

Western Metropolitan Region

Blueprint For School Improvement

Every
child,
every
opportunity



Every child, every classroom,
every school

Western Metropolitan Region

Our guiding question

“What will it take to be the most rapidly improving region in student learning outcomes in the state?”

Our aim

To improve literacy and numeracy as the building blocks for access to a rich curriculum and a successful pathway for every student in the Western Metropolitan Region.

By...

Building the capacity of our leaders and teachers to use effective instructional practices in an engaging and orderly learning environment.

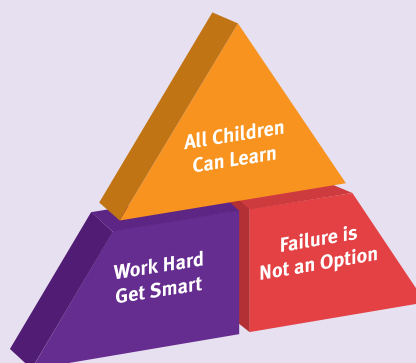
So that...

Within three years (2009-2011) the Western Metropolitan Region will demonstrate measurable, significant gains in student learning in literacy, numeracy and school completion rates.





Western Metropolitan Region bases its work on the following core beliefs (from the Office for Government School Education (OGSE) School Improvement: A Theory of Action, Darrell Fraser and Judy Petch 2007)



- **All children can learn**

If children are taught by highly effective teachers then they will learn and make progress.

- **Work hard get smart**

If students invest effort into their learning and they are exposed to targeted interventions when progress does not occur, then they will improve their performance over time.

- **Failure is not an option**

If we always expect and only accept students' best work and they are supported to deliver it, then progress will occur.

Western Metropolitan Region

A theory of action for school improvement

The Western Metropolitan Region has identified the following pre-conditions for school improvement.

1. A common language

Using a shared and common language in professional dialogue that builds the notion of 'collective efficacy' across the region.

2. Teaching as public practice

Making teaching practice public by opening classroom doors and articulating and sharing practice among leaders, teachers and schools.

3. Evidence based models

Using research, evidence and school performance data to monitor school improvement.

4. Student work and data

Using individual student work and data to track the learning of every student and inform the action that needs to be taken.

5. Accountability and improvement framework

Ensuring a strong and flexible accountability system that provides clarity, focus and direction for all Western Metropolitan Region schools and allows for differential support and intervention.

6. Resourcing

Allocating network and school resources so that the focus areas for school improvement are targeted.

7. Building school networks

Building school networks to collectively support all schools to improve and achieve better outcomes for students in the network.

8. Evaluation

Designing and implementing an intelligent evaluation framework to monitor and measure progress towards the achievement of the Western Metropolitan Region Blueprint goals over three years.

Western Metropolitan Region Blueprint Priorities and goals

Western Metropolitan Region Blueprint priorities		
Student Learning	Instructional Practice	Learning Environment
Literacy P-12 Numeracy P-12 Years 7-10 & post compulsory	Leadership P-12 Teachers P-12	Student wellbeing and engagement
Western Metropolitan Region Blueprint goals		
<p>Maximise the literacy learning and educational outcomes of every student in the Western Metropolitan Region.</p> <p>Maximise the numeracy learning and educational outcomes of every student in the Western Metropolitan Region.</p> <p>Improve the outcomes in years 7-10 and post-compulsory so that every student is able to complete a year 12 (or its equivalent), with a successful pathway.</p>	<p>Every Western Metropolitan Region school to be led by effective instructional leaders accountable for continuously improving student learning outcomes within their schools and across their network.</p> <p>To have high quality teacher practice in all educational settings.</p>	<p>Every Western Metropolitan Region school to be a learning community with positive management and engagement strategies that enable improved learning outcomes.</p>

Western Metropolitan Region Blueprint key focus areas and improvement strategies



Literacy P - 12

Leadership practice

Build quality instructional leadership capacity of principals and literacy leaders in every school.

Teacher practice

Build quality instructional capacity of all teachers as teachers of literacy.

Using data

Use data at every level (region, network, school and classroom) to track learning and inform the action that needs to be taken.

Numeracy P - 12

Leadership practice

Build quality instructional leadership capacity of principals and numeracy leaders in every school.

Teacher practice

Build quality instructional capacity of all teachers of numeracy.

Using data

Use data at every level (region, network, school and classroom) to track learning and inform the action that needs to be taken.

Years 7-10 and post compulsory

Leadership practice

Build quality instructional leadership capacity of all principals and secondary school leaders.

Teacher practice

Build quality instructional capacity of all teachers at the post compulsory level.

Using data

Use data at every level (region, network school and classroom) to track learning and inform the action that needs to be taken.

Learning environment

Leadership practice

Build and maintain a positive, effective and orderly learning environment in every school.

