

PEDAGOGICAL PLAN



TEACHING AND
LEARNING



PERFORMANCE
AND
DEVELOPMENT
CULTURE



COMMUNITY
BUILDING AND
PARTICIPATION



ORGANISATIONAL
TEACHING AND
LEARNING
STRUCTURES

School: Saraswati Genius School, Jaitu
Distt. Faridkot (Punjab)

Acknowledgements

This resource has been prepared by **Saraswati Genius School, Jaitu** Regeneration Coaches – Lynne Kemp, Kate Hornsby and Melanie French – to support Principals and their work. It has been developed in direct consultation with;

Regional Director:

Dr. Sanjay Chugh

leader Principal

Mrs. Gagandeep Kaur Brar

Astt. leaders

Indu

Vaishali

Pushpinder

Principal Network Focus Groups:

Pre-Primary

Primary Students

Secondary Students

Consultant Principals:

Amarit Kaur

Krishan Kumar

Sudhir Singh

Facilities Manager:

Ashok Kumar

Our School Vision

“Success for All”

Mission: **Saraswati Genius School, Jaitu** is an inclusive school community committed to providing engaging and challenging educational opportunities that support individuals to achieve their full potential.

Our Values

Commitment
Acceptance
Respect
Excellence
Strength - CARES

School Mission Statement

S.S. Adarsh Convent School is located in Frankston and enjoys an outstanding reputation within the local community. We strive to achieve the best educational outcomes for all students promoting our motto 'Success for All'. The school's mission is to provide excellent educational experiences for all students and to promote respect and tolerance for all is underpinned by the strong core values of: Commitment, Acceptance, Respect, Excellence and Strength. The positive tone and culture within the school is supported by a highly professional staff, together with a hard working school council and community association. Our school is committed to work with children as individuals, adapting programs to their specific needs. A strong emphasis is placed on the development of literacy and numeracy abilities as well as innovative practices in ICT. Our student results are evidence of this commitment. We also offer a broad range of specialist programs that include an excellent Phys Ed program, extensive visual arts program, specialist library program and Japanese. Overport is also widely known for its strong commitment to enhancing curriculum through a specialist performing arts program. The community is also delighted to be entering an exciting new phase, with the development of a master plan for new school buildings. These modern facilities will enhance our already stimulating learning environment for our students to complement our innovative teaching and learning.

Our Preferred Pedagogical Vision

At **Saraswati Genius School, Jaitu** we personalise our students' learning to ensure that each student is met at their point of need and actively engaged in co-constructing their individual learning pathway. We pride ourselves on knowing our students as individuals and as learners. We use our knowledge of individual students' interests and their evidence of learning to create relevant and meaning learning engagements.

Our students receive ongoing, specific and meaningful feedback about their progress. They are self-reflective and participate in regular one-on-one conferencing with their teachers to discuss, refine and extend their learning goals. Teachers facilitating students' understanding of curriculum expectations by using whole school documentation that explains curriculum standards in language that can be easily understood by our students.

Our teachers work in collaboration to develop and implement an inquiry driven curriculum. Student grouping is flexible, enabling essential skills and knowledge to be explicitly taught at student's individual point of need.

Teachers share and refine their practice by learning and working in teams. They conduct action research relating specifically to the needs of the students whom they teach and provide each other with professional feedback based on DEECD frameworks outlining best practice.

Mutually respectful working relationships exist between staff, parents and the broader community, focussing on supporting and extending student learning through providing opportunities for them to applying their skills and knowledge to real life experiences.

Our Preferred Reality (Teaching learning Approach)

1b. Teaching and Learning

Personalised Learning

To ensure students are engaged and involved in their learning at Overport PS we personalise learning in the following ways:

Personalised learning at **Saraswati Genius School, Jaitu** is:

- Carefully planned based on each individual child's needs which includes:
 - prior knowledge
 - background
 - interests
 - learning styles
 - abilities and skills
- the use of evidence that provides students with information about their development and helps them identify their future learning goals
- Students and teachers constructing learning pathways together based on two-way feedback conversations.
- Is not environment or curriculum specific Teachers and students hold feedback conversations to discuss data and developmental continua (e.g. VELs) and together they set goals. They

discuss ways to reach those goals and the types of evidence that the students will need to produce.

