Excellence in Teaching and Learning:

A School Leaders’ Guide to Improving Literacy and Numeracy Outcomes
Contents

Overview 4
Improvement cycle 6
FISO Essential Elements 7
How to use this guide 8
Evidence-based high impact teaching strategies 10
Curriculum planning and assessment 12
Building practice excellence 14
Evaluating impact on learning 16
Key resources 18
Overview

This School Leaders’ Guide to Improving Literacy and Numeracy Outcomes will support school leaders to provide instructional leadership in the foundational skills students need to succeed. It sets out structures, processes and deliberate practices that have already worked in Victoria and elsewhere to lift literacy and numeracy achievement.

Descriptive but not prescriptive, this guide is based on the powerful idea that when teachers engage in professional conversations about curriculum, assessment and instructional practices, the impact of their teaching on student learning increases. Collaboration – the sharing of effort, knowledge and resources in the pursuit of shared goals – plays a central (but often partially hidden) role in the achievement of student learning outcomes. The role of school leaders is to build a culture in which collaborative conversations are valued and encouraged.

School leaders and teachers need to collaborate, reflect on, and evaluate their practice effectively, while building collective responsibility for the learning of every child.

This guide outlines the building blocks of a whole-school approach to planning, monitoring and evaluating literacy and numeracy instruction.

How this guide is part of FISO

The School Leaders’ Guide to Improving Literacy and Numeracy Outcomes is part of a collective effort to lift student achievement across the system. That effort is given expression in the Framework for Improving Student Outcomes (FISO) Improvement Cycle, which is now the foundation of strategic and annual planning in all Victorian government schools.

The purpose of this guide is to help turn the FISO priority of Excellence in teaching and learning (Figure 1) into a reality in classrooms across the Education State. Your role as a school leader is critical to maintaining the unrelenting focus on teaching excellence required to achieve meaningful and sustained improvement in student outcomes. This guide is intended to help you realise those outcomes.
Curriculum planning and assessment

Evidence-based high impact teaching strategies

Evaluating impact on learning

Parents and carers as partners

Global citizenship

Networks with schools, services and agencies

Building communities

Excellence in teaching and learning

Student achievement, engagement and wellbeing

Positive climate for learning

Professional leadership

Community engagement in learning

Empowering students and building school pride

Health and wellbeing

Setting expectations and promoting inclusion

Intellectual engagement and self awareness

Building leadership teams

Instructional and shared leadership

Strategic resource management

Vision, values and culture

Building practice excellence

Figure 1 Framework for Improving Student Outcomes
This guide is framed around the four dimensions that sit under the Excellence in teaching and learning priority area and the FISO Improvement Cycle (Figure 2) to help schools and School Improvement Teams (SITs) plan strategically at the whole-school level.

**Improvement cycle**

- **Evaluate and diagnose**
  - Assess performance and progress in student achievement, wellbeing, engagement and productivity:
    - Evaluate the impact of prior effort
    - Diagnose areas requiring attention
    - Record and report current status, resources and baseline
    - Share successes and lessons with other schools.

- **Prioritise and set goals**
  - Prioritise key focus area/s for improvement:
    - Be clear about what success or impact looks like
    - Set goals and targets
    - Establish indicators to measure improvement.

- **Develop and plan**
  - Plan and develop improvement initiatives with an evidence base:
    - Develop whole-school teaching and learning program
    - Determine specific actions and method
    - Determine roles, responsibilities and timelines
    - Agree and communicate.

- **Implement and monitor**
  - Implement, gather data and monitor:
    - Professional learning
    - Collaboration and consistency
    - Resourcing
    - Community leverage
    - Curriculum and assessment
    - Programs
    - Student outcomes.

Figure 2 FISO Improvement Cycle
To make the most effective use of this guide, schools should have in place — or be working towards having in place — the FISO Essential Elements (Figure 3). You should also be able to identify where your school sits on the FISO Continua of Practice.

In addition, you should assign one or more staff with specific responsibility for the leadership of literacy and/or numeracy whole-school approaches. These staff will be key members of the SIT.

1. Documented curriculum plan, assessment and shared pedagogical approaches.

2. School-based professional learning program developed and implemented that supports the school’s identified improvement strategies.

3. School Improvement Team formed to develop, oversee and evaluate the effectiveness and impact of the Annual Implementation Plan.

4. Student voice, leadership and agency in own learning activated so that students have positive school experiences and act as partners in school improvement.

