Evidence-based decision making

**Strategies, Policies and Tools**

- Data Conversations with Dashboard and Individual data sets
- GGSS Feedback Practices
- Bookwork Monitoring
- Cluster moderation and School based moderation practices
- Triangulation of data sets

**Every Teacher will:**

- Collect data and record it on OneSchool according to the GGSS curriculum plan and meet timeline requirements.
- Analyse collected data to inform planning of units and lessons with differentiation to meet student needs.
- Undertake frequent monitoring to check for understanding, correct misconceptions and adjust teaching.
- Cluster to moderate on collected data, assessment tasks and to ensure consistency.
- Meet with instructional leaders to discuss data sets to inform future practises to improve student outcomes.
- Provide affirmative and corrective feedback both formally and informally to our students throughout all stages of the learning process, including regularly marking books and providing written, verbal and timely manner.
- Provide feedback to parents through formal and informal reporting and communication processes.
Class Dashboard – Class Groupings

Class Groupings

Located in its own tab within the Class Dashboard, Class Groupings allows focus areas to be created for classes and cohorts. Students can be sorted into groups and have strategies recorded for each group. Students are displayed with NAPLAN, academic, behaviour and attendance traffic light indicators.

In addition to focus areas, class groupings can also be created for unit plans that are scheduled to a class. The class groupings created in the dashboard show while editing class unit plans, and are an option to include on the PDF unit plan report.

Within each focus area, or unit plan grouping, one or more groups can be created. Groups can be created individually, or by choosing to add the default set of groups which adds a group for upper, middle and lower. Group names and the order they appear on screen can be edited.

Further Information

Support and Training Materials
Help ▶ Support & Training ▶ Curriculum and Assessment ▶ Class Dashboard
▶ Class Dashboard Overview
▶ Class Dashboard Guide

Help ▶ Support & Training ▶ Curriculum and Assessment ▶ Unit Planning
▶ Unit Planning Guide

Service Centre
https://qlddet.service-now.com/sco
1800 680 445, option 2 “OneSchool”

Unit Plan Groups

Groups created for unit plans also appear in the unit plan editing functionality and are available to show on the unit plan PDF previews for classes. While creating groups in the Class Dashboard for unit plans, the topics and assessment tasks from the relevant unit are available to view on screen.

Unit Plan groups can be created and edited through Class Dashboard or by editing the class copy of a unit plan. Unit Plan groups are not available in master or draft plans.
Class Dashboard – Class Groupings Overview of Functionality

To move students from Unallocated into groups, drag and drop the student. Students can be moved between groups, or back to Unallocated if required. Students can only be in one group for each focus area or Unit Plan grouping.

Click one or more students to select them. Selected students are shown in grey. Once students are selected, drag one student in the set to move them all at once. Students can be selected from multiple groups within a focus area or set of unit plan groups.

Once a plan is selected, following the View Unit Plan Detail link shows the assessment and topic details. It also allows direct access to the class copy of the unit plan. Unit Plan groups also display on the Class Groups tab in class copies of unit plans.

Change the order the groups show on screen by clicking the move buttons. Edit the group name or delete the group using the edit and delete buttons.

Click the green add button to create a new focus area for the class or cohort.

In Unit Plan groups, the Import Group feature is used to copy groups from other unit plans for that class. Optionally, this can include existing strategies.

Click the Add Group button to add groups to the focus area, or Add Default Groups to add, “Lower”, “Middle” and “Upper” groups.

Last updated: April 2014
Class Dashboard Overview

Class Dashboard
Provides class or cohort information on:
- Academic Reporting
- NAPLAN
- Diagnostic & Standardised Assessments
- Behaviour
- Attendance/Absence

Analysis
- Sorts data automatically in three bands – upper (green), middle (amber) and lower (red).
- Clicking a student highlights them across all data categories.

Class Profile
- Class profile of individual student using three band colours with further information on hover.
- Breakdown of performance percentage per band.
- Class notes can be recorded.

Class Groupings
- Create focus areas.
- Add groups and drag and drop students into groups. Multiple students can be selected.
- Record strategies for groups.
- Create groups that show in unit plans.

Student Notes
- Student notes are used to record individual student considerations and adjustments.
- Notes can be made inactive when no longer relevant.
- Inactive notes can be viewed.

Last updated: April 2014
Class Dashboard Overview

Dashboard Features

- **Filter Criteria**: In Filter Criteria, school-decided or personal cohort groups of students can be created.
- **Configuration**: In Configuration, behaviour range and attendance ranges can be adjusted to school targets.
- **Class Profile**: In Class Profile, class notes are recorded to outline class or cohort learning expectations for each term.
- **Class Groupings**: In Class Groupings, once groups are made students can be dragged and dropped into and between groups from the class or cohort list. Multiple selections can be chosen and moved by clicking more than one name.
- **Student Notes**: In Student Notes, individual considerations and adjustments can be recorded. Each note can have up to 2000 characters entered and focus areas chosen. Notes can be made active or inactive as required.
- **Table View**: In Class Dashboard, Table View is available to show available data in table form. Hovering over bars in tables displays additional details.

Further Information

- **Support and Training Materials**: Support & Training ▶ Curriculum and Assessment ▶ Class Dashboard ▶ Class Dashboard Guide
- **Service Centre**: https://qlddet.service-now.com/sco
- **1800 680 445, option 2 “OneSchool”

Last updated: April 2014
DDSW Consistency of Practice Continuum

Where might your teachers plot themselves on this continuum? What is the next step to build consistent, quality practice?

**Sub-Optimal Practice**
- Unmarked work
- Work that is corrected but includes no other feedback
- A mark out of 10
- Late feedback
- Generalised feedback
- Too much negative feedback

**Focus:** Quality Feedback for Students

**Optimal Practice**
- Focus on what the student is doing well
- Feedback is timely
- A mix of verbal and written
- Feedback is regular and consistent
- Feedback is individualised
- Feedback is encouraging
- There is a narrow focus for improvement
- Exemplars are provided
- The teacher invites feedback from the student
- Teachers are committed to providing quality feedback
- There is a consistent approach across the school
- Teachers practice giving feedback and received feedback on their feedback

Read more tips on quality feedback [here](#).
Student Feedback

At Glenore Grove State School we strived to give beneficial feedback to all students. Feedback is any response made in relation to students’ work such as an assessment task, a performance or product. It can be given by a teacher or a student peer. It is usually spoken or written.

