

Foreword

In 2017, Bolinda Primary School went through the Peer Review process and identified areas for improvement within the school. With a change of Principal, decreasing enrolments, limited Professional Development for staff, inconsistent planning documents, and an absence of student voice, listed amongst the concerns, we knew changes needed to be made.

We began the year creating a new Pedagogical Model for the teaching of reading, writing and numeracy, which would be consistent throughout the school. We read through many examples of best practice and used combinations of each model to come up with our own Bolinda Primary School Pedagogical Model. Through peer observations and feedback, this model has been embedded throughout our school and is used consistently by all year levels.

After identifying a need for a new approach to the teaching of reading, much of our Professional Development has been focused on literacy. Our first two Curriculum Days have centred around the explicit instruction of reading and writing. From looking through our data and knowing our students, we identified a need for a Speech Pathologist to be hired to work exclusively at our school. The Speech Pathologist works with all of our students who are 12 months behind the expected level in reading.

Both the Speech Pathologist and myself, devised a Response to Intervention Framework, which we now use throughout reading and numeracy, with plans to include writing in 2019. This Framework allows us to easily identify all students who are at risk of falling behind and provide early intervention through a modified program in the classroom. Those students who are already 12 months behind receive 1:1 assistance out of the classroom with the Speech Pathologist (reading) and myself (numeracy).

To engage students more and give them a voice, we have created a Leadership Team which includes all of our current year six students and the two school captains (our first school captains at Bolinda PS). The school leaders have been divided into smaller teams of 3, and have selected two areas of the school they would like to improve, including; school pride, school grounds, interactions and student friendships, opportunities for students, the impact on the community, celebrations and special events, attitudes of students, and any other ideas to improve the school. This has become a project for our leadership team to extend until the end of 2018. The students have become more engaged in their learning and in improving the image of the school. I also took all 12 year six students to the GRIP Leadership conference at the beginning of the year to enable them to develop their leadership skills and to network with other students from schools all over Victoria. This was a very valuable experience for our student leaders and a tradition we will continue with in future years.

To address our decreasing enrolments (12 of our 39 students are graduating year 6 at the end of 2018), we have begun to devise an Enrolment and Advertising Plan across the school. This has involved promoting events within the school to access at least 12 newspaper articles across the school year. We have currently had five promotional newspaper articles as of June. We have put together a Foundation Information Pack for 2019, and will be running a 'Readiness for Prep' Transition program open to all kindergartens, regardless of enrolment status at Bolinda Primary School. This will be open to 16 Kindergarten students across 10 weeks (5 weeks each in Terms 3 and 4) and will be run by the Speech Pathologist and myself, covering areas of phonics, numbers, social skills and fine-motor skills. This will also give us a chance to collect data on any future enrolments at the school, and give us a head start in planning for their individual needs.

The improvements that have been made by our dedicated team of teachers and ES staff have really laid the foundations for an exciting future at Bolinda Primary School. With many other plans in the works to improve the outcomes of our students, we really have become the **small school with a big heart**.

With Individual Learning Plans for all students, smaller class sizes, an effective Intervention Framework, on-site Speech Pathologist, friendly, welcoming students, and a small country school feel, our overall goal for the school is to become the **Destination School of the Macedon Ranges**, Particularly for those seeking a smaller school for their child.

Greg Clement
Principal

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We believe that every child can learn:

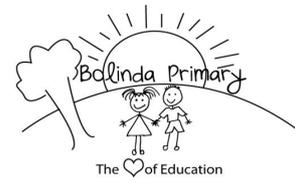
- creatively, confidently and successfully
- regardless of gender, health or disability
- regardless of language, ethnicity or socioeconomic background
 - when we build upon their gifts and talents
 - when we give them respect and give them a voice.