5. Whole-school approach to health, wellbeing, inclusion and engagement.


7. Data collection, analysis and evaluation of student learning growth over time.

8. Explicit use of evidence-based school improvement strategies and teacher professional practice activities.

One of the most important parts of high quality teaching and learning in literacy and numeracy is the teacher’s use of formative assessment to influence pedagogical decision making. School Improvement Teams can draw upon the High-Impact Teaching Strategies resource to broaden and deepen teachers’ pedagogical repertoire. School Improvement Teams should ensure that teachers have access to and use high quality, evidence-based guides, advice, professional learning and formative assessment of student learning to inform teaching practice across curriculum, assessment, and pedagogy.
How to use this guide

This guide includes lists of ‘key actions’ that have been identified by high performing schools as those that helped them to improve their students’ literacy and numeracy skills.

Schools that contributed to the development of this guide did not necessarily undertake all actions listed, but selected the right actions for their situation.

It is anticipated that schools will use this guide to help identify actions that they could use to achieve excellence in teaching and learning, and by extension to improve student learning outcomes.

To use this guide effectively school leaders should be familiar with the FISO.

School leaders should also read the FISO Continua of Practice to assist them to identify ‘key actions’ to focus on.

The guide aligns to the FISO Improvement Cycle; schools are encouraged to apply the actions across an appropriate time frame for their context.

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**Curriculum Planning and Assessment**

1. **Evaluate and diagnose**

   **Assess the state of the current learning and teaching program**

   **Key actions:**
   - Assess where your school sits on the FISO Continua of Practice in relation to curriculum planning and assessment
   - Audit the current state of curriculum plans and assessments against the Victorian Curriculum for English, Mathematics, and other learning areas and capabilities
School leaders work collaboratively with all staff to evaluate the school’s pedagogical approach

Key actions:
- Evaluate the impact of your school’s pedagogical approach against:
  - student learning outcomes
  - models of best practice and the most up-to-date educational research into effective pedagogical approaches
  - the potential to make use of evidence-based high impact teaching strategies in relation to the explicit teaching of literacy and numeracy
- Determine where your school sits on the FISO Continua of Practice in relation to evidence-based high impact teaching strategies.

Collaboratively examine the use of a broad range of evidence-based high-impact teaching strategies

Key actions:
- Identify, develop and implement a broad range of evidence-based, high impact teaching strategies:
  - setting goals
  - structure lessons (optimal lesson sequencing)
  - explicit teaching
  - worked examples
  - collaborative learning
  - multiple exposures
  - questioning
  - feedback
  - metacognitive strategies
  - differentiated teaching
- Develop a comprehensive reading program that focuses on:
  - oral language development and early literacy experiences
  - phonological awareness particularly phonemic awareness
  - letter sound knowledge (phonics) and word knowledge
  - vocabulary
  - fluency
  - comprehension
- Develop a comprehensive mathematics program that focuses on the following proficiency strands:
  - understanding
  - fluency
  - authentic problem-solving
  - reasoning
  - building positive disposition.

The continua in relation to the use of evidence-based high impact teaching strategies demands that the school:
- has high expectations for learning progress
- develops teacher knowledge of high impact strategies
- implements consistent and sustained high impact teaching strategies
- monitors and evaluates its practice

Key actions:
- Determine your school’s evidence-based pedagogical model, and ensure that it is consistently applied across the school, through:
  - clear expectations of teacher practice
  - a focus on instructional coaching
  - peer observation and feedback
  - team teaching
  - micro teaching
- Develop a shared understanding of the impact of high expectations, collective efficacy and students’ self-efficacy
- Support your staff to set SMART goals that align with the school’s Annual Implementation Plan (AIP) and Strategic Plan (SP). These goals should focus on:
  - literacy and numeracy
  - student learning growth over time
  - ensuring students’ progress meets personalised learning growth targets.

Collectively focus on high quality literacy and numeracy teaching

Key actions:
- Create opportunities for students to demonstrate their knowledge and skills in English and Mathematics
- Check students understand the conceptual demands of NAPLAN assessments.
- Focus on literacy comprehension and knowledge of text types, to support students in responding to the NAPLAN assessments.
Develop a culture committed to continuous improvement

Key actions:
- Apply the continuous improvement cycle to positively impact:
  - classroom practice
  - collective efficacy
  - student self-efficacy
- School leaders model a commitment to continuous improvement through:
  - the collection of feedback and reflection
  - development of their own Professional Development Plan (PDP)
  - presentations to staff that promote continuous improvement
  - using data to measure growth and improvement.

