ACT Government
Education

Dickson College

Report of Review, 2020

Date of School Review: 21, 22, 23, and 24 September 2020
Principal of Review School: Craig Edwards

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Foreword

2020 has been characterised by extreme weather events and the COVID-19 pandemic. ACT public schools, as community hubs, have been greatly impacted by these events. Despite this, they have continued to deliver high quality education to all students whilst also supporting their communities.

As noted further in this document, school improvement in the ACT is based on a five-year cycle. School Review (Review) considers the entire journey a school has undertaken during this period.

Impact of COVID-19 on School Review

Findings from Review are based on what external and local experts read, see and hear in a school. In preparing findings from Review consideration has been given to the rapid response ACT public schools undertook for the COVID-19 home learning period, and the impact this had on observed practices and processes.

Additionally, due to travel restrictions some Lead Reviewers from the Australian Council for Educational Research (ACER) were unable to lead Reviews on the ground. In these cases streaming technologies, and the support of experienced ACT reviewers, enabled the review to continue. Careful attention was given to ensuring the Review methodology and findings were not compromised.

> ☒   This Review had an on-the-ground Lead Reviewer from ACER.

OR

> ☐   This Review had a Remote Lead Reviewer from ACER.

Overview of the School Review process

Approximately a fifth of all ACT public schools are reviewed each year. Reviews provide quality, independent, feedback tailored to individual school contexts. Findings from Review support annual implementation of a school's 5-year School Improvement Plan.

Reviews are undertaken by a team of experienced educators trained in the use of the *National School Improvement Tool* (NSIT) and are led by a Lead Reviewer from the Australian Council of Educational Research. Review Team size depends upon a range of factors, including the size and context of a school.
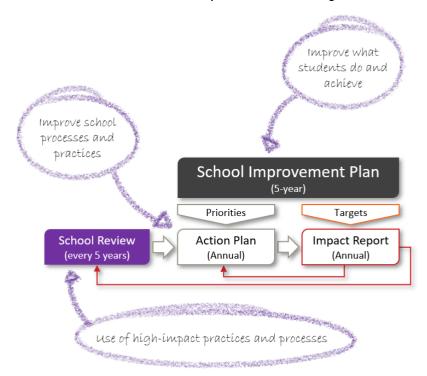
Through the lens of the NSIT, an internationally recognised framework for reviewing teaching and learning practices, reviewers gain an accurate picture of current school practices. During Review evidence provided by schools is considered alongside evidence gathered through consultation with staff, students, parents and community members.

Following Review, the school receives a planning report, which is used as an internal working document, outlining key findings and recommended strategies for continued school improvement. The Education Directorate uses this planning report as a basis for the final *Report of Review* provided to school communities.

The *Report of Review* includes detailed findings for each of the nine Domains of the National School Improvement Tool, as well as Commendations, Affirmations and Recommendations for continued school improvement.

Where does Review sit within the school improvement cycle?

ACT public schools utilise systematic integration of evidence and data collection, access and analysis to inform sharp and narrow 5-year School Improvement Plans. Annually, all schools utilise a suite of tools to expand, monitor and report on these priorities. Additionally, schools are provided differentiated support and feedback by internal and external experts. School Review is one way that this differentiated feedback is provided and typically occurs at the end of the 5-year school improvement cycle.

What are Commendations, Affirmations and Recommendations?

Commendations
Commendations highlight positive actions the school has taken over its last improvement cycle. Typically, these actions are either complete, or embedded in school practice.

Affirmations
Affirmations verify specific actions being undertaken by the school that are impacting positively on school improvement. These actions are typically either not yet complete and/or not yet embedded.

Recommendations
Recommendations provide the school with evidence-based advice regarding high-value areas for future school improvement efforts. Drawn from the NSIT, recommendations are key to the school effectively implementing its 5-year School Improvement Plan.

NSIT Domain 1: An explicit improvement agenda

Domain descriptor
The school leadership team and/or governing body have established and are driving a strong improvement agenda for the school, grounded in evidence from research and practice and expressed in terms of improvements in measurable student outcomes. Explicit and clear school-wide targets for improvement have been set and communicated to parents and families, teachers and students, with accompanying timelines.

Findings
- The *Dickson College School Strategic Plan 2015-2020* outlines two broad strategic priorities; enhance educational outcomes for all students, and a thriving school community. Targets directly relating to student outcomes include: a VET completion rate of 95% (75% for Aboriginal and Torres Strait Islander students), 93% student retention between year 11 and year 12; and a reduction in V grades (non-completion of units) by 3%. The analysis of trend data to develop these targets was not evident.