We believe that every child needs:

- parents and teachers with high expectations
- the essential literacy and numeracy skills and fundamental disciplines
 - opportunities for cooperation and collaboration
 - a strong moral compass and sense of purpose and optimism
- to work in teams, communicate, solve problems and be resourceful
- to embrace opportunities and take responsibility for themselves
 - to work with their teachers to co-create their learning
- to engage in challenging and stimulating learning environments
 - to use technology creatively and productively
 - to be part of a culture of excellence
 - to belong, to be safe and to be loved.



What is an Effective Teacher, School and Learner?



Effective Teacher

The single biggest influence over how well a student performs in the school, according to John Hattie, is the classroom teacher, accounting for 50% of the effect on the student. Effective teachers use strategies as a means of enabling students to actively participate in the negotiation of roles, responsibilities and outcomes. When teachers listen to student voices, they build relationships that are respectful and supportive. They also gain valuable insights into how to support student engagement and build more positive and collaborative relationships with all students. Therefore, our teachers have a significant impact on student achievement, motivation and engagement.

An effective teacher will be able to demonstrate:

- An ability to evaluate and reflect on their impact in the classroom.
- A supportive classroom environment.
- A deep knowledge of the Curriculum Standards.
- Ongoing monitoring of students and provision for regular feedback.
- Excellent communication and interpersonal skills.
- An ability to use data to inform their teaching.

Effective School

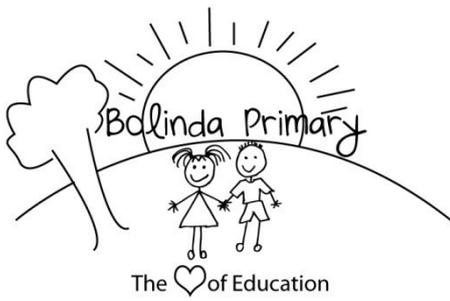
Effective schools understand the importance of creating learning environments that promote independence, interdependence and self-motivation. At Bolinda Primary School, we provide a safe and orderly environment that supports cooperation and collaboration. We have created a research-based Pedagogical Framework that develops and maintains effective instruction in every classroom. We have a guaranteed and viable curriculum focused on enhancing student learning. We use a standards-referenced reporting system to inform parents accurately of student achievement and progress. We are well resourced and able to provide the best possible curriculum to our students.

Effective Learner

An effective learner is one who embodies the school values of Learning, Communication, Cooperation, Respect and Responsibility. An effective learner will seek regular and ongoing feedback to improve their understanding of each of the content areas. They will complete all work to the best of their ability, will listen intently, work in teams, and have a growth mindset.

Teachers at Bolinda Primary School will integrate these strategies (with their associated effect size) within our Pedagogical Model for each lesson:

- Feedback 0.73
- Spaced vs Mass practice 0.71
- Phonics Instruction 0.60
- Direct Instruction 0.59
- Worked examples 0.58
- Small group learning 0.49