Feedback is intended to acknowledge the progress students have made towards achieving the learning outcomes of a unit. Good feedback is also constructive, and points students to ways in which they can improve their learning and achievement.

Feedback needs to be timely: given early in a unit, during class time tasks or promptly after assessment tasks, so that students have sufficient opportunity to use the feedback for improving subsequent performance.

When approaching the point of feedback, (mentally) ask three things of the student and use these to frame your feedback:

- What were you trying to do?
- How did you do it?
- Why did you do it that way?

In general, to give useful feedback:

- Keep the time between the task and the feedback short
- When using criteria or checklists for formative marking, keep the criteria clear and simple
- Balance the positive with the negative
- Indicate how the student can improve
- Use simple language
- Utilize an appropriate tone when correcting errors
- End every correction by having students give the correct response.

Ways to give feedback:

- An affirmative nod for correct answers
- A smile
- A brief comment

Communicating with your students about feedback—Ensure your students know what you mean by feedback

Be very clear with students that your role as a teacher is not to spoon-feed them, and not to “make them do things”, but to make their learning possible (Ramsden, 1992). Your role is to
inform, question, prompt, assess, encourage and guide your students to achieve the learning outcomes. Let your students know that a large part of your role is to provide feedback on their progress towards achieving the learning outcomes. Be very specific with them about how much and what form of feedback they can usually expect, and when. This will be largely determined by your discipline, and the assessment tasks you have designed.

Praise

When students respond correctly, meet behavioural expectations or demonstrate exemplary academic or behavioural performance praise can be offered. This praise can enhance academic learning, increase on-task behaviour, improve teacher-student relationships and help create a more positive learning climate (Good & Brody, 1997).

Ways to provide praise at Glenore Grove State School:

- Provide praise for behaviour that meets requirements
- Provide specific praise
- Provide praise for noteworthy effort or success on difficult tasks
- Provide praise that focuses on effort and achievements
- Provide praise that uses students own past performance for comparisons
- Provide praise that is positive, credible and genuine
- Provide praise that flows with the lesson
Glenore Grove State School

Bookwork Policy
BACKGROUND

Glenore Grove State School expects there will be:

- High standards of student work presentation and handwriting in every classroom
- Quality classroom displays in every room.

The Glenore Grove State School School community also expects there will be:

- Work areas (including desks, tidy trays, book shelves) that reflect our school rules, in particular -
  
  **Be Respectful**: *(care for equipment and clean up after yourself)*;

  **Be Responsible**: *(keep work space tidy)* and

  **Be Safe** *(use equipment appropriately)*.

To support the school expectations, and to ensure consistency, the following guidelines will be implemented:

**RESPONSIBILITIES FOR STAFF**

- We explicitly teach the expectations to our students.
- We provide regular and timely feedback to the students on these expectations.
- We mark work regularly.
- We conduct regular checks of tidy trays.
- We **MODEL** the expectations by our own adherence to the expectations, particularly those that apply to our desks and work areas.
- We ensure our teaching spaces are neat, tidy and well-presented going into break times; and chairs are on desks at the end of the day.
- We ensure bookshelves, displays, learning centres and materials (including ICTs) are neat and tidy.
- We explicitly teach correct Queensland Beginners’ Script/Queensland Cursive).
- Our handwriting on whiteboards, paper and students’ work models correct handwriting (Queensland Beginners’ Script/Queensland Cursive).
- We explicitly teach the editing symbols, and use them when working with students on their drafts of writing.
- We monitor AT ALL TIMES correct pencil grip, how children are seated at desks, and where their books/worksheets are placed on the desks as they are writing.
- We ensure that the teaching displays on the walls are relevant and purposeful.

Displays **must** include (but are not limited to):

- Glenore Grove State School Pedagogical Framework
- Behaviour level expectations, class rules, procedures and processes – positive reinforcement and consequences.
Learning Goals (WALT, WILF, TIB), Assessment Tasks and Criteria Sheets.

~ Word walls with key vocabulary relevant to each KLA.

- We ensure that student work is displayed and changed regularly.
- We will monitor that all students have the resources they need for the day’s learning – books, pencils, erasers and notify parents if a student is coming unprepared or is in need of replacements.

**RESPONSIBILITIES FOR STUDENTS**

- We will come to school prepared, with the correct equipment we will require each day.
- We use a sharp lead pencil for writing and receive a pen licence in Year 6 if our bookwork is of a consistent high standard.
- In years 2-6 we draw a straight margin using a ruler only (on the left-hand side in all books except Maths (grid book) – the margin will be down the middle of the page).
- In years 2-6 we write the date at the top of our work and rule off after completed work.
- We use all pages in our books. We don’t leave any blank pages, or scribble (graffiti) in our books.
- We use correct editing symbols when proofreading and editing our drafts of writing.
- We erase (rub out) our mistakes in years 2-6 and neatly circle them in Prep and year 1.
- We trim and glue sheets into books or put them in a folder if instructed.
- We keep our tidy trays neat and our desks clear of any objects (hats are in our bags).
- We use the correct book for the work we are doing.
- We have all our books and equipment named/labelled.
- We ensure our belongings (hat, lunchbox) are in our bags and our bags are on the rack.

**BOOKS AND SUPPLIES**

Books and other school supplies are available for purchase through the school’s book shop and we encourage all families to purchase from there so as to ensure conformity and that the correct items are brought to school.
<table>
<thead>
<tr>
<th>Editing mark</th>
<th>Error</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>Spelling mistake</td>
<td>I sit on my chair.</td>
</tr>
<tr>
<td>P</td>
<td>Punctuation</td>
<td>He went to the house? Will you give me the pencil please?</td>
</tr>
<tr>
<td>I</td>
<td>Space needed between words.</td>
<td>I have a pet kitten.</td>
</tr>
<tr>
<td>^</td>
<td>Add a missing word or words.</td>
<td>Have you seen my library books?</td>
</tr>
<tr>
<td>/</td>
<td>Take out a word or words.</td>
<td>We are going to the pool.</td>
</tr>
<tr>
<td>[</td>
<td>Start a new paragraph.</td>
<td>He shared his lunch with the new boy. Later that week, the rain started to fall heavily.</td>
</tr>
<tr>
<td>??</td>
<td>Does it make sense?</td>
<td>I have a went puppy.</td>
</tr>
<tr>
<td>=</td>
<td>Should it have a capital?</td>
<td>I went to sydney on monday.</td>
</tr>
</tbody>
</table>
Every Student Succeeding
Our vision

Our purpose
Preparing Queenslanders with the knowledge, skills and confidence to participate effectively in the community and the economy.

