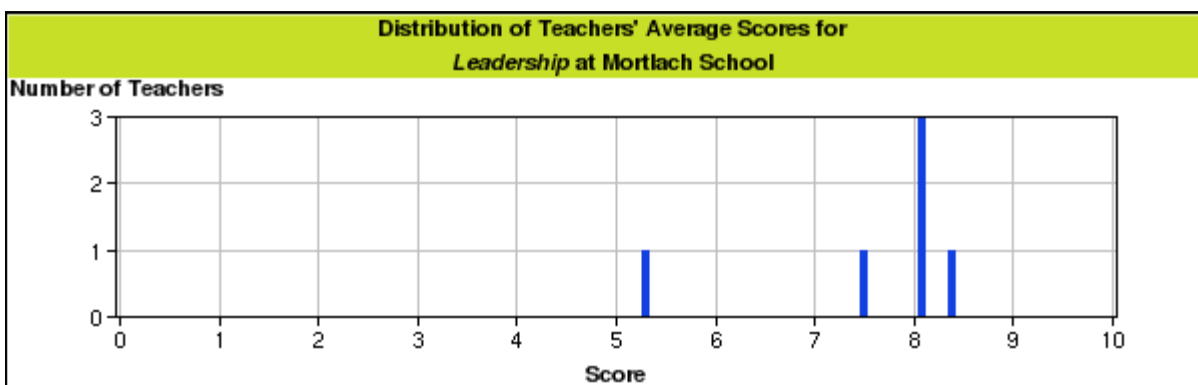


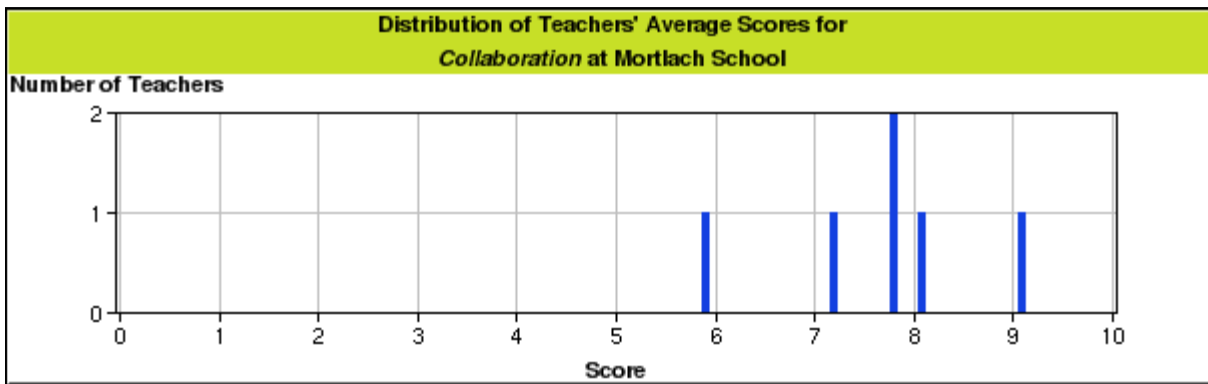
Eight Drivers of Student Learning

| 1. Leadership | 7.6 |
|--|------------|
| School leaders have helped me establish challenging and visible learning goals for students. | 7.5 |
| School leaders have helped me create new learning opportunities for students. | 6.7 |
| School leaders provide me with useful feedback about my teaching. | 6.7 |
| School leaders have helped me improve my teaching. | 7.5 |
| School leaders provide guidance for monitoring student progress. | 7.1 |
| I work with school leaders to create a safe and orderly school environment. | 7.5 |
| School leaders have taken time to observe my teaching. | 8.8 |
| School leaders have supported me during stressful times. | 9.2 |



