

United in our pursuit of excellence



Introduction to the six principles of Junior Secondary





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Introduction

The research base for the Junior Secondary model highlights the centrality of the quality of teaching and learning as vital to its successful implementation.

1. Department of Education and Training: Draft Elaborations: flying Start Junior Secondary Initiative Australian Council for Educational Research 2011.
2. Brief: Provide a critical literature review relevant to the *Year 7 to secondary* consideration and of accompanying educational approaches (middle schooling initiatives). Author: Donna Pendergast, PhD)

The Teaching and Learning Audit instrument has been developed using international research and has been informed by Queensland's Roadmap for curriculum, teaching assessment and reporting. As the key to improvement of teaching and learning in Queensland State Schools it is perfectly positioned to be the framework for the major reform of Junior Secondary in Queensland Schools.

The audit has demonstrated that there are many quality practices occurring in our secondary schools and has shown schools the way forward for whole school improvement in teaching and learning. It is appropriate therefore, that it is the lens through which schools view their current practices in Year 8 and 9 and the plan for future action to implement the renewed Junior Secondary including Year 7.

The following 6 documents unpack the Principles of Junior Secondary in terms of the 8 Teaching and Learning Domains, Outstanding descriptor.

This includes:

1. Facets of each Teaching and Learning Audit Domain that relates to each Junior Secondary Principle
2. Reflective questions which align with the Principle and can be used by schools to reflect on their current practice and consider planning for the future
3. How each Domain is evidenced in each of the 6 Junior Secondary Principles

By their nature, the 8 Domain descriptors weave across the 6 Junior Secondary Principles, with many facets repeated under more than one Principle. The result highlights the complexity and depth of the audit tool and its usefulness as a tool for implementing an improvement and/or change agenda.



DISTINCT IDENTITY

Junior Secondary students will be encouraged and supported to develop their own group identity within the wider high school. This can involve dedicated school areas and events.

Elaboration

ACER summary

Teaching and Learning Audit Facets

Domain 1

- The school improvement agenda has been effective in focusing, and to some extent narrowing and sharpening, the whole school's attention on core learning priorities.

Domain 2

- Data are used throughout the school to identify gaps in student learning, to monitor improvement over time and to monitor growth across the years of school.

Domain 3

- The school ethos is built around high expectations and a commitment to academic excellence. There is an expectation that every student will learn and achieve positive outcomes.

Domain 4

- A range of initiatives (eg, across-class and across-grade groupings for literacy and numeracy; the sharing of specialist teachers with neighbouring schools) is being implemented to make more effective use of available resources to enhance teaching and learning.

Domain 5

- Teachers and school leaders take personal and collective responsibility for improving student learning, working as a team and learning from each other's practices.

Domain 6

- The school has a clearly documented whole school plan for curriculum delivery. This plan is aligned with the Queensland Curriculum Assessment and Reporting (QCAR) framework and makes explicit what (and when) teachers should teach and students should learn.

Domain 7

- It is recognised throughout the school that some students require significant adjustments to their learning programs (eg, accelerated programs, special support) if they are to be optimally engaged and challenged, and individual learning plans have been developed for at least some students

Domain 8

- The principal and other school leaders have accepted personal responsibility for driving improvements in teaching throughout the school. They demonstrate a strong conviction that improved teaching is the key to improved student learning and have clear and well known positions on the kinds of teaching that they wish to see occurring.



Reflective Questions

Domain 1

- What actions are being taken by all school leaders to drive the agenda?
- Does everyone know what individual responsibilities and actions they need to take in relation to the explicit improvement agenda?
- What evidence is there that teachers and other key leaders are clear on the school-wide priorities and expectations of curriculum and pedagogy?

Domain 2

- How does the Principal and leadership team use data to drive school level decisions, interventions and initiatives?

Domain 3

- What is the school ethos that reflects a school-wide commitment to high expectations and academic excellence?
- Does the school have identified core values/motto/vision?
- What evidence is there that this is embedded in all aspects of teaching and learning?
- How is this reflected in the physical environment of the school?
- How does the school promote and maintain an environment reflective of its high expectations that all students will learn successfully and achieve positive outcomes?
- What evidence is there from all stakeholders of a strong sense of belonging and pride in the school?

Domain 4

- How do you determine the allocation of school resources to reflect the learning needs of students (financial, physical and Human Resources)?
- Does this allocation align with the school improvement agenda, school targets and the range of student learners?
- What process is in place to facilitate continuous review of the allocation of resources to enhance student learning?
- How are physical spaces and learning technologies utilised to enhance student learning outcomes?
- What initiatives have been put in place to make the most effective use of available resources to enhance teaching and learning?

Domain 5

- What are the school-wide expected pedagogical practices and how are they articulated, monitored and improved?

Domain 6

- In relation to the 'School Curriculum Planning Guide P -10', are considerations evident in the overall plan? That is:
 - -What is our shared vision?
 - How do we intend to improve student achievement?
 - How do we meet system level requirement?
 - How do we plan and organise our curriculum?



- How do we assess, monitor and report on the intended learning?
- What are our shared beliefs about quality teaching?
- How are our resources allocated?
- How do we build community partnerships?
- What are our process for planning and review?
- How is the plan shared with the community?

Domain 7

- What evidence is there that personalised learning is systematically embedded across the school?