Scope and sequence needs to be flexible

Each child will refer to plain speak VELs for each learning area. From these, students will set individual goals for future learning. To be the same across the school.

Students to track their progress from prep to year 6. Plain speak VELs document moves with them across the school. Students need to be able to articulate their learning in conferences including 3 way conferences.

Teachers get to know students as “people” not just “students” and what their interests are.

Children have choice in terms of regulating behaviour, what/how to learn and how to present their learning.

How does inquiry learning relate to personalised learning goals?

ICT is used as a tool to personalise learning

Whole school understanding of Inquiry Learning which will be used to drive an interdisciplinary curriculum throughout the school.

Overall structure of inquiry throughout prep-6.

Mandated 1 hour of reading, writing and maths every day

Whole school program/scope and sequence for maths, grammar/punctuation and spelling.

Teachers use explicit language to ensure students understand the expectations.

During reflection time students will be able to articulate what they’ve learnt and how it relates to their personal goals.

Assessment

Online Early Years Numeracy Assessment

All staff to pre-test students in necessary areas to ensure they can develop appropriate learning goals for individual students.

Review Assessment and Reporting schedule to remove unnecessary testing. Ensure all staff are following the schedule and are made accountable for this.

More effective moderation

All staff to keep a record of assessment data in a generic form for each student to avoid unnecessary testing at the beginning of the year

Description of the whole school approach

Review the You Can Do It program and research more effective programs for whole school approach to all curriculum areas is needed.

2b. Organisational Teaching and Learning Structures

Describe the preferred organisational structures that support Teaching and Learning outlined in 1b.

Clear decision making hierarchy and clear identification of roles within teams. Staff plan collaboratively during each week at common APT time.

Common area for teacher resources to raise awareness

Schools Year planners – 2019

Collaboration as a whole staff

Common expectations

Where the kids have come from, and where they need to go to

Development of scope and sequence documents for literacy and numeracy.

Resource organisation – whole school – team approach

Refine budgeting system

Skill development in ICT – esp. Interactive

whiteboards Degree of accountability

3b. Performance and Development Culture

Describe the innovative P&D culture of your school which supports your Pedagogical Vision.

Induction into the school or into a new role

Curriculum Induction for staff in regards to programs including

resources Protocols and policies

Effective handover of programs for various roles of responsibility.

Multiple sources of feedback on practice

As we see everyone as a learner, protocols are developed to ensure there

is: ○ A clear understanding of the different forms of feedback;

○ Recognition that there is both positive and constructive forms of feedback and both formal and informal from range of staff.

○ An openness to feedback relating to the schools goals and expectations;

○ And a respect for opinions from staff of varying experience.

○ A common language and set of beliefs that allows for challenge and professional discussions.

○ Whole school process to unpack survey that allows for growth and meeting of identified concerns.

○ We utilise multiple sources of feedback to improve our practice and student learning.

○ Staff will provide effective feedback to others and share new learning once embedded.

Individual performance and development plans aligned to school goals

PRPs to be undertaken twice a year taking into account both teams and individuals.

Teams develop an action plan that is reflective of school goals set within the Strategic Plan and AIP. Continually review to ensure this is a living document.

All staff contribute to the development and the implementation of action plans. Teams set goals that based on student learning outcomes.

Individuals set goals for their own teaching performance development based on feedback from a variety sources. A tracking system for individual students will be utilised within discussions.

Quality Professional Learning

- There will be access for staff to additional in-house PD.
- We consistently review our Teaching and Learning beliefs.
- Staff take part in professional learning and discussions.
- Staff plan for their individual and team professional learning.

Belief that the school has a P&D culture

That there is internal accountability and responsibility to commit to the learning of colleagues. Expectation/structure

Teachers regularly undertake targeted learning opportunities to strengthen teaching strategies

Teachers teach collaboratively and share strengths and expertise.

There is an attitude that teachers can learn from each other in many and varied ways.

4b. Community Building and Participation

Parents are committed to their own child's learning and are partners in that learning.

Education sub-committee is a forum for sharing learning partnerships

Greater use of high school facilities.

5b. Performance

Expectations for the future against the same data sets

To increase the proportion of students at or above *Year 3 NAPLAN band 4* in reading, writing and numeracy to 95%. To increase the proportion of students at or above *Year 5 NAPLAN band 6* in reading, writing and numeracy to 90%.

