

Mount Carmel Convent High School, Chandrapur



C B S E Affi. No. 1130284  
SCHOOL CODE: 30222

# ANNUAL PEDAGOGICAL PLAN

*Mul Road, Shastri Nagar, Chandrapur - 442401.*

*Dist.Chandrapur. Maharashtra*



# 1. SCHOOL INFORMATION

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

School Name	<b>MOUNT CARMEL CONVENT HIGH SCHOOL</b>
Complete Address	<b>Mul Road, Shastri Nagar, Chandrapur - 442401. Dist.Chandrapur. Maharashtra</b>
Phone number	<b>07172-271170</b>
Email ID	<b>principal_mcchs@yahoo.com</b>
Website	<b>www.mcchscedu.com</b>

1.2 Name of the Principal/ HOS: **SISTER NITHYA**

1.3 Contact No.: **7 5 8 8 3 2 0 1 8 1** Email ID: **principal\_mcchs@yahoo.com**

1.4 School Details:

Year of Affiliation: **2010** Affiliation No.: **1130284** School Code: **30222**

Type of School (Please tick the correct option):

- Middle/Secondary/Senior Secondary – **Secondary**
- Boys/Girls/Co-Education - **Co-Education**
- Day School/Day Boarding/ Residential - **Day School**
- (May tick more than one option)

No. of Students: **2661** (Total) **1338** (Boys) **1323** (Girls)

No. of Divyang (with Special Needs) Students: **6** Facilities

Available: \_\_\_\_\_

No. of Students in: Day School **2661** Day Boarding **NA** Boarding **NA**

Location Type : Urban/ Rural/ Hilly Area: **Urban**

Is the School a Minority School? **YES**

School Quality Accreditation Details (if any): **PTM once a month, remedial classes specially on 2nd Sat. to the students, special awards are given to the best disciplined students, best leadership. Visiting the special schools. Outreach programs on 2nd Sat. Proficiency awards in academics**

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

Class	Pre-Primary	I	II	III	IV	V	VI	VII	VIII
Number of Sections	11	4	4	4	4	4	3	3	3
Students on Roll	621	252	239	226	253	208	179	175	173

**1.6 School Academic Performance:**

**a) Pass Percentage during the last Academic Session:**

Class	Number of students appeared	Number of students pass	Pass percentage
I	244	244	100
II	225	225	100
III	256	256	100
IV	207	207	100
V	176	176	100
VI	180	180	100
VII	182	182	100
VIII	162	162	100
IX	177	175	98

**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 A <sub>2</sub> / marks between 81% to 90%	Special Remarks (if any)
X	177	177	100	37	46	.

## 1.7 Key Strengths of the School

- \*Good Infrastructure
- \* Strong Alumini Association
- \* Good learning environment
- \* School awards for sports achievements from DSO three continues years
- \* Guinness record

## 1.8 Staff Details:

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

Group	Number of
	Regular / Trained
Pre-Primary	15
Primary	26
Secondary	24
PETs	3
Librarian	1
Music Teachers	1
Dance Teachers	2
Yoga Teacher	1
Counsellor	1
<b>Total</b>	74

## 1.9 Alumni Details:

### a) Special Achievements of School Alumni

Dr. Nitin Bawankule, Head Google Cloud India,  
Mr. Milind Dumbare, Deputy Commisioner New Delhi,  
Mrs. Sujata Iyer, Regional Joint Director Pune, Plan Dept of MS  
Mrs. Vidyut Varkhedkar, Deputy Collector, Pune  
Mr. Rajneesh Verma, Captain (navy)  
Kashinath Telgote, Atharva Bihade (Guiness World Record 24 Hrs Non stop Roller Skating  
Nikhil Meshram, Addl Commissioner, Mumbai  
Last years 5 students in National Games

