



**ANNUAL
PEDAGOGICAL
PLAN**

SESSION 2025-26

ANNEXURES

Annexure No.	Name
1.	School Information
2.	Annual Pedagogical Plan
3.	Annual Activity Plan
4.	Annual Academic Calendar
5.	Time Table
6.	Annual Academic Syllabus
7.	Annual Sport Calendar

1. SCHOOL INFORMATION

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

S.G.N. International School
St no-7, Shaheed Ajit Singh Colony, 33 Feet Road, Giaspura, Ludhiana, Punjab
Phone no: 8725039616
Email Id= sgnischool@rediffmail.com
Website:- www.sgninternationalschool.com

Name of the Principal/ HOS:

1.3 Mrs. Seema Sharma

Contact No.8699700288 Email ID: seema612.sj@gmail.com

School Details:

Year of Affiliation: 2009

Affiliation No.: 1630617

School Code:20607

Type of School (Please tick the correct option):

- Middle/Secondary/Senior Secondary –
 - No. of Students: 1296 (Total) 797(Boys) 499(Girls)
 - No. of Divyang (with Special Needs) Students: 0
 - Facilities Available: _____
 - No. of Students in: Day School 1296 Day Boarding _____ Boarding _____
 - Location Type : Urban/ Rural/ Hilly Area: Urban
 - Is the School a Minority School? No
 - School Quality Accreditation Details (if any):

Number of Students on Roll (Class-wise):

Class	Pre Primary	I	II	III	IV	V	VI	VII	VIII
Number of	5	2	2	3	3	3	3	3	3
Students on Roll	115	59	64	86	93	89	114	127	118

Class	IX	X	XI	XII	Streams and Subjects in Sr. Secondary Level			
					Science	Commerce	Humanities	Vocational
Number of Sections	3	3	3	3	Physics, Chemistry, Mathematics,	Accountancy, Business Studies, Economics	History, Hindi, English, Economics, Hind	
Students on Roll	105	117	113	96				

School Academic Performance:

a) Pass Percentage during the last Academic Session:

Class	Number of stud appeared	Number of students paas	Pass percentage
I	59	59	100
II	64	64	100
III	86	86	100
IV	93	93	100
V	89	89	100
VI	114	114	100
VII	127	127	100
VIII	118	118	100
IX	105	105	100
X	117	117	100
XI	113	113	100
XII	96	96	100

1.5 Overall School Performance of the Current/ Previous Academic Session

Our major school goal is that 100% of our students will reach next grade and all promoted students will possess enough potential to succeed in all the sphere of life. We are extremely proud that our pass %ages have increased in each of the previous years.

Key Strengths of the School

1. Improve personal productivity grows personal leadership and academic results.
2. Improve self-esteem and self-confidence empower students empower students for life long learning.
3. Improve team work-build satisfying relationships.
4. Increase staff engagement, make every teacher a caring educator, every student an engaged learner.

Staff Details:

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

Group	Regular	Ad-hoc	Part- Time	Number of Teachers	
				Trained	Un-Trained
Pre-Primary	5	0	5		0
Primary	20	0	20		0
Middle	10	0	10		0
Secondary	10	0	10		0
Senior Secondary	10	0	10		0
Supervisory Heads	0	0	0		0
Special Educator	0	0	0		0
PETs	0	0	0		0
Librarian	0	0	0		0
Music Teachers	0	0	0		0
Dance Teachers	0	0	0		0
Yoga Teacher	0	0	0		0
Counsellor	0	0	0		0
Others (if any)	0	0	0		0
Total	55	0	55		0

Alumni Details:

a) Admissions in Professional courses in the Current Academic Session: NA

b) Number of students appeared in Class XII Examination:-103

Course/Competition	Number of students		Special Remarks (if any)
	Appeared	Selected	
JEE	20	12	
NEET	15	10	
NDA	40	10	
Any other	45	20	

