Outcomes for GiR-LNS

- Improved literacy and numeracy
- Greater parity of outcomes, especially for Aboriginal students, LBOTE students, boys and rural/remote

Outcomes for ST

- Enhancement of STs repertoire of literacy skills.
- Deeper understanding of outcomes relating to literacy.
- Provision of support to colleagues in meeting the needs of identified students.
- Provision of support in the monitoring of student learning.
- Provision of support in planning for literacy improvement.
Rationale for GiR-LNS

- It is teachers that make the difference.
- Teachers make the biggest difference when they know their students, know the outcomes and know how to match teaching practices to needs.

GiR-LNS is **not** a new "approach"...
it is best characterised as a program of additional resources that have been strategically placed according to identified needs.

Curriculum Improvement Program GiR-LNS

- numeracy and literacy 50/50
- data driven: greatest needs
- connections, collaboration
- evaluation
- broadening/consolidating expertise

Roll-out of Specialist Teachers

<table>
<thead>
<tr>
<th>Year</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>50</td>
<td>40</td>
<td>30</td>
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<tr>
<td>Total</td>
<td>100</td>
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</tbody>
</table>
It is assumed that the principals of participating schools will:

- Apply whole-school approach to planning
- Use school performance data for planning
- Plan effective use of ST time in the school
- Support data collection associated with a formal evaluation of the GIR-LNS
- Participate in PD associated with the GIR-LNS

School Targets

- School targets as a basis for school improvement and for program accountability
- Challenging but realistic
- Reflective of local contexts, profiles and opportunities
The power of the contemporary text environment on children

The investment contemporary children have in multiple literacies, even before they come to school, is displayed in the following scenarios. Sam is having his fourth birthday. He is a competent consumer of texts across technologies, and typical of a growing number of other pre-school children who live in a visual world. Through daily experience, Sam relates to a complex range of environmental texts including electronic media such as television, computer-mediated texts, video, film, and print and non-print two-dimensional texts. The scenarios provide an insight into a pre-schooler who takes for granted a complex array of texts.¹

Sam

Scenario 1
Sam has received several printed texts including birthday cards, messages attached to gifts, and two letters which provide him with coded representations of the language surrounding his celebration. The texts are read to Sam when they first arrive, and he takes them to his room before bedtime where he reads them over and again with his parents. There are multiple graphic versions of 4 Today and Sam represented in the texts, and he has processed a birthday card to himself on the computer, including graphics.

Sam has printed out the text and brought it to the table for his birthday celebration. It reads Sam is 4 and the letter '4' appears in multiple fonts over the page, some of which he has coloured. Sam is 4 today is also on his cake, and he reads this for himself without prompts when he sees the cake for the first time. He remarks that the cake is like the one he has seen on a video from the popular Australian children's television show Bananas in Pyjamas, and he begins to sing a song to a tune he remembers—'I'm gunna be bananas in pyjamas... on my birthday!'

Scenario 2
One of Sam's birthday gifts, a CD-ROM of Spelunx and the Caves of Mr Seudo (Bredenbund, 1995) occupies him for more than an hour on the morning of his birthday. Sam has 22 CD-ROMs in his collection, begun when he was about two years of age.

At first Sam plays experimentally with the interactive, multimedia CD-ROM. He follows trails, paths and web options. He advances the text relatively quickly in the first instance, commenting 'I—wonder—what's going to—happen—'. He returns to the first frame after 1 minute and begins to monitor his physical interaction with talk. Sam's utterances indicate that he makes deliberate attempts to follow the context of the fantasy game. He expertly uses the mouse and animates from hot spots. He spends seven minutes exploring different caves, venturing one adventure which he follows through to the end. He brings up both supplemental

Reference: Literacies & Learners, Current Perspectives
Ed. Campbell & Green, Prentice Hall
and incidental text, and by the responses he makes, appears to discriminate between them.

Sam seeks out Mr Seudo's inventions in the caves, laughs and stops to comment on one of his own constructions:

"I did this. It was a really good thing — me dad helped me — it was a machine — we used it..."

It appears to discriminate between them.