Increase the proportion of students assessed at or above Band B of VELS teacher judgements in writing, across the school, to 35%.

In the Attitudes to School Survey, target an increase from 4.2 to 4.8 by the end of the Master Plan. (calculated by determining the mean of the six Teaching and Learning variables).

In the Staff Opinion survey target an increase from 5.4 to 6.0 by the end of the Master Plan. (calculated by determining the mean of the eight Outcomes variables).

The *Transitions* and *General Satisfaction* variables to be at **6.0** for each of the years 2026 - 2027.

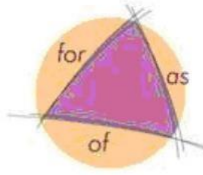
Conferencing - Reflection on evidence of learning and future goal setting	Two way feedback conversation	Plain speak Continuum	Student self-assessment based on rubric/developmental continua	To inform teaching	3 way interview	Flexible student groupings	Teachers use a variety of evidence to identify students' ZPD	Learning is scaffolded for students and learners are active partners in this process
Achievable – break down goals Clear expectations	Goal Setting	Realistic	Feedback – relevant, meaningful	Assessment	Peer feedback based on rubric/developmental continua	Transition journey - ongoing	Point of Need	
Teacher & student planning for future learning Together	Student goals inform the development of targeted workshops		Variety of authentic assessment	Use of rubrics	Teacher observations recorded and shared	Teachers sharing a range of teaching strategies	Teachers provide students with targeted explicit teaching as well as opportunities to participate in Independent Learning Engagements	
Informed risk Taking	Enabling students to take initiative	Developing Timelines Managing resources for individual & group Work	Personalised Learning at Saraswati Genius School, Jaitu			integrated	Incorporating student interest	Open-ended learning engagements
Tracking own Learning	Student regulators	Demonstrate school values Trust – reliable, empathy, compassion, Persistence				Inquiry		Students access the curriculum by self-assessing and child friendly continua
Awareness of themselves as a Learner	Critical thinking & questioning	Students have a voice in Developing learning spaces				negotiated	Play-based Learning	

Pedagogical Plan

Engaged & motivated	Students feel ownership and are supported to make informed choices about their learning	Students are challenged to take action as a result of their learning	Take on a variety of roles including facilitator	Work collaboratively to meet students at their point of need	Develop whole school pedagogy	Awareness of others	Students have a sense of belonging at school	Students keep up with current events
Learning engagements reflect student interest and enable students to inquire.	Student voice/Choice	Work with teachers to develop classroom protocols	Reflect together, focussing on improving their practice	Teacher	Have deep understanding of curriculum and effective teaching strategies	Real world applications for learning are made explicit	Community	
Considering different perspectives	Design and create		Professional development – AusVELS, Personalised Learning	Use e ⁵ Instructional Model to reflect on teaching practice and successful teaching strategies	Peer coaching	Students are able to access “experts” from the community to deepen learning and inquiry	Learning Environments Facilitate Collaborative Practices	

SYSTEM FRAMEWORKS

The following Framework documents will inform the development of your planning.

Teaching & Learning	 e⁵ Instructional Model  Curriculum Planning Guidelines  Principles of Teaching and Learning  Key Variables Defining Whole School Transformation  Effective Schools  Professional Learning Modules  Curriculum Planning
Organisational Teaching & Learning Structures	 Ultranet  Literacy and Numeracy 6-18 Month Strategy
P & D Culture	 Professional Learning in Effective Schools  Performance and Development Culture  Learning Framework for School Leaders  The Developmental
Community Building & Participation	 Blueprint for Education & Early Childhood Development Blueprint for Government Schools  Blueprint for Education and Early Childhood Development

YEAR 2026J27 VISION AND ACTION PLANNER

(Adapted from *Getting the preconditions for school improvement in place: How to make it happen.*)

