



ACT
Government
Education

Curtin Primary School

Review Report Summary, 2018

This page left intentionally blank.

Overview of the school review process

Approximately a quarter of all ACT public schools are reviewed each year. The reviews are an important part of how the Directorate supports and monitors school improvement. Reviews provide schools with quality and independent feedback, tailored to the school's context. Each school is reviewed at least every five years, providing valuable opportunities for self-reflection, planning and improvement.

Reviews are undertaken by experienced educators trained in the use of the *National School Improvement Tool* (NSIT), a nationally recognised framework for reviewing teaching and learning practices. Each review team generally consists of two to three reviewers, however, the number of reviewers and length of review depends upon a range of factors, including the size and context of the school.

Reviewers closely consider each school's performance data and speak with a wide range of staff, students, parents and community members to get an accurate picture of the school. Following the review, the school receives a comprehensive report. The report outlines the key findings and recommended improvement strategies to maximise student outcomes. The report concludes with a set of commendations, affirmations and recommendations to assist in future planning and to support school-wide improvement planning.

The following summary contains the commendations, affirmations and recommendations from the review report.

Commendations

The 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

The 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

The 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 developing a sharp and narrow improvement plan.

Commendations

Curtin Primary School is commended for the following.

- The high level of trust shown by the leadership team in allowing flexibility in planning in each year level team. This has enabled teams to meet the needs of their students while acknowledging the skills of the staff.
- The school leadership and staff on its exemplary management of significant changes during the planning cycle. Of note were the change of planned pathways for accelerated learning and the complexities of demographic change in enrolments. The school Board congratulated everyone on this effort.
- A commitment to equity and inclusiveness across the whole-school community. The strengths and interests of every student are valued, and learning is targeted to meet their needs.
- The consistent use of a range of data sets to support the identification of individual needs, and the support given to teachers to plan for, and monitor, differentiated learning.
- Targeted literacy support, both within the class and through withdrawal, to support students with EALD, special needs and specific learning gaps. Specialist staff are employed to support these targeted intervention programs.
- A consistent approach to building strong respectful relationships through the implementation of KidsMatter, Friendly Schools Plus and Positive Behaviours for Learning. This has resulted in a noted improvement in the exhibited behaviours of all students.
- The personal and collective responsibility teachers and school leaders have for improving student learning and wellbeing; working together and learning from each other's practices. The sharing of teaching practice is common. In team meetings there is an emphasis on the joint analysis of student work and on teaching strategies for improving student learning. Teachers collaboratively plan, deliver and review the effectiveness of lessons.
- Considered leadership and associated support that has given rise to a high level of staff morale.
- Developing and mapping inquiry-based units of work across the school, aligned with the Australian Curriculum and their respective Achievement Standards and content descriptors.

Affirmations

The Review Team offers the following affirmations for Curtin Primary School.

- The adoption of the concept integrated inquiry approach. Teachers have acknowledged that this has already improved student engagement and student connectedness with the real world.
- The leadership team's analysis of whole-school performance data including CogAT, NAPLAN, and stakeholder perception.
- Establishing expectations around safe, respectful learners.
- The commitment to improving and building a contemporary learning and playground environment to stimulate student learning, engagement and achievement.
- Planning and using data for differentiating learning is becoming standard practice.
- Implementing the QTM. Quality teaching rounds is a well-accepted approach to support improvement in teacher pedagogical practice.

- Appointing a pedagogical coach and nominating curriculum coordinators in each year. This has supported the implementation of the Australian Curriculum and will continue to build the capacity of the teaching staff.
- Developing partnerships with the wider parent community to provide enrichment and extension activities. This includes support in mathematics extension, reading, and passion projects. A nominated parent volunteer communicates with the broader community on behalf of each class.

Recommendations

The Review Team recommends Curtin Primary School pays attention to the following opportunities for school improvement during the next planning cycle.

- Collaboratively develop a Curtin Primary School Strategic Plan 2019-2023 that is consistent with the vision for teaching and learning, and provides a narrow and sharp agenda focussed on student outcomes. The plan should incorporate explicit targets for student achievement that are well communicated to the school community. The plan should also clearly articulate the strategies for improvement in a timeline that acknowledges capacity for change. Progress towards targets should be monitored and initiatives and programs systematically evaluated for their effectiveness.
- Establish and implement a systematic plan for the collection and use of a full range of student achievement and wellbeing data. The plan should then be used to identify gaps in learning, monitor improvement over time and growth across the years of school. Professional learning aimed at building leader and teacher data literacy skills should be undertaken.
- Establish and implement a professional learning plan to complement the strategic agenda in the next planning cycle. Within the plan, the school should incorporate the continued implementation of quality teaching rounds, mentoring, coaching, technology to support learning, and teaching and sharing of pedagogical practices.
- Continue to build on the school's concept-based inquiry model to develop and communicate an explicit, sequenced plan for curriculum delivery across the years of schooling which gives a consistent clear view on what (and when) teachers should teach and students learn. The plan should show how general capabilities and cross-curriculum priorities are understood, valued, and used as active learning for all students. This includes how cultural integrity is developed in the school.
- Continue to expand the range of pedagogical practices teachers can use to cater for individual differences. This could include offering responding to differences in cultural knowledge and experiences, offering multiple means of representation, engagement and expression, and providing multiple opportunities to learn.
- Make explicit and communicate the kinds of teaching that should be occurring across the school.
- Continue to develop collaborative partnerships to support schooling, with clarity around partner roles and responsibilities. Goals expressed in student outcomes, progress and achievements should be systemically and regularly monitored and refined as required.