



**ANNUAL
PEDAGOGICAL
PLAN**

SESSION 2019-20



SCHOOL INFORMATION

1.1 School Name and Complete Address with Phone number(s), Fax No., Email ID, Website etc.

Darul Falah English School ,
Poopalam,
Valamboor(P.O)
Pattikkad – 679325
Malappuram Dt.
Tel: 04933 220680 / 225537

Email: mail@darulfalhschool.com , dfescbse2020@gmail.com

Website: www.darulfalhschool.com

1.2 Name of the Principal / HOS: Mr. Abdul Basheer P

1.3 Contact No: 8330885537

Email ID: dfescbse2020@gmail.com

1.4 School Details:

Year of Affiliation: 06.01.2001 Affiliation No.: 930329 School Code: 75275

Type of School (Please tick the correct option):

- Middle/Secondary/Senior Secondary –
 - Boys/Girls/Co-Education –
 - Day School/Day Boarding/ Residential –
 - (May tick more than one option)
-
- No. of Students: 1187 (Total) 578 (Boys) 609 (Girls)
 - No. of Divyang (with Special Needs) Students: Nil Facilities

Available: Special educated and councilor

- No. of Students in: Day School 1187 Day Boarding _____ Boarding _____
- Location Type : Urban/ Rural/ Hilly Area: _____ Rural _____
- Is the School a Minority School? _____ Yes _____
- School Quality Accreditation Details (if any): NA

1.5 Number of Students on Roll (Class-wise):

Class	Pre-Primary	I	II	III	IV	V	VI	VII	VIII
Number of Sections	2	4	4	4	4	4	4	4	3
Students on Roll	101	120	137	143	135	112	114	107	74

Class	IX	X	XI	XII	Streams and Subjects in Senior Secondary Level			
					Science	Commerce	Humanities	Vocational
Number of Sections	2	2	1	1				
Students on Roll	53	58	21	13				

1.6 School Academic Performance:

a) Pass Percentage during the last Academic Session:

Class	Number of Students Appeared	Number of Students Passed	Pass Percentage
I	123	123	100%
II	124	124	100%
III	121	121	100%
IV	99	99	100%
V	101	101	100%
VI	100	100	100%
VII	71	71	100%
VIII	48	48	100%
IX	58	58	100%

b) Board Examination at a Glance

Class	Number of students appeared	Number of students passed	Pass percentage	Number of students with 10 CGP/ marks between 91% to 100%	Number of students with A2/marks between 81% to 90%	Special Remarks (if any)
X	116	116	100%	27	26	2 fifth ranks
XII	20	20	100%	3	4	

1.5 Overall School Performance of the Current/ Previous Academic Session

100 % pass and promotion

20% - 90 above (A1 score)

25% - 80 above

28% - 70 above

10% - 60 above

11% - 50 above

6% - 40 above

1.7 Key Strengths of the School

Outstanding academic Performance
(2 Fifth Ranks in CBSE 2018-19 Grade X Examination)
100% pass in Grade X Examination
100% pass in Grade XII Examination
Multiples of Co-scholastic Activities.

1.8 Staff Details:

The number of the teachers including Librarian, PET and Principal in position (Regular, Ad-hoc or Part -Time)

Group	Regular	Ad-hoc	Part time	Number of Teachers	
				Trained	Un-Trained
Pre-Primary	7				
Primary	30				
Middle	17				
Secondary	6				
Senior Secondary	7				
Supervisory Heads					
Special Educator			1		
PETs	2				
Librarian	1				
Music Teachers			1		
Dance Teachers			1		
Yoga Teacher			1		
Counselor	1				
Others (if any)					
Total	71		4		

1.9 Alumni Details:

a) Admissions in Professional courses in the Current Academic Session

b) Number of students appeared in Class XII Examination

Course / Competition	Number of Students		Special Remarks(if any)
	Appeared	Selected	
JEE	12	12	3 Nos. NIT Chennai
NEET	7	2	
NDA			
Any other			

c) Special Achievements of School Alumni

Many Alumni as working as successful IT Professional, Media Personnel, Young entrepreneurs etc.