Support teachers to develop their knowledge and capacity to identify, implement and evaluate the use of evidence-based high-impact teaching strategies

Key actions:
- Implement a consistent pedagogical model across the school and check teachers are implementing the model with fidelity. For example:
  - clear expectations of teacher practice
  - a focus on instructional coaching
  - peer observation and feedback
  - team teaching
  - micro teaching
- Ensure teachers are aware of the most up-to-date educational research through providing them with access to a professional library and professional resources
- Provide teachers with opportunities to work and learn collaboratively at the school, area, network, region and system level and to share that learning with their peers
- Partner with literacy and numeracy experts to co-design staff professional learning
- Use staff meetings and Professional Learning Communities (PLCs) to show teachers how to access high-quality resources and to ensure that teachers are sharing strategies relating to the use of these. Examples of high-quality resources include those provided through the:
  - DET Literacy Portal
  - DET Numeracy Portal
  - VCAA Victorian Curriculum site
  - Australian Institute for Teaching and School Leadership
- Encourage teachers to make use of evidence-based high impact teaching strategies as part of the strategies outlined in their individual PDP. For example:
  - observe their practice and provide them with explicit feedback relating to improved classroom practice through the use of specific evidence-based high impact strategies
  - introduce peer observation and feedback as part of the PDP process. This may include observing colleagues and being observed and working collaboratively to reflect on this practice and identify areas for improvement
  - principals / leaders and teachers as co-learners in PLCs reflect on and engage in professional conversations on how to effectively introduce strategies to improve student outcomes.
- Support teachers to develop and implement strategies that maximise ‘time on task’ in the classroom. For example:
  - clear classroom management processes and procedures
  - induction programs for new staff with an explicit focus on effective classroom management
  - sharing of effective practice for specific students and classes within PLCs
  - effective two-way communication with parents/carers.

Support teachers to embed the use of a broad range of evidence-based high-impact teaching strategies in their everyday practice

Key actions:
- Provide time and resources for principals / leaders and teachers to co-learn in PLCs to reflect, refine and improve their individual and collective practice
- Have principals / leaders and teachers co-learn within their PLCs to monitor their individual practice against the school’s pedagogical model and to provide their peers with feedback to assist them to reflect and improve practice
- Assist teachers to use assessment data to track the impact of their teaching practice and on the use of specific strategies on student learning growth
- Implement and provide access to professional learning that is focused on improving teachers’ knowledge of high impact teaching strategies
- PLCs develop and share exemplars of student work in order to raise expectations across the school
- Communicate with parents and encourage students and parents to apply learning in wider contexts. For example:
  - participate in the Premier’s Reading Challenge
  - develop a regular home reading routine
  - share learning experiences through the school newsletter
  - discuss learning goals and strategies to help achieve those goals.
Assess the state of the current learning and teaching program

Key actions:
- Audit where your school sits on the FISO Continua of Practice in relation to curriculum planning and assessment
- Assess the current state of curriculum plans and assessments against the Victorian Curriculum for English, Mathematics, and other learning areas and capabilities
- Analyse data from different sources, and triangulate to identify literacy and numeracy needs and trends at the school, cohort, class and individual student level.
  - Examples of data sets:
    - Panorama Reports
    - NAPLAN
    - Insight Platform Assessments
    - VCE data service
    - teacher judgements
    - common assessment tasks
    - running records
    - teacher observation and teacher/student interactions
    - other diagnostic assessments
    - student and parent voice
- Use this gap analysis to identify areas of the curriculum and assessment that need to be developed further. This means ensuring that curriculum and assessment is supporting learning growth for all students
- Review your school’s assessment schedule and routines for moderating teacher judgements
- Provide time for teachers to work collaboratively to ensure that the curriculum, across the whole school, aligns with the Victorian Curriculum Scope and Sequence across all relevant learning areas and capabilities
- Check that all teachers have a shared understanding of how literacy and numeracy influences student growth within all learning areas
- Develop a shared understanding of high quality teaching of literacy and numeracy.

Check the current state of curriculum planning and assessment against the FISO Continua of Practice

Key actions:
- Check that:
  - you have a documented curriculum plan
  - there is a holistic approach to curriculum, pedagogy, and assessment
  - the curriculum is monitored and evaluated.