"...and stuff from the shed — I had this donkey engine — d'ya know what that is? —"

Sam deliberates now and again to highlight words which he recognises as they reappear later in the text. At times he focuses on frames and is silent. At others, he commands his way through the circuit of the text and makes decisions about using or not using audio text.

He demonstrates control by selecting some text segments over others, reasons with himself as he continues, and at times he discards text quickly and is noted to bypass the same parts on several occasions. Sam makes the comment — 'I don't want to hear this. I become more selective as it seems his familiarity with the contents and structure of the text through this adventure.' Sam uses the coaching icons. He brings up text at one point, realises he has made the wrong choice for his purpose and retraces his step until he finds what he wants. He asks himself rhetorical questions, neither waiting for nor wanting responses.

Sam's interactive behaviour with the digital, multimedia text, and with the prompts supplied within the text's system certainly assists him to identify words and phrases, but he makes meaning from references to a range of media, and by navigating the text in a way that is meaningful to him. His visual skills are evident as he uses the linking devices within the CD-ROM to shape the text in particular ways. Visual effects on the monitor appear to reinforce the codes and symbols and their meanings for Sam, just as his birthday messages help him to make links between spoken language and its written representations. He also makes intertextual references while he processes the text, and links the text to his personal experiences. Each of these are reading behaviours of a motivated and purposeful reader. But because Sam cannot read print in the way that would be expected of him in a print-based classroom, there might be a risk that his literacy competencies would not be recognised as aspects of reading a particular text form.
Definition & Rationale

Students learn about language and how to use it effectively through their engagement with and study of texts. The term 'text' refers to any form of written, spoken or visual communication involving language. The texts through which students learn about language in English are wide-ranging and varied, from brief conversations to lengthy and complex forms of writing. The study of specific texts is the means by which students achieve the desired outcomes of English, rather than an end in itself. Students learn to create texts of their own and to engage with texts produced by other people.

Teaching English involves recognising, accepting, valuing and building on students' existing language competence, including the use of non-standard forms of English, and extending the range of language available to students.

In the English Learning Area, students develop functional and critical literacy skills. They learn to control and understand the conventions of Standard Australian English that are valued and rewarded by society and to reflect on and critically analyse their own use of language and the language of others.

The importance of language
Language plays a central role in human life. It provides a vehicle for communication, a tool for thinking, a means of creativity and a source of pleasure. An understanding of language and the ability to use it effectively gives students access to knowledge, enables them to play an active part in society and contributes to their personal growth.

Modern literacy requirements
Literacy is the ability to use language to operate successfully within one's society. Modern citizens face diverse demands on their language skills. Changes in the nature of work and social life and the development of new technologies have produced a proliferation of new and different forms of communication. Students need high levels of literacy to meet these challenges.

Future literacy demands
Students also need to be prepared to meet future challenges. The English language is not a set of neutral, unchanging and established rules or practices that apply at all times and in all situations. Literacy requirements change over time. Those skills seen as the minimum needed to function effectively in Australian society in 1901 would not be adequate for life in the twenty-first century. The skills that make a person literate also vary between contexts. A person who is literate in one situation may not have the skills needed in another. Students need an understanding and a command of
While a range of specialist literacies fall within the province of other learning areas, the English learning area has a special role in developing students’ literacy because it focuses on knowledge about language and how it works.

**Functional literacy**

Functional literacy involves the ability to control and understand the conventions of English that are valued and rewarded by society. A concern for inclusivity and empowerment requires that all students develop the ability to use these conventions and have an understanding of their importance. These conventions include written conventions ranging from handwriting, spelling, punctuation and grammar through to the more complex conventions of form, genre and register; oral language conventions associated with different purposes, contexts and audiences; conventions associated with the presentation of information, ideas and entertainment in the mass media and new information technologies; and conventions associated with literary texts of all kinds.

Students need to be able to use these conventions to communicate ideas, feelings and attitudes, to interact with others, to cope with increasingly complex communication demands, to explore and develop ideas and values, and to access an increasing range of knowledge and ways of thinking.