- The Annual Action Plan 2018 and Impact Report 2019 track progress over time for all targets and indicators, with some analysis of trends.

- Annual School Board Reports describe school achievement in a mandated format.

- Strategic plans and reports are available on the College website.

- In recent years, annual Action Plans (APs) were designed to communicate a sharp and narrow focus on one or two key strategies. The College leadership team developed 'postcards' to enhance teacher understanding of the focus for each year. Many of the strategies within the APs are derived from evidenced-based research. Dickson College's focus on feedback references the Hattie and Timperley feedback model.

- A newsletter outlines the priority around feedback for 2020. A parent presentation on the 2020 Action Plan was cited, however parents interviewed had little understanding of the strategic agenda or targets. College Board members interviewed were only recently elected and did not understand the strategic agenda of the College or how the College was now performing in these areas.

- A staff meeting presentation on the 2020 Action Plan was evidenced. Teachers interviewed described the strategic agenda as assessment, reporting and/or feedback. Non-teaching staff had little recollection of the focus areas of the school. Teachers were unable to talk about the progress of the College against targets or indicators but were well informed about the need to improve student voice in their learning.

- The school has developed Professional Practice Teams (PPTs) who work across and within faculty teams. They apply research to establish answers to problems of practice relating to the College's focus. All staff interviewed appreciated the professional growth arising from one or more of these PPTs. This was a strong indicator of a widespread desire for continuous improvement.

NSIT Domain 2: Analysis and discussion of data

Domain descriptor

A high priority is given to the school-wide analysis and discussion of systematically collected data on student outcomes, including academic, attendance and behavioural outcomes, and student wellbeing. Data analyses consider overall school performance as well as the performances of students from identified priority groups; evidence of improvement/ regression over time; performances in comparison with similar schools; and, in the case of data from standardised tests, measures of growth across the years of school.

Findings

- PAT Reading (PAT-R), PAT Mathematics (PAT-M) and ACER Abstract Reasoning Tests (ART) were initiated in 2020. Data are stored in spreadsheets and used as a screening approach to determine suitability for course selection.

- Year 12 outcomes are tracked and reported publicly. These include the proportion of students receiving a Vocational Education and Training (VET) certificate; ACT Senior Secondary Certificate; and receiving an Australian Tertiary Admission Rank (ATAR).

- ATAR performance is being tracked over time. Intervention strategies and workshops exist to support students to improve ACT Scaling Test (AST) performance.

- Starting parameters based on NAPLAN are used to generate ATAR estimates.

- ATAR estimates and report outcomes are being used by careers officers as well as year coordinators to guide students to make informed decisions about university courses, prerequisites for training pathways and work placements.

- Unit evaluations and other perception data are driving the focus on feedback.

- A data literacy workshop based on the work of Dr Selena Fisk was conducted for all staff in January 2020. Staff feedback suggests the need for further professional learning.

- NAPLAN and year 10 performance data are used to inform course placement and enrolment for prospective year 11 students.

- V grades, students with unit scores under 60, and specialist groups are used to identify targeted support or intervention programs.

- The College utilises system stakeholder satisfaction survey data to inform APs and strategies for improvement. The Diamond Nine scaffold has been utilised by staff to interrogate this data.

- Pivot surveys mapping effectiveness of transformational teaching practice occurred in the first half of the school improvement plan. Feedback sought by teachers informed modifications to teaching approaches.

- A new college unit evaluation tool was implemented in 2019. The tool provides teacher feedback on practice and comparative data between classes and courses.

- Through the Spiral of Inquiry approach teachers are beginning to use data to identify areas for school improvements. Evidence is shared with staff as a prompt for planning.

- Formative assessment tools are being developed by teachers to monitor student

learning.

- Communication of college performance is generally through required reports or presentations at parent forums.

NSIT Domain 3: A culture that promotes learning

Domain descriptor
The school is driven by a deep belief that every student is capable of successful learning. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents. There is a strong collegial culture of mutual trust and support among teachers and school leaders and parents are treated as partners in the promotion of student learning and wellbeing. The school works to maintain a learning environment that is safe, respectful, tolerant, inclusive and that promotes intellectual rigour.