Work with your SIT (including nominated literacy and/or numeracy lead) to set your school’s priorities through the development of your AIP

Key actions:
- Embed a whole-school focus on literacy and numeracy within your AIP/SP and communicate goals, strategies and actions to all staff
- Ensure that a staff member(s) is allocated with specific responsibility for leading literacy and/or numeracy improvement strategies outlined in the AIP/SP. This staff member(s) must be part of the School Improvement Team. Their responsibilities should include the creation of a culture where all teachers are responsible for literacy and numeracy improvement. These roles include:
  - literacy and numeracy leaders
  - PLC leaders
  - Marrung, English as an Additional Language (EAL), Program for Students with Disabilities (PSD), LOOKOUT, and Navigator Coordinators.

Support teachers to prioritise and set goals in relation to curriculum planning, moderation and assessment

Key actions:
- Work collaboratively to establish clear goals, strategies and targets embedded within your AIP that relate explicitly to curriculum planning, moderation, and assessment (formative and summative)
- Prioritise work that needs to be completed as part of the AIP development process.
Ensure the curriculum plan is developed and documented

Key actions:
- Provide teachers with time to work collaboratively and openly to refine (and where necessary redevelop) curriculum plans for the area in which they are teaching
- Develop a consistent and coherent approach to the documentation of curriculum (planning templates)
- Ensure the curriculum plan is sufficiently detailed to ensure consistent delivery across classrooms
- Establish systems and processes to ensure that curriculum plans are documented with consistency and coherence, and focused on developing students’ literacy and numeracy skills in alignment with the Victorian Curriculum English and Mathematics Scope and Sequence
- Ensure vertical and horizontal alignment of the Victorian Curriculum English and Mathematics Scope and Sequence
- Ensure all curriculum plans are documented and accessible to all relevant staff.

Ensure a holistic approach to curriculum, pedagogy and assessment

Key actions:
- Develop a consistent whole-school pedagogical approach
- Develop assessment and data analysis protocols to ensure consistency in the administration and analysis of the assessment task
- Ensure assessment schedules, including summative and formative, are in curriculum plans and align with the whole school calendar/school assessment schedule
- Support teachers to differentiate curriculum and assessment for a wide range of learners, and more specifically for students who require personalised learning and support planning
- Establish the school as a PLC, build a culture of collaboration, and establish collaborative teams
- Allocate time for principals / leaders and teachers to work collaboratively to:
  - plan for learning
  - develop common formative and summative assessments
  - moderate student work
  - make accurate and consistent assessments
  - identify appropriate responses to interventions.

Plan to monitor and evaluate the curriculum

Key actions:
- Embed timelines in the AIP that explicitly make provision for regular monitoring and evaluation
- Establish an assessment schedule and clear processes, procedures and timelines for teachers to collect assessment data and track student learning growth, including reporting to parents / guardians
- Develop a learning cycle that clearly articulates the connection between content, pedagogy, assessment and learning intervention.

Ensure all teachers know, and have a shared understanding of, what they are teaching and how they are assessing. Support them to implement the curriculum plan and assessments

Key actions:
- Ensure curriculum plans and assessments are accessible to all relevant staff
- Ensure details of the curriculum and the assessment schedule are communicated to students and parents/carers
- Allocate time to work in PLCs to support each other to implement the curriculum plan and assessment schedule and to use formative assessment to drive pedagogical improvement
- Provide teachers with support to effectively differentiate the curriculum to meet a diverse range of student needs.
  For example:
  - literacy and numeracy leadership
  - expert presentations
  - sharing of good practice and exemplars
- Put systems and processes in place for systematic collection of data relating to student assessment.
  For example:
  - assessment and reporting schedule
  - use of data walls
  - digital platforms to support data analysis
- Allow time for teachers to work collaboratively to modify the curriculum plan to meet a diverse range of student needs.
  For example:
  - set clear expectations
  - allocate time to work collaboratively
  - understand how to effectively use fluid groupings
  - use formative assessment to respond to student needs.
- Expect teachers to monitor the school’s curriculum and assessment plan and empower them to adapt to meet the needs of individual students

Key actions:
- Check that all staff see the development of curriculum and assessment as an ongoing process that aligns to the improvement cycle
- Support staff with time to work collaboratively to review, refine, update and redevelop the curriculum plan as identified.
Building practice excellence

1. Evaluate and diagnose

Complete individual Performance and Development Plan end-of-cycle reviews

Key actions:
- Review evidence of teachers’ progression towards achieving their Performance and Development Plan (PDP) goals
- Provide opportunities for reflection and work with individual teachers to identify their specific professional learning needs and future PDP SMART goals, with a focus on literacy and numeracy.