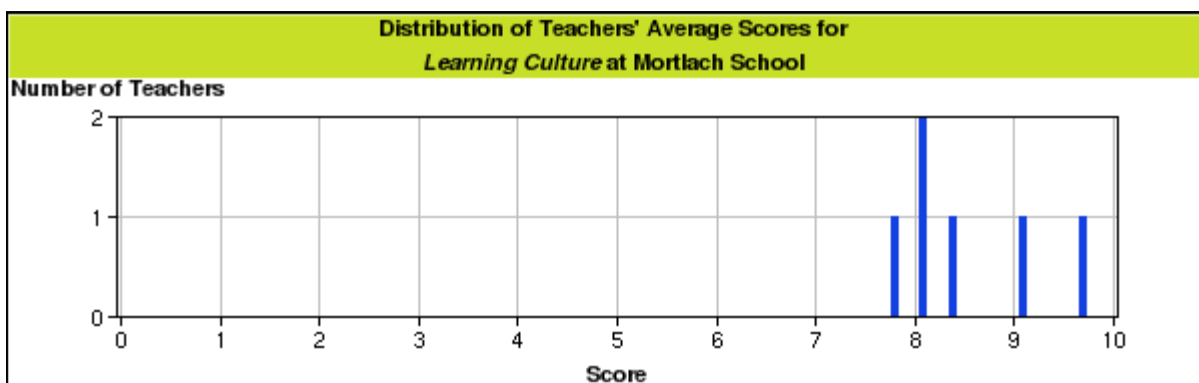
Eight Drivers of Student Learning

| 2. Collaboration | 7.7 |
|---|------------|
| I work with other teachers in developing cross-curricular or common learning opportunities. | 7.1 |
| Teachers have given me helpful feedback about my teaching. | 5.8 |
| I talk with other teachers about strategies that increase student engagement. | 8.8 |
| Other teachers have shared their learning goals for students with me. | 7.9 |
| Teachers in our school share their lesson plans and other materials with me. | 7.1 |
| I discuss my assessment strategies with other teachers. | 7.9 |
| I discuss learning problems of particular students with other teachers. | 9.2 |
| I discuss my learning goals with other teachers. | 7.5 |



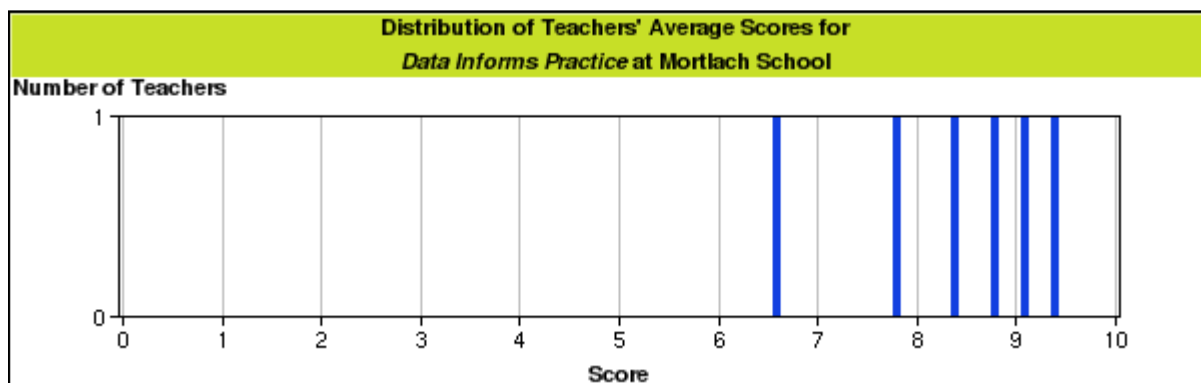
Eight Drivers of Student Learning

| 3. Learning Culture | 8.5 |
|--|------------|
| I give students written feedback on their work. | 7.9 |
| I talk with students about the barriers to learning. | 8.3 |
| In most of my classes I discuss the learning goals for the lesson. | 7.9 |
| Students become fully engaged in class activities. | 7.9 |
| I monitor the progress of individual students. | 9.2 |
| I am effective in working with students who have behavioural problems. | 8.8 |
| I set high expectations for student learning. | 9.6 |
| Students find class lessons relevant to their own experiences. | 8.8 |