DET E Strategic Plan 2015-2019

<table>
<thead>
<tr>
<th>Successful Learners</th>
<th>Great People</th>
<th>High Standards</th>
<th>Engaged Partners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engagement</td>
<td>High-quality, evidence-based teaching practices</td>
<td>Intentional approaches</td>
<td>Regions supporting performance</td>
</tr>
<tr>
<td>Achievement</td>
<td>High-quality leadership</td>
<td>Improved progress for every student</td>
<td>Schools engaging communities</td>
</tr>
<tr>
<td>Transition</td>
<td>Sustained improvement and achievement</td>
<td></td>
<td>Autonomy, accountability</td>
</tr>
</tbody>
</table>

State Schools Strategy 2015-2019

Our strategies
- Work together to address the unique needs of students to ensure successful transitions through each phase of learning.
- Communicate clear expectations for our students, teachers, principals, and regional and central office staff.
- Recognise and cultivate innovation to improve outcomes.
- Develop the capabilities of our people to support every student.
- Review and monitor performance. Provide support where performance needs to improve.

Our performance indicators
- Improve student academic achievement.
- Improve Queensland Certificate of Education attainment.
- Improve outcomes for Indigenous students by closing the gap in attendance, retention and attainment.
In 2016, the “Three Pillars” continue to form a central focus of our work:

- **Strong Curriculum and Pedagogy**, 
- **Coaching and Feedback**, and 
- **Purposeful use of data**.

To complement the three pillars, three improvement drivers from Michael Fullan have been adopted. These are:

| Capacity building | Leaders should focus on the development of individual and collective competencies essential for school improvement. Remember that Social Capital (team competencies) trumps Human Capital (individual competencies). |
| Collaborative work | Peer interaction is the social glue of focus and cohesion (Fullan 2008). In terms of the link between a principal’s work and student achievement, the most powerful factor is the degree to which a principal participates as a learner in helping teachers to figure out how to get classroom and school-wide improvement. (Robinson, Lloyd and Rowe 2008) |
| Consistency | The challenge is scaling up the pockets of high-quality practice which exist in some classrooms, schools and clusters to a point where high-quality practice is evident in every classroom, school and cluster. Verifying the quality and consistency of (teaching) practice is a key to effecting improvement. |

The grid below provides a planning tool for principals:

**DDSW Improvement Grid**

<table>
<thead>
<tr>
<th>DDSW’s 3 Pillars</th>
<th>Fullan’s Drivers</th>
<th>Capacity Building</th>
<th>Collaborative Work</th>
<th>Consistency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Develop individual and collective competencies essential for improvement)</td>
<td>(Connect peers with purpose)</td>
<td>(Authenticate quality practice across the organisation)</td>
<td></td>
</tr>
</tbody>
</table>
Foundations for School Improvement

Push-Pull Leadership

Michael Fullan reminds us of the importance of achieving the right balance between forceful and enabling leadership styles.

<table>
<thead>
<tr>
<th>Vices</th>
<th>Virtues</th>
</tr>
</thead>
<tbody>
<tr>
<td>Over-Controling</td>
<td>Takes Charge</td>
</tr>
<tr>
<td>Dominates Meetings</td>
<td>Declares</td>
</tr>
<tr>
<td>Too Demanding</td>
<td>Pushes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vices</th>
<th>Virtues</th>
<th>Vices</th>
<th>Vices</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Empowers</td>
<td>Trusts, Doesn’t verify</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Listens</td>
<td>Receptive to a fault</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Supports</td>
<td>Too Nice</td>
<td></td>
</tr>
</tbody>
</table>

Zone of Productive Leadership

Line of Sight

- Is there line of sight with your school improvement strategy?
- Are all domains heading the same direction?
- How have you addressed each domain in your school improvement strategy?
1. Student Expectations (Self-Reported Grades) [Effect Size 1.44]

**Student Expectations** comes out at the top of all influences. This strategy involves the teacher finding out what are the student’s expectations and pushing the learner to exceed these expectations. Once a student has performed at a level that is beyond their own expectations, he or she gains confidence in his or her learning ability.

*Example for Self-reported grades: Before an exam, ask your class to write down what mark the student expects to achieve. Use this information to engage the student to try to perform even better.*

2. Piagetian programs [ES 1.28]

Piagetian programs are teaching methods based on Jean Piaget’s theory of cognitive development and his concept of children’s stages of learning. The Piagetian stages include:

- **Sensorimotor stage** (new born – 2 years old): Infants learn by the basic senses including seeing, hearing and touching and construct an understanding of the world by coordinating those experiences with physical, motoric actions.
- **Pre-operational stage** (2 – 7 years old): Children are able to understand basic concepts and symbols, but do not yet understand concrete logic and cannot mentally manipulate information.
- **Concrete operational stage** (7-12 years old): Children in these ages start solving problems in a more logical fashion but abstract, hypothetical thinking has not yet developed.
- **Formal operational stage** (12 years old onwards): Children and adolescents develop abstract thinking and are able to perform hypothetical and deductive reasoning.

Watch this video to find out and see how children in different ages think differently.

*Example for Piagetian programs: Focus on the thinking processes rather than the outcomes and do not impose the adult thinking process on to children.*

3. Response to intervention [ES 1.28]

Response to intervention (RTI) is an educational approach that provides early, systematic assistance to children who are struggling in one or many areas of their learning. RTI seeks to prevent academic failure through early intervention and frequent progress measurement. Watch this video to learn more about Response to intervention.

*Examples and more information for Response to intervention: www.interventioncentral.org*

4. Teacher credibility [ES 0.9]

According to Hattie teacher credibility is vital to learning, and students are very perceptive about knowing which teachers can make a difference. There are four key factors of credibility: trust, competence, dynamism and immediacy. In an interview Hattie puts it like that: “If a teacher is not perceived as credible, the students just turn off.”