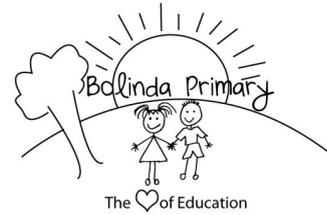
Pedagogical Model for Reading

IMPROVEMENT CYCLE

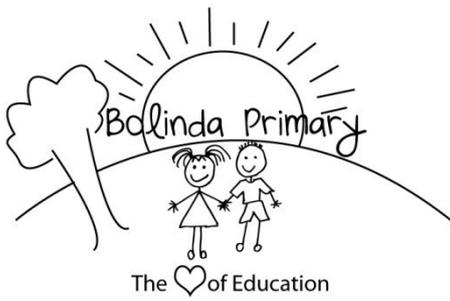


DURATION	PHASE OF THE LESSON	WHAT THIS LOOKS LIKE
20 mins	Whole Group Focus	<ul style="list-style-type: none"> Discuss the Learning Intentions and create the Success Criteria with the students. Activate Prior Knowledge Modelled Reading with the Learning Intention as the focus. Teacher to scaffold using modelling & shared thinking aloud.
15 mins	5 x Small Group Rotations (incl. Guided Reading with teacher)	<ul style="list-style-type: none"> Teacher takes guided reading group. 4 x remaining groups complete set tasks in mixed ability levels. Tasks to focus on specific goals such as CVC, CVCC, CVVC, high frequency words, initial sounds, end sounds, blends, etc.
20 mins	2 x Reading Conferences Individual Reading	<ul style="list-style-type: none"> Teacher to take 2 students for individual conferences at 10 minutes per student (see conferencing guide). Remainder of students read independently with a focus on the Learning Intentions.
5 mins	Reflection / Goal check-in	<ul style="list-style-type: none"> Students model what they have learnt, related to the Learning Intentions. Allow students to share successes.

Reading Conferences Guide



Stage of the Conference	Intention of the Stage	Stage of the Conference	Intention of the Stage
1	Learn about the student and their interests, reading habits, attitudes to reading, books they	6	On-the-spot teaching. Demonstrate how to use the process/strategy for the student to copy.
2	Referring to previous goals and gathering information about the student's progress	7	Create and agree on goals. Establish tasks to help achieve the goals.
3	Hear the student read aloud. Take notes on fluency, decoding, expression, etc.	8	Record observations and comments in the student's goal book. This is kept in their book box.
4	Check for comprehension. Ask questions.	9	Extend reading interests by keeping a log of the student's reading, taking note of authors, gen-
5	Provide personalised, specific feedback.	10	Finish positively with a nice, specific statement about something that the student is doing.

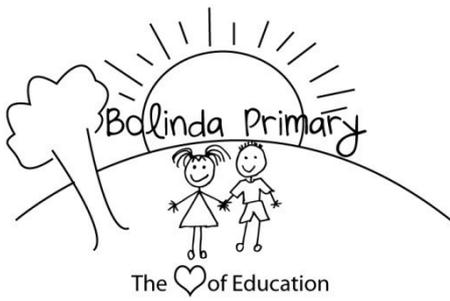


Pedagogical Model for Writing

IMPROVEMENT CYCLE



DURATION	PHASE OF THE LESSON	WHAT THIS LOOKS LIKE
10 mins	Tuning In	<ul style="list-style-type: none"> Discuss the Learning Intentions and create the Success Criteria with the students. Activate Prior Knowledge linked to previous lessons.
15 mins	Explicit Teaching	<ul style="list-style-type: none"> Teacher explains and models a new skill. Teacher to provide multiple demonstrations to scaffold the learning. 90% teacher led.
30 mins	Guided Practice Independent Practice	<ul style="list-style-type: none"> Teacher allows students to practice the new skill using whiteboards or A3 paper in a safe environment. Students work in small groups and receive assistance from the teacher. Teacher to gauge understanding of each student. 50/50 student/teacher involvement. Students now practice the skill on their own at their tables. The teacher will work with a small group who were identified as needing extra assistance from the Guided Practice phase. 90% student led.
5 mins	Reflection / Goal check-in	<ul style="list-style-type: none"> Students share what they have learnt, related to the Learning Intentions. Teacher to create success criteria 'tick boxes' at the bottom of the students' work for self-reflection. Allow students to share successes.



Pedagogical Model for Numeracy

IMPROVEMENT CYCLE



DURATION	PHASE OF THE LESSON	WHAT THIS LOOKS LIKE
10 mins	Tuning In	<ul style="list-style-type: none"> Short game/activity/video linked to the learning to 'hook' the students into the learning that is about to occur. Discuss the Learning Intentions and create the Success Criteria with the students. Activate Prior Knowledge linked to real-world use of the concepts.
15 mins	Explicit Teaching	<ul style="list-style-type: none"> Teacher explains and models a new skill. Teacher to provide multiple demonstrations. Show & Tell with plenty of worked examples. 90% teacher led.
30 mins	Guided Practice Independent Practice	<ul style="list-style-type: none"> Teacher allows students to practice the new skill using whiteboards or paper in a safe environment. Students work in small groups and receive assistance from the teacher. Teacher to gauge understanding of each student. 50/50 student/teacher involvement. Students now practice the skill on their own at their tables. The teacher will work with a small group who were identified as needing extra assistance from the Guided Practice phase. 90% student led.
5 mins	Reflection / Goal check-in	<ul style="list-style-type: none"> Students model what they have learnt, related to the Learning Intentions. Allow students to share successes.

