



ACT
Government
Education

Charnwood-Dunlop School

Report of Review, 2020

Date of School Review: 29, 27, 28, 29 and 30 October 2020
Principal of Review School: Robert Lans

National School Improvement Tool Review Report prepared by:

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Report of Review, 2020 prepared by:

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Education Services Division, School Improvement Branch

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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.

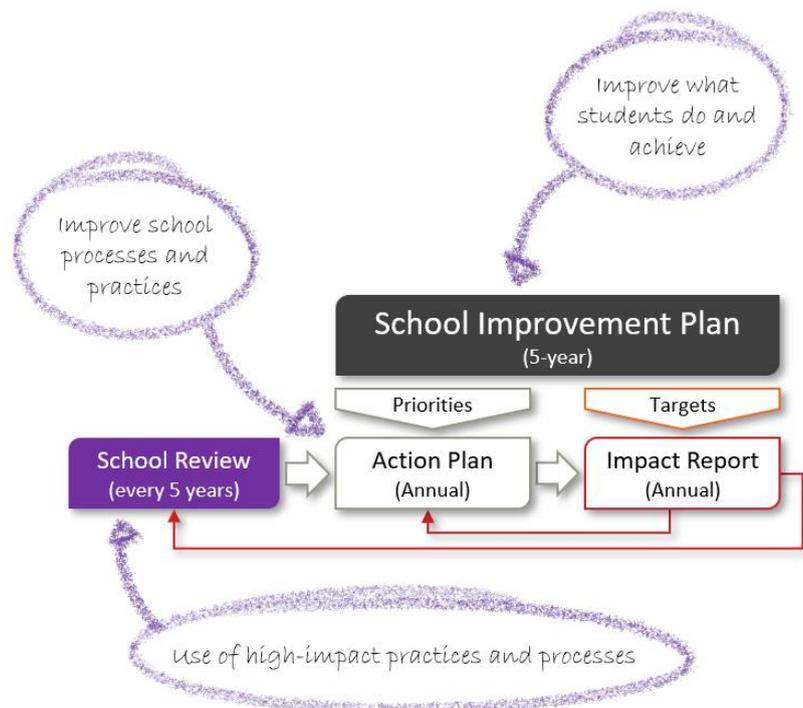
Through the lens of the NSIT, an internationally recognised framework for reviewing teaching and learning practices, reviewers gain an accurate picture of current school practices. During Review evidence provided by schools is considered alongside evidence gathered through consultation with staff, students, 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 *Charnwood-Dunlop School Strategic Plan 2015-2020* articulates two key priorities: 'improve student outcomes in literacy and numeracy through embedding a culture of data analysis and building teacher expertise'; and 'develop a culture that promotes learning for all through Positive Behaviours for Learning (PBL)'.
- Key improvement strategies in the strategic plan use the language of the National School Improvement Tool (NSIT) and span a number of the nine domains in pursuit of a full agenda for improvement.
- There is considerable evidence of a sustained focus on building a safe and supportive learning environment underpinned by a school-wide approach (PBL) to encouraging positive behaviour. Staff have a clear understanding of and commitment to PBL and spoke positively about its impact on creating a calm learning environment. Reviewers noted that practices are well embedded and expectations are explicit in documentation and signage. Initiatives have been resourced to ensure sustainability. Parents and students also highlighted this as a focus and described the positive impact.
- Staff also identified other key strategies for improvement, including: the implementation of literacy approaches, e.g., Hot Reads and Readers and Writers workshops, a stronger focus on the use of data to inform teaching, and a focus on effective pedagogical practices for the teaching of mathematics. Strategies identified in key planning documentation have a research base.
- A wide range of targets were identified for this planning cycle. These include growth in learning in NAPLAN and improved numbers of students in the top two bands. Targets were also evident for PAT-M (Maths), BASE, PM Reading Benchmarks and PROBE. Additionally, targets were set in relation to stakeholder satisfaction surveys. Leaders reflected that while targets have been reported on each year in the Annual School Board Reports and Impact Reports, these are not well known or regularly discussed.
- Charnwood-Dunlop School was selected to share their journey in school improvement as a result of student gain in NAPLAN for reading 2015-2017.
- Staff are members of strategic teams (mathematics, literacy, inquiry and PBL) to build joint responsibility for the school's improvement agenda.
- The Board is provided with regular updates about activities in the school. Members were aware of the school-wide focus on PBL and expressed an interest in working very closely with the school in the development and implementation of the next plan.
- Staff reflect on progress towards implementing key strategies which are articulated in

annual action plans formally during end of year staff meetings and contribute to the development of each subsequent plan. Discussions also occur throughout the year in a range of meetings.