*Examples for teacher credibility: Earn trust by showing trust towards pupils. Appear highly organised in the presentation of the subject matter. Develop a powerful style of speaking that uses few verbal hesitancies such as “OK” or “you know”. Reduce distance between teachers and students by moving or moving away from barriers (e.g., desk, podiums).*

5. Providing formative evaluation [ES 0.9]

According to Hattie (2012) and Black & Wiliam (2001) formative evaluation refers to any activity used as an assessment of learning progress before or during the learning process itself. In contrast with formative assessment, the summative assessment evaluates what students know or have learned at the end of the teaching, after all is done. Watch this video to learn more about the difference between formative and summative assessment methods. In another video you can learn from teachers who describe their experience with formative evaluation.

*Example for formative evaluation: Spend the same amount of time or even more on formative assessment as you spend on summative assessment. Give descriptive feedback to students: What is the goal? Where are you in relation to it? What can you do to close the gap?*
6. Micro-teaching [ES 0.88]

Micro-teaching is a video recording of a lesson with a debriefing. The lesson is reviewed in order to improve the teaching and learning experience. Technical aspects are less important than the later analysis which allows teachers to get a microscope-view on their own teaching. Under the guidance of a supervisor, the teacher is first asked to present a self-feedback of the lesson, then the supervisor, colleague or team gives feedback to provide positive reinforcement and constructive criticism. Examples for micro-teaching: Since its invention in the 1960s at Stanford University by Dr. Dwight Allen, microteaching has become an established teacher-training procedure in many universities and school districts. You can find more information on micro-teaching here or here.

7. Classroom discussion

Classroom discussion is a method of teaching, that involves the entire class in a discussion. The teacher stops lecturing and students get together as a class to discuss an important issue. Classroom discussion allows students to improve communication skills by voicing their opinions and thoughts. Teachers also benefit from classroom discussion as it allows them to see if students have learnt the concepts that are being taught. Moreover, a classroom discussion creates an environment where everyone learns from each other. In this video by Heather Joseph-Witham you can see how to lead a classroom discussion effectively. Examples for an effective classroom discussion: Create a series of questions for the students to think about. Allocate enough time in the lesson for an elaborate discussion.

8. Comprehensive interventions for learning disabled students [ES 0.77]

The presence of learning disability can make learning especially challenging. To improve achievement teachers must provide students with tools and strategies to organize themselves as well as new material – techniques to use while reading, writing, and doing maths; and systematic steps to follow when working through a learning task or reflecting upon their own learning. Hattie found that “all children benefited from strategy training – both those with and those without intellectual disabilities.” Examples for effective interventions for students with learning disabilities: One strategy discussed in a paper by Neil Sturomski: “Teaching Students With Learning Disabilities To Use Learning Strategies” (PDF) is called “DEFENDS”. This strategic approach helps secondary students write a composition in which they must take a position and defend it (Ellis, 1994). You can find further information in a paper by H. Lee Swanson and Donald Deshler (2003): Instructing Adolescents with Learning Disabilities: Converting a Meta-Analysis to Practice (PDF).

9. Teacher clarity [ES 0.73]

One of the main points of Hattie’s books about Visible Learning is the importance to clearly communicate the intentions of the lessons and the success criteria. Clear learning intentions describe the skills, knowledge, attitudes and values that the student needs to learn. Teachers need to know the goals and success criteria of their lessons, know how well all students in their class are progressing, and know where to go next. Examples for teacher clarity, learning goals and success criteria: This short video provides a great example for a lesson intended to let students write a good “How-to book”. The teacher explains how to develop and set clear learning goals and success criteria before the students actually start the writing activity.

10. Feedback [ES 0.75]

According to Hattie and Timperley (2007) feedback is one of the most powerful influences on learning and achievement, but this impact can be either positive or negative. They developed a model of effective feedback that identifies the particular properties and circumstances that make it work. Feedback on task, process and self regulation level is far more effective than on the Self-level (e.g. praise which contains no learning information). Descriptive feedback is closely related to providing formative assessment (see above). In an interview Hattie emphasized that the most powerful feedback is that given from the student to the teacher. This feedback allows teachers to see learning through the eyes of their students. It makes learning visible and facilitates the planning of next steps. The feedback that students receive from their teachers is also vital. It enables students to progress towards challenging learning intentions and goals. Examples: Related to the notion of “feed up, feed back and feed forward” teachers must answer three feedback questions: “Where am I going? How am I going? Where to next?” Constantly ask the students in order to maximize the feedback from the learner back to the teacher. Create a classroom climate where error is welcomed. In this short video John Hattie talks about what feedback means and how to make feedback work effectively for learning in the classroom.
What are the Performance and Accountability Measures for Schools and Principals?

**Annual Performance Review**

The School Improvement Unit will conduct an annual desktop audit of school performance data, using the agreed headline indicators. Read more in the [School performance assessment framework](#).

**School Review and Plans**

Linked to the annual performance assessment, the QSR will feature one of 3 review types…

- self-determined reviews for high-performing schools
- priority support reviews for schools identified as needing further support
- full school reviews for all other schools

Read more about QSRs in the [School Planning, Reviewing and Reporting Framework](#).

**School Performance Data Sets/Headline Indicators**

ARDs and Principal Supervisors will…

- hold Principals accountable to the school’s 8-page data set and headline indicators;
- support principals to identify improvement strategies and capability development mechanisms.

**Accountability to the School Community**

Accountability to the school community goes hand-in-hand with increased school autonomy. In addition to the generalised accountability around ‘every student succeeding’, formal mechanisms include…

- Principal Reports and Budget Reports to each P&C Meeting,
- I4S Snapshot reports on school websites, and
- Audit reports on school websites.

---

**Our performance Indicators:**

- Improve student academic achievement.
- Improve Queensland Certificate of Education attainment.
- Improve outcomes for Indigenous students by closing the gap in attendance, retention and attainment.
What progress milestones are the ARDs expecting by December 2016?

School Curriculum ("the what")
Schools can demonstrate how they have given high priority to teaching literacy and numeracy.

The school curriculum is fully documented and is compliant with the contents of the P-12 CARF and its associated policy statements, including policies covering:

- Curriculum provision to students with diverse learning needs,
- Curriculum provision to students with disability, and
- Curriculum provision to more able students.