Domain 8

- What are the accepted and highly effective teaching practices that are used throughout the school?
- What are the expected teaching practices in reading, writing, mathematics and science?

Ways Evidenced

Domain 1

- Progress towards targets is monitored and initiatives and programs are systematically evaluated for their effectiveness in producing desired improvements in student learning
- The school celebrates successful teaching and learning and improvements in school results.

Domain 2

- The school uses student achievement data to drive school-level decisions, interventions and initiatives.
- Data are used in building a culture of self-evaluation and reflection across the school

Domain 3

- the school works to create an attractive physical environment that supports and encourages learning and that is reflective of the learning culture that the school is working to establish
- All students and staff have an obvious sense of belonging and pride in the school, and all parents are welcomed and speak highly of the school.
- Strategies to promote appropriate behaviour are clearly articulated and the school's Responsible Behaviour Plan for Students outlines agreed procedures and practices, including clearly articulated responses and consequences for inappropriate student
- Behaviour, and the school provides sufficient support for teachers to implement the Plan

Domain 4

- Flexible curriculum delivery arrangements have been established to enable staff to better address the needs of individual learners
- The school effectively uses its physical environment and available facilities to maximise student learning



- The broader community is used as a resource in the development and delivery of learning

Domain 5

- School leaders ensure that opportunities are created for teachers to work together and to learn from each other's practices
- The school has in place a professional learning plan and associated budget to support local and systemic priorities.

Domain 6

- There is an explicit, coherent, sequenced plan for curriculum delivery across the years of school, which makes clear what (and when) teachers should teach and students' should learn.
- There is a shared understanding of curriculum expectations, which provides a basis for ongoing discussions about student achievement and the refinement of curriculum provision, and supports teachers to construct learning experiences that are relevant, engaging and challenging for all students

Domain 7

- Teaching practices reflect the belief that, although students are at different stages in their learning and may be progressing at different rates, all students are capable of learning successfully if motivated and given appropriate learning opportunities

Domain 8

- The school leadership team establishes and communicates clear expectations concerning the use of highly effective teaching strategies throughout the school



QUALITY TEACHING

Teachers working with students in the Junior Secondary years will be given the skills they need through additional professional development, so they can support young teens through these crucial early high school years.

Elaboration

ACER summary

Teaching and Learning Audit Facets

Domain 1

- There is a strong and optimistic commitment by all staff to the school improvement strategy and a clear belief that further improvement is possible.
- Teachers take responsibility for the changes in their practice required to achieve school targets and are using data on a regular basis to monitor the effectiveness of their own efforts to meet those targets.

Domain 2

- Data are used throughout the school to identify gaps in student learning, to monitor improvement over time and to monitor growth across the years of school. A high priority has been given to professional development aimed at building teachers' and leaders' data literacy skills.
- Staff conversations and language reflect a sophisticated understanding of data concepts (eg, value-added; growth; improvement; statistical significance).
- Teachers are given test data (including NAPLAN) for their classes electronically and are provided with, and use, software (eg, *Excel*) to analyse, display and communicate data on individual and class performances and progress, including comparisons of pre- and post-test results.
- Teachers routinely use objective data on student achievement as evidence of successful teaching.

Domain 3

- A strong collegial culture has been established. Teachers have an overt and shared commitment to the improvement of teaching, and an openness to critique by colleagues.
- This is reflected in the fact that teachers regularly invite leaders and colleagues to visit their classrooms to observe their teaching.

Domain 4

- A school-wide process has been established for identifying specific student learning needs. This process includes systematic testing to establish learning gaps and special needs.
- Records of individual student needs, achievements and progress are maintained centrally and shared across year levels.

Domain 5



- The teaching staff of the school are experts in the subjects they teach and have very high levels of pedagogical knowledge and skill, including expert knowledge of evidence based teaching strategies.
- Teachers and school leaders take personal and collective responsibility for improving student learning, working as a team and learning from each other's practices.
- In team meetings there is an emphasis on the joint analysis of student work and on teaching strategies for improving student learning. Teachers collaboratively plan, deliver and review the effectiveness of lessons.
- School leaders place a very high priority on the ongoing professional learning of all staff and on the development of a school-wide, self-reflective culture focused on improving classroom teaching.
- School leaders participate in professional learning activities, learning alongside teachers, and the school supports teachers to continue formal study and celebrates professional success.

Domain 6

- The school has a clearly documented whole school plan for curriculum delivery. This plan is aligned with the Queensland Curriculum Assessment and Reporting (QCAR) framework and makes explicit what (and when) teachers should teach and students should learn.
- The curriculum delivery plan is being implemented throughout the school.
- A strong alignment has been achieved between the overall curriculum delivery plan, term and unit plans, classroom teaching and the regular assessment of student progress in relation to curriculum expectations.
- Considerable attention has been given to ensuring 'vertical' alignment of the curriculum so that there is continuity and progression of learning across the years of school, with teaching in each year building on to and extending learning in previous years.

Domain 7

- Differentiation is a priority of the school and a feature of every teacher's practice.
- Regular data on the achievements, progress, strengths and weaknesses of individual students are used in all classrooms to make judgements about individual needs, to identify appropriate starting points for teaching and to personalise teaching and learning activities.

