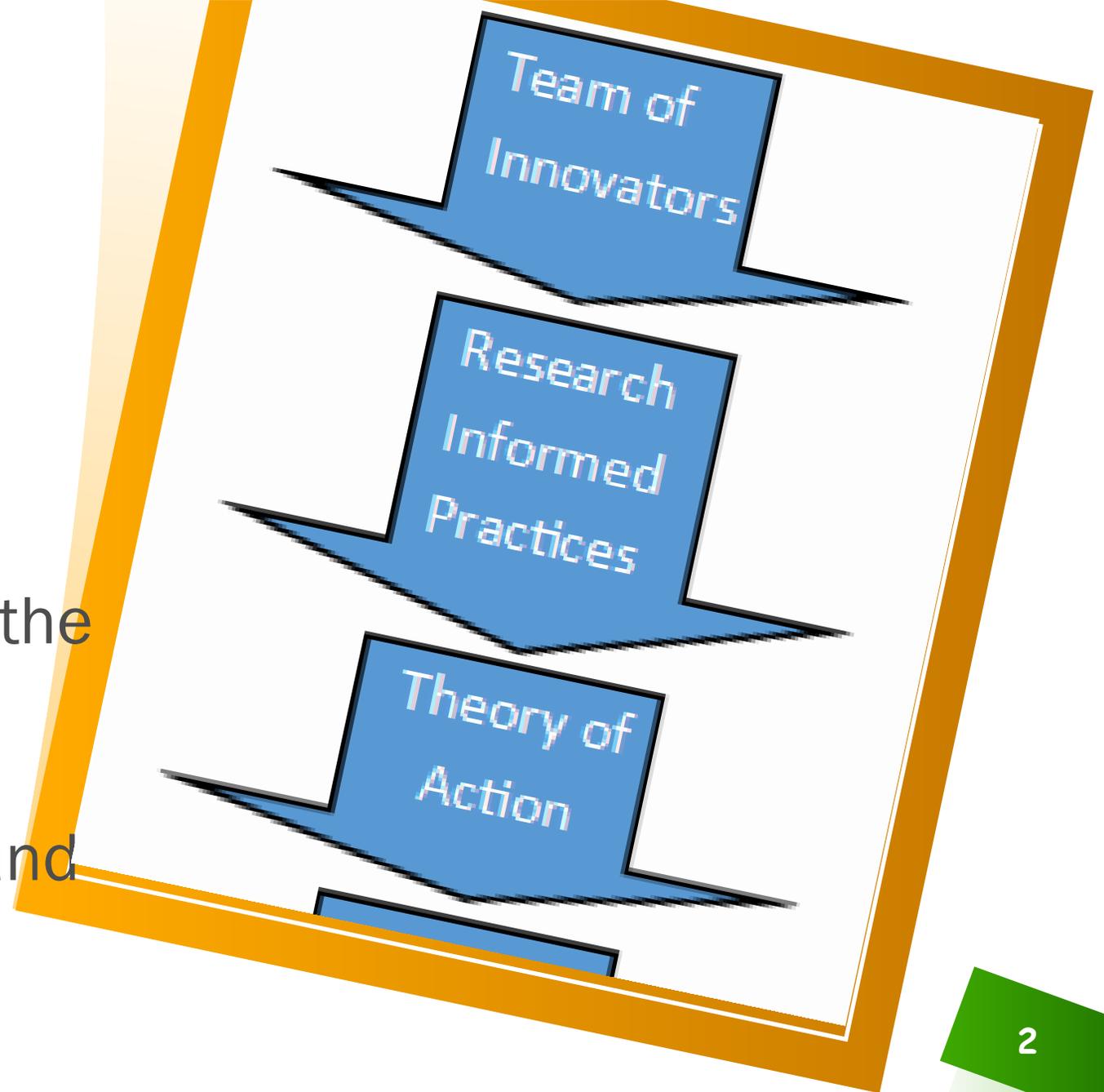


Setting the Scene

Teachers are teachers because they want to have a positive impact on students, self and others.

- Want to achieve success with the students in their duty of care
- Want to have a sense of belonging, be part of a team and work effectively with others
- Want to be efficient time managers



Year's growth for every student

A visible learner...

