



*Achieve, Inspire, Excel*

**Business Plan  
2026-2028**

North Cottesloe  
Primary School



## From The Principal

North Cottesloe Primary School opened in 1913 on Whadjuk Noongar Country and has proudly served the western suburbs of Perth for over a century. Built on a strong reputation for academic excellence, student wellbeing and community connection, we are a school where learning is a shared journey between school and home.

Our families value education and high expectations, and their active involvement through committees, events and everyday advocacy is a defining feature of our culture. This partnership strengthens our sense of belonging and shared purpose, reinforcing our collective belief that every child can succeed and that strong relationships enhance every child's experience and achievement.

Our vision is to nurture confident, capable and compassionate learners who embrace challenge and pursue excellence. Guided by our motto *Achieve, Inspire, Excel*, we set ambitious goals for learning and personal growth, foster curiosity and creativity, and empower students to strive for excellence as learners, leaders and contributors to their community. High-quality teaching, a safe and inclusive learning environment, and strong community partnerships are central to achieving this goal.

Our Business Plan 2026–2028 outlines the strategic priorities that will guide our work over the next three years. Developed collaboratively with staff, the School Board and our community, it reflects our moral purpose to ensure every student achieves their personal best academically, socially and emotionally.

This plan aligns with the Department of Education's *Aspirations for All*, *Focus 2026*, and *Teaching for Impact* frameworks, reinforcing our commitment to excellence, wellbeing and inclusion.

I am proud to lead a dedicated team of educators who strive every day to provide every child with the skills, confidence and curiosity they need to thrive in an ever-changing world.

**Kelly Forder**  
Principal

### North Cottesloe Primary School Acknowledgement of Country

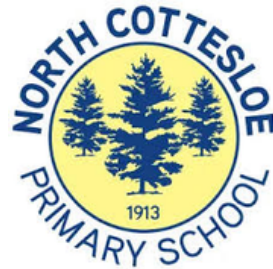
*We acknowledge the Whadjuk people of the Noongar nation as the traditional custodians of the land on which North Cottesloe Primary School stands.*

*We pay our respects to elders past and present and we thank them for caring for the Boodja (land) and Wardan (ocean) on which we learn and play.*

*We are grateful for the sand and the breeze, the birds and the trees and promise to care for this country.*

The North Cottesloe Primary School Acknowledgement of Country was developed in 2023 by the RAP Working Group, in consultation with Elder and RAP Member Freda Olgilve.





## Vision Statement

By the end of 2028, North Cottesloe Primary School will have strengthened a consistent, evidence-informed approach to teaching, learning and school improvement, with student achievement, progress and wellbeing at the centre of decision-making.

Our goal is for every student to experience high-quality teaching, appropriate challenge and support, and a strong sense of safety, connection and belonging. Clear whole-school approaches to curriculum, assessment, behaviour, intervention and enrichment will support consistency while enabling teachers to respond to individual student needs.

Leadership will be distributed and sustainable, with clear roles, strong professional collaboration and deliberate development of staff capability. Staff will feel trusted, supported and empowered to contribute their expertise to school improvement.

Families, the School Board and community will understand and have confidence in the school's direction, supported by clear communication, meaningful engagement and transparent decision-making. Strong partnerships and purposeful use of financial, human and physical resources will further enhance opportunities for students.

Across the three-year period, we will use evidence, feedback and measurable outcomes to evaluate our impact, refine our approaches and ensure that improvement is sustained beyond the life of this Business Plan.

*Achieve, Inspire, Excel*

## Pillars of North Cottesloe Primary School Business Plan 2026-2028

### Moral Purpose

At North Cottesloe Primary School we are committed to inspiring a passion for learning by providing opportunities and experiences that support students to aspire to excellence in all their endeavours. Our students are supported to become life-long learners who are valued members of the community.

### Vision Statement

By 2028, North Cottesloe Primary School will embed a consistent, evidence-informed approach to teaching, learning, and school improvement, placing student achievement, progress, and wellbeing at the centre of all decision-making.

#### Leadership

*Leading together,  
achieving more.*

A shared vision for excellence, empowering leaders, staff and students to drive continuous improvement and deliver outstanding educational outcomes for every child.

#### Quality Teaching & Learning

*Teaching with purpose,  
learning with impact.*

Intentional, evidence-based teaching and a commitment to professional growth ensure every student has access to high quality learning, consistent support and the opportunity to excel.