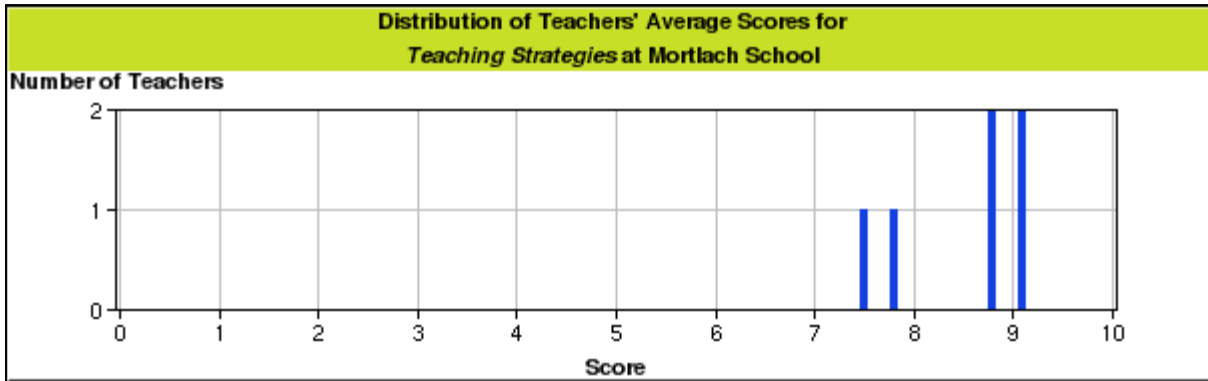
Eight Drivers of Student Learning

| 4. Data Informs Practice | 8.3 |
|---|------------|
| My assessments help me understand where students are having difficulty. | 8.3 |
| I use assessments to help students set challenging goals. | 7.5 |
| I regularly use data from student tests to decide whether a concept should be taught another way. | 8.3 |
| I use assessments to discuss with students where common mistakes are made. | 8.3 |
| When students' test results or assignments fail to meet expectations I give them an opportunity to improve. | 9.2 |
| I provide examples of work that would receive an "A", a "B", or a "C" (or their equivalent). | 7.5 |
| I use results from class assignments to inform my lesson planning. | 9.2 |
| I give students feedback on how to improve their assignments. | 8.3 |