Domain 8

- All teachers and leaders are committed to identifying and implementing better teaching methods, and a high priority is given to evidence-based teaching strategies (strategies that have been demonstrated through research and practice to be highly effective).



- School leaders spend time working with teachers to improve their teaching practices, including modelling, evaluating and providing feedback on classroom teaching.

Reflective Questions

Domain 1

- Are targets and timelines clearly understood by all?
- How well does everyone know the data, including strengths and weaknesses of the school, the cohort, the class and the individuals?
- How well does everyone understand where the school, cohort, class and individuals are now and where they want to be in the future?
- How are the Principal and key players ensuring that:
- Is a collegial culture in the school reflected in:
 - activities that staff members engage in that demonstrate mutually
 - respectful and professional relationships across the school community?
 - processes that are in place for teachers to regularly invite leaders and colleagues to visit their classrooms to observe their teaching?
 - language used by staff members to demonstrate their commitment to the collegial culture?
- Teachers' demonstrate shared commitment to the improvement of teaching and openness to critique by colleagues?

Domain 2

- How is the data summarised, displayed and communicated within and beyond the school?
- What processes are in place to identify gaps in student learning?
- How is this data used to inform the teaching and learning cycle?
- How is data monitored over time to measure improvement in student outcomes including comparison of pre- and post-test results?
- What evidence is there that the school monitors growth, improvement, value-added and statistical significance?
- Is performance data provided to teachers electronically?
- Is there a sophisticated understanding of data concepts throughout the school and across all levels of the organisation?
- What professional development has occurred to build the capacity of school leaders and teachers in terms of data literacy? What priority has been given to this?
- What evidence is there that teachers are using these skills in classrooms to inform the teaching and learning cycle, including targeted intervention?



- What software is used by teachers to analyse, display and communicate data on individual students and cohorts?
- How do teachers use objective data to reflect on their professional practice?
- What evidence is collected by classroom teachers to identify successful practice

Domain 3

- How is staff morale monitored and what action is taken in response to this data?
- How do staff members actively build mutually supportive relationships across the community?
- Is a collegial culture in the school reflected in:
 - -activities that staff members engage in that demonstrate mutually respectful and professional relationships across the school community?
 - -Teachers' demonstrate shared commitment to the improvement of teaching and openness to critique by colleagues?
 - -processes that are in place for teachers to regularly invite leaders and colleagues to visit their classrooms to observe their teaching?
 - -language used by staff members to demonstrate their commitment to the collegial culture?

Domain 4

- How do you determine the expertise of staff members within your school?
- How are staff members deployed in ways that make the best use of their expertise?
- How do classroom instructional strategies reflect the learning needs of students?
- What evidence is available to demonstrate collaborative planning between the classroom teacher and specialist support staff and what feedback loops exist to measure the effectiveness of these programs?
- What process do you have for gathering, maintaining and applying records of student learning needs across the school (centrally), across programs and in classrooms?
- What strategies are in place to quality-assure the use of student learning records at a classroom level, a program level and across the school?

Domain 5

- What strategies are in place to identify the subject area expertise of teachers? How do you develop professional teams of highly able teachers - experts in their subjects?
- What are the school-wide expected pedagogical practices and how are they articulated, monitored and improved?
- How is your school developing a culture of teacher self-reflection, with teachers taking responsibility for changes they



need to make to their own practice to ensure further improvement for all students?

- How are teachers engaging in visits to each other's classrooms as part of the self-reflection process?
- How do school leadership teams observe and provide feedback to teachers in relation to their classroom practice?
- How do you identify and address the various strengths and weaknesses in the school-wide team (teachers, teacher-aides and so on)?
- How do your teachers teach reading, writing and so on in every classroom?
- Are the teaching practices which are universally enacted in your school based on evidence and research?
- What opportunities are provided/scaffolded for teachers to engage in joint analysis of student work and focus on teaching strategies for improving student learning?
- How do you ensure and support teachers to collaboratively plan, deliver and review the effectiveness of classroom teaching?
- How do teachers build their knowledge in relation to pedagogy and subjects they teach?
- What evidence is there in the school that staff members engage in ongoing professional learning? How do you ensure and support this learning?
- How does the Developing Performance Framework (DPF) process identify the development needs of teaching staff and support continuous skills development?
- How do the mentoring and coaching in the DPF link to the professional learning plan and recognise individual teachers' needs?
- How does the data from the DPF inform school planning, resource allocation and Professional Development and Training planning?

Domain 6

- What processes are in place to ensure teacher planning aligns with the curriculum plan?
- What processes are there in place to ensure consistent teacher judgement of student achievement across all KLAs?
- What processes are in place to ensure the curriculum plan is being implemented in classrooms?
- How do assessment strategies align with curriculum expectations?
- What documents do teachers access to inform their teaching?
- What are the processes in place to ensure that curriculum documents:
 - cover all eight Key Learning Areas (KLAs)?
 - are sequenced through the year levels and broken into semester/terms?



- provide for vertical alignment across the years of schooling?
- provide for flexible delivery to meet the range of students in each year level?
- support the creation and alignment of meaningful assessment tasks?
- provide the reference against which student learning is reported?
- are collaboratively developed, implemented and reviewed?
- are easily accessible to staff members?
- are able to be shared amongst staff members?
- What evidence is there of the fundamental skills of literacy, numeracy and higher order thinking within all KLAs?
- How are time allocations for English, mathematics and science adhered to?

