School background 2015 – 2017

SCHOOL VISION STATEMENT

Teacher/student relationships matter in an equitable environment. When teachers connect with students from diverse backgrounds and students feel valued and appreciated, student engagement and motivation to learn increase. Equity of outcomes requires that educators utilize all the strategies within their repertoire to close achievement gaps between high-performing groups of students and those who are not achieving their potential. Excellence and equity are two sides of the same coin. Whether or not students learn and achieve success in school is a true measure of equity of outcomes. Gunnedah Public School:

- believes that all children can learn and achieve given supports;
- assumes that ability exists in all groups, across demographic lines and that within any group, many students will excel;
- stresses high expectations for achievement and holds students to rigorous performance standards;
- rejects negative stereotypes about students’ potential and ability;
- provides challenging and relevant curriculum for all;
- disaggregates data in order to determine individual needs;
- meets individual needs through customization or personalization of the curriculum;
- differentiates instruction;
- accommodates diverse learning styles;
- ensures access and inclusion;
- connects students to real life experiences;
- capitalizes on diversity and creates a positive classroom environment based on respect and empathy; and
- involves parents in meaningful ways in their children’s education.

SCHOOL CONTEXT

Gunnedah Public School has consistently maintained enrolments of around 122 for the last 3 years. There are currently 11 teaching staff employed in the school with a number of support staff ensuring that all students have opportunities to excel in their learning.

Gunnedah is a rural town with coal mining being one of the major sources of income. Increasingly or students come from a full range of socioeconomic background. Gunnedah Public School staff contribute a range of differing skills and experiences. Gunnedah Public School is well known for providing an excellent student teacher ratio and we are aiming to build on the confidence the community has in our school by providing research based professional learning to our teachers. Our school ensures all teachers know and understand that clear learning goals and success criteria allow students and teachers to share the learning process.

In 2015 Gunnedah Public School will be in the second year of the Early Action for Success initiative. Early Action for Success improves the capacity of teachers and schools to track the progress of students and provides the information teachers need to build student proficiency in literacy and numeracy.

The Local School Local Decisions initiative allows Gunnedah Public School the flexibility to make informed decisions about school and teacher improvement. Our learning environment and the professional practice of staff have been enhanced due to this flexibility.

SCHOOL PLANNING PROCESS

In 2014 everyone who contributed to the school were either personally asked about what we had done well, where we needed to improve and to contribute any ideas that would improve the ability of the school to effectively teach the students who attend Gunnedah Public School. Other members of the school community were able to contribute their ideas to the formulation of our strategic directions through formal meetings and informal opportunities. Input from the Principal Leadership Group for the region was also sought and acted upon. The input from our School Director was valuable in setting directions. Our school employs a consultant with expertise in school improvement, research in relation to evidence based instructional practice and teacher effectiveness, 21st century learning and mentoring who also advised on the key improvements all NSW teachers will be expected to make to comply with the teaching standards.

Professional learning on the School Excellence Framework, Professional standards for Teachers, the National School Improvement Tool, the Melbourne Declaration on 21st Century Learning and the Performance Development Framework was provided to staff prior to the completion of the planning process.

Staff were able to review the progress of this plan at staff meetings during the writing process.
Gunnedah Public School community has identified 3 strategic directions and the purpose of each one. Each strategic direction will:

- define the key improvements which combine for the school to achieve excellence
- represent a high level and future-focused educational priority which is evidence based and data informed
- be a succinct statement that drives the development of the school’s educational and organisational leadership culture
- make explicit links to the dimension of the school excellence framework.

Gunnedah Public School respects the professionalism of educators and believes in their desire to bring about improvement from within the profession. We acknowledge the strongly held belief of educators in the moral purpose of educating all students to high levels of achievement.

Instructional leadership at GPS will be demonstrated when the principal, executive and staff focus their time on the teaching-learning process and work together to bring about growth in student achievement. All staff at GPS are committed to respectfully learning and working with others – teachers, students, parents and community members – in order to improve the quality of instruction at GPS.

Ongoing growth depends upon an alliance of key education partners working towards a shared goal of improvement and effectiveness. At GPS planned strategies will require greater precision in learning and teaching practices, systems alignment and strategic allocation of resources to ensure equity of outcomes for all students, all effectively led and managed.

