



ACT
Government
Education

Theodore Primary School

Report of Review, 2023

This page left intentionally blank.

Publication and independent Review Team details

Date of School Review: 5, 6, 7 and 8 June 2023

Principal of Review School: Nathan Pepper

National School Improvement Tool Review Report prepared by:

- Lead Reviewer: Boyd Jorgensen, *ACER Senior School Improvement Consultant*
- ACT Review Team members: 1. Kylie Moller, *Deputy Principal of Franklin School*
2. Louise Owens, *Principal of Red Hill Primary School*

Report Date: 9 June 2023

Report of Review, 2023 prepared by:

ACT Government Education Directorate
Education Services Division, School Improvement Branch

Report Date: 19 June 2023

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.

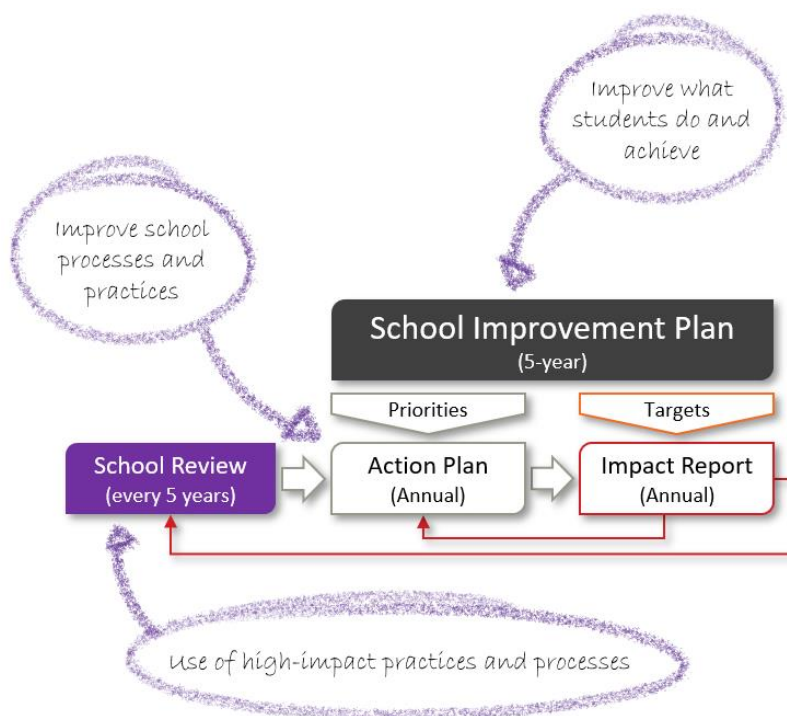
Following Review, the school receives a planning report, which is used as an internal working document, outlining key findings and recommended strategies for continued school improvement. The Education Directorate uses this planning report as a basis for the final *Report of Review* provided to school 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

- Leaders articulate a shared commitment to school improvement and a clear responsibility for working together in leading the drive to improve student learning and wellbeing outcomes. They express a strong commitment to every student's success; to improving levels of achievement and social, emotional and physical wellbeing; to providing a safe and caring educational environment for every student and a willingness and desire to invest in improving the quality of teaching and learning.
- A school-wide belief is apparent that every student can learn and experience success. This belief and high expectations about student learning are clearly conveyed to students, parents and the community.
- The commitment to school improvement is evident in the School Improvement Plan (SIP) 2019-2023, an annual Action Plan (AP) for each of these years and an action plan for each of the three school improvement priorities. Every teacher is a member of one of the three strategic teams that take carriage of an improvement priority action plan. Teachers express their familiarity with the school improvement priorities and assert their commitment to the school improvement process.
- The leadership team and teachers analyse a range of school longitudinal data. The principal explains that these analyses led to a revision of the SIP in 2021, with improving learning outcomes in mathematics added to the existing priorities of a positive learning environment and improving learning outcomes in reading and writing.
- Leaders identify that in 2023, the data show less of a need to focus on Positive Behaviour for Learning (PBL) in building a positive learning environment and have shifted the focus to inquiry learning.
- The SIP lists targets or measures in student learning data, perception data and school program and process data. Strategic team action plans identify the links to the SIP and current AP. Goals and targets are evident in the strategic team action plans, drawing on multiple measures and sources of data.
- Less evident is how these goals and targets drive the work of individual teachers and how progress towards achieving these goals and targets is directly monitored and evaluated. The principal acknowledges that the determination of and communication of explicit and clear school-wide targets and timelines for improvements in measurable student outcomes, is a crucial next step in the school improvement journey.
- An Action Plan 2023 Progress Heat Map has been established in a step towards evaluating the effectiveness of the strategies and programs implemented in producing desired improvements in student learning and performance.