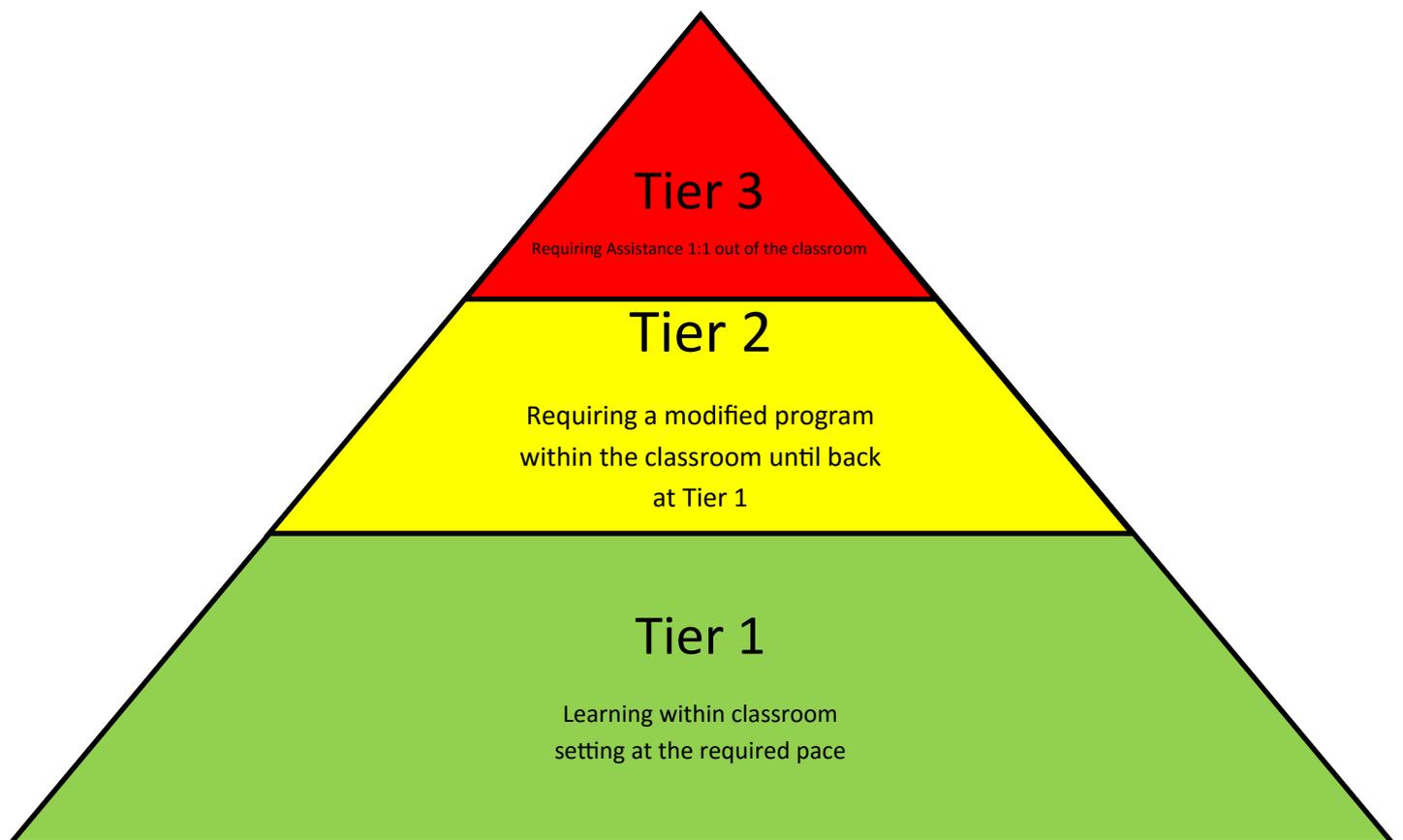
What is the Teaching & Learning Framework?