## 2. ANNUAL PEDAGOGICAL PLAN 2019-20

### 2.1 PEDAGOGICAL PLAN COMMITTEE

Name	Designation	Role in PPC
Mrs. Anita Ade	Staff Co-ordinator	
Mrs. Ranjana Podey	Staff Co-ordinator	
Mrs. Pratibha Kitey	Staff Co-ordinator	
Miss. Shipra Thakre	Staff Co-ordinator	
Mrs. Sheetal Mehta	Staff Co-ordinator	
Mrs. Sunita Narasimha	Staff Co-ordinator	
Mrs. Preetha Pillai	Staff Co-ordinator	
Mrs. Ashima Nampalliwar	Staff Co-ordinator	
Mr. Ravindra Pimpalshende	Staff Co-ordinator	
Mr. Roopkumar Agdari	Staff Co-ordinator	

### 2.2 VISION, MISSION, VALUES, FOCUS & APPROACH

Name of the Academic Resources Segment -wise

<b>Vision Statement</b>
Our vision is to spread the love of God in the hearts of all people, in the spirit of our founder Father Kuriakose Elias Chavara by imparting the values of human dignity, brotherhood, equality and justice.
<b>Mission Statement</b>
To provide a life oriented and liberative education specially for uplift of women and children, fostering social consciousness to establish a civilization of love.
<b>Our Values</b>
Character formation, Respect, Accountability, Excellence, Compassion, Human Dignity, Brotherhood, Equality and Justice.
<b>Our Focus</b>
Promote Active learning with the overall development of personality among students with a focus on character formation with positive and delightful impact of knowledge. Enhancing joyful learning leading to overall and holistic development of students emphasizing on character formation with creative and positive impact of knowledge.
<b>Our Pedagogical Vision</b>
Impart wisdom, knowledge and basic human values to students and developing in serving the society. Creating innovative and stressfree learning environment which draws out their hidden potential and talents of each and every student.



Stakeholders → Class ↓		English	Maths	Science	SST
III & IV	Art Integrated Activity	Recitation, Action Song, Drawing, Flow Chart, Picture Reading	Models, Visualise 3D, Designing Tiles, Visualise 2D, Making bills	Diagram, Models, Crossword puzzles, Role Play, Word search	Patriotic, flow chart, preparation of chart, word search, crossword puzzles
	Innovative Pedagogies	Pair and share, Each one, teach one, Story telling, book reading, Cross word puzzle	Pebble pot praise, Formula writing, Number games, Preparing tables, Real life application based on topic	Pair and share, pebbles pot praise, Real life application, Interlinking between subjects, Reciprocal teaching	Pair and share, pebble pot praise, 4 - corners, reciprocal teaching, Mr. Wrong
	Co Scholastic Activity	Discussion, Making greeting, Role play, speech	Quiz, role play, Mind maps, measuring distance, graph.	Drawing, Quiz, discussion, preparation of chart, Visual expression	Map, Locate the grip, Quiz, Conventional symbols, visual expression

Stakeholders → Class ↓		English	Maths	Science	SST
V & VI	Art Integrated Activity	Story Writing, Story telling, role play, dramatization, puzzles, imaginary drawing, book-reading	Chart making, Game (Dart board), colour the fraction, role play (Profit Loss), Calender making, Map making, Model (cube), construction of angles, patterns	Collection of things to make collage, diagram making, role play Puzzles, Making Models, Bulletin board	Finding position using longitudes & latitudes, Report on Urban & rural life, heat zones, Knowing about ancient books, celebrations of festivals, Drawing national symbols, Physiographic divisions of India.

	Innovative Pedagogies	Presentation, Reciprocal teaching, Pair Share, Jig-saw, Puzzles, demonstration, pop up quiz, pick 2 speak, Hot seat	Tell me more, Pair - share, Mr & Ms Wrong, Five points, Reciprocal activity, Inquiry based instruction, pebble pot praise, team work, welcome new ideas.	Presentation, Demonstration, Pebble pot praise, Reciprocal activity, Mr. Wrong, Hot Potato, Pair - share, Jig-saw	Pair - share, puzzle (word), Chartmaking, sketch making, flow chart, Mind maps, Pot pebble praise, Mr. Wrong.
	Co Scholastic Activity	Skit, Debate, Essay writing, Wall magazine, Write ups of school magazine, Recitation competition.	Preparation of chart, Game, Drawing & coloring, role play, calender making, Mind mapping, Model, Drawing / Construction, Art.	Quiz, role play, Drawing, discussion, Preparation of chart.	By organising small exhibitions, Models making, Write ups for school magazine, preparing class panchayat, Debate & discussion, wall magazine decoration, report writing for school bulletin, preparations of chart & models.