- knows what they need to learn.
- asks a teacher or friend if they are not sure of what to do.
- can talk about their learning.
- sets their own goals.

I know my...

- reading goal
 - writing goal
 - personal goal
 - maths goal!
- } and where I am successful!

I am a visible learner!

Point of Focus

Identification of desired achievement.

- What do you want to achieve?
- Why is it important? What does research say?
- How will you know what impact you have? With what will you measure your success?
- Who will you share it with? What next ?

Data Wall



Visible Learning & Formative Assessment

Hattie and Wiliams



Whole School

Social Capital

Strategic Direction

- Growth mindset - all teachers are leaders
- When building your team, focus on the evidence base, provide time to research and support the need to build, test and implement their ideas. Test their results in their own classes, compare, contrast, align thinking and test again.
- Share their successes in their team, then evidence to the whole team.

Using a team to lead the team!

Collective Purpose

- We developed a theory of action – and then framed it through the Spiral of Inquiry model.
- By using highly motivated staff, setting high expectations and making use of their collective efficacy – change was impacted in four classes immediately. Their social capital helped to ensure the whole school team was driven to success.
- The take up was not overnight, It took time but the tipping point was achieved.

Fast and furious monitoring

High Expectations

Built in accountability -
monitoring, reporting
and sharing.

Sharing with integrity - the
good, the bad and the ugly.





Getting the 'Buy In'

- Telling the narrative
- Sharing the successes
- Showing the results
- Having an impact
- Changing student metacognition.

**I WANT WHAT He/She is
HAVING!**

EPS celebrates their recognised success

Comparison - Before and After

SUCCESS breeds SUCCESS

Successful teams



From little things, big things grow

Successful School



The net result

WHAT DID COLLECTIVE EFFICACY LEAD TO?

Pride in self, pride in
others, pride in school.

Sorry – NAPLAN data removed.

End result over three years.

In Year 5

- Increase of 18% of students in top two bands in Reading
- Writing remains on par with state levels of achievement
- Spelling remains at same level for school, which is above state level
- Grammar and Punctuation has climbed 8% and is greater than 15 % above state level.
- Numeracy has progressed by 28% and is greater than 15 % above the state level.

The net result

WHAT DID COLLECTIVE EFFICACY LEAD TO?

- Theory
- Processes /resourcing
- Testing /Assessing
- Redesigning
- Challenging/ Testing
- Sharing
- Impacting
- Collecting data
- Sharing successes
- Team building.
- Whole school feel.

Pride in self, pride in others, pride in school.

PROJECT EPIC PHASE TWO

WHAT HAVE WE LEARNT? WHAT WAS OUR BASELINE?

WHAT RESEARCH HAS INFORMED OUR LEARNING?

WHAT ACTIONS WERE TAKEN?

WHAT WAS THE IMPACT?

RESEARCH TO PRACTICE

SPIRALS OF INQUIRY

SCANNING
Staff reviewed internal performance data and a range of other contextual information to establish a baseline in student outcomes for writing in 2016 and the Two Great Powers (WGP) in 2014 and the Two Great Powers (WGP) in 2017, and identified areas for improvement.

FOCUSING
2016: A focus on improving student outcomes in writing in 2017. The focus on writing continued and a new focus on mathematics (space value and problem solving) began.

DEVELOPING A RITUAL
Professional dialogue and collaborative and reflective discussions among teachers were initiated with student progression and teacher impact on learning. To make it easier to achieve outcomes, we know our teacher evidence-based professional learning.

ENGAGING IN NEW PROFESSIONAL LEARNING
2016: Research into the theories of John Hattie and Dylan William showed that using visual data and timely formative feedback and assessment can provide a positive impact on learning of eight months. This was important to ensure learning was student-driven, meaningful and that learning goals were individualised. Lead teachers trained staff in formative feedback, assessment and visible learning. Staff received Professional Development in the Seven Steps to Writing Success, which has proven results of a 10-20% increase in writing scores in just 12 weeks. Longer term benefits include greater student engagement and greater learning curves. Staff committed to using strategies such as Two stars and a wish, WALT, WOLF & TAP.