2. ANNUAL PEDAGOGICAL PLAN 2025-26

PEDAGOGICAL PLAN COMMITTEE

Name	Designation	Role in PPC
Ms. Seema Sharma	Principal	Pedagogical Leader
Mr. Bhupinder Singh	Vice- Principal	Secretary
Ms. Meenakshi Joshi	Academic Coordinator	Academic Coordinator
Ms. Nisha Rani	HOD- English	Member of PPC
Ms. Meena Kumari	HOD- Hindi	Member of PPC
Ms. Ritu Sharma	HOD- Science	Member of PPC
Ms. Nabhta Kumari	HOD- Social Science	Member of PPC
Ms. Sunita Rani	HOD- Mathematics	Member of PPC
Ms. Kusum Kumari	HOD- Punjabi	Member of PPC

PPC Meetings to develop APP

Date	Stakeholders Consulted	Discussions Held
25.01.25	1. Principal 2. Vice- Principal 3. Heads of All Departments	Intimation of APP. Organization of APP. Selection of Member of APP.
11.03.25	1. Pedagogical Leader 2. Secretary 3. HODs of All Departments 4. Members of PTA.	Introduction of key contents of APP keeping in view short term as well as long term goal.
28.03.25	Pedagogical Plan Committee	Complication of Format of APP and establishing a timeline for implementation of APP.
26.04.25	Pedagogical Plan Committee	Monitoring of Progress towards the goals.
30.07.25	Pedagogical Plan Committee	Monitoring the progress and finding Teacher need assessment and students need assessment.

VISION, MISSION, VALUES, FOCUS & APPROACH

Name of the Academic Resources Segment -wise

Vision Statement
S.G.N. will promote excellence in educational endeavors of all levels so as to develop human resources which will meet the future challenging of the society.
Mission Statement
To improve quality education by providing a dynamic learning environment in calculating universal values and developing global vision so that each child becomes a lifelong learner and take initiative for global peace, harmony and sound economy.
Our Values
To inculcate strong ethical and moral values among students of S.G.N. international school handed down to us by our ancestors and developing a technology savvy personality in them.
Our Focus
To refine both character and personality by imparting knowledge as well as develop individuals honesty, loyalty, perseverance, self-confidence to complete among high tech and environment friendly environment.
Our Pedagogical Vision
To ensure that curriculum is relevant and contain enough flexibility to accommodate different learners and different social and economic needs.
Our Teaching Learning Approach
Both teachers centered and learner centered approaches are adopted such as:- <ul style="list-style-type: none">• Subject matter centered• Teacher dominated• Banking approach• Individualistic• Interactive• Constructivist• Integrated• Collaborative

ACADEMIC RESOURCES

Name of the Academic Resources Segment -wise

Name of Resource/s	Segment Pre- primary/Primary/Sec/Sr . Sec.	Usefulness
Instructional material i.e. text book. Computer support staff Teaching learning module Worksheets Workbooks	Pre-Primary	<ul style="list-style-type: none"> • Feedback • Visual perceptions • Develop affection for learning • Problem solving
Text Book Educomp content Manipulative (blocks, beads etc.) Posters Education workshops Flash cards TLM Worksheets	Primary	<ul style="list-style-type: none"> • Enhance thinking and reasoning ability • Questioning ability is enhanced. • Enhanced experiments. • Enhance social skills
Text Book (Print and digital) Relevant library material Audio visual resources Flashcards Posters Educational extempore	Secondary	<ul style="list-style-type: none"> • Enhance thinking and reasoning ability • Questioning ability is enhanced. • Enhanced experiments. • Enhance social skills
Text books Educomp content Educational workshops Laboratories School play grounds Music class room. Teachers.	Senior- Secondary	<ul style="list-style-type: none"> • Gaining knowledge • Skill development • Intelligence building • Developing practical skills • Enhance reasoning skills • Enhance questioning skills

PEDAGOGICAL STRATEGIES

Class-wise and Subject-wise: Art integration, innovative pedagogies, co-scholastic activities