Stakeholders → Class ↓		English	Maths	Science	SST
VII & VIII	Art Integrated Activity	Puzzle Invitation card making, Mind map, Discussion, Debate, Presentation, chart making	Chart making, Games, Rangoli pattern, Formation on rythem, decoration, creating, robot using 3D shapes, PPT.	Diagram, Role play, exit card, chart making, experiment, puzzles, debate, seminar.	Drawing diagrams, concept map, field, role play, Patriotic song, Project work, Art and Culture. (Interdisciplinary)
	Innovative Pedagogies	Jigsaw, Four corners, pair share, Each one teach one.	Pebble pot praise, formula writing, puzzled designs, real life application, interlinking of subjects.	Jig saw, pebble pot, demonstration, A-V aids, Flash card, myme.	Pair share, Parliamentary government, Give me five, Hot Potato Quest, Reciprocal teaching, PPT
	Co Scholastic Activity	Puzzle solving, Art, Craft, concept map drawing, discussion, speech	Mass drill, chart preparation, Quiz, Craft, Sudoko	Chart preparation, drawing, quiz, skit, discussion	Role Play, Poster making, Quiz



Stakeholders → Class ↓		English	Maths	Science	SST
IX & X	Art Integrated Activity	Drama, Patriotic song, Picture reading, Interview	Designing models, creating robots using 2D figure, two bedroom flat blue print, designing tiles (floral / wall), interior designing, visualization of 3 D figure.	Drawing diagram, creating modals, designing jig saw puzzles, visual expression	Field trips, role play, Patriotic songs, Skit, flow charts designing
	Innovative Pedagogies	Each one-teach one, pair share, story telling, poem recitation, poster making, book reading	Pebble pot praise, formula writing, investigation activities, use of resource in making PPT on Word famous roller coaster buildings, real life application of topics, interlink between subjects	4-corner, pebble pot praise, formula writing, Mr. Wrong, Models, PPT's, Reciprocal	Teaching Each one teach one, pair share, school parliament, Mr. Wrong, Projects
	Co Scholastic Activity	Role play, Skit, Debate, Extempores, group discussion	Human graph, locating mile stone (on graph) of the city, Quiz, mind maps, role play	Role play, graph discussion, Quiz, Group discussion, Quiz, work shop, symposium, extempores	Quiz, role play, poster making, Constitutional Day Celebration

Frequent Assessment Tools	Rubrics	Pedagogical Solution
Reflection on different evaluative approaches, Group discussion playground bulletin boards group activities, review writing aptitude test report writing	Concern, efforts, commitment to school property, helping elders, presentation, initiative in organising programs active participation in school programs etc.	Motivation, providing opportunity, involving students, hands on experiences, money handling, re enacting

## 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
STD I - Feedback of previous class Writing speed and various	06	246
STD II - Participation in the discussion of various topic Oral test	21	217
STD III - Writing skill Ability performance in the class test and activity	31	194

STD IV - Performance in learning process Individual activity & Group activity Surprise test Oral test	63	189	
STD V - Speaking and writing skill Class test Participation in class activities	22	186	
STD VI - Group and individual activity Pair & share test & feedback	27	152	
STD VII - Participation in learning activities Class test Group discussion	23	176	
STD VIII - Participation in class activities Written test Feedback	36	136	
STD IX - Review feedback Oral & written test Activities Peer teaching	32	129	
STD X - Pen paper test Surprise test Feedback Open book test Performance in various activities	34	142	
<b>Classroom Observation</b>	<b>Frequency</b>	<b>Done By</b>	<b>Findings</b>
Oral test feedback	Once in a week	Teacher/Subject	Slow learner
Class test pair share	Three times in a week	Teacher/Subject	Reluctant students (Not
PA	Two or three times as	Teacher/Subject	Low scorer, careless students
Students Interaction	Whenever needs	Teacher/Subject	Shy students
Individual activity	As per requirement of	Teacher/Subject	Students with stage fears
Slow in grasping as	During learning process	Teacher/Subject	Lack of concentration