#### Student Achievement & Progress

*Every student known,  
challenged and thriving.*

Through evidence-informed practice and a multi-tiered support model, every student is known, challenged and supported to achieve their personal best.

#### Learning Environment

*Culture that empowers  
learning.*

A safe, inclusive culture built on staff collaboration, student voice and shared wellbeing ensures every child feels supported, valued and ready to learn.

#### Relationships & Partnerships

*Together, stronger.*

Authentic partnerships between families, staff and the wider community strengthen student success and reinforce a shared commitment to excellence.

#### Use of Resources

*Investing wisely for  
lasting impact.*

Strategic, transparent resourcing aligned to the school's priorities ensures every investment enhances student learning, staff capacity and long term sustainability.

# Leadership

At North Cottesloe Primary School, leadership is shared and purposeful. Our school leaders, teachers, and students work collaboratively to ensure continuous improvement and a collective focus on excellence. Leadership is visible at every level through coaching, mentoring, and student voice.

Leadership at North Cottesloe Primary School is centred on clarity, collaboration, and capacity building. We believe that great schools are driven by distributed leadership where every staff member feels empowered to make an impact. Our leadership team ensures alignment between strategic planning, curriculum delivery, and professional learning.

Staff will engage in continual reflective practice and will be supported through coaching cycles that enhance instructional quality and collective efficacy. Leaders will drive school improvement with rigour and a shared vision, based on the belief that every child can be successful and leaving nothing to chance.

*Leading together,  
achieving more.*



| Domain     | Strategic Direction                                                                            | Objectives                                                                                                                                                                   | 2026                                                                                                                                                                                                                     | 2027                                                                                                                                                                                             | 2028                                                                                                                                                                                                     |
|------------|------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Leadership | Leadership at all levels drives continuous improvement and shared accountability.              | <i>Strengthen distributed leadership through coaching, mentoring, and staff-led initiatives.</i>                                                                             | Review the school's leadership structure, identify capability and succession priorities, and establish clearly defined leadership roles, responsibilities and operational plans aligned with the Business Plan.          | Implement the distributed leadership model, with documented role descriptions, responsibilities and succession processes that ensure continuity beyond individual staff members.                 | Embed leadership roles, responsibilities and operational expectations as part of the school's governance and succession planning, ensuring continuity of strategic priorities beyond individual leaders. |
|            | Staff feel empowered, trusted, and supported to lead within their areas of expertise.          | <i>Develop future leaders through targeted professional learning.<br/><br/>Sustain instructional coaching and professional collaboration cycles and induction processes.</i> | Identify staff strengths, expertise, leadership aspirations and professional learning needs to inform targeted leadership development, coaching and the design of the Teaching and Learning Handbook and Coaching Guide. | Implement documented leadership, coaching and induction frameworks that clearly define the responsibilities, expectations and operational processes associated with each leadership role.        | Embed and review leadership, coaching and induction frameworks to ensure leadership roles remain clearly defined, sustainable and transferable, supporting continuity and succession planning.           |
|            | The School Board and community are informed, engaged, and confident in the school's direction. | <i>Enhance School Board engagement through transparent data reporting.</i>                                                                                                   | Establish baseline community confidence through parent perception surveys and implement an annual School Board induction, training and governance program to strengthen Board capability and engagement.                 | Implement a structured communication and reporting cycle that strengthens School Board oversight and increases community understanding of the school's strategic priorities and decision-making. | Evaluate School Board effectiveness and community confidence against 2026 targets using parent perception survey data, Board self-reflection and governance practices to inform continuous improvement.  |

# Quality Teaching & Learning

We believe all students are capable of success. At North Cottesloe Primary School, teaching is grounded in research, precision, and professional collaboration.

Teaching at North Cottesloe Primary School is intentional, explicit, and responsive. We are committed to embedding high-impact teaching strategies that are consistent across the school and grounded in evidence-based practice. Teachers will use assessment data to guide instruction, tailor learning experiences, and support each student's progress across each year of their enrolment. We commit to embedding a practice of high achievement in all learning areas and will implement opportunities for students to excel in extra-curricular activities.

A low-variance approach to teaching and learning will ensure every child has access to grade-level curriculum and the opportunity for extension and targeted support. The introduction of any new programs will be carefully considered and align with our moral purpose.

Professional learning will be prioritised in literacy and numeracy excellence. Through our instructional coaching model, staff will continuously refine practice, share expertise, and maintain consistency of approach across all year levels.