Stakeholders → Class↓	Subject 1 Hindi	Subject 2 English	Subject 3 Mathematics	Subject 4 Science	Subject 5 Social Science
I	Subject matter centered Active learning	Interactive Reflective Active learning	Problem based Collaborative Inductive	Hands of learning Strong telling Science at home	Role play Co-operative learning Instructional method
II	Active learning Peer assisted	Active learning Collaborative	Constructivist Reflective	Instructional Visual clues Role play	Role play Co-operative learning Instructional method
III	Audio lingual Story telling Context based	Instructive pedagogy Direct pedagogy	Context based Deductive Introductory Visual	Visual clues Role play Hands on learning Interactive	Supervised study method Role play Context based learning Cross over learning
IV	Context based Audio visual clues Role play	Inductive pedagogy Direct pedagogy	Visual Direct Inductive method	Context based learning Virtual science labs Science at home	Context based learning Role play Crossover learning
V	Context based Audio visual clues Role play	Inductive pedagogy Direct pedagogy	Constructive method Context based Make connection	Context based learning Cross over learning Science at home	Context based learning Role play Crossover learning
VI	Context based Audio visual clues Role play	Direct method Audio lingual method	Direct Constructivist Deductive	Context based Build your model Science at home Deductive	Lecture method Crossover learning Collaborative learning Problem solving method

VII	Direct method Story telling Role play	Direct method Audio lingual method Bilingual	Problem solving Inductive Context based	Project based Argumentation method Context based learning	Lecture method Co-operative learning
VIII	Visual clues Context based Audio lingual	Direct method Context method Audio lingual Role play	Make connections Inductive Problem solving	Context based learning Deductive Crossover learning	Context based learning Supervised study Role play
IX	Direct method Role play	Context based Audio lingual method Visual clues method	Inductive Problem solving Context based	Deductive Inductive Project based Build your model	Context based learning Lecture method Collaborative activities
X	Direct method Audio lingual Role play	Context based Audio lingual method Visual clues method	Inductive Problem solving Context based	Deductive Inductive Project based Build your model	Context based learning Lecture method Cooperative method
XI	Direct method Audio lingual Visual clues method`	Direct method Visual clues method Audio lingual method	Context based Deductive method	Deductive Inductive Project based Build your model	Source method Lecture method Project method Problem solving
XII	Direct method Audio lingual Visual clues method`	Direct method Visual clues method Audio lingual method	Context based Deductive method	Deductive Inductive Project based Build your model	Source method Lecture method Project method Problem solving

STUDENT DEVELOPMENT PLAN

Student Needs Assessment Mechanism

Student Needs Assessment Mechanism	No of Students Identified for Remedial Class	No of Students Identified for Enrichment Class
Diagnostic assessment	27	10
Formative assessment		
Benchmark or interim assessment	30	12
Summative Assessment		

Classroom Observation Schedule

Classroom Observation Schedule	Frequency	Done By	Findings
Nursery	Once in a week	Co-coordinator	An effective and interactive class
Junior K.G.	Once in a week	Co-coordinator	Involved class
Senior K.G.	Once in a week	Co-coordinator	Active learning was observed
I	Once in a week	HODs	Effective appropriate use of teaching aids
II	Once in a week	HODs	Learners were involved through activities
III	Once in a week	HODs	Engaged classroom
IV	Once in a week	HODs	Learning by doing was maximum observed
V	Once in a week	HODs	Students were involved in co-curricular activities
VI	Once in a week	HODs	Students were disciplined and well behaved
VII	Once in a week	HODs	Innovative teaching practice was observed.
VIII	Once in a week	HODs	Teacher has understanding and knowledge of the topics
IX	Once in a week	Senior Academic Coordinator	An involved class
X	Once in a week	Senior Academic Coordinator	An efficient and effective class
XI	Arts	Once in a week	Pedagogical Leader
	Science	Once in a week	
	Commerce	Once in a week	
XII	Arts	Once in a week	Pedagogical Leader
	Science	Once in a week	
	Commerce	Once in a week	