The school will provide ways in which teachers and executive accept responsibility to hold themselves accountable for ensuring that research-based, effective strategies are consistently implemented.

Gunnedah Public School will foster a climate of collaboration to deliver outcomes for the ‘whole child’. No sustained change in practice is possible without a climate of collaboration in and across schools and across community sectors. Gunnedah Public staff will talk about their practices, share their knowledge and skills and support one another in the specific contexts in which they work.

Effective schools do not exist in isolation. They are an integral part of the communities they serve. Strategies will allow Gunnedah Public School to break down norms of privacy and isolation to foster learning across networks. GPS will involve parents, families and caregivers in their children’s education and help them to connect with relevant resources in the broader community. We will also work in partnership with community groups and service agencies to expand knowledge, skills and resources in order to help all children overcome barriers.

We will harness resources to support learning to develop and
powerful approaches to the teaching-learning process have a record of success. When used in conjunction with current assessment data and rich background information about students, these evidence-based strategies will increase student achievement.

In order to be effective, it is essential that GPS builds capacity with school improvement processes which will be:

- focused on continuous improvement in student achievement;
- collaborative, collegial and respectful;
- open, honest and transparent;
- reflective, self-critical and growth-promoting;
- resulting in capacity building and the acquisition of new knowledge and skills; and
- a basis for dialogue and inquiry.

The over-arching purpose of this process will be to facilitate school effectiveness and achieve equity of student outcomes. It is essential that the process culminate in changed practices where necessary.

deliver improved social, emotional and educational outcomes for the ‘whole child’.
Strategic direction 1: TEACHING – Delivering professional practice which inspires and supports the learning of students.

**PURPOSE**

Why do we need this particular strategic direction and why is it important?

“Great teachers inspire their students to learn. They can, and do, make a difference to the quality of a student’s life both within and outside the school.” (Great Teaching Inspired Learning. NSW DEC 2013)

All teachers have a professional responsibility to ensure that they are meeting the requirements of being a teacher in NSW.

To build outcomes for students GPS will develop, implement and share innovative and collaborative professional learning programs, which build personal and team capacity, leadership and educational practice, develop reflective team members and support further career development.

**IMPROVEMENT MEASURE/S**

Improvement in process and practices designed to deepen understanding of the curriculum and refine instruction to improve student learning and achievement will be evidenced in staff survey and feedback from formalised interviews.

School data collected through Instructional Practices Audit consistently displays high levels of rigor in academic engaged learning practices as evidenced in data collection tool.

**PEOPLE**

How do we develop capabilities of our people to bring about transformation?

Students will:
- align their learning goals to the specific learning continua, engage in peer feedback and self-evaluation processes and provide progressive feedback to teachers, enabling them to enhance their teaching practice.
- benefit from effective teachers using a common language relating to learner qualities and consistency of curriculum assessment and delivery.

Staff will:
- demonstrate commitment to the continuous improvement of their own teaching and focus on the development of knowledge and skills required to improve student learning
- develop the collaborative skills and values to actively interact and contribute as effective members of the school learning community.
- actively engage in individual and collaborative professional learning through a range of strategies that focus on feedback, self-evaluation and the sharing of professional practice as documented in the Performance and Development Framework
- recognise their responsibility to develop their role as leaders in the school, with these capabilities developed through sustained professional learning, ensuring

**PROCESSES**

How do we do it and how will we know?

We will build teacher capacity by providing high quality learning opportunities for all staff to effect improved student outcomes across all curriculum areas through the Performance and Development Framework, visible Instructional Leadership and a collaborative team based approach.

School processes will support staff in their awareness of and compliance with Mandatory DEC requirements:
- Professional Development Plan
- Code of Conduct
- Charter of Dignity and Respect
- E safety
- WWCC
- DDA
- WH&S
- Institute of Teaching Standards
- Aboriginal Education and Training Policy

Time will be provided for coaching, mentoring, dialogue, reflection and monitoring of personal learning plans for evidence of AITSL standards.

External consultant will engage all staff in Professional Learning Workshops to develop staff expertise and build capacity through feedback in the implementation of Evidence Based Learning:
- assessment for and as learning

**PRODUCTS AND PRACTICES**

What is achieved and how do we know?

Products:
What are our newly embedded practices and how are they integrated and in sync with our purpose?