Our goal at Bolinda Primary School is to ensure every opportunity for learning is maximised to enhance student outcomes. To support this, we want all teachers to deliver their specific curriculum knowledge in a manner that enables every student to be aware of the purpose of the learning taking place, and of the process of acquiring new skills and knowledge. By focusing our framework on 'best practice', we can provide the most effective ways to ensure all students are learning.

The Teaching and Learning Framework is a powerful set of guidelines relating to quality teacher practice. It represents the 'way we teach' at Bolinda Primary School, which allows each student to work towards exceeding their potential.

The Response to Intervention (RTI) Framework

This year, we have developed our Response to Intervention (RTI) Framework to include the areas of Numeracy and Reading. The RTI Framework ensures that all students are catered for both in and out of the classroom. Students in the 'green' zone, are working at the expected level, and are progressing at a satisfactory rate in the classroom. Students in the 'yellow' zone, are 6 months behind the expected level, and require a modified program within the classroom. Students in the 'red' zone, are 12 months or more behind the expected level, and are given 1:1 assistance outside the classroom with our Speech Pathologist (reading) and with the Principal (numeracy). We also have two student teacher volunteers who assist with numeracy intervention within the classroom setting.



The school has also hired a tutor from the Macedon Ranges Gifted & Talented Network, to offer our students who are working 12 months or more ahead of the expected level, some tailored 1:1 assistance to accelerate their learning.

Targeted Numeracy Intervention in action

Bolinda Primary School has established a Targeted Numeracy Intervention Program after analysing our whole school data, and noticing 5 distinct groups of students. Due to the population of the school and the range in each classroom, it was decided that we should trial a targeted intervention program across the whole school, using all staff.

The development of a targeted numeracy intervention strategy at Bolinda Primary School began with a whole-school review of student learning data. Led by all teaching staff, the review identified that the junior secondary years were a critical period for ensuring students not only had the requisite skills and understanding, but also the confidence to positively engage in learning. After researching strategies, including a 'Footsteps' program, GRIN (Getting Ready in Numeracy) and others, it was decided that due to our particular range in student achievement, that ability groups would work best for our school context.

What does Targeted Numeracy Intervention look like at Bolinda PS?

The Targeted Intervention strategy involves all staff taking on a group of students (no bigger than 13) and working with them towards their next level of learning. Our staff use the most up to date data on each child to assess their level of learning and help them progress towards the next level of achievement. Every student in the group is at the same level of learning, regardless of grade level. This enables the teacher to really target the learning of the whole group. The groups are fluid in that when a student is noticed to be working above or below the other students in the group, they are able to be moved on to another more suitable group quite quickly.

The purpose of the program.

The sessions build students' skills and knowledge at their particular level of learning on the Numeracy Continuum. We were finding that there was such a large range of student abilities in the one classroom that it was becoming more and more difficult to target our teaching to all of the levels in the one room. Even though we were undertaking professional development in differentiation and using data to really understand our students' next stage of learning, the range was becoming an issue. The thinking behind it all is that we've created an environment where there are on average 7 students to one staff member, where students can work at the level they are at, and not where they are expected to be at. We are able to fill in the gaps in their learning, which in turn, will go a long way to helping to build future numeracy skills. We are proud of the fact that we know where all of our students are at, and can help them all to be successful in the classroom and develop a love for mathematics.

The role of the tutor.