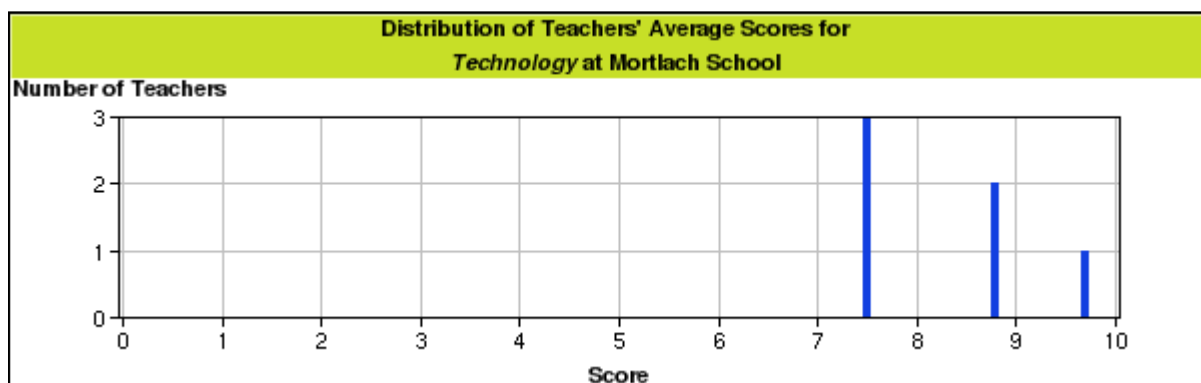
Eight Drivers of Student Learning

| 5. Teaching Strategies | 8.5 |
|--|------------|
| I help students set challenging learning goals. | 7.1 |
| When I present a new concept I try to link it to previously mastered skills and knowledge. | 9.2 |
| Students receive written feedback on their work at least once every week. | 7.9 |
| I can easily identify unproductive learning strategies. | 8.8 |
| My students are very clear about what they are expected to learn. | 8.8 |
| I use two or more teaching strategies in most class periods. | 9.6 |
| Students receive feedback on their work that brings them closer to achieving their goals. | 8.3 |
| I discuss with students ways of seeking help that will increase learning. | 8.3 |



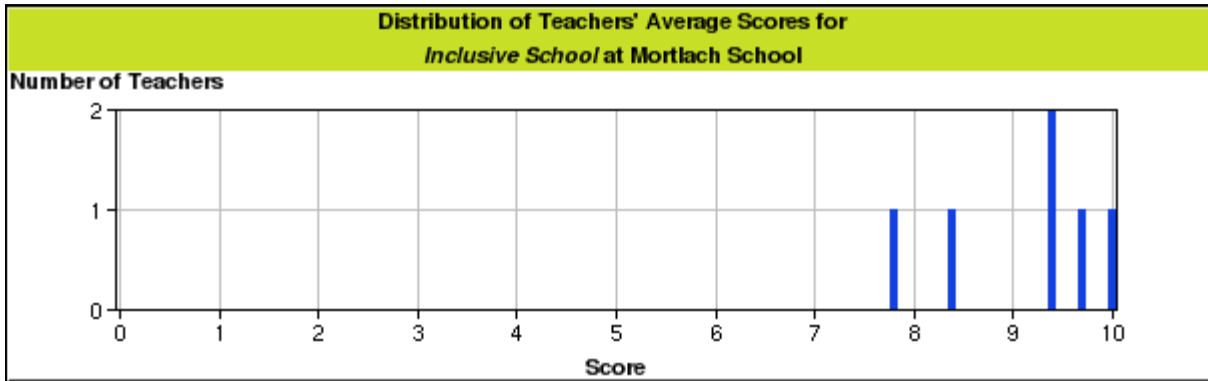
Eight Drivers of Student Learning

| 6. Technology | 8.3 |
|--|-----|
| Students have opportunities to use computers or other interactive technology for describing relationships among ideas or concepts. | 9.2 |
| I use computers or other interactive technology to give students immediate feedback on their learning. | 9.2 |
| Students use computers or other interactive technology to track progress towards their goals. | 7.1 |
| I help students set goals for learning new technological skills. | 7.9 |
| Students have opportunities to use computers or other interactive technology to analyse, organise, and present subject matter. | 9.2 |
| I help students use computers or other interactive technology to undertake research. | 8.3 |
| I help students to overcome personal barriers to using interactive technology. | 7.9 |
| I work with students to identify a challenging learning goal relevant to the use of interactive technology. | 7.5 |