*Teaching with purpose,  
learning with impact.*



| Domain                      | Strategic Direction                                                                                                                 | Objectives                                                                                                                                                    | 2026                                                                                                                                                                                        | 2027                                                                                                                                                                                | 2028                                                                                                                                                                                           |
|-----------------------------|-------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Quality Teaching & Learning | Data-informed, evidence-based practice drives improvement and consistency in teaching and learning.                                 | <i>Evidence and reflection guide decisions and sustain improvement.</i><br><br><i>Embed data-informed improvement cycles in all areas of school planning.</i> | Whole-school data analysis and moderation cycles are planned into the 2027 year for each semester.                                                                                          | Teaching teams use agreed achievement and progress data to evaluate student outcomes, identify priorities and develop responsive teaching plans as part of each data cycle.         | Data-informed improvement cycles are embedded across all areas of school planning, with evidence demonstrating that decisions are routinely informed by student achievement and progress data. |
|                             | All classrooms deliver a low-variance, high-impact curriculum across all learning areas.                                            | <i>Implement consistent (low-variance), evidence-based pedagogical practices aligned with Teaching for Impact.</i>                                            | Begin development of North Cottesloe Primary School Teaching & Learning Handbook, outlining agreed expectations for inductions, coaching, curriculum implementation and classroom practice. | Publish and implement the Teaching and Learning Handbook through induction, coaching and professional learning, with agreed practices consistently embedded across all year levels. | Review and refine the Teaching and Learning Handbook using staff feedback and school evidence, with implementation monitored through induction, coaching and classroom observations.           |
|                             | Teachers use adaptive teaching to support, extend, and challenge every student while ensuring access to the grade-level curriculum. | <i>Teachers adapt their teaching in the moment to ensure the needs of every child are met through extension and scaffolding.</i>                              | Audit current adaptive teaching practices, establish baseline evidence through classroom observations and student achievement data, and identify whole-school priorities.                   | Develop and implement agreed adaptive teaching practices through coaching, professional learning and the North Cottesloe Primary School Teaching and Learning Handbook.             | Embed adaptive teaching practices across all classrooms, with implementation monitored through coaching, classroom observations and student achievement data.                                  |

# Student Achievement & Progress

We are committed to every student achieving their potential, with clear and measurable progress evident across all curriculum areas.

North Cottesloe Primary School uses a multi-tiered system of support (MTSS) to ensure all students are appropriately challenged, supported, and extended. This model allows teachers to identify and respond to student needs quickly through targeted, evidence- based interventions.

Assessment and achievement data drive decision-making at every level of the school. Teachers will use whole-school assessment schedules incorporating NAPLAN, Progressive Achievement Tests (PAT), Acadience, and screeners to monitor progress and inform instruction. Patterns and trends will be analysed by staff collaboratively, ensuring that student growth is central to planning.

Students requiring additional support are identified early and receive targeted intervention through structured programs such as MultiLit and numeracy initiatives. Equally, high-achieving and gifted students will engage in extension and enrichment opportunities that develop critical and creative thinking and promote deeper learning.

At North Cottesloe Primary School, data is more than a measure, it's a tool for reflection, growth, and action. Through deliberate, evidence-informed practice, we ensure that every child is known, valued, and supported to achieve their personal best.

*Every student known, challenged and thriving.*



| Domain                         | Strategic Direction                                                                    | Objectives                                                                                   | 2026                                                                                                                                                            | 2027                                                                                                                                                                   | 2028                                                                                                                                                                                     |
|--------------------------------|----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Student Achievement & Progress | Teachers use data to track, monitor, and respond to student progress with precision.   | <i>All students experience measurable growth in literacy and numeracy each year.</i>         | Establish baseline growth data in literacy and numeracy using PAT, and identify whole-school priorities to maximise student growth.                             | Implement targeted teaching and intervention strategies informed by student growth data to increase the proportion of students achieving one year's growth or greater. | Evaluate the impact of teaching and intervention strategies, with at least 80% of students demonstrating one year's growth or greater in literacy and numeracy, as measured through PAT. |
|                                | Students at Educational Risk (SAER) receive timely and effective support.              | <i>Achievement and growth across key assessments reflect a culture of high expectations.</i> | Establish baseline achievement and growth data across MiniLit & MultiLit, identifying cohort and year level priorities to inform targeted improvement.          | Increase Intervention support to other areas of literacy, numeracy and social and emotional wellbeing.                                                                 | Evaluate achievement and growth trends across key assessments to demonstrate sustained improvement and a culture of high expectations.                                                   |
|                                | High-achieving students are challenged through enrichment and extension opportunities. | <i>Provide structured enrichment for gifted and talented students.</i>                       | Audit existing extension & enrichment programs, establish baseline participation and achievement data, and identify priorities for whole-school implementation. | Develop and implement a whole-school enrichment framework, with extension and support programs aligned to identified student needs.                                    | Embed and evaluate enrichment programs using student achievement, progress and participation data to inform continuous improvement.                                                      |