2017: Staff maintained their consistent writing focus to embed practice. They also attended professional learning about 11 CAN statements for mathematics, for some classes to lead the way. Mathematics 999 was introduced focusing on language development and problem-solving strategies. Money was saved with a move to right to buy maths resources.

IMPLEMENTING TO SUBSTANTIVE IMPROVEMENT
- Clarifying, sharing and understanding learning intentions and success criteria
- Engineering practice-flow discussion and reflection about evidence of learning
- Providing feedback that moves learners forward
- Encouraging students to own their own learning
- Encouraging students to own their own learning

TAKING NEW PROFESSIONAL ACTION
Staff across the school implemented visual data walls for writing and individualised goals for students in 2016. This involved using writing rubrics, checker markers on desks and in books for students, regular student teacher conferencing, and consistent teacher judgement. The process is continuing and progressing now into the summary domain in 2017.

MAKING TEACHING VISIBLE
Embed the teaching to enable the student to see what to do and how to do it.
Embed the learning to enable the teacher to see if goals are meeting or not.
Use, and learning visible when the learning goals are not only challenging but is

CHECKING THAT YOU'VE MADE ENOUGH OF A DIFFERENCE
The student's increased understanding of and engagement with data walls enabled staff to provide guidance and increasingly monitor growth. For staff, there was increased knowledge of the continuum of improvement, engagement with PLAN data and ways of relevance for collaborating with students.
The greatest change was effected by good writing. It showed that the majority of students set and adjusted their learning goals and that they were progressing along with continuum of the expected pace. The multi-language of the students and staff changed and became consistent across the school. The project gave the staff tools for a greater capacity to succeed and know their impact.

CHECKING THAT YOU'VE MADE ENOUGH OF A DIFFERENCE
School reports were adapted to incorporate future learning goals in each Key Learning Area. This was implemented to improve the information provided to families and support the establishment of future learning goals. This process enables staff to embed assessment and for learning by implementing formative feedback strategies. Furthermore, students are intrinsically motivated and they develop a culture of self-improvement which leads to a positive impact on learning outcomes.
In the first four months of 2017 the school focus on maths language development and problem solving strategies resulted in unprecedented, immediate impact. The focus on formative assessment, feedback and visible learning also positively impacted reading comprehension.

