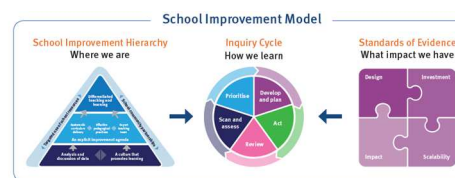
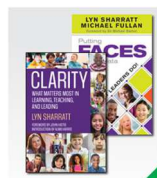


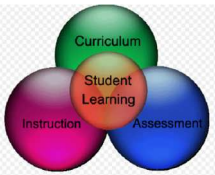













Lyn Sharratt's 14 Parameters Aligned to School Improvement Hierarchy



14 Parameters	School Hierarchy	Definition	Image Icon	Mudgeeraba Special Artefacts
P#1: Shared Beliefs & Understandings Amongst All Beliefs	SH1# An Explicit Improvement Agenda	a) All students can achieve high standards given the right time and support b) All teachers can teach to high standards given the right assistance c) High expectations and early intervention are essential d) Teachers need to be able to articulate what they do and why they teach the way they do		2020 Annual Improvement Plan 1. Age Appropriate Pedagogies 2. Balanced Literacy across the Curriculum and Certificate Course delivery 3. Glasser First Special School
P#2: Embedded Knowledgeable Other (KO)	SH5# An Expert Teaching Team	a) Instructional Coaches have time scheduled to work with classroom teachers to support focused work on assessment that informs instruction eg during large blocks of time. b) They are lead learners and co labourers, building relational trust through the work. c) Instructional coaches are knowledgeable about instruction and assessment, and about management of change. d) Instructional coaches work alongside classroom teachers using Gradual Release of Responsibility Model to ensure precision in practice. e) They plan and facilitate Professional Learning through processes such as Lesson Study, Co Teaching Cycle, Collaborative Assessment of Student Work.		Coaching is embedded at Mudgeeraba Special Prue from Regional Office for Age Appropriate Pedagogies supporting our schoolbased mentor and lesson studies with staff. Writing Mentor
P#3: Daily Sustained Focus on Assessment & Instruction	SH# 7 Differentiated Teaching and Learning	a) In every lesson, ongoing formative assessment informs differentiated instruction. "Data today is instruction tomorrow". b) Large blocks of at least 100 uninterrupted minutes per day is scheduled. c) Gradual Release/ Acceptance of Responsibility (GRR) is a pedagogical framework designed to teach all students to make meaning, take ownership of their learning and communicate effectively. Strong literacy practices require focused time on balanced literacy assessment and instruction. d) Balanced literacy is an instructional framework designed to teach all students how to make meaning and communicate effectively. Focused lessons occur using the following components: read/write aloud; shared reading/writing; guided reading/writing; independent reading/writing d) Literacy instruction is free from all distractions and interruptions		Our staff differentiate every students learning access daily. This is reflected in Individual Curriculum Plans, Personal future Action Plans and individual timetables

#4: Principal as Learning Leader	SH1# An Explicit Improvement Agenda	<p>a) Principals use data, collaboratively with all staff, to inform instruction and school planning</p> <p>b) They acquire a deep understanding of effective classroom practices by participating in PLC work focused on data and driven by Collaborative Professional Inquiry into high impact practices.</p> <p>c) They take part, with their leadership teams, in regional learning sessions always focused on Faces of Students.</p> <p>d) They strive to develop sustainable professional learning communities in their schools by removing structural barriers to learning for all and by strengthening a culture of learning, focusing on the faces of student achievement and growth.</p> <p>e) Daily they conduct Learning Walks and Talks in classrooms collecting evidence of students' thinking and teachers use of cutting edge practices that are increasing their students' achievement.</p>		<p>We are all singing the same song at Mudgeeland. See Parameter 1 Shared Beliefs.</p>
#5: Early and Ongoing Intervention	SH# 7 Differentiated Teaching and Learning	<p>a) Individual student need is determined through the ongoing examination of a range of assessment data</p> <p>b) Teachers must be skilled at using effective Instructional strategies matched to student need</p> <p>c) A collective effort by all teachers—classroom, special education, English language learner, and literacy—is necessary to design and deliver programs that support all students</p> <p>d) District and school administrators support teachers in building capacity in literacy Instruction and assessment, and also in how to use collaborative structures</p>		<p>Our staff differentiate every students learning access daily.</p> <p>This is reflected in Individual Curriculum Plans, Personal future Action Plans and individual timetables.</p> <p>Student at a Glance Data capture.</p>
#6: A Case Management Approach to Monitoring Student Progress	SH# 7 Differentiated Teaching and Learning	<p>a) This approach requires teachers in a school to work as a group to analyse student data and make decisions on differentiating instruction and selecting resources</p> <p>b) It demands a common understanding and use of diagnostic and formative assessment tools support the monitoring of data</p> <p>c) Data are gathered and displayed in such a way that they become the focus of problem-solving dialogue among teachers involved in each student's case</p> <p>d) Data collected help plan next steps to meet the needs of each student and to meet the professional development needs of the school and district</p>		<p>Case management is employed each term to link our teaching strategies with coaching supports for staff.</p>
#7: Job Embedded Professional Learning	SH 8 Effective Pedagogical Practices	<p>a) Job-embedded professional learning focused on literacy takes place with teachers and with staff when they meet as a whole group; it is responsive to the school's specific needs</p> <p>b) District leadership and school staff meetings are key forums for focused discussions that promote professional learning about literacy</p> <p>c) Sessions include a balance of theory and practice, and are informed by current research</p> <p>d) Teachers share leadership in planning and designing their professional learning</p>		<p>We align our teaching strategies to our Pedagogical Framework that focuses on high impact teaching.</p>

