

Curriculum Leadership of Technology Subjects

2007 workshops

Resource book

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Role of the head teacher

Role of the head teacher



Extract from *Memorandum to schools*, Personnel Directorate 00/410 (S.323), 13 October, 2000



Role of head teachers

Head teachers are an integral part of the school leadership team and are appointed to schools to support the principal and deputy principal(s) in leading and managing the school.

They are accountable to the principal for the provision of this leadership in the following areas which are described in the *Leading and Managing the School* document.

- Educational leadership
- Educational programs
- Learning outcomes
- Student welfare
- Staff welfare, development and management
- Physical and financial resource management
- School and community partnerships.

Head teachers have whole school responsibilities, as well as those within delegated areas. Within their delegated areas of responsibility, head teachers have duties as determined by the principal for the development, implementation and evaluation of school policies and programs, and for ensuring that learning environments are safe and effective.

Head teachers contribute to the school's vision, culture, policies, priorities and targets and translate these into programs within their delegated areas of responsibility.

Source:

https://www.det.nsw.edu.au/proflearn/areas/sld/toolkits/firstexec/01start/role_ht.htm

Eligibility requirements For Head teacher positions In NSW government schools

- https://www.det.nsw.edu.au/policies/employment/recruit/head_teach/Eligibility2004.doc
(19 pages)

Leading and managing the school

Leading and managing the school

https://www.det.nsw.edu.au/policies/general_man/accountability/lead_sch/PD20040024.shtml

This image reflects the entry point for obtaining the policy statement and guidelines from the intranet.

The screenshot displays the NSW Department of Education & Training intranet. The header includes the text 'Our Intranet' and 'NSW Department of Education & Training', along with an 'Enterprise' logo and a search bar. A navigation bar contains links for Home, Policies & procedures, School administration, TAFE & community education, Employee essentials, Department resources, and Curriculum resources. Below this, a breadcrumb trail reads 'Home > Our Policies > General Management > Accountability'. The main content area is titled 'Policies & procedures' and includes a sub-header 'This section provides current Department of Education and Training policy and related documents'. On the left, a sidebar lists various policy categories under 'Our Policies' and 'General Management'. The 'General Management' section is expanded, showing 'Accountability' as the selected category. The main content area displays the 'Leading and Managing the School' policy page. It includes a unique identifier (PD/2004/0024/V01), implementation date (03/06/2000), and web publication date (07/07/2004). A thumbnail image of the policy document is shown. Below the thumbnail, the page lists 'Accompanying Memoranda' (Leading and Managing the School) and 'Additional Information'. The page also contains sections for '1. Abstract', '2. Applicability', '3. Superseded Documents', '4. For Further Information', '5. Associated Documents and Forms', and '6. Policy Document'.

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Administrative Matters ▶

Leading and Managing the School

Unique Identifier: PD/2004/0024/V01
Implementation Date: 03/06/2000
Web Publication Date: 07/07/2004

Accompanying Memoranda
▶ [Leading and Managing the School](#)

Additional Information

[Leading and Managing the School](#)

1. Abstract
A statement of key accountabilities for principals in the effective educational leadership and management of NSW government schools.

2. Applicability
Schools

3. Superseded Documents
None

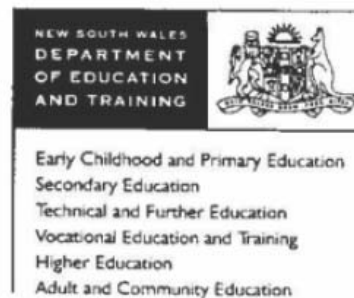
4. For Further Information
Operational Coordinator (02) 9561 8315

5. Associated Documents and Forms
None

6. Policy Document
[Leading and Managing the School](#)

A policy is accompanied by a memorandum.

Managing Director of TAFE NSW
Director-General of Education and Training



MEMORANDUM TO PRINCIPALS

LEADING AND MANAGING THE SCHOOL

Leading and Managing the School is a statement of the key accountabilities of principals in the effective educational leadership and management of New South Wales government schools. It reflects the current practice and structures of the NSW Department of Education and Training and replaces *Managing the School* produced in 1987. The organisation of the document is closely related to the *Role of the Principal* statement issued in July 1992.

The development of *Leading and Managing the School* has involved consultation with a wide range of groups including principal associations, district superintendents and parent organisations.

Leading and Managing the School establishes in concise terms the basic accountabilities of principals and the parameters in which they and their staff operate under the Teaching Services Act. Any enquiries should be directed to your District Superintendent.

Ken Boston
MANAGING DIRECTOR OF TAFE NSW
DIRECTOR-GENERAL OF EDUCATION AND TRAINING

3 June 2000



LEADING AND MANAGING THE SCHOOL

***A STATEMENT OF KEY ACCOUNTABILITIES
FOR PRINCIPALS IN THE EFFECTIVE
EDUCATIONAL LEADERSHIP AND MANAGEMENT
OF NSW GOVERNMENT SCHOOLS***

MEMORANDUM TO PRINCIPALS

LEADING AND MANAGING THE SCHOOL

Leading and Managing the School is a statement of the key accountabilities of principals in the effective educational leadership and management of New South Wales government schools. It reflects the current practice and structures of the NSW Department of Education and Training and replaces *Managing the School* produced in 1987. The organisation of the document is closely related to the *Role of the Principal* statement issued in July 1992.

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Ken Boston
MANAGING DIRECTOR OF TAFE NSW
DIRECTOR-GENERAL OF EDUCATION AND TRAINING
3 June 2000

INTRODUCTION

This document provides direction to all officers of the New South Wales Department of Education and Training on the key accountabilities of the principal in leading and managing the school. It is based on the *Role of the Principal* statement and sets out accountabilities in the areas of: educational leadership; educational programs; learning outcomes; student welfare; staff welfare, development and management; physical and financial resource management; and school and community partnerships.

NSW government schools operate in a culturally diverse and changing society which has high expectations of its schools and the learning outcomes of students. Each school is part of a system committed to the principles of inclusiveness, equity, social justice, ethical practice and excellence.

The principal occupies the pivotal position in the school and is accountable for leadership and management consistent with relevant State legislation and the policies and priorities of the NSW Government. The task is complex and requires the principal to be the leading learner in the school, and a role model to staff and the community.

The principal is accountable to the Director-General for the quality of outcomes achieved by students. The principal's accountability is exercised within the context of the community in which the school is located and the total resources allocated to the school.

Members of the school executive have special responsibilities and duties as determined by the principal for the development, implementation and evaluation of school policies and programs. Each teacher is accountable to the in-school supervisor and the principal for translating school policies and programs into suitable learning experiences for students.

The authority of the principal and responsibilities of all staff derive from *the Teaching Services (Education Teaching Service) Regulation 1994 under the Teaching Services Act 1980*. Of particular relevance are Section 11 *Management of Schools* and Section 7 *Scope of Duties*.

In satisfying these accountabilities the principal will have the support of the Department of Education and Training, school executive and staff as required by Section 7 of the *Teaching Services (Education Teaching Service) Regulation 1994*.

EDUCATIONAL LEADERSHIP

The principal is accountable for:

- The education and welfare of all students
- Providing quality education for all students in accordance with the policies and priorities of the NSW Government and the curriculum requirements of the Board of Studies
- Effective teaching and learning practices throughout the school
- Developing the school's vision, priorities and targets which are reflected in the annual school plan
- Translating the school's vision, priorities and targets into explicit policies and practices
- Developing a culture which demonstrates that learning is valued
- Developing a culture of collaboration, in which all members of the school community contribute to the achievement of shared goals.

EDUCATIONAL PROGRAMS

The principal is accountable for:

- The relevance of the total school curriculum to meet individual and group needs
- The implementation of syllabus documents consistent with current Board of Studies and Department of Education and Training requirements in the context of the local school environment
- The development and implementation by all teaching staff of sequenced teaching and learning programs relevant to the current needs of all students and including anticipated learning outcomes
- The implementation of varied teaching and learning strategies which take into account the learning styles and needs of students
- Evaluation of teaching and learning programs including the assessment of student outcomes.

LEARNING OUTCOMES

The principal is accountable for:

- Teachers identifying the individual learning needs of students and assisting each student to maximise his or her learning outcomes
- Evaluating student learning outcomes consistent with a documented school assessment policy
- Reporting student achievement to parents, students, teachers and the school community
- Analysing school-based and system-wide student assessment data which impacts upon school priorities, targets and teaching and learning programs to improve student outcomes
- Targeting available financial, physical, human and technological resources to achieve quality learning outcomes.

STUDENT WELFARE

The principal is accountable for:

- A comprehensive student welfare and discipline policy which is regularly reviewed and which includes the principles of natural justice and procedural fairness
- Policies, programs and practices which are regularly reviewed and which promote the protection, safety, self-esteem and welfare of students
- Addressing the welfare needs of each student in a safe, responsive and harmonious teaching and learning environment
- Providing staff training that will promote the consistent implementation of student welfare and discipline procedures - in particular child protection
- Practices that ensure all students are treated in accord with their special needs.

STAFF WELFARE, DEVELOPMENT AND MANAGEMENT

The principal is accountable for:

- Promoting a collegial and co-operative culture to support team effectiveness and to encourage individual development
- Effective communication and decision-making processes within the school
- Informing staff of their responsibilities under Departmental procedures and guidelines including the Code of Conduct
- Clarifying the duties of school staff and ensuring staff appropriately exercise their delegated responsibilities
- Facilitating the professional growth of staff through the promotion of teacher efficiency in student welfare and assessment, curriculum development and evaluation, planning, classroom management and teaching skills
- Implementing specific programs for the development of staff who experience difficulties in the performance of their duties
- The maintenance by all staff of documentation required in the completion of their duties
- Supervising and evaluating the implementation of teaching and learning programs and associated teaching strategies
- Inducting staff in the requirements of policies and mandatory training procedures.

PHYSICAL AND FINANCIAL RESOURCE MANAGEMENT

The principal is accountable for:

- An annual budget and annual school financial statement
- Plans to maximise the operation of the school within available physical and financial resources
- Appropriate application of existing resources to identified areas of need including school buildings and grounds
- Financial management practices which meet Departmental and legislative requirements
- Identifying occupational health and safety issues
- Maintaining appropriate records in accordance with Audit requirements.

SCHOOL AND COMMUNITY PARTNERSHIPS

The principal is accountable for:

- Providing opportunities for and promoting school community participation in developing the school's vision statement, priorities, targets and school policies
- Maintaining open communication throughout the school community and with other government agencies
- Acknowledging the views and expectations of, and working with parents for the personal, social and educational welfare of their children
- Supporting the operation of school-based parent organisations which may involve community members
- Providing opportunities for and promoting participation of the school community in the annual school self-evaluation process and production of an annual school report
- Forming effective partnerships with the school community, business and industry where appropriate
- Promoting public education and training.

APPENDIX 1

The role of the principal

Schools are established under legislation to provide education for students. The principal occupies the pivotal position in the school and must be an educational leader whose major focus is the provision of quality educational experiences and outcomes for students.

These outcomes will be realised through the effective and efficient management of the school as a total educational enterprise within the New South Wales state system of school education.

The authority, responsibility and accountability of school principals are derived from the relevant state educational and financial legislation and the stated policies and priorities of the Government. Principals are accountable through the cluster director and assistant director-general, to the Director-General of School Education.

Major areas of accountability

- Ensure that the education and welfare of all students have the highest priority in the operation of the school.
- Provide high quality education for all students in accordance with the priorities of the NSW Department of School Education and the curriculum requirements of the Board of Studies.
- Provide educational leadership and develop a vision for the school in consultation with the school community.
- Provide effective communication

between the school and the community and

to promote the full participation of the school community in the development and achievement of the school's goals and purposes.

- Manage the school in an effective, efficient and equitable way within available resources and within the relevant legal and policy framework.
- Ensure efficient and effective management of staff is a high priority in the school.

The accountabilities will be realised by

- developing procedures for the review and improvement of quality educational outcomes for students
- managing the curriculum and organisation of the school to provide for the needs of all students
- addressing the welfare needs of students and staff including the establishment of a safe and harmonious work environment
- establishing effective decision-making and communication procedures within the school
- promoting effective parent, staff, student and community participation in the school including the establishment and

support of a school council

- developing management and strategic plans for the school in consultation with the school council and school community
- establishing effective personnel practices incorporating appropriate EEO principles and performance management
- managing the school resources effectively and efficiently
- promoting the work and achievements of the school to the wider community.

Ken Boston
Director-General of School Education

July, 1992

APPENDIX 2

Excerpts from the *Teaching Services (Education Teaching Service) Regulation 1994* under the *Teaching Services Act 1980*.

Section 7 Scope of Duties

In addition to performing the specific duties attached to the position to which a member of staff is appointed, a member of staff:

- (a) must participate actively in all of the corporate interests of the school, school department or establishment in which the member is employed; and
- (b) must undertake such other duties as may be assigned to the member by the person in charge of that school, school department or establishment.

