1. REFLECT ON THE STATEMENT OF EXCELLENCE
In schools that excel, there are explicit systems for collaboration and feedback to sustain quality teaching practice. All teachers are committed to identifying, understanding and implementing the most effective teaching methods. The Quality Teaching project will ensure teachers collaborate within and across their stage/specialist area to implement effective teaching strategies with a high priority given to evidence-based teaching strategies and to sustain consistency of curriculum delivery.

The school embeds explicit systems for collaboration, feedback, evaluation, classroom observation and modelling to support effective teaching practice, quality program development and assessment of student learning outcomes. The Quality Teaching project will ensure all teachers access evidence-based Professional Learning to develop their knowledge of new syllabus documents, the quality teaching framework and the Performance and Development framework. Opportunities for teaching staff to engage in collaborative practice occurs at all stages of the project.

2. THINK ABOUT YOUR SCHOOL’S PRACTICES AND PROCESSES
What are the practices in our school?
- School based evidence will show teachers participating in differentiated, well-resourced and timely professional learning in a collaborative team environment to enhance teaching and learning as well as developing a deeper understanding of curriculum and effective pedagogy.
- Professional learning opportunities provide a model of collaborative expertise as well as increased trust and risk taking. Professional learning is aligned to the Professional Standards for teachers at their appropriate career stage. Evidence will show that feedback from direct observation of teaching, through agreed, collaborative lesson observations as well as self-reflection on the impact of professional learning will meet the professional learning needs and goals related to professional practice.

Why are these practices important? What is the impact?
In order for teachers to develop their knowledge and use of effective pedagogy to enhance student outcomes, teachers will collaboratively create, implement, reflect, refine and review professional goals aligned to the Australian Performance and Development Framework and School Plan (2015 – 2017).

To ensure consistency across the school and to establish a collaborative, risk taking, trusting and professional learning culture, teachers will participate in professional learning and collaboratively develop and implement teaching and learning programs based on new syllabus documents (Science, History and Geography). Teachers will undergo professional learning on embedding and implementing the 9 Step Planning Process (Lane Clark™) to design and implement quality, innovative teaching and learning programs that embed a learning to learn framework (whole school inquiry; think!NQ™). Through the integration of technology and developing rich inquiry based learning tasks, students identify how to make a difference to their lives and the lives of others’ through identifying solutions to problems, developing new possibilities, recommendations and alternatives.

What school processes in our school plan align with this element?
- Embed new curriculum within a highly technological and innovative learning space to achieve enriched learning outcomes previously inconceivable.
- Establish a professional learning culture and implement the Australian Teacher Performance and Development Framework that has a focus on differentiating, mentoring, team teaching and collaborative planning.
- Build an awareness and understanding of innovative pedagogy and new curriculum through workshops and increased school participation.
- Engage in action research that develops deep knowledge and understanding of the new curriculum.
IDENTIFY YOUR DATA

The evidence that has been collected from the Quality Teaching team comes from:

- School-wide collaborative professional learning opportunities that have focussed on Quality Teaching and Learning in Science & Technology and Geography. This professional learning has embedded a learning to learn framework (whole school inquiry) through reflection and feedback and staff developing a deeper knowledge and understanding of the 9 step planning process.
- Implementing school-wide professional learning on ‘Assessment FOR, AS and OF learning’ as the three forms of assessment to embed assessment opportunities into Geography teaching and learning programs.
- The development of school wide practices to monitor, track and evaluate professional learning on ‘Assessment FOR, AS and OF learning’ as the three forms of assessment to embed assessment opportunities into Geography teaching and learning programs.

Our school-wide professional learning has developed teachers’ curriculum knowledge based on the Australian Professional Standards for Teachers to plan and implement the Science, History and Geography syllabuses which embed a learning to learn framework (whole school inquiry - thinkInQ™) and the 9 step planning process. Lesson Studies have provided classroom teachers with opportunities to work collaboratively with colleagues on their stage to develop, refine and teach engaging and innovative Geography lessons with reference to the Australian Professional Standards for Teachers. Teachers will then evaluate, reflect on and revise lessons with consideration to the levels of engagement, impact on student learning in Geographical concepts, the ThinkInQ™ process and effective pedagogy.

Professional learning on assessment for, as and of learning was provided to teachers to support the embedding of these assessments into teaching and learning programs and assisted staff to determine the impact on student learning and guide future planning. Teachers have developed comprehensive teaching and learning programs which include opportunities for assessment for, as and of learning, embedding a learning to learn framework and technology that supports learning outcomes.