- Staff and parents express confidence in leaders to pursue continuous improvement, which enables every student to achieve their full potential. Some parents can identify one or more of the improvement priorities.
- The School Board works in partnership with the principal to finalise the SIP and APs. Members of the Board confirm that this is a consultative process.

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

- The principal and leaders view reliable and timely student data as fundamental to their effective leadership of the school. They articulate and demonstrate that they are committed to the belief that data collection and analysis improves student outcomes.
- Teachers and leaders utilise data to drive the work of Professional Learning Teams (PLTs) and strategic teams. Data are collected from a range of sources and stored in a data tracker which can be found in a central location.
- Work in PLTs is focused through a mini spiral of inquiry. Staff report that the focus of a mini spiral is determined by the analysis of student data. Time is set aside each week in PLTs to enable teachers and leaders to review student data and to determine the next steps for intervention and teaching and learning.
- Strategic teams utilise data to determine the focus of Professional Learning (PL). Strategic teams conduct walkthroughs to gather further data, make observations and to provide broad, general feedback to the teaching staff as a whole. Some members of the strategic teams articulate that they are yet to analyse the impact of the walkthrough feedback on student outcomes across the school.
- The Theodore Primary School Data Plan organises data into four main categories; school process data, perception data, demographic data and student learning data. The data plan outlines the data source, the purpose, timeframe, who is responsible for the analysis of the data and what then happens with this analysis. The whole-school assessment and monitoring schedule outlines specific assessment tasks to be completed and data gathered by teachers are then added to the data tracker and used for moderation and discussion within PLTs. Leaders and most teachers express that they are committed to using data to drive the improvement agenda.
- Preschool and kindergarten staff identify the need for formal systems to be developed around the collection and sharing of data, both within the preschool team and between the preschool and kindergarten teams. Some teachers in these teams report that the sharing of anecdotal data has strengthened in the first semester of 2023.
- Student wellbeing data are gathered through the PBL data dashboard and analysed by the PBL internal coaches to identify focus areas for the PBL action plan. Student wellbeing data are further gathered through the work within PLTs and then shared by school leaders to the Disability Education Contact Officer for further action where necessary.
- Parents identify that data about their children's learning are shared through the formal reporting process, interviews with teachers and through informal methods such as SeeSaw, phone calls and emails.

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

- Leaders and teachers articulate their commitment to developing and maintaining a student-centred environment, where every student is expected to learn successfully and where catering for the wellbeing needs of each individual student is paramount.
- Staff, students and parents attest to the quality of relationships evident throughout the school. Parents describe the caring and nurturing nature of relationships between students and staff, along with the approachability of staff.
- Students express their gratitude for the care and compassion displayed by staff and how staff are concerned for their wellbeing. Some students describe the school as being like a large family. Teachers, leaders and support staff appreciate the positive attitude and responsiveness exhibited by students and the levels of support and engagement by parents.
- A strong staff voice describes a positive culture, where people are caring and supportive of each other and collegial in their behaviour. Staff identify that morale is high and that there is a strong collegial culture of trust between teachers, as well as between teachers and leaders. Staff new to the school praise the culture of care, support and community that they identify is a hallmark of the school. Work has started on strengthening and continuing to build staff wellbeing through the development of a staff wellbeing plan.
- The principal conveys that preeminent focus of the current SIP was to build a culture supportive of learning through PBL, engaging meaningfully with parents and developing and implementing strategic partnerships to support students at their place of need.
- The principal, leaders and teachers agree that PBL is embedded in practice. There are consistent expectations and procedures for dealing with misbehaviour and the focus has now shifted from managing behaviour back to learning. Staff and parents describe a positive culture for learning.
- Students express their familiarity with the three PBL behaviour expectations and point to the visibility of expectations in classrooms and around the school. They confirm that teachers' and leaders' language reinforce these expectations. Students also value the frequent acknowledgement of their positive behaviours, most visibly through tokens or "Theos". Leaders and staff frequently celebrate student success.
- Some staff note that regularly revisiting the capabilities and dispositions that underpin effective PBL is a must, especially continuing PL in Essential Classroom Practices.
- The Family and Community Engagement Coordinator (FCEC) has played a key role in engaging parents with the school and teachers also demonstrate very strong support for

parent evenings, which focus on helping parents understand and support their children at home with numeracy and literacy.