Focus the work of School Support Service Officers on targeted service delivery at the network and school level.

Teacher practice

Develop the capabilities of every teacher to build and maintain a positive environment for learning in the classroom and school.

Using data

Use data at every level (region, network school and classroom) to track learning and inform the action that needs to be taken.

Western Metropolitan Region Blueprint key actions

Literacy P - 12

REGION

The Region will:

1. Curriculum and professional learning

- build an expert regional literacy advisory group to oversee the development of a shared understanding of literacy curriculum and teaching and learning in the Western Metropolitan Region. This will include approaches to differentiation and intervention
- develop and provide literacy professional learning for all Western Metropolitan Region principals and school literacy leaders/coordinators

2. Leadership development

- ensure that the regional school improvement team implements a consistent approach to instructional leadership through the provision and monitoring of leadership learning for all principals. This includes a region wide literacy learning program, DEECD leadership programs and the McREL Balanced Leadership program

3. Literacy coaching

- build and make explicit an agreed approach to literacy coaching
- develop and support coherent and consistent professional learning for regional and school-funded literacy coaches

NETWORKS

Regional Network Leaders (RNLs) will:

1. Curriculum and professional learning

- ensure that every school identifies a literacy leader/coordinator who participates in professional learning with the principal around a shared understanding of literacy curriculum and teaching and learning in the Western Metropolitan Region
- establish literacy networks that will include principals, literacy leaders/coordinators, coaches and teachers to learn and share practice
- participate in leadership learning focused on instructional leadership and school improvement

2. Leadership development

- ensure that the network coordinates the provision of leadership development, mentoring and coaching for school leaders and aspirant leaders
- form network groups of principals who use professional learning conversations and school visits to improve literacy outcomes across network schools

3. Literacy coaching

- work with principals to implement a coherent and consistent approach to literacy coaching
- facilitate a literacy coaches network for targeted professional learning and sharing in each network of schools

SCHOOLS

Principals will:

1. Curriculum and professional learning

- ensure that a whole school approach to quality literacy learning and teaching is implemented in every school
- enable the literacy leader/coordinator to work with teachers to implement shared approaches to literacy instruction in classrooms, including differentiation and intervention as appropriate
- participate in literacy professional learning, with the literacy leader/coordinator
- participate in leadership learning focused on instructional leadership and school improvement
- ensure that strategic plans, annual implementation plans and teachers' performance and development plans have a focus on literacy learning
- personally monitor literacy improvement regularly in the school
- focus on the learning progress of every student through the management and disaggregation of appropriate school data
- ensure that teachers use individual student data and an assessment for learning approach to track the literacy progress of every student

2. Leadership development

- foster and develop leadership at all levels across the school

3. Literacy coaching

- ensure that a literacy coach role as well as a literacy leader/coordinator role is identified, and resources are allocated to enable coaching to occur
- ensure that coaching is effective by working with the RNL and the literacy professional learning team at the school
- ensure that the Western Metropolitan Region approach to literacy coaching is adopted
- enable the literacy coach(es) to participate in Western Metropolitan Region professional learning about literacy

Literacy leaders and coordinators will:

- take responsibility for their own literacy professional learning and development
- demonstrate high expectations of their own practice and student learning by building capabilities around effective instructional practice
- engage in professional learning with the literacy coach, principal and colleagues
- develop skills in using data to track every student's learning to inform action

Teachers will:

- be accountable for their own literacy professional learning and development
- demonstrate high expectations of their own practice and student learning by building capabilities around effective instructional practice
- engage in professional learning with the literacy coach, principal and colleagues
- develop skills in using data to track every student's learning to inform action
- commit to a whole school approach to quality literacy teaching and learning



Numeracy P - 12

REGION

The Region will:

1. Curriculum and professional learning

- build an expert regional numeracy advisory group to oversee the development of a shared understanding of numeracy curriculum and teaching and learning in the Western Metropolitan Region. This will include approaches to differentiation and intervention
- develop and provide numeracy professional learning for all Western Metropolitan Region principals and school numeracy leaders/coordinators

2. Leadership development

- ensure that the regional school improvement team implements a consistent approach to instructional leadership through the provision and monitoring of leadership learning for all principals and numeracy leaders and coordinators. This includes region wide numeracy learning, DEECD leadership programs and the McREL Balanced Leadership program

3. Numeracy coaching

- build and make explicit an agreed approach to numeracy coaching
- develop and support coherent and consistent professional learning for regional and school-funded numeracy coaches

NETWORKS

Regional Network Leaders (RNLs) will:

1. Curriculum and professional learning

- ensure that every school identifies a numeracy leader/coordinator who participates in professional learning with the principal around a shared understanding of numeracy curriculum and teaching and learning in the Western Metropolitan Region
- form network groups of principals and other principal class officers
- participate in leadership learning focused on instructional leadership and school improvement