## 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
Group Dynamics	(Std - I to V) = 100	600
Individual activity	(Std - VI to VII) = 100	400
Personal interaction, pen paper tests	(Std - IX to X) = 86	250

## 2.6 TEACHER DEVELOPMENT PLAN

### Teacher Needs Assessment & Training

TNA Activity	Method	Executed Date	Outcome
Teacher Training Topic/Activity	Proposed Date/Week	Target Group	Learning Outcome
Seminar on counselling Mr. Pratik	14 <sup>th</sup> June 2019	Teacher	Helpful for guidance and counseling of students.
Seminar on communication skills	15 <sup>th</sup> June 2019	Teacher	To improve the English skills of teachers.
Seminar on strengthening assessment and evaluation on practice.	21 <sup>st</sup> June 2019	Teacher	Understand the new reforms introduced by CBSE in Assessment procedures.
Seminar on counseling skills	15 <sup>th</sup> June 2019	Teacher	Helpful for guidance and counseling of students.

## 2.6

### Number of meeting for implementation of plan

#### 1) By Mrs. Sheetal teacher (17-09-2019)

Meeting taken by Mrs. Sheetal teacher on 17<sup>th</sup> Sep 2019 to explain the preparation of year plan based on Joyful learning and Pedagogical strategies and method.

#### 2) Sister Principal Meeting (20-09-2019)

Sister elaborated the same topic and cleared teachers doubts. She made groups of subject Teacher to discuss the year plan.

#### 3) Subject wise teaches meeting (21-09-2019)

Meeting was taken by IX, X subject incharge teachers. They explained to prepare year plan according to Pedagogical strategies and method.

## 2.7 COLLABORATIVE ACTIVITES

Name of the collaborative activities including exchange programs etc

Month/Week	Activity	Learning Objective	Proposed Schools For
Oct 23 to 23	Participation in 3 days residential seminar in chimur at Saint Claret School on the topic “ Burn And Shine “	Children will acquire social skills and ethics. Learn cooperation and coordination Learn to adjust and become responsible.	All Catholic Schools of Chanda Dioceses
6 <sup>th</sup> Nov	Chavara Science Expo Conducted in BJM Carmel Chandrapur	To inculcate scientific aptitude. Develop technological and innovative skills. Acquiring practical skills.	Schools from different district of vidharbh regionf
17 <sup>th</sup> Jan	Science Exhibition	Children will imbibe scientific skills. Children will get innovative ideas.	Schools of Our Hubs of Learning .
18 <sup>th</sup> Nov	Football Interschool Competition For Boys under 14 in BJM Carmel Chandrapur	Children will Imbibe values like respect, teamwork, social ethics, patience and friendly attitude.	Schools of Chandrapur District.
23 <sup>rd</sup> Nov	Quiz for Seniors	To instill intelligence awareness about current developments and boost confidence.	Mount carmel convent high school chandrapur
Jan	Volley ball Under 17	Children will imbibe Co-ordination Co-Operation respect for apponent and learn to face the Challenge.	Schools of Our Hubs of Learning