Findings
- Diversity profile of the community is valued and celebrated. This includes cultural background, gender diversity, sexuality and learning pathways. A student said: "the College is very inclusive; you can be whoever you want to be".

- The review team noted that students were generally engaged and focused in the classroom and had minimal distractions. Interactions were highly respectful. Attendance was not raised as an issue.

- Engagement in wellbeing and transition activities at the College build relationships between teachers and students. Student and parent handbooks outline academic expectations and wellbeing supports. Student perception surveys demonstrate that most students (87% in 2019) believe that the school expects students to achieve their best.

- A strong partnership with Aboriginal and Torres Strait Islander communities has led to the creation of the Yumalundi cultural centre ''. The centre has dedicated staff who support teaching of Indigenous culture and language across the College. The centre provides an inclusive and welcoming space for students, staff and local community.

- A large wellbeing team is accessible to parents and students. The team provides wellbeing services through a referral approach. Approximately 50% of referrals are initiated by parents.

- A new reporting process has been designed to better connect with parents around their child's learning.

- Major student achievements are publicly celebrated, such as the Duke of Edinburgh award, ACT Smart awards, Young Canberran of the year, and scholarships.

- Whole-school events such 'R U OK', Smart Saver, Menslink Pride Program, PLUS group, Giving Tree, NAIDOC and Reconciliation weeks, and Young Carers group provide opportunities for students to celebrate and access targeted support services.

- Student support plans, suicide postvention[1], and self-harm protocols are in place.

- Student leadership team members are proactive contributors in modelling student agency and providing student voice. They are proactive in raising mental health awareness, improving the physical environment of the school and encouraging community spirit.

- Across the College, staff display a high level of connectedness. The level of morale with

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[1] actions occurring after a student has attempted suicide had suicide idealisations.

some non-teaching staff is lower.

- The College has a large number of opportunities for students to explore and display their talents.

- Students in the Secondary Introductory English Centre (SIEC) are supported by college students as peer tutors.

NSIT Domain 4: Targeted use of school resources

Domain descriptor
The school applies its resources (staff time, expertise, funds, facilities, materials) in a targeted manner to meet the learning and wellbeing needs of all students. It has school-wide policies, practices and programs in place to assist in identifying and addressing student needs. Flexible structures and processes enable the school to respond appropriately to the needs of individual learners.

Findings

- The College seeks information from high schools to identify the needs of transitioning students. For students new to the system, parents are asked to complete a checklist on enrolment. The College student wellbeing staff handbook describes processes for identification and management of students with special needs during their time in the College. Systemic identification of gifted and talented students was not evidenced. Some parents commented on the need for more screening for social and emotional needs.

- The College has a well-developed student wellbeing team including a school leader C, six individual year coordinators, an Indigenous education officer, three school assistants, and a psychologist. The school is developing a pastoral care program involving classroom teachers acting as mentors to allocated students for one hour a week. Some mentors did not fully understand their role or the purpose of the program. Many students felt the time allocation was not valued.

- The Indigenous education officer was appointed to promote Aboriginal and Torres Strait Islander culture and language, and the Yumalundi (welcome) room has been created.

- The SIEC supports newly arrived students who need an intensive period of English and mathematics support.

- The College has recently renovated the library with flexible learning spaces for students. Several other spaces across the College have been furnished or redesigned as flexible learning spaces. A masterplan has been developed to improve outside spaces.

- The College has a Refugee Bridging Program (RBP). In addition to mainstream classes, RBP students have access to classes which support them to catch up on lost educational opportunities and skills.

- The College has a Learning Support Unit (LSU) and a Learning Support Centre (LSC) that deliver core programs to students with additional needs. An Inclusion Support Program (ISP) caters for 70 students with specific learning needs who are included in mainstream education. All students have an Individual Learning Plan (ILP), which is negotiated with parents. Mainstream teacher understanding of the ILPs varied across the College. Learning Support Assistants (LSAs) talked about a need to be more involved in the ILP planning process. A case management model involving case managers is used to monitor a student's overall progress, scaffold their assessment tasks, and support them to manage their time and anxiety.

- The College has activities such as Pi club, Maths Awesome Day (MAD) with cluster schools, and the 'Rubric Cube' to extend students.

NSIT Domain 5: An expert teaching team

Domain descriptor
The school has found ways to build a school-wide, professional team of highly able teachers, including teachers who take an active leadership role beyond the classroom. Strong procedures are in place to encourage a school-wide, shared responsibility for student learning and success, and to encourage the development of a culture of continuous professional improvement that includes classroom-based learning, mentoring and coaching arrangements.