A model of collaborative expertise has been established. Teachers and leaders have worked together to maximise the effect of their professional goals. The approach undertaken led to staff developing an understanding of the impact on working collaboratively and sharing evaluative evidence and thinking about the impact of their teaching on student learning outcomes. Teachers also developed their knowledge of the ‘Performance and Development Framework’, and have the opportunity to build their capacity and improve teaching practice by working collaboratively with colleagues across stages/areas (PDP Pairs and POD groups) to support each other when developing, implementing and reviewing their Performance and Development Plan (PDP), incorporating the Australian Professional Standards.

<table>
<thead>
<tr>
<th>EVIDENCE</th>
<th>LEARNING</th>
<th>TEACHING</th>
<th>LEADING</th>
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<tbody>
<tr>
<td>Quality Teaching Milestones, Budget and checkpoint</td>
<td>LEARNING CULTURE (S+G¹)</td>
<td>DATA SKILLS AND USE (D²)</td>
<td>SCHOOL PLANNING, IMPLEMENTATION AND REPORTING (E¹)</td>
</tr>
<tr>
<td>Staff Professional Learning in Performance and Development Plan (PDP) Framework</td>
<td>CURRICULUM AND LEARNING (S+G¹)</td>
<td>EFFECTIVE CLASSROOM PRACTICE (E¹)</td>
<td>LEADERSHIP (D³)</td>
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<tr>
<td>Geography Syllabus Implementation</td>
<td>PROFESSIONAL STANDARDS (E¹)</td>
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<tr>
<td>Geography Lesson Study (Action Research)</td>
<td>WELLBEING (S+G¹)</td>
<td>COLLABORATIVE PRACTICE (E¹)</td>
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<tr>
<td>Collaborative Planning and Evaluation</td>
<td>CURRICULUM AND LEARNING (E¹)</td>
<td>EFFECTIVE CLASSROOM PRACTICE (S+G¹)</td>
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<tr>
<td>Assessment for, as and of Learning</td>
<td>ASSESSMENT AND REPORTING (S+G¹)</td>
<td>COLLABORATIVE PRACTICE (E¹)</td>
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</table>
4. **ANALYSE YOUR DATA**

The school is developing a culture of trust, risk taking and timely, differentiated professional learning opportunities to enhance teaching and learning and develop a deeper understanding of curriculum and effective pedagogy. This is evidenced by all staff participating in a variety of professional learning sessions on the ‘performance and development framework’ and new DoE syllabuses. The data shows that teachers have increased their understanding of the performance and development plans and are writing more effective and strategic goals, selecting appropriate professional learning and identifying evidence that demonstrates impact on student learning outcomes. Data indicates that staff have increased their knowledge of the Geography syllabus and effective teaching practices through lesson study and how they relate to our school wide inquiry model. This ensures teachers are assessing their on-going development as members of the teaching profession and have currency of content knowledge and teaching practice.

The school has explicit systems and processes for collaborative practice within and across stages and areas. These include; collective teacher efficacy (1.57), Piagetian programs (1.28), feedback (0.73) and providing formative evaluation (0.68). Teachers participated in a number of collaborative planning sessions to develop and evaluate teaching and learning programs in Science & Technology and Geography. They were also part of a ‘pairs and pods’ system for buddy teaching staff based on their professional goals. Evidence will show that teachers developed effective teaching and learning programs that embed assessment for, as and of learning, new syllabus concepts and the school wide inquiry based learning model and make adjustments and modifications for future learning. Evidence will also show that teachers worked collaboratively to develop their performance and development plans and provided support to collect and analyse evidence. This enables teaching staff to collaborate within and across stages to ensure consistency of curriculum delivery and to draw on and implement evidence based research to improve their performance and development.

5. **MAKE A JUDGEMENT**

Our evidence supports that in the Learning element we are sustaining and growing. We have:

- Quality teaching and professional practice evident in every learning environment, providing students with opportunities to connect, succeed and thrive that are relevant to their stages of learning and development.
- Curriculum provision that is enhanced by learning alliances with other schools and organisations.
- Curriculum programs and teaching practices that effectively develop the knowledge, understanding and skills of all students, using evidence-based teaching practices and innovative delivery mechanisms.
- Developed explicit processes to collect, analyse and report internal and external student and school performance data.

Our evidence supports that in the Teaching element we are Excelling. We have:

- Regularly used student performance data and other student feedback to evaluate the effectiveness of their own teaching practices.
- A school leadership team who demonstrate instructional leadership, promoting and modelling effective, evidence based practice.
- Teachers who regularly reviewing and revising teaching and learning programs.
- Teachers who collaborate within and across stages to ensure consistency of curriculum delivery, including strategies for differentiation and consistency of teacher judgement.
- Embedded explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain on-going school-wide improvement in teaching practice and student outcomes.
- Teachers who are actively engaged in planning their own professional development to improve their performance.
- Teachers who take responsibility for changes in their practice to achieve improved school performance and who are using data on a regular basis to monitor the effectiveness of their own efforts.
- Teachers who draw on and implement evidence-based research to improve their performance and development.
- Teaching staff who demonstrate and share expertise, and who have very high levels of contemporary content knowledge and teaching practices, and rely on evidence-based teaching strategies.