Using our Whole School Data wall, we were able to identify several students who were working well above their expected level, in some cases 12 months ahead. We decided that by hiring a local tutor, we would be able to provide those students with the necessary extra attention they require, in order to enable them to remain 12 months ahead. The tutor, Andrew Holborn, is an experienced tutor in the Macedon Ranges who has been facilitating the Macedon Ranges Gifted and Talented Program for a number of years. His experience as a teacher over many decades has made him a welcome addition to our staff, providing a wealth of knowledge for our staff to learn from. Andrew provides all teaching staff with his lessons and all 6 of his students have a learning folder which is available to all staff members for perusal.

Practical Intervention: How it fits with our Instruction Model.

Recapping our learning.

In the introduction, we do a quick recap about how they found their last maths lesson and we discuss our learning intentions for today's lesson. We set ourselves a learning goal using success criteria we create together as a class. Once we start to jog their memories with a couple of examples of what they covered last lesson and activate their prior knowledge, then we can really prepare them for the new session.

Pre-loading future concepts, guided and independent work.

We then talk about what they're going to be learning and start delivering some of the concepts that they're going to see, and really give them the freedom to make as many mistakes as they need. Explicit teaching is vital at this stage. We are able to 'think aloud' and explain why we are doing certain things, and explain our thinking behind each part of the problem. In this part of the lesson, 90% of the work is done by the teacher, and 10% by the student.

Next, we allow the students to have a go, with assistance from the teacher. This is where tools like the mini whiteboards are valuable because if they make a mistake they can just erase what they've written. They can make mistakes here and they don't feel embarrassed about what they've done. In this part of the lesson, 50% of the work is done by the teacher, and 50% by the student.

The next phase of the learning is Independent Learning, where the students apply their new knowledge to some real-life problems and tasks. These can be worded problems, as well as formal maths problems, such as vertical addition and subtraction. The Independent stage should involve both hands-on tasks and written pen and paper tasks.

A focus on vocabulary.

Then there's the literacy component that describes some of the key terms they're going to see in future lessons for this numeracy concept. Particularly when you get to things such as addition and multiplication, there are words like 'sum of', 'multiplied by' and 'product', that we tend to take for granted as maths teachers but students can be quite derailed by.

Planning for future success.

We are hoping that our students will have greater confidence in their maths classes, and for their beliefs about their capabilities as students to have shifted once they have started to enjoy greater success in their learning.

This program will also allow for our teachers to really narrow the range of learning they are planning for each week, and gain a better understanding at each stage of the numeracy curriculum. We feel our ability to differentiate the learning has strengthened over the first 6 months of the year, but the needs of our students requires us to provide more targeted numeracy intervention at this point in time.

Assessment



Pre and Post testing

The role of the pre-test is to evaluate a student's ability at the beginning of a unit. This will enable teachers to meet the individual learning needs of each student by acknowledging that each student has different starting points, readiness for learning, goals and requirements for support.

At the completion of a unit the student will undertake an assessment in line with the curriculum standards. This assessment will demonstrate to the teacher what the student was able to learn, and to the student, how they can improve.

Both the pre-test and post-test will be graphed on a Guttman Chart to determine the growth of each student during a unit of work. This will clearly display the required feedback and teaching intervention for each student to develop their knowledge, skills and understanding.

Formative Assessment

The goal of ongoing formative assessment is to continually monitor student learning and growth. Teachers will provide ongoing feedback that can be used for student intervention and in turn to improve the student's learning.

Formative assessment can be an informal process and may include:

- Conversation and debate
- Entry cards and Exit forms
- Homework
- Observations
- Peer assessment
- Questioning
- Self-assessment
- Written feedback
- Reflective writing



Summative Assessment

Summative assessment refers to the assessment of the learning and summarises the development or achievement of the learner against the curriculum standards. The summative assessment can be used as a final percentage score for reports and/or to identify any concern requiring further attention.

Summative assessment is a formal process and could include:

- Assignments
- NAPLAN
- Projects