1. ANNUAL PEDAGOGICAL PLAN 2019-20

2.1 PEDAGOGICAL PLAN COMMITTEE

Name	Designation	Role in PPC
Mr. Abdul Basheer P	Principal	General Coordination, Worksheet Preparation, Moral teaching manual preparation, preparing module in experiential learning
Ms. Binitha	HoD – Maths	Coordination of Annual Pedagogical Plan(APP) activities in Mathematics, Preparation of worksheets, preparation of question paper, preparation of annual key, preparation of learning aids, preparation of materials for outstanding students, preparation of materials for struggling students
Ms. Sreepriya	HoD – English	Coordination of Annual Pedagogical Plan(APP) activities in English, Preparation of worksheets, preparation of question paper, preparation of annual key, preparation of learning aids, preparation of materials for outstanding students, preparation of materials for struggling students
Ms. Mallika Baburaj	HoD – Malayalam	Coordination of Annual Pedagogical Plan(APP) activities in Malayalam, Preparation of worksheets, preparation of question paper, preparation of annual key, preparation of learning aids, preparation

		of materials for outstanding students, preparation of materials for struggling students
Mr. Abdul Raheem Paloli	HoD – Arabic	Coordination of Annual Pedagogical Plan(APP) activities in Arabic, Preparation of worksheets, preparation of question paper, preparation of annual key, preparation of learning aids, preparation of materials for outstanding students, preparation of materials for struggling students
Ms. Sunitha	HoD – Hindi	Coordination of Annual Pedagogical Plan(APP) activities in Hindi, Preparation of worksheets, preparation of question paper, preparation of annual key, preparation of learning aids, preparation of materials for outstanding students, preparation of materials for struggling students
Ms. Mini AH	HoD – Science	Coordination of Annual Pedagogical Plan(APP) activities in Science, Preparation of worksheets, preparation of question paper, preparation of annual key, preparation of learning aids, preparation of materials for outstanding students, preparation of materials for struggling students
Ms. Faseela Banu	HoD – S.S.	Coordination of Annual Pedagogical Plan(APP) activities in Social, Preparation of worksheets, preparation of question paper, preparation of annual key, preparation of learning aids, preparation of materials for outstanding students, preparation of materials for struggling students

PPC Meetings to develop APP

Date	Stakeholders Consulted	Discussions Held
20/05/2019	Principal Vice Principal Compartment Heads Subject Supervisors Subject Teachers	Discussions proceeded in English
21/05/2019	Principal Vice Principal Compartment Heads	Discussions proceeded in Malayalam

	Subject Supervisors Subject Teachers	
22/05/2019	Principal Vice Principal Compartment Heads Subject Supervisors Subject Teachers	Discussions proceeded in Arabic
23/05/2019	Principal Vice Principal Compartment Heads Subject Supervisors Subject Teachers	Discussions proceeded in Maths
24/05/2019	Principal Vice Principal Compartment Heads Subject Supervisors Subject Teachers	Discussions proceeded in Hindi

2.2 VISION, MISSION, VALUES, FOCUS & APPROACH

Name of the Academic Resources Segment -wise

Vision Statement
To inspire the entire students to be passionate and discovery learners, for a successful and balanced life here and hereafter, equip the teachers to evolve and accomplish learning experience and pedagogy, relevant for 21 century and develop DFES as a center of excellence, for unique quality education.
Mission Statement
<p>adopt and implement best strategy and training.</p> <p>mentor and monitor all the inputs, process and products</p> <p>To build ownership, team-spirit and collaborate resources</p> <p>To innovate system for comprehensive development</p> <p>educate and empower parents and society.</p>
Our Values

The Core Values

Communication

- Use appropriate language.
- Provide and seek information
- Present your convictions considerately
- Listen with an open mind
- Resolve conflict peacefully.