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

- Charnwood-Dunlop School has, over the life of this improvement planning cycle, collected multiple sources of data in relation to student wellbeing, achievement, behaviour, and stakeholder opinions.
- The school has an assessment schedule which identifies the timing of a range of literacy and numeracy assessments. The assessment schedule also includes timeframes for varying types of reports for students and staff professional development processes. There is not yet a school-wide plan incorporating protocols for the systematic collection, analysis, interpretation, dissemination and use of data on student achievement and wellbeing.
- A School Discipline Data Whole School Timetable defines the cycle for data use in Professional Learning Teams (PLTs), executive and staff meetings.
- Literacy and numeracy data are collected in a centralised excel spreadsheet for all students and colour coded to readily identify students above or below expected growth.
- The school-wide focus on reading was determined through an exploration of NAPLAN and school-based data, including BASE.
- Leaders have introduced routines for discussing data with their Professional Learning Teams. The approach to these discussions is underpinned by the Spiral of Inquiry (Timperley, 2014) and Disciplined Dialogue questions to drive consistency in practice. Teachers described the ongoing conversations they have with each other and their leaders about student progress in learning.
- Leaders are aware of strengths and areas for focus in whole school performance data, for example, NAPLAN, and also reflect on BASE and stakeholder survey data. There is less evidence of the analysis of A to E achievement, the disaggregation of data by priority groups, and the triangulation of data sets to closely monitor trends and identify specific areas for improvement.
- Leaders reflected that professional learning in data literacy is an ongoing priority for the school to support even deeper analyses.
- Performance data is shared with the community annually in the Annual School Board and Impact Reports through the school website. Members of the Board reported that NAPLAN data is shared with them.
- There is evidence of behaviour data being systematically collected, analysed, and discussed at staff and PLT, wellbeing team and executive meetings.

- Wellbeing and other key information about student needs is also collected, discussed, and acted upon by the wellbeing and leadership teams.

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

- Charnwood-Dunlop School's positive school culture is characterised by warm and respectful relationships. Students commented that "my teachers make learning interesting", staff commented that the school is "an inclusive and enjoyable place to work where the staff are supported" and parents commented that "staff members do their best for the students".
- The PBL framework has been deeply embedded across the school. Students are expected to be 'safe, respectful learners' and all members of the community use this language. There are highly visible reminders in posters throughout the school. Staff, students, and parents share a common language that is underpinned by a documented behaviour expectation matrix, a positive acknowledgement approach called 'E-Praise' and a behaviour flowchart.
- This school-wide focus has resulted in a culture of high expectations for behaviour at the school. Charnwood-Dunlop School was identified as a leading school in PBL and invited to launch the framework for ACT public schools. The school has since developed, in partnership with ACT Directorate staff, the Tier 2 classroom systems approach.
- The review team predominantly observed calm and focused learning environments. Any behavioural issues were dealt with quickly and responsively to minimise disruption to learning.
- There is strong evidence of the acknowledgement of Aboriginal and Torres Strait Islander cultures and histories through artefacts, artworks and other iconography within indoor and outdoor learning environments.
- The school celebrates and values families from diverse cultural backgrounds with visible representations of the many countries represented evident around the school.
- At the beginning of 2020, staff at the school engaged with ACT Education Directorate staff to undertake Engoori (Gorringe, 2011) training. This resulted in an agreed set of staff values and ways of being together that is visually represented in the teacher resource room.
- There is a deep sense of collegiality across the school, and staff unanimously agree there are strong levels of leadership support.
- Staff wellbeing is a focus for the school, with formal and informal measures in place for staff 'check ins.'
- The Charnwood-Dunlop School mission statement has recently been reviewed and

refined. It is displayed in all common areas of the school.