**Critical literacy**

Students also require highly-developed critical literacy skills. Critical literacy depends on an understanding that language is a dynamic social process which responds to and reflects changing social conditions, and that the use of English is inextricably involved with values, beliefs and ways of thinking about ourselves and the world we inhabit. It involves an appreciation of and sensitivity to sociocultural diversity and an understanding that the meaning of any form of communication depends on context, purpose and audience.

A crucial feature of critical literacy is an awareness of the relationship between language and power. Students need to understand that well-developed language skills provide them with access to sources of power through knowledge; that the control of language and communication confers power on those in control and disempowers others; that language can be used to influence their behaviour and that they can use language to influence the behaviour of others; and that a knowledge of language and how it works can be used to resist control by others.

Critical literacy and functional literacy are interdependent. The development of functional and critical literacy in the English learning area helps students to become competent, reflective, adaptable and critical users of language. It provides them with the skills necessary for the pursuit of knowledge and the achievement of their potential.
LITERACY PROFILES OF SIX HYPOTHETICAL Yr 10 MALE STUDENTS

A. Alan is an excellent speller and he uses perfect grammar. While his writing is technically correct, it lacks originality or evidence of critical thought. He is reluctant to take risks and shies away from grappling with ideas that are not "black or white". He does not especially enjoy reading or writing. Concerning spoken language, he is good at the surface characteristics of speech (pronunciation and grammar) but has trouble forming generalisations or implications from what has been discussed.

B. Brad always strives to pass the tests he is given in school. He swats up before every exam and always manages to get through. There are times, however, when he is not bothered by the fact that he does not understand what he has read or been told, and others when he seems to forget things almost as soon as the tests are over. He comfortably passed his Year 9 reading, spelling, grammar and writing tests.

C. Chris is pretty good at following written instructions and at the basic writing tasks that he will need to hold down a job. He is not very keen on reading or writing. His view is that reading is for getting on with life and that any additional reading and writing is a waste of time and effort. His summary views concerning written language extend to spoken language: he will only listen to the barest minimum of information that he deems necessary, and thinks there is little to gain from extended discussions in any situation.

D. David is an excellent communicator, but is not a great speller and is over-casual with his grammar and punctuation. To his credit, he organises his ideas well and always manages to get them across - no matter where, no matter who to or what for - both in writing and in speech. He is also good at thinking critically about things he reads or hears; getting to the bottom of what people mean and drawing implications and his own conclusions.

E. Edwin is an avid reader of current affairs magazines. He likes, and is good at, expressing his opinions - he sometimes writes letters to the editor. He is ever-willing to discuss, and is well informed about, issues of social, political and economic significance. Having access to information through print is extremely important to Edwin - far more important that using his ability to read and write to secure a good job.

F. Frank is a fine public speaker. He always articulates clearly, uses correct grammar, impressive vocabulary and is well-read; he is versed in a large range of literary classics. Almost everything he writes or talks about draws heavily upon the content, style and values of those classics. He is somewhat rigid and "proper" in approach. He has an enormous vocabulary and a large stock of knowledge and uses both prodigiously - even when those around him have no idea of what he is talking about.
What seems to work in schools?

First wave:
Good classroom teaching in the early years

- **Regular timetabled substantial blocks of time** for language and literacy learning
- **Teacher talk** that is clear, precise and focuses children’s attention on what is to be learnt
- **Oral language** activities that develop vocabulary, world knowledge, listening, speaking and thinking skills and awareness of the sounds of language
- **Comprehension of text** through teacher instruction and associated activities such as dramatic play
- **Systematic** practice in using language and literacy through engagement with a variety of oral and written texts, using strategies such as guided reading, independent reading, shared book and modelled writing
- **Explicit instruction in code-breaking techniques** which include phonological awareness, letter recognition, letter-sound correspondences and sight word recognition
- **Frequent practice in reading aloud** to an adult, a peer or an older student to develop fluency
- **Instructional texts** at appropriate levels
- **Encouragement of invented spelling**
- **Games and motivating activities** for practice of skills
- **Regular assessment**, including running records, to monitor the effectiveness of teaching and to identify children not making expected progress
- **Referral to specialists** if hearing, speech and language are of concern
Second wave:  
   Early intervention

- *A positive atmosphere* that builds success through achievement and positive reinforcement