# Learning Environment

A safe, caring, and inclusive environment is central to learning success.

North Cottesloe Primary School fosters a culture where wellbeing and learning go hand in hand. Our positive behaviour framework promotes consistent expectations and shared language for behaviour, relationships, and learning. Students are encouraged to take responsibility for their actions, show empathy, and demonstrate respect for themselves and others.

The learning environment is guided by data. Attendance, behaviour, and staff/student/parent perception surveys will be introduced and regularly reviewed to monitor engagement and identify trends. This ensures decisions are proactive, not reactive, and grounded in evidence.

Staff collaboration, trust, and recognition are key features of our professional culture. We know that when staff feel supported, students thrive. Classrooms are intentionally clear of clutter and evidence-informed, reducing cognitive load for student learning while still feeling warm and inviting.

Student voice is intentionally embedded in classroom practices, leadership programs, and community events. Students are empowered to contribute ideas, lead initiatives, and take part in decision-making, reinforcing their sense of belonging and ownership.

*Culture that empowers learning.*



| Domain               | Strategic Direction                                                                                                                      | Objectives                                                                    | 2026                                                                                                                                                                                                                          | 2027                                                                                                                                                                                                | 2028                                                                                                                                                                                                                 |
|----------------------|------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Learning Environment | Students feel safe, respected and connected to their school community, demonstrating self-regulation, empathy and social responsibility. | <i>Embed a positive behaviour framework consistently across the school.</i>   | Audit current behaviour, wellbeing and classroom practices, establish baseline student perception and behaviour data, and identify priorities for a consistent whole-school approach to behaviour and classroom expectations. | Develop and implement a whole-school positive behaviour framework and consistent classroom expectations that promote safe, respectful, welcoming and low cognitive load learning environments.      | Evaluate the implementation and impact of the positive behaviour framework and consistent classroom expectations using student perception, behaviour and implementation data to inform ongoing improvement.          |
|                      | Staff feel valued and supported within a culture of trust and professionalism.                                                           | <i>Promote staff wellbeing through collaboration, recognition, and trust.</i> | Identify areas of need to strengthen staff wellbeing, collaboration and professional support through staff surveys and consultation, establishing baseline data to inform future priorities.                                  | Develop and implement targeted initiatives and professional learning to strengthen staff wellbeing, collaboration, trust and professional support in response to identified needs.                  | Embed the Social and Emotional Framework and evaluate its impact, using staff perception data to strengthen a culture of trust, recognition and professional support.                                                |
|                      | Student voice contributes meaningfully to school decisions and initiatives.                                                              | <i>Strengthen student voice through leadership and classroom forums.</i>      | Audit existing student leadership, mentoring and student voice opportunities, establish baseline student perception data, and identify priorities for strengthening student voice across the school.                          | Develop and implement a whole-school student voice framework, including leadership, mentoring and classroom consultation processes that provide meaningful opportunities for student participation. | Embed student voice structures across the school, using evidence of student consultation to inform school improvement initiatives and evaluate the impact of leadership, mentoring and interest-based opportunities. |

# Relationships & Partnerships

Our school thrives on strong partnerships between students, staff, families, and the wider community.

At North Cottesloe Primary School, we recognise that authentic relationships underpin student success. Our partnerships with parents, the School Board and the P&C are grounded in trust, respect, and open communication. Parents are active contributors to school life through consultation, volunteering, and participation in learning and community events.

We will use survey data and community feedback to monitor engagement and strengthen collaboration. Transparent communication through newsletters, digital platforms, and forums will ensure families are informed and connected.

Beyond the school gate, North Cottesloe Primary School maintains close links with local schools, secondary networks, and community organisations. Students represent the school with pride in music, debating, sport, and public speaking experiences that build confidence, citizenship, and belonging.

