But Not To Yield

# Context

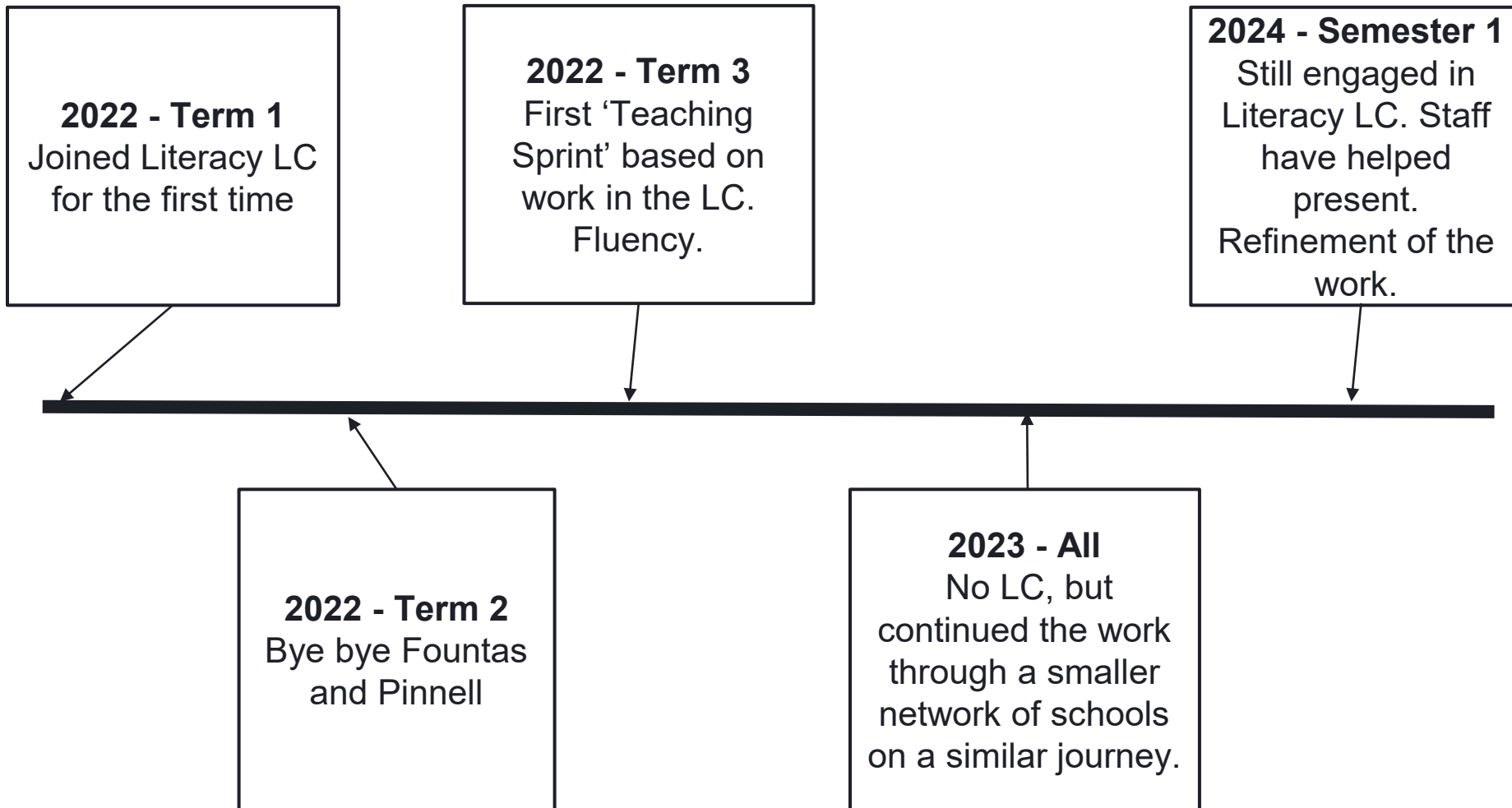
## Big Picture

Structured  
Literacy

Systematic,  
Synthetic Phonics

'Big 6' of Reading

Explicit Direct  
Instruction







# Prioritisation

You can't do everything!

Competing priorities

Clear vision of the change you want

Dedicate time to do the work

Start with 'Tier 1 Practices'

CLARIFY CANVAS

Improvement area \_\_\_\_\_

Date \_\_\_\_\_

IMPACT

Q1. What impact do we want to have?

PROBLEM

Q2. What problem/s are we trying to solve?

CHANGE

Q3. What change/s could we make that will result in improvement?

EVIDENCE

Q4. How will we know if we are having the desired impact?





# Networking

## Ben Hur

Find schools with the same/similar priorities

Again, dedicate the time. Schedule it in. 1-2 a term.