- The ABC Café provides a breakfast service and a place to read for students before school that is supported by community volunteers. When the school day commences, the ABC Café becomes a learning space for the targeted reading intervention program.
- Students in years 1-6 have the opportunity to participate in the Student Representative Council. Established in 2020, this student representative group brings class issues to meetings for consideration, suggests new student-centred initiatives for the school, and decides on fundraising activities.
- Feedback to parents about learning occurs through three-way conferences, learning journeys, student portfolios and semester reports. The school uses online platforms (Seesaw app. and Google Classrooms) to share examples of learning with families. Some parents reflected that they would like further opportunities to discuss student progress with teachers.
- Conversations with some parents and students reflected a desire for increased opportunities for challenging learning.
- Student learning is celebrated and displayed with pride on the walls around the school. A strong example of this is the 'Artist of the Month' display and 'Writers' Wall'.
- The school's approach to Social and Emotional Learning (SEL) is underpinned by the Friendly School's Plus program. Work is underway to scope and sequence SEL across preschool to year 6.
- Students have the opportunity to participate in Break Time Clubs such as gardening, art, choir, drawing, disco, ukulele, loose parts, bike, waste warriors, Lego, and cooking.

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

- Significant resources have been allocated to support the school's PBL framework. This includes an allocation of staffing as well as the provision of physical resources, for example signage throughout the school.
- Professional learning opportunities are resourced and targeted to support school-wide priorities and individual needs.
- The refurbishment of classroom and outdoor spaces has been a priority for the school. Staff, parents, and students described how the learning environment, including outdoor spaces, has been enhanced. Most classrooms have a breakout or sensory space, and a 'Think Tank' area supports students who need some quiet time. A room dedicated to the teaching of science, technology, engineering, arts and maths (STEAM) has been established. Learning spaces are colourful, welcoming, and well resourced.
- Resources have also been allocated to deliver a range of intervention strategies for students who require additional support. This includes intervention for reading supported by community volunteers and staff, English as an Additional Language/Dialect (EAL/D) additional tuition, small group social and emotional learning programs, additional literacy time with a specialist, and in class support by teachers and learning support assistants.
- A case management approach to identifying and responding to need is well established and led by the Wellbeing Team. A documented referral process is in place. Teachers provide detailed information to the Wellbeing Team, including evidence of intervention strategies already enacted. Student needs are triaged, and appropriate support strategies sourced and provided. Detailed records of student needs and interventions are maintained.
- Sensory and social skills groups, cooking and break time clubs are offered to support social and emotional learning. The youth support officer supports individual students and small groups as well as running the Replay program.
- Time has been allocated to support teachers in working together to plan the curriculum and meet regularly in their Professional Learning Teams to discuss student progress.
- Resources have been allocated to support the integration of technology. For years 3 to 6 there is a 1 to 1 ratio of Chromebooks, and iPads have been purchased to support early years learning. An Information and Communications Technology (ICT) Coordinator position has been created.
- Staff are allocated to classes based on their strengths and best fit for teaching teams.
- Student information, including work samples and results from diagnostic testing, are stored in folders and provided to teachers at the beginning of each year to support continuity in learning.

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

- The school's leadership team has been deliberate in the selection and employment of school leaders, classroom teachers, and support staff to progress the strategic priorities of the school and student needs.
- A Professional Learning Plan was developed in 2018 and is reviewed and refined each year. It is aligned with the strategic priorities of the school and offers staff opportunities to enhance their professional knowledge, skills, and understandings.
- Staff are supported to develop their leadership skills. This is evidenced by opportunities to lead strategic teams, take on coaching roles with peers, lead in-school professional learning, present at Australian Literacy Educators' Association (ALEA) conferences and ACT Directorate forums.
- Each year, teachers develop professional learning goals aligned with the priorities of the school and in areas they identify needing professional growth. These goals are entered into a Teacher Professional Development Plan that is discussed, monitored, and reviewed with school leaders three times a year.
- There are clear expectations for all teachers to be involved in coaching connected to the goals they identify in their Professional Development Plans. Some teachers described to reviewers how they have been supported through coaching partnerships and explained the difference this has made to their teaching. They worked with their coach to identify the goal, engaged in peer observations, and had multiple opportunities to practise and refine new skills. Leaders are refining approaches with clear intent to further embed an agreed approach. School leaders meet individually with the principal for a coaching conversation once a fortnight.
- Learning walks and peer observations provide regular opportunities for sharing of practice and feedback. Each teacher participates in four learning walks and two peer observations per year.
- A PLT model has been introduced. This gives staff privileged time together in teaching teams to share practice and discuss student progress using data and work samples. PLT time is also used for teachers to evaluate and plan teaching programs with their team leaders.
- Regular professional learning is offered to learning support assistants aligned to the school's strategic priorities and student need.
- There are induction procedures in place for new staff. The overall induction process is being reviewed and refined. New educators are assigned a mentor and enter into a formal agreement. This includes opportunities to plan together, lesson observations and feedback.