Domain 7

- What assessment instruments (standardised and teacher developed assessment tools) are systematically used by teachers to:
 - establish where individuals are up to in their learning
 - to identify skill gaps and misunderstandings
 - to respond to cultural knowledge and experience
 - to cater to individual differences to offer multiple means of representation, engagement and expression
 - to allow multiple opportunities to learn monitor achievements and progress identify strengths and weaknesses make judgements about individual needs?
- How does teacher planning show how the different needs of students are addressed?
- How are differentiated tasks and feedback delivered in classrooms?
- How is data used to identify starting points for teaching? What processes are embedded in practice to quality assure the teaching and learning cycle? -How does the feedback align with the lesson intent/assessment guide/criteria sheet?
- How do teachers address individual student misunderstandings?

Domain 8

- What are the accepted and highly effective teaching practices that are used throughout the school?
- How are teachers supported in their delivery of these teaching practices?
- What are the expected teaching practices in reading, writing, mathematics and science?
- How do school leaders and teachers identify and monitor the most effective teaching practices?
- How is professional development focussed upon developing teachers' capabilities to deliver highly effective teaching?



- What processes are in place to ensure teachers and students are clear on what is expected to be learnt?
- How is the explicit teaching of skills and content aligned to the individual needs of students?
- How is feedback to students applied consistently across the school and what are the school's expectations about how feedback is provided to guide student action?
- How is the feedback linked to the students' individual learning goals?
- How does the feedback align with the lesson intent/assessment guide/ criteria sheet?
- What evidence is there that teachers' self reflection about student learning allows them to address individual student misunderstandings?



STUDENT WELLBEING

We will meet the social and emotional needs of Junior Secondary students with a strong focus on pastoral care. For example, schools could provide a home room to support students as they adjust to new routines and greater academic demands.

Elaboration

ACER summary

Teaching and Learning Audit Facets

Domain 1

- There is a strong and optimistic commitment by all staff to the school improvement strategy and a clear belief that further improvement is possible.

Domain 2

- Data are used throughout the school to identify gaps in student learning, to monitor improvement over time and to monitor growth across the years of school

Domain 3

- Classrooms are calm but busy and interruptions to teaching time are kept to a minimum. There are no obvious behavioural problems and staff morale is high. There is a happy, optimistic feel to the school.
- High levels of trust are apparent across the school community. Interactions are focused on the learning and wellbeing of students and on continually improving the school's ability to meet the needs of all students.

Domain 4

- A school-wide process has been established for identifying specific student learning needs. This process includes systematic testing to establish learning gaps and special needs.
- Records of individual student needs, achievements and progress are maintained centrally and shared across year levels.

Domain 5

- Teachers and school leaders take personal and collective responsibility for improving student learning, working as a team and learning from each other's practices.
- In team meetings there is an emphasis on the joint analysis of student work and on teaching strategies for improving student learning

Domain 6

- Considerable attention has been given to ensuring 'vertical' alignment of the curriculum so that there is continuity and progression of learning across the years of school, with teaching in each year building on to and extending learning in previous years

Domain 7

- It is recognised throughout the school that some students require significant adjustments to their learning programs (eg,



accelerated programs, special support) if they are to be optimally engaged and challenged, and individual learning plans have been developed for at least some students.

- Regular data on the achievements, progress, strengths and weaknesses of individual students are used in all classrooms to make judgements about individual needs, to identify appropriate starting points for teaching and to personalise teaching and learning activities.

Domain 8

- All teachers and leaders are committed to identifying and implementing better teaching methods, and a high priority is given to evidence-based teaching strategies (strategies that have been demonstrated through research and practice to be highly effective).

Reflective Questions

Domain 1

- How well does everyone understand where the school, cohort, class and individuals are now and where they want to be in the future?
- Does the school have one or two focussed strategies to address core learning priorities? What are the key, agreed school-wide practices to ensure everyone has a narrow and sharp focus to meet the school improvement agenda?
- Is the improvement agenda described in terms of student behaviours and outcomes?

Domain 2

- What software is used by teachers to analyse, display and communicate data on individual students and cohorts?
- What evidence is there that teachers are using these skills in classrooms to inform the teaching and learning cycle, including targeted intervention?

Domain 3

- What is the evidence that there are embedded school-wide systems and processes across the school to ensure classrooms are calm but busy and interruptions to teaching are kept to a minimum?
- What are the underpinning principles upon which the Responsible Behaviour Plan for students is based and what evidence is there that this plan contributes to the positive learning environment and student achievement?
- How are expectations about the quality of interactions between staff members, parents and students encouraged and monitored?
- What processes are in place to support the well-being of individual students?

Domain 4

- How do school policies and practices reflect the needs of all students (for example, English as a Second Language,



Indigenous, Gifted and Talented, refugees, students with learning difficulties)?

- What programs are in place to support the individual learning needs of students?

Domain 5

- What are the school-wide procedures that generate responsibility across the school?

Domain 6

- What are the processes in place to ensure that curriculum documents:
 - cover all eight Key Learning Areas (KLAs)?
 - provide for flexible delivery to meet the range of students in each year level?
 - support the creation and alignment of meaningful assessment tasks?