Lessons will incorporate best practice high yield strategies:
- assessing and activating prior knowledge
- activators and summarisers
- exit strategies
- student learning conversations and accountable talk
- graphic organisers
- peer and self-assessment
- flexible group and partner work
- guided and independent practice
- questioning
- wait time
- strategies that check for understanding
- non-linguistic representations
- academic vocabulary acquisition and thinking skills

Assessment will be aligned with the current curriculum and designed to clarify learning goals, establish where individual students are in their learning, diagnose details of student learning (eg. gaps in knowledge and understanding), and monitor learning progress.

The school will have an explicit, coherent, sequenced plan for curriculum delivery and assessment for each year and stage which makes clear what (and when) teachers should teach and students should learn;
they have the capacity to deliver innovation and improvement in curriculum and teaching practice, whilst addressing the requirements of the Australian Professional Standards for Teachers.

Parents will:
- have the opportunity to participate in a range of opportunities aimed at building engagement with the school
- have opportunities to engage in learning that will enable them to assist their children to be lifelong learners.

Community partners will:
- support the capacity of the school to support the students and their respective needs

Leaders will:
- lead and model professional learning in the school
- develop learning cultures for the 21st century
- support teachers to plan and develop pathways that will ensure their ongoing professional development and
- lead and support the accreditation process and, where aspirant, emerging leaders.

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- develop learning cultures for the 21st century
- support teachers to plan and develop pathways that will ensure their ongoing professional development and
- lead and support the accreditation process and, where aspirant, emerging leaders.

Early Action for Success strategy will effect improvement. The EAFS Instructional Leader will work with K-2 teachers to model and improve teaching and assessment skills, to build capacity, to improve student outcomes by:
- strengthening the early identification of the level of attainment in literacy and numeracy of each individual child (K-2) and
- develop a specific program of learning to that child’s needs
- changing teaching practice from a focus on the whole class to a focus on the needs of the individual student
- on-going, close monitoring of individual student progress against the Literacy and Numeracy continuums
- evidence - based use of tiered interventions in literacy or numeracy according to need.

The Instructional Leader’s work plan will be constructed in collaboration with the School Principal.
The plan will identify the resources invested and the activities undertaken with school and community members to achieve specific short and long term outcomes for teachers and students learning.
The plan will be a working document, reviewed every 5 weeks by the Principal following the collection and analysis of student data.

Evaluation plan:
Review programs, practices and data to determine staff professional learning needs.
Gather feedback using surveys, focus groups, teacher reflections, teaching and learning programs, lesson observations, classroom walkthroughs, Instructional Rounds and collaborative teams.

- 21st C Learning
- high effect size strategies

Practices:
Professional development will have developed staff skills in current curriculum planning, delivery and assessment.
A strong alignment will be evidenced between teaching and the regular assessment of student progress in relation to curriculum expectations.
Staff will use the Aitsl Classroom Practice Continuum and the NSW Professional Teaching Standards to reflect on their own practice and set personal goals to comply with Performance and Development Framework
Use of A4L will be standard practice in all classrooms and will be reflected in improving school based and external data assessment.

EAfS - Student progress will be closely monitored every 5 weeks at each to determine the need for progressively intense instruction.
Tier 1 interventions provide support through high quality, personalised assessment and classroom teaching that is designed to engage, challenge and support all learners to achieve or exceed expected levels.
Tier 2 interventions provide timely support through high quality, personalised assessment and instruction that is specific to identified need for individual and small groups of students. This intervention may be provided by the class teacher or a specialist teacher.
Tier 3 interventions provide more intensive, longer term support through specialist assessment and teaching for individual students with complex literacy and numeracy needs. Tier 3 interventions are documented using individual learning plans and follow a lack of response to Tier 2 interventions.
Data collected during classroom walk throughs and observations will indicate that teachers are consistently implementing A4L in their planning.
Professional learning will be recognised as a responsibility, as well as a right.
Strategic direction 2: LEADING - Building Capacity to deliver enhanced outcomes and reduce the gap.

**PURPOSE**

Why do we need this particular strategic direction and why is it important?