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

- Planning documentation references the Australian Curriculum. The Early Years Learning Framework is used as the curriculum in the preschool. Teaching and learning is underpinned by an inquiry-based approach. English and mathematics are delivered primarily as individual learning programs with other learning areas integrated through the inquiry focus or delivered by specialist teachers.
- An inquiry tracker identifies four conceptual lenses for investigations – social responsibility; environmental sustainability; identity, creativity and wellbeing; and the physical world. It also identifies how Aboriginal and Torres Strait Islander histories and cultures will be embedded. Student learning assets are also articulated for each year level and each concept. Learning is mapped to the Achievement Standards.
- Planning templates are used to monitor coverage of the Australian Curriculum Achievement Standards. Work is currently underway to refine this model of mapping to ensure continuity of learning within the operational structure of multi-age classes.
- Approaches to English are underpinned by the work of Debbie Miller (Readers and Writers workshops). The belief and practice statement refers to a balanced literacy program, student voice, authentic literacy learning experiences, conferencing and explicit teaching. Teaching phonics in context is a focus in the junior years.
- Approaches to the teaching of mathematics are based on inquiry using the ReSolve resources. Staff have participated in professional learning about this resource.
- Leaders are currently developing a teachers' resource folder to capture all curriculum planning expectations, and resources to support consistency.
- Teachers plan in teams using the inquiry tracker and other planning documentation and templates. Specialist teachers liaise with classroom teachers when planning the learning. Time is provided each term for long term planning. Teams plan together each week to ensure consistent programming.
- Leaders have identified the need for the school-wide use of Australian Curriculum, Assessment and Reporting Authority (ACARA) work samples to support consistency of judgement. Moderation practices using learning samples from school-based assessment are evident.
- Term overviews are provided to parents. Parent workshops are offered to inform the community of teaching and learning practices at the school.
- Rubrics are used in some curriculum areas to provide explicit feedback to students and

guide teacher judgements, although alignment of these to content descriptions and the achievement standards was not always clear.

- In 2017 the preschool (for four-year-old children) was assessed and deemed to be 'exceeding' the National Quality Standard.

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

- Leaders have introduced routines in Professional Learning Team meetings to encourage and support teachers to reflect on student progress in learning through the regular discussion of key data sets. The establishment of a data wall in the resource room supports these discussions and teachers reflect on patterns within cohorts, classes, and for individual students. Teachers are encouraged to identify students who are not making expected progress and consider how teaching can be targeted.
- Ninety-seven students have Individual Learning Plans (ILPs) that document short-term and long-term goals, appropriate adjustments, and strategies to support learning. The documented process for developing and reviewing ILPs describes a three phased approach each year for creating, monitoring, and reviewing each plan. Parent involvement occurs for each phase.
- Learning support assistants (LSAs) are allocated to classes to support individual and small groups of students. Teachers provide direction to LSAs about support strategies for students in their classrooms.
- Students who require additional support in relation to behaviour and wellbeing have highly individualised strategies in place to meet their needs.
- A school-wide approach to inquiry learning is currently being implemented. Teachers are encouraged to find ways for students to have a voice in their learning and pursue investigations based on their personal interests and curiosities.
- Documented team planning for mathematics includes differentiated learning experiences organised as support, core, advanced and double extension activities. Students could describe which activities they generally try to complete. There is evidence of some differentiated small groupings for English and mathematics.
- There is evidence of individual student goal setting in some classrooms. Approaches vary and students interviewed by reviewers, in the main, were not able to describe their learning goals.
- As yet, a range of differentiated teaching strategies are not consistently evident although there are some pockets of high-quality responsive teaching pitched at student needs. Some teachers could describe the strategies they employ including open ended tasks, formative assessment tasks, scaffolding, and flexible grouping. Others reflected that this was a goal for future professional learning as they want to learn more about the most effective ways to differentiate the learning.
- Twice yearly written reports to parents include individual statements about a student's strengths in knowledge and skills and strategies to support and extend learning for English and mathematics.