TEACHER DEVELOPMENT PLAN

Teacher Needs Assessment & Training

TNA Activity	Method	Executed Date	Outcome
Collaboration	Grading and assessing student learning	09-05-25	Effective communications
Reflective practice	Introduction delivery teaching portfolio	19-08-25	Confident and involved learners

Teacher Training Schedule

Teacher Training Topic/Activity	Proposed Date/Week /Month	Target Group	Learning Outcome
Class room management	May	All staff members	Effective classroom, interactive classroom, disciplined environment
Teaching methodologies for English	July	Teaching faculty English	Improves cognitive domain Improve psychomotor domain Affective domain
Emotional intelligence	August	All staff members	Developing, understanding, managing effective emotions
Modern pedagogies	September	All staff members	Understanding of three domains of modern pedagogies, approach, method, teacher questions
NEP-2024 MHRD	September	Principal	Principal to guide implementation of NEP, 2024
ADOLESCENT BEHAVIOUR (ICTRC)	September	Principal	To elucidate the life style and behavior of adolescents in the school & country

2.7 COLLABORATIVE ACTIVITIES

Name of the collaborative activities including exchange programs etc

Month/Week	Activity	Learning Objective	Proposed Schools For Collaboration
AUGUST (XI – XII)	ENGLISH DEBATE	<ul style="list-style-type: none"> To generate critical thinking Recognise strengths and weaknesses of arguments 	School under HUB of learning
AUGUST (XI – XII)	MOCK DRILL ON DISASTER MANAGEMENT	<ul style="list-style-type: none"> To check the reaction of occupants, workability of detection system Improvement plan may be executed to avoid the loss of life and property 	School under HUB of learning
AUGUST	Sahodaya School Complex Inter School Quiz Competition in Science, Maths, Sports	To gauge a student's retention and comprehension of a small amount of information	Schools under Sahodaya School Complex East Zone (Khanna)
OCTOBER	1. SOCIAL STUDIES QUIZ (VI-VIII) 2. DECLAMATION CONTEST (IX & X)	<ul style="list-style-type: none"> To gauge a student's retention and comprehension of a small amount of information To enhance Public speaking and sparking healthy positive comppt To develop understanding of socio-economic, cultural & political issues To ensure availability of water for future generations. To study different way to conserve water. 	School under HUB of School under HUB of learning School under HUB of School under HUB of learning School under HUB of School under HUB of learning
NOVEMBER	1. VISIT TO SHARE MARKET IX & XII (COM.) 2. SCIENCE & MATHS QUIZ COMPETITION	<p>Students are aware to understand share capital working issue, Discounts, Premium, Sensex Points</p> <p>To promote the study of the sciences and</p>	

	IX & X	mathematics help students develop quick thinking and fostering healthy academic rivalry	
DECEMBER	HINDI SPEECH (VI-VIII)	To promote the maximum use of mother tongue & to enhance public speaking	
JANUARY	1 ENGLISH POEM RECITATION COMPTT. (III – V) 2 WORKSHOPS FOR TEACHER ON CHILD BEHAVIOUR MANAGEMENT	<ul style="list-style-type: none"> • To enhance students power of imagination • To develop love for poetry, reading and writing • To acquire natural speech rhythm through the rhythm of poetry • To • To build the understanding of key teacher roles and responsibilities in the school 	

2.8 WELLNESS ACTIVITIES

Name of the activities planned for Well-being of pupils

Month/Week/Date	Type of Activity	Objective/s	Target Group
May	In-House Picnic (Nursery to V)	To protect students against communicable disease and other infections that could upset their academic performance	Nur to V
OCTOBER	“HALLOWEEN” Activity	To emphasise the need of healthy nutrition that could help to improve their academic performance	Nur to VIII
NOVEMBER	Eye Check of Camp	To spread awareness on eye disorders their early detection, and to detect refractive errors and eye ailments among students	I to III
DECEMBER	Ear Checkup Camp	To increase awareness of early identification and intervention of hearing loss among the school students	VI – VIII
JANUARY	Dental Checkup Camp	To create awareness talk, educating pupil about dental ailments, especially stressing on tooth decay and gum diseases and measures to prevent from them.	Nur – V
SEPTEMBER	Hand wash activity	To teach the kids 5 had washing steps and techniques for spreading awareness regarding importance of personal Hygiene	Nur – II