GOAL:	Developing developmental continua that can be used by students to reflect on their learning and set personal goals (Note: yellow completed.)				
Steps	Resources	Risks	Risk Mitigation	Success Elements	Success Elements Accomplished
1 Leading teachers participate in School Annual curriculum day for our school	Proforma templates	The process presented at Seaford North PS curriculum day doesn't fit	Investigate other school's journeys, current research and develop a process specifically for Overport PS	An agreed process designed specifically for Overport PS staff needs	Completed.
2 Leading Teachers develop proformas for working parties to use incorporating VELs, National Curriculum And other developmental continua, ensuring that students learning can be broken into achievable Steps	Overport PS Proformas	Proformas are not fit for purpose	Leading Teachers trial proformas prior to staff and refine as needed	Overport PS has a set of proformas for staff to use to create developmental Continua	Completed in mathematics. Carried forward.
3 Working parties are created that include representatives from Prep to Year Six and will focus on specific areas of the English, Maths, History and Science	Proformas Authorising documents – VELs, AusVELs etc Maths dictionary Western Australian First Steps	Staff are unsure of how to interpret AusVELs standards into language that can be easily understood by students	Provide each working party with an example of a developmental continua in child friendly language	Working parties have developed a continuum each	Completed and ongoing.
4 Teachers work on developing students self-management skills, so they are able to reflect on their learning and set future goals managers, thinkers, researchers, collaborators, Communicators	Learning engagements designed to develop Kath Murdoch learning attributes; self-	Teachers don't understand how to develop students' self-management skills	Model learning engagements/video tape Develop a knowledge bank of Strategies	Students can articulate how they show the Kath Murdoch learning attributes	Ongoing
5 Teachers trial the child friendly continua	Continua Video tape student conferences?	When do teachers find the time?	Discuss as a whole staff how and when teachers may take opportunities to conference	All teachers can discuss how they have used the child friendly continua to	Evaluated, revised & carried forward.

			with students	discuss student learning and set individual learning goals	
6 Teachers collect examples of students' work and moderate together – developing A bank of examples for each step along the child friendly continua	Students' work samples Developmental continua Whole school moderation protocol	Disagreements about the evidence of learning for steps on the developmental continua Teachers not gathering work samples	Whole school protocol – how can teachers work through disagreements when moderating Team leaders planning for work samples to be collected	Collection of work samples, stored in a central place (scan items) to illustrate steps along the developmental continuum	Completed and ongoing.
7 Working parties (P-6 representation) refine the steps and wording of each continuum	Time for teachers to reflect and refine	Disagreements about the evidence of learning for steps on the developmental continua	Whole school protocol – how can teachers work through disagreements when Moderating	Upload refined continuums to a central place for teachers to use	Evaluated, revised & carried forward.
8 Feedback to students Teachers video examples of feedback conferences	Continua Individual student's evidence of learning Flip camera	Time Teachers not understanding expectations	Teaching teams plan for each teacher to have time to conference with students Teachers have the opportunity to watch colleagues conference if they are unsure of what to do.	Videos of feedback conference to discuss as a staff	Delete.
Communication Plan					
Key Stakeholders	Key Messages to Convey		Key Communication Mechanisms		
Parents	Personalised Learning is meeting students at their point of need. Our curriculum is structured according to developmental continua. Students' progress along these continua at different rates.		Photographs in the newsletter of explicit examples of the developmental nature of learning, e.g. writing wall Children articulate their learning in terms of the achievement of "I can" statements, rubrics etc that enable students to understand the developmental continua and curriculum expectations. - beginning		
Students	Students use the term "learning intention" to describe to aim/purpose behind their learning. They talk about what they will need to be able to do, say, write, and/or make that demonstrates that they have learnt		Teachers use this language explicitly. Teachers allow students time to reflect and practise describing their learning. Students are provided with real audiences with whom to discuss their learning		
Teachers	Are able to clearly articulate the need for Personalised Learning and what it looks like at Our School. - Beginning. They make this explicit when talking with students and teachers. Their discussion with colleagues is about where students are at currently and their next step of learning in relation to developmental continua.		Teachers regularly analyse data as collaborative teams to establish individual student's point of need and their next steps of learning. Teachers regularly moderate within and across teams All documents contain a common language of learning, e.g. excursion notes use the		

A common language of learning is used by the school community lead by teachers - Beginning

terminology “learning intention” etc.