Domain 7

- How are all students optimally engaged and challenged? What evidence, including individual learning plans, exists?
- Do students have a range of personalised learning goals and receive regular and timely feedback to guide their continued learning?
- What are the school's expectations about how feedback is provided to guide student action?
- How is the feedback linked to the students' individual learning goals?
- What resources are accessed and used, within and beyond the school, to ensure that the learning needs of individual students are being met?
- What tailored short and long term interventions are in place for identified students, including higher achieving students, who require additional support? -Who monitors the intervention and how does this take place?
- How are the results/progress of the specific interventions communicated between classroom and support teachers?

Domain 8

- How are high expectations of student learning aligned to student ability?
- What processes are in place to ensure teachers and students are clear on what is expected to be learnt?
- How is the explicit teaching of skills and content aligned to the individual needs of students?
- How is feedback to students applied consistently across the school and what are the school's expectations about how feedback is provided to guide student action?
- How is the feedback linked to the students' individual learning goals?



Ways Evidenced

Domain 1

- The school celebrates successful teaching and learning and improvements in school results.
- The school communicates clearly that it expects all students to learn successfully (a 'no excuses' philosophy)

Domain 2

- The school systematically monitors other performance data, including data relating to student attendance, school disciplinary absences and other behavioural data, school completion, student destinations and stakeholder perceptions and engagement

Domain 3

- The school promotes and maintains an environment reflective of its high expectations that all students will learn successfully
- The staff of the school understand the importance of positive and caring relationships to successful learning, and work to build mutually respectful relationships across the school community
- Interactions between staff, students and parents are caring, polite and inclusive
- The school places a high priority on student and staff wellbeing and has processes in place to provide both academic and non-academic support to address individual needs

Domain 4

- School policies and procedures are in place to identify and respond to student needs through the allocation of staff and resources
- There are school-wide programs and approaches for students requiring additional or specialist support

Domain 5

- The leadership team has strategies in place to assist teachers to continue to develop and to share deep understandings of how students learn subjects, including prerequisite skills and knowledge for progress, common student misunderstandings and errors, learning difficulties and appropriate interventions

Domain 6

- There is a shared understanding of curriculum expectations, which provides a basis for ongoing discussions about student achievement and the refinement of curriculum provision, and supports teachers to construct learning experiences that are relevant, engaging and challenging for all students

Domain 7

- Teachers work to ensure that all students, including high-achieving students, are appropriately engaged, challenged and extended by designing classroom activities to meet students' learning needs, levels of readiness, interests and motivations
- Teachers closely monitor the progress of individual students and continually adjust their teaching in response to the progress that individuals are making



- Teachers assist students monitor their own learning and to set goals for future learning
- Tailored, early and sustained interventions are in place for students identified as requiring additional support.

Domain 8

- Teachers set high expectations for every student's progress and ambitious targets for improving classroom performances
- All teachers implement teaching methods that have been shown to be effective in promoting successful learning for all
- Teachers create classroom learning environments in which all students are engaged, challenged, feel safe to take risks and are supported to learn
- Teachers work to build students' beliefs in their own capacities to learn successfully and their understandings of the relationship between effort and success



PARENT AND COMMUNITY INVOLVEMENT

We want parents to stay connected with their students' learning when they enter high school. Parent involvement in assemblies, special events, award ceremonies and leadership presentations will be welcomed.

Elaboration

ACER summary

Teaching and Learning Audit Facets

Domain 1

- The school improvement agenda has been effective in focusing, and to some extent narrowing and sharpening, the whole school's attention on core learning priorities.
- There is a strong and optimistic commitment by all staff to the school improvement strategy and a clear belief that further improvement is possible.

Domain 2

- Teachers are given test data (including NAPLAN) for their classes electronically and are provided with, and use, software (eg, *Excel*) to analyse, display and communicate data on individual and class performances and progress, including comparisons of pre- and post-test results.

Domain 3

- Parents, school leaders and teachers work together in a mutually supportive way and there is a strong sense of belonging and pride in the school.
- High levels of trust are apparent across the school community

Domain 4

- A school-wide process has been established for identifying specific student learning needs. This process includes systematic testing to establish learning gaps and special needs. Records of individual student needs, achievements and progress are maintained centrally and shared across year levels.

Domain 5

- Teachers and school leaders take personal and collective responsibility for improving student learning, working as a team and learning from each other's practices.
- School leaders participate in professional learning activities, learning alongside teachers, and the school supports teachers to continue formal study and celebrates professional success.

Domain 6

- The school has a clearly documented whole school plan for curriculum delivery. This plan is aligned with the Queensland Curriculum Assessment and Reporting (QCAR) framework and makes explicit what (and when) teachers should teach and students should learn.



Domain 7

- It is recognised throughout the school that some students require significant adjustments to their learning programs (eg, accelerated programs, special support) if they are to be optimally engaged and challenged, and individual learning plans have been developed for at least some students

Domain 8

- The principal and other school leaders have accepted personal responsibility for driving improvements in teaching throughout the school. They demonstrate a strong conviction that improved teaching is the key to improved student learning and have clear and well known positions on the kinds of teaching that they wish to see occurring.