Section 11 Management of Schools

- (1) A member of staff who is in charge of a school, school department or establishment must manage the school, school department or establishment in a proper, efficient and economic manner.
- (2) The obligations imposed by subclause (1) include the following:
 - (a) having well-stated policies and plans of action, clearly defined goals, a balanced, sequential and appropriate curriculum and suitable mechanisms for supervision, evaluation and documentation that ensure co-ordination of all school activities, continuity of policy and good communication;
 - (b) encouraging and assisting the professional development of members of staff without discrimination, as required by the Anti-Discrimination Act 1977;
 - (c) making effective and economic use of resources;
 - (d) ensuring discipline;
 - (e) encouraging members of staff to submit suggestions for increasing the efficiency of staff;
 - (f) training members of staff and providing opportunities and facilities for them to improve themselves in matters connected with their official duties:
 - (i) by attendance at courses organised by or for the school, school department or establishment; and
 - (ii) by attendance at suitable lectures and courses at tertiary institutions.

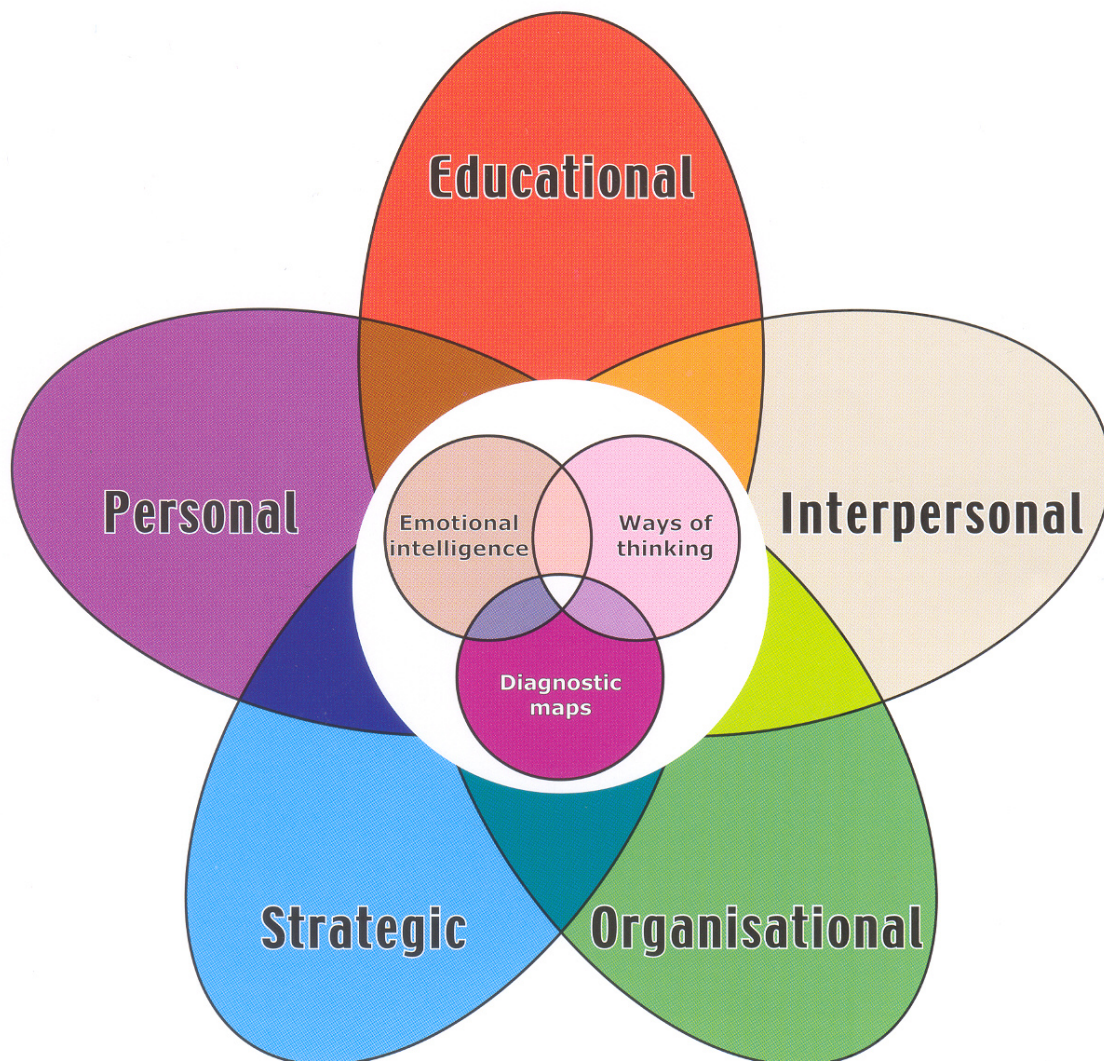
Leading and managing the faculty – reflection matrix

Leading and managing the faculty – reflection matrix

Level	Educational leadership	Educational programs	Learning outcomes
3	<ul style="list-style-type: none"> Head teacher has established a culture of collaboration and teamwork, in which all members of the faculty contribute to the achievement of shared educational goals. Faculty translates DET plans and school vision, priorities and targets into a strategic plan and explicit and effective policies and practices for the faculty. Head teacher makes student learning outcomes a priority in faculty decision making. Head teacher considers whole school implications and makes a broader contribution to the work of the school executive. 	<ul style="list-style-type: none"> Head teacher has established processes to ensure the quality of teaching and assessment programs. Teachers of the subject collaborate to develop teaching and assessment programs that meet the needs and interests of students, maximise outcomes and satisfy BOS and DET curriculum requirements. Faculty uses a range of information sources including performance data and student feedback to evaluate and enhance programs. Teachers regularly discuss issues and share ideas regarding the implementation of the teaching and assessment programs. 	<ul style="list-style-type: none"> Head teacher maintains the focus of the faculty on, and targets resources to improving student learning outcomes. Teachers analyse and apply classroom, school and system-wide student assessment data and seek student feedback about learning. Teachers participate in collaborative assessment processes to achieve consistent teacher judgements. Teachers are committed to providing high quality and consistent reporting information to parents, carers and students.
2	<ul style="list-style-type: none"> Head teacher ensures relevant DET and school policies, priorities, targets and guidelines inform the practices and procedures of the faculty. Head teacher accesses a range of people and resources to assist faculty. Faculty has effective mechanisms to enable professional dialogue and the sharing of information, issues and ideas. Head teacher actively participates as part of the school executive. Head teacher encourages faculty participation in school teams/activities. 	<ul style="list-style-type: none"> Head teacher establishes and facilitates faculty teams with responsibility for the development of specific teaching and assessment programs. The promotion of intellectual quality, quality learning environment and significance are considered in the development of teaching and assessment programs. Teachers are familiar with BOS and DET requirements and a variety of teaching and assessment strategies. Teachers participate in evaluation and modification of relevant teaching and assessment programs. 	<ul style="list-style-type: none"> Head teacher understands the importance of focusing on student learning outcomes. Head teacher analyses and shares school-based and system-wide student assessment data with teachers. Teachers discuss and reflect on how their expectations, practices, strategies and approaches influence student learning outcomes. Teachers participate in the development of agreed assessment, recording and reporting processes for the faculty.
1	<ul style="list-style-type: none"> Head teacher seeks to develop collaboration, shared development processes and team building. Head teacher is familiar with relevant DET and school policies, targets, priorities and guidelines. Head teacher meets regularly with all faculty members to enable information sharing. Head teacher represents faculty at and reports back from executive meetings. 	<ul style="list-style-type: none"> Head teacher ensures teachers plan and document their teaching and assessment practices. Head teacher monitors to ensure teaching and assessment programs satisfy BOS and DET requirements. Teachers recognise the importance of teaching and assessment programs meeting individual and group learning styles and needs. Teachers are aware of the Quality Teaching model and a variety of teaching and assessment strategies. 	<ul style="list-style-type: none"> Teachers recognise that their expectations, practices, strategies and approaches influence student learning outcomes. Head teacher ensures student assessment records are kept on faculty file. Head teacher supervises the preparation of student reports. Head teacher is aware of a range of student learning data that should inform the development and evaluation of teaching and assessment programs.

Student welfare	Staff welfare, development and management	Physical and financial resource management	School and community partnerships
<ul style="list-style-type: none"> Faculty members are committed to and review implementation of the school student welfare and discipline policy. Faculty promotes the safety, welfare, interests and engagement of students in the development and review of policies, programs and practices. Student welfare processes support teachers to address student learning needs in a safe, responsive and harmonious learning environment. Faculty practices maximise opportunities for students to participate in decision making and demonstrate success in their learning. 	<ul style="list-style-type: none"> Head teacher facilitates a collegial and co-operative culture to support team effectiveness and individual development. Communication and decision making processes are agreed and used effectively within the faculty. Teachers benefit from effective professional learning plans that address career and school goals. Quality practices are evidenced across the faculty such as quality teaching approaches, classroom management, assessment and student welfare. 	<ul style="list-style-type: none"> Head teacher has a long-term management strategy for faculty resources. Head teacher prepares and implements an annual faculty budget, considering views of all teachers and needs of students and school community. Teachers are responsible for the management of money, equipment and facilities used by their classes and identify strategies for improving these resources. All teachers take responsibility for risk management processes to achieve a safe and effective learning environment. 	<ul style="list-style-type: none"> Teachers in the faculty value the importance of open communication and working with parents for the personal, social and educational welfare of their children. Faculty members seek and implement opportunities for promoting student learning in the school community. Faculty members seek to develop effective partnerships with the school community, business and industry that enhance student learning. Teachers are committed to promoting public education and training.
<ul style="list-style-type: none"> Head teacher facilitates and teachers are trained in the consistent implementation of student welfare and discipline procedures including child protection. Teachers understand and apply principles of natural justice and procedural fairness when dealing with students. Teachers are supported to establish clear and consistent rules in their classrooms that are known and understood by students. 	<ul style="list-style-type: none"> Head teacher monitors the implementation of agreed teacher responsibilities and duties, including effective teaching and documentation. Teachers have professional learning plans. New teachers are inducted in the requirements, policies and practices of the faculty and the school. The head teacher is aware of procedures and actively supports teachers experiencing difficulties. 	<ul style="list-style-type: none"> Head teacher consults with faculty to prepare an annual budget. Head teacher implements and all faculty members participate in financial and asset management practices which meet DET and legislative requirements. Teachers have delegated responsibilities for resource management. Head teacher ensures all members of the faculty are aware of occupational health and safety requirements and implement agreed risk management processes. 	<ul style="list-style-type: none"> Head teacher acknowledges the views and expectations of parents, and works with parents for the personal, social and educational welfare of their children. Head teacher seeks opportunities to enhance learning by developing partnerships and teachers recognise the student learning benefits of effective partnerships with the school community, business and industry. Teachers value public education and training.
<ul style="list-style-type: none"> Head teacher understands and applies principles of natural justice and procedural fairness in the implementation of school student welfare and discipline procedures. Teachers are aware of the student welfare and discipline policy and procedures. 	<ul style="list-style-type: none"> Head teacher has negotiated the delegated responsibilities and duties of teachers and recognises the need to supervise their implementation. Head teacher is familiar with the Professional Learning Policy. Teachers are aware of DET and school policies, procedures and guidelines including the <i>Code of Conduct</i>. 	<ul style="list-style-type: none"> Head teacher maintains records which meet DET and legislative requirements for financial and assets management. Head teacher prepares and monitors the faculty budget. Head teacher monitors the implementation of DET and school OHS policies and procedures by teachers in the faculty. 	<ul style="list-style-type: none"> Head teacher recognises the student learning benefits of effective partnerships with the school community, business and industry. Head teacher recognises and promotes the value of public education and training.

School Leadership Capability Framework





School Leadership Capability Framework

Leadership capability is a combination of knowledge, understanding, attitudes, skills and personal qualities that enables a person to perform to a high standard in a given leadership role or context.