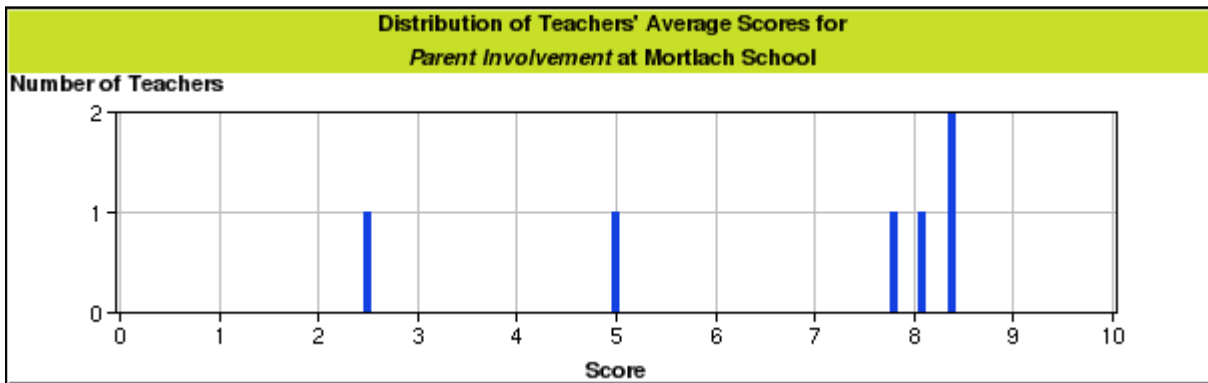
Eight Drivers of Student Learning

| 7. Inclusive School | 9.1 |
|--|------------|
| I am regularly available to help students with special learning needs. | 9.2 |
| I strive to understand the learning needs of students with special learning needs. | 9.6 |
| I establish clear expectations for classroom behaviour | 9.6 |
| I help low-performing students plan their assignments. | 8.3 |
| I make sure that students with special learning needs receive meaningful feedback on their work. | 8.8 |
| I make an effort to include students with special learning needs in class activities. | 10 |
| I use individual education plans to set goals for students with special learning needs. | 8.8 |
| I create opportunities for success for students who are learning at a slower pace. | 8.8 |



Eight Drivers of Student Learning

| 8. Parent Involvement | 6.7 |
|---|------------|
| I work with parents to help solve problems interfering with their child's progress. | 8.8 |
| I share students' learning goals with their parents. | 7.1 |
| I use strategies to engage parents in their child's learning. | 5.8 |
| I ask parents to review and comment on students' work. | 4.2 |
| I am in regular contact with the parents of students with special learning needs. | 7.1 |
| Parents understand the expectations for students in my class. | 7.9 |
| I make an effort to involve parents and other community members in creating learning opportunities. | 5.8 |
| Parents are regularly informed about their child's progress. | 7.1 |