Reflective Questions

Domain 1

- Are targets and timelines clearly understood by all?
- How well does everyone know the data, including strengths and weaknesses of the school, the cohort, the class and the individuals?
- How well does everyone understand where the school, cohort, class and individuals are now and where they want to be in the future?

Domain 2

- How is the data summarised, displayed and communicated within and beyond the school?

Domain 3

- What evidence is there from all stakeholders of a strong sense of belonging and pride in the school?
- What evidence is there that parents and the school community contribute to and support the school's ability to meet the needs of all students?
- How are expectations about the quality of interactions between staff members, parents and students encouraged and monitored?
- What processes are in place to support the well-being of individual students?

Domain 4

- How do you determine the allocation of school resources to reflect the learning needs of students (financial, physical and Human Resources)?
- Does this allocation align with the school improvement agenda, school targets and the range of student learners?
- What process is in place to facilitate continuous review of the allocation of resources to enhance student learning?

Domain 5

- What are the school-wide procedures that generate responsibility across the school?
- How is your school developing a culture of teacher self-reflection, with teachers taking responsibility for changes they need to make



to their own practice to ensure further improvement for all students?

Domain 6

- What are the processes in place to ensure that curriculum documents provide the reference against which student learning is reported?
- In relation to the 'School Curriculum Planning Guide P -10', are there considerations evident in the overall plan of :
 - How do we build community partnerships?
 - How is the plan shared with the community?

Domain 7

- How do the school and classroom teachers show student progress over time and report to parents including suggestions for ways in which parents can support their children's learning?

Domain 8

- What processes are in place to ensure teachers and students are clear on what is expected to be learnt?
- How is the explicit teaching of skills and content aligned to the individual needs of students?
- How is feedback to students applied consistently across the school and what are the school's expectations about how feedback is provided to guide student action?
- How is the feedback linked to the students' individual learning goals?

Ways Evidenced

Domain 1

- Explicit targets for improvement in achievement levels have been set and communicated to staff and the wider school community.
- The school communicates clearly that it expects all students to learn successfully (a 'no excuses' philosophy).

Domain 2

- An individual or team has been given responsibility for planning the collection and analysis of school-wide data and for summarising, displaying and communicating data to the school community
- The school systematically monitors other performance data, including data relating to student attendance, school disciplinary absences and other behavioural data, school completion, student destinations and stakeholder perceptions and engagement

Domain 3

- The school works to build positive partnerships with parents and carers to promote student learning.
- Interactions between staff, students and parents are caring, polite and inclusive.
- All parents are welcomed and speak highly of the school.

Domain 4

- The broader community is used as a resource in the development and delivery of learning

**Domain 5**

- The school has in place a professional learning plan and associated budget to support local and systemic priorities.

Domain 6

- The plan for curriculum delivery is shared with the community

Domain 7

- Communication with parents provides information about where students are up to in their learning, what progress they have made over time, and what they might do to support their children's further learning
- Schools access and use resources beyond the school, including through partnerships with other schools and organisations (eg, universities, TAFE colleges) to ensure that the learning needs of individual students are being met

Domain 8

- Teachers provide regular and timely feedback to students in forms that make clear what actions individuals can take to make further learning progress.



LEADERSHIP

Schools will be encouraged to create leadership roles for students in Years 7, 8 and 9. Dedicated teachers experienced with teaching young adolescents will lead Junior Secondary supported by the principal and administration team.

Elaboration

ACER summary

Teaching and Learning Audit Facets

Domain 1

- There is a strong and optimistic commitment by all staff to the school improvement strategy and a clear belief that further improvement is possible

Domain 2

- The principal and other school leaders clearly articulate their belief that reliable data on student outcomes are crucial to the school's improvement agenda.
- A high priority has been given to professional development aimed at building teachers' and leaders' data literacy skills.

Domain 3

- High levels of trust are apparent across the school community.
- Interactions are focused on the learning and wellbeing of students and on continually improving the school's ability to meet the needs of all students.
- Parents, school leaders and teachers work together in a mutually supportive way and there is a strong sense of belonging and pride in the school.

Domain 4

- The school deploys staff in ways that make best use of their expertise (eg, specialist reading/science teachers).

Domain 5

- Teachers and school leaders take personal and collective responsibility for improving student learning, working as a team and learning from each other's practices.
- School leaders place a very high priority on the ongoing professional learning of all staff and on the development of a school-wide, self-reflective culture focused on improving classroom teaching.
- School leaders participate in professional learning activities, learning alongside teachers, and the school supports teachers to continue formal study and celebrates professional success.

Domain 6

- The school has a clearly documented whole school plan for curriculum delivery.
- The curriculum delivery plan is being implemented throughout the school.
- A strong alignment has been achieved between the overall curriculum delivery plan, term and unit plans, classroom



teaching and the regular assessment of student progress in relation to curriculum expectations.

Domain 7

- The principal and other school leaders actively promote the use of differentiated teaching as a strategy for ensuring that every student is engaged and learning successfully

Domain 8

- The principal and other school leaders have accepted personal responsibility for driving improvements in teaching throughout the school. They demonstrate a strong conviction that improved teaching is the key to improved student learning and have clear and well known positions on the kinds of teaching that they wish to see occurring.

Reflective Questions

Domain 1

- What evidence is there that teachers and other key leaders are clear on the school-wide priorities and expectations of curriculum and pedagogy?
- What actions are being taken by all school leaders to drive the agenda?
- Does everyone know what individual responsibilities and actions they need to take in relation to the explicit improvement agenda?