<p>THE FIVE DOMAINS <u>Educational Domain</u></p> <p>Pedagogical knowledge School leaders demonstrate expert knowledge of the core business of teaching, learning, curriculum, assessment and reporting.</p> <p>Pedagogical application School leaders apply knowledge and understanding to inform, plan, implement, monitor and evaluate teaching, learning, assessment and reporting practices across the school.</p> <p>Building an environment that maximises student learning School leaders have expert knowledge and understanding of student learning, development and behaviour. School leaders apply this information to develop systems to support learners and learning.</p> <p>Building learning communities School leaders develop and sustain professional learning communities.</p> <p><u>Personal Domain</u></p> <p>Professional values and ethics School leaders are passionate about learning and have strong beliefs in the value of their work and the importance of professional ethics.</p> <p>Personal strengths and commitment to ongoing personal and professional development School leaders use their knowledge of self to maximize overall performance of themselves and others.</p> <p>Decision-making and judgement School leaders focus on the big picture, develop workable plans and evaluate the implications of their actions.</p> <p><u>Strategic Domain</u> Building school vision and culture</p> <p>School leaders lead the school community to develop, articulate and commit to a shared educational vision focused on quality teaching and learning.</p>	<p>Strategic planning School leaders systematically gather and evaluate information from a broad variety of sources and use that information to think and plan creatively and strategically.</p> <p>Building leadership School leaders recognise, promote and build the leadership capacity of staff, students, parents and the community to enhance leadership density across the school community.</p> <p>Advocacy School leaders influence the educational debate, advocate for their schools and public education and engage the support of stakeholders and policymakers.</p> <p><u>Organisational Domain</u> Operating effectively within a regulatory and organisational framework</p> <p>School leaders efficiently and effectively apply expert knowledge of legislative, syllabus and policy requirements. School leaders develop and implement effective personnel management structures, strategies and procedures.</p> <p>Management of resources to achieve goals School leaders manage effectively and accountably within their delegated responsibilities.</p> <p>Managing systems and processes School leaders create and utilise effective management systems and processes.</p> <p><u>Interpersonal Domain</u> Effective communication School leaders communicate effectively to a wide range of audiences</p> <p>Productive relationships</p> <p>School leaders develop and sustain productive relationships within and beyond the school community.</p> <p>Inspiring others School leaders inspire, motivate and celebrate achievement.</p>	<p>THE INNER CIRCLES The possession of capabilities in the five domains is necessary but not sufficient for effective professional performance. Equally important is the possession of the following higher order thinking skills:</p> <p>Stance: Emotional Intelligence</p> <p>School leaders have a sense of self and know where they are coming from. School leaders have highly developed personal and interpersonal skills based on the ability to empathise with the perspective of others. School leaders have the capacity to interact with people and work constructively in a team. School leaders enthuse others and take informed risks.</p> <p>Way of Thinking</p> <p>School leaders are able to “read” what is going on in each new situation and then to “match” an appropriate course of action. School leaders see the core issues and anticipate difficulties in complex technical and human situations. School leaders demonstrate a capacity to predict and assess the consequences of alternative courses of action.</p> <p>Diagnostic Maps</p> <p>School leaders develop a set of “diagnostic maps” through evaluating and reflecting on previous practice. School leaders accurately read the signs to figure out what is actually going on in each new situation. School leaders draw on collective intelligence to gain insights into possible ways of resolving dilemmas.</p> <p>“It is the combination of brains and heart that ultimately makes the difference”</p> <p>Professor Geoff Scott Learning Principals</p>
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<https://www.det.nsw.edu.au/proflearn/areas/sld/frameworks/index.htm>

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School map

Educational Measurement and School Accountability Directorate (EMSAD) - INTRANET

Quality of School Life (QSL)

[About](#)

[Major Findings of Survey](#)

[Sample Histogram](#)

[Questionnaire & Data Entry Templates](#)

About Quality of School Life (QSL)

The QSL survey developed by the Australian Council for Education Research (ACER) was introduced to NSW schools in recognition of the importance of the affective and social dimensions of learning. It has been used successfully with primary and secondary students with minor variations for primary. The instrument has eight subscales – general satisfaction, teacher/student relationships, student self-esteem, identity, the relevance of schooling, sense of achievement, sense of adventure and negative affect.

Aggregated data was used to construct a NSW profile of QSL results. All school data and school reports are returned to individual schools for archiving. Schools have used the findings of the survey to inform their planning and to assist with writing annual school reports.

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Major Findings of the Survey

The major findings from the accumulated student Quality of School Life survey results collected from schools across NSW were:

- most students displayed an overall positive view about school life including general satisfaction at school, strong sense of achievement, positive sense of adventure in learning, relevance of schooling and positive student-teacher relationships. The majority of students also gave positive ratings in relation to their status, self-esteem and social integration.
- in general, students in primary schools were more positive about school life than students in secondary. The lower endorsement by students in the early years of secondary school underlines the importance of supporting students in the middle years of schooling.
- there were few differences in responses from male and female students in the secondary years of schooling. However, there were significant differences in the primary years. Male primary students were less positive than females. This finding has implications for boys' education strategies, particularly in primary schools.

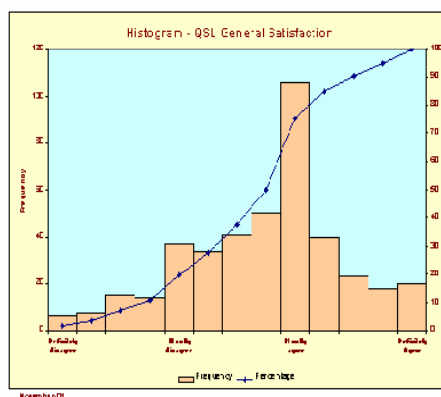
For further information contact the Educational Measurement and School Accountability Directorate.

The Quality of School Life survey is being used by NSW public schools to develop a better understanding of the factors that affect students. While the results so far show that the majority of students are very positive about school life, the extent to which this was true for different groups of students at different schools varied. Development of an understanding of the dynamics contributing to these differences will help to improve students' satisfaction with school.

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Sample Histogram

The figure below gives an example of the analysis of the results provided by the survey for the sub scale *General Satisfaction*.



My school is a place where ...
 I feel proud to be a student
 I like learning
 I get enjoyment from being there
 I really like to go each day
 I find that learning is a lot of fun

[Click here to view a full sample QSL Report](#) (483 kb ppt)

Questionnaire & Data Entry Templates

[QSL Support Document](#) (396 kb pdf)

[Primary Questionnaire](#) (123 kb pdf)

[Secondary Questionnaire](#) (159 kb pdf)



[Primary DATA ENTRY Templates](#) (150 kb xls)

[Secondary DATA ENTRY templates](#) (148 kb xls)

[Histogram Info](#) (33 kb xls)

School map

<https://detwww.det.nsw.edu.au/directorates/schoimpro/EMD/schoolmap.htm>

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- TAFE NSW Intranet

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Educational Measurement and School Accountability Directorate (EMSAD) - INTRANET

SchoolMap

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About

SchoolMap is comprised of eighteen survey instruments designed for use by schools in gathering attitudinal data from students, parents and staff about six key aspects of school operations: teaching, learning, leadership, management, planning and culture. A series of best practice statements refined from the international literature on school effectiveness and improvement underpin each survey. Rather than acting as a traditional norm-based survey, the purpose of SchoolMap is to encourage reflection amongst different groups within a school's community on *where the school is* and *where it wants to be* in relation to aspects of best practice. [Click here to view SchoolMap Guidelines.](#)

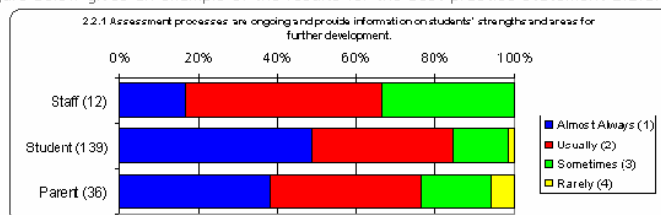
Students, parents and staff have diverse levels of understanding and forms of engagement in schooling. Versions of the SchoolMap surveys have been crafted to recognise these differences yet preserve sufficient consistency to allow analysis of how views may differ between these groups.

For example, the best practice statement 2.2.1 in Area 2, *Teaching concerns assessment and reporting*, is, "assessment processes are ongoing and provide information on students' strengths and areas for further development". The survey item for students is, "my teachers know what I can do and what I need to learn." The survey item for parents is, "my child's teachers know what my child can do and what they need to learn". The survey item for staff is, "my assessment processes provide information on the students' strengths and areas for further development". Comparing responses to these questions highlights any dissonance in attitudes between group attitudes and helps identify specific points for intervention and change.

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The figure below gives an example of the results for the best practice statement 2.2.1.



SchoolMap is an instrument developed to provide schools and districts with a tool that can be administered and analysed without external assistance.

There is considerable flexibility as to how and when schools choose to use SchoolMap. A school may choose to investigate one or more aspects from the point of view of one or more groups in the school community. It is also possible to gather information from the group at different points in time. The aim is to have schools use the survey to support their improvement efforts how and when it best suits their needs.

Schools have shown increasing interest in SchoolMap to support change and monitor progress. SchoolMap findings, frequently included in annual reports, support rigorous self evaluation and provide evidence of an heightened interest in good management practice and efficient educational provision.

[Click here to view a Sample SchoolMap Analysis Results.](#)

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School map – sample survey

LEARNING SURVEY INSTRUCTIONS

The staff, student and parent Learning survey instruments are based on the:

SchoolMap Best Practice Statements —2001 Area 1: Learning

The staff survey contains 12 questions that relate directly to a Best Practice Statement as described in the table below. The student and parent question for Statement 1.3.1 has been determined to be identical to that for Statement 1.3.2, hence there is no question 12 for students and parents. The survey analysis provided by the School Accountability and Improvement Directorate will ensure the appropriate co-ordination of responses by staff, students and parents to each Statement.

Statement Number	Staff Question	Student Question	Parent Question
1.1.1	1	1	1
1.1.2	2	2	2
1.1.3	3 & 4	3 & 4	3 & 4
1.1.4	5	5	5
1.2.1	6	6	6
1.2.2	7	7	7
1.2.3	8	8	8
1.2.4	9	9	9
1.3.1	10	10	10
1.3.2	11	10	10
1.3.3	12	11	11

Schools may find it useful to reflect on the Best Practice Statements before administering the surveys and set some preliminary targets for responses. For example, the school may expect to see 80% of teachers responding 'Almost Always' or 'Usually' to the Statements in the Area of *Learning*.

Staff, student and parent surveys, as far as is possible, have been written in user-friendly language, however the professional judgement of the school is vital in deciding the appropriateness of the survey for the student and parent group. In the majority of cases the surveys should be printed, photocopied and completed by hand. There may be circumstances however when the student and parent survey questions are best delivered via a workshop or group interview process, and other occasions when surveys are not the most appropriate instrument.

The staff survey allows the school an option of identifying '*Number of years teaching*', '*Number of years in current school*' and either '*year*' taught (primary) or '*faculty*' (secondary).

The student survey allows the option of identifying '*Class or Year*' and '*Boy or Girl*'.

In addition school may choose to identify two other characteristics (e.g. ethnicity, time at current school, attendance record). These options should be identified in the space provided on the survey sheet, under the instructions on the parent survey or the set options on the student survey.

An Excel template is available for the recording of responses to the surveys. Once the data has been entered, it can be sent to the Chief Education Officer (School Improvement) who will generate graphs and tables from the processed data and provide support with the analysis of the information collected.

The SchoolMap surveys are 'entry level' only. The information gathered will highlight the perceptions of staff, students and parents, identify any areas of disagreement between or within the responding groups, and provide direction for further and more precise investigation.

TEACHER SURVEY about LEARNING

Teachers, thank you for taking the time to complete this survey. Your assistance in completing the questions as completely and accurately as possible is appreciated and will greatly assist in our analysis of the school's operation. With the school's consent, the information will be used to develop a picture of responses from across public schools in NSW. All responses will be treated confidentially and stored securely. Survey completion is voluntary.

Number of years teaching

Number of years in current school

Year/Faculty

Colour the circle for the answer you agree with most.		Almost Always	Usually	Sometimes	Rarely
1	I provide learning opportunities within a stimulating and secure environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	The school supports communication about student learning between home and school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	I use a wide range of appropriate resources to assist students with their learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	My students have access to guidance from people other than myself to assist their learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	The school community has high expectations of students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	My students take responsibility for their learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	I provide a balance of independent and group learning activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	My students try to do things that are new and different.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	My students reflect on their learning and engage in self-assessment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	My teaching practice is supported by critical reflection and an understanding of effective practice and current research.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	I continually upgrade my skills through professional training and development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12	I share ideas and experiences with colleagues to improve teaching practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Thank you for completing the survey

STUDENT SURVEY about LEARNING

Our school would like to know how you feel about different areas of school life. This is not a test with right or wrong answers. What the school wants is your honest opinion. All responses are confidential and will be stored securely. Your opinion will be combined with those of other students from the school and across NSW to help identify what the school does well and what areas it can improve on.

Your Class/Year

Boy

☐

Girl

☐

Colour the circle for the answer you agree with most. For example, this student's response was *usually* for the statement - *What I am asked to learn is important*. If you do not have an opinion about a question leave all boxes blank.

1 What I am asked to learn is important.

Almost
Always

Usually

Sometimes

Rarely

☐
☒
☐
☐

		Almost Always	Usually	Sometimes	Rarely
1	My classroom is an interesting place to learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	My teachers talk to my parents about my learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Our school has good equipment that helps me to learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	People other than my teacher help me to learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	The school expects me to do my best.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	I try to do my best and take pride in my learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	In class, there is a balance between working on my own and working with other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	I try to do things in my classroom that are new and different.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	Samples of my work over time help me see how I have improved.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	My teachers finds new ways to help me understand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	My teachers share ideas about teaching and learning with other teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Thank you for completing the survey

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PARENT SURVEY about LEARNING

As part of our school's self-evaluation, we would like to know the opinions of parents and caregivers on different areas of school life. With the school's consent, the information will be used to develop a picture of responses from across public schools in NSW. Your response is confidential and will be stored securely. Survey completion is voluntary.

Colour the circle for the answer you agree with most. For example, the parental response was *usually* for the statement – *What students are asked to learn is important*. If you do not have an opinion about a question leave all boxes blank.