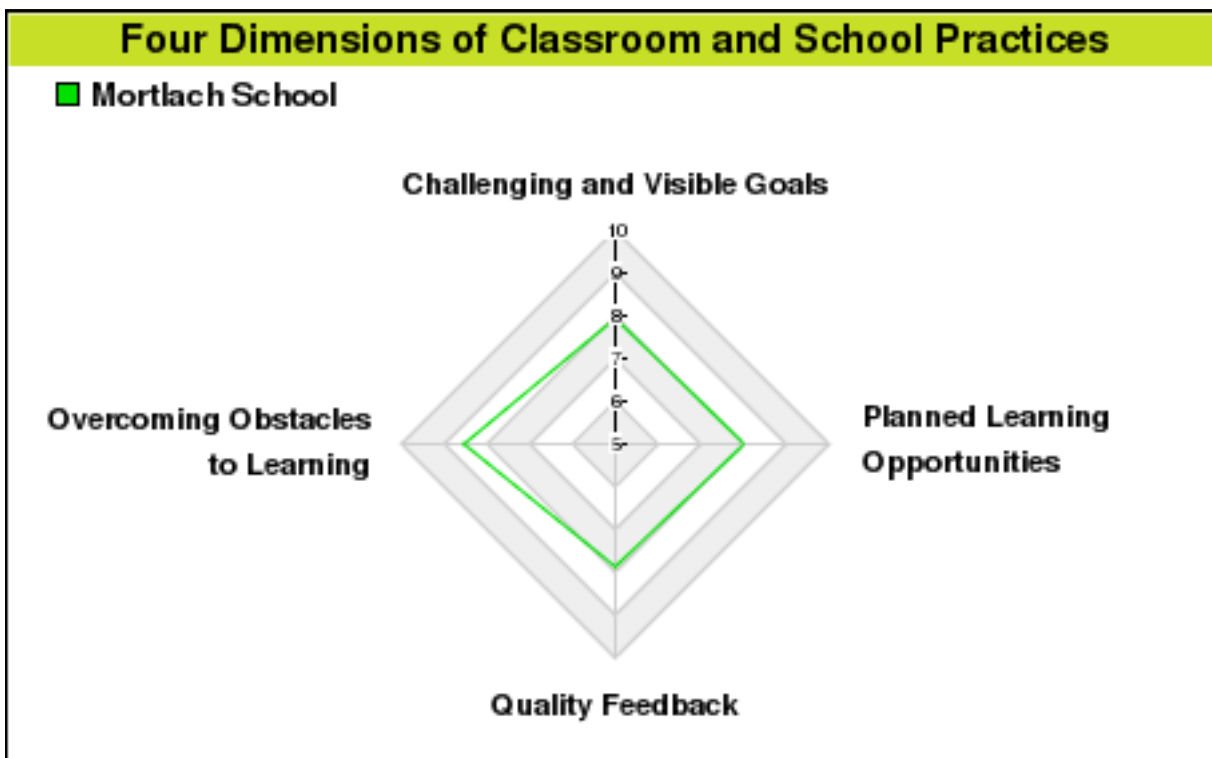


Four Dimensions of Classroom and School Practices

The questions in the OurSCHOOL Teacher Survey ask teachers to consider whether they present:

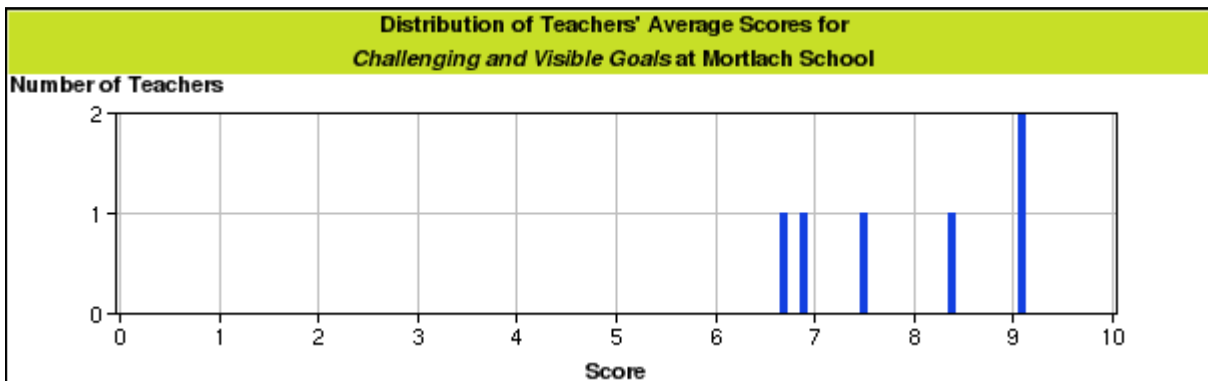
1. **challenging and visible learning goals** for students, and if so, whether they enable students to achieve these learning goals through;
2. **planned learning opportunities** which involve an intentional transfer of skills and knowledge;
3. **quality feedback** that guides students' effort and attention; and
4. **support for students to overcome obstacles** to achieving their learning goals (e.g., poor basic skills, unproductive learning strategies, low self esteem, lack of perseverance, poor help-seeking behaviours).

The results for Mortlach School are shown in the radar chart below. The scores for each of the *Four Dimensions of Classroom and School Practices* are scored on a ten-point scale.