Our evidence supports that in the Leading element we are sustaining and growing. We have:

- Links that exist with communities of schools, other educational providers and other organisations to support the school’s programs.
- Leadership development that is central to school capacity building.
- Monitoring, evaluation and review processes which are undertaken routinely.
- Clear processes, with accompanying timelines and milestones, directing school activity towards effective implementation of the school plan.
- Evidenced-based strategies and innovative thinking in designing a school plan that delivers on-going improvements in student outcomes.
- Strategic financial management to gain efficiencies and to maximise resources available to implement the school plan.
- Systematic annual staff performance and development reviews that are conducted.
### 6. PLAN FOR THE FUTURE

#### Strengthening our Practice
- Further implementation of the ‘for, as and of’ forms of assessment that promote an integrated approach to teaching, learning and assessment to ensure these assessments provide accurate, on-going and detailed evidence of achievement of student learning outcomes. This will be achieved by further professional learning and collaborative planning.
- All teachers implement assessment for, as and of learning within their classroom and students use reflection on assessment and reporting processes and feedback to plan learning.
- All teachers regularly review learning with each student, ensuring all students have a clear understanding of how to improve their learning.
- School-wide mentoring and coaching support to ensure the on-going development of all staff.

#### Strengthening our Evidence
- Evidence of evaluations from 2016 teaching and learning programs have been used to inform the planning and programming of 2017 teaching and learning programs.
- Evidence from students' reflections will demonstrate they have evaluated their achievement of student learning outcomes.
- Performance and Development implementation in 2017 will show a greater emphasis on the use of mentoring and coaching to support newly appointed and beginning teachers.

### 7. SHARE YOUR EVIDENCE

Parklea Public School and community have been strongly involved at every stage during the construction of the current school plan which demonstrates our collective commitment to a shared purpose. As a school we have consistently communicated progress and evidence of progress collected from students and teachers to monitor our progress and reviewing our milestones for external validation.

In order to prioritise our current evidence sets, key stakeholders from the staff have mapped our data sources against the elements and descriptors of the School Excellence Framework. The leadership team evaluated these data sources using an Elements Mapping tool and shared this with the staff. The staff provided further feedback to the leadership team offering new ideas and additional sources of classroom-based evidence.

The leadership team synthesised the evidence into eight sets which include: Future Focused Learning, Quality Teaching, Visible Learning, Wellbeing, Extra-Curricular, Parent and Community Engagement, Capacity building and Leadership and Student Performance Measures.

We used a collaborative approach to model the process for reflection on our practice to identify and annotate impact and transformation. From this we were able to determine our next steps.

At the conclusion of our external validation, our school’s full process will be celebrated during our October P&C meeting.
## Quality Teaching Evidence Set

The development of school-wide practices to monitor, track and evaluate the
‘Performance and Development Framework’.

<table>
<thead>
<tr>
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<th>Description</th>
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<tbody>
<tr>
<td>1</td>
<td>Quality Teaching budget, finance tracker, milestones and checkpoint evaluation</td>
</tr>
<tr>
<td>2</td>
<td>Staff Professional Learning in Performance and Development Plan (PDP) Framework</td>
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<tr>
<td>3</td>
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The development of school wide practices to monitor, track and evaluate the ‘Performance and Development Framework’.

1. Quality Teaching budget, finance tracker, milestones and checkpoint evaluation

### Quality Teaching Milestones 2016

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<tr>
<th>Project Leader's</th>
<th>Team Members:</th>
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#### Strategic Directions:
- SD1: Confident, creative, tolerant high performing students.
- SD2: Expert facilitators and visionary leaders of learning.
- SD3: Inclusive, informed and engaged learning community.

#### Key:
- **On track**
- **Delayed**
- **Off track**
- **On track**

#### Process/Phase

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<thead>
<tr>
<th>Term 1</th>
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<td>STRATEGIC DIRECTIONS:</td>
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### Annotations:

The Quality Teaching Team comprises of 12 staff members from across K-6, including specialist staff. Our yearly milestones demonstrate our team planning and implementation towards achieving the school’s three year strategic plan.