		Almost Always	Usually	Sometimes	Rarely
1	What students are asked to learn is important.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
1	My child's classroom is an interesting place to learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Teachers talk to me about my child's learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	My child has access to good equipment that helps him/her to learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	People other than my child's teacher help him/her to learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	The school expects students to achieve to the best of their ability.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	Students at the school demonstrate pride in their learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	In class, my child's teachers provide a balance of independent and group learning activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	My child tries to do things in the classroom that are new and different.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	My child looks at samples of his/her work over time to see how he/she has improved.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	Teachers at the school are continually upgrading their skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	Teachers share ideas about teaching and learning with other teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Thank you for completing the survey

SUGGESTED METHOD FOR ANALYSING SCHOOLMAP DATA
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1. Decide if the number of responses represents a reliable data set for analysis.
2. Choose the first 'best practice statement'.
3. Bring together the responses from the different sources – parents, staff and students.
4. Examine the extremes (e.g. Almost Always, Rarely).
5. Examine the balance between the middle two columns (e.g. Usually, Sometimes).
6. Add columns 1 and 2 together and compare with the addition of columns 3 and 4.
7. Examine responses to all statements looking for differences, patterns and trends.
8. Where relevant, examine each statement by predetermined subsets (e.g. years of experience, gender, grade, faculty).
9. Identify greatest strengths. If none is obvious, the self-evaluation team should consider the Best Practice Statement descriptors to help with this judgement.
10. Identify aspects most in need of improvement. Similarly, if none is obvious examine the descriptors.
11. Identify aspects where parents, students and staff have different perceptions.
12. Are there implications for the school?

DET policy and policy standards for:

**Curriculum planning and programming,
assessing and reporting to parents K-12**

Curriculum planning and programming, assessing and reporting to parents K-12

https://www.det.nsw.edu.au/policies/curriculum/schools/curric_plan/PD20050290.shtml

1. Policy Statement	<p>1.1 Curriculum planning and programming</p> <p>1.1.1 Schools plan curriculum and develop teaching programs which are consistent with the Education Act and Board of Studies syllabuses and credentialing requirements.</p> <p>1.1.2 Curriculum planning and teaching programs will meet the Policy Standards.</p> <p>1.1.3 Teaching programs will incorporate assessment as an integral component.</p> <p>1.1.4 Teaching programs will indicate the outcomes being addressed, the teaching activities planned and the intended assessment strategies.</p> <p>1.2 Assessing</p> <p>1.2.1 Schools plan assessment so that:</p> <ul style="list-style-type: none"> (i) students can demonstrate achievement of outcomes for the relevant stage of learning (ii) valid and reliable assessment strategies are used (iii) the timing, frequency and nature of the assessment processes are time efficient and manageable for teachers and students. <p>1.2.2 Teachers plan assessment strategies when developing teaching programs and will also make additional assessment judgements in the course of teaching and learning.</p> <p>1.2.3 Teachers use a variety of appropriate assessments for judging student achievement.</p> <p>1.2.4 Teachers collect and record assessment information to:</p> <ul style="list-style-type: none"> (i) guide ongoing teaching and learning (ii) monitor and evaluate student progress (iii) report achievement to parents and relevant authorities in accord with school requirements and Department policy.
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	<p>1.3 Reporting</p> <p>1.3.1 Schools will provide parents/carers, throughout the school year, with formal and informal opportunities to receive information about and discuss their child's learning.</p> <p>1.3.2 The school's procedures for reporting to parents will be:</p> <ul style="list-style-type: none"> (i) based on the Department's policy (ii) time efficient and manageable and (iii) developed in consultation with parents/carers and teachers. <p>1.3.3 Schools will provide parents/carers with a written report on their child's learning at least twice per year. The components of the written report will meet the Policy Standards.</p> <p>1.3.4 Schools will provide information on how a child's achievement compares with the child's peer group at the school, on request from the child's parents/carers.</p> <p>1.3.5 Schools will disseminate to parents/carers the reports from state-wide testing programs and, as appropriate, will provide opportunity for discussion between teachers and parents/carers.</p>
2. Contact	Assistant Director Curriculum K-12 (02) 9886 7746
3. Unique Identifier	PD/2005/0290/V09

4. Applicability

- 4.1 This policy applies to all staff employed in NSW public schools, regions and state offices. It also applies to students who attend public schools and has implications for each school community.

5. Context

- 5.1 This policy has been developed to provide greater clarity for teachers and schools in response to *Time to teach - time to learn* the report of the evaluation of outcomes assessment and reporting in NSW government schools.
- 5.2 The policy also covers requirements for reporting to parents specified by the Australian Commonwealth Government school funding legislation, Schools Assistance, 2004 and Regulations to the legislation, 2005.

6. Responsibilities and Delegations

- 6.1 Director of Curriculum, as policy owner,

6.1.1 Publication and currency of the policy and support material

Notification to staff of any changes to this policy

6.2 Policy Contact Person, Assistant Director, Curriculum

6.2.1 Provision of advice on the interpretation and implementation of the policy

6.3 Assistant Director, Curriculum

6.3.1 Management and oversight of the policy and its implementation

Provision of advice and assistance to curriculum support staff on policy development, implementation and evaluation

Monitoring, evaluation, review and reporting to the Director of Curriculum on the implementation of *Curriculum Planning and Programming, Assessing and Reporting to Parents*

6.4 Users

6.4.1 Verification of the currency of DET policy documents by reference to the policy website PD\2005\0290\V009 is the Unique Identifier of this policy document. It is the responsibility of the user to verify that this is the current and complete version of the document, located at <http://www.det.nsw.edu.au/policies>.

7. Monitoring, Evaluation and Reporting Requirements

7.1 The Director, Curriculum will monitor the implementation of this policy and will report annually, or as required, to the Board of Management.

7.2 Regional directors will collect information to inform the Director, Curriculum and for evaluation of the policy.

7.3 School education directors will monitor and support the implementation of the policy in schools and report to their regional directors.

7.4 Principals, school executive and delegated teachers will supervise the implementation of the policy in schools reporting their evaluations to school education directors.

[Click here to go to Policy Implementation Details.](#)

**Policy Standards for
Curriculum Planning and Programming, Assessing and
Reporting to Parents K – 12**

These policy standards are to be read in conjunction with the policy – PD/2005/0290/V09.

1. Curriculum planning and programming - Curriculum and allocation of time

Curriculum planning and programming will account for the needs of all students.

This includes students with disabilities enrolled in regular classes, special classes and special schools. For students with an intellectual disability, where the learning program does not follow age/stage curriculum expectations of Board of Studies syllabuses, consultation on curriculum outcomes and content occurs with parents/carers.

1.1 Years K – 6

Learning programs, based on Board of Studies (BOS) syllabuses, are to be provided to address each learning area in each year of schooling.

In providing curriculum, schools are to ensure that priority is given to English and Mathematics in all primary years especially in the early years.

Schools have flexibility in how they deliver learning programs, for example through integrated programs, provided that:

- approximately 50% of time is allocated for English and Mathematics and 40% of time for the other KLAs and sport
- as part of the 40% allocation, schools are to include two hours per week for planned physical activity, including in Years 3 – 6, a minimum of one hour for sport
- provision is made for Special Religious Education in each primary year, where authorised personnel from approved providers are available.

There are no additional K – 6 curriculum requirements for schools to meet.

1.2 Years 7 – 10

Learning programs, based on Board of Studies syllabuses, are to be provided for each subject or course in each year of schooling. In providing this curriculum program, schools will meet the requirements of the Board of Studies for students to gain the School Certificate. The Department also sets additional requirements.

The following summarises the combined BOS and Department minimum requirements for government schools when providing curriculum:

- 500 hours per subject for English, mathematics and science, over Years 7 – 10
- 400 hours for HSIE, including in Years 7 - 8, 100 hours for geography and 100 hours for history and, in Years 9 - 10, 100 hours for Australian history and 100 hours for Australian geography,
- 100 hours of one language in a continuous one-year period
- 200 hours for technology (mandatory) over Years 7 and 8
- 100 hours for music and 100 hours of visual arts

- 300 hours for PDHPE, over Years 7 – 10, in each of the years¹
- 400 hours for additional studies (electives) which may involve Board Developed courses or school developed Board-Endorsed courses
- 80 – 120 minutes per week for sport¹ in each of the Years 7, 8, 9 and 10
- Special Religious Education in each of Years 7, 8, 9 and 10, where authorised personnel from approved providers are available

¹ Note that schools are required to provide students with two hours of planned physical activity, which can be achieved through activity in Physical Education and Sport. Where an integrated sport pattern occurs, two periods providing 80 minutes are to be allocated; where a staggered or traditional sport pattern is used, two to three periods providing 80 – 120 minutes are to be allocated.

1.3 Years 11 – 12

Learning programs, based on Board of Studies syllabuses (or approved courses), are to be provided to address each subject provided in Years 11 and 12. In providing this curriculum program, schools will meet the requirements of the Board of Studies for students to gain a HSC.

In addition to Board of Studies requirements for students to gain a HSC, government schools are to provide students with:

- the 25-hour personal development and health education course, *Crossroads*
- 80 – 120 minutes per week for sport, if students are in Year 11, and for students in Year 12, if Year 12 students wish to participate
- Special Religious Education, where authorised personnel from approved providers are available.

2. Assessing

Schools are to undertake assessment to collect information about students' learning. This will occur through both formal and informal activities.

Assessment of student learning will be undertaken for all learners, including students with disabilities:

- enrolled in regular classes;
- enrolled in special classes or in special schools;
- accessing life skills outcomes and content in Years 7-10 or following life skills patterns of study in Years 11 and 12.

When students are provided with accommodations to support student learning, accommodations will also be provided during assessment activities.

3. Reporting to parents – components of the written report

The parents of all students are to be provided with a written report twice a year. The written report for each student will

- (i) use plain language
- (ii) provide information on a student's learning in each of the key learning areas (KLAs) or subjects, as described in 3.1
- (iii) compare the student's achievement in each KLA or subject against state-wide syllabus standards¹ using a scale as defined in 3.2
- (iv) include teacher comments for each KLA or subject ; comments will identify areas of student strength and for further development
- (v) have information about the student's attendance at school
- (vi) provide information about student achievement in relation to school programs that extend or are additional to syllabus requirements
- (vii) provide information about the student's social development and commitment to learning.

¹ Syllabus standards are described by the components of a syllabus. The components that contribute to teachers' understandings of syllabus standards include objectives, stage or foundation statements, syllabus outcomes and syllabus content or indicators. Foundation statements (K-6) and Stage statements (Years 7-10) encompass, at a broader level than syllabus outcomes, the nature and scope of learning in each stage.

3.1 Reporting to parents - achievement in each key learning area

3.1.1 Years K – 6

Schools will report on the six key learning areas of English, Mathematics, Science and Technology, Human Society and Its Environment, Personal Development, Health and Physical Education and Creative Arts.

In English and Mathematics, reports will show achievement information for each broad syllabus strand.

In Kindergarten, reports will include English and Mathematics and other key learning areas covered in the reporting period.

Languages will be reported in schools which provide students with a Languages program of two or more hours per week.

3.1.2 Years 7 – 10

Schools will report on subjects or courses studied in the eight key learning areas of English, Mathematics, Science, Technology, Human Society and Its Environment, Personal Development, Health and Physical Education, Creative Arts and Languages.

In all KLAs, reports will show information for components of each subject.

3.1.3 Years 11 – 12

Schools will report on subjects or courses studied. In all subjects or courses, reports will show information for components of each subject.



Policy PD/2005/0290/V09:
Curriculum Planning And Programming, Assessing And Reporting To Parents K – 12: policy standards
October 2006

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3.1.4 English as a second language (ESL) students, K -10

Reports for students learning English as a second language (ESL students)¹ in primary, central and high schools, will provide information about

- learning in each of the key learning areas or subjects or courses studied and
- information about the student's progress in learning English from the ESL teacher, where students are receiving ESL support through direct teaching or collaborative teaching modes.

Reports for students learning English as a second language (ESL students)¹ in an Intensive English Program (IEP) through an Intensive English Centre (IEC) or Intensive English High School (IEHS)², will provide information about the student's progress in learning English and other KLAs studied, described with reference to the Department's Intensive English Program Curriculum Framework.

¹ An ESL student is a student from a language background other than English (LBOTE) who is receiving support through a school's ESL Targeted Support or ESL New Arrivals Program. New arrival ESL students are those who have been in an Australian school for four terms or less.

² New arrival students of secondary age may be enrolled in IECs and the IEHS for short term intensive English language tuition in preparation for enrolling in a regular high school.

3.1.5 Students for whom accommodations and/or learning adjustments have been made

Reports for students enrolled in regular classes, special classes and special schools for whom accommodations¹ and/or learning adjustments² have been made, will provide information about learning

- in K – 6, in each of the six key learning areas,
- in 7 – 10, in subjects or courses studied in the eight key learning areas or, where undertaken, life skills outcomes and content,
- in 11 – 12, in subjects or courses studied, or where undertaken, subjects undertaken as part of life skills patterns of study.

For students for whom learning adjustments have been made, the report will show achievement in components of the negotiated, adjusted program in each KLA or subject.

¹ Accommodations are changes to an environment that will allow students with additional needs to participate fully in the same learning, working towards the same syllabus outcomes and content, as all other students of the same age/stage. Accommodations could include sign language, Braille, a reader or scribe, access to technology, personal carer support or modifications to equipment, furniture and learning spaces.