Teaching Practice ("the how")
The school leadership team will have implemented and reviewed their school-wide pedagogical framework with a specific emphasis on quality pedagogy. This means…

- The school leadership team will have kept abreast of research that informs teaching practice;
- The school leadership team will have established clear expectations concerning the use of consistent, school-wide, effective teaching strategies;
- All teachers will be implementing teaching methods that have shown to be effective in promoting successful learning for all students and are consistent with the school-wide pedagogical framework;
- Student achievement data will be collected regularly and used to inform teaching.
- There will be a school-wide emphasis on ALL students working to the full level of their abilities.

Each school will be implementing and reviewing their pedagogical framework in a manner which supports quality induction and leadership transition processes.

Principal Leadership and School Capability ("the capacity")
Each principal will be positioned as the prime instructional leader in their school.

Principals evaluate the balance between resources applied to remediation on the one hand, and resources applied to teacher capability development on the other.

Each school has embedded a systematic approach to processes such as coaching and feedback focused on the quality of teaching. Teachers are receiving regular feedback on their teaching practice.

School and Community Partnerships
The school leadership team will have used AEDC data to identify priorities, linked to the PACE Framework and reflected in the AIP.

The school leadership team will have addressed components of the PACE Framework with staff and community as identified in the AIP.

The school leadership team will have consulted with staff and community in addressing key areas for improvement, using Investing 4 Success resourcing.
What are the ARD expectations regarding EATSIPS?

What are the ARD expectations of Indigenous Student outcomes?

The National Aboriginal and Torres Strait Islander Education Strategy 2015 identifies four key priority areas to improve outcomes for Aboriginal and Torres Strait Islander students:

1. School and child readiness
2. Attendance
3. Literacy and Numeracy
4. Transition points including pathways to post-school options (including QCE attainment)

These priority areas are underpinned by:

- Leadership, quality teaching and workforce development
- Culture and identity
- Partnerships


DETE’s action plan in response to this document is under development.

Principal responsibilities to support the priority areas would include:

- Developing a culture of school connectedness with students and their families through an inclusive environment
- Establishing and maintaining a culture of teaching and learning that is inclusive of indigenous students and facilitates attendance, engagement and successful participation at school
- Developing supportive processes to ensure successful student transition at key educational junctures to maximise retention of students
- Forging partnerships and consultation processes with indigenous parents and communities
- Ensuring staff have the appropriate cross-cultural skills, knowledge and understanding to meet the educational needs of Indigenous students.

Regional support for these priority areas are Indigenous Education Services. Contact details can be found at: [https://team.oneportal.deta.qld.gov.au/sites/ddswregion/RegionalServices/RegionalImprovement/default.aspx](https://team.oneportal.deta.qld.gov.au/sites/ddswregion/RegionalServices/RegionalImprovement/default.aspx)
What do ARDs expect will underpin this work?

- Principals personally and actively lead the improvement of instruction
- Principals work collaboratively with their peers
- Each school has a culture of high expectations, inside and outside classrooms, based on beliefs that:
  - Every student can succeed
  - Every day counts
  - The quality and consistency of practices within the school can make the difference
- There is a collaborative approach to lifting the effectiveness of teaching across the school
- Principals and teachers use short and long cycle data to inform decision making and classroom practice
- All curriculum plans are consistent with the Australian Curriculum.
- There is an emphasis on achieving consistently high student attendance
- There are high standards of student behaviour as a condition for learning
- Curriculum delivery is underpinned by highly effective pedagogy
- School leaders actively provide feedback and support teachers in their development of explicit instruction
- Feedback is valued and practised at all levels. Coaching is provided to teachers
- Regardless of year level or subject area, all teachers share collective accountability for student outcomes
- There are strong relationships between parents and their children’s teachers in relation to learning success
- School-community partnerships, are in place, focused on the 0-5 age group.
- High quality SET planning forms the basis for improved secondary attainment and transitions.
What are the expectations of teachers?

Each teacher:

- Reviews and adapts curriculum plans to meet individual student needs.
- Teaches in ways that are consistent with school-wide pedagogy and assessment, including checking for understanding in each lesson taught.
- Engages with professional learning, including collaborative work with peers and leaders.
- Uses the school’s explicit instruction model.
- Uses short-cycle data to inform teaching and monitor student learning.
- Builds effective relationships with each student and their family.
- Engages with educational and community partners in a team approach to educating individual students.
- Accepts joint accountability for the progress of each student in the school.
What should ARDs and principals expect to see in classrooms?

- Consistent evidence of quality pedagogy in every classroom
- Learning Intentions and Success Criteria in use for all lessons
- Consistent use and adaptation of the Australian Curriculum by every teacher
- High standards of student written work, including handwriting and student notes, and evidence that students are receiving helpful written feedback on their book work, and that the school administration is contributing to and supporting this.
- Quality, current classroom displays in every room
- A systematic coaching and feedback process operating in every school
- Clear evidence that short-cycle data is being systematically used to guide teaching and show improvement
- Positive interactions and evidence of strong relationships with every student
- A belief and commitment that all students will achieve the Regional Benchmarks, including tracking of progress
- School leaders working with teachers implementing the school’s pedagogical framework and adapting the curriculum
How will the region support principals in this work?

The Region has aligned a range of resources behind this work including:

- The Curriculum Learning and Pedagogy Portfolio
- The Student Services Portfolio—Inclusive practices in all schools for all students.
- The Regional Technology Portfolio—resource support
- The Regional Capability Portfolio—Leadership Capability development
- The Regional Improvement Team—support for schools with data skills
- The Regional Indigenous Education Team—support for schools in closing the gap
- The Regional ECEC Team—support for schools in the 0-5 age group and in transitions to school
- The Regional Training Team—support for schools in post-secondary transitions
- The Middle Management Development Program
- The Regional Leadership Capability Coaches and Mentors

This instructional leadership support is presented through the alignment of all teams and is articulated through the Regional Improvement and Cluster Development Strategies.
Where can I read more?

The Ed Queensland Pedagogical Approaches site, found [here](#).

The Ed Queensland School Review OnePortal page, [here](#) and National School Improvement Tool [here](#).