Findings
- A significant avenue of professional learning for teachers is through PPTs which have been intentionally planned and scaffolded using the Spiral of Inquiry. Teachers in general felt that the PPTs were having a positive impact on their pedagogy. The College continues to explore ways of sharing practice across PPTs.

- College teachers strengthened their skills for analysing data and embedding formative assessment during the beginning of school year professional learning activities.

- Staff professional learning is supported by a formal approval process and a register of participation is maintained for reporting purposes.

- The College leadership team has participated in dedicated meetings to focus on school improvement planning.

- The Professional Development Plan (PDP) process is supported by college leaders who supervise staff to engage in their professional growth. Staff are encouraged to access professional learning beyond school-based activities.

- Faculty team meetings focus on curriculum delivery and moderation.

- Materials have been developed to support staff induction. Teachers reported variability in the effectiveness of the induction process.

- The Principal completed a round of formal observations for teachers with varying levels of appreciation. Observation and feedback have been less evident in current practice. Teachers discussed their need for a variety of feedback processes.

- There is anecdotal evidence that teacher recruitment practices align with specialised course requirements.

- Teachers are able to undertake leadership roles beyond the classroom.

NSIT Domain 6: Systematic curriculum delivery

Domain descriptor

The school has a coherent, sequenced plan for curriculum delivery that ensures consistent teaching and learning expectations and a clear reference for monitoring learning across the year levels. The plan, within which evidence-based teaching practices are embedded, and to which assessment and reporting procedures are aligned, has been developed with reference to the Australian Curriculum or other approved curriculum and refined collaboratively to provide a shared vision for curriculum practice. This plan is shared with parents and families.

Findings

- The College is delivering curriculum approved by the ACT Board of Senior Secondary Studies (BSSS). This curriculum program includes a wide range of tertiary, accredited and vocational courses.

- After two years of collaboration between a group of teachers at the BSSS, and the United Ngunnawal Elders Council, Dickson College has launched the Indigenous Culture and Language course for all students.

- In semester 2 2019, teachers were provided with time to assist them implementing cultural integrity in their classrooms.

- In the interdisciplinary inquiry unit students undertake an area of study/project that spans across different disciplines, focusing on 21st Century skills including communication, creativity, collaboration, and critical thinking. The students have mentors to help them develop the content of their chosen inquiry question and progress their study.

- There is evidence of interdisciplinary learning occurring in some courses across the College, this includes oceanography, earth and environmental science.

- The review team saw some evidence of general capabilities being intentionally planned within the curriculum.

- Faculty team planning has a strong focus on assessment and moderation. There was some evidence of teacher discussion about curriculum delivery.

- ILPs are developed for students with identified needs. Curriculum modifications responding to the ILPs varied.

- Students can attain dual certification by completing nationally recognised vocational qualifications whilst completing their ACT Senior Secondary Certificate.

- VET course options include applied fashion design, automotive, community services, construction, hospitality, IT/media, music, and tourism.

- Students have opportunities to participate in the Australian school-based apprenticeships (ASBAs) program in conjunction with their studies.

- The College leverages work experience to provide a broad range of career opportunities.

- Dickson College offers students a STEM related program called Unmanned Airborne Vehicle (UAV) Outback Challenge that combines a wide range of disciplines into one project.

NSIT Domain 7: Differentiated teaching and learning

Domain descriptor
The school places a high priority on ensuring that, in their day-to-day teaching, classroom teachers identify and address the learning needs of individual students, including high-achieving students. Teachers are encouraged and supported to monitor closely the progress of individuals, identify learning difficulties and tailor classroom activities to levels of readiness and need.

Findings
- College leaders and teachers recognise the need to tailor learning to the needs and readiness of the students. Through interviews and documentation, it is evident that teachers and school leaders use assessment tools to determine where students are at in their learning.

- Presentations to staff on differentiating for students with additional needs, formative assessment and feedback show the commitment from staff to tailor their teaching to the needs of learners.

- Teachers consult with parents and students to adjust a student's learning through Individual Learning Plans (ILPs) and are reviewed regularly. ILP goals are tracked over time to inform teachers and parents of student progress.

- Teachers are developing formative assessment strategies to monitor learning. Some are developing pre-assessments to identify individual students learning needs before beginning a course. Some teachers are using this information to inform strategies for differentiated practice.