² Learning adjustments are measures or actions taken in relation to teaching, learning and assessing that enable a student to access and participate in achieving syllabus outcomes and content, that are different from those for the age/stage group, and that meet the student's personalised learning needs.

3.2 Reporting to parents – comparing student achievement against state wide syllabus standards in each key learning area

3.2.1 Kindergarten

Reports will describe how a child's achievement compares with syllabus standards through teacher comments.

3.2.2 Years 1 – 10

Schools will use the following five point achievement scale to report to parents for students in Years 1 – 10. Achievement is judged in relation to syllabus standards.

The achievement scale is to be used for reporting all KLAs or subjects, except VET courses, where competency will be reported.

The achievement scale enables schools:

To describe this achievement level	Using this word	and/or this letter
The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.	Outstanding	A
The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.	High	B
The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.	Sound	C
The student has a basic knowledge and understanding of the content and has achieved a basic level of competence in the processes and skills.	Basic	D
The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.	Limited	E

Where the words summaries are used the report will contain a statement to explain the five point achievement scale used in this report equates to the A – E scale.

3.2.3 Years 11 – 12

Schools will use a numerical score (1-100) or use A-E (or equivalent) achievement grades to clearly convey what the student knows and can do in relation to syllabus standards in each course.

For VET courses, schools will report on competency achievement.

3.2.4 English as a second language (ESL) students, K -10

Schools will use the following grades for ESL students to report achievement in English when reporting to parents. The student's report will indicate that it shows achievement in learning English judged in relation to the *ESL Scales*.

- | | |
|-------|--|
| ESL 6 | The student can communicate with developing accuracy and complexity of language in formal and informal situations. With assistance, the student can analyse complex texts and can improve their writing through planning and revision. |
| ESL 5 | The student can communicate with varying fluency and accuracy, ideas about a range of topics. With assistance, the student can analyse unfamiliar texts and write and edit using appropriate language and structure. |
| ESL 4 | The student can communicate ideas about familiar topics using suitable language. With assistance, the student can understand the main ideas and details in texts and plan and write about a variety of familiar topics. |
| ESL 3 | The student can take part in simple conversations in social and learning situations. With assistance, the student can read and learn from simple texts and can write stories and factual texts. |
| ESL 2 | The student can communicate simple messages in familiar situations. With assistance, the student can read and write simple texts about personal experiences, events and ideas. |
| ESL 1 | The student is beginning to learn English. Some students can communicate using single words. Other students can communicate using simple words and phrases and can read and write simple sentences. |

For new arrival ESL students in primary, central and high schools, if appropriate, other KLAs or subjects studied may be reported against the five point achievement scale (as in 3.2.2), otherwise only a comment need be provided.

For new arrival ESL students in IECs and IEHS, students' achievements in other KLAs are to be described against the standards of the Department's *Intensive English Program Curriculum Framework*.

For other ESL students (more than four terms in an Australian school), achievement in the KLAs or subjects (other than English) will be reported using the five point achievement scale (in 3.2.2). ESL students' achievement in primary KLAs or secondary subjects will be assessed against syllabus standards.

3.2.5 Students for whom accommodations have been made

Schools will use the five point achievement scale to report to parents for students in Years 1 – 10. The achievement of students is to be judged in relation to syllabus standards.

3.2.6 Students for whom learning adjustments have been made

For students for whom learning adjustments have been made because of an intellectual disability, the student's report will indicate that it shows achievement against a personalised learning program i.e.

P – Personalised The student has learning needs that require access to content and competencies that are at a different level from their age peer group

In general, 'personalised' reports will be provided for students with moderate or severe levels of intellectual disability, but may also be provided for students with other confirmed disabilities in those KLAs where a learning adjustment has been provided.

In addition to reporting the student's achievement, in key learning areas or subjects where learning adjustments have been made, through written comments, schools also may report the student's achievement using the following scale:

P4 – Independent The student can complete a task independently, without assistance. The student maintains the skill or knowledge over time. The student generalises the skill or knowledge to new settings, people or materials.

P3 – Frequent The student relies on partial prompts to complete a task. The student can regularly perform the skill or demonstrate knowledge. The student uses the skills or knowledge in a variety of familiar settings and situations.

P2 – Occasional The student understands information, concept and/or can perform skill. The student often relies on physical or verbal assistance when participating in a task. The student has begun to demonstrate the skills in selected, familiar settings.

P1 – Beginning The student has some existing prior knowledge and/or necessary pre skills for the task. The student is beginning to participate in a task with maximum teacher assistance. The student uses skills and knowledge in a single setting.

3.3 **Reporting to parents – comparing student achievement with the child's peer group at the school in each key learning area or subject in Years 1 – 12**

In response to requests from a child's parents/carers, schools are to provide information on how their child's achievement compares with the performance of the student's peer group. This information will take the form of the number of students in the school peer group receiving each grade or achievement level.

For Years 1 – 10, school reports, except those referred to in 3.3.1, 3.3.2 and 3.3.3, where a peer group comparison is not required, will include the following statement:

You are encouraged to ask the school to provide you with written information that clearly shows your child's achievement compared to his or her peer group at school. This information will show you the number of children in the group in each of the achievement levels.

Schools will advise parents on the written report how the information can be accessed.

For Years 11 and 12, information on how student achievement compares with that of the peer group will be provided through course group rankings or grade distributions.

- 3.3.1 *Schools where the peer group is less than five students* are to negotiate with the school community in relation to providing data for comparison. The negotiation should ensure that the potential for publicly releasing information about individual students is avoided.
- 3.3.2 *For ESL students in IECs and the IEHS*, where students are grouped according to their level of English language competence, schools are to provide parents with information about their child's achievement in relation to other students who are at the same level of English language development.

For ESL students at primary, central and high schools, who are new arrivals in Australian schools (four terms or less), schools are not required to provide information to parents about how their child compares with the student's peer group.

3.3.3 *Students for whom learning adjustments have been made*

Where students are reported with 'personalised learning needs', schools are not required to provide information to parents about how their child compares with the student's peer group and the student is not included in the number of students achieving at each of the five levels of the achievement scale.

The NSW model of pedagogy

The NSW model of pedagogy

The three dimensions of the NSW model

1. **Intellectual quality** refers to pedagogy focused on producing deep understanding of important, substantive concepts, skills and ideas. Such pedagogy treats knowledge as something that requires active construction and requires students to engage in higher-order thinking and to communicate substantively about what they are learning.
2. **Quality learning environment** refers to pedagogy that creates classrooms where students and teachers work productively in an environment clearly focused on learning. Such pedagogy sets high and explicit expectations and develops positive relationships between teachers and students and among students.
3. **Significance** refers to pedagogy that helps make learning meaningful and important to students. Such pedagogy draws clear connections with students' prior knowledge and identities, with contexts outside of the classroom, and with multiple ways of knowing or cultural perspectives.

Elements of the NSW model

Each of the three dimensions of pedagogy can be described in terms of a number of elements. Each element has been selected and defined on the basis of:

- a sound and reliable research base linking the practices or qualities of the element to improved student learning outcomes
- the practical capacity of each element to act as an indicator of the underlying dimension.

	Intellectual quality	Quality learning environment	Significance
Elements	Deep knowledge	Explicit quality criteria	Background knowledge
	Deep understanding	Engagement	Cultural knowledge
	Problematic knowledge	High expectations	Knowledge integration
	Higher-order thinking	Social support	Inclusivity
	Metalanguage	Students' self-regulation	Connectedness
	Substantive communication	Student direction	Narrative

The dimensions and elements of the NSW model of pedagogy

A summary discussion of each dimension is provided on the following pages, along with an elaboration of what each element looks like if you were observing a classroom or if you were reviewing a documented assessment task.

Intellectual quality

Element	What does it look like in classrooms?	What does it look like in assessment tasks?
<i>Deep knowledge</i>	The knowledge being addressed is focused on a small number of key concepts and ideas within topics, subjects or KLAs, and on the relationships between and among concepts.	Tasks focus on a small number of key concepts and ideas within topics, subjects or KLAs, and require clear articulation of the relationships between and among concepts.
<i>Deep understanding</i>	Students demonstrate a profound and meaningful understanding of central ideas and the relationships between and among those central ideas.	Tasks require students to demonstrate deep rather than superficial understanding of what they are learning.
<i>Problematic knowledge</i>	Students are encouraged to address multiple perspectives and/or solutions and to recognise that knowledge has been constructed and therefore is open to question.	Tasks require students to present or analyse alternative perspectives and/or solutions and to demonstrate how the construction of knowledge relates to their understanding of the task.
<i>Higher-order thinking</i>	Students are regularly engaged in thinking that requires them to organise, reorganise, apply, analyse, synthesise and evaluate knowledge and information.	Tasks require students to organise, reorganise, apply, analyse, synthesise and evaluate knowledge and information.
<i>Metalanguage</i>	Lessons explicitly name and analyse knowledge as a specialist language (metalanguage), and provide frequent commentary on language use and the various contexts of differing language uses.	Tasks require the use of metalanguage, commentary on language use and the various contexts of differing language uses.
<i>Substantive communication</i>	Students are regularly engaged in sustained conversations about the concepts and ideas they are encountering. These conversations can be manifest in oral, written or artistic forms.	Tasks require students to communicate their understanding in an elaborate and substantive fashion. This communication can take oral, written or artistic forms.

Quality learning environment

Element	What does it look like in classrooms?	What does it look like in assessment tasks?
<i>Explicit quality criteria</i>	Students are provided with explicit criteria for the quality of work they are to produce and those criteria are a regular reference point for the development and assessment of student work.	Tasks provide explicit criteria for the quality of work students are expected to produce and those criteria are reference points for assessing student work.
<i>Engagement</i>	Most students, most of the time, are seriously engaged in the lesson or assessment activity, rather than going through the motions. Students display sustained interest and attention.	Not necessarily observable in written tasks, but may be observable in performance-based tasks as it would be in the classroom.
<i>High expectations</i>	High expectations of all students are communicated, and conceptual risk taking is encouraged and rewarded.	Tasks demonstrate that high expectations are expected of all students and conceptual risk taking is encouraged and rewarded.
<i>Social support</i>	There is strong positive support for learning and mutual respect among teachers and students and others assisting students' learning. The classroom is free of negative personal comment or put-downs.	Not readily observable in written tasks, but may be observable in performance-based tasks as it would be in the classroom.
<i>Students' self-regulation</i>	Students demonstrate autonomy and initiative so that minimal attention to the disciplining and regulation of student behaviour is required.	Not readily observable in most tasks. Observable in tasks which are structured to promote student self-regulation.
<i>Student direction</i>	Students exercise some direction over the selection of activities related to their learning and the means and manner by which these activities will be done.	Tasks are designed so that students exercise some direction over the selection of activities related to their learning and the means and manner by which these tasks will be done.

Significance

Element	What does it look like in classrooms?	What does it look like in assessment tasks?
<i>Background knowledge</i>	Lessons regularly and explicitly build from students' background knowledge, in terms of prior school knowledge as well as other aspects of their personal lives.	Tasks explicitly build from students' background knowledge and require students to demonstrate links between old and new knowledge.
<i>Cultural knowledge</i>	Lessons regularly incorporate the cultural knowledge of diverse social groupings (such as economic class, gender, ethnicity, race, sexuality, disability, language and religion).	Tasks incorporate the cultural knowledge of diverse social groupings.
<i>Knowledge integration</i>	Lessons regularly demonstrate links between and within subjects and key learning areas.	Tasks require students to build from an understanding of the links between and within subjects and key learning areas.
<i>Inclusivity</i>	Lessons include and publicly value the participation of all students across the social and cultural backgrounds represented in the classroom.	Tasks require the participation of all students across the social and cultural backgrounds represented in the classroom.
<i>Connectedness</i>	Lesson activities rely on the application of school knowledge in real-life contexts or problems, and provide opportunities for students to share their work with audiences beyond the classroom and school.	Tasks apply school knowledge in real-life contexts or problems, and provide opportunities for students to share their work with audiences beyond the classroom and school.
<i>Narrative</i>	Lessons employ narrative accounts as either (or both) a process or content of lessons to enrich student understanding.	Tasks employ narrative accounts as either (or both) a process or content of the task to enrich student understanding.

Teaching practice feedback protocol

Observe the lesson

Think about:

- What are all the students doing?
- What is the teacher doing?
- What does the learning space look like/ sound like/ smell like/ feel like?

Consider the Quality Teaching model. Can you see:

- Intellectual quality (including Deep knowledge, Deep understanding, Problematic knowledge, Higher-order thinking, Metalanguage, Substantive communication)
- Quality learning environment (including Explicit quality criteria, Engagement, High expectations, Social support, Students' self-regulation, Student direction)
- Significance (including Background knowledge, Cultural knowledge, Knowledge integration, Inclusivity, Connectedness, Narrative)

Provide feedback

1. Clarifying questions of the teacher
 - What did you want the students to learn/do in the lesson and why does this learning matter?
 - How does this lesson relate to the teaching program?
 - How do you feel the lesson went?
2. Warm or confirming feedback (What worked well?)
3. Cool or corrective feedback (What specific areas should be improved and how?)