## 2.8 WELLNESS ACTIVITIES

Name of the activities planned for Well-being of pupils

Month/Week/Date	Type of Activity	Objective/s	Target Group
16 <sup>th</sup> Sep	Dental hygiene	To maintain oral hygiene.	Class II and III
26 <sup>th</sup> Aug	Cyber Crime awareness	To make student aware about cyber crime.	VIII, IX, X
21 <sup>st</sup> Aug	Seminar for Teenagers (Slow Fade) Chemistry workshop	To reminisce the importance of value based life and good behavioral pattern.	VIII, IX, X
26 <sup>th</sup> Sep	Biomimicry	Integral growth of students. Character formation Imparting Values	X
21 <sup>st</sup> June	Celebration of Yoga Day	To achieve better life, physically mentally & spiritually.	VIII, IX, X
6 <sup>th</sup> July	Handwriting competition	To encourage students to improve handwriting.	I & VIII
13 <sup>th</sup> July	Drawing Competition	To help children build their knowledge and visual skills.	I TO X
10 <sup>th</sup> July	Tree Plantation Day celebration	To develop awareness about	I TO X
7 <sup>th</sup> Aug	Elocution and Recitation competition	To equip students with the skill of thinking clearly, speaking	I TO X
8 <sup>th</sup> Aug	Story telling, story writing, poem writing	To build confidence. To develop writing skill.	I TO IV, V TO VII, VIII TO X
Every Saturday	Meditation and short prayer	To maintain mental health.	I to X
18 <sup>th</sup> Sept	An awareness about changes and precaution during adolescence in girls	To create awareness in girls about their biological changes. To Motivate girls for leading safe and healthy life Style with decent behavioral habits.	VIII, IX AND X Girls
21 <sup>st</sup> Sept	Teaching of Special Asanas for High school girls.	To Promote Physical fitness for growth Development and Menstrual ease	VIII, IX AND X Girls

## 2.9 COMMUNITY OUTREACH

Name of the community activities planned

Month/Week/ Date	Activity/Project	Objective/s	No. of students	Class(es)
28 <sup>th</sup> Aug	Visit old age home & orphanages and hospitals.	To inculcate values like 1) Helping and sharing. 2) Compassion 3) Respect and gratitude towards elders.	30	8 <sup>th</sup> and 9 <sup>th</sup> students.
24 <sup>th</sup> and 25 <sup>th</sup> Sep 2019	Annual Exhibition cum sale for the differently abled children.	To appreciate the special talents of the specially abled children and to encourage and motivate. To inculcate values like compassion, sharing and caring.	2040	Students of 1 <sup>st</sup> to 10 <sup>th</sup>
21 <sup>st</sup> & 22 <sup>nd</sup> Oct 2019	Outreach to Sensory Garden.	To learn from nature. To develop courtesy and care for plants, animals, materials etc. To develop confidence.	350	Students of 1 <sup>st</sup> to 3 <sup>rd</sup>
4 <sup>th</sup> Nov	Educational Excursion 1) Nagpur - Goenka Farm  2) A.P.J Abdul Kalam Park, Chandrapur	To develop mutual cooperation, good manners and adjustment. To appreciate the nature and its beauty. To encourage discipline and respect for public property.	240	Students of 5 <sup>th</sup> to 10 <sup>th</sup>  Students of 1 <sup>st</sup> to 4 <sup>th</sup>
9 <sup>th</sup> Nov	Visit to village Mahesh Nagar	To motivate students to have Empathetic understanding of under privileged members of society and to do the needful.	30	Students of 6 <sup>th</sup> , 7 <sup>th</sup> & 8 <sup>th</sup>
9 <sup>th</sup> Nov	Outreach Program Specially Abled Children School	Student will develop Empathy and learn the importance of sharing and caring.	60	Students of 4 <sup>th</sup> , 5 <sup>th</sup> & 6 <sup>th</sup>
20 <sup>th</sup> Nov	Manikgarh Cement Factory Ferroy Alloy Plant	To inculcate the scientific Attitude and approach and will learn social, communicative technique and management skills. To get practical and hands - on learning experience.	45	8 <sup>th</sup> and 9 <sup>th</sup>
7 <sup>th</sup> Dec	Jail Visit	To teach the importance of freedom and consequences of unlawful act. To create sensitivity and respect for rules and regulation.	20	Students of 9 <sup>th</sup>