Domain 2

- How do the Principal and other school leaders demonstrate a strong belief that reliable data on student outcomes is crucial to the school's improvement agenda? What evidence supports this?

Domain 3

- What evidence is there from all stakeholders of a strong sense of belonging and pride in the school?
- What evidence is there that teachers' demonstrate shared commitment to the improvement of teaching and openness to critique by colleagues?
- Are processes in place for teachers to regularly invite leaders and colleagues to visit their classrooms to observe their teaching?
- Is a collegial culture reflected in the language used by staff members to demonstrate their commitment?

Domain 4

- How do you determine the expertise of staff members within your school?
- How are staff members deployed in ways that make the best use of their expertise?

Domain 5

- What are the school-wide procedures that generate responsibility across the school?



- How do you identify and address the various strengths and weaknesses in the school-wide team (teachers, teacher-aides and so on)?
- How do you foster active leadership roles beyond the classroom? What are the leadership opportunities for teachers to take outside the classroom?
- How frequently do you and school leaders engage in the same professional development opportunities that your teachers undertake

Domain 6

- What processes are there in place to ensure consistent teacher judgement of student achievement across all KLAs?
- What processes are in place to ensure the curriculum plan is being implemented in classrooms?

Domain 7

- How do the Principal and other school leaders promote the use of differentiated teaching as a strategy to ensure engagement and successful learning for every student?
- What evidence is there that school leaders expect teachers to tailor their teaching to student needs and readiness?

Domain 8

- What evidence is there of school leaders being involved with teachers in improving their teaching practice?
- How is teaching practice improved via observation and feedback, modelling and collaboration and conversations with school leaders?
- How do school leaders demonstrate and promote the types of teaching they expect to see occurring?

Ways Evidenced

Domain 1

- The school celebrates successful teaching and learning and improvements in school results.

Domain 2

- An individual or team has been given responsibility for planning the collection and analysis of school-wide data and for summarising, displaying and communicating data to the school community
- School leaders, as part of their responsibilities, regularly work with their teams to review achievement data relating to their areas
- Time is set aside for in-depth staff discussions of achievement data and of strategies for the continuous improvement of student outcomes

Domain 3

- The school works to build positive partnerships with parents and carers to promote student learning
- Interactions between staff, students and parents are caring, polite and inclusive
- All parents are welcomed and speak highly of the school.



Domain 4

- Flexible curriculum delivery arrangements have been established to enable staff to better address the needs of individual learners
- School policies and procedures are in place to identify and respond to student needs through the allocation of staff and resources

Domain 5

- The school gives very high priority to attracting, retaining and developing the best possible teachers and works hard to achieve this *
- The principal and other school leaders lead and model professional learning in the school
- The principal and other school leaders build cluster school relationships that support leadership development, including principal-principal mentoring relationships
- School leaders ensure that opportunities are created for teachers to work together and to learn from each other's practices
- The school uses agreed formal processes to manage unsatisfactory performance

Domain 6

- There is a shared understanding of curriculum expectations, which provides a basis for
- Ongoing discussions about student achievement and the refinement of curriculum
- Provision, and supports teachers to construct learning experiences that are relevant, engaging and challenging for all students

Domain 7

- Teachers assist students monitor their own learning and to set goals for future learning

Domain 8

- School leaders focus attention and energy on priority areas (eg, literacy, numeracy and science) and on ensuring that all students are proficient in the basics, as well as on the appropriate
- School leaders, including the principal, spend time working with teachers, providing feedback on teaching and, where appropriate, modelling effective teaching strategies
- School leaders provide teachers with ongoing detailed feedback on their classroom practice



LOCAL DECISION-MAKING

The needs of each school community will influence how Junior Secondary is implemented in each school.

Elaboration

ACER summary

Teaching and Learning Audit Facets

Domain 1

- The principal and other school leaders have developed and are driving an explicit and detailed local school improvement agenda.
- This agenda is couched in terms of specific improvements sought in student performances, is aligned with state-wide improvement priorities and includes clear targets with accompanying timelines, which are rigorously actioned.

Domain 2

- The principal and other school leaders clearly articulate their belief that reliable data on student outcomes are crucial to the school's improvement agenda.
- The school has established and is implementing a systematic plan for the collection, analysis and use of student achievement data. Test data in literacy, numeracy and science are key elements of this plan.

Domain 3

- Interactions are focused on the learning and wellbeing of students and on continually improving the school's ability to meet the needs of all students.

Domain 4

- The principal and other school leaders have given a very high priority to understanding and addressing the learning needs of all students in the school.
- This is reflected in the implementation of systematic strategies for identifying student needs and the development of creative school-wide solutions for addressing those needs.
- A range of initiatives (eg, across-class and across-grade groupings for literacy and numeracy; the sharing of specialist teachers with neighbouring schools) is being implemented to make more effective use of available resources to enhance teaching and learning.

Domain 5

- School leaders place a very high priority on the ongoing professional learning of all staff and on the development of a school-wide, self-reflective culture focused on improving classroom teaching.

Domain 6

- The school has a clearly documented whole school plan for curriculum delivery.