- *Regular diagnostic assessment* to determine individual children’s patterns of strengths and weaknesses in order to focus instruction on specific needs

- *Integration of intervention programs* that take place outside the classroom with the regular class program

- *Parent involvement*, especially in family literacy and home reading programs

- *Small group or individual* systematic teaching on a regular basis
Third wave:
Support in the middle and upper years

- **Building on successful early intervention procedures**, but with materials and strategies appropriate for the age level

- **Teaching principles** that include explicit instruction, modelling, scaffolded support, expert guidance and extended practice in the application of strategies within different contexts

- **Regular monitoring** of students’ progress with feedback

- **Explicit teaching towards self regulation and metacognition** to increase independence in learning

- **Modification of some classroom tasks** or use of technological resources to enable successful completion of tasks

- **Reinforcement** that may initially be extrinsic but gradually moving towards intrinsic reinforcement

- **Individual intervention plans** that specify achievable goals

- **Liaison** where appropriate with external agencies that are assisting children, in order to ensure consistency with the school program
<table>
<thead>
<tr>
<th>Traditional Perspectives</th>
<th>Current Perspectives</th>
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</thead>
<tbody>
<tr>
<td><strong>Maturational</strong></td>
<td><strong>Connectionist</strong></td>
</tr>
<tr>
<td>- children pass through</td>
<td>- reading writing and oral language are all integral parts of literacy learning</td>
</tr>
<tr>
<td>stages</td>
<td>- literacy begins very early in life</td>
</tr>
<tr>
<td>- maturation occurs as a</td>
<td>- literacy learning happens best through active and meaningful engagement with written language</td>
</tr>
<tr>
<td>result of biological</td>
<td>- children’s literacy learning is characterised by a progression of developmental stages</td>
</tr>
<tr>
<td>process of neural ripening</td>
<td>- literacy education should be developmentally appropriate for children</td>
</tr>
<tr>
<td>- nature must take its</td>
<td>- learning is the creation or strengthening of associations</td>
</tr>
<tr>
<td>course</td>
<td>- learning the alphabetic code and word recognition are the keys to successful literacy development</td>
</tr>
<tr>
<td>- children are not ready</td>
<td>- direct, explicit teacher-led instruction is effective and efficient for facilitating beginning reading</td>
</tr>
<tr>
<td>to learn to read until they have reached a certain mental age</td>
<td>- automaticity in decoding facilitates and precedes reading comprehension</td>
</tr>
<tr>
<td>- reading is learnt best through direct systematic instruction</td>
<td>- the act of reading can be broken down into a series of isolated skills, which can be arranged into a hierarchy, taught directly, then brought back to the whole</td>
</tr>
<tr>
<td>- children must be taught how to be literate</td>
<td>- teaching of reading is an objective, scientific, value-free process</td>
</tr>
</tbody>
</table>
**Social Constructivist**
- Language and literacy are socially constructed
- Language and literacy are culturally specific
- There are no set of universal, invariant developmental stages
- Young readers and writers engage in the same types of literacy processes, though at a less sophisticated level as those engaged in by older children and adults

**Critical**
- Language and literacy learning is facilitated when there is a close match between home and school discourses
- Literacy involves issues of social justice resolution and critical literacy
- Social action and change in the hierarchical power relationships in school, the early literacy curriculum and between the school and community are on the critical agenda.

### Two current perspectives on literacy

<table>
<thead>
<tr>
<th><strong>Reductionist</strong> (National Reading Panel)</th>
<th><strong>Social constructivist</strong> (Mapping the Territory)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quantitative evidence from controlled experimental designs</td>
<td>Evidence from a variety of sources, qualitative &amp; sometimes quantitative</td>
</tr>
<tr>
<td>Isolation of a few variables</td>
<td>Implications: no one strategy or method fits all</td>
</tr>
<tr>
<td>Implications: skills-based direct instruction</td>
<td>Includes: many interacting variables</td>
</tr>
<tr>
<td>Simplifies: excludes confounding variables</td>
<td>Views the world in all its complexity</td>
</tr>
<tr>
<td>Learning difficulties due to specific identifiable factors within the child</td>
<td>Learning difficulties due to many interacting factors within the social context</td>
</tr>
</tbody>
</table>
### Getting it Right