Integrity

- Tell the truth
- Keep your word
- Respect each others' property
- Follow through on commitments
- Demonstrate the courage to be yourself

Respect

- Treat others as you would like to be treated
- Practice courtesy in speech and manners
- Act with kindness toward others
- Take care of our environment
- Promote a safe and productive atmosphere

Responsibility

- Accept the consequences of your choices.
- Pursue your own learning and help others do the same.
- Make wise choices about personal health and safety
- Participate in building a strong DFES community
- Admit mistakes and learn from them.

Perseverance

- Explore to find meaning of concepts/ideas and connect it with real life.
- Spare for equanimity, contemplation and tranquility.
- Develop ability to cultivate positive attitude
- Dedicate to accomplish.

Empathy

- Value others.
- Celebrate diversity
- Understand differing beliefs and behaviors.
- Reject actions that hurt or offend others.
- Practice forgiveness

Our Focus
Enhancing problem solving skill Developing communication skill Developing skill in curiosity and creativity Developing skill for collaboration and innovation Stress Management Coping with others
Our Pedagogical Vision
Think globally act locally Sustainable development Value driven balance in personality
Our Teaching Learning Approach
Creating disequilibrium(to stimulus learner) Provide content to trigger thought process Collaborative Learning Approach(CLA) Cooperative Learning Process (CLP) Learners entered Training Approach(TLA) Develops analytical & Observation skill Filed trip and experiential learning

2.2 ACADEMIC RESOURCES

Name of the Academic Resources Segment –wise

Name of Resource/s	Segment Pre-primary/Primary/Sec/Sr. Sec	Usefulness
Ms. Raseena	Pre- primary	Coordinating/Connect KG classroom activities and develop and implement APP activities
Ms. Samshijan	Grade I – III	Coordinating/Connect primary classroom activities and develop and implement APP activities
Ms. Beena	Grade IV -V	Coordinating/Connect middle level classroom activities and develop and implement APP activities
Ms. Arifa	Grade VI-VII	Coordinating/Connect middle level classroom activities and develop and implement APP activities
Ms. Anitha	Grade VIII-X	Coordinating/Connect Secondary classroom activities and develop and implement APP activities
Mr. Abdu Samad	Grade XI - XII	Coordinating/Connect Senior Secondary classroom activities and develop and implement APP activities

2.3 PEDAGOGICAL STRATEGIES

Class-wise and Subject-wise: Art integration, innovative pedagogies, co-scholastic activities

Stakeholders Class	Subject 1	Subject 2	Subject 3	Subject 4	Subject 5
I	English	Malayalam	GK	Maths	EVS
II	English	Malayalam	GK	Maths	EVS
III	English	Malayalam	GK	Maths	EVS
IV	English	Malayalam	Arabic	Maths	EVS
V	English	Malayalam	Arabic	Maths	EVS
VI	English	Malayalam	GS	Maths	SS
VII	English	Malayalam	GS	Maths	SS
VIII	English	Malayalam	GS	Maths	SS
IX	English	Malayalam	GS	Maths	SS
X	English	Malayalam	GS	Maths	SS
XI	English	Maths	Physics	Chemistry	Biology
XII	English	Maths	Physics	Chemistry	Biology

2.5 STUDENT DEVELOPMENT PLAN

Student Needs Assessment Mechanism

Student Needs Assessment Mechanism	No. of Students identified for Remedial Class	No. of Students Identified for Enrichment Class
Unit test		

ASL	7-11%	6-8%
Periodic Test		
Subject enrichment program		
Lab activities		
Observation skills		
Presentation skills		
Classroom Observation Schedule		

Classroom Observation Schedule	Frequency	Done by	Findings
Week 1	Once	Compartment Heads	Need More Learning aids
Week 2	Once	Subject Supervisors	Need more activity worksheet for struggling students
Week 3	Twice	Vice Principal	Need more activity worksheet for outstanding students
Week 4	Once	Principal	
	Once	Invited subject experts	