2.9 COMMUNITY OUTREACH

Name of the community activities planned

Month/Week/Date	Activity/Project	Objective/s	No. of students	Class(es)
31 th May 2024	Activity:- An Awareness Rally on Anti Tobacco Day	To spread awareness about the harmful effect of tobacco use	150	IX, X, XI, XII
8 th July 2024	Activity:- Celebration of Van Mahotsava Week (A Rally)	Inculcate tree consciousness and love of trees among the people	150	VI – VIII
4 th September 2024	Activity:- Rally of “Beto Bachao Beti Padhao” Int-Day Of Girl Child	To Fulfill Bapu’s dream of clean India	60	XI-XII (NSS volunteers)
25 th October 2024	Activity:- Awareness Rally of “World Energy Conservation day”	To reduce the wastage of energy and enhancing energy efficiency	70	VI-VIII
15 th November 2024	Activity:- Formation of Buddy groups of activities under State Board Ludhiana	To Prevent Drug Abuse through awareness	80	XI-XII

2.10 COORDINATION WITH STAKEHOLDERS

Inter- personal relationship with stakeholders

Stakeholders	Methods of Communication	Ways of Involvement	Activities Planned
Parents	<ul style="list-style-type: none"> • Circulars • SMS • Personal Contact • Contact Telephonically 	<ul style="list-style-type: none"> • Parents Teacher meet • Parents orientation • Invitations for guest lectures 	<ul style="list-style-type: none"> • Functions • Exhibitions • Fairs • Rallies
Teaching Staff	<ul style="list-style-type: none"> • Circulars • SMS • Personal Contact 	<ul style="list-style-type: none"> • Staff meetings with coordinator and Principal • Managing communication • All activities 	<ul style="list-style-type: none"> • Scholastic and co-scholastic activities
Other Staff	<ul style="list-style-type: none"> • Notices • Personal contact 	<ul style="list-style-type: none"> • Meeting 	<ul style="list-style-type: none"> • Thanks of giving week celebration • Disseminating duties on school functions
School Managing Committee	<ul style="list-style-type: none"> • Circulars 	Meeting with School management committee	<ul style="list-style-type: none"> • Meeting with school managing committee • Functions
Board	<ul style="list-style-type: none"> • Circulars • Mails 	<ul style="list-style-type: none"> • Seminars and workshops 	<ul style="list-style-type: none"> • Seminar • Workshops • Teachers training programs • Board issue • Students issue
Media	<ul style="list-style-type: none"> • Mails • Contact telephonically 	<ul style="list-style-type: none"> • Preparation of News Letters • Reports of functions 	<ul style="list-style-type: none"> • School functions

2.11 INSTITUTIONAL GOALS

Inter- personal relationship with stakeholders

Annual Goals	<ul style="list-style-type: none"> • Nurture students effective learning skills to enhance motivation • Strengthen teachers professional development to engage students in active learning.
Strategies	<ul style="list-style-type: none"> • Enhance students understanding of their learning styles and equip students with their learning skills. • Workshops, Ethics lessons, incorporate learning skills into individual subjects. • Optimize Teachers professional sharing culture for promoting effective pedagogies and refining subject curriculum. • Adopting diversified teaching strategies. • Make use of e-learning to change students in learning.
Long Term Goal	<ul style="list-style-type: none"> • Students of SGN will be responsible involved citizens who engage in challenging problems and who make a difference in their school, community, country and world. • Students will be prepared to be successful and productive workers with 21st century skills and competencies. • The SGN school organization will ensure the safety and security of the school community, promote healthy choices and support the social and emotional growth of every student. • The SGN school will attract and retain the most talented and effective teachers, staff and school leaders by offering them opportunities for professional growth within a positive and respectful work environment.
Strategies	<ul style="list-style-type: none"> • Enhance students understanding of their learning styles and equip students with their learning skills. • Workshops, Ethics lessons, incorporate learning skills into individual subjects. • Optimize Teachers professional sharing culture for promoting effective pedagogies and refining subject curriculum. • Adopting diversified teaching strategies. • Make use of e-learning to change students in learning.