YEAR(2026-2027)

YEARLY PEDAGOGICAL PLANNER

WHEN	TEACHING & LEARNING				ORGANISATIONAL TEACHING & LEARNING STRUCTURES				PERFORMANCE & DEVELOPMENT CULTURE				COMMUNITY BUILDING & PARTICIPATION			
Whole School Rubric	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Unit 1 Term 1	Begin personalising learning Developmental continuum Student groupings Feedback conversations to establish student goals and teaching foci Incorporating the use of ICT Monitor the effectiveness of teaching and learning Varied assessment including an Assessment book to gather evidence Input assessment data into SMART Establishing positive student teacher relationships Naplan analyse and review of results from previous year and share with level Show pedagogical plan for 2026 and 2027, highlight as things are achieved Staff trial Maths “I can” statements Explicit learning intentions linked to personal learning				Clear identification of roles within teams Staff plan collaborative during common APT Common expectations established and developed about how collaborative teaching teams can support each other to ensure every teacher has time to assist students to use the ‘I can’ statements in number Each teaching team’s planning documentation designates time for each teacher to individually conference with students to enable them to individually conference with students to enable them to set learning goals. Shared vision Teaching collaboratively				Induction Handover of roles Understanding of feedback Common language and beliefs Sharing of expertise Action plans areas and PLC Professional discussions Tracking tools for students Establish protocols Naplan priorities Distributive leadership Parent involvement Teach Collaboratively School council sub committees Develop common understanding of how the ‘I can’ statements can be used Using an ‘Action Research’ model staff trial, revise and develop a common understanding about how the ‘I can’ statements will be used. The aim and purpose for Assessment Books are worked through with staff				New families BBQ Community expectations (partners in learning) Establishment of Ed Subcommittee (t’chers & p’ts) Working Bees Year 6 camp Parent helpers in classrooms Pending grant ‘Hands on learning’ at high school Parent familiarization teacher meetings (collection of emails and mobile phone numbers from parents for communication) Regular communications is established between teachers and parents Community partnerships strengthened (FHS) Grade 6 challenge program to engage children Students clearly articulate the purpose of “I can” statement to their peers, staff, parents & Visitors Articles in newsletters to develop parent understanding of the developmental continuum, goals & learning			

	goals		and regularly revisited by having staff share a selection of their students Assessment Books at staff meetings	Intentions Cover letter to parents to explain the assessment books. Including their purpose and how they support their child's learning.
Unit 2 Term 2	3 way conferencing Pre-post tests Assessment book Feedback conversations to establish student goals and teaching foci Incorporating the use of ICT Monitor the effectiveness of teaching and learning Review continuum and assessment tools SMART Students attitude to school survey Naplan administered	Collaboration as a whole staff to promote consistency	PRP'S Review Action plans areas and PLC Sharing of expertise School council sub committees Staff share assessment books at staff/level meetings	Working bee Hands on learning at high School Regular communications is established between teachers and parents Community partnerships strengthened (FHS)
Term 3 SMART	Inquiry Reflection time Feedback conversations to establish student goals and teaching foci Incorporating the use of ICT Monitor the effectiveness of teaching and learning Naplan analyse and review of results	PD- inquiry PRP Reflection of Action Plans	Sharing of expertise School council sub committees Staff opinion survey Curriculum and program support reviews to be reviewed Budgets to be prepared for 2014	Year 5 camp Production working party Working Bee Parent opinion survey Hands on learning at high School Regular communications is established between teachers and parents Community partnerships strengthened (FHS)
Term 4	Feedback conversations to establish student goals and teaching foci Incorporating the use of ICT Monitor the effectiveness of teaching and learning SMART	Accountability-reviews (level, curriculum , support) PRP 2014 planning	Ed sub committee Sharing of expertise School council sub committees	Hands on learning at high School Transition program Year 4 camp Working bee Prep Info Regular communications is established between teachers and parents Community partnerships strengthened (FHS)

Grade 6 challenge
program to engage
children

YEAR 2026[27] VTSTON ΨO ACΨTON PLANNER

(Adapted from *Getting the preconditions for school improvement in place: How to make it happen.* Vic Zbar, Ross Kimber and Graham Marshall)