- A cultural integrity team is working to build staff confidence and capacity to incorporate culturally sensitive indigenous perspectives and histories and to build family and community engagement.
- Most parents describe effective communication with school staff and with the availability, approachability and responsiveness of the principal, leaders and staff. The principal advises that the primary target of parent engagement has been to rebuild trust in the school. Parents confirm that high levels of trust in the principal, leaders and staff are apparent.

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

- The principal and leaders give priority to understanding, supporting and enhancing the learning and wellbeing needs of students. Human, physical and financial resources are targeted to support implementation of school priorities and are flexibly allocated as emerging needs are identified.
- Establishing the FCEC role, along with the Youth Support Worker (YSW), has given priority to fostering strong community connections with a focus on wellbeing and standing true to the Theodore vision of 'Whole child, whole school, whole community'.
- Staff and parents articulate that the work of the FCEC in particular, has a positive impact on student and family wellbeing and in re-establishing trust in the school within the community.
- The leadership team identify the importance of teaching teams meeting as a PLT to support the analysis of data. Release timetables are organised to ensure time is allocated for PLTs, with staffing resources organised to strategically support the PLT model. Staff articulate that organising timetables in this manner allows the time for data discussions, aligning to strategic goals.
- In response to student learning data, the leadership team have allocated two intervention teachers (kindergarten – year 2 and year 3 - 6) to further support student growth, particularly in the area of literacy.
- To address the teaching staff shortfall, senior leadership have made the strategic decision to employ university students as Learning Support Assistants (LSAs), with the view of supporting their development as a beginning teacher to then potentially transition these LSAs to a teaching role when qualified. The LSAs articulate that they feel well-supported in their role and are learning a great deal 'on the ground'.
- The Business Manager (BM) works within the leadership team to ensure budget allocations support the improvement agenda and actively applies for grants to adequately fund and enhance programs. The BM adopts a flexible approach to allocations so that the needs of the community can be met.
- School gardens and buildings present as attractive and well-maintained, with classrooms presenting as attractive contemporary learning spaces.
- Bicycle riding and safety using school bicycles are a feature of the school's co-curricular program and a recently constructed bicycle track is highly used by students. Students are effusive in their praise for these resources.

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 leadership team express a strong commitment to the ongoing development of staff as a highly effective teaching team within the school context. They recognise the building of staff capabilities as essential to improving outcomes for students. This is evident in the importance the leadership team places on providing a range of strategic PL opportunities.
- School-wide processes are in place to support collaboration amongst staff. These include fortnightly strategic team meetings, weekly staff and year level team meetings and a team planning day at the commencement of the school year. There is a published schedule for these meetings.
- The school's vertical strategic team structure encourages school-wide, shared responsibility to improve teaching and learning. Teachers express appreciation for the opportunities this provides for taking active leadership beyond the classroom. Several aspiring leaders take on these opportunities on a regular basis.
- Weekly staff meetings provide opportunities for targeted PL. Leaders and teachers indicate that the rotation of the meeting venue promotes increased professional sharing and celebration of success.
- Teachers and school leaders identify that five-minute targeted classroom walkthroughs regularly take place. They articulate that these provide valuable data which informs future PL.
- Teachers convey that they value the weekly team meetings, in which they work with colleagues to examine student learning data and work through spirals of inquiry to improve practice.
- Mentoring and coaching arrangements are in place to encourage the development of a culture of continuous professional improvement and self-reflection. Some teachers actively participate in peer coaching partnerships and express strong appreciation of the model. School leaders indicate that mentoring and coaching are currently optional and are yet to be adopted as systematic school-wide practices. Teachers articulate that they would appreciate feedback on their practice.
- A whole-of-school PL plan and associated budget are yet to be developed.
- Teachers and learning support staff engage in professional development conversations with school leaders at the start of the school year. Some teachers articulate strong links between SIP priorities and goals in their personal performance and development plans.
- LSAs are supported through relevant PL and mentoring. These staff express feeling highly valued as members of the Theodore educational team.