- This plan is aligned with the Queensland Curriculum Assessment and Reporting (QCAR) framework and makes explicit what (and when) teachers should teach and students should learn.
- A strong alignment has been achieved between the overall curriculum delivery plan, term and unit plans, classroom teaching and the regular assessment of student progress in relation to curriculum expectations.
- Considerable attention has been given to ensuring 'vertical' alignment of the curriculum so that there is continuity and progression of learning across the years of school, with teaching in each year building on to and extending learning in previous years.

Domain 7

- It is recognised throughout the school that some students require significant adjustments to their learning programs (eg, accelerated programs, special support) if they are to be optimally engaged and challenged, and individual learning plans have been developed for at least some students

Domain 8

- The principal and other school leaders have accepted personal responsibility for driving improvements in teaching throughout the school. They demonstrate a strong conviction that improved teaching is the key to improved student learning and have clear and well known positions on the kinds of teaching that they wish to see occurring.
- All teachers and leaders are committed to identifying and implementing better teaching methods, and a high priority is given to evidence-based teaching strategies (strategies that have been demonstrated through research and practice to be highly effective).

Reflective Questions

Domain 1

- Who, other than the Principal, is engaged in establishing and driving the school improvement agenda based on the analysis of the full range of school data?
- To what extent have other school leaders been engaged in the explicit improvement process?
- Does the school have a clear, detailed plan of two or three specific improvements aligned to the state-wide priorities sought in student performance that everyone understands?
- Does the school have one or two focussed strategies to address core learning priorities? What are the key, agreed school-wide practices to ensure everyone has a narrow and sharp focus to meet the school improvement agenda?
- Is the improvement agenda described in terms of student behaviours and outcomes?



Domain 2

- Does the school have an annual plan that articulates systematic collection, analysis and use of student data, including English, maths and science? Who is responsible/accountable for delivering the plan? What data is collected? By whom? At what critical juncture? For what purpose?
- How does the Principal and leadership team use data to drive school level decisions, interventions and initiatives?

Domain 3

- What evidence is there that parents and the school community contribute to and support the school's ability to meet the needs of all students?
- How are expectations about the quality of interactions between staff members, parents and students encouraged and monitored?

Domain 4

- What are the strategies in place to identify the learning needs of students?
- What are the learning needs of the students across your school and within your programs?
- What are the school-wide and program-based solutions to addressing student learning needs? Are these programs research-based?

Domain 5

- What strategies are in place to identify the subject area expertise of teachers?
- How do you develop professional teams of highly able teachers - experts in their subjects?
- How does the data from the DPF inform school planning, resource allocation and Professional Development and Training planning?

Domain 6

- What evidence is there that the curriculum delivery plan is pervasive throughout the school?
- In relation to the 'School Curriculum Planning Guide P -10', are all nine considerations evident in the overall plan? That is:
 - What is our shared vision?
 - How do we intend to improve student achievement?
 - How do we meet system level requirement?
 - How do we plan and organise our curriculum?
 - How do we assess, monitor and report on the intended learning?
 - What are our shared beliefs about quality teaching?
 - How are our resources allocated?
 - How do we build community partnerships?



- What are our process for planning and review?
- How is the plan shared with the community?

Domain 7

- How the Principal and other school leaders promote the use of differentiated teaching as a strategy to ensure engagement and successful learning for every student?
- What evidence is there that differentiation is a priority?
- What evidence is there that school leaders expect teachers to tailor their teaching to student needs and readiness?
- What evidence is there that significant adjustments to individual students' learning programs are being made throughout the school including:
 - accelerated programs?
 - support programs?

Domain 8

- What is the evidence/research basis for the preferred pedagogical practices?

Ways Evidenced

Domain 1

- The school principal and other school leaders are united, passionate and explicit about their core objective – to improve learning outcomes for all students in the school
- The school has made a significant effort to understand current and past student achievement levels, including for students in the Australian Government's social inclusion priority groups
- Explicit targets for improvement in achievement levels have been set and communicated to staff and the wider school community

Domain 2

- The school uses student achievement data to drive school-level decisions, interventions and initiatives.
- Data are used in building a culture of self-evaluation and reflection across the school

Domain 3

- The school works to build positive partnerships with parents and carers to promote student learning

Domain 4

- Discretionary school funds are applied to initiatives aimed at improving outcomes for students
- Flexible curriculum delivery arrangements have been established to enable staff to better address the needs of individual learners
- The school budget aligns local and systemic priorities.

Domain 5

- The school has in place a professional learning plan and associated budget to support local and systemic priorities.

Domain 6



- There is a shared understanding of curriculum expectations, which provides a basis for ongoing discussions about student achievement and the refinement of curriculum provision, and supports teachers to construct learning experiences that are relevant, engaging and challenging for all students
- There is an alignment of curriculum, assessment and reporting processes and practices.

Domain 7

- Schools access and use resources beyond the school, including through partnerships with other schools and organisations (eg, universities, TAFE colleges) to ensure that the learning needs of individual students are being met
- Tailored, early and sustained interventions are in place for students identified as requiring additional support.
- Teachers work to ensure that all students, including high-achieving students, are appropriately engaged, challenged and extended by designing classroom activities to meet students' learning needs, levels of readiness, interests and motivations

Domain 8

- -the school leadership team keeps abreast of research that can inform teaching practice