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

- The school's approach to inquiry-based learning is underpinned by the Kath Murdoch pedagogical approach. Beliefs and practices are shared in general meetings and PLTs to build understanding. Staff have participated in professional learning sessions to develop a common approach to the delivery of inquiry units across the school.
- The school-wide approach to teaching reading is informed by the Readers Workshop approach (Debbie Miller, 2013). Hot Reads (Layne & Miller) is also a schoolwide approach. In 2016, the school engaged in an action research project prompted by NAPLAN results. This led to the adoption of the Readers Workshop, coupled with the Hot Reads approach.
- The use of the Readers and Writers Workshop approach is evident in classrooms and teachers can describe the pedagogical approaches they use to teach reading and writing. There are some common approaches within teams. For example, in the early years phonics in context is an agreed approach. Staff have attended professional learning about the Ten Essential Literacy Practices.
- Teachers are expected to follow a balanced approach to the teaching of mathematics that incorporates warmups, explicit focus, an exploratory activity, and time for cognitive closure.
- The Mathematics and English Strategic Teams research evidence-based practices, consult with staff and lead initiatives.
- The school has enacted a book club to encourage professional reading about effective pedagogical practices. This includes the work of Debbie Miller and Kath Murdoch.
- Expected feedback strategies to students include individual conferencing, peer feedback, self-reflection, the use of portfolios and three-way interviews. Consistent practice across the school is not yet evident. There are pockets of excellent practice in conferencing with students about their reading and writing. Students reported variability in how teachers provide feedback to them about their learning.
- There is some clarity about what students are expected to learn. Teachers in some classrooms make the learning visible for students through strategies such as learning intentions, success criteria, and individual learning goals.

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

- Charnwood-Dunlop School has been deliberate in its intent to engage services and build partnerships, particularly for wellbeing.
- A School Wellbeing Project was enacted in late 2016 and 2017 in partnership with Uplifting Australia. A memorandum of understanding was in place and this included clearly articulated outcomes for parents, students, and staff.
- Links are evident with Capital Region Community Services (CRCS) formally known as the Belconnen Community Service. Referrals are made by CRCS for students who need additional assessments or additional support. A year 6 transition program has been facilitated in conjunction with CRCS and Melba Copland School.
- CRCS also run an out of hours care program in the school hall for students from preschool to year 6, and supports IT tutoring and sports programs.
- The wellbeing team connects with an extensive range of organisations and services to source additional supports for students and their families.
- The school has a relationship with migrant support groups, Companion House, Migrant and Refugee Settlement Services (MARSS), and the Multicultural HUB. The Red Cross also provides support services to migrant students and families. Connections are also evident with the Smith Family Australia.
- There has been a deliberate intent in this planning cycle to build stronger community partnerships, particularly with parents. Getting to Know You interviews provide an opportunity for parents to meet staff early in the year. The school uses Facebook, Seesaw, the ACT Directorate Sentral messaging system, and regular newsletters as the main forms of communication.
- Community members are invited to assemblies to celebrate student learning and acknowledge their achievements.
- The school nominates students to be involved in the Bungee Youth Resilience Program provided by the Belconnen Community Services organisation. The program promotes emotional wellbeing through the opportunity to participate in workshops with local artists.
- The school connects with a number of businesses to support the market day.

- The school has had a long association with an Aboriginal and Torres Strait Islander education officer to check on the wellbeing of parents, carers, and children. There has been visual recognition of Aboriginal and Torres Strait Islander culture in the school to further this association including the establishment of an Aboriginal and Torres Strait Islander garden in the school grounds and yarning circle.
- A transition program for students moving from Charnwood-Dunlop School to Melba Copland Secondary School involves visits by students to the high school. Transition activities include a garden program for selected students. Students transitioning from the Introductory English Centre (IEC) are also supported as they return to their home schools.
- High performing students in years 5 and 6 participate in the Magellan program. The program is aligned to the STEAM program and involves students in years 5 and 6 attending the local high school. The program involves a partnership between Charnwood-Dunlop School, Melba Copland Secondary School, the University of Canberra, and CSIRO.
- A Community and Sustainable Action Team has been formed. Activities such as waste and recycling have commenced with future activities planned in connection with the ACT Smart Schools program, a specialised program that helps schools improve their sustainability.
- There is a strategic partnership with the Australian Childhood Trauma Group for the delivery of the Smarter Schools Program. The agreement outlines the terms of the program that provides assistance with a range of services to support students achieve the best possible outcomes in their learning and engagement.