2.6 TEACHER DEVELOPMENT PLAN

Teacher Needs Assessment & Training

TNA Activity	Method	Executed Date	Outcome
Classroom transaction Assessment Summative Formative Assessment Content Analysis	Group discussion Brain storming Panel presentation PowerPoint Presentation	May June/July Aug/Sep Oct/Nov	Model TMLA Typical Manual Assessment rubrics SOP - CRT
Teacher Training Schedule			
Teacher Training Topic/Activity	Proposed Date/ Week/Month	Target Group	Learning Outcome
Teacher Training Topic/Activity	Proposed Date/ Week/Month	Target Group	Learning Outcome
English	May 3 rd week 2019	Teachers of grade	Effective class room transaction

Malayalam Arabic Mathematics General science Social science Chemistry Physics Biology		IX,X,XI & XII Students of grade IX,X,XI & XII	Better concept development Meets the need of struggling students and outstanding performers.
English Malayalam Arabic Hindi Mathematics EVS	May 4th week 2019	Teachers of grade I to V Students of grade I to V	Effective class room transaction Better concept development Meets the need of struggling students and outstanding performers.
English Malayalam Arabic Hindi Mathematics General science Social science	May 4th week 2019	Teachers of grade VI to VIII Students of grade VI to VIII	Effective class room transaction Better concept development Meets the need of struggling students and outstanding performers.

2.7 COLLABORATIVE ACTIVITIES

Name of the collaborative activities including exchange programs etc

Month/Week	Activity	Learning Objective	Proposed Schools for Collaboration
June	Art integration Mathematics integration Science integration Social science integration	Gestalt view of a content Concrete concept development Effective learning process Undo hardship Enhance curiosity	MES Manjeri GPS Wandoor MUT kondfotty IES Melattur
July	Art integration Mathematics integration Science integration	Gestalt view of a content Concrete concept development Effective learning process	MES Manjeri GPS Wandoor MUT kondfotty

	Social science integration	Undo hardship Enhance curiosity	IES Melattur
August	Art integration Mathematics integration Science integration Social science integration	Gestalt view of a content Concrete concept development Effective learning process Undo hardship Enhance curiosity	MES Manjeri GPS Wandoor MUT kondfotty IES Melattur
September	Art integration Mathematics integration Science integration Social science integration	Gestalt view of a content Concrete concept development Effective learning process Undo hardship Enhance curiosity	MES Manjeri GPS Wandoor MUT kondfotty IES Melattur
October	Art integration Mathematics integration Science integration Social science integration	Gestalt view of a content Concrete concept development Effective learning process Undo hardship Enhance curiosity	MES Manjeri GPS Wandoor MUT kondfotty IES Melattur
November	Art integration Mathematics integration Science integration Social science integration	Gestalt view of a content Concrete concept development Effective learning process Undo hardship Enhance curiosity	MES Manjeri GPS Wandoor MUT kondfotty IES Melattur
December	Art integration Mathematics integration Science integration Social science integration	Gestalt view of a content Concrete concept development Effective learning process Undo hardship Enhance curiosity	MES Manjeri GPS Wandoor MUT kondfotty IES Melattur
January	Art integration Mathematics integration Science integration Social science integration	Gestalt view of a content Concrete concept development Effective learning process Undo hardship Enhance curiosity	MES Manjeri GPS Wandoor MUT kondfotty IES Melattur
February	Art integration Mathematics integration Science integration Social science integration	Gestalt view of a content Concrete concept development Effective learning process Undo hardship Enhance curiosity	MES Manjeri GPS Wandoor MUT kondfotty IES Melattur

2.8 WELLNESS ACTIVITIES

Name of the activities planned for Well-being of pupils

Month/Week/Date	Type of Activity	Objective/s	Target Group
June/July Eight weeks	General breathing exercise	To enhance happy learning activities To improve good health To mitigate fatigue To accelerate enthusiastic learning.	Kindergarden Grade I to XII
August/September Eight weeks	Warming-up exercise	To enhance happy learning activities To improve good health To mitigate fatigue To accelerate enthusiastic learning.	Kindergarden Grade I to XII
October/November Eight weeks	Yoga	To enhance happy learning activities To improve good health To mitigate fatigue To accelerate enthusiastic learning.	Kindergarden Grade I to XII
December/January Eight weeks	Wellness dance	To enhance happy learning activities To improve good health To mitigate fatigue To accelerate enthusiastic learning.	Kindergarden Grade I to XII

