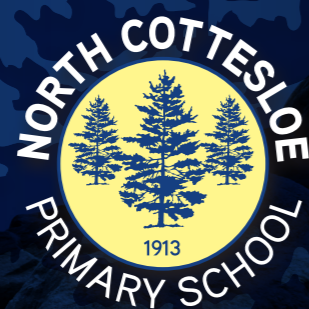
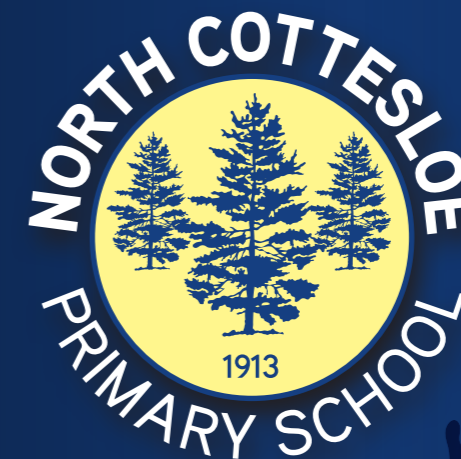


*'Inspiring
a passion
for learning'*



www.NorthCottesloePS.wa.edu.au

t 08 9382 7100 • **e** NorthCottesloe.PS@education.wa.edu.au

This document was produced in 2022 aligned to our school improvement strategies

'Big Rocks'

of Agreed Practice at

North Cottesloe Primary School

'Big Rocks' of Agreed Practice at NCPS



The Targets <i>[We Will]</i>	The Strategy <i>[The How]</i>	The Measure <i>[The Evidence]</i>	The Resources <i>[What Do We Need To Meet This Target]</i>
<h2>Data</h2> <ul style="list-style-type: none"> • Use data to inform and drive our practice 	<ul style="list-style-type: none"> • Utilise valid and reliable data to inform the assess, plan, teach cycle • Ensure the needs of all students are met through a differentiated curriculum 	<ul style="list-style-type: none"> • Differentiation is evident through teacher planning and student evidence of learning • Moderation and planning is shared between and across phases of learning 	<ul style="list-style-type: none"> • Data coaching – Ed Companion • Data coaching – SAIS Dashboard • Professional Learning – quality differentiation • Common DOTT for shared planning, setting targets which meet or exceed like schools, and moderation
<h2>Research</h2> <ul style="list-style-type: none"> • Use evidence based practice to inform our teaching and learning 	<ul style="list-style-type: none"> • Implement evidence based practice aligned to NCPS point of need and like-school data • Utilise a staff consensus model to drive whole school/phase of learning practice 	<ul style="list-style-type: none"> • Research and evidence of best practice informs school decisions about programs and practices which will be implemented • All staff are consulted as part of a consensus model in determining what practice, programs and resources are implemented at NCPS 	<ul style="list-style-type: none"> • Establish a review cycle for whole school/phase of learning practices • Collaboration with like-schools • Establish an agreed NCPS consensus model
<h2>Practice</h2> <ul style="list-style-type: none"> • Demonstrate consistent and connected practice 	<ul style="list-style-type: none"> • Fidelity is applied to lesson design, which is driven by the North Cottesloe Explicit Teaching Model • Implement whole school/ phase of learning practices, with efficacy • Implement an agreed change management model to drive school improvement 	<ul style="list-style-type: none"> • Student voice validates the rigor of the explicit teaching model [lesson design] • Student work reflects the fidelity with which the explicit teaching model is implemented 	<ul style="list-style-type: none"> • Professional Learning – Lesson design • Common DOTT for shared planning and accountability • Establish an agreed NCPS change management model

Our 'Big Rocks' of agreed practice support the four focus school improvement targets, for Public School Review in 2022

1. Strengthen whole school data literacy
2. Consistent and connected practice in the collection, analysis and use, of student data
3. Explicit teaching model is consistently applied across the school
4. Targets for student achievement and progress, meet or exceed like schools

In improving outcomes for students, our big rocks link to the National School Improvement Tool of:

- ✓ An explicit improvement agenda
- ✓ Analysis and discussion of data
- ✓ Targeted use of school resources
- ✓ An expert teaching team
- ✓ Systematic curriculum delivery
- ✓ Differentiated teaching and learning
- ✓ Effective pedagogical practices
- ✓ School community partnerships