










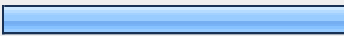


1. Learning is personalised and flexibly accommodates learners' differences

| | Response Percent | Response Count |
|--|------------------|----------------|
| Rarely or never apparent  | 2.6% | 9 |
| Occasionally found in the system  | 76.8% | 261 |
| Regularly found in the system  | 16.5% | 56 |
| Manifested extensively across the system  | 4.1% | 14 |
| <i>answered question</i> | | 340 |
| <i>skipped question</i> | | 1 |





2. Learners regularly experience choice and control over their learning

| | Response Percent | Response Count |
|--|------------------|----------------|
| Rarely or never apparent  | 10.4% | 35 |
| Occasionally found in the system  | 76.2% | 256 |
| Regularly found in the system  | 10.1% | 34 |
| Manifested extensively across the system  | 3.3% | 11 |
| <i>answered question</i> | | 336 |
| <i>skipped question</i> | | 5 |

3. Learners are engaged in their learning and feel valued

| | Response Percent | Response Count |
|--|------------------|----------------|
| Rarely or never apparent  | 1.2% | 4 |
| Occasionally found in the system  | 51.8% | 175 |
| Regularly found in the system  | 43.2% | 146 |
| Manifested extensively across the system  | 3.8% | 13 |
| <i>answered question</i> | | 338 |
| <i>skipped question</i> | | 3 |

4. The system ensures that all students develop a solid foundation of basic skills (primarily literacy, numeracy and ICT) irrespective of socio-economic background

| | Response Percent | Response Count |
|--|------------------|----------------|
| Rarely or never apparent  | 3.3% | 11 |
| Occasionally found in the system  | 21.6% | 73 |
| Regularly found in the system  | 61.8% | 209 |
| Manifested extensively across the system  | 13.3% | 45 |
| <i>answered question</i> | | 338 |
| <i>skipped question</i> | | 3 |

5. In addition to knowledge acquisition, the curriculum provides a holistic approach to the development of skills, values and attitudes for 21st century living

| | | Response Percent | Response Count |
|--|--|------------------|----------------|
| Rarely or never apparent | | 13.3% | 45 |
| Occasionally found in the system | | 65.5% | 222 |
| Regularly found in the system | | 18.6% | 63 |
| Manifested extensively across the system | | 2.7% | 9 |
| <i>answered question</i> | | | 339 |
| <i>skipped question</i> | | | 2 |

6. The curriculum is designed to be flexible but based on best assessment of the knowledge base that will be required in the 21st century

| | | Response Percent | Response Count |
|--|--|------------------|----------------|
| Rarely or never apparent | | 22.8% | 76 |
| Occasionally found in the system | | 60.1% | 200 |
| Regularly found in the system | | 13.8% | 46 |
| Manifested extensively across the system | | 3.3% | 11 |
| <i>answered question</i> | | | 333 |
| <i>skipped question</i> | | | 8 |

7. The need to innovate in pedagogy, beyond existing practice, is widely accepted

| | Response Percent | Response Count |
|--|------------------|----------------|
| Rarely or never apparent | 5.7% | 19 |
| Occasionally found in the system | 59.6% | 198 |
| Regularly found in the system | 30.4% | 101 |
| Manifested extensively across the system | 4.2% | 14 |
| <i>answered question</i> | | 332 |
| <i>skipped question</i> | | 9 |

8. Teachers use a variety of student-centred constructivist learning strategies

| | Response Percent | Response Count |
|--|------------------|----------------|
| Rarely or never apparent | 3.9% | 13 |
| Occasionally found in the system | 59.7% | 200 |
| Regularly found in the system | 32.2% | 108 |
| Manifested extensively across the system | 4.2% | 14 |
| <i>answered question</i> | | 335 |
| <i>skipped question</i> | | 6 |


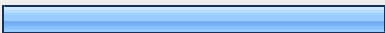
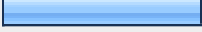

9. Project-based, interdisciplinary and collaborative approaches complement conventional teaching methods

| | | Response Percent | Response Count |
|--|--|------------------|----------------|
| Rarely or never apparent | | 12.8% | 43 |
| Occasionally found in the system | | 65.8% | 221 |
| Regularly found in the system | | 17.3% | 58 |
| Manifested extensively across the system | | 4.2% | 14 |
| <i>answered question</i> | | | 336 |
| <i>skipped question</i> | | | 5 |