Since teacher quality is the most important in-school factor in relation to student achievement, the extent to which school leaders are successful in driving teacher effectiveness is another major measure of their success as leaders. Developing human capital for their schools involves leaders in supporting the development of quality teachers, evaluation and professional development, retention, leadership development, and providing instructional leadership. High-performing leaders need, however, to do more than understand theories of leadership or what makes effective teaching; they also need to be able to take effective action to achieve student outcomes and teacher effectiveness. It is becoming more critical as the international trend towards devolution of school management to the school level, and the evidence that this is increasingly more important to the success of the system, becomes widely accepted. In addition, schools in themselves are becoming more complex, with effective leadership required to ensure young people acquire the skills and knowledge needed in the 21st Century.

**IMPROVEMENT MEASURE/S**

- Staff, student and parent focus groups, interviews and survey data will be collated and analysed to assess improvement and direction.
- Best Start, EAFS, PLAN K-6 and NAPLAN data will gauge improvement in outcomes.

**PEOPLE**

How do we develop capabilities of our people to bring about transformation?

**Students will:**
- demonstrate a wide range of transferable skills, such as teamwork, advocacy, leadership and global citizenship.
- use common processes and terminology in and across classrooms, as modelled by educators.
- engage in and contribute to a positive school and classroom culture.
- contribute to the establishment of a safe, accepting and healthy learning environment.
- assume ownership in learning experiences that are collaborative, innovative and creative.
- demonstrate confidence, resilience, self-regulation and self-efficacy in their capacity to learn and succeed.
- participate willingly in feedback processes to refine thinking and learning.

**Staff will:**
- establish and lead activities that promote safe, accepting and inclusive learning environments.
- build capacity through job-embedded and inquiry-based professional development.
- contribute to a culture of learning.
- connect collaboratively developed relevant and meaningful assessment to the curriculum, and
- use assessment data to inform next steps in learning and instruction.
- build a common understanding of what students are learning by identifying, sharing and clarifying the learning goals and success criteria.

**PROCESSES**

How do we do it and how will we know?

Through collaborative professional learning, build staff understanding of:
- School Excellence Framework
- Performance and Development Framework
- School Plan
- EAFS
- AAL
- Aboriginal Education and Training Policy

Tiered interventions, supported by a team approach will respond to individual student learning needs and well-being in a timely manner.

**School teams will meet on an ongoing basis to review academic, social and emotional progress of students through Stage Meetings and Planning days.**

Staff will be aware of the diverse community supports involved in assisting students and will facilitate appropriate access to those services.

**PRODUCTS AND PRACTICES**

What is achieved and how do we know?

**Products:**
- School procedures for DEC Performance and Development Framework requirements will be developed through:
  - Training and Development
  - Goal Setting
  - Staff Observations
  - Feedback
  - Observation and Feedback Protocols

An annual School Plan referenced against the School Excellence Framework will be developed through:
- effective whole school collaborative processes.
- effective evidence collation practices and collaborative analysis of evidence and development of school improvement strategies responsive to school needs.

A Positive Learning Environment will be actioned through strategic improvement to common areas, classrooms and the school grounds with the purchase of products designed to build 21st Century learning spaces.

What are our newly embedded practices and how are they integrated and in sync with our purpose?

**Practices:**
- DEC Policy and Procedures will be systematically updated.
- Staff will comply with the practices required by DEC Performance and Development Framework and complete a Performance and
Parents will:
- promote and sustain student well-being and positive student behaviour in a safe, accepting, inclusive and healthy learning environment.

Leaders will:
- develop, structures, processes and practices to guide decision making in the implementation and support of comprehensive teaching and learning programs for all students
- build structures to optimize the use of instructional learning time.
- work collaboratively with staff to develop, implement and monitor a School Plan (SP) focused on continuous improvement in student achievement
- ensure school systems are aligned and
- build conditions through effective physical and human resource management to support staff and student learning
- exercise responsibility to develop a school plan in consultation with the whole school community
- report in the school plan the involvement of the school community, including the local Aboriginal community, in developing the plan
- ensure Principal and staff regularly attend local AECG meetings
- develop, maintain and strengthen effective engagement between schools and local/regional AECGs, Aboriginal communities, Aboriginal organisations, Elders and key agencies as partners in education and training.

Multiple opportunities will be provided for parents and students to actively participate in ongoing review and update of PLPs.

The school and community will build partnerships to enhance learning opportunities and well-being for students.

During **Stage Meetings and Planning Days** processes and practices will be designed to deepen understanding of the curriculum and refine instruction to improve student learning and achievement.