3. MONITORING OF ANNUAL PEDAGOGICAL PLAN

MONITORING SCHEDULE OF ANNUAL PEDAGOGICAL PLAN

Class-wise and Subject-wise: Art integration, innovative pedagogies, co-scholastic activities

Classes Date/Month	Classes Visited	Findings/Feedback	Areas of Improvement	Plan of Action/ Recommendations
I	A, B,C	An effective learning environment in the classrooms	More guided opportunities need to be presented	Provided guidelines to improve on the points detected
II	A, B,C	Clear understating of the concept. Pupil are able to develop writing skills	Students need support to monitor and manage their learning	Provided guidelines to improve on the points detected
III	A, B,C	Structured curriculum was given to enhance academic learning	It can be better practice individual alternates given keeping in view in individual needs.	Provided guidelines to improve on the points detected
IV	A, B,C	Standard based pedagogy adopted.	Scope for improvement.	Provided guidelines to improve on the points detected
V	A, B,C	Pupils able to develop knowledge and skills.	Number of pedagogies can be implemented to provide effective learning	Provided guidelines to improve on the points detected
VI	A, B,C	An effective learned centered pedagogy was adopted.	Scope of further improvement.	Provided guidelines to improve on the points detected
VII	A, B,C	Quietly satisfied and effective teaching	Modern pedagogies can be incorporated at some points	Provided guidelines to improve on the points detected
VIII	A, B,C	Scientific approach enhanced.	Scope for improvement	Provided guidelines to improve on the points detected
IX	A, B,C	Controlled disciplined and effective classroom	Scope for improvement	Provided guidelines to improve on the points detected
X	A, B,C	Controlled disciplined and effective classroom	Scope for improvement	Provided guidelines to improve on the points detected
XI	Science Commerce Arts	An effective learning centered pedagogy	Scope for improvement	Provided guidelines to improve on the points detected
XII	Science Commerce Arts	An effective learning centered pedagogy	Scope for improvement	Provided guidelines to improve on the points detected

Guidelines for Implementation of the Plan

- Ensure grade wise, subject wise and unit wise detailing of the innovative pedagogy to be used through preparation of structured lesson plans.
- Develop content related to art, sport and ICT with education, with the help of concerned teachers as well as Art, Sports and ICT teachers.
- Ensure dissemination of plan to all teachers and all concerned by June every year.
- Ensure proper implementation of this plan.
- Monitor the progress at least on a monthly basis.
- Reach out to the Board for any training needs.
- Maintain records of the preparation of the plan, and the progress in the implementation.