The Archer and Hughes website [here](#) (includes vignettes)

Any of the Michael Fullan books such as:

- “Motion Leadership”
- “All Systems Go”
- “Breakthrough” (with Hill and Crevola)
- “The Principal – Three Keys to Maximising Impact”

Lyn Sharratt and Gale Harild
“Recalculating the Route to Career Readiness, K-12+”

Dr. Adam Fraser
“Using life’s little transitions to find balance and happiness”

McCarney and Cummins
Wunderlich
“Pre-Referral Intervention Manual”

Jennifer Goke
“Explicit Instruction: Strategies for Meaningful Direct Teaching”

Archer and Hughes
“Explicit Instruction: Effective and Efficient Teaching”

Doug Lemov
“Teach like a Champion”
The Teach Like a Champion Website [here](#)
What is Explicit Instruction?

- Explicit instruction involves directing student attention toward specific learning in a highly structured environment
- It is teaching that is focused on producing specific learning outcomes
Improved outcomes for students result from improved teaching.

The Sixteen Elements of Explicit Instruction come from *Explicit Instruction: Effective and Efficient Teaching* by Anita L. Archer and Charles A. Hughes, 2011.

- **Focus instruction on critical content** - Teach skills, strategies, vocabulary terms, concepts and rules that will empower students in the future and match the students’ instructional needs.

- **Sequence skills logically** - Consider several curricular variables, such as teaching easier skills before harder skills, teaching high-frequency skills before skills that are less frequent in usage, ensuring mastery of prerequisites to a skill before teaching the skill itself, and separating skills and strategies that are similar and thus may be confusing to students.

- **Break down complex skills and strategies into smaller instructional units** - Teach in small steps. Segmenting complex skills into smaller instructional units of new material addresses concerns about cognitive overloading, processing demands, and the capacity of students’ working memory. Once mastered, units are synthesized (i.e. practiced as a whole).

- **Design organized and focused lessons** - Make sure lessons are organized and focused, in order to make optimal use of instructional time. Organized lessons are on topic, well sequenced, and contain no irrelevant digressions.

- **Begin lessons with a clear statement of the lesson’s goals and your expectations** - Tell learners clearly what is to be learned and why it is important. Students achieve better if they understand the instructional goals and outcomes expected, as well as how the information or skills presented will help them.

- **Review prior skills and knowledge before beginning instruction** - Provide a review of relevant information. Verify that students have the prerequisite skills and knowledge to learn the skill being taught in the lesson. This element also provides an opportunity to link the new skill with other related skills.

- **Provide step-by-step demonstrations** - Model the skill and clarify the decision-making processes needed to complete a task or procedure by thinking aloud as you perform the skill. Clearly demonstrate the target skill or strategy, in order to show the students a model of proficient performance.

- **Use clear and concise language** - Use consistent, unambiguous wording and terminology. The complexity of your speech (e.g. vocabulary, sentence structure) should depend on students’ receptive vocabulary, to reduce possible confusion.
Explicit Instruction Cont.

- **Provide an adequate range of examples and non-examples** - In order to establish the boundaries of when and when not to apply a skill, strategy, concept or rule, provide a wide range of examples and non-examples. A wide range of examples illustrating situations when the skill will be used or applied is necessary so that students do not under use it. Conversely, presenting a wide range of non-examples reduces the possibility that students will use the skill inappropriately.

- **Provide guided and supported practice** - In order to promote initial success and build confidence, regulate the difficulty of practice opportunities during the lesson, and provide students with guidance in skill performance. When students demonstrate success, you can gradually increase task difficulty as you decrease the level of guidance.

- **Require frequent responses** - Plan for a high level of student–teacher interaction via the use of questioning. Having the students respond frequently (i.e. oral responses, written responses or action responses) helps them focus on the lesson content, provides opportunities for student elaboration, assists you in checking understanding and keeps students active and attentive.

- **Monitor student performance closely** - Carefully watch and listen to students’ responses, so that you can verify student mastery as well as make timely adjustments in instruction if students are making errors. Close monitoring also allows you to provide feedback to students about how well they are doing.

- **Provide immediate affirmative and corrective feedback** - Follow up on students’ responses as quickly as you can. Immediate feedback to students about the accuracy of their responses helps ensure high rates of success and reduces the likelihood of practicing errors.

- **Deliver the lesson at a brisk pace** - Deliver instruction at an appropriate pace to optimize instructional time, the amount of content that can be presented and on-task behaviour. Use a rate of presentation that is brisk but includes a reasonable amount of time for students’ thinking/processing, especially when they are learning new material. The desired pace is neither so slow that students get bored nor so quick that they can’t keep up.

- **Help students organize knowledge** - Because many students have difficulty seeing how some skills and concepts fit together, it is important to use teaching techniques that make these connections more apparent or explicit. Well organized and connected information makes it easier for students to retrieve information and facilitate its integration with new material.

- **Provide distributed and cumulative practice** - Distributed (vs. massed) practice refers to multiple opportunities to practice a skill over time. Cumulative practice is a method for providing distributed practice by including practice opportunities that address both previously and newly acquired skills. Provide students with multiple practice attempts, in order to address issues of retention as well as automaticity.
Instructional Leadership

Principals in DDSW are instructional leaders. The focus of our work is the improvement of teaching and learning, the core business of the school. After the classroom teacher, the principal is the greatest influence in the school on the achievement of students.

Principal and school leaders support improvement across the whole school environment by focusing on building teaching excellence through learning conversations, deep thinking, and moral and ethical purpose.

DDSW has developed a model of instructional coaching which is used to support teachers to improve their teaching. Students are the focus and improved teaching is the goal. The ARD supervision model, the regional coaching model, MAP and the cluster pedagogy coach model are all designed to build expertise in order that all students are in the daily company of leaders and teachers who are committed to their own life-long learning.

Teachers need regular, affirming and informative feedback to improve their teaching. Coaching provides teachers with insightful and intensive opportunities to reflect and construct their understanding about teaching to improve student performance. Schedules whereby teachers are being observed just once a term are not sufficient.