These partnerships enrich learning, extend opportunity, and reinforce our shared belief that education is most powerful when school, home, and community work together.

*Together, stronger.*



| Domain                       | Strategic Direction                                                                                                                                               | Objectives                                                                                                                                           | 2026                                                                                                                                                                                                                               | 2027                                                                                                                                                                                                                                               | 2028                                                                                                                                                                                                                            |
|------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Relationships & Partnerships | Increase family engagement in student learning and progress.                                                                                                      | <i>Refine communication platforms for clarity and consistency.</i><br><br><i>Introduce parent and student feedback surveys to guide improvement.</i> | Implement a consistent whole-school communication platform, and establish baseline family, student and staff perception data through the National School Opinion Survey and annual surveys to identify priorities for improvement. | Implement targeted improvements to communication, engagement and retention strategies in response to survey findings, with progress monitored against the baseline and identified priorities.                                                      | Evaluate communication, engagement and retention outcomes against established targets and survey data, using findings to refine priorities and inform the next Business Plan.                                                   |
|                              | Improve student, staff and community cultural awareness.                                                                                                          | <i>Build cultural competence across the school community and embedded culturally responsive practice.</i>                                            | Establish baseline staff confidence and capability in culturally responsive practice through staff self-assessment and reflection against the Aboriginal Cultural Standards Framework, identifying priority areas for improvement. | Develop and implement targeted actions to strengthen at least three identified priority areas through a dedicated working group, professional learning and culturally responsive practices aligned to the Aboriginal Cultural Standards Framework. | Demonstrate progress to at least 'Capable' in the identified priority areas of the Aboriginal Cultural Standards Framework, through annual self-assessment, reflection and evidence of embedded culturally responsive practice. |
|                              | Build and sustain meaningful connections with local schools, secondary networks and community organisations to enrich student experience and broaden opportunity. | <i>Build strategic partnerships and pursue external opportunities to enrich student experience and strengthen school resources.</i>                  | Audit existing partnerships and community connections, identify opportunities to strengthen collaboration with local schools and community organisations, and establish priorities for a whole-school partnership strategy.        | Develop and implement a whole-school partnership strategy that strengthens relationships with families, local schools and community organisations, and expands opportunities to enrich student learning and wellbeing.                             | Evaluate the impact of partnerships against established priorities, using evidence to strengthen community connections and inform future partnership opportunities.                                                             |

## Use of Resources

The North Cottesloe Primary School executive team ensures that human, physical, and financial resources are strategically and transparently aligned to the school's moral purpose and strategic priorities. Resources are used as a level for improvement, with every investment enhancing student learning, staff capacity, and community connection.

Funding is allocated with precision and purpose. Operational plans, performance data, and identified priorities guide all resourcing decisions, ensuring programs with proven impact are sustained, particularly those supporting literacy, numeracy, and students at educational risk, as well as extension opportunities for high-achieving students.

Staffing profiles balance expertise across year levels and promote instructional leadership. Transparent budget management, supported by the School Board and Finance Committee, builds community confidence in how funds are used.

Physical and digital environments are maintained and upgraded to support learning. At North Cottesloe Primary School, resources are viewed as an investment in excellence, enabling teachers to teach effectively, empowering students to achieve, and ensuring sustainability into the future.

*Investing wisely for lasting impact.*



| Domain           | Strategic Direction                                                                                                                      | Objectives                                                                                                  | 2026                                                                                                                                                                              | 2027                                                                                                                                                                                                                                       | 2028                                                                                                                                                                                                     |
|------------------|------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Use of Resources | Resources are purposefully directed and efficiently managed to maximise impact, support equitable learning and enhance future readiness. | <i>Align financial, human, and physical resources to school priorities.</i>                                 | Leadership will develop principles for the finance committee and P&C aligned with Business Plan priorities that prioritise student learning, wellbeing and strategic improvement. | Apply the principles to annual budgeting and planning, ensuring investment decisions align with Business Plan priorities and educational impact.                                                                                           | Review and refine the principles to ensure they continue to prioritise student learning, wellbeing and strategic improvement.                                                                            |
|                  | Strategic workforce planning sustains expertise and continuity across the school.                                                        | <i>Strengthen workforce capability through strategic recruitment, induction and succession planning.</i>    | Review workforce structures, clarify role expectations and identify workforce capability and succession planning priorities aligned to the Business Plan.                         | Implement clear role descriptions, induction processes, and professional growth pathways that align with the school's strategic priorities.                                                                                                | Review workforce capability, role clarity and succession planning processes to ensure they continue to support high-quality teaching, leadership and organisational continuity.                          |
|                  | Transparent processes ensure accountability and community confidence.                                                                    | <i>Strengthen community understanding of how school priorities and governance support student outcomes.</i> | Develop a communication strategy that demonstrates the educational impact of family contributions, with a target of achieving an 80% voluntary contribution rate.                 | Implement the communication strategy to strengthen community understanding of how voluntary contributions support student learning, wellbeing and Business Plan priorities, with a target of achieving an 85% voluntary contribution rate. | Refine communication and engagement strategies to achieve an 90% voluntary contribution rate, ensuring families understand the impact of their contributions on student learning and school improvement. |