**Evaluation plan:**
- Regular analysis of Aboriginal student learning through identifying and analysing data; SMART, attendance and pre and post assessments
- Use of disaggregated data to plan, during Planning Days, individualised and differentiated learning to ensure the achievements of Aboriginal students match or better the outcomes of all students.

**Development Plan.**

**School communication practices** will be developed with clear identification of roles and responsibilities.

Whole school student leadership initiatives will build student voice and capacity.
Strategic direction 3: LEARNING – Delivering a community of learners catering for the whole child

**PURPOSE**

Why do we need this particular strategic direction and why is it important?

Developmental outcomes for children and young people will improve through the provision of evidence based universal and targeted education, health and family services that consider the ‘whole child’.

We will:

- create high expectations for preschool and the school to raise standards of achievement and reduce the gap between our highest and lowest achievers
- build leadership capability and continue to improve teaching quality, effectiveness and responsiveness
- establish an effective platform of universal family health and preschool and school services
- implement targeted interventions to meet every child’s health, learning and developmental needs
- work with families to ensure every child has the foundation for success in school
- plan and better integrate services with parents/carers to ensure children, young people and families have access to the services they need, when they need them
- support those who need it most by directing resources to meet the specific and identified needs

**PEOPLE**

How do we develop capabilities of our people to bring about transformation?

**Students will:**

- Engage in learning conversations and peer assessment to explain and question their own thinking.
- Use work samples to help them understand what quality work looks like and to develop or refine their understanding of success criteria.
- Use success criteria to assess and monitor their progress and set individual learning goals.
- Participate in the collection and development of personal documentation of learning (e.g., portfolios, learning logs, course notebooks, student files) that assist in informing the next steps in their learning.
- Set and track learning goals based on identification of strengths and needs through student-led conferences.

**Staff will:**

- collaboratively plan and design common assessments and units, detailing use of resources and culminating activities across grade levels and courses of study.
- use student achievement data to identify and plan for instruction that continuously moves students from current levels of achievement to applying new knowledge and skills independently.
- implement evidence-based teaching practices, modelled in professional learning exhibit high expectations for each Aboriginal student

**IMPROVEMENT MEASURE/S**

**PROCESSES**

How do we do it and how will we know

**Students will:**

Tiered interventions, supported by a team approach will respond to individual student learning needs and well-being in a timely manner.

School teams will meet on an ongoing basis to review academic, social and emotional progress of students through *Stage Meetings and Planning days*.

Educators will be aware of the diverse community supports involved in assisting students and will facilitate appropriate access to those services.

Create learning environments where Aboriginality, identity and the diversity of Aboriginal cultures are valued, respected and promoted to ensure Aboriginal students are attending, engaged and achieving.

Celebrate and acknowledge Aboriginal cultural events and significant dates to build the knowledge and understanding of all students about Aboriginal histories and cultures.

Gaps in achievement will be identified for students through disaggregated data and targets are set to close achievement gaps.

Communication and collaborative planning will result in early intervention to support

**PRODUCTS AND PRACTICES**

What is achieved and how do we know?

**Products:**

- Teaching and Learning programs will include:
  - new NSW syllabus knowledge, understanding and skills
  - evidence based learning, formative and summative practices and
  - Literacy and Numeracy Continuum understanding and assessment

**Stage Meeting and Planning Days will:**

Focus on a continuum of learning through scope and sequences for new syllabus by ‘backward mapping’.

- Develop pre and post assessments to measure effect size for all students in English and Mathematics.
- Benchmark student progress against the Literacy and Numeracy Continuum.
- Develop extension and reteach strategies and activities in response to formative assessment.
- Participate in online training
  - Expressive and Receptive Language will be coordinated for SLSO, AEO, Parents, Executive and teachers
  - Anaphylaxis Training
  - Child Care

**What are our newly embedded practices and how are they integrated and in sync with our purpose?**

**Practices:**

- Staff will:
  - collaboratively plan and design common assessments and units, detailing use of resources and culminating activities across grade levels and courses of study.
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    - use student achievement data to identify and plan for instruction that continuously moves students from current levels of achievement to applying new knowledge and skills independently.
    - implement evidence-based teaching practices, modelled in professional learning exhibit high expectations for each Aboriginal student
- implement and regularly monitor each Aboriginal student’s Personalised Learning Pathway (PLP, formerly known as Personalised Learning Plan) to ensure their engagement, wellbeing and aspirations are met.
- participate in Aboriginal cultural education in partnership with their local Aboriginal community and
- ensure they know their Aboriginal students and understand the importance of their identity and extended family connections.

