



**ACT**  
Government  
Education

# **Taylor Primary School**

Review Report Summary, 2018

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## Overview of the school review process

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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

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Taylor Primary School is commended for the following.

- Through interviews with school leaders and staff the review team noted a very clear commitment from all staff to school-wide improvement.
- The review team evidenced a strong partnership with parents in the work of the school.
- The school staff have a strong and enduring community connection, and this helps the school understand community desires and expectations.
- There has been a significant increase in student and staff sense of belonging to the school, parents are welcomed, and all staff, students and parents interviewed spoke highly of the school. Parents stated that staff were respectful, sincere in their desire to help every child to succeed, know every student in the year level, and displayed a genuine love for children.
- Students demonstrated an inclusive and respectful attitude to other students.
- The school's leadership team strategic resource allocation has been responsive to identified needs. This includes recruiting a STEM specialist, a LSA to support engagement, an early years school leader; a LSA to support MiniLit, a Japanese specialist, and a gross motor skills specialist.
- The school leadership team is focussed on developing an expert teacher team. Team members see this as a critical strategy to enable school improvement over the next cycle.
- Teachers and school leaders view the development of every child, regardless of ability, as a priority in the school. Parents appreciated this commitment as a signature of the school.
- The focus on implementing literacy and numeracy strategies across the school is having a positive effect on student growth in learning outcomes. This is particularly evident in NAPLAN results in mathematics in the last few years.
- The school has effectively managed the rapid increase in school population over the planning cycle while maintaining a sense of community.
- The school has developed an effective filing system for curriculum and other documents on Google docs to provide easy access for teachers, particularly those new to the school or year level.

## Affirmations

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

- Taylor Primary School's reputation is growing significantly, and the work of staff is recognised as a main contributing factor.
- There is an ongoing consideration of data collected in the school to inform school-level planning and classroom teaching. The assessment plan is revised regularly to minimise disruption to student learning and lessen workload for teachers.
- The school is developing clear strategies to promote positive behaviour. The school community has noticed that this year the school is providing a more settled learning environment. Staff expectations of students, both in behaviour and academic outcomes, have risen. Students endorsed the principal's morning tea and other events celebrating success.
- Strategic recruitment of key staff has been positively endorsed by the broad school community.

- Technology is readily available for teaching and learning. There has been significant support of teachers in the use of technology to maximise learning. This work is continuing.
- Teachers are engaging with Google Communities and the Seesaw app as a way of communicating with parents about the achievement of their child.
- Staff are focussed on achieving ongoing professional growth.
- Partnerships are being established to supplement teaching and learning.
- Visible Learning has been widely accepted as a way to provide student voice in learning.
- Staff expressed appreciation of the accessibility of the school leadership team. This has improved as a result of clear roles and responsibilities.
- Teachers work with non-teaching staff in the design and implementation of teaching and learning to improve student outcomes. There is a strong and inclusive team approach to schooling.

## Recommendations

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

- Collaboratively develop a Taylor Primary School Strategic Plan 2019-2023 that is consistent with the developing school's vision for teaching and learning, and provides a narrow and sharp agenda focussed on student outcomes, by incorporating explicit targets for student achievement that are well communicated to the school community. The plan should clearly articulate the measures and 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 in producing the desired improvements in student learning and performance.
- Build upon the school's assessment plan, to create a data plan that incorporates the full range of school data. Develop processes to broaden analysis of school data to include trends over time, and ensure that through summarising, displaying and communicating, there is a common view of student achievement across the school community. Develop consistent processes across the school for staff to engage with data to inform teaching and to measure growth in student achievement. Build literacy skills for the leadership team and staff.
- Continue to implement strategies to maintain and enhance parent engagement in schooling. This includes developing a consistent whole school approach to feedback to parents that might include further developing the use of Google Communities or Seesaw.
- Document a professional learning plan that includes aligned processes for observation, mentoring and coaching across the school. Identify and deploy expertise in the school and develop processes to share best practice.
- Develop an explicit, coherent, sequenced plan for curriculum delivery that identifies curriculum, teaching, and learning priorities and requirements. The plan should reflect the shared vision of the school and have a strong focus on general capabilities and cross- curriculum priorities.
- Further develop teacher understanding of differentiation and the use of offering multiple means of representation and engagement and expression to cater for individual differences.
- Develop a coherent and explicit pedagogical framework to align teacher practice. The framework should continue to drive consistent implementation of Visible Learning in every classroom.