2. Leadership development

- ensure that the network coordinates the provision of leadership development, mentoring and coaching for school leaders and aspirant leaders
- form network groups of principals who use professional learning conversations and school visits to improve numeracy outcomes across network schools

3. Numeracy coaching

- work with principals to implement a coherent and consistent approach to numeracy coaching
- facilitate a numeracy coaches network for targeted professional learning and sharing in each network of schools

SCHOOLS

Principals will:

1. Curriculum and professional learning

- ensure that a whole school approach to quality numeracy learning and teaching is implemented in every school
- enable the numeracy leader/coordinator to work with teachers to implement shared approaches to numeracy instruction in classrooms, including differentiation and intervention as appropriate
- participate in numeracy professional learning, with the numeracy leader/coordinator
- participate in leadership learning focused on instructional leadership and school improvement
- ensure that strategic plans, annual implementation plans and teachers' performance and development plans have a focus on numeracy learning
- personally monitor numeracy improvement regularly in the school
- focus on the learning progress of every student through the management and disaggregation of appropriate school data
- ensure that teachers use individual student data and an assessment for learning approach to track the numeracy progress of every student

2. Leadership development

- foster and develop leadership at all levels across the school

3. Numeracy coaching

- ensure that a numeracy coach role as well as a numeracy leader/coordinator role is identified and resources are allocated to enable coaching to occur
- ensure that coaching is effective by working with the RNL and the numeracy professional learning team at the school
- ensure that the Western Metropolitan Region approach to numeracy coaching is adopted
- enable the numeracy coach(es) to participate in Western Metropolitan Region professional learning on numeracy

Numeracy leaders and coordinators will:

- take responsibility for their own numeracy professional learning and development and build the capacity of others
- demonstrate and model high expectations of their own practice and student learning by building capabilities around effective instructional practice
- engage in professional learning and leadership development with the numeracy coach, principal and colleagues
- develop skills in using data to track every student's learning to inform action

Teachers will:

- be accountable for their own numeracy professional learning and development
- demonstrate high expectations of their own practice and student learning by building capabilities around effective instructional practice
- engage in professional learning with the numeracy coach, principal and colleagues
- develop skills in using data to track every student's learning to inform action
- commit to a whole school approach to quality numeracy teaching and learning



Years 7-10 and post compulsory

REGION

The Region will:

1. Curriculum and professional learning

- build an expert regional years 7-10 and post compulsory advisory group to oversee the development of a shared understanding of secondary curriculum and teaching and learning in the Western Metropolitan Region. This will include managed individual pathways and careers counselling for all students
- coordinate professional learning for all secondary principals to establish a common understanding of regional and school data and performance in secondary schools and the development of common strategies for improvement
- develop and implement a 'Post Compulsory Provision Plan' that informs action for schools in the Western Metropolitan Region
- develop and deliver regional professional learning for secondary principals and school leaders, building best practice in years 7-10 and the post-compulsory years

2. Leadership development

- ensure that the regional school improvement team implements a consistent approach to instructional leadership in secondary schools through the provision and monitoring of leadership learning for all principals

NETWORKS

Regional Network Leaders (RNLs) will:

1. Curriculum and professional learning

- ensure that every secondary school identifies key members of the leadership team to participate in regional learning with the principal
- form network groups of principals who use professional learning conversations and school visits to improve years 7-10 and post compulsory outcomes across network schools
- establish a network of secondary leaders who meet regularly to share best practice
- support principals to cluster across schools in order to offer students access to a high quality, broad and flexible year 12 program, including a range of VCE subjects, structured VCAL programs and VETis certificates

2. Leadership development

- ensure that the network coordinates the provision of leadership development, mentoring and coaching for school leaders and aspirant leaders

SCHOOLS

Principals and leaders will:

- ensure that their secondary school provides students with access to a broad VCE program, a structured VCAL program and VETis certificates
- ensure that a post compulsory years coordinator is identified to provide every teacher with data and feedback on the learning outcomes of their students and the effectiveness of their teaching program (including VCAA data service)
- ensure that a pathways coordinator is identified to provide leaders and teachers with data and feedback on the pathways outcomes of all students
- ensure that their school provides every student (and parents) with managed individual pathways support and quality careers counselling
- ensure that every teacher is supported to improve the learning outcomes of all students and that tracking and monitoring of student learning is part of every teacher's performance and development plan
- ensure that teachers use a range of individual student data and an assessment for learning approach to track the learning progress of every student
- identify students from the early secondary years who may be at risk of not completing their schooling and implement appropriate interventions to keep them at school and engaged in learning

Teachers will:

- take responsibility for their own professional learning and development
- demonstrate high expectations of their own practice and student learning by building capabilities around effective instructional practice
- engage in professional learning with leaders, coaches, coordinators and colleagues
- develop skills in using data to track every student's learning to inform the action that needs to be taken