WHOLE SCHOOL RUBRIC					
ELEMENTS		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
TEACHING & LEARNING	Personalized Learning	Knowledge and understanding of how students learn is demonstrated by a minority of teachers	Knowledge and understanding of how students learn is emergent in teacher practice. Individual and/or teams of teachers are planning new approaches to teaching and learning.	Knowledge and understanding of how students learn is demonstrated by the majority of teachers. Most teachers have developed and implemented practices that put students at the centre of the learning process.	Knowledge and understanding of how students learn is evident in the practice of all teachers through a broad repertoire of student-centred teaching strategies and assessment methods
		Initial work is being undertaken to gather data on the individual learning styles of students at a year level	Data on the individual learning styles of students has been used to inform planning for the way in which teaching practices can be aligned to the learning needs and goals of individual students.	Pedagogical practice is informed by data and aligned to the learning needs and goals of individual students at certain year levels	Pedagogical practice is aligned to the learning needs and goals of individual students across the whole school
	Curriculum	Curriculum is usually designed by individual teachers based on the year level and associated subjects.	Teachers plan together to provide consistency of curriculum that reflects the stages of learning and student backgrounds and addresses the needs of particular cohorts of students.	Curriculum planning and practices reflects the achievements of students in relation to the standards for some domains, stages of learning and student backgrounds and perspectives.	All curriculum planning and practices analyses and addresses the full range of learning needs of individual students providing coherence, balance and continuity across all of the domains.
		Domains are connected in an ad hoc manner when planning learning experiences.	Domains are being combined when planning learning experiences for students.	Many of the domains are strategically integrated creating quality learning experiences for students.	All domains are interwoven in a sophisticated way in the design and delivery of a cohesive curriculum for all students.
		Curriculum planning and practice for cohorts of students is undertaken as something separated from System Frameworks and the School Strategic Plan.	Any discrepancies between current priorities in the School Strategic Plan and System Frameworks have been identified.	Whole school curriculum planning and practice demonstrates the interconnectedness between the School Strategic Plan, System Frameworks and school improvement.	Whole school curriculum planning and practice is based on the local context and interconnects with the School Strategic Plan and an agenda of continuous school improvement.

Assessment	Students require structured support to develop the necessary knowledge and skills to manage and monitor their learning.	Teachers provide support for students to monitor and manage their learning.	Students have opportunities to monitor and manage their learning through structured support.	All students are equipped to monitor and manage their learning.
	Assessment for teaching (for, of and as learning) is not explicitly planned. Assessment of learning (summative) remains the focus.	Assessment for teaching (for, of and as learning) is being planned with a focus on identification of effective assessment strategies.	Assessment for teaching (for, of and as learning) is planned for at the whole school level and for cohorts of students using a range of data. Parents and students receive regular information on strengths and areas for improvement/future learning.	All teachers use assessment for teaching (for, of and as learning) to provide individualized learning. Learning portfolios enable ongoing information sharing between teachers, students and parents. Evidenced-based valid and consistent judgments are made through moderation.
ORGANISATIONAL STRUCTURES	Current organizational structures all limit flexibility within student groupings and roles and responsibilities of teachers. Student learning and welfare are managed separately.	Current organizational structures are being examined and options are developed and analysed to identify structures that will better support student learning.	Flexible organisational structures are being implemented for aspects of the learning program and/or particular groups of students.	Organizational structures enable learning to happen in a range of places at a range of times through flexible use of people, IT and spaces.
	Learning spaces are confined to the classroom and there is limited use of ICT to support student learning.	A needs analysis informs future developments of physical and electronic learning environments.	Some spaces have been reorganised to create physical and electronic learning environments that support student learning.	All physical and electronic learning environments have been created that complement diverse student learning.
PERFORMANCE & DEVELOPMENT	Professional learning is fragmented and usually short term.	Protocols have been established to increase the effectiveness of professional learning including the importance of reflection on practice.	Teams of teachers plan for learning opportunities that will meet their needs as a group.	Professional learning in collaborative teams focuses on exploration and sharing of learning and teaching practices to continually improve student learning.
CULTURE	Professional learning focuses on individual teacher needs rather than agreed school priorities and processes.	School curriculum planning has begun to identify needs and processes for more effective professional learning within the school context.	A schedule of professional learning is established that best meets the needs of all teachers by focusing on their learning needs and grouping teachers accordingly.	The school fosters a culture that values and supports ongoing professional learning, risk taking and focused evaluation

COMMUNITY BUILDING & PARTICIPATION	The leadership team is exploring how to incorporate the System Frameworks in their school and beginning to raise awareness of these initiatives with staff and school community	The leadership team is building its depth of knowledge of the System Frameworks and beginning to structure opportunities for staff and school community to engage with these initiatives to facilitate whole school curriculum planning.	The leadership team has a deep understanding of the System Frameworks and has created structures and processes that support staff and school community to implement these initiatives.	The leadership team has a meta-view of the System Frameworks and provides clear direction for improving student learning that involves all staff, students and relevant aspects of the local community.
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