- Whole-school PL days are designed to drive improvement in the priority areas of reading, writing, mathematics and a positive learning environment.

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

- Year level teaching teams collaboratively develop scope and sequence documents at the commencement of each school year, with reference to the Australian Curriculum achievement standards. Teachers refer to these documents as the starting point for designing lessons and units of work, as well as for assessment and reporting purposes.
- Scope and sequence documents are yet to display consistency in detail and specificity across all learning areas. The principal agrees that a next step is to pay attention to the vertical alignment of the curriculum so that there is continuity and progression of learning evident in overall curriculum planning.
- The principal and leaders acknowledge that the school has yet to develop an explicit, coherent and sequenced whole-school plan for curriculum delivery that ensures consistent teaching and learning expectations, along with a clear reference for monitoring learning across the year levels.
- Units of work are planned by nominated individual teachers within year level teams. Teachers report that streamlining planning processes in this way enables teams to work smarter, sharing the workload. Some teachers express a preference for units of work to be planned together by all members of the team, commenting that the current model impacts on opportunities for optimal collaboration where the expertise and knowledge of each teacher is fully utilised.
- Members of the Cultural Integrity Team meet regularly to identify ways in which the culture, history and perspectives of First Nations peoples can be built into curriculum planning and delivery, sharing these with colleagues. They report that most teachers are genuinely committed to including this cross-curriculum perspective in their teaching.
- Formative assessment is used to inform ongoing teaching and monitor learning in mathematics and English. Some teachers are making clear links to the Australian Curriculum literacy and numeracy progressions when identifying students' personal learning goals.
- Specialist teachers engage with students in art, physical education, sustainability and technology across the school on a term-by-term rotational basis. These teachers plan units of work with reference to the Australian Curriculum achievement standards. The arts specialist teacher plans and delivers units of inquiry which are intentionally connected to concurrent year level units of work, such as the year 5/6 "Micro-organisms" unit.
- Teachers store team planning documents on the school Google Drive and many identify that these are a helpful starting point for current planning.

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

- School leaders are committed to success for all. The work of PLTs reflects the belief that students are at different stages of their learning with intervention groupings targeting students identified as working below standard.
- Teachers can identify that data check-ins are used to monitor children in intervention programs. The setting of clear targets for students to achieve in order to be exited from an intervention program, are yet to be established.
- The leadership team are driving the work around the Workshop Model and staff across the school are utilising this model, in particular for the planning and teaching of reading and writing. Some teams have started using this model for planning mathematics lessons along with other subject areas. Staff report that the Workshop Model helps them to differentiate their students' learning.
- Some parents articulate that their child receives support with their learning when they are working below standard and that processes are in place, such as Reading Cafe to engage their child in learning.
- Individual Learning Plans (ILPs) are developed in conjunction with parents and focus on both social and academic outcomes.
- Leadership, staff and parents have identified that systematic approaches need to be developed to provide learning that engages, challenges and extends students who are achieving above standard in their learning.
- Leadership articulate that they are in the beginning stages of developing a clear Response To Intervention model, where structures are directly aligned to the data plan, measuring and tracking student growth over time and setting clear learning goals for students.
- Parents identify that both formal and informal reporting on their child's learning occurs throughout the year. Students share their work through the Seesaw platform and teachers provide end-of-semester reports, interviews and a goal setting meeting with parents, teachers and students at the beginning of each year.