Some tips for effective feedback

Feedback is a way to modify or strengthen aspects of a person's work and to improve the end result. Teachers know that quality feedback provided to students is important for learning but as supervisors we do not always think about, plan and structure our feedback to colleagues in a professional learning setting. Some tips for effective feedback include:

- Value the importance of quality feedback by making time to do it well.
- The focus of feedback should be on improving performance of the teaching task or activity. Never focus on the person. Feedback that is about the person tends to undermine performance.
- Discuss the purpose of the support and be explicit about your requirements and expected standards of performance.
- The attitude and tone of feedback needs to be respectful and not blaming or condemning.
- Feedback can be either confirming or corrective.
 - Put as much time into confirming feedback as corrective feedback.
 - Do not provide confirming and corrective feedback together. (You're doing a great job but...) It tends to be confusing and decreases performance.
 - Confirming feedback can be provided publicly or privately. Provide corrective feedback privately.
- Be constructive with your feedback by:
 - suggesting specific areas for improvement of performance
 - not making broad generalisations about the teacher's behaviour
 - supporting your comments about performance with suitable quantitative or qualitative evidence
 - prioritising your comments so that you don't overload the teacher's ability to process the information with too much detail
 - providing tools that allow the teacher to plan and monitor their performance
 - providing resources that support effective performance.
- The timing of feedback is determined by the complexity and duration of the task.
 - For simple tasks, give feedback immediately.
 - For complex or very challenging tasks, give feedback after some time delay so that the teacher is able to process the information.
 - Provide confirming or corrective feedback after activities and achievements. Reinforce corrective feedback just prior to the next performance of the activity.
 - For very complex tasks, set milestones so that the teacher gets regular feedback and does not get disheartened by getting off the track.
- Make sure your feedback is understood by:
 - listening, questioning and confirming
 - using a common language about teaching practice such as the Quality Teaching terminology.
- Be open to and encourage feedback on your own behaviour, performance and teaching practice.

(Adapted from Harold Stolovitch: *Feedback, Feed-forward* in Workplace Performance Solutions 2006)

Quality teaching of practical/project based learning in Stage 5 technology subjects - Activity 4 response sheet

What is the focus of this learning? Why does this learning matter?	
What will the students be doing when they are engaged in these activities?	
What will the teacher be doing to support this learning	
What does the learning space look like/ sound like/ feel like?	
Are there specific issues that the teacher should be managing? How?	

Record the range of significant learning activities you may expect to see over a period of a term.

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Professional learning plans

Professional learning plan

Professional learning plan		Name:		Faculty		Date	
Strengths:		Areas for development:					
Goals for professional learning (outcomes to be achieved)	Strategies for implementing goals	Resources (human/physical) needed to implement strategies	Ways supervisor can assist with achievement of professional learning goals	Evaluation of goals How? When?			

Team overview for professional learning needs

Staff member	Roles	Individual goals	Experiences

**TAS Faculty
Professional Learning Action Plan 2006**

Outcomes	Strategies – What does the TAS faculty need to do?	Anticipated benefits to student learning as a result of this professional learning	Time Frame	Resources What support is needed?	Evaluation eg. what has been achieved and plans for on going learning
Literacy Students effectively and competently: deconstruct assessment tasks construct responses through knowledge and application of structures and features of texts including text types	Faculty day to map the usage of literacy in TAS units. Invite Max Woods to give us suggests on use of literacy in TAS subjects Embed literacy strategies into all teaching and learning programs	Increased usage of TAS metalanguage by all students Students can articulate and use all relevant text types.	Term 2 Faculty Day	DET resources Faculty relief - \$1000	HT to check Teaching and Learning Sequences to ensure literacy strategies are embedded. HT to mentor staff to ensure their understanding of literacy strategies.
Gifted and talented Models All students are extended and challenged in their learning through the integration of William's strategies and higher order elements of Blooms/ Anderson in every unit of work. All students are extended and challenged in their learning through the incorporation of either a Maker Model or a Kaplan Model in at least one unit of work per year group. All students are extended and challenged through the incorporation of elements from each QTL dimension in every unit of work. All students are extended and challenged in their learning in every unit of work by the use of <u>pretesting</u> to establish the starting point for learning and the need for curriculum compacting.	Faculty Day in term 4 <ul style="list-style-type: none"> To evaluate the use of William's strategies and higher order elements of Blooms in existing TAS units. Teachers embed William's strategies and higher order elements of Blooms/ Anderson in every unit of work. To embed either a Maker Model or Kaplan model into one unit of work per year group. TAS staff member to attend TEA Conference to gain an insight into current issues within our KLA Peters and Dawes attend DET <u>inservice</u> to gain understanding of the development and use of <u>pretests</u> . Professional development time to evaluate existing <u>pretests</u> and create <u>pretests</u> for all units Professional development time to develop resources for personalised learning experiences TAS staff to attend relevant DET and other Professional Development	Students gain increased number of top bands in SC & HSC. Greater number of students selecting TAS courses due to increased understanding of the relevance of these courses to student needs Students participate in a wide range of learning strategies to ensure the best possible learning outcome Personalised learning experiences developed for students according to their level and understanding of knowledge Improved student outcomes	Term 4 Faculty Day Term 2 Term 1 Ongoing Ongoing	GAT Booklets Faculty Relief - \$1000 Faculty relief - \$500 DET <u>inservice</u> – 1 day relief 4 days relief	Evaluation – staff after Faculty Day On going evaluation after units has been completed to assess success Evaluation to assess how Conference information can be integrated into Teaching and Learning Sequences Evaluation to assess how <u>pretest</u> information has led to curriculum compaction Evaluation to assess how information can be integrated into Teaching and Learning Sequences
ICT Students are competent, ethical and effective users of all mandatory ICT skills and achieve Band 6 in CSA. In appropriate courses, students are competent and effective users of a range of ICT skills, which provide the foundation to create projects to achieve the highest band HSC. Students effectively use and evaluate research strategies in developing knowledge and understanding.	Develop and implement a faculty professional learning program to address areas of staff weakness in ICT skills Digital cameras/ Photoshop – Ellis, McNee, Peters Database - Ellis, McNee, Peters, Farrow <u>Vectorworks</u> - Ellis, McNee, Peters Farrow, Riley Flash, Visual Basic – Tulk, Farrow	Teachers develop greater range of ICT skills, which will be included in program and lesson delivery. Students thereby engage with wider variety of technology application.	Digital camera - Photoshop, database and <u>Vectorworks</u> – Term 1 Flash, Visual Basic - 2006	<u>Vectorworks</u> – External Provider for other <u>inservice</u>	Evaluation to assess the improvement in teachers knowledge of ICT skills

School self-evaluation toolkit

School self-evaluation toolkit

https://detwww.det.nsw.edu.au/directorates/schoimpro/sda/Self_evaluation_toolkit.pdf

SCHOOL SELF-EVALUATION

School self-evaluation is an integral component of a school's effective functioning. In addition to its core purpose of providing a valid and reliable foundation for school planning, it is used to identify areas for improvement and celebrate successes. Observance of the following protocols is fundamental to an effective school self-evaluation process.

1. The school self-evaluation process will be ongoing and embedded in all school programs.
2. The process will encompass:
 - analysis, interpretation and use of student performance data;
 - evaluation of a broad range of learning outcomes;
 - evaluation of specific areas of school practice, namely, learning, teaching, school planning, management, school leadership and culture;
 - evaluation of the school's quality systems including school planning and development structures and processes, structures and processes for curriculum delivery, staff training and development, communication and improvement processes; and
 - evaluation of specific support programs with attached funding within policy guidelines.
3. School self-evaluation will be planned to include annual major evaluations of at least one curriculum area and at least one area of school management practice. Routine evaluations must be integrated into all school program areas on a regular basis.
4. The process will be comprehensive and based on established, effective evaluation methodology. The school will be assisted by a member of the regional leadership team to implement effective evaluation procedures.
5. The process will be inclusive and involve staff, students, parents and key parent/community groups.
6. School self-evaluation will be coordinated and managed by the school self-evaluation team. The team will be comprised of staff, students (as appropriate) and representatives of key parent/community groups. It should meet routinely under the direction of the school principal.
7. Each member of the school self-evaluation team will be bound by a code of conduct relating to the confidentiality of information available to the team. Each member will be required to sign agreement to the code of conduct.
8. School program managers will review the progress of their area of responsibility and use this as a basis for subsequent planning.

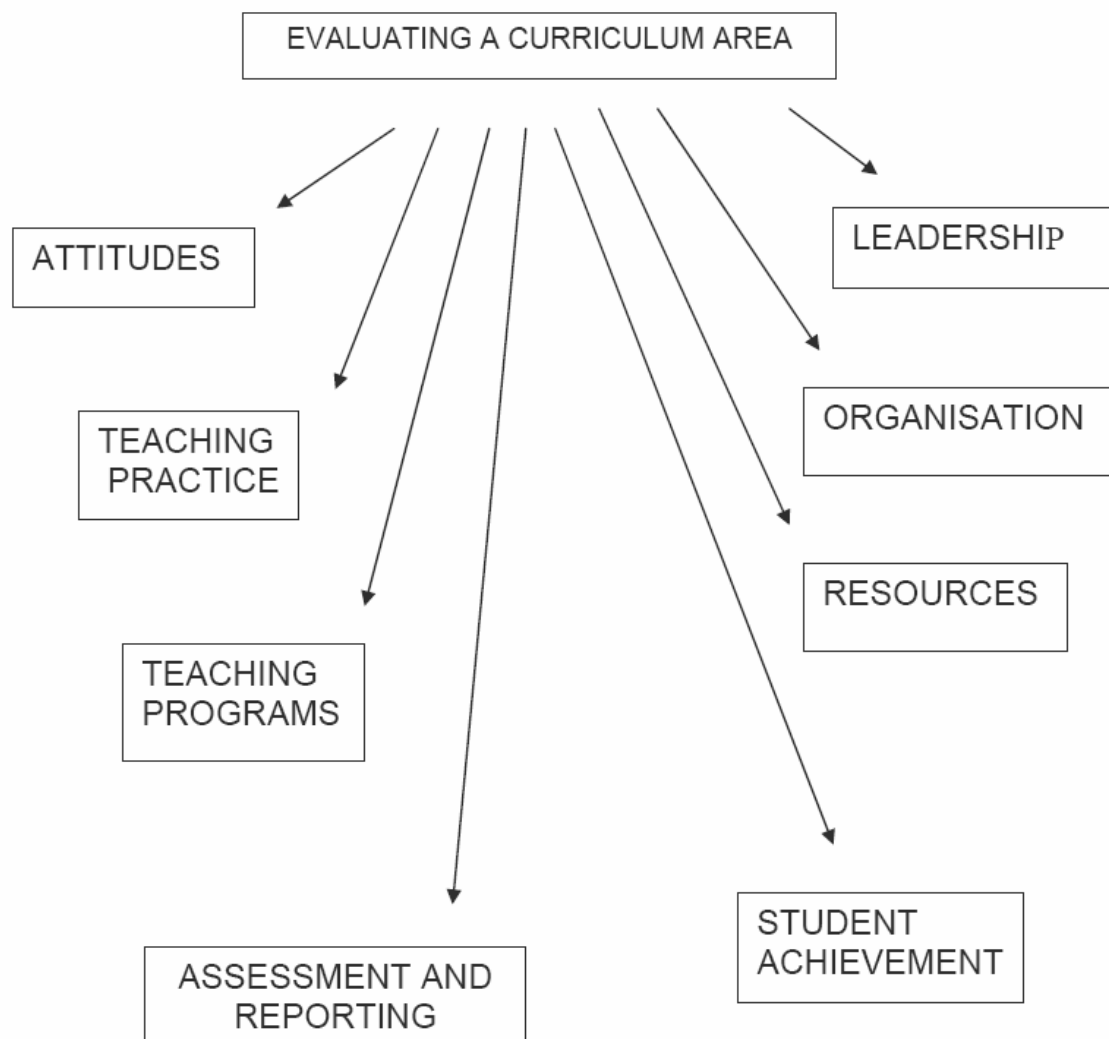
9. The evaluation report of the professional development component of the school plan will include an indication of the professional development needs of staff, matching target groups including beginning teachers, new teachers to the school, beginning executive and beginning principals to identified needs and the skills, knowledge and/or understandings that are to be developed in the subsequent school plan. Information about the extent to which the professional development addressed the original issue and implications for professional development in the following school year will also be included.
10. The school self-evaluation team will use relevant accumulated participation and learning outcomes data along with findings from evaluations to acknowledge school achievements and to develop recommendations on the school's priorities and targets. The findings will form the basis of the annual school report. The recommendations along with system priorities will be used by the school to inform planning.
11. The school self-evaluation team will be supported by a member of the Regional senior school management team to assist in its work and to validate the school self-evaluation process.

Key Conditions for Effective Evaluation

Evaluation is most effective in an environment which contains the following key conditions.