The values of this leadership are aligned with the principles of the Developing Performance Framework (DPF), Principal Capability and Leadership Framework (PCLF), and Principal Performance and Development Plan (PPDP), and incorporate the following components and qualities:

- Acknowledging that student learning is the heart of our work
- Aligning teacher development priorities with school and region priorities
- Including the process of prompt feedback, inquiry, and reflection in order to meet individual needs of adult learning
- Reflecting and respecting alternative ways individuals learn, in order to aid instruction to students using the best research and practices
- Emphasising improved teacher expertise as the means to achieve improved student learning
- Achieving school-wide and region-wide improvement through clarity of vision, unity of purpose, consistency of effort and sharing of practice.

A recommended article, defining instructional leadership and mapping it across the Teaching and Learning Audit domains, is available [here](#).
Context

In his presentations to Principals and other departmental leaders upon taking up his role, Dr Jim Watterston DG reminded us that Education Queensland has world-class “enablers”, but that notwithstanding their quality, these enablers were insufficient to give us the improvement required to reach equivalence with the higher performing states of Australia.

The term “enablers” refers to the systemic apparatus that frames our work. Enablers include OneSchool, C2Cs, strategic plans, school budgets, the CTL Audit Tool, Responsible Behaviour Plans and many more. We all recognise the importance of these. As the DG points out, many other jurisdictions are envious of our enablers in Queensland.

However, an enabler doesn’t teach a child to read!! If we set out to improve Year 3 reading in Queensland (by way of example), we won’t achieve our goal by producing an enhancement in OneSchool or by publishing a glossy new document. In order to improve the learning (of reading) we must improve the quality of teaching (of reading).

We know that the best way to improve the quality of teaching is through quality human interaction – ie professional exchanges which occur within a culture of trust, respect and a commitment to improve. This is not new for us in DDSW! Within this region we have had a focus on such interactions for more than two years now. Over that time, significant progress has been made and a shift in culture is evident. Increasingly, principals are adopting and utilising coaching, feedback, modelling, mentoring, data conversations, collaborative planning, walk-throughs, DPF conversations and many more such processes.

Let’s call these human interactions the “improvers”.

Definitions

- **Enablers** are the things that set the frame within which we work.
- **Improvers** are the human interactions that change and enhance practice.

Example 1

A data wall is an “enabler”. Of itself, it does nothing to improve reading. However, a focussed conversation at the data wall with a teacher or group of teachers, leading on to a conversation about differentiation and a commitment to action, may well be an “improver”, particularly if followed up with other interactions around pedagogy.

Example 2

The Professional Standards for Teachers (PST) is an enabler. Of itself, it does nothing to improve teaching. However, a DPF conversation with a teacher, focused on the PST and resulting in a supported plan involving coaching, mentoring or targeted PD, is an “improver” – a set of human interactions that changes practice.
The following table captures just a sample of enablers and associated improvers.

<table>
<thead>
<tr>
<th>Enablers</th>
<th>Related Improvers (examples)</th>
</tr>
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</table>
| OneSchool                              | • Data conversations  
|                                        | • Collaborative planning                                       |
|                                        | • Differentiation conversations                                 |
| C2Cs / Australian Curriculum           | • Collaborative Planning  
|                                        | • Moderation conversations                                     |
|                                        | • Data conversations                                           |
| School Pedagogical Framework           | • Expectations conversations  
|                                        | • Induction conversations                                      |
|                                        | • Walkthroughs with feedback                                    |
| School Reading Program                 | • Walkthroughs focused on the teaching of reading  
|                                        | • Feedback on teaching of reading                              |
|                                        | • Modelling of teaching strategies                             |
|                                        | • Targeted PD with classroom follow-up                        |
|                                        | • Data conversations                                           |
|                                        | • Coaching conversations                                       |
|                                        | • Sharing of research                                          |
| CTL Audit Instrument                   | • Self-audit  
|                                        | • Teachers viewing an audit vignette followed by a professional reflection activity |
| Regional Charter of Expectations       | • Collaboratively developing a School Charter of Expectations  
|                                        | • Walkthroughs focused on an element of the School Charter     |
|                                        | • Feedback against an agreed standard                          |
|                                        | • Mentoring of beginning teachers                              |
| Regional Benchmarks                    | • Data conversations                                           |
|                                        | • Differentiation conversations                                |
| RBP                                    | • Collaboratively analysing behaviour data and planning a response  
|                                        | • Classroom profiling and feedback                             |
|                                        | • Action research                                              |
| Explicit Teaching by Archer and Hughes | • Traffic-light activity on 16 Elements  
|                                        | • Modelling of teaching practices                              |
|                                        | • Reflective conversations                                     |
|                                        | • Walkthroughs focused on a teaching strategy                  |
|                                        | • Peer observation and feedback                                 |
| Australian Early Development Index (AEDC) | • Data conversations  
|                                        | • Collaboratively planning in response to the AEDC data        |
|                                        | • Building community partnerships                               |
|                                        | • Induction conversations                                      |
|                                        | • School-wide differentiation conversations                    |
What do ARD's expect will underpin this work?

- Principals personally and actively lead the improvement of instruction
- Principals work collaboratively with their peers
- Each school has a culture of high expectations, inside and outside classrooms, based on beliefs that:
  - Every student can succeed
  - Every day counts
  - The quality and consistency of practices within the school can make the difference
- There is a collaborative approach to lifting the effectiveness of teaching across the school
- Principals and teachers use short and long cycle data to inform decision making and classroom practice
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What should ARD's and principals expect to see in classrooms?

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- School leaders working with teachers implementing the school’s pedagogical framework and adapting the curriculum
As a region, the Darling Downs and South West is well placed to provide our young people with the skills needed to be ready to meet the demands of new industries, changing technology and global innovation. The vastness of our region should not hinder our ability to ensure that every child has access to the highest quality and most up-to-date education possible. It is our clear intention that the Charter of Expectations should help to provide you with greater clarity for your work and a sense of shared direction and collective accountability for all our staff, schools and workplaces with a focus on “Every Student Succeeding.”

**State Schools Strategy 2015-2019**

**Our strategies**
- Work together to address the unique needs of students to ensure successful transitions through each phase of learning.
- Communicate clear expectations for our students, teachers, principals, and regional and central office staff.
- Recognise and cultivate innovation to improve outcomes.
- Develop the capabilities of our people to support every student.
- Review and monitor performance.
- Provide support where performance needs to improve.

