### LEVEL 4: IMPROVEMENT IN LEARNING (HIGHER LEVEL INDICATORS)
As a result of the impact of levels 1, 2 and 3 we should be able to account for an improvement in child/student learning, and be able to justify this with qualitative and quantitative data.

- NAPLAN - At least 30% of Students achieving in the top 2 bands for Writing.
- NAPLAN - 80% of students exhibit Middle or Upper growth between years 3 – 5 and 5 – 7. for Writing

### LEVEL 3: CHANGE IN THINGS CHILDREN / STUDENTS DO (MEDIUM LEVEL INDICATORS)
These could be best described as prerequisites for improved learning. They may be evidenced as changes in child / student behaviours or patterns relating to an increase in engagement in their learning. For example, as a result of an effective social learning / behaviour program children / students may be spending more productive time engaged in centre / class activities.

- Students use agreed rubrics to self assess and peer assess their achievement
- Students receive targeted feedback on what has been done well and what they need to do to improve their achievement
- Students are involved in their own goal setting
- In - class intervention is tailored to individual student needs
- Student engagement is improved – use of Bloom’s Taxonomy and Engagement Matrix
- Child friendly developed in class
- Feedback against rubrics or marking standards
- SMARTER targets
- In class and withdrawal, based on teacher pre/ post-testing
### LEVEL 2: CHANGE IN THE THINGS TEACHERS DO

**MEDIUM LEVEL INDICATORS**

Following professional development in a particular area, the result may be seen as a change in teacher behaviour or perception. For example, after training or developing skills with ICTs, teachers may be embedding ICTs into their total learning program. Some other examples might be:

- Rubrics are negotiated and clarify achievement standards for students
- Teachers plan jointly or in teams
- Teachers observe and provide feedback to peers (Literacy checklist)
- Teacher’s agree on assessments
- Teachers conduct pre and post testing.
- Teachers are clear about the “whole school agreements”
- Genre map reviewed
- Teachers follow an agreed lesson structure for goal setting for each lesson
- Teachers moderate student achievement at similar year levels
- An efficient student data warehouse helps teachers track student achievement
- Gradual release of responsibility model – scaffolding learning through to handover

- Standardised yr level rubric for specific genres
- NIT, release time
- NIT, release time

### LEVEL 1: STRATEGIES

**LOW LEVEL INDICATORS**

Numerous strategies are used to implement the priority areas. The use of the strategies can be an indicator (albeit low level) of the occurring change. These could look like the following:

- Joint planning time for teachers/teams
- Targeted Professional Development provided
- Staff meeting and sharing good practice times
- Reading Teacher support supplied (Julie)
- Literacy coach support supplied

- NIT, PLC (Professional Learning Communities), release time
- Stephen Graham PD
- Staff meeting sharing & in other units twice/term
- Mentor teacher timetable available for all