Evaluate the effectiveness of the whole-school professional learning plan

Key actions:
- Determine where your school sits on the FISO Continua of Practice in relation to building practice excellence
- Collect and analyse student learning data to identify staff professional learning needs
- Collect and analyse staff feedback on the impact that your school’s professional learning program has had on improving teaching practice and student learning growth
- Focus on student learning needs by ensuring the professional learning plan is:
  - driven by an improvement cycle
  - based on collaborative practice
  - embedded in daily practice
  - aligned to school goals and the performance and development cycle
  - focused on a problem of practice and draws on external expertise where necessary.

2. Prioritise and set goals

Develop a whole-school approach to professional learning and a whole-school professional learning plan that is aligned to the AIP and Strategic Plan

Key actions:
- Align professional learning to the literacy and numeracy goals and strategies within your AIP, and ensure that professional learning is:
  - inclusive of a shared view of effective teaching
  - focused on student outcomes
  - collaborative, involving reflection and feedback
  - informed by the collection, analysis and evaluation of student data
  - evidence-based and modelled on recognised best practice
  - ongoing, supported, and fully integrated into the culture of the school
- Identify who will lead PLCs as they strive for teaching and learning excellence
- Identify opportunities for principals / leaders and teachers to work and learn collaboratively at the school, area, network, region, and system level and to share that learning with their peers
- Adopt a Communities of Practice (CoPs) approach to sharing knowledge, experience, and resources at the network and regional level
- Assess your middle leaders’ capacity to lead improvement, and if required build capacity through structured professional learning focused on instructional coaching. For example:
  - the Bastow Institute’s Leading Literacy/Leading Mathematics courses.
### Building practice excellence

#### 3 Develop and plan

**Support teachers to improve their individual and collective capacity to improve student literacy and numeracy outcomes**

**Key actions:**
- Provide time for teachers to review the Victorian Curriculum for English, Mathematics, and other learning areas.
- Check that teachers use assessment, formative and summative, as a tool to identify where students are at, and what they need to focus on to improve.
- Ensure teachers value the use of formative assessment as a driver of responsive pedagogy.
- Build teachers’ understanding and effective use of formative assessment.
- Support teachers to make effective use of data by building their data and assessment literacy and use of data protocols.
- Put in place systems and processes to ensure that teachers’ PDPs:
  - align with the school’s AIP priorities
  - contain SMART goals relating to literacy and numeracy
  - are developed with a focus on implementing lessons learnt and strategies to support improved teacher practice and progress towards the achievement of individual and school goals
  - are documented on the EduPay portal.
- Implement a whole-school professional learning plan that is focused on the FISO Improvement Cycle and on improving student literacy and numeracy outcomes. This includes:
  - planning for the use of student-free days
  - prioritising and embedding professional learning in the school’s meeting schedule
  - regularly analysing student learning data and sharing with all staff.

#### 4 Implement and monitor

**Support all staff to build practice excellence through the application of the FISO Improvement Cycle**

**Key actions:**
- Allocate meeting time to work collaboratively to analyse impact of teaching on student learning progress. Refer to the PLC Maturity Matrix.
- Provide teachers who have undertaken professional learning (at area, network and region level) with opportunities to share their learning with colleagues.
- Use evidence-based strategies to build teacher capacity.

**Support staff to work towards the goals outlined in their individual PDPs**

**Key actions:**
- Schedule time for teachers to complete their mid-cycle review (online via the EduPay portal).
- Provide teachers with opportunities to reflect and to gain feedback on their progress towards goals and on the effectiveness of their strategies in improving student literacy and numeracy outcomes.
- Provide teachers with opportunities to observe high quality practice and analyse evidence to determine the effectiveness of their own practice in progressing student learning.
Examine a wide range of data and use this to review the AIP / SP and to inform the development of future AIPs

Key actions:
- Systematically interrogate the following sets of learning data to identify patterns, trends, and future needs in relation to literacy and numeracy:
  - NAPLAN school, cohort, year level and individual student data and Koorie cohort data
  - On Demand data and growth data
  - English and Mathematics Online Interview data
  - Victorian Curriculum teacher judgement data
  - school common assessment task data
  - diagnostic assessments
  - other school determined assessments
  - feedback from students and parents / carers
- Present data to all staff. Check there is a collective:
  - understanding of the school’s performance
  - clarity around AIP goals, strategies and targets relating to literacy and numeracy
  - ability to identify students who are well below or well above the expected level in literacy and numeracy

Leaders in the school engage with classroom teachers to discuss student growth based on evidence of student learning and implications for teaching practice

Determine where your school sits on the FISO Continua of Practice in relation to evaluating impact on learning.