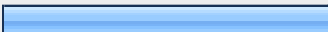
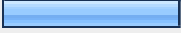

10. A wide variety of techniques is used to assess mastery and application of the full 21st century curriculum

| | | Response Percent | Response Count |
|--|--|------------------|----------------|
| Rarely or never apparent | | 22.2% | 74 |
| Occasionally found in the system | | 61.0% | 203 |
| Regularly found in the system | | 12.9% | 43 |
| Manifested extensively across the system | | 3.9% | 13 |
| <i>answered question</i> | | | 333 |
| <i>skipped question</i> | | | 8 |

11. Peer and self assessment is incorporated into the overall approach to assessment

| | Response Percent | Response Count |
|--|------------------|----------------|
| Rarely or never apparent  | 9.0% | 30 |
| Occasionally found in the system  | 57.9% | 194 |
| Regularly found in the system  | 29.6% | 99 |
| Manifested extensively across the system  | 3.6% | 12 |
| <i>answered question</i> | | 335 |
| <i>skipped question</i> | | 6 |

12. The educational technology vision is led from the top, is owned and effectively managed throughout the system

| | Response Percent | Response Count |
|--|------------------|----------------|
| Rarely or never apparent  | 21.1% | 68 |
| Occasionally found in the system  | 49.1% | 158 |
| Regularly found in the system  | 26.4% | 85 |
| Manifested extensively across the system  | 3.4% | 11 |
| <i>answered question</i> | | 322 |
| <i>skipped question</i> | | 19 |

13. ICT is ubiquitous and integrated in the support of 21st century learning

| | | Response Percent | Response Count |
|--|--|------------------|----------------|
| Rarely or never apparent | | 19.1% | 61 |
| Occasionally found in the system | | 59.7% | 191 |
| Regularly found in the system | | 17.8% | 57 |
| Manifested extensively across the system | | 3.4% | 11 |
| <i>answered question</i> | | | 320 |
| <i>skipped question</i> | | | 21 |

14. All students and teachers have access to a high standard of ICT resources (hardware, software, content and support) both within and beyond school

| | | Response Percent | Response Count |
|--|--|------------------|----------------|
| Rarely or never apparent | | 23.1% | 74 |
| Occasionally found in the system | | 48.8% | 156 |
| Regularly found in the system | | 25.0% | 80 |
| Manifested extensively across the system | | 3.1% | 10 |
| <i>answered question</i> | | | 320 |
| <i>skipped question</i> | | | 21 |

15. Learning communities support continued improvement and innovation around the use of technologies in pedagogy

| | | Response Percent | Response Count |
|--|--|------------------|----------------|
| Rarely or never apparent | | 12.5% | 40 |
| Occasionally found in the system | | 56.9% | 182 |
| Regularly found in the system | | 25.9% | 83 |
| Manifested extensively across the system | | 4.7% | 15 |
| <i>answered question</i> | | | 320 |
| <i>skipped question</i> | | | 21 |

16. Teachers and students are able to choose between a variety of flexible, engaging environments that reflect students' interests, promote collaboration and authentic project-based work

| | | Response Percent | Response Count |
|--|--|------------------|----------------|
| Rarely or never apparent | | 28.8% | 92 |
| Occasionally found in the system | | 57.5% | 184 |
| Regularly found in the system | | 11.3% | 36 |
| Manifested extensively across the system | | 2.5% | 8 |
| <i>answered question</i> | | | 320 |
| <i>skipped question</i> | | | 21 |

17. Learning is optimised by the availability of well-designed spaces

| | | Response Percent | Response Count |
|--|--|------------------|----------------|
| Rarely or never apparent | | 36.9% | 118 |
| Occasionally found in the system | | 47.8% | 153 |
| Regularly found in the system | | 13.8% | 44 |
| Manifested extensively across the system | | 1.6% | 5 |
| <i>answered question</i> | | | 320 |
| <i>skipped question</i> | | | 21 |

18. The system's strategy and consequent policies are aligned with an articulated educational vision

| | | Response Percent | Response Count |
|--|--|------------------|----------------|
| Rarely or never apparent | | 17.4% | 54 |
| Occasionally found in the system | | 48.6% | 151 |
| Regularly found in the system | | 29.9% | 93 |
| Manifested extensively across the system | | 4.2% | 13 |
| <i>answered question</i> | | | 311 |
| <i>skipped question</i> | | | 30 |