2.9 COMMUNITY OUTREACH

Name of the community activities planned

Month/Week/Date	Activity / Project	Objective/s	No. of students	Class(es)
June/July Eight weeks	Visit of Railway Station Police Station Post Office Hypermarket	Direct experience Connecting real world Creating real situation Apply acquired knowledge.	110 200	KG Grade I & II
August/September Eight weeks	Visit of GP Office	Direct experience Connecting real world	200	Grade III & IV

	Village Office	Creating real situation Apply acquired knowledge.		
October/November Eight weeks	Visit of fire and safety rescue service	Direct experience Connecting real world Creating real situation Apply acquired knowledge.	200	Grade V , VI & VII
December/January Eight weeks	Visit of Hospital Old age home	Direct experience Connecting real world Creating real situation Apply acquired knowledge.	200	Grade VIII , IX & X

2.10 COORDINATION WITH STAKEHOLDERS

Inter- personal relationship with stakeholders

Stakeholders	Methods of Communication	Ways of Involvement	Activities Planned
Parents	SMS Circular Email Invitation Letter Whatsapp Telephonic conversation	Grade level Skills / Expertise basis Exhibition basis	ALM (Annual Level Meeting) PTC (Parent Teacher Council) COF(Class Open Forum) Product Launching / Exhibition
Teaching Staff	SMS Circular Email Invitation Letter Whatsapp Telephonic conversation	Grade level Skills / Expertise basis Exhibition basis	Weekly Staff Meeting(WAM) Monthly TMI Staff recreation activity Filed visit
Other Staff	SMS Circular Email Invitation Letter Whatsapp Telephonic conversation	Grade level Skills / Expertise basis Exhibition basis	Monthly staff meeting Workshop Interact with experts
School Managing	SMS	Planning,	Weekly planning

Committee	Circular Email Invitation Letter Whatsapp Telephonic conversation	implementation, assessment, replanning, execution, assessment	WEEKLY assessment Monthly planning Monthly assessment
Board	Email Hardcopy Gio tagged photos, videos	Capacity building training State conference National conference Special invited programs	Capacity building training State conference National conference Special invited programs
Media	Report Photographs Email Direct involvement	Review meeting Token of appreciation Documentation and recording	Community outreach program Day observance Sports meet

2.11 INSTITUTIONAL GOALS

Inter- personal relationship with stakeholders

Annual Goals	Enhancement of general competency Skill development Enthusiastic involvement Successful ACCOMPLISHMENT
Strategies	Group discussion Dialogue Power point presentation Paper presentation Report submission
Long Term Goal	Proficiency in gestured development of the learner Successful individual Morally sound and well balanced
Strategies	Mobilization of resources SWOT Analysis Action research Research and development

3. MONITORING OF ANNUAL PEDAGOGICAL PLAN

MONITORING SCHEDULE OF ANNUAL PEDAGOGICAL PLAN

Class-wise and Subject-wise: Art integration, innovative pedagogies, co-scholastic activities

Classes Date/Month	Classes Visited	Findings/Feedback	Areas of Improvement	Plan of Action/Recommendation
I	I A,B,C,D	Need Improvement in Classroom Management Developing learning aids Worksheet development Question paper development Answer key development	Black board work presentation Formative assessment Diagnostic measures Remedial measures	Improvement required in: Black board work presentation Formative assessment Diagnostic measures Remedial measures
II	II A,B,C,D	Need Improvement in Classroom Management Developing learning aids Worksheet development Question paper development Answer key development	Black board work presentation Formative assessment Diagnostic measures Remedial measures	Improvement required in: Black board work presentation Formative assessment Diagnostic measures Remedial measures