Parents will:
- be engaged through ongoing communication and dialogue to support a positive learning environment at home and at school

Community partners:
- provide expertise in response to identified student needs.
- build staff capacity in responding to student needs, closing the gap in achievement levels and building student outcomes.

Leaders will:
- create alignment and coherence.
- take action in relation to improving collaborative instructional leadership Identify and share resources to support the development and professional learning of Aboriginal staff
- assist staff in developing sophisticated understandings of effective instruction
- plan and promote school practices to support the cognitive, emotional, social, physical and spiritual wellbeing of aboriginal students resulting in improved educational outcomes, positive behaviour and more effective engagement.
- establish ambitious and realistic goals for student achievement and well-being through improvement planning.

students.

Tracking mechanisms will be current, using PLAN K-8, available to all staff and used on an ongoing basis for discussions on refining instructional strategies for student learning.

Multiple opportunities will be provided for parents and students to actively participate in ongoing review and update of PLPs.

The school and community will build partnerships to enhance learning opportunities and well-being for students.

During Stage Meetings and Planning Days processes and practices are designed to deepen understanding of the curriculum and refine instruction to improve student learning and achievement.

To fully cater for student needs external agencies will be engaged for staff professional learning and support.

Build partnerships with key local stakeholders so that opportunities and resources are identified to provide relevant and timely support for individual students and families:
- engagement of Royal Far West, Speech Pathologist and G5 Kiss SSP staff
- consistent classroom behaviour management system
- reward system
- school expectations
- birthday recognition program
- student leadership initiatives
- inclusion of Kids Matters and Mind Matters into curriculum and
- inclusion of appropriate Mind Matters Plus programs where appropriate

Evaluation Plan:

Use of PLAN K-8 to monitor and benchmark student achievement
- Use pre and post assessments to assess

Syllabus standards, goals, criteria, tasks and assessment will be aligned and planned concurrently.

Quality evidence of learning will be determined collaboratively (e.g., through moderation, lesson study, co-planning) to determine student learning needs.

Student profiles, learning portfolios of student work; PLPs, IEPs ILPs and assessment data will be shared among educators in a confidential manner as students’ progress.

Collaborative processes will be in place to guide problem-solving and decision-making in relation to prevention and interventions that may be required where data indicates that students are not demonstrating the intended learning expectations.

Student achievement data is collected (e.g., through observation, work samples, conversations, assessment tasks) and disaggregated at critical checkpoints in the learning each term/semester/year to monitor progress toward school targets and to determine next steps to assure continuous improvement in student achievement.

Student assessments and achievement data inform the focus of professional learning and provide insight to its impact on student learning.

Collaborative development of assessment tasks, tools and practices supports consistency of practice in and between years, stages, and courses.

Shared understanding of assessment for, as and of learning is built. Assessment and instruction are collaboratively designed to ensure a clear understanding of the learning goals and success criteria.

Inclusive and common instruction and assessment language is used across classrooms.

Data and information about professional learning are collected on a regular basis throughout the year to ascertain the impact on instructional practice, student learning and
- review student progress and support improvements in instructional practice.
- provide differentiated professional learning opportunities in response to the needs of educators, identified through the school self-assessment process.
- promote and support a collaborative learning culture with a commitment to continuous improvement, a collective focus on student learning for all, and deprivatisation of practice with reflective dialogue.

Effect size of teaching and learning

- Decrease in incidents requiring executive support
- Attendance data

Professional learning needs.

EAFS professional learning is inquiry-based and responsive to student assessment data.

School leaders are engaged in professional learning with staff.

Conditions (e.g. time to meet and talk, common planning time) that promote collaborative learning cultures are established.

School leaders regularly visit all classrooms to engage in ongoing inquiry regarding effective instructional practices and how to increase their impact on student learning.

School leaders seek out relevant professional learning and resources (e.g., curriculum and resource documents, webcasts, monographs, podcasts, websites, institutes, conferences, etc.) to support educators.

Evidence of student learning (e.g., writing samples, mathematical representations of thinking, running records, class profiles) is shared as a catalyst for professional dialogue.

Professional dialogue, based on research literature and learning in the field, supports the use of consistent language and practices.