Identify students who will require additional literacy and/or numeracy support to have their individual needs met

Key actions:
- Evaluate the effectiveness of personalised learning and support planning to cater to the needs of all students
- Update Individual Learning Plans (ILPs) and identify students who do not have an ILP, but are now identified as requiring one to address literacy or numeracy. This includes:
  - Koorie students
  - students in out-of-home care (LOOKOUT)
  - students with a disability
  - students with EAL
  - students who are school refusers (Navigator)
  - students well above or well below the expected level.

Set goals within the AIP / SP to progress along the continuum for evaluating impact on learning

Key actions:
- Assess how well your:
  - school builds assessment literacy
  - school connects student assessment with learning
  - teachers evaluate and modify their teaching practice.
- Check that relevant staff are in place to support the undertaking of personalised learning and support planning

Key actions:
- Develop and document ILPs for students who require one to address literacy and numeracy
- Undertake personalised learning and support planning and develop ILPs with the specific aim of students making targeted learning gain each year, and identifying strategies to support this learning growth
- Ensure all staff have a broad understanding of how to utilise personalised learning and support planning to meet each individual student’s needs
- Support teachers to work with students and parents / carers to help them set learning goals For example through:
  - student-led conferences
  - three-way conference (parent, student, teacher conferences)
  - parent-teacher conferences
  - self assessments
  - giving explicit feedback.
Plan for teachers to complete assessments for all students in a timely manner to inform teaching and learning programs at individual student, class, and cohort levels

Key actions:
- Build effectiveness with the five formative assessment strategies:
  - clarifying, sharing and understanding learning intentions
  - engineering effective discussions, tasks, and activities that elicit evidence of learning
  - providing feedback that moves the learner forward
  - activating students as learning resources for one another
  - activating students as owners of their learning
- Prep teachers:
  - analyse Transition Learning and Development Statements, and document key information on literacy and numeracy
  - administer Module 2, Prep English Online Interview in February or March and identify by name all students achieving well above or below expected levels
  - conduct running records with analysis of reading accuracy, comprehension and fluency at regular intervals throughout the year
  - administer Mathematics Online Interview, including the pre-detour, in February or March and identify by name all students achieving well above or below expected levels
  - implement and use ABLES for teaching and learning of students with disabilities and additional needs
  - use other diagnostic assessments
- Year 1 - 2 teachers:
  - analyse the previous year’s teacher judgement data for English and Mathematics and identify individual student needs
  - analyse October (previous year) Module 4 English Online Interview (Year 3 only) results and identify by name all students achieving well above or below expected levels
  - analyse previous year’s NAPLAN data (Year 4 only) results and identify by name all students well above or below expected levels
  - administer VCAA On-Demand Tests in English – Reading and Mathematics – Number and identify by name all students achieving well above or below expected levels
  - implement and use ABLES for teaching and learning of students with disabilities and additional needs
  - use other diagnostic assessments
- Year 3 and 4 teachers:
  - analyse the previous year’s teacher judgement data for English and Mathematics and identify individual student needs
  - analyse October (previous year) Module 4 English Online Interview (Year 3 only) results and identify by name all students achieving well above or below expected levels
  - analyse previous year’s NAPLAN data (Year 4 only) results and identify by name all students well above or below expected levels
  - administer VCAA On-Demand Tests in English – Reading and Mathematics – Number and identify by name all students achieving well above or below expected levels
  - implement and use ABLES for teaching and learning of students with disabilities and additional needs
  - use other diagnostic assessments
- Year 5-10 teachers:
  - analyse the previous year’s teacher judgement data for English and Mathematics and identify individual student needs
  - analyse previous year’s NAPLAN data (Year 6, 8 and 10 only) results and identify by name all students well above or below expected levels
  - administer VCAA On-Demand Tests in English – Reading and Mathematics – Number and identify by name all students achieving well above or below expected levels
  - implement and use ABLES for teaching and learning of students with disabilities and additional needs
  - use other diagnostic assessments