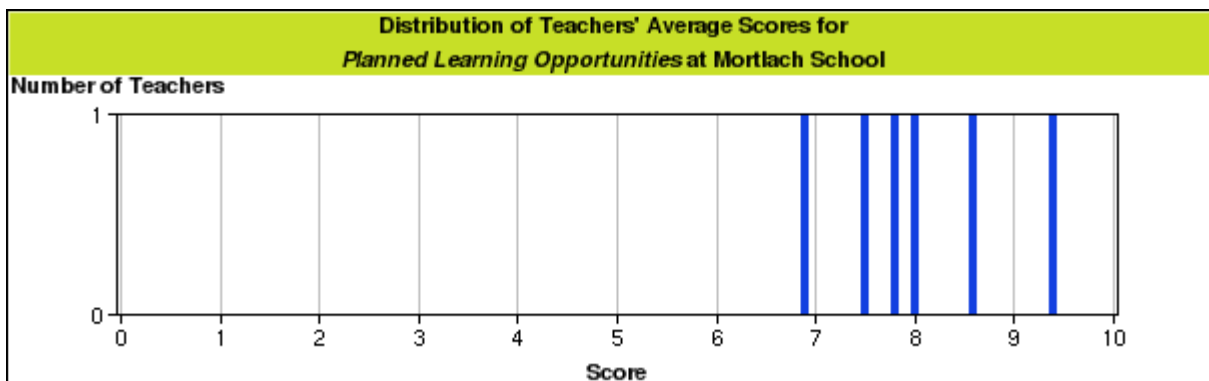
Four Dimensions of Classroom and School Practices

| 1. Challenging and Visible Goals | 7.9 |
|---|------------|
| School leaders have helped me establish challenging and visible learning goals for students. | 7.5 |
| I help students set challenging learning goals. | 7.1 |
| I use assessments to help students set challenging goals. | 7.5 |
| I share students' learning goals with their parents. | 7.1 |
| In most of my classes I discuss the learning goals for the lesson. | 7.9 |
| I establish clear expectations for classroom behaviour | 9.6 |
| Other teachers have shared their learning goals for students with me. | 7.9 |
| I help students set goals for learning new technological skills. | 7.9 |
| School leaders provide guidance for monitoring student progress. | 7.1 |
| My students are very clear about what they are expected to learn. | 8.8 |
| I provide examples of work that would receive an "A", a "B", or a "C" (or their equivalent). | 7.5 |
| Parents understand the expectations for students in my class. | 7.9 |
| I set high expectations for student learning. | 9.6 |
| I use individual education plans to set goals for students with special learning needs. | 8.8 |
| I discuss my learning goals with other teachers. | 7.5 |
| I work with students to identify a challenging learning goal relevant to the use of interactive technology. | 7.5 |



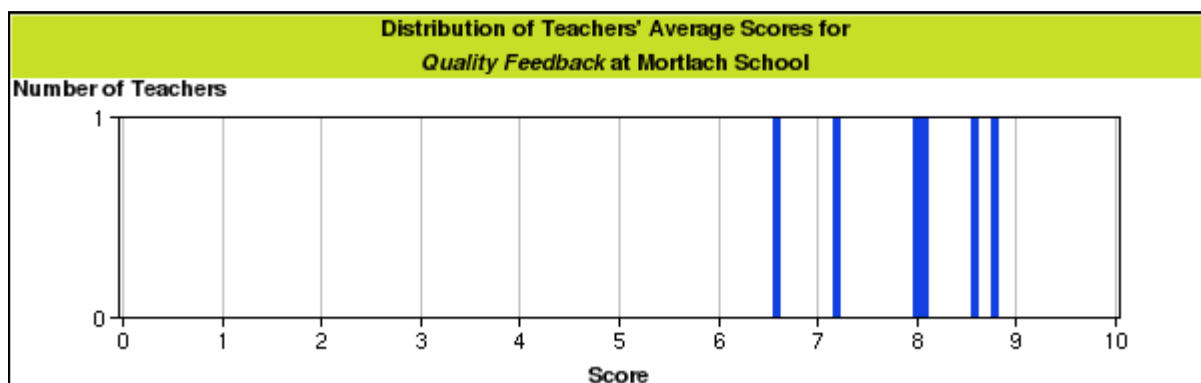
Four Dimensions of Classroom and School Practices