GOAL:		Developing a common language of learning			
Steps		Resources	Risks	Risk Mitigation	Success Elements
1. a) All lessons must specify the “learning intention”. b) All lessons must specify the “learning outcomes”.		Defined with staff. Time for clarification for all staff. Included in work programs. Appropriate planning templates.	Staff consistency and understanding. Variety of work program proformas.	Collaboration Planning Level consistency Work program consistency across school. Meeting time to clarify.	Students are able to articulate their learning intention and learning outcomes.
2. a) Students will be able to articulate the level of their understanding or achievement in each lesson. b) They will use the language of language of Not yet, Sometimes Always. c) Implement three way conversations lead by students and supported by teachers.		Numeracy Learning - scope and sequence. Time for clarification for all staff. Develop teacher understandings. Prepare students. Develop action plan and agreed format within each level. Student work samples and format.	Staff consistency and understanding. Accurate student self-assessment. Time allocated to 3 way meeting.	Level consistency Teacher support. Provide support for meetings to begin from lunchtime.	Student and teachers in agreement of student judgements. Students empowered to discuss their own learning. Positive feedback from all stakeholders.
3. a) Teams will implement AusVels in English, Mathematics, History, Geography and Science as appropriate to the level.		Time allocation Related PD. Planning documents, work programs and assessment documents.	Staff consistency and understanding. Time mgt.	Weekly level meetings. Moderation.	AusVels implemented throughout school. Improved student learning outcome data.
4. a) Engage in professional curriculum conversations. b) Continue to view best practice		Various meetings. Discussions about school data.	PLTs must be focussed on curriculum. Administration may derail	Needs to be a clear agenda. Agendas need to be distributed a least a day prior to meeting.	Tchrs working in strong teams together. Improved teaching and

based on: a. Inquiry b. Personalised learning c. Wellbeing.	Specialist to attend alternate level meetings as they are tagged. Level meeting days need to alternate to accommodate part time staff. PD. School visits. Time allocation. Across level and classroom visits within school. PD - Real Schools partnership Restorative Justice practices	curriculum conversations. Time and funds.	Level meetings are weekly. Levels responsible for own funding PD budget to support. Agenda at PLTs or staff meeting	learning capacity. All staff fully engaged in professional learning teams. Improvement in student engagement. Improvement in teacher capacity.
5. Improve teacher pedagogy.	Continue with a focus on E5 into classroom teaching. Targeted PRPs. WOW and documented accounts. RMS shared pedagogical understandings. Develop buddy staff member for all. ICT – greater teacher capacity.	No take-up by staff. Negative impact.	Use of National standards to provide clear expectations for staff. Leadership support and guidance. Opportunity for staff discussions at various forums.	Shared Vision and common understandings. Shared support. Successful PRPs.

Communication Plan				
Key Stakeholders		Key Messages to Convey		Key Communication Mechanisms
Parents	Our curriculum is structured according AusVels. Personalised Learning is meeting students at their point of need. Students' progress at different rates.	Students can articulate and share their learning: Three-way conferences Assemblies: digitally and personally. Newsletter, website. Work samples.		
Students	Students can state the learning intentions, the learning outcomes of lessons and their achievement.	Teachers use this language explicitly. Teachers allow students time to reflect and practise describing their learning. Regular conferencing a with a variety of audience.		
Teachers	Teachers understand and can explain what Personalised Learning looks like at Overport Primary School. Their discussion with colleagues is about where students are at currently and their next step of learning. A common language of learning is used across the school.	Teachers regularly analyse data as collaborative teams to establish individual student's point of need and their next steps of learning. Teachers regularly moderate within and across teams. All common language of learning is used in all communications. I.e; in classrooms, in documents etc. e.g. excursion notes use the terminology "learning intention" etc.		

(Adapted from http://www.eduweb.vic.gov.au/edulibrary/public/teachlearn/student/Student_Learning_Rubric.pdf and <http://www.eduweb.vic.gov.au/edulibrary/public/teachlearn/innovation/lpd/transformmatrix.pdf>)

		WHOLE SCHOOL RUBRIC			
ELEMENTS		1. FOUNDATION	2. EMERGENT	3. INNOVATIVE	4. TRANSFORMATIVE
		the individual learning styles of students at a year knowledge and understanding of how students learn is demonstrated by a minority of teachers	Knowledge and understanding of how students which teaching practices can be aligned to the team is emergent in teacher practice. Individual and/or teams of teachers are planning new approaches to teaching and learning.	Knowledge and understanding of how students learn is demonstrated by the majority of teachers. Most teachers have developed and implemented practices that put students at the centre of the learning process.	Knowledge and understanding of how students needs and goals of individual students across learn is evident in the practice of all teachers through a broad repertoire of student-centred teaching strategies and assessment methods
		Initial work is being undertaken to gather data on Level	Data on the individual learning styles of students has been used to inform planning for the way in learning needs and goals of individual students.	Pedagogical practice is informed by data and individual students at certain year levels	Pedagogical practice is aligned to the learning the whole school
		Students require structured support to develop the Curriculum is usually designed by individual teachers based on the year level and associated domain level.	Teachers plan together to provide consistency of curriculum that reflects the stages of learning and student backgrounds and addresses the needs of particular cohorts of students.	Curriculum planning and practices reflects the achievements of students in relation to the standards for some domains, stages of learning and student backgrounds and perspectives.	All curriculum planning and practices analyses and addresses the full range of learning needs of individual students providing coherence, balance and continuity across all of the domains.
		Domains are connected in an ad hoc manner when planning learning experiences.	Domains are being combined when planning learning experiences for students.	Many of the domains are strategically integrated creating quality learning experiences for students.	All domains are interwoven in a sophisticated way in the design and delivery of a cohesive curriculum for all students.
		Curriculum planning and practice for cohorts of students is undertaken as something separated from System Frameworks and the School Strategic Plan.	Any discrepancies between current priorities in the School Strategic Plan and System Frameworks have been identified.	Whole school curriculum planning and practice demonstrates the interconnectedness between the School Strategic Plan, System Frameworks and school improvement.	Whole school curriculum planning and practice is based on the local context and interconnects with the School Strategic Plan and an agenda of continuous school improvement.
	Assessment	necessary knowledge and skills to manage and monitor their learning.	Teachers provide support for students to monitor and manage their learning.	Students have opportunities to monitor and manage their learning through structured support.	All students are equipped to monitor and manage their learning.
		Assessment for teaching (for, of and as learning) is not explicitly planned. Assessment of learning (summative) remains the focus.	Assessment for teaching (for, of and as learning) is being planned with a focus on identification of effective assessment strategies.	Assessment for teaching (for, of and as learning) is planned for at the whole school level and for cohorts of students using a range of data. Parents and students receive regular information on strengths and areas for improvement/future learning.	All teachers use assessment for teaching (for, of and as learning) to provide individualised learning. Learning portfolios enable ongoing information sharing between teachers, students and parents. Evidenced-based valid and consistent judgements are made through moderation.
ORGANISATIONAL STRUCTURES		Current organisational structures all limit flexibility within student groupings and roles and responsibilities of teachers. Student learning and welfare are managed separately.	Current organisational structures are being examined and options are developed and analysed to identify structures that will better support student learning.	Flexible organisational structures are being implemented for aspects of the learning program and/or particular groups of students.	Organisational structures enable learning to happen in a range of places at a range of times through flexible use of people, IT and spaces.
		Learning spaces are confined to the classroom and there is limited use of ICT to support student learning.	A needs analysis informs future developments of physical and electronic learning environments.	Some spaces have been reorganised to create physical and electronic learning environments that support student learning.	All physical and electronic learning environments have been created that complement diverse student learning.
PERFORMANCE & DEVELOPMENT CULTURE		Professional learning is fragmented and usually short term.	Protocols have been established to increase the effectiveness of professional learning including the importance of reflection on practice.	Teams of teachers plan for learning opportunities that will meet their needs as a group.	Professional learning in collaborative teams focuses on exploration and sharing of learning and teaching practices to continually improve student learning.
		Professional learning focuses on individual teacher needs rather than agreed school priorities and processes.	School curriculum planning has begun to identify needs and processes for more effective professional learning within the school context.	A schedule of professional learning is established that best meets the needs of all teachers by focussing on their learning needs and grouping teachers accordingly.	The school fosters a culture that values and supports ongoing professional learning, risk taking and focussed evaluation
COMMUNITY BUILDING & PARTICIPATION		The leadership team is exploring how to incorporate the System Frameworks in their school and beginning to raise awareness of these initiatives with staff and school community	The leadership team is building its depth of knowledge of the System Frameworks and beginning to structure opportunities for staff and school community to engage with these initiatives to facilitate whole school curriculum planning.	The leadership team has a deep understanding of the System Frameworks and has created structures and processes that support staff and school community to implement these initiatives.	The leadership team has a meta-view of the System Frameworks and provides clear direction for improving student learning that involves all staff, students and relevant aspects of the local community.