The team monitors, evaluates and reviews the Quality Teaching processes once, each semester through the use of our milestone checkpoint. Strengths, weaknesses and ‘so what ideas’ are recorded. These are then used to make changes to milestone timelines and evaluations.

Our team budget has links to our RAM funding, whole school forecasting budget and GL ledger accounts. Spending is tracked every five week period. The school leadership team meets regularly to review each team’s tracking and spending.
The development of school-wide practices to monitor, track and evaluate the ‘Performance and Development Framework’.

2. Staff Professional Learning in Performance and Development Plan (PDP) Framework

Annotations:
The Pairs and Pods process was established as a result of our 2015 PDP cycle where it was evident that several staff members across the school were working towards achieving similar professional goals. According to Hattie (2015) ‘collective teacher efficacy’ translated in our school context, is a model of collaborative expertise where the leadership team allows teachers to share evaluative evidence and think about what was effective. This has led to teachers knowing and understanding their impact as teachers, becoming experts to maximise the effect of their teaching on all students.

In establishing a ‘pairs and pods’ practice in our school, teachers can select the pod most relevant to their goals to support each other through the cycle of professional learning, implementation and evidence collection. Teachers have an improved understanding of the process and ways collaboration can support them to achieve their goals and therefore, improve their practice.
School-wide collaborative professional learning opportunities that have focussed on Quality Teaching and Learning in Science & Technology and Geography.

3. Geography Syllabus Implementation

Annotations:
A number of whole-school professional learning sessions have provided staff with an introduction to the geographical concepts, tools and inquiry in the new syllabus. Teachers compared, identified and matched learning outcomes to various stages and the components of the syllabus linking and understanding of the similarities between the geographical inquiry and our whole school inquiry model. This ensures that curriculum programs and teaching practices are effective and develop the knowledge, skills and understanding of all students. The school has evaluated professional learning activities to identify and promote the most effective strategies. Evidence demonstrates teachers have developed their understanding of the new syllabus and are more confident to teach and use this. It also shows that teachers have a greater understanding of the geographical inquiry when compared to our whole school inquiry model, think!NQ!

Learning Intentions
- Develop a deeper knowledge and understanding of the 9 Step Planning Process.
- Teachers will layer the ThinkINQ™ into a sample DoE Geography T&L Program.
- EST Teachers will develop their understanding of a process for evaluating the effectiveness of a T&L Program.
- Teachers will collaboratively plan a Geography unit of work.

SESSION 4: Monday 6 June 2016
School-wide collaborative professional learning opportunities that have focussed on Quality Teaching and Learning in Science & Technology and Geography.

4. Geography Lesson Study (Action Research)

**Annotations:**
According to the Australian Institute for Teaching and School Leadership (AITSL), Lesson Study fosters the development of a common understanding of what good teaching practice looks like. Teachers collaboratively designed a lesson from their unit of work in Geography or Science & Technology which focussed discussion on planning, implementing, observing and reflecting on classroom practice. Teachers have shared their expertise showing high levels of contemporary content knowledge and teaching practices. We have embedded explicit processes for collaboration to support teachers to become more familiar with how they structure lessons in their class and the impact of their teaching on students.
5. Collaborative Planning and Evaluation

Annotations:
Lane Clark’s ‘9 Step Planning Process™’ provided teachers with opportunities to work together in a systematic cycle of planning, teaching, observing, refining and reviewing specific units of work in Science, History or Geography.

A whole school collaborative planning practice has been developed by the leadership team so that each stage team leader can successfully apply and implement the ‘9 Step Planning Process™’ to all collaborative planning meetings. This ensures consistency of curriculum delivery, teaching practice, reflection and evaluation of teaching and learning programs.
Implementing school-wide professional learning on ‘Assessment FOR, AS and OF learning’ as the three forms of assessment to embed assessment opportunities into Geography teaching and learning programs.

6. Assessment as, for and of learning

Annotations:
Teaching and Learning programs show evidence of quality teaching and assessment practices. Teacher’s demonstrate a sophisticated understanding of how to utilise assessment ‘for’, ‘as’ and ‘of’ learning. Hattie’s list of top 20 effect sizes show a range of assessment strategies, based on research that will impact positively on students learning including self-reported grades (1.33) and formative evaluation (0.68). Teachers have redesigned teaching and learning programs to incorporate assessment ‘as’, ‘of’ and ‘for’ learning. The impact of these strategies include whole school approaches to:

- Identifying explicitly what students know e.g. KWLO chart;
- Building the capacity for students to self-reflect on their learning e.g. ‘strengths’, ‘weaknesses’ and ‘so what’ ideas using thinkcharts, organisers and rubrics; and
- Teachers regularly incorporating a variety of formative and summative assessment tools that ensure learning is responsive to student learning needs.