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 principal and other school leaders are committed to the development of effective teaching and learning practices across the school. They recognise that quality teaching is critical in improving student outcomes. Leaders stay informed with research and are committed to enhancing teaching and learning practices, as well as to developing and embedding research-driven pedagogical approaches in all classrooms.
- Classroom environments are supportive of students and conducive to learning, with clear routines and structures. Leaders and teachers report that the effective implementation of PBL is instrumental in this regard.
- Inquiry “Learner Skills” (communicator, collaborator, thinker, researcher and self-manager) are being explicitly taught in all classrooms. Students comment that “they make it easier for us to know what to do”.
- Leaders convey that considerable time has focused on developing the Workshop Model as an effective pedagogical approach for teaching reading, writing and mathematics. Most teachers speak about the school’s introduction of the Workshop Model as an expected whole-school teaching approach.
- Leaders also convey that considerable PL has focussed on the “Ten Essential Literacy” Practices. A school belief statement is in place for Essential Literacy Practice 7. The Literacy Strategic Team recognise that the development of belief statements for the remaining nine practices is a priority.
- Most teachers regularly use reading and writing conferences in their classrooms. Some teachers are setting highly personalised, targeted learning goals with students during and following the conferences to support learning progression.
- Teachers are using games and activities as a daily ‘Hot Maths’ tuning in experience to activate prior knowledge and build fluency.
- The school is working with Finding the Balance, an Australian Capital Territory Education mathematics initiative, to identify effective ways of developing students’ proficiencies in fluency, understanding, reasoning and problem-solving.
- High impact teaching strategies of learning intentions and success criteria are evident in planning and visible in print-rich classrooms.
- Many teachers identify that they are incorporating aspects of inquiry-based learning into their practices and use questioning to determine understanding, activate prior knowledge and provoke thinking.
- The school leadership team acknowledges that the development of a whole-of-school

pedagogical framework would provide greater clarity for teachers.

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

- The SIP lists the first school improvement priority as to 'Provide a positive learning environment for all stakeholders'. The principal identifies that the initial focus for building school-community partnerships has been to develop student wellbeing and social emotional needs in order to support student engagement and enhance student learning.
- In recent years, partnerships have concentrated on engaging with parents, families and community organisations in order to build a positive environment and culture for learning.
- The principal, many staff members and some parents describe the pivotal role of the FCEC in strategically identifying and establishing partnerships to directly address identified student needs; directly address identified parent and family needs; and to build parents and caregivers' capacity to support and address their children's needs.
- The range of partnerships and programs that have emanated from the coordinator's work includes Child and Adolescent Mental Health (CAMHS) Canberra Health Services; Understanding and Responding to Feelings and Behaviours (URFaB) Program in Schools; Circle of Security; Theo Connect; Supporting Students with Anxiety; Look Who's Talking and Learning Language and Loving It.
- The principal and FCEC identify the opening of the Theodore Community Hub as an important milestone in the schools' drive to build parent partnerships and engagement and is reflective of the high priority placed on supporting the wellbeing of the whole family.
- The Hub opened at the beginning of term 2 this year and is a physical space for the FCEC to conduct programs and facilitate partner programs. It offers a welcoming place for parents and children to gather.
- The establishment and operation of a weekly playgroup has been an immediate beneficiary of this onsite physical space.
- The principal and other leaders contend that the seminal work of the FCEC further strengthens their belief that parents and families are recognised as integral members of the school community and partners in their children's education.
- An important partnership with a nearby supermarket has grown over recent years. The

supermarket supports a daily breakfast program, a weekly lunch program and provides ingredients for a weekly student cooking program, all operated by the YSW.

- Relationships with the University of Canberra, The Smith Family and Warrigal, an aged care facility, are identified as supportive to student wellbeing and learning.
- Formal processes to systematically and regularly monitor and evaluate whether partnerships are having their intended impact upon student learning outcomes, or in strategically seeking out partnerships that support all of the explicit improvement agenda priorities, are yet to be established.
- School Board members say they are kept well-informed by the principal, who engages with them in a highly consultative manner. Members of the Parents and Citizens Association express their appreciation for the manner with which the principal communicates and for regularly consulting with them.

Commendations

Theodore Primary School is commended for:

- Staff commitment to every student's success and to providing a safe and caring educational environment for every student.
- The creation of a positive culture of trust where people are caring and supportive of each other and collegial in their behaviour.
- Embedding PBL and building a positive culture for learning.
- The high levels of trust and confidence that parents express in the principal, leaders and staff.
- Building caring and nurturing relationships between students and staff, along with the approachability of staff.
- The high levels of care, compassion and concern displayed by staff for students' wellbeing.
- The positive impact the work of the FCEC has had on student and family wellbeing.
- The range of wellbeing, social emotional and parenting partnerships and programs that have been established and implemented.
- Staff commitment to the recognition of parents and families as integral members of the school community.
- Building a partnership with a nearby supermarket to help resource a daily breakfast program, a weekly lunch program and a weekly student cooking program.

