



ACT
Government
Education

Hughes Primary School

Report of Review, 2022

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Publication and independent Review Team details

Date of School Review: 22, 23, 24 and 25 May 2022

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National School Improvement Tool Review Report prepared by:

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Report of Review, 2022 prepared by:

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Education Services Division, School Improvement Branch

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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.

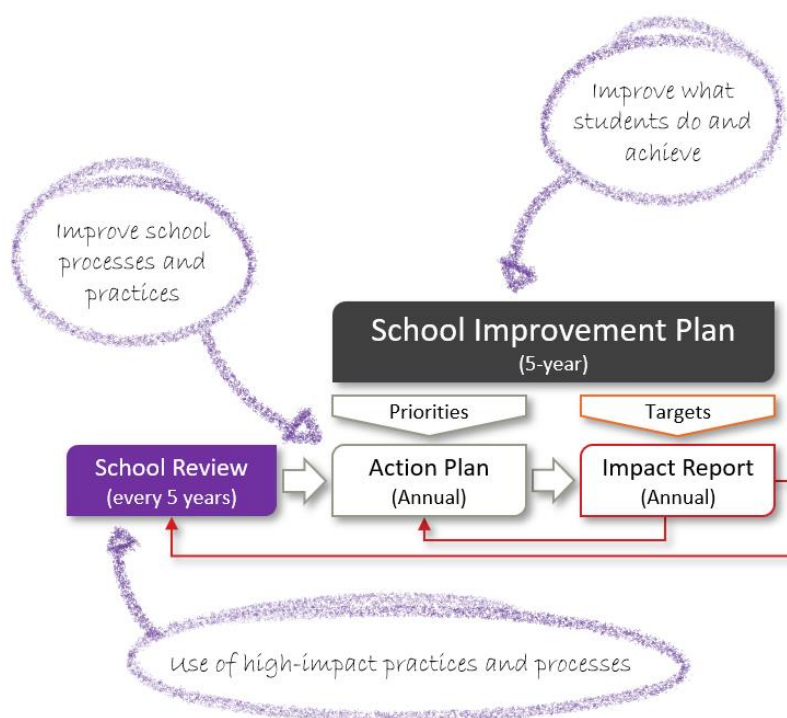
Following Review, the school receives a planning report, which is used as an internal working document, outlining key findings and recommended strategies for continued school improvement. The Education Directorate uses this planning report as a basis for the final *Report of Review* provided to school 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 *Hughes Primary School Strategic Plan 2018-2022* identifies three key priorities: increased growth in student performance in English across all year levels; increased growth in student performance in mathematics across all year levels; and the development of a consistent whole-school approach to social and emotional student wellbeing. Subsequent annual action plans demonstrate alignment to the strategic plan.
- There is evidence of the sharing of the improvement agenda and school performance data with staff in meetings and in some communications to families.
- The school leadership team is highly committed to implementing those priorities and has stayed the course over the life of the plan, despite the challenges faced during this cycle. It is clear from the range of expected practices embedded in classrooms that a significant proportion of improvement strategies have gained traction because of the sustained focus of leaders on driving the agenda. Key improvement strategies have focused systematically on improving pedagogical practices and supporting wellbeing in the school.
- Priorities are accompanied by a range of explicit achievement targets for reading, spelling, writing, BASE,¹ PAT-Maths² and the National Assessment Program Literacy and Numeracy (NAPLAN). Targets have also been set for process and stakeholder data for the student wellbeing priority. Annual impact reports include information about progress towards the achievement of targets. Conversations with key stakeholder groups would suggest that while leaders are clear about whole-of-school targets, they are not well known in the broader community.
- All teachers interviewed can describe pedagogical practices they have implemented as a result of the school-wide focus on improved outcomes. Teachers also describe the priority placed on student wellbeing, articulating the Positive Education³ initiatives. Reviewers note that staff demonstrate a high level of commitment to student success and speak optimistically about the school's improvement journey.
- School performance data over time suggests there has been some positive impact on writing outcomes as a result of the focus on improved literacy. It is too early for the school to determine if this is an upward trend. Leaders acknowledge that student growth in numeracy will need to continue to be a focus.

¹ BASE **captures baseline data at the beginning of the year**, supplies data on the expected and actual progress of a student at the end of the year and provides the classroom teacher with concrete evidence on the spread of abilities within a class.

² PAT is an integrated approach to improving learning by measuring a student's knowledge, skills and understanding in a subject. For example: PAT-M – mathematics, PAT-R – reading, PAT-S – science.

³ Positive Psychology is the empirical study of meaning, success and wellbeing. The application of these psychological sciences not only increases mental wellbeing but also guards against the development of mental illness. The use of Positive Psychology within education is known as "Positive Education". **Positive Education** is the development of educational environments that enable the learner to engage in established curricula, in addition to knowledge and skills to develop their own and others' wellbeing.

- Board members describe how they are kept abreast of school priorities and progress towards the implementation of the improvement plan, through regular updates by the principal at meetings. Presentations also have been made to members of the Parents and Citizens Association (P&C). Other parents interviewed are less clear about priorities and the history of school performance data.

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 leadership team analyses a range of whole-school data sets, including NAPLAN, PAT-Maths, BASE, A-E grades,⁴ the stakeholder survey, PM Benchmarks⁵ and the ACER Social-Emotional Wellbeing Survey⁶ and are aware of trends over time. This has informed school-wide decision making and planning.
- The leadership team has established a strong culture of data collection which is evident through the implