## 2.5 Learning and Teaching Improvement

<table>
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<th>Element</th>
<th>Expressions of Performance</th>
<th>Improvement Culture is enabled through</th>
<th>Performance development could be tightened through</th>
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| Improvement Culture 6         | Most staff participate in efforts to improve learning and teaching and many staff actively strive to improve their learning and teaching strategies. A commitment to improvement is evident in communications with staff, students and parents. Examples of successful improvement are identified and celebrated from time to time throughout the school.                                                                 | • Development of professional learning plans and goal setting with staff.  
• Opportunities to share at staff meetings but also incidental conversations that enable the sharing of improvement strategies.  
• The introduction of the Learning Enhancement Role and more specifically one on one planning targeting specific areas for improvement  
• CST Role  
• Communication of strategies to parents through newsletters and classroom teacher/parent conversations (Curriculum Connections in Newsletter)  
• Initiating a whole staff focus on Data Walls – 2015 for reading  
• The development and tightening of Action Plans and IEPs focus on strategies that can improve outcomes for students. There is a direct and clear focus with these back to the curriculum  
• Staff interest in taking on new learning and to implement strategies in the classroom  
• The initiation of our Visible Learning journey and engagement with the DELT Strategy  
• The celebration of learning with students | • The provision of more professional learning on specific areas that can impact student learning to build understanding on how to plan appropriately for the diverse range of students. (Dyslexia and anxiety etc)  
• Provision of opportunities to deliberately identify our areas of growth that is data informed as well as observation based.                                                                                                                                 |
| High expectations and standards 4 | There are agreed expectations and standards among staff concerning teaching and the learning and achievement of students across the school. From time to time these expectations are communicated to students and their parents. | High expectations and standards is enabled through  
• Goal setting processes for teachers.  
• Whole School Philosophy of teaching and learning  
• Provision of surveys to allow input from staff and parents around school learning expectations (eg Homework)  
• Parent meetings and interviews along with the redevelopment of student led conversations  
• Learning enhancement role  
• Initial understandings and implementation of the Expected and effective practices. | High expectations and standards could be tightened through  
• The development of a common language of learning with a beginning focus on effective habits of thinking and doing which will create a standard and framework for our teaching  
• The development of what visible progress will look like in with a particular focus on literacy and English. The BI Tool will support this development. |
### Data/Evidence we could possibly collect

- Teaching and Learning Philosophy Statement
- Reporting processes
- Whole School testing data
- Professional Development around Learning and Teaching Improvement
- Relevant Achievement that validate our teaching and learning improvement
- Duncan’s Maths thing

| Performance | Used to evaluate changes in student learning. Many teachers make use of judgements about ‘student gain data’ over a period of time. | Whole school testing as a means of collecting data
- Beginning opportunities to explore the BI Tool as a means of understanding the data
- NAPLAN
- Reading Records are being collected | Professional learning on the BI tool
- Building staff understanding of ‘student gain data’ and how to make appropriate judgements |
| Monitor and Reporting | The school periodically generates and reviews data on student progress. Most teachers use this data to inform their pedagogy, to make judgements and to provide feedback on student learning to students and their parents. The school uses a range of generally effective processes to report student progress against defined standards. | Monitoring and reporting is enabled through
- The structure of release provided for teachers to co plan with the Learning Enhancement Teacher and the ongoing conversations around student learning based on progress.
- Twice yearly reporting to parents (paper and in person). Comments relate specifically back to achievement standard
- Student portfolio processes and procedures
- Explicit conversations at the commencement of year on student learning data | Monitoring and reporting could be tightened through
- Development of key strategy that builds teacher capacity for use of data to support student progress
- Discussion of options around testing |
| Planning and Decision Making | From time to time the school encourages staff to reflect on and make decisions about learning and teaching; these decisions are generally informed by student learning data and student perceptions. | Planning and decision making is enabled through
- Cycles of reflection between Learning Enhancement Teacher and the teachers she is working with.
- Beginning cycles of reflection around gradual release of responsibility as a model for teaching
- Sharing of data collected with staff around the five strands of visible learning. Opportunity for Visible Learning team to reflect and develop focus areas to ensure decision making about teaching and learning | Planning and decision making will be tightened through
- The ongoing Visible Learning journey
- Identification of Key Targeted Strategies in teaching and learning that allows for a review and response approach to our decision making. |