Condition	Confirmation
Focus on enhancing educational outcomes	<i>How did the evaluation link to student learning?</i>
Commitment to the process of evaluation	<i>To what extent did the evaluation generate commitment to future change?</i>
Understanding of the relevance of evaluation	<i>What evidence does the school have to demonstrate that it regards evaluation as an integral part of the school improvement process?</i>
Ownership of the process by key personnel	<i>Has the broader school community had the opportunity to participate in the process?</i>
Purpose that is clearly stated	<i>Was the evaluation task interpreted and carried through consistently as intended?</i>
A process that is open and transparent	<i>Have the reasons for the evaluation been clearly communicated?</i>
Teacher professionalism	<i>How was the climate of trust established for authentic contribution to the evaluation? How have teachers been provided with training and opportunities to reflect on their own practices objectively?</i>
Knowledge of necessary tools and range of data collection methods	<i>Were the methods used appropriate to the kind of information that was required? Were the methods systematic and explicit?</i>
Employment of the most appropriate data sources	<i>What is the level of understanding of the range of data that is accessible? (outcomes, attitudes, behaviour etc)</i>
Skills in aggregation, disaggregation and interpretation of data	<i>What capacity has the school developed to examine cohorts, groups (boys, girls, NESB etc), patterns, progress, trends in student performance, comparisons within the school, with the state etc?</i>
Organisational and planning skills	<i>Was sufficient time allowed for the necessary data to be collected? Was the evaluation carried out at the best time to serve its purpose?</i>
Understanding of the place of evaluation in school planning	<i>Is evaluation of school programs, practices and policies fundamental to the school's planning cycle?</i>
Will to implement the findings and recommendations	<i>How willing is the school community to implement the changes necessary to address the recommendations? What decisions and actions have been taken as a consequence of the evaluation?</i>
Knowledge of change	<i>How aware is the school of the need to link changes in programs with changes in the institution and its organisation?</i>
Confidentiality	<i>Were appropriate measures put in place to protect the confidentiality of those who provided information?</i>
Communication skills	<i>Was the evaluation reported in a way which communicated effectively with the intended audience?</i>

Framework for Evaluating a Curriculum Area



Teaching Practice

ASPECT	BEST PRACTICE STATEMENTS
Teaching strategies	<ul style="list-style-type: none"> A variety of teaching strategies is evident. Student involvement, ranging from whole-class to individual work and small group work is evident. Intended outcomes and purpose of the learning experiences are clarified with students (explicit and systematic).
Catering for individual needs	<ul style="list-style-type: none"> The classroom environment caters for a wide range of learning styles. Students are supported in pursuing self-directed learning. Teacher planning incorporates strategies to address equity issues. The teacher constructs learning experiences which allow all students to demonstrate achievement of syllabus outcomes.
Expectations	<ul style="list-style-type: none"> Expectations of individuals are understood and promote excellence Students, parents and the teacher share the expectation that all students will progress in their learning. Student roles and responsibilities are agreed upon and clearly communicated. The range of student success is recognised, shared, valued and built into further learning.
Collaboration	<ul style="list-style-type: none"> Students have input into the learning and teaching process. Intended outcomes and the purpose of learning experiences are clarified with students. Teachers support students in pursuing self-directed learning.
Classroom management	<ul style="list-style-type: none"> Student roles and responsibilities are negotiated, accepted and create a cohesive learning environment. The teacher and students negotiate parameters for behaviour, which encourage learning and reflect school policy. The teacher models and promotes tolerance, sensitivity to and appreciation of, the diversity of student cultures, values and attitudes.
Lesson structure	<ul style="list-style-type: none"> Lessons have a beginning, middle and an end. Appropriate sequence and continuity of learning experiences is evident.
Classroom environment	<ul style="list-style-type: none"> Learning opportunities are provided within a stimulating and secure environment. Learning environment is structured to support and encourage students to take risks. The classroom environment caters for a wide range of learning styles.
Teacher reflection	<ul style="list-style-type: none"> Teaching practice is supported by critical reflection and an understanding of effective practice and current research. The teacher's theories about learning are articulated and constantly refined. Teachers review their teaching practice and learning theories, with a view to improvement.
Use of time	<ul style="list-style-type: none"> Appropriate periods of time are allocated to each unit of work. Activities are matched to the appropriate time of the day or the week.
Technology	<ul style="list-style-type: none"> Students access and use technology as an integral component of their learning. Students learn with, about and through the use of relevant technologies.
Literacy and numeracy	<ul style="list-style-type: none"> Mandatory policies and cross-curriculum issues are incorporated into lessons.

Teaching Practice - Probing Questions

- Is a variety of teaching strategies evident?
- Is student involvement, ranging from whole-class to individual work and small group work is evident?
- Are the intended outcomes and purpose of the learning experiences clarified with students in an explicit and systematic way?
- Does the classroom environment cater for a wide range of learning styles?
- Are students supported in pursuing self-directed learning?
- Does teacher planning incorporate strategies to address equity issues?
- Do teachers construct learning experiences which allow all students to demonstrate achievement of syllabus outcomes?
- Are expectations of individuals understood and do they promote excellence?
- Do students, parents and teachers share the expectation that all students will progress in their learning?
- Are student roles and responsibilities agreed upon and clearly communicated?
- Is student success recognised, shared, valued and built into further learning?
- Do students have input into the learning and teaching process?
- Are the intended outcomes and the purpose of learning experiences clarified with students?
- Do teachers support students in pursuing self-directed learning?
- Are student roles and responsibilities negotiated, accepted and create a cohesive learning environment?
- Do teachers and students negotiate parameters for behaviour, which encourage learning and reflect school policy?
- Do teachers model and promote tolerance, sensitivity to and appreciation of, the diversity of student cultures, values and attitudes?
- Do lessons have a beginning, middle and an end?
- Is there an appropriate sequence and continuity of learning experiences evident?
- Are learning opportunities provided within a stimulating and secure environment?
- Is the learning environment structured to support and encourage students to take risks?
- Does the classroom environment cater for a wide range of learning styles?
- Is teaching practice supported by critical reflection and an understanding of effective practice and current research?
- Are teachers' theories about learning articulated and constantly refined?
- Do teachers review their teaching practice and learning theories, with a view to improvement?
- Are appropriate periods of time allocated to each unit of work?
- Are activities matched to the appropriate time of the day or the week?
- Do students access and use technology as an integral component of their learning?
- Do students learn with, about and through the use of relevant technologies?
- Are mandatory policies and cross-curriculum issues incorporated into lessons?

Stages of team development

Stages of team development

Stage 1	Stage 2	Stage 3	Stage 4
Role of the team leader <ul style="list-style-type: none"> • adopt a co-ordinating and directing function • involve the group in clarifying goals • allow uncertainties and concerns to be voiced • establish procedural rules to guide meeting behaviour and gain acceptance of these • be supportive to all contributions. 	Role of the team leader <ul style="list-style-type: none"> • encourage expression of feelings even if the task is temporarily interrupted • accept negative feedback about process or progress • use reflective and interpretive feedback to ensure all views are heard • involve the group in resolving issues rather than presenting your personal views or advice • facilitate resolution of conflict by synthesising opinions and identifying consensus views • as conflicts are resolved, remind group of procedural 'rules' and if necessary reorient the group toward goals. 	Role of the team leader <ul style="list-style-type: none"> • allow other group members to take on the task and maintenance functions • allow leadership to shift from member to member • accept and air suggestions for alternative approaches or revised procedural rules • encourage and assist systematic planning for task achievement. 	
F O R M I N G	S T O R M I N G	N O R M I N G	P E R F O R M I N G
Signs: <ul style="list-style-type: none"> • Caution • Uncertainty • Avoidance of conflict • Search for direction. 	Signs: <ul style="list-style-type: none"> • Conflict • Power struggles • Criticisms • Challenges • Questioning. 	Signs: <ul style="list-style-type: none"> • Cohesion • Mutual support • Willingness to consider alternatives • Sharing • Joking. 	Signs: <ul style="list-style-type: none"> • Full involvement • Acceptance of other views • Voluntary effort • Warm relationships • creativity
Note: <ol style="list-style-type: none"> 1. the sequence of stages may not necessarily be in the order of 1,2,3,4 2. a particular group may revert to stages traversed earlier. In particular, the storming stage often reoccurs. 3. a group's progress through the stages may take many meetings to occur or could occur within the course of a single meeting. 			

NSW Department of Education and Training Alphabetical Policy Listing

NSW Department of Education and Training

Alphabetical Policy Listing

<https://www.det.nsw.edu.au/policies/A-Zindex/index.shtml>

T&L	Students	Staff	Policy
			Aboriginal Education Policy (PD20050209)
			Allegations against Employees in the Area of Child Protection (PD20050263)
			Animal Welfare Policy - Schools (PD20040029)
			Anti-Racism Policy (PD20050235)
			Anti-bullying plan for schools (PD20040050)
			Assessment Appeals Policy - NSW AMES (PD20050107)
			Assisting Students with Learning Difficulties (PD20060342)
			Back-to-School Allowance (PD20050228)
			Conditions of employment for TAFE NSW (pd20050151)
			Children's Centres Policy - TAFE NSW (PD20050306)
			Code of Conduct Policy (PD20040020)
			Commercial Activities Costing - TAFE (PD20050297)
			Community Language Allowance Scheme (PD20050096)
			Community Language Schools Free Use of Government School Facilities (PD20050265)
			Complaints Handling Policy (PD20020051)
			Controversial Issues in Schools (PD20020045)
			Copyright: pod-casting in schools (PD20060355)
			Correct Procedures for Submissions from Schools (PD20020011)
			Corruption Prevention Policy (PD20040009)
			Course Related Charges Policy - TAFE NSW (PD20060314)
			Cultural Diversity and Community Relations Policy: Multicultural education in schools (PD20050234)
			Curriculum planning and programming, assessing and reporting to parents K-12 (PD20050290)
			Demountable accommodation for schools and TAFE institutes (pd20050261)
			Development application notifications for neighbouring developments (responding to) (PD20050269)
			Department of Education and Training Policy on the Mandatory Accreditation of New Scheme Teachers in NSW Government Schools (PD20050165)
			Distribution of Political Information to Students and Visits by Members of Parliament (PD20020015)
			Drugs in Schools Policy (PD20020040)
			Embedded qualifications, Testamur request [Policy] (PD20060327)
			Enrolment Policy - TAFE NSW (PD20050198)
			Enrolment of Students in NSW Government Schools: A Summary and Consolidation of Policy (PD20020006)
			Enterprise Risk Management in the Department of Education and Training (PD20040036)
			Environmental Education Policy for Schools (PD20020049)
			Ex-Gratia Payments (PD20050266)
			Excursions Policy (PD20040010)
			Fresh Tastes NSW Healthy School Canteen Strategy (PD20020058)

List of policies complete as at 1 March 2007

T&L	Students	Staff	Policy
			Gifted and Talented Policy (PD20040051)
			Girls and Boys at School: Gender Equity Strategy (PD20040018)
			Guidelines for the Safe Conduct of Sport and Physical Activity (PD20020012)
			Head Teacher Eligibility Requirements Policy (PD20050275)
			Homework Policy (PD20020003)
			Homophobia in schools (PD20050287)
			Intellectual Property Policy – TAFE NSW (PD20050272)
			Interest Subsidy Scheme for Non-Government Schools (PD20050273)
			Internet and Email Services: Acceptable Usage for Schools (PD20020046)
			Introduction of changed procedures for reporting risk of harm to children and young people from 18 December 2000 – Memorandum to Principals (PD20020070)
			Introduction of changed procedures for reporting risk of harm to children and young people from 18/12/2000 – Memo to Institute Directors, Director AMES, Executive Officers, TAFE and AMES counsellors (PD20020071)
			Joint funding of capital works in schools (pd20050274)
			Leading and Managing the School (PD20040024)
			Library Policy – Schools (PD20050221)
			Literacy Policy (PD20050288)
			Mobile telecommunications facilities (pd20050148)
			Management of Conduct and Performance (PD20060335)
			Mentoring Students Policy (PD20050115)
			Occupational Health and Safety Policy (PD20040007)
			Outreach Policy – TAFE NSW (PD20050299)
			Outstanding Fees Policy – TAFE NSW (PD20050141)
			Performance management and development policy (PD20060334)
			People With Disabilities – Statement of Commitment (PD20050243)
			Per Capita Allowance Funding for Non-Government Schools (PD20050280)
			Performance Management Policy for TAFE NSW Institute Managers (PD20050092)
			Policy Documents – DET Requirements (PD20040001)
			Policy for Protecting Children and Young People (PD20020067)
			Private and Secondary Employment Policy (PD20030007)
			Professional Learning Policy for Schools (PD20040017)
			Protected Disclosures – Internal Reporting Policy (PD20020019)
			Protecting and Supporting Children and Young People: Revised Procedures, December 2000 (PD20020072)
			Protection from the Sun: Guidelines to Assist in Implementing the Student Welfare Policy (PD20020055)
			Psychological Tests Policy (PD20050205)