**Our performance indicators**
- Improve student academic achievement.
- Improve Queensland Certificate of Education attainment.
- Improve outcomes for Indigenous students by closing the gap in attendance, retention and attainment.

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**Performance and Accountability Measures for Schools and Principals**

- Annual Performance Review
- School Review and Plans
- School Performance Data Sets - Headline Indicators
- Accountability to the School Community
- Investment for Success (I4S)
- System Audit

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**Sharpen and Narrow**

**School Improvement Strategies**

**Line of Sight**

- Is there line of sight with your school improvement strategy?
- Are all domains heading in the same direction?
- How have you addressed each domain in your school improvement strategy?
- Is there alignment with your AIP, QSR and I4S?

---

**What progress milestones are the ARD’s expecting by December 2016**

**School Curriculum ("the what")**
- The school curriculum is fully documented and is compliant with the contents of the P-12 CARF and its associated policy statements, including policies covering curriculum provision to all students with diverse learning needs.
- The school curriculum is fully documented and is compliant with the contents of the P-12 CARF and its associated policy statements, including policies covering curriculum provision to all students with diverse learning needs.
- The school leadership team will have implemented and reviewed their school-wide pedagogical framework with a specific emphasis on quality pedagogy. This means...
- All teachers will be implementing teaching methods that have shown to be effective in promoting successful learning for all students and are consistent with the school-wide pedagogical framework;
- There will be a school-wide emphasis on ALL students working to the full level of their abilities.

**Principal Leadership and School Capability ("the capacity")**
- Each school has embedded a systematic approach to processes such as coaching and feedback focused on the quality of teaching. Teachers are receiving regular feedback on their teaching practice.
- Principals evaluate the balance between resources applied to remediation on the one hand, and resources applied to teacher capability development on the other. The principal will be positioned as the prime instructional leader in their school.

**Indigenous Student outcomes**

The National Aboriginal and Torres Strait Islander Education Strategy 2015 identifies four key priority areas to improve outcomes for Aboriginal and Torres Strait Islander students:

1. School and child readiness
2. Attendance
3. Literacy and Numeracy
4. Transition points including pathways to post-school options (including QCE attainment).

These priority areas are underpinned by:
- Leadership, quality teaching and workforce development
- Culture and identity
- Partnerships

**School and Community Partnerships**

- The school leadership team will have used AEDI data to identify priorities, linked to the PACE Framework and reflected in the AIP.
- The school leadership team will have addressed components of the PACE framework with staff and community as identified in the AIP.
- The school leadership team will have consulted with staff and community in addressing key areas for Investing 4 Success resourcing.
<table>
<thead>
<tr>
<th>PROCESS</th>
<th>FURTHER CLARIFICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Class teacher gathers evidence of student learning</td>
<td>• Personalised Learning Plan, Support Provision</td>
</tr>
<tr>
<td></td>
<td>• Student achievement data</td>
</tr>
<tr>
<td></td>
<td>• Assessment/monitoring tasks, work samples, pre-tests</td>
</tr>
<tr>
<td></td>
<td>• Standardised assessments</td>
</tr>
<tr>
<td>2. Class teacher documents and makes an analysis of student learning needs</td>
<td>• Readiness, motivation, learning profile</td>
</tr>
<tr>
<td></td>
<td>• Current level of achievement</td>
</tr>
<tr>
<td></td>
<td>• Identified growth in student learning</td>
</tr>
<tr>
<td>3. Class teacher reviews teaching and learning strategies for student</td>
<td>• Differentiated and explicit teaching (as per school’s pedagogical framework)</td>
</tr>
<tr>
<td>4. Class teacher documents/implements strategies appropriate to student need</td>
<td>• Focused teaching – additional scaffolding &amp; support in a particular strand, mode or part of the learning area/subject</td>
</tr>
<tr>
<td></td>
<td>• Revisiting key concepts, skills &amp; knowledge using explicit &amp; structured teaching strategies</td>
</tr>
<tr>
<td></td>
<td>• More support &amp; practice</td>
</tr>
<tr>
<td></td>
<td>• Enrichment &amp;/or extension</td>
</tr>
<tr>
<td>5. Class teacher reviews effectiveness of teaching and learning strategies</td>
<td>• In collaboration with relevant school personnel (eg support personnel, STLAN, HOC, HOD, EAL/D teachers)</td>
</tr>
<tr>
<td>6. Class teacher documents/implements revised strategies appropriate to student need</td>
<td>• Intensive teaching &amp; support – frequent &amp; explicit instruction for sequential mastery of basic concepts, skills &amp; knowledge</td>
</tr>
<tr>
<td></td>
<td>• In collaboration with relevant personnel</td>
</tr>
<tr>
<td></td>
<td>• Elements of curriculum at a lower/ higher year level</td>
</tr>
<tr>
<td>7a. Student demonstrates progress OR</td>
<td>• Student learning continues to be monitored</td>
</tr>
<tr>
<td>7b. Student does not demonstrate progress</td>
<td>• Teacher consults further with relevant personnel</td>
</tr>
<tr>
<td>8. Class teacher and school team analyse student data and discuss further support required</td>
<td>• This may involve gathering of more evidence, referral to therapists, GO or external agencies</td>
</tr>
<tr>
<td>9. Student is provided with a different year level curriculum:</td>
<td>• For students identified as performing substantially above or below year level expectations &amp; achievement standard in the whole of one or more learning areas or across the whole curriculum (refer to Curriculum Provision – Students accessing different year level curriculum)</td>
</tr>
<tr>
<td>• documented in an Individual Curriculum Plan (ICP)</td>
<td>• Below year level – monitor learning; review each reporting period</td>
</tr>
<tr>
<td>• implemented by class teacher</td>
<td>• Above year level – review after 6 weeks</td>
</tr>
<tr>
<td></td>
<td>• Continue to monitor and review with team</td>
</tr>
<tr>
<td></td>
<td>• Continue to gather supporting evidence of learning</td>
</tr>
</tbody>
</table>

Parents remain informed of their student’s identified learning needs. Class teachers continue to consult with parents about student learning and achievement. Relevant school personnel work collaboratively with class teachers to support student learning.

For consistency of practice DDSW Region encourages all schools to document and record student information/plans on OneSchool.

DDSW
Cecily Zeppa
(Regional HOC – Whole School Approach)

V2: January 2016