Commendations

- Charnwood-Dunlop School is to be commended for deeply embedding the PBL framework across the school. It is evident through the analysis of data over time that this whole school approach has had a positive impact on the behaviours and attitudes of students. The consistent high expectations that all students are safe, respectful learners has permeated beyond the classroom. Families use the same language at home to support the school-wide approach. Strategic and systematic investments in human and physical resourcing have supported the cultivation of a safe and supportive learning environment for all students. Parents acknowledge, with appreciation, the sustained, positive changes this approach has brought about for the school. The school is deserving of its recognition as system leaders in the ACT for effective PBL implementation.
- There is a powerful culture of collegiality across the school. Every staff member speaks about being a highly valued part of 'one team' who have deep levels of trust in the leadership team. School leaders and staff have a shared optimism for the future directions of the school community.
- The school has focused on nurturing respectful relationships. School leaders and staff have a calm, kind approach to engaging with students and maintain high expectations for that approach to be used by students in return. The school is also to be commended for their appreciation and respect for families from diverse cultural backgrounds. It has created a highly inclusive school environment for students and their families.
- Staff are deeply committed to meeting the wellbeing needs of their students and dedicate considerable time and resources to ensure that every young person who requires additional support receives what they need. A comprehensive case management approach provides individualised care and a holistic approach to support.
- The Introductory English Centre (IEC) is to be commended for their strong pedagogical practice for EAL/D learners, particularly the use of visible learning strategies. The learning environment provides meaningful opportunities for oral language acquisition in a sequenced coherent way. The classroom environment exudes visual prompts for the students that are effective in supporting their learning and transition to life in Australia. This level of support from the IEC is also afforded to the families. Staff provide families with links to external agencies that can help them settle into life in Australia.
- Staff are also commended for their ongoing commitment to continuous improvement in their practice and willingness to take on leadership opportunities. A professional learning community is evident at Charnwood-Dunlop School with a wide range of strategies in place to support professional growth.

Affirmations

- The review team acknowledges the successful and ongoing work in fostering high levels of student engagement in and love for reading. The ABC cafe is highly regarded by families and students and is recognised as a safe and supportive place to connect with staff and other students, as well as to further develop students' reading skills. The ABC cafe supports the ongoing school improvement focus of wellbeing and PBL. Other strategies, including the Hot Reads, literature rich learning environments and teachers

modelling a joy of reading are having considerable impact.

- Charnwood-Dunlop School is working towards embedding whole school agreed pedagogical practices. The journey is underway with the introduction of the Kath Murdoch model of inquiry learning. The review team acknowledges the beginning of this significant work. Students stated that ‘..it puts an interesting twist on learning’ and that it ‘..made learning more fun..’. The Readers and Writers Workshops, underpinned by the work of Debbie Miller, is also supporting teachers to improve student learning outcomes in literacy.
- The review team affirms the commitment of the school leadership team in ensuring that the learning environment at Charnwood-Dunlop School is attractive, well maintained and fit for purpose to support the learning and wellbeing needs of students and staff. Resources have been allocated to improve the learning spaces, inside and out, resulting in staff, families and students being proud of and connected to their school environment.
- The school recognises the importance of teachers making regular use of collected data to target teaching, reflect on their impact, and monitor student growth. An example is the scheduling of data conversations in PLTs based on the Timperley Spiral of Inquiry. This is starting to build a culture of data-informed practice.
- The school has taken a deliberate approach to the identification of individual student needs and the implementation of partnerships to respond to this need, particularly to support wellbeing. This is reflected in the decisions that leaders make about how resources will be allocated.

Recommendations

Recommendations

- Build a school-wide culture of learning underpinned by high expectations and a commitment to excellence through:
 - > the explicit articulation of expected benchmarks and standards
 - > school-wide targets for improvement in student learning that are well defined, time bound and measurable
 - > strategies that support teachers in understanding how they can contribute to the achievement of targets
 - > strategies that support students to reflect on their learning, set ambitious goals and monitor progress towards attainment. This should include school-wide approaches to the provision of explicit and timely feedback.
- Continue to develop a coherent, sequenced plan for curriculum delivery that ensures continuity and progression of learning across all years and learning areas, paying particular attention to:
 - > scoping the learning within and across learning areas
 - > assessment tasks and associated guides to making judgements that enable students to demonstrate and reflect on their depth of knowledge and skills

- > moderation practices within and beyond the school to ensure consistency of judgement
- > planning learning experiences that are responsive to students' levels of readiness, interests, and needs
- > agreed pedagogical practices that foster engagement and the right amount of challenge, particularly for high-achieving students.
- Develop a data plan that incorporates the school's assessment schedule. This data plan should clearly articulate the purpose for each data set, identify responsibilities for analysis, and define how data will be used to monitor learning for individual students, groups of students and school wide. Increasing the data literacy of school leaders and teachers should be an integral component of this plan.