**Literacy and Numeracy Strategy**

**Assessing Literacy**

<table>
<thead>
<tr>
<th></th>
<th>Sp &amp; List</th>
<th>Read</th>
<th>Write</th>
<th>View</th>
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<tr>
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</table>
Student Outcome Statements
To describe indicators of progress across eight broad, successive levels
Currently under review by Curriculum Council

Strengths:
- Direct link to outcomes
- Pointers reflect the scope of outcomes

Limitations:
- Levels broad, esp. Levels 1 and 2 which are relevant to many students, who are the target cohorts for GIR-LNS
- The current books are difficult to navigate

Literacy Net
To help teachers to pinpoint the nature of difficulties and literacy needs for students who are not making adequate progress and are at risk of not meeting Benchmark levels in Reading, Writing and Spelling

Strengths:
- Fine-grained checkpoints in 6-month graduations of adequate progress
- User-friendly format - class profile and closer individual investigations

Limitations:
- Designed around the same slice of the curriculum as the Benchmarks
- Currently two sections to the Literacy Net: P-3 then 4-7, neither having been directly linked to the outcomes

ESL Bandscales
Developed by a national body to track progress and guide teaching and learning programs for EOTE students learning English

Strengths:
- Specific outlines stages of second language acquisition
- Applicable for ESL and SAESSD contexts
- Accounts for cognitive stage of development
- Includes advice about teaching focus

Limitations:
- Levels broad
- No direct link to WA curriculum outcomes
- Books are unwieldy: difficult to navigate
**First Steps Continua**

To enable teachers to track understandings and behaviours that children demonstrate as they acquire reading, writing, speaking, listening and spelling so teaching practices can be selected accordingly.

**Strengths:**
- Fine-grained descriptors of typical development
- User friendly format
- Direct link to teaching emphases

**Limitations:**
- Dated - over a decade old
- Predated contextual understanding/critical analysis aspects of literacy
- Predated viewing strand and use of ICTs

---

**WALNA**

To gauge whole-population achievement in against to minimum acceptable achievement for Reading, Writing and Spelling detailed in National Benchmarks for Yrs 3, 5 and 7.

**Strengths:**
- Yields data across full cohorts about a slice of literacy relating to Benchmarks
- Efforts are made to address inclusivity
- Support with analysis of WALNA available

**Limitations:**
- Snap-shot, pencil-paper test, unfamiliar format
- "Standardised" contrary to "inclusivity"
- Benchmarks - slice of the curriculum
- Especially difficult to assess processes and strategies

---

**MSE**

Assessment instruments designed to gauge system performance in relation to Curriculum Framework outcomes.

**Strengths:**
- Direct link to outcomes - reflects scope and focus of all substrands and strands
- Data calibrated by year-group cohorts
- Assessment devices not limited to pencil and paper responses

**Limitations:**
- Assessment Instruments for selected strands and learning areas developed in cycles, not every year
- Snap-shot, pencil and paper test - but with more scope for diagnostic probing than in WALNA due to test conditions
**TABLE OF LITERACY ASSESSMENT INSTRUMENTS – a summary**