Learning environment

REGION

The Region will:

- build a regional team to support all Western Metropolitan Region schools in student management and engagement based on the 'Student Engagement Guidelines', DEECD
- provide professional learning for principals and school teams on building engaging and orderly learning environments in schools
- coordinate the implementation of the Student Support Services Officers (SSSOs) review to provide targeted support to networks and schools
- seek and promote partnerships between schools and key stakeholders, including community agencies and mental health providers to support student wellbeing and engagement
- use data on student attendance, suspension and expulsion to inform professional learning and the action to be taken. This includes the implementation of the student mapping tool
- build and implement regional coaching that supports a school-wide approach to positive behaviour and engagement in learning for students.

NETWORKS

Regional Network Leaders (RNLs) will:

- ensure that each network conducts professional learning for principals and student engagement coordinators on building engaging and orderly learning environments in schools
- support schools to implement school-wide approaches to positive behaviour and engagement in learning for students
- with principals, promote partnerships between key agencies and stakeholders to support student wellbeing and engagement
- support the SSSO network coordinators to develop a multidisciplinary team approach in order to provide coordinated service delivery of SSSOs in networks
- ensure that student management and engagement has a significant emphasis within the Network Strategic Plan
- ensure that protocols and processes based on relevant data sets to increase attendance, and reduce suspensions and expulsions, are developed and implemented. Include the student mapping tool
- support regional student wellbeing coaches

SCHOOLS

Principals and leaders will:

- ensure that the school identifies a Student Engagement Coordinator (SEC) to participate in network-based professional learning on building engaging and orderly learning environments in schools
- ensure a positive, clean, professional physical environment that is supportive to learning, is provided in all schools and classrooms
- ensure that the school has an agreed and implemented approach to positive behaviour and engagement in learning for students
- support the implementation of a multidisciplinary team approach to the service delivery of SSSOs in schools, in order to provide enhanced and coordinated services to students and their families
- ensure that the school develops and implements processes and protocols for tracking and supporting students through all transition points of schooling
- ensure that student wellbeing and engagement data is used to inform action. Implement the use of the student mapping tool
- ensure that coaching is effective by working with the coach and the student engagement and wellbeing team at the school

Teachers will:

- take responsibility for their own professional learning and development
- demonstrate high expectations of their own practice and student engagement by building capabilities around effective classroom practice
- engage in professional learning with leaders, coaches, coordinators and colleagues to improve student wellbeing, management and engagement



Background to the Western Metropolitan Region Blueprint for School Improvement

Since 2000, the Western Metropolitan Region has articulated and implemented a series of school improvement and development initiatives.



The Blueprint for Government Schools in 2003 set the framework for a more strategic and targeted approach to school improvement for all regions. A key element of the blueprint, the new School Accountability and Improvement Framework and the Effective Schools Model, provided a policy platform for the leadership of the Western Metropolitan Region to further develop and implement a targeted approach to school improvement. This approach included a deeper understanding of the process of school improvement and resulted in a range of interventions and projects informed by current local, national and international research.

The DEECD publication *School Improvement: A Theory of Action* (Darrell Fraser and Judy Petch, 2007) describes the manner in which the government system is approaching the task of improving the performance of every government school in Victoria. Central to improvement is for each region and network to reach agreement on the most effective strategies that will be employed to assist each school to improve. This work includes how regions and networks will make an effective transition to a role focused on responding to the differential needs of individual schools to build their internal capacity.

The Western Metropolitan Region leadership team and the peak principal advisory group, the Principal Executive Group (PEG) recognised that, despite the implementation of school improvement initiatives and concentrated work in developing the capacity of schools and leadership, there are still many Western Metropolitan Region schools facing

significant challenges in relation to student learning outcomes and school performance.

Richard Elmore in his paper *Educational Improvement in Victoria* (2007) points to factors underpinning the underperformance of schools and systems which may help to explain the lack of rapid improvement in the Western Metropolitan Region.

“the problems of school quality and performance are systemic in nature – that is, they stem from a constellation of social, organizational, cultural, and technical factors within schools that reinforce each other to hold the system in a powerful state of equilibrium well below its potential”

Elmore suggests that reform efforts require highly focused and coherent interventions, defined by a clear theory of action, in order to break the equilibrium of an under performing system.

The second DEECD Blueprint for Education and Early Childhood Development (2008) also commits us to “a stronger systemic approach to school improvement in government schools based upon driving improvement through the role of regional networks, and stronger interventions in schools where performance needs to improve.”

During 2008, Western Metropolitan Region worked together to build an agreed plan of action for improvement over the next three years (2009-2011). This document sets out how the Western Metropolitan Region will become the most rapidly improving region in student learning outcomes in the state.

Effective Schools Model