Affirmations

Theodore Primary School is affirmed for:

- Building teacher commitment to the school improvement process through every teacher's membership of one of the three strategic teams.
- The consultative partnership between the school and School Board in strategic planning and annual action planning.
- Using a mini spiral of inquiry in PLT to determine the next steps for intervention and teaching and learning.
- The walkthrough process employed by strategic teams to gather further data, make observations and to provide broad, general feedback to the teaching staff as a whole.
- Establishing a clear process to gather student wellbeing data through the PBL data dashboard.
- The work of the cultural integrity team in building staff confidence and capacity to incorporate culturally sensitive indigenous perspectives and histories into the curriculum and to build family and community engagement.
- Facilitating times for teachers to meet as PL teams to support the analysis of data aligning to strategic goals.
- Strategically employing university students as LSAs, with the view of supporting their

development as a beginning teacher to then potentially transition to them to a teaching role when qualified.

- Developing a vertical strategic team structure that encourages school-wide, shared responsibility to improve teaching and learning and builds teachers' capacity for leadership.
- Providing opportunities for teachers to participate in mentoring and coaching relationships.
- Supporting and valuing LSAs for their important roles through relevant PL and mentoring.
- Adopting inquiry learning in some classrooms and learning areas to enhance students' critical thinking and engagement.
- Teacher engagement with the Workshop Model as an approach to differentiate their students' learning.
- Providing PL in the Ten Essential Literacy practices as a valued approach to literacy and developing a belief statement about Essential Literacy Practice 7.
- Encouraging teachers to regularly use reading and writing conferences in their classrooms.
- The emerging practice where some teachers are setting highly personalised, targeted learning goals with students during and following conferences to support learning progression.
- Engaging with Finding the Balance, to identify effective ways of developing students' proficiencies in fluency, understanding, reasoning and problem-solving in mathematics.
- Opening of the Theodore Community Hub as an important resource in the schools' drive to build parent partnerships and engagement.
- Establishing and operating a weekly playgroup to support children's development in their early years and to build connections and engagement with families and the community.

Recommendations

Collaboratively refine the explicit improvement agenda to:

- provide a narrow and sharp focus on student outcomes
- incorporate explicit measurable targets and timelines for student achievement and wellbeing
- incorporate processes to monitor and evaluate the effectiveness and success of initiatives and programs in producing the desired improvements, and
- provide clarity through communication to staff, students, and parents and families.

Collaboratively develop and implement a whole-of-school PL plan that takes account of all modes of PL opportunities and includes:

- a comprehensive, systematic and strategic approach to observation, feedback, mentoring and coaching to foster reflective practice and professional growth

- a systematic approach to the induction of all staff new to the school
- alignment with the explicit improvement agenda, and
- accountability for implementation.

Collaboratively develop a coherent, sequenced plan for curriculum delivery that is underpinned by a clear vision for teaching and learning, paying particular attention to:

- continuity and progression of learning across all years and learning areas
- establishing a clear alignment between curriculum, pedagogy and assessment
- effective measurement of student achievement relative to the learning progressions and standards, and
- using the general capabilities and cross curriculum priorities as active learning streams for all students.

Collaboratively develop a shared understanding of differentiated teaching and learning that:

- includes the regular analysis and use of data to determine the strengths and weaknesses of individual students
- underpins the way teachers plan for and target their teaching to continually adjust to the progress students are making, and
- uses differentiated teaching as a strategy for ensuring that every student, including high achieving students, has active and personalised learning goals and is engaged and learning successfully.

Collaboratively develop whole-school approaches to teaching that include:

- the explicit and agreed position on the research-based teaching pedagogy to create clarity of purpose, precision in implementation and consistency of practice
- PL to support school leaders and teachers in their understanding and implementation of effective teaching methods, and
- processes to monitor the efficacy and consistency of agreed practices.