Support teachers to use data to support the work undertaken in PLCs

Key actions:
- Collect and analyse a wide range of student learning and assessment data and use this data to inform curriculum planning and assessment
- Identify students who are not achieving targetted learning gain each year, and take action to ensure they do, such as through the development of an ILP
- Use data as evidence of achievement of individual PDP goals, or as a tool to encourage teachers to reflect on the effectiveness of the strategies they are using to improve student learning outcomes
- Improve teachers’ data literacy and ability to use data to identify student learning needs, to track student learning growth, and to identify the impact of the curriculum, assessment, and pedagogy.

For example through the use of:
- data walls
- digital platforms to support data analysis
- Undertake the following assessments in October to assist in the identification of student learning growth and students’ individual needs
  - Prep–4: Mathematics and English Online Interview data
  - Year 5-10: On Demand Tests in English – Reading and Mathematics – Number.

Ensure teachers use assessment data to identify student learning needs and to undertake personalised learning and support planning

Key actions:
- Appoint a Student Support Group (SSG) convenor/coordinator
- Ensure classroom teacher/s are heavily involved in the development of personalised learning and support planning
- Schedule SSG meetings to inform the development of ILPs and a response to intervention
- Implement the use of a consistent SSG meeting and ILP template
- Mandate explicit literacy and numeracy goals within each ILP
- Work with students and their families to implement ILPs that cater to each student’s individual learning needs
- Make copies of ILPs available to all relevant stakeholders, especially classroom teachers
- Schedule follow up SSG meetings and review of ILPs to ensure progress or to take corrective action.
Key resources:

Australian Curriculum, Assessment and Reporting Authority (ACARA)
http://www.acara.edu.au/
Find:
• NAPLAN

Australian Institute for Teaching and School Leadership (AITSL)
https://www.aitsl.edu.au/

Learning Diversity Resources
Find:
• Programs for Students with Disabilities (PSD)
• Koorie Learning Resources
• Marrung Aboriginal Education Plan 2016-2026
• English as an Additional Language (EAL)
• Gifted and talented education
• Resources for educators and families

Bastow Institute of Educational Leadership
Find:
• Leading Literacy
• Leading Mathematics
• Communities of Practice (COPs)

DET Whole School Professional Development
Find:
• Professional Learning Community (PLCs)
• PLC Maturity Matrix
• Induction
• PLC Case Studies
• Professional Learning Plan

Education State
www.education.vic.gov.au

Education State Initiatives
Find:
• LOOKOUT Education Centres
• Navigator Program

Framework for Improving Student Outcomes (FISO)
Find:
• FISO Continua of Practice
• Strategic Plan / AIP
• Communities of Practice (COPs)

Literacy Portal
Find:
• Insight Assessment Platform
• Premier’s Reading Challenge
• FUSE
• Parental engagement and activities
• High Impact Teaching Strategies (HITS)
• Pedagogical Model

Community Engagement in Learning
Find:
• Families as Partners in Learning
• Family-School Partnerships Framework: A guide for schools and families

Professional Development Plans (PDPs)
Find:
• Teacher Performance Development Plans
• Principal Class Performance and Development Plans
• Evidence-Based Professional Learning Cycle

School Information Portal
https://schoolportal.eduweb.vic.gov.au
Find:
• Staff Opinion Survey NAPLAN
• Teacher Judgements
• Parent Opinion Survey
• Attitude to School Survey

Victorian Aboriginal Education Association (VAEAI)
Find:
• Koorie Education Calendar
• Protocols for Koorie Education in Victorian Primary and Secondary Schools
• Tuckerbag Classroom Resources Database: Indigenous Perspectives in the Classroom
• Learning about the Stolen Generations: The National Sorry Day Committee Resource
• Koorie Education Resources Register
• Koorie Skills Register
• School-Community Partnership Agreements
• Victorian Indigenous Honour Roll
• Koorie English and Code Switching
• Constitutional Recognition

Victorian Curriculum and Assessment Authority (VCAA)
Find:
• Victorian Curriculum
• Victorian Curriculum English Continuum of Learning
• Victorian Curriculum Mathematics Continuum of Learning
• Victorian Curriculum – Learning in Mathematics
• Reporting (Teacher Judgements)
• Cross Curriculum Priorities

References