| 2. Planned Learning Opportunities | 8 |
|--|----------|
| I work with other teachers in developing cross-curricular or common learning opportunities. | 7.1 |
| Students have opportunities to use computers or other interactive technology for describing relationships among ideas or concepts. | 9.2 |
| School leaders have helped me create new learning opportunities for students. | 6.7 |
| When I present a new concept I try to link it to previously mastered skills and knowledge. | 9.2 |
| I regularly use data from student tests to decide whether a concept should be taught another way. | 8.3 |
| I use strategies to engage parents in their child's learning. | 5.8 |
| Students become fully engaged in class activities. | 7.9 |
| I help low-performing students plan their assignments. | 8.3 |
| Teachers in our school share their lesson plans and other materials with me. | 7.1 |
| Students have opportunities to use computers or other interactive technology to analyse, organise, and present subject matter. | 9.2 |
| I work with school leaders to create a safe and orderly school environment. | 7.5 |
| I use two or more teaching strategies in most class periods. | 9.6 |
| I use results from class assignments to inform my lesson planning. | 9.2 |
| I make an effort to involve parents and other community members in creating learning opportunities. | 5.8 |
| Students find class lessons relevant to their own experiences. | 8.8 |
| I create opportunities for success for students who are learning at a slower pace. | 8.8 |



Four Dimensions of Classroom and School Practices

| 3. Quality Feedback | 7.9 |
|--|------------|
| I give students written feedback on their work. | 7.9 |
| I am regularly available to help students with special learning needs. | 9.2 |
| Teachers have given me helpful feedback about my teaching. | 5.8 |
| I use computers or other interactive technology to give students immediate feedback on their learning. | 9.2 |
| School leaders provide me with useful feedback about my teaching. | 6.7 |
| Students receive written feedback on their work at least once every week. | 7.9 |
| I use assessments to discuss with students where common mistakes are made. | 8.3 |
| I ask parents to review and comment on students' work. | 4.2 |
| I monitor the progress of individual students. | 9.2 |
| I make sure that students with special learning needs receive meaningful feedback on their work. | 8.8 |
| I discuss my assessment strategies with other teachers. | 7.9 |
| I help students use computers or other interactive technology to undertake research. | 8.3 |
| School leaders have taken time to observe my teaching. | 8.8 |
| Students receive feedback on their work that brings them closer to achieving their goals. | 8.3 |
| I give students feedback on how to improve their assignments. | 8.3 |
| Parents are regularly informed about their child's progress. | 7.1 |



Four Dimensions of Classroom and School Practices

| 4. Overcoming Obstacles to Learning | 8.5 |
|---|------------|
| My assessments help me understand where students are having difficulty. | 8.3 |
| I work with parents to help solve problems interfering with their child's progress. | 8.8 |
| I talk with students about the barriers to learning. | 8.3 |
| I strive to understand the learning needs of students with special learning needs. | 9.6 |
| I talk with other teachers about strategies that increase student engagement. | 8.8 |
| Students use computers or other interactive technology to track progress towards their goals. | 7.1 |
| School leaders have helped me improve my teaching. | 7.5 |
| I can easily identify unproductive learning strategies. | 8.8 |
| When students' test results or assignments fail to meet expectations I give them an opportunity to improve. | 9.2 |
| I am in regular contact with the parents of students with special learning needs. | 7.1 |
| I am effective in working with students who have behavioural problems. | 8.8 |
| I make an effort to include students with special learning needs in class activities. | 10 |
| I discuss learning problems of particular students with other teachers. | 9.2 |
| I help students to overcome personal barriers to using interactive technology. | 7.9 |
| School leaders have supported me during stressful times. | 9.2 |
| I discuss with students ways of seeking help that will increase learning. | 8.3 |