Big Picture



**Collective Teacher Efficacy works in all environments
- Taking the challenge elsewhere**

GyMEA Bay Public School

Planning Overview for Gymea Bay Public School

GBPS Milestone Map

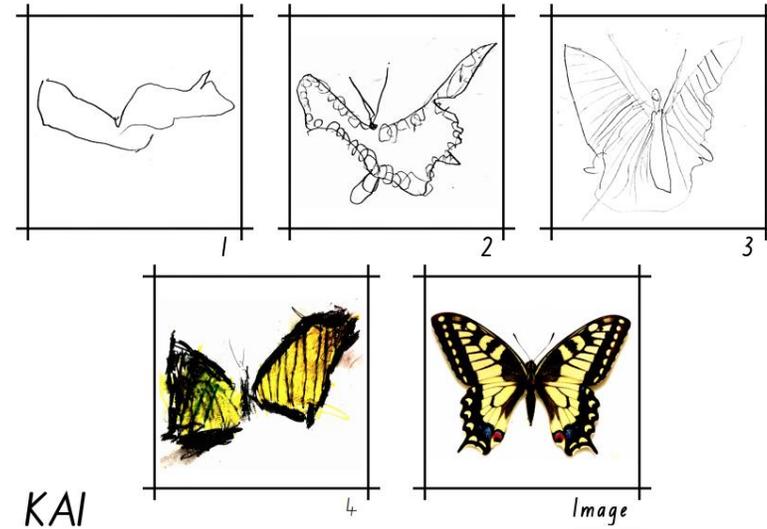
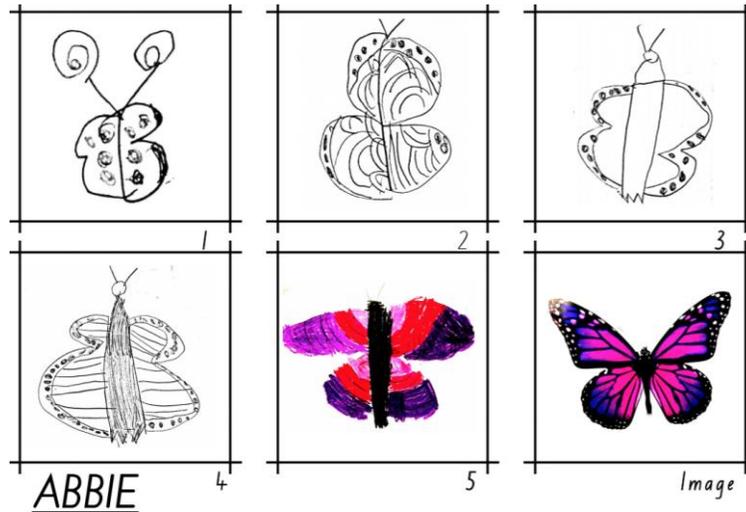
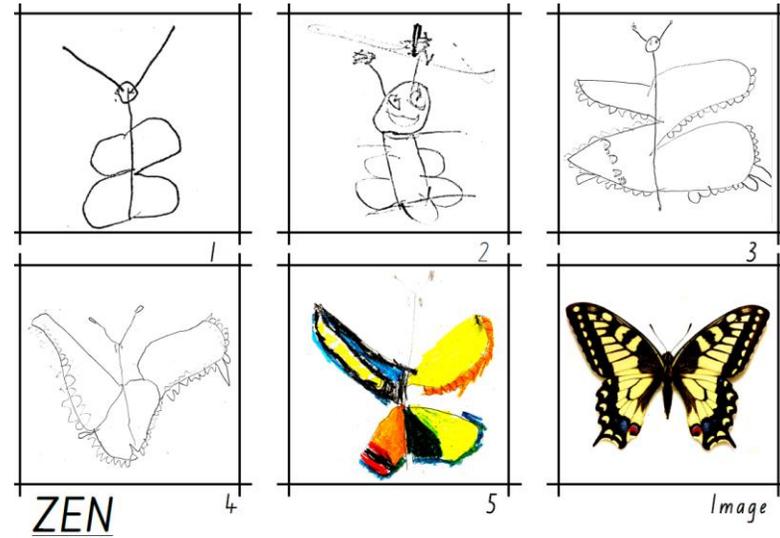
2018-2020
3 Year Plan



We are a great school!



The power of feedback





The power is with
your people!

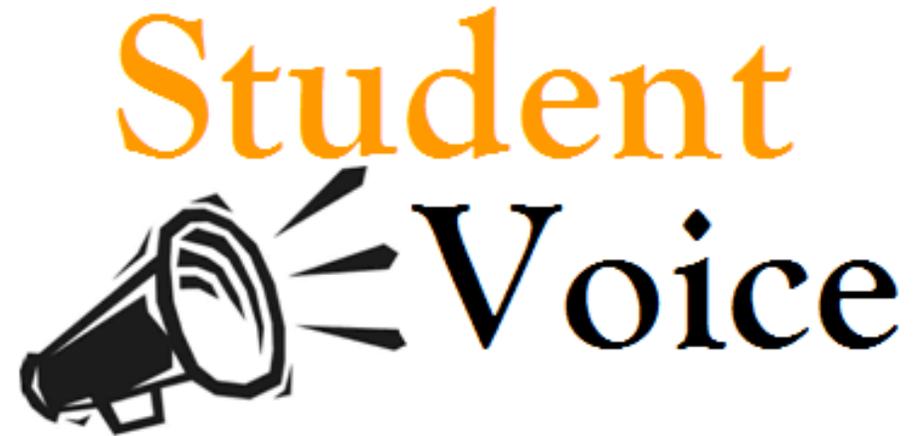
Hendrika Green,
Gymea Bay Public School

With a nurturing setting, a real sense of belonging,
with people believing in you and staff having
collective ownership of students - **ANYTHING** is
POSSIBLE

Sorry
videos
removed



A mainstream student –
brave and proud to share his
knowledge of what his
diagnosis has meant for him.
Inspired by the next speaker.
It's okay to be different.



A student with autism, whose
courage empowered him to talk
about his dream to be a leader.

You can achieve your dreams!