



<b>Action 1.1</b> Teachers convey high expectations of learning, effort and engagement for all students	<b>Action 1.2</b> Teachers co-design aspirational goals with students	<b>Action 1.3</b> Teachers scaffold and differentiate learning to enable students to achieve their goals	<b>Action 1.4</b> Teachers build student capacity to monitor and evaluate their own progress and achievement	14
<b>Action 2.1</b> Teachers build quality relationships that enhance student engagement, self-confidence and growth as a learner	<b>Action 2.2</b> Teachers ensure all students' cultural backgrounds, needs and abilities are recognised and addressed in the learning program	<b>Action 2.3</b> Teachers develop student capacity to collaborate	<b>Action 2.4</b> Teachers maintain an energised and focused learning environment	16
<b>Action 3.1</b> Teachers empower students to have a democratic voice in the running of the communities in which they learn	<b>Action 3.2</b> Teachers co-design opportunities for students to exercise authentic agency in their own learning	<b>Action 3.3</b> Teachers co-design leadership opportunities	<b>Action 3.4</b> Teachers build school pride and connectedness	18
<b>Action 4.1</b> Teachers place student needs at the centre of program planning and delivery	<b>Action 4.2</b> Teachers collaboratively design and implement a scope and sequence of learning	<b>Action 4.3</b> Teachers regularly review and update learning programs in line with school curriculum plans		20
<b>Action 5.1</b> Teachers design learning programs to explicitly build deep levels of thinking and application	<b>Action 5.2</b> Teachers support students to explore the construction of knowledge	<b>Action 5.3</b> Teachers support students to be reflective, questioning and self-monitoring learners		22
<b>Action 6.1</b> Teachers design authentic, fit for purpose assessments to reflect the learning program and objectives	<b>Action 6.2</b> Teachers use assessment data to diagnose student learning needs and plan for learning	<b>Action 6.3</b> Teachers provide regular feedback to students on their progress against individual learning goals and curriculum standards	<b>Action 6.4</b> Teachers analyse student achievement data to improve their practice	24
<b>Action 7.1</b> Teachers evaluate the impact of teaching on learning by analysing multiple sources of data	<b>Action 7.2</b> Teachers identify and target areas for professional learning	<b>Action 7.3</b> Teachers draw on current research and use an inquiry improvement cycle	<b>Action 7.4</b> Teachers challenge and support each other to improve practice	26
<b>Action 8.1</b> Teachers support students to explore their role as global citizens	<b>Action 8.2</b> Teachers model and facilitate use of digital tools and resources to access, use and share learning	<b>Action 8.3</b> Teachers and students co-design learning that connects to real world contexts	<b>Action 8.4</b> Teachers and students collaborate in learning partnerships in and beyond the school	28
<b>Action 9.1</b> Teachers establish open and sustained communications with parents/carers	<b>Action 9.2</b> Teachers seek and use parents'/carers' knowledge and feedback	<b>Action 9.3</b> Teachers facilitate parent/carer involvement in education within the classroom, school and beyond		30