- PAT-M, PAT-R and PAT-A are being used at a high level to predict the performance of individual students.

- Interventions are tailored to identify student needs. Small group programs or modified units are evident for intervention and English as an Additional Language/Dialect (EAL/D) support is available to students who require it. Teacher or LSA support are offered on a needs basis.

- The College provides multiple opportunities and pathways for students to learn through external partners or training organisations.

- There is evidence of some teachers using online learning platforms such as Google Classroom to deliver curriculum differently to students to meet their individual needs.

- School leaders and teachers shared that the new reporting system was in response to the students wanting feedback earlier in the semester to inform their learning.

- Parents spoke about the new reporting system being mostly helpful to know the progress of their child's learning, but they were unsure on how to help their child improve their learning.

- Parents talked about school reports, parent interviews and individual discussions as ways the school provides them with knowledge about where their child is at with their learning.

NSIT Domain 8: Effective pedagogical practices

Domain descriptor
The school principal and other school leaders recognise that highly effective teaching is the key to improving student learning throughout the school. They take a strong leadership role, encouraging the use of research-based teaching practices in all classrooms to ensure that every student is engaged, challenged and learning successfully. All teachers understand and use effective teaching methods – including explicit instruction – to maximise student learning.

Findings
- College leaders have developed professional learning opportunities to support teachers in developing strategies for improved pedagogical practices in the classroom.

- College leaders plan and lead professional learning for teachers through the PPTs. Using the Spiral of Inquiry, PPTs investigate problems of practice and engage in research to inform improvements in their practice.

- College leaders and some teachers have utilised PAT-R and PAT-M assessments to review literacy and numeracy results of students, and in some classes, this has informed which effective strategies teachers use to support learners.

- Teachers provide feedback to students using formative assessments to inform what actions students can take to make further progress in their learning.

- Teachers share rubrics to give clarity to students about learning intentions and success criteria. Students reported that rubrics showed them where they were at in their learning, but they needed more scaffolding on how to progress to the next level of achievement. Another student talked about needing more detail on the progressions within each band of achievement.

- College leaders encourage teachers to use research-based teaching practices to improve the learning outcomes of students.

NSIT Domain 9: School-community partnerships

Domain descriptor

The school actively seeks ways to enhance student learning and wellbeing by partnering with parents and families, other education and training institutions, local businesses and community organisations. Parents and families are recognised as integral members of the school community and partners in their children's education. Partnerships are strategically established to address identified student needs and operate by providing access to experiences, support and intellectual and/or physical resources not available within the school. All partners are committed to the common purposes and goals of partnership activities. Procedures are in place to ensure effective communications and to monitor and evaluate the intended impacts of the school's partnerships.

Findings

- The College has a rich and varied suite of partnerships which are enhancing learning opportunities for students in a wide range of curriculum and co-curricular settings.

- Partnerships with key community members and organisations are elevating the profile of the College in the community.

- Strong connections have been forged and maintained with local primary and high schools. This includes the sharing of teacher and college student expertise for transition activities. Community relationships are enriched by these connections.

- Dickson College operates the North Training Registered Training Organisation for the provision of VET in the North/Gungahlin schools' network.

- The College is the lead partner in the North Canberra Cluster of Schools and Community Aboriginal and Torres Strait Islander Partnerships Agreement. There has been recognition and celebration of Aboriginal and Torres Strait Islander history and cultures to further this partnership. The inner north cluster of schools come together annually with the community to re-sign and demonstrate their commitment to the agreement.

- The College has longstanding relationships with migrant support groups, Migrant and Refugee Settlement Services, and Companion House.

- The College has developed a partnership with the ACT State Emergency Service (ACTSES) to establish a cadet program. The ACTSES cadet program contributes to recognition towards university entry.

- The College has many sustained partnerships with Canberra region services and support agencies. This includes ACT Health, Headspace and ACT Legal Aid.

- The College also has many established partnerships supporting work experience placements, including Australian School-Based Apprenticeships, training organisations, and local universities.

- The College is a partner in the Contemporary Literacies Project with cluster schools.

- A sister school agreement in 2012 consolidated an already productive and valued relationship with educators and students in Nara, Japan. The connections forged between the staff and students of Nara University High School and Dickson College have

strengthened and diversified into areas of curriculum and intercultural exchange in the form of reciprocal visits, e-pals and skype sessions.