Same instruction, same planning templates



# Implementation Principles



Invest in teachers

Include the why, what and how

Be vulnerable - model in classes, rehearse in meetings

Document what success looks like

Whole school change

Include staff at every step






# Implementation Process

Teaching Sprints: Prepare - Sprint - Review  
 Document what it looks like - Instructional routines

Provide opportunities to visit other classrooms with non-judgemental frameworks

Review

Feedback - both internally and externally - school visits

	<b>STAWELL PRIMARY SCHOOL-502</b>
<b>PAIRED FLUENCY READING OBSERVATION</b>	

Date:	Observer:	Observee:	Primary focus (chosen by observee):

	Observed	Partially Observed	Not Observed	NA/Unsure
<b>PREPARATION</b>				
Students in pre-made pairs that are displayed				
Each member of the pair is identifiable (EG. Partner 1)				
Anchor Chart on the routine and expectations of fluency pairs visible				
<b>DURING THE LESSON</b>				
Focus of the session is clear – Accuracy, Rate, Prosody				
Teacher models or uses choral/echo reading before students read				
Students pair up, collect equipment quickly and efficiently				
Students sit beside each other so both can see the book				
Each student reads for between 1 and 4 minutes				
Non reading partner tracks the text				
Teachers roves, giving explicit feedback based on the focus of the lesson OR works with a small group/conference				
Students give each other feedback				
Lesson runs for approximately 15 minutes				
<b>OTHER – these items may not be able to be observed OR are not used every lesson</b>				
Copy of the text sent home to allow for further practise				
Students complete a comprehension activity related to the text				
Students "perform" a reading of the text for an audience				



# LEADING TOGETHER: INSPIRE

- ❖ Port Fairy Consolidated School
  - Our context
  - Why we made the commitment to the Literacy Learning Community (LLC) and Numeracy Learning Community (NLC)
- ❖ Our Teams
- ❖ NLC Year 1



# LEADING TOGETHER: LEARN

- ❖ Year 1: Principal and Leadership Teams (Term 4)
- ❖ Year 2: Principals and Leadership Team
- ❖ Year 3: Middle Leaders and Implementation
- ❖ What does the NLC offer?
  - Full day Professional Learning each term - led by Australian leaders in Mathematics guided by identified needs through collaboration with schools
  - Core Webinars and Stand-Ups
  - Follow up information webinars for Principals
  - Ongoing support through EILs/Area
  - Burning Questions
  - Reference groups for future learning

# LEADING TOGETHER: NETWORK

- ❖ Time to look at documentation and DE support available together
- ❖ We are stronger together as a whole:
  - LLC & NLC give WSW schools access to professionals in the field
  - Access to each other which is our greatest asset
  - Strong focus on working together (learning from and with each other) during the face-to-face professional learning days
  - Sharing of best practice through school visits and learning walks
  - School Presentations
  - Documentation sharing within schools

# KEY TAKEAWAYS

## Whole School Cycle

**Lead:** Clarifying Canvas & Rapid Action Plan

**Implement:** With staff, then students

**Monitor:** Staff & students;

**Challenges:**

## Whole School Improvement

New Numeracy Leader (time together)

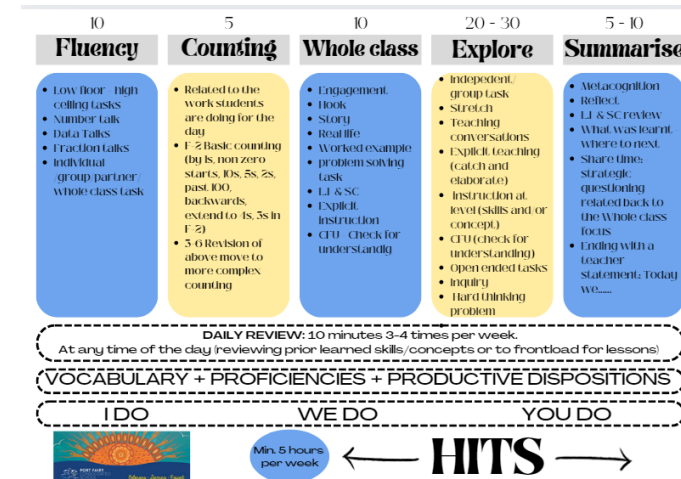
Mathematics Instructional Model

Scope and Sequence Redevelopment (2.0)

Instructional Playbook

F - 6 Yearly Overviews

Foundation	Week 1	Week 2	Week 3	Week 4
Term 1	Pattern			
Term 2	Place Value			
Term 3	Place Value - Numbers to 20			
Term 4	Place Value	Division		





# WSW Team Approach - Key Take Aways



# Thank you