# Glossary

| Term                                           | Description                                                                                                                                                                                                                                  |
|------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Aboriginal Cultural Standards Framework        | A framework that supports culturally responsive and inclusive learning environments for Aboriginal students and families.                                                                                                                    |
| Acadience                                      | Assessments used to monitor students' early literacy and numeracy progress.                                                                                                                                                                  |
| Adaptive teaching practices                    | Teaching practices that are responsively adjusted to meet students' different needs, abilities, and levels of progress.                                                                                                                      |
| Distributed leadership                         | A leadership approach in which responsibility and decision-making are shared among staff across the school.                                                                                                                                  |
| Enrichment                                     | Learning activities that extend or deepen students' understanding beyond the core curriculum.                                                                                                                                                |
| Evidence-informed (or evidence-based) teaching | Teaching that uses the best available research, teacher expertise, curriculum requirements, and evidence of student learning to select, apply, and adjust effective teaching strategies.                                                     |
| Explicit teaching                              | Clear and direct instruction in which the teacher explains, demonstrates, models, and guides students through new learning. Sometimes called 'I do, we do, you do' to show the stages and gradual removal of scaffolding.                    |
| Gifted and talented                            | Describes students who demonstrate advanced ability or potential in one or more areas.                                                                                                                                                       |
| High-impact curriculum                         | A curriculum that focuses on the essential knowledge, skills, and understandings students need to learn successfully.                                                                                                                        |
| Instructional coaching                         | <i>(Reference to Jim Knight)</i> A professional learning process in which a coach (or teacher trained as a coach) supports teachers to improve their classroom practice through observation, feedback, modelling, and reflection.            |
| Intervention                                   | Targeted additional teaching or support provided to help students address learning difficulties, developmental needs, or gaps in achievement.                                                                                                |
| Low cognitive load learning environments       | Learning environments (both the physical classroom environment and teaching practices) that minimise unnecessary distractions and demands on working memory, allowing students to focus mental effort on the essential learning.             |
| Low-variance teaching practices                | Consistent, agreed evidence-informed practices across all classrooms that reduce unnecessary variation in instruction, while still allowing teachers to exercise professional judgement and adapt teaching to meet individual student needs. |
| Multi-Lit and MiniLit                          | Literacy intervention programs designed to support students who require additional assistance with reading and literacy development.                                                                                                         |
| Multi-Tiered System of Support (MTSS)          | A framework that provides increasing levels of academic, behavioural, and wellbeing support according to each student's needs.                                                                                                               |
| Pedagogical practices                          | 'How' the curriculum is delivered i.e., the teaching methods, approaches, and strategies used to support student learning.                                                                                                                   |
| Positive behaviour framework                   | A whole-school approach that promotes positive behaviour through clear expectations, consistent routines, explicit teaching, and appropriate support.                                                                                        |
| Progressive Achievement Test (PAT)             | A standardised assessment used to measure student achievement and monitor progress in areas such as reading, mathematics, and spelling.                                                                                                      |

| Term                                | Description                                                                                                                                     |
|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| Students at Educational Risk (SAER) | Students whose academic, social, emotional, behavioural, or other individual needs may create barriers to engagement, learning, or achievement. |
| Social and emotional frameworks     | Approaches that support students' wellbeing, relationships, emotional regulation, resilience, and positive participation in learning.           |
| Teaching for Impact                 | A Department of Education initiative that supports effective teaching practices designed to improve student learning and achievement.           |
| Teaching and Learning Handbook      | A school document that outlines agreed expectations for pedagogy.                                                                               |