## 2.10 COORDINATION WITH STAKEHOLDERS

Inter- personal relationship with stakeholders

Stakeholders	Methods of Communication	Ways of Involvement	Activities Planned
Parents	1) Seminars 2) Orientation Programmes 3) PTA Meeting	Invitation for programme. Responsibilities & Duties. Suggestion & Feedback.	Seminars Orientation Programmes
Teaching Staff	Coordinators messages announcement	Meetings Participation & Coordination. Cooperation	Family day Staff Picnic House Meeting Club Meeting Subject wise meeting
Other Staff	Meetings Instructions	Meetings Participation & Coordination. Cooperation	Family Day Meeting for special program Get together
Board	Circulars Mails Notification	Read Discuss and follow the instruction.	Seminars
Media	Report and columns in Newspaper broadcasting Programs.	Reporting Mails Registering for Knowledge Magazine.	Inviting for Science Exhibition. Football Interschool Competition. Inviting for Christmas Program.

## 2.11 INSTITUTIONAL GOALS

1) Institutional goals.

**A] Annual Goals:**

- 1) To promote harmonious living with the surroundings.
- 2) To be empathetic towards under – privileged.  
Tolerance for other culture and religion.  
Concern and appreciation for Nature.  
Develop Scientific attitude, temperament inquisitive nature etc.

**Strategies:**

- 1) To plan and organize visits and outreach programmes to schools with students of benchmark through eco friendly culture  
abilities, to old age  
homes, to jail, orphanages, slum areas so that students are close to realities of life.
- 2) Celebrate days of national importance traditional religious festivals to develop the sense or feeling of oneness  
among them.
- 3) Organising seminars, cleanliness drive tree plantation week, Birthday plantation, bulletin board work, 4R principle  
(for plastic), Science based skits in class for express their concern towards nature.
- 4) Encouraging students to make small models for multiple assessment. Organising Mega Exhibition including the  
best projects.
- 5) Participating in interschool exhibition to get optimum exposure and to share and gain knowledge from same age  
group.

- 6) Industrial visits and different outreach activities.
- 7) Creative writing and report writings on different occasions.

**B] Long Term goal:**

- 1) To promote holistic development of each individual child with uniqueness ensuring character formation moulding them into responsible citizens to extend substantial contribution to the society.

**Strategies:**

- 1) Career based education / goal based to understand their strength and weakness related to each subject to wisely choose a career to serve the society improve.
  - 2) Health and physical education to aim at healthy society. (Karate, Mass, drill sports meet, etc)
  - 3) Co-scholastic aptitude is tested by organizing cultural competition.
  - 4) Daily time table includes co-curricular activities to relieve monotony in the class room.
  - 5) learning Hubs in each class room were small group guided by a student leader for guiding them and acting as a connecting link between teacher and students.
  - 6) Joyful learning sessions to release stress.
  - 7) Pair and share method, pebble pot praise, as a part of multiple assessment methods
- 2) Culture of the school
- A] Character formation service mindedness sound moral principles to grow as responsible citizens with involvement in charitable work and concern for their fellow brethren and shun self – centeredness
- \*Gender equality to ensure equal opportunities to both sex despite physical indifferences.
  - \*Quality education to all.
- Respect for all religions and organizing programmes to show case unity. Love & concern for environment
- To provide appropriate learning environment which is stress - free and joyful with positivity and shared vision.
- B] Assessment of Aptitude of Each Child.
- 1) Classroom assessment techniques.
  - 2) Sports and physical activities.
  - 3) Literary skills, creative writing, Art education, debate, quiz, speeches etc.
  - 4) Cultural competitions includes dance, music etc.
  - 5) Organising exhibition, to test scientific aptitude.
  - 6) Cook without fire to develop culinary skills.
  - 7) Artistic Carousal to enhance confidence stage daring, team work, acceptance creative skills and overall contribution for a noble cause.



## 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
TEACHING & LEARNING	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 students is undertaken as something separated from System Frameworks and the School Strategic Plan.	Any discrepancies between current priorities in the School Strategic Plan and System Frameworks have been identified.	Whole school curriculum planning and practice demonstrates the interconnectedness between the School Strategic Plan, System Frameworks and school improvement.	Whole school curriculum planning and practice is based on the local 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.	