P#8: In School Grade or Subject Team Meetings	SH1# An Explicit Improvement Agenda	<p>a) Teams meet regularly to discuss the Literacy/Numeracy achievement of individual students</p> <p>b) Teachers assess student work collaboratively, using common assessment tools and exemplars</p> <p>c) Analysis of student work supports the development of a common understanding of the expected standards across a grade or course; it also serves to support consistent practice between classrooms in a school</p>		Teams meet every three weeks formally before school and weekly in their allocated non contact time to plan, implement and review unit plans and assessments.
P#9: Shared Resources in a Designed Area of the School	SH4# Targeted use of School Resources	<p>a) Resources that support differentiated Instruction are compiled and organized in a book room or resource centre.</p> <p>b) Resources meet a range of abilities and needs and address a range of interests</p> <p>c) Teachers have access to 'just-right' and 'just in time' resources.</p>		We have a range of resource supports. Class/ Team budgets to purchase resources and whole school resources stored in Resource Centre, Stemosphere, health and physical education etc.
P#10: Commitment of School Budget to Acquiring Literacy/ Numeracy Resources	SH4# Targeted use of School Resources	<p>a) Principals and leadership teams allocate budget for literacy resources that address instructional needs revealed by school and classroom assessment data</p> <p>b) High-quality resources are purchased to support student learning (leveled text, rich literature) and teacher learning (common resource for book study, researched –based pedagogic books)</p> <p>c) In-school and cross-school dialogue leads to a deeper understanding of what constitutes a high-quality literacy resource</p>		Our budget planning empowers staff to have class and team budgets. We endorse the budget with P&C Association and utilise grants funding to enrich our school based grants.
P#11: Collaborative Inquiry (CI) is Focused on "Faces"	SH3# A Culture That Promotes Learning	<p>a) Collaborative Inquiry is one example of job- embedded professional learning that involves a structured process of teacher inquiry to change practice.</p> <p>b) Teachers and leaders work collaboratively to design a specifically focused question that pertains to literacy issues and student achievement as identified in school and classroom assessment data</p> <p>c) The district supports the work of school teams by providing funds and by offering professional development sessions focused in collaboration and research skills</p> <p>d) At the end of the research cycle, CI teams produce reports that document their learning journeys and findings</p>		Every three weeks staff meet to collaborate on their professional learning communities. 2020 PLC: Age Appropriate Pedagogy Reading Oral Language
P#12: Parent and Community Involvement in Supporting All Students' Achievement	SH9# School Community Partnerships	<p>a) System and School Leadership teams work toward establishing strong community-home- school relationships to increase student achievement.</p> <p>b) Schools build strong relationships with parents by keeping them informed about their children's progress and about their approach to the teaching of literacy in every KLA</p> <p>c) These relationships are supported in schools where parents understand how they can support their children and where schools invite parents to help them understand how the schools can support them for meaningful partnerships</p>		Strong governance: P&C Association Partnerships Alliance

P#13: Appropriate Literacy Instruction in All Areas of the Curriculum	SH# Systematic Curriculum Delivery	<p>a)The components of balanced literacy instruction allow teachers to support students in developing meaning-making skills in all subject areas</p> <p>b) Assessment data determine what literacy skills students will need to develop in order to access the subject’s content</p> <p>c) Teachers in all content areas can further students’ achievement in literacy by modelling the skills, sharing in the making of meaning, guiding students toward independence, and monitoring their independent work using Gradual Release/Acceptance of Responsibility Model</p>		<p>Australian Curriculum Certificate Courses Qld Certificate Individual Achievement National Literacy Progressions Daily Balanced Literacy</p>
P#14: Shared Responsibility and Accountability	SH1# An Explicit Improvement Agenda	<p>a)Triangulation of data informs the professional learning needed in districts and schools</p> <p>b) Ongoing use of formative data provides descriptive feedback for students, differentiates instruction, and impacts the selection of resources</p> <p>c) The district disaggregates and delivers data to administrators’ and teachers’ desktops to put individual faces on the data and assists in the development of improvement plans to collaboratively take action</p> <p>d) Principals, Leadership Teams and teachers can name at-risk students individually and clearly articulate what they are doing for each one because they do Learning Walks and Talks in Classrooms</p> <p>e) School staffs work on finding results of Collaborative Inquiry question based on schools’ data</p> <p>f) The district hosts an evidence-based Literacy Learning Fair for all school teams to share student improvement and learn from other schools</p> <p>g) We define Literacy as the development of a continuum of skills, knowledge, attitudes that prepare all learners in a changing world community. It begins with the fundamental acquisition of skills in reading, writing, listening, speaking, viewing, representing, responding and mathematics. It becomes the ability to understand, think critically, apply and communicate effectively in all KLS and program areas in a variety of ways and for a variety of purposes.</p>		<p>Data Sets: Brigance Developmental Inventory Communication Matrix National Literacy Progressions Moderated Tasks for Units of Work Whole School Moderation</p>