**DOMAIN: Teaching Quality 2021 DOMAIN TEAM MEMBERS: Helen Mc Dowell; Farizia Mundroina Leader: Hayden Gloudermans**

| Guidelines | Improvement Identified | Strategies | Responsibility | When | Resources | Success Criteria |
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| Shared beliefs about teaching and learning support school-wide practices | Explicit Instruction Model training and trialling with a focus on warmups occurred in 2020. Whole school focus now shifts to Reading warmups while maintaining essential literacy warmup.  Assess effectiveness of key literacy and numeracy strategies and programs with a view to school improvement that is reflected in student data. | 1. Teacher support through peer and line manager observations as well as continued modelling from teacher champions  2. Develop Reading warm ups using ‘Explicit Instruction Model’  3. Develop maths warm ups using ‘Explicit Instruction Model’  1. Trial Talk 4 Writing (**T4W**) with modelled peer observations.  2. Trial CARS & STARS (**C&S**) for Yr 3 and redefine yrs 5/6.  3. Stepping Stones (**SS**) Survey staff on areas of PL requirements.  3. Whole staff Stepping Stones and Numeracy block PL. | Principal & Math Coordinator teachers | T1  T4 2020  T2 | Staff Handbook: Green File (**SH:GF**) | 3 months: Performance management (**PM**)includes teacher needs in explicit teaching.  6 months: 3. Define Maths warm-up ie. 40% numeracy, 30% Measurement and Geometry and 30% Statistics and Probability.  12 Months: Pedagogical framework clearly defines what exemplary teaching looks and is in Staff Handbook.  3 months: 1. Talk 4 Writing Teacher Professional Learning (**PL**)  3. Math coordinator (**MC**) presents Stepping Stones Survey results.  MC visit like schools and trials online sessions.  6 months: MC presents information from like schools and online PL.  12 Months: Staff define new directions for maths. |
| Staff collaborate to plan for, act on, and assess student learning | Teachers use the SH:GF as their major source of connection to classroom practice | Principal unpacks documents with staff and explains how they impact teaching and learning.  Classroom data collection aligns with school CAT data and CAT data and IEPs are used for RPT.  Principal attend ECE meetings to collaborate on NQS.  Complete NQS self-assessment. | Principal and teachers | SDD 1 | SH:GF | 3 months: At staff meetings samples are presented, discussed as per calendar in Staff Handbook.  Brightpath to moderate student ability against judgements of teacher.  6 months: Reports relate to data and completed on time.  12 Months: NQS self-assessment. Completed in late October. |
| Teaching practices align to content outlined in the WA Curriculum | Data drives process for Curriculum, Assessment and Reporting (**CAR**). | Moderation sessions are set into staff meetings ie. Brightpath.  Principal reviews CAT spreadsheets for full access to teachers.  Data is collated into Common Assessment Task tables by teachers. | Principal and teachers |  | SH:GF | 3 months: Staff meetings discuss data management.  6 months: Learning area leaders collate and display data.  12 Months: Teachers express in PM their links to SIP & Op Plans. |
| Differentiated teaching exists to cater for the learning needs of students | Specific planning directed at the specific needs of students in literacy. | SSEN plans are completed T1 &T3 week 3  Educational Supporter (Farizia) tests students and collaborates with teachers to prepare differentiated plans (L&S). | Principal and teachers |  | SH:GF | 3 months: Clear learning pathway for SSEN students in IEPs.  6 months: Data drives the differentiated plans.  12 months: Teachers have data to demonstrate their teaching improved outcomes for students. |
| Analysis of systemic and school-based data informs teaching plans | School based data as per school assessment calendar is analysed to inform teaching plans | Staff meet week 2 and 7 each term to review programs. Groups set as staff from K-2 and year 3-6  Testing completed on time.  Testing methodology is consistent across the school. | Principal and teachers | T1 | SH:GF CAT data  Staff meetings | 3 months: Teachers can explain how data drives the teaching  6 months: Additional DOTT for coordinators to promote op plans.  12 Months: L&S Program in place and being practiced.  Explicit teaching model is being defined and teachers share experiences. |
| Assessment and reporting on student achievement informs students and parents | Data driven change; with explicit & clear school wide targets; explicit core objectives. | PM includes a data management component that demonstrates use of CAT data.  Whole school process for explicit teaching, data analysis, lit’ blocks, & classroom observation that includes SS Mathematics.  Staff share plans, moderation tasks, analyse data at staff meetings. | Principal and teachers |  | SH:GF | 3 months: Implement Brightpath for Term 1  6 months: Teacher PM 2021 documents the data management goal.  12 Months: Teachers can explain how data drives change and demonstrate how they alter their practice to impact on student learning. |
| Professional learning builds staff capability. | Staff discuss, how PM links with classroom practice and school plans.  Principal and teachers engage in coaching, reflection, joint investigation, study teams, and problem solving to improve teaching that results in student learning.  Staff use data and schools worthy of imitation to analyse, develop and connects SIP to op plans, PM through to classroom practice. | Staff unpack the PM process at the beginning of the year.  Investigate GROWTH Coaching model.  Staff unpack the PM process during first SDD.  Peer to peer meetings are arranged in the first weeks of school.  PM expectations are clearly defined for staff.  Use AITSL online videos to show exemplary practice.  Staff use their stronger skills aspects to train others.  ECE meet each fortnight.  All staff participate in T4W. | Principal and teachers | SDD1T1 | SH:GF AITSL online | 3 months: Teachers s define PM goals using the Aitsl modules.  PM processes are in place with dates set for meetings. Teachers set their learning intentions or goals.  Teachers take actions in their teaching to achieve goals  6 months: PM process is on track as per calendar.  GROWTH Coaching model presented to staff  Teachers receive objective information that informs whether they are on track to achieve goals or change course to reach goals.  12 Months: Teachers review PM process identify possible changes.  Teachers assess their growth, reshape their performance and revise their plan or begin a new enquiry. |

| **Achieved** | **Developing** | **Not Achieved** |
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