19. The strategies and associates policies are reviewed at appropriate intervals to ensure continued effectiveness

| | | Response Percent | Response Count |
|--|--|------------------|----------------|
| Rarely or never apparent | | 21.9% | 68 |
| Occasionally found in the system | | 48.2% | 150 |
| Regularly found in the system | | 25.4% | 79 |
| Manifested extensively across the system | | 4.5% | 14 |
| <i>answered question</i> | | | 311 |
| <i>skipped question</i> | | | 30 |

20. Resource decisions are focused around maximising learning outcomes for all children

| | | Response Percent | Response Count |
|--|--|------------------|----------------|
| Rarely or never apparent | | 8.9% | 28 |
| Occasionally found in the system | | 37.6% | 118 |
| Regularly found in the system | | 46.2% | 145 |
| Manifested extensively across the system | | 7.3% | 23 |
| <i>answered question</i> | | | 314 |
| <i>skipped question</i> | | | 27 |

21. Data is specified, created, collected, disseminated and used effectively for student, school and system-level evaluation and decision making

| | | Response Percent | Response Count |
|--|--|------------------|----------------|
| Rarely or never apparent | | 11.4% | 36 |
| Occasionally found in the system | | 51.7% | 163 |
| Regularly found in the system | | 31.4% | 99 |
| Manifested extensively across the system | | 5.4% | 17 |
| <i>answered question</i> | | | 315 |
| <i>skipped question</i> | | | 26 |

22. Explicit and comprehensive accountability standards exist for students, teachers, administrators and leaders which are widely owned and valued

| | | Response Percent | Response Count |
|--|--|------------------|----------------|
| Rarely or never apparent | | 22.0% | 69 |
| Occasionally found in the system | | 47.3% | 148 |
| Regularly found in the system | | 28.1% | 88 |
| Manifested extensively across the system | | 2.6% | 8 |
| <i>answered question</i> | | | 313 |
| <i>skipped question</i> | | | 28 |

23. Innovation is stimulated, encouraged and supported throughout the system (to include but not be limited to school leadership, curriculum or pedagogical design)

| | | Response Percent | Response Count |
|--|--|------------------|----------------|
| Rarely or never apparent | | 8.7% | 27 |
| Occasionally found in the system | | 51.3% | 160 |
| Regularly found in the system | | 33.7% | 105 |
| Manifested extensively across the system | | 6.4% | 20 |
| <i>answered question</i> | | | 312 |
| <i>skipped question</i> | | | 29 |

24. Mechanisms exist for rapid rigorous review followed by strategies for transfer, modification and termination of failing models

| | | Response Percent | Response Count |
|--|--|------------------|----------------|
| Rarely or never apparent | | 47.4% | 148 |
| Occasionally found in the system | | 44.6% | 139 |
| Regularly found in the system | | 6.1% | 19 |
| Manifested extensively across the system | | 1.9% | 6 |
| <i>answered question</i> | | | 312 |
| <i>skipped question</i> | | | 29 |

25. Leaders build and sustain effective relationships with other providers of children’s services, unions, community, private sector and other partners

| | | Response Percent | Response Count |
|--|--|------------------|----------------|
| Rarely or never apparent | | 7.4% | 23 |
| Occasionally found in the system | | 37.8% | 118 |
| Regularly found in the system | | 46.8% | 146 |
| Manifested extensively across the system | | 8.0% | 25 |
| <i>answered question</i> | | | 312 |
| <i>skipped question</i> | | | 29 |

26. This wider system of partners is involved in decisions on design and delivery of learning, where appropriate

| | | Response Percent | Response Count |
|--|--|------------------|----------------|
| Rarely or never apparent | | 22.4% | 70 |
| Occasionally found in the system | | 49.8% | 156 |
| Regularly found in the system | | 23.6% | 74 |
| Manifested extensively across the system | | 4.2% | 13 |
| <i>answered question</i> | | | 313 |
| <i>skipped question</i> | | | 28 |





27. Partnerships and networks exists at all levels and with other school systems

| | | Response Percent | Response Count |
|--|--|------------------|----------------|
| Rarely or never apparent | | 11.1% | 35 |
| Occasionally found in the system | | 58.3% | 183 |
| Regularly found in the system | | 25.2% | 79 |
| Manifested extensively across the system | | 5.4% | 17 |
| <i>answered question</i> | | | 314 |
| <i>skipped question</i> | | | 27 |