List of policies complete as at 1 March 2007

T&L	Students	Staff	Policy
			Release of Student Information Policy (PD20050088)
			Religious Education (PD20020074)
			Reporting School Accidents (PD20020064)
			Road Safety Education Statement: Preschool to Year 12 (PD20020033)
			Safe and Ethical Practice during Student Workplace Learning Policy - TAFE NSW (PD20050104)
			School Attendance Policy (PD20050259)
			School Council Guidelines (PD20020007)
			School Development Policy (PD20050310)
			School Uniform Policy (PD20040025)
			Selective High School and Opportunity Class Placement Policy (PD20060353)
			Senior Executive Service and Senior Officers Performance Management Policy (PD20050208)
			Student Administrative Management Policy (PD20050199)
			Student Assessment Policy - TAFE NSW (PD20050173)
			Student Assistance Scheme (SAS) (PD20050241)
			Student Counselling Files Policy (PD20050206)
			Student Discipline Policy (PD20020075)
			Student Discipline in Government Schools (PD20060316)
			Student Health in NSW Public Schools: A summary and consolidation of policy (PD20040034)
			Student Identification in Final Examinations Policy - TAFE NSW (PD20050087)
			Student Recognition Policy - TAFE NSW (PD20050251)
			Student Selection Policy - TAFE NSW (PD20040064)
			Student Welfare Policy (PD20020052)
			Students with Disabilities Policy - TAFE NSW (PD20050194)
			Suspension and Expulsion of School Students - Procedures (PD20020014)
			Temporary Visa Holders Policy - TAFE NSW (PD20050089)
			Use by Staff of Employer Communication Devices (PD20020024)
			Use of Videos in Schools Memorandum to Principals (PD20020043)
			Values in NSW public schools (PD20050131)
			Voluntary School Contribution (PD20050233)
			Welfare of Students While Engaged in Activities Conducted Under the Auspices of the School (PD20040019)
			Working With Children Check Policy (PD20050264)
			Workplace Learning Policy for Secondary Students in Government Schools and TAFE NSW Institutes (PD20050016)

List of policies complete as at 1 March 2007

Resources to help lead my faculty

Professional Learning and Leadership Directorate

<https://www.det.nsw.edu.au/proflearn/>
>Leadership Learning>Frameworks

Professional Learning and Leadership Development

- Home
- Professional learning continuum
- Policy
- Teacher learning
- Leadership learning
 - Development stage
 - New school executive
 - School executive
 - Aspiring principals
 - New principals
 - Experienced principals
 - Consultants
 - Chief Education Officers (CEO)
 - School Education Directors (SED)
 - Frameworks
 - Programs
 - Resources
 - Toolkits
- SAS staff learning
- Mentoring
- Research and evaluation
- Professional learning exchange (PLE)
- Conferences
- Links
- FAQs
- News and events

Leadership Learning

Making a difference in your school



The Professional Learning and Leadership Development Directorate supports teacher learning during all stages of a teacher's career or the career of those supporting schools. Leadership Learning focuses upon making a difference in the classroom next door, the whole school and the school next door. Within this area of the web site you will find information in relation to the programs and resources which support the professional growth of current and aspiring educational leaders.

[Newsletter](#)

[Contact Us](#)

DET policies

Available on DET Internet and DET Intranet
<https://detwww.det.nsw.edu.au/policies/>

Our Intranet

NSW Department of Education & Training

Enterprise portal login

Search DET Intranet

- Home
- Policies & procedures**
- School administration
- TAFE & community education
- Employee essentials
- Department resources
- Curriculum resources

[Home](#) > [Our Policies](#)

Policies & procedures

This section provides current Department of Education and Training policy and related documents

- Our Policies**
- Student Services**
- Student Administration**
- Staff**
- Curriculum**
- Assessment of Student Achievement**
- Employment**
- General Management**
- Administrative Matters**

Alphabetical Policy Listing

To view an alphabetical listing click on a letter below.

[a](#) | [b](#) | [c](#) | [d](#) | [e](#) | [f](#) | [g](#) | [h](#) | [i](#) | [j](#) | [k](#) | [l](#) | [m](#) | [n](#) | [o](#) | [p](#) | [q](#) | [r](#) | [s](#) | [t](#) | [u](#) | [v](#) | [w](#) | [x](#) | [y](#) | [z](#)

[Complete alphabetical listing](#)

Note:

1. To be sure you are viewing the latest version of a policy, refresh your screen each time you access a policy document on the "Our Policies" website.
2. Images of covers of some policy documents appear on this website to assist with the recognition of documents published in paper form. The currency of the paper form of each policy document **must** be verified by checking the document's unique identifier on this website as the contents of the document may have been updated without an update having been made to the cover.

www.nsw.gov.au

SMART data

SMART Data

Copyright 2003 Department of Education
The Education Regulation of 2001, under the Education Act of 1990, prevents the misuse of any of this information.

Please select your Browser package to download:

- ☐ English Language & Literacy Assessment (ELLA)
- ☐ Secondary Numeracy Assessment Program (SNAP)
- ☐ Basic Skills Test (BST)
- ☐ Primary Writing Assessment (PWA)
- ☐ Computer Skills Assessment LAN (CSA-LAN) (Government Schools Only) **NEW**
- ☒ Higher School Certificate (HSC) & School Certificate (SC) Reporting Package **NEW**
- ☐ Essential Secondary Science Assessment (ESSA)

Note: To access the CSA-LAN software, click on the CSA-LAN button and use your 2006 web password for BST, ESSA, ELLA or SNAP and click OK. **NEW**

ENTER WEB PASSWORD

OK

<https://detwww.det.nsw.edu.au/directorates/schoimpro/EMD/smart.htm>
for more information, ask your Principal

Curriculum Support web site



<http://www.curriculumsupport.education.nsw.gov.au/secondary/technology/index.htm>

The Curriculum Support web site has been designed to support teachers in public schools and is produced by the Technology Unit, Curriculum K-12 Directorate, NSW Department of Education and Training.

The site is organised into syllabus specific areas for Years 7–10 and Years 11–12 and aims to meet syllabus and learning area specific needs.

The technology site also addresses matters such as safety, animal welfare, cross curriculum matters and professional learning

The professional learning section provides up-to-date information about the workshops presented by the Technology Unit. Workshops for 2007 include:

- Animal care and ICT in Agriculture
- Curriculum leadership for technology subjects
- Teaching digital media projects

Making Technology Learning Safer

<http://www.curriculumsupport.education.nsw.gov.au/secondary/technology/safety/index.htm>



The *Making technology learning safer* (MTLS) pages are developed by the Technology Unit and can be accessed through the Curriculum Support website. The web pages provide a gateway for technology teachers in public schools to access information about safety.

The pages include:

- Advice for technology teachers
- Learning to work safely student activities
- NSW DET safety resources
- FAQs.

School to work teaching ideas on Curriculum Support web site

<http://www.curriculumsupport.education.nsw.gov.au/secondary/technology/index.htm>



The Curriculum Support web site has been designed to support teachers in public schools and is produced by the Technology Unit, Curriculum K-12 Directorate, NSW Department of Education and Training.

The site is organised into syllabus specific areas for Years 7–10 and Years 11–12 and aims to meet

syllabus and learning area specific needs.

A range of teaching ideas has been developed to support teachers in the implementation of vocational learning in Stage 5 technology electives. The materials were developed by practicing teachers and can be found under *Teaching ideas* on each of the Technology 7-10 subject pages.

Animals in Schools

<http://www.schools.nsw.edu.au/animalsinschools/>



The purpose of the *Animals in Schools* web site is to assist schools to satisfy the requirements of the Animal Research Act 1985 (NSW) and the Australian code of practice for the care and use of animals for scientific purposes.

The web site provides comprehensive and up-to-date information about using animals for education purposes including:

- Compliance processes
- Species information
- Application forms
- Resources
- Legislation.

Centre for Learning Innovation (CLI)

<http://www.cli.nsw.edu.au/cli>

The Centre for Learning Innovation was established in 2004 and is part of the NSW Department of Education and Training. Its role is to provide excellence in learning resource production, and leadership in the strategic use of technology in education and training. CLI develops learning resources across all contemporary media – including web, DVD, video, television and print. Learning design teams are complemented and supported by in-house media production and information and communication technology (ICT) experts, and broadcast quality production facilities. All resources developed by CLI are available from the TaLE web site: www.tale.edu.au

Board of Studies NSW

BOARD OF STUDIES NSW
EDUCATIONAL RESOURCES

Home What's new? Website Index Links Contact Us Search

Essential Educational Resources for Australian Teachers and Students

HSC: All My Own Work
Teachers and students - The [HSC: All My Own Work](#) program is designed to help Higher School Certificate students to follow the principles and practices of good scholarship. This includes understanding and valuing ethical practices when locating and using information as part of their HSC studies. The program consists of five modules and is available in online and downloadable formats. From 2008, all students entered for one or more HSC courses with an external examination will be required to have satisfactorily completed the [HSC: All My Own Work](#) program, or its equivalent.

NSW Premier's Teacher Scholarships 2007
NSW Premier's Teacher Scholarships - Applications are invited from teachers in Government, Catholic and Independent schools and TAFE Institutes across New South Wales for the [2007 Premier's Teacher Scholarships](#).
Generous sponsorship from various supporters means the scholarships now encompass English, Mathematics, Science, History, Special Education, Rural and Remote Education, Military History, Business Studies, Youth Depression, Environmental Education, Agriculture, Indigenous Education, Information and Communication Technologies, Educational Leadership and Chinese.
[NSW Premier's Teacher Scholarships 2007 flyer \(PDF - 3 page - 60 KB\)](#)

ARC Assessment Resource Centre
Teachers and parents - Student work samples in the [Assessment Resource Centre](#) will assist teachers in reporting student achievement using grades A to E. Samples that illustrate the standards at each grade are available for Stages 1 to 5. [New samples have recently been added](#). Also available [Reporting using Grades FAQ's \(PDF\)](#) and [Standards-based assessing and reporting \(PowerPoint\)](#).

K-6
Teachers - [NSW Primary Curriculum Foundation Statements](#) are a response to the recommendations of the Eltis evaluation and the following public consultation. [Foundation Statements](#) are short, clear descriptions

IMPORTANT
This website holds the official version of documents produced by the Board of Studies NSW.
Copies of these documents that are found elsewhere on the internet might not be correct.
[Read more on copyright...](#)

NSW Government State Plan
NSW Quality Teaching Awards 2007
Learning From and Recognising Our Best Teachers.
Nomination forms and more...

eBos Online Services
Schools Online
Students Online
Markers Online
VCS Online
RTOs Online
Authorities Online
School Registration Online
Shop Online

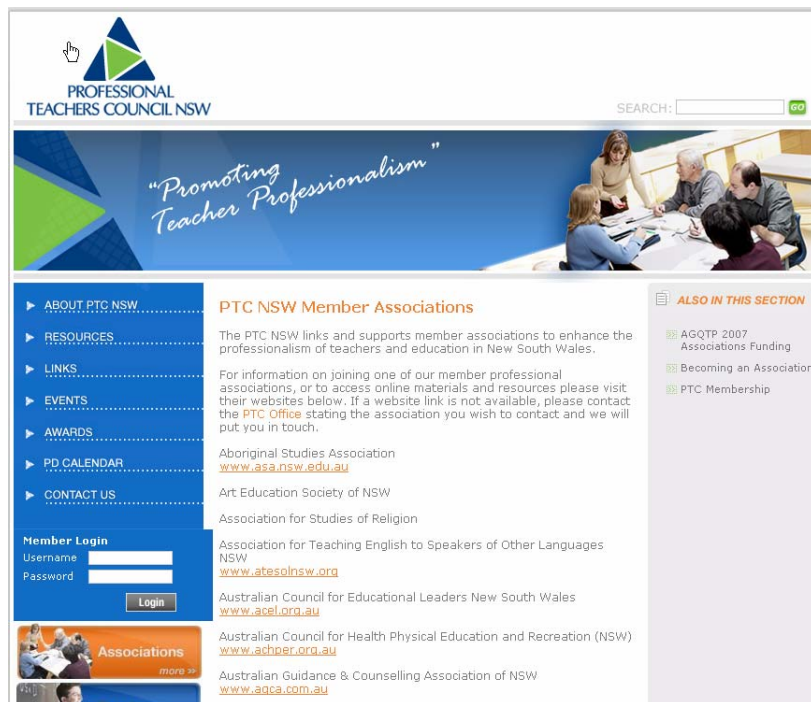
Partner Websites
Visit Gallipoli
Australia's War 1939-45
Aboriginal Educational Contexts
Anzac Day
NSW HSC Online
AMEB NSW
Making Multicultural Australia
Leaving School
Changing Schools
Teaching Heritage
ArTEExpress
Encore

<http://www.boardofstudies.nsw.edu.au/>

This site allows you access to:

- Syllabus documents and support documents
- Board bulletins which provide critical information about examinations, syllabus documents, Board procedures and much more
- Timetables for examinations
- Submission dates for practical work – textiles, industrial technology and design and technology
- Past HSC examination papers and comments from the examination centre about student responses to past HSC papers
- Assessment resource centre (ARC) link

Professional Teachers Council NSW



<http://www.ptc.nsw.edu.au/>

Professional learning and leadership directorate



<https://www.det.nsw.edu.au/proflearn/>

Contacts:

Lyndall Foster
Manager Technology
Ph: 02 9886 7163
Lyndall.foster@det.nsw.edu.au

Bill Blake
Senior Curriculum Adviser 7-12
Technology
Ph: 02 9886 7542
Bill.blake@det.nsw.edu.au