- The College is developing a partnership with the UC Affiliated Schools program.

Commendations

- There is a strong sense of inclusivity and community at Dickson College. It is a welcoming and friendly environment, which is demonstrated through caring, respectful and supportive relationships. Students commented that they felt "very supported", and one student said that "teachers make you want to be here learning every day". Staff reflected that the Dickson community was a strong and accepting community, where everybody wants students to be successful. Parents reflected that the inclusivity and acceptance of all students to be themselves was a strength of the College.

- The College is a place where staff and students value learning and the diverse range of courses meet student interests and learning needs.

- There is a high level of teaching staff morale, with staff having leadership opportunities.

- The collaboration between school leaders, teachers, the BSSS, and the United Ngunnawal Elders Council, to establish the first Indigenous Culture and Language course shows a commitment by the school to share and celebrate Aboriginal and Torres Strait Islander cultures and practices. This is also evidenced by the opening of the Yumalundi (welcome) room and community partnerships.

- The school is committed to supporting international students who transition to Australia through the Refugee Bridging Program and the Secondary Introductory English Centre. Students and parents share their gratitude for the program.

- Partnerships created between network schools, external training, study organisations and a sister school in Nara, Japan have allowed opportunities for students to engage in learning beyond the College and successfully transition into careers in their areas of interest.

- Students feel empowered to share their voice on important topics and can initiate student- led ventures to promote a positive and inclusive school environment. Student voice is also sought from staff for a range of reasons related to their learning.

- Student and staff achievements are regularly acknowledged, this positive culture is known as the Dickson 'Vibe'.

Affirmations

- The Dickson College leadership team has taken a research approach to developing the improvement agenda. Over the second half of the improvement plan, a sharpening and narrowing focus on implementing whole-of-school improvement strategies, using data, has begun to align the collective efforts of the staff. The use of postcards has been an effective communication conduit.

- PPTs have enabled teachers to engage meaningfully in school improvement.

- A deliberate and planned approach to selecting and using data to inform whole-school improvement strategies is evolving. The introduction of screening tests in reading, maths and abstract thinking in 2020 is providing teachers with rich baseline data to better target the student supports in their class.

- Formative assessment and feedback protocols are beginning to be used to inform starting points for learning. Student feedback in end-of-unit surveys is unpacked through PPTs to inform teaching practice.

- A regular dedicated time for staff to meet, discuss and share practice with a focus on impact on student performance has emerged. Scaffolds for conducting professional learning team conversations, supported by a coach, have recently begun.

- Key staff have been collaborating within the North/Gungahlin network of schools in the Contemporary Literacies Project to share ways promote the General Capabilities.

- Strong academic and wellbeing support structures exist for parent or teacher referrals of students. Students who also have the confidence to self-refer for support are well catered for.

- There is a growing proportion of courses where student voice and choice in assessment is occurring. Students are being provided with different topic options as well as ways of presenting their learning.

- The College is developing its reporting process to provide better information to students and parents on performance and areas for improvement.

Recommendations

- Collaboratively develop a Dickson College School Improvement Plan 2021-2025 with the wider college community, which:
    - > is consistent with the school's vision for teaching and learning
    - > provides a narrow and sharp agenda focused on student outcomes; and
    - > incorporates explicit targets that are monitored over the life of the plan.

- Develop a data plan that incorporates a full range of college data (student achievement and wellbeing) that:
    - > clearly outlines the purpose of data at each level of the school, as appropriate
    - > clarifies roles and responsibilities for the leaders, teachers, and students in their use of data
    - > specifies how software can be easily used to support data analysis and communication at all levels; and
    - > provides opportunities for increasing the data literacy of school leaders and teachers as appropriate.

- Build upon the PPT model to collaboratively develop a whole-of-school professional learning plan to cater for the individual needs of each staff member, particularly in respect of the strategic agenda of the school. The plan should include a tailored approach to observation, feedback, mentoring, and coaching of staff and allocate clear roles and responsibilities.

- Develop a plan for curriculum delivery that provides a shared vision for curriculum practice which incorporates the use of general capabilities and cross-curriculum priorities with a particular reference to the identified student personal and social capability to drive needed curriculum interventions.

- Continue to develop staff capacity to respond to differences in cultural knowledge and experiences and to cater for individual differences by offering multiple means of representation, engagement and expression.

- Continue to refine and document common expectations of teaching and learning that are grounded in evidence-based research.