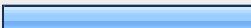
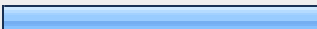

28. The system grows and sustains leaders and principals who consider themselves to be educational leaders, focused on improving learning and student engagement

| | | Response Percent | Response Count |
|--|--|------------------|----------------|
| Rarely or never apparent | | 4.2% | 13 |
| Occasionally found in the system | | 29.2% | 90 |
| Regularly found in the system | | 54.9% | 169 |
| Manifested extensively across the system | | 11.7% | 36 |
| <i>answered question</i> | | | 308 |
| <i>skipped question</i> | | | 33 |

29. All leaders model system values and desired attitudes and behaviours (for example, innovation, collaboration, embedding of ICT)

| | Response Percent | Response Count |
|--|------------------|----------------|
| Rarely or never apparent  | 7.2% | 22 |
| Occasionally found in the system  | 39.9% | 122 |
| Regularly found in the system  | 47.7% | 146 |
| Manifested extensively across the system  | 5.2% | 16 |
| <i>answered question</i> | | 306 |
| <i>skipped question</i> | | 35 |

30. The system develops leaders at all levels, with a strategy to deploy them in the best interest of all children

| | Response Percent | Response Count |
|--|------------------|----------------|
| Rarely or never apparent  | 5.5% | 17 |
| Occasionally found in the system  | 37.7% | 116 |
| Regularly found in the system  | 49.0% | 151 |
| Manifested extensively across the system  | 7.8% | 24 |
| <i>answered question</i> | | 308 |
| <i>skipped question</i> | | 33 |

31. Initial, continuing and collaborative teacher learning are strong

| | Response Percent | Response Count |
|--|------------------|----------------|
| Rarely or never apparent | 5.5% | 17 |
| Occasionally found in the system | 50.3% | 155 |
| Regularly found in the system | 37.0% | 114 |
| Manifested extensively across the system | 7.1% | 22 |
| <i>answered question</i> | | 308 |
| <i>skipped question</i> | | 33 |

32. Schools work as learning communities through the promotion of collaboration

| | Response Percent | Response Count |
|--|------------------|----------------|
| Rarely or never apparent | 4.5% | 14 |
| Occasionally found in the system | 51.6% | 159 |
| Regularly found in the system | 36.7% | 113 |
| Manifested extensively across the system | 7.1% | 22 |
| <i>answered question</i> | | 308 |
| <i>skipped question</i> | | 33 |

33. The system is explicitly committed and ambitious to overcoming existing inequalities

| | | Response Percent | Response Count |
|--|--|--------------------------|----------------|
| Rarely or never apparent | | 7.5% | 23 |
| Occasionally found in the system | | 42.5% | 131 |
| Regularly found in the system | | 40.9% | 126 |
| Manifested extensively across the system | | 9.1% | 28 |
| | | <i>answered question</i> | 308 |
| | | <i>skipped question</i> | 33 |

34. The need for system transformation is understood and owned across the system

| | | Response Percent | Response Count |
|--|--|--------------------------|----------------|
| Rarely or never apparent | | 19.2% | 59 |
| Occasionally found in the system | | 56.5% | 174 |
| Regularly found in the system | | 20.5% | 63 |
| Manifested extensively across the system | | 3.9% | 12 |
| | | <i>answered question</i> | 308 |
| | | <i>skipped question</i> | 33 |

35. The transformation strategy actively addresses scale and sustainability

| | | Response Percent | Response Count |
|--|--|------------------|----------------|
| Rarely or never apparent | | 32.8% | 99 |
| Occasionally found in the system | | 54.3% | 164 |
| Regularly found in the system | | 10.3% | 31 |
| Manifested extensively across the system | | 2.6% | 8 |
| <i>answered question</i> | | | 302 |
| <i>skipped question</i> | | | 39 |

36. Transformation is a partnership process with others outside the formal learning system

| | | Response Percent | Response Count |
|--|--|------------------|----------------|
| Rarely or never apparent | | 27.5% | 84 |
| Occasionally found in the system | | 56.7% | 173 |
| Regularly found in the system | | 12.8% | 39 |
| Manifested extensively across the system | | 3.0% | 9 |
| <i>answered question</i> | | | 305 |
| <i>skipped question</i> | | | 36 |