<table>
<thead>
<tr>
<th>Instrument</th>
<th>Purpose</th>
<th>Strengths</th>
<th>Limitations</th>
</tr>
</thead>
</table>
| Progress Maps      | To describe indicators of progress across eight broad, successive levels | • Direct link to outcomes  
• Pointers reflect the scope of outcomes                                                                   | • Levels broad, esp. Levels 1 and 2 which are relevant to many students who are the target cohorts for Gir-LNS  
• The current books are difficult to navigate                                                             |
| Literacy Net       | To help teachers to pin-point the nature of difficulties and literacy needs for students who are not making adequate progress and are at risk of not meeting Benchmark levels in Reading, Writing and Spelling. | • Fine-grained checkpoints in six-month graduations of what has been deemed by experienced teachers to be adequate progress  
• User-friendly format – class profile and closer individual investigations                                   | • Designed around the same slice of the curriculum as the Benchmarks  
• Currently two sections to the Literacy Net: P-3 then 4-7, neither having been directly linked to the outcomes. Plans are in place to extend and reconfigure existing elements into a single P-10 Literacy Net with clear links to outcomes. |
| SL Bandscales      | Developed by a national body to track progress and to guide teaching and learning programs for LBOTE students learning English. | • Specifically outlines the sequential stages of second language acquisition.  
• Applicable for ESL and SAESD contexts.  
• Offers 3 progress maps to account for the cognitive development of second language learners.  
• Includes advice about teaching foci                                                                       | • Levels broad  
• No direct link to WA outcomes  
• Books are unwieldy: difficult to navigate                                                                  |
| First Steps Continua | To enable teachers to track understandings and behaviours that children demonstrate as they acquire reading, writing, speaking, listening and spelling so teaching practices can be selected accordingly | • Fine-grained descriptors of typical phases of development  
• User-friendly format  
• Direct link to teaching emphases                                                                          | • Dated – over a decade old  
• Predated contextual understandings/critical analysis aspects of literacy  
• Predated viewing strand and use of ICTs                                                                    |
| WALNA              | To gauge whole-population achievement in Reading, Writing and Spelling detailed in National Benchmarks for Yrs 3, 5 and 7 | • Yields data across full cohorts about a slice of literacy understandings relating to Benchmarks  
• Efforts are made to address inclusivity issues  
• Support with analysis of WALNA data available                                                                  | • Snap-shot, pencil and paper test, the format of which many children will be unfamiliar  
• "Standardised" contrary to "inclusivity"  
• Designed around Benchmarks – so assess only a slice of the curriculum  
• Especially difficult to assess processes and strategies in this manner                                      |
| SE                 | Assessment instruments designed to gauge system performance in relation to *Curriculum Framework* outcomes | • Direct link to outcomes – reflect good understanding of scope and focus of all strands and substrands  
• Data calibrated by year-group cohorts  
• Assessment devices not limited to pencil and paper responses. Scope for further probing | • Assessment instruments for selected strands and learning areas developed in cycles, not every year  
• Snap-shot, pencil and paper test – but with more scope for diagnostic probing than in WALNA due to test conditions |
THE THREE ACCOUNTABILITY QUESTIONS

- WHAT ARE WE TRYING TO ACHIEVE?

- HOW WELL ARE WE ACHIEVING IT?

- WHAT CAN WE DO TO IMPROVE?
CONDITIONS FOR EFFECTIVE TARGET SETTING

• Collaboration, goodwill, a positive climate and a non-adversarial relationship.

• A common understanding of the processes used to establish targets.

• A sound educational and empirical basis for the establishment of the targets.

• A recognition of the interrelatedness of educational outcomes and care that the establishment of particular targets does not detract from the achievement of other educational objectives.

• A realistic assessment of what can be achieved within the specified time frame.

• An understanding that the level of precision of the measures involved should be taken into account when setting targets.

• Consideration of the resources required to achieve the target.

• Clearly defined principles and protocols for the use of targets and reporting against them.

Ovhead – Getting it right strategy – 27 May 02
TARGET SETTING

- WHAT AREAS WILL WE SET TARGETS IN?

- WHO WILL WE SET TARGETS FOR?

- WHAT INFORMATION WILL WE USE TO MEASURE OUR PERFORMANCE?

- WHAT ASSESSMENT INSTRUMENTS DO WE HAVE?

- WHICH ONES ARE MOST USEFUL?

- DO WE KNOW WHERE WE ARE AT RIGHT NOW? HOW CAN WE SET A TARGET IF WE DON'T HAVE ANY INFORMATION ABOUT WHERE WE ARE NOW?

- HOW MUCH IMPROVEMENT ARE WE SHOOTING FOR? WHAT WILL THE EXTRA RESOURCES BUY IN TERMS OF IMPROVED OUTCOMES?

- WHAT CAN WE EXPECT DISTRICT DIRECTORS TO DO IN RELATION TO TARGETS SET BY THE SCHOOL? SET THEM? NEGOTIATE THEM? APPROVE THEM?

- WHAT ARE THE CONSEQUENCES OF NOT REACHING OUR TARGETS? REWARDS? PUNISHMENTS?