III	III A,B,C,D	Need Improvement in Classroom Management Developing learning aids Worksheet development Question paper development Answer key development	Black board work presentation Formative assessment Diagnostic measures Remedial measures	Improvement required in: Black board work presentation Formative assessment Diagnostic measures Remedial measures
IV	IV A,B,C,D	Need Improvement in Classroom Management Developing learning aids Worksheet development Question paper development Answer key development	Black board work presentation Formative assessment Diagnostic measures Remedial measures	Improvement required in: Black board work presentation Formative assessment Diagnostic measures Remedial measures
V	V A,B,C,D	Need Improvement in Classroom Management Developing learning aids Worksheet development Question paper development Answer key development	Black board work presentation Formative assessment Diagnostic measures Remedial measures	Improvement required in: Black board work presentation Formative assessment Diagnostic measures Remedial measures
VI	VI A,B,C,D	Need Improvement in Classroom Management Developing learning aids Worksheet development Question paper development Answer key development	Black board work presentation Formative assessment Diagnostic measures Remedial measures	Improvement required in: Black board work presentation Formative assessment Diagnostic measures Remedial measures
VII	VII A,B,C,D	Need Improvement in Classroom Management Developing learning aids Worksheet development Question paper development Answer key development	Black board work presentation Formative assessment Diagnostic measures Remedial measures	Improvement required in: Black board work presentation Formative assessment Diagnostic measures Remedial measures
VIII	VIII A,B,C	Need Improvement in Classroom Management Developing learning aids	Black board work presentation Formative assessment	Improvement required in: Black board work presentation Formative assessment

		Worksheet development Question paper development Answer key development	Diagnostic measures Remedial measures	Diagnostic measures Remedial measures
IX	IX A,B	Need Improvement in Classroom Management Developing learning aids Worksheet development Question paper development Answer key development	Black board work presentation Formative assessment Diagnostic measures Remedial measures	Improvement required in: Black board work presentation Formative assessment Diagnostic measures Remedial measures
X	X A,B	Need Improvement in Classroom Management Developing learning aids Worksheet development Question paper development Answer key development	Black board work presentation Formative assessment Diagnostic measures Remedial measures	Improvement required in: Black board work presentation Formative assessment Diagnostic measures Remedial measures
XI	XI Science	Need Improvement in Classroom Management Developing learning aids Worksheet development Question paper development Answer key development	Black board work presentation Formative assessment Diagnostic measures Remedial measures	Improvement required in: Black board work presentation Formative assessment Diagnostic measures Remedial measures
XII	XII Science	Need Improvement in Classroom Management Developing learning aids Worksheet development Question paper development Answer key development	Black board work presentation Formative assessment Diagnostic measures Remedial measures	Improvement required in: Black board work presentation Formative assessment Diagnostic measures Remedial measures

Guidelines for Implementation of the Plan

- Ensure grade wise, subject wise and unit wise detailing of the innovative pedagogy to be used through preparation of structured lesson plans.
- Develop content related to art, sport and ICT with education, with the help of concerned teachers as well as Art, Sports and ICT teachers.
- Ensure dissemination of plan to all teachers and all concerned by June every year.
- Ensure proper implementation of this plan.
- Monitor the progress at least on a monthly basis.
- Reach out to the Board for any training needs.
- Maintain records of the preparation of the plan, and the progress in the implementation.

		WHOLE SCHOOL RUBRIC			
ELEMENTS		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
	Personalized Learning	Knowledge and understanding of how students learn is demonstrated by a minority of teachers	Knowledge and understanding of how students learn is emergent in teacher practice. Individual and/or teams of teachers are planning new approaches to teaching and learning.	Knowledge and understanding of how students learn is demonstrated by the majority of teachers. Most teachers have developed and implemented practices that put students at the centre of the learning process.	Knowledge and understanding of how students learn is evident in the practice of all teachers through a broad repertoire of student-centred teaching strategies and assessment methods
		Initial work is being undertaken to gather data on the individual learning styles of students at a year level	Data on the individual learning styles of students has been used to inform planning for the way in which teaching practices can be aligned to the learning needs and goals of individual students	Pedagogical practice is informed by data and aligned to the learning needs and goals of individual students at certain year levels	Pedagogical practice is aligned to the learning needs and goals of individual students across the whole school
	Curriculum	Curriculum is usually designed by individual teachers based on the year level and associated subjects	Teachers plan together to provide consistency of curriculum that reflects the stages of learning and student backgrounds and addresses the needs of particular cohorts of students	Curriculum planning and practices reflects the achievements of students in relation to the standards for some domains, stages of learning and student backgrounds and perspectives	All curriculum planning and practices analyses and addresses the full range of learning needs of individual students providing coherence, balance and continuity across all of the domains
		Domains are connected in an ad hoc manner when planning learning experiences.	Domains are being combined when planning learning experiences for students	Many of the domains are strategically integrated creating quality learning experiences for students	All domains are interwoven in a sophisticated way in the design and delivery of a cohesive curriculum for all students.
		Curriculum planning and practice for cohorts of	Any discrepancies between current priorities in the School	Whole school curriculum planning and practice	Whole school curriculum planning and practice is based on the local

Teaching & Learning		students is undertaken as something separated from System Frameworks and the School Strategic Plan.	Strategic Plan and System Frameworks have been identified.	demonstrates the interconnectedness between the School Strategic Plan, System Frameworks and school improvement.	context and interconnects with the School Strategic Plan and an agenda of continuous school improvement.
	Assessment	Students require structured support to develop the necessary knowledge and skills to manage and monitor their learning.	Teachers provide support for students to monitor and manage their learning.	Students have opportunities to monitor and manage their learning through structured support.	All students are equipped to monitor and manage their learning.
		Assessment for teaching (for, of and as learning) is not explicitly planned. Assessment of learning (summative) remains the focus.	Assessment for teaching (for, of and as learning) is being planned with a focus on identification of effective assessment strategies.	Assessment for teaching (for, of and as learning) is planned for at the whole school level and for cohorts of students using a range of data. Parents and students receive regular information on strengths and areas for improvement/future learning.	All teachers use assessment for teaching (for, of and as learning) to provide individualized learning. Learning portfolios enable ongoing information sharing between teachers, students and parents. Evidenced-based valid and consistent judgments are made through moderation
ORGANISATIONAL STRUCTURES	Current organizational structures all limit flexibility within student groupings and roles and responsibilities of teachers. Student learning and welfare are managed separately.	Current organizational structures are being examined and options are developed and analysed to identify structures that will better support student learning	Flexible organisational structures are being implemented for aspects of the learning program and/or particular groups of students.	Organizational structures enable learning to happen in a range of places at a range of times through flexible use of people, IT and spaces	
	Learning spaces are confined to the classroom and there is limited use of ICT to support student learning.	A needs analysis informs future developments of physical and electronic learning environments.	Some spaces have been reorganised to create physical and electronic learning environments that support student learning.	All physical and electronic learning environments have been created that complement diverse student learning	
PERFORMANCE & DEVELOPMENT CULTURE	Professional learning is fragmented and usually short term.	Protocols have been established to increase the effectiveness of professional learning including the importance of reflection on practice.	Teams of teachers plan for learning opportunities that will meet their needs as a group.	Professional learning in collaborative teams focuses on exploration and sharing of learning and teaching practices to continually improve student learning.	
	Professional learning focuses on individual teacher needs rather than agreed school priorities and processes.	School curriculum planning has begun to identify needs and processes for more effective professional learning within the school context	A schedule of professional learning is established that best meets the needs of all teachers by focusing on their learning needs and grouping teachers accordingly.	The school fosters a culture that values and supports ongoing professional learning, risk taking and focused evaluation	
COMMUNITY BUILDING & PARTICIPATION	The leadership team is exploring how to incorporate the System Frameworks in their school and beginning to raise awareness of these initiatives with staff and school community	The leadership team is building its depth of knowledge of the System Frameworks and beginning to structure opportunities for staff and school community to engage with these initiatives to facilitate whole school curriculum planning.	The leadership team has a deep understanding of the System Frameworks and has created structures and processes that support staff and school community to implement these initiatives.	The leadership team has a meta-view of the System Frameworks and provides clear direction for improving student learning that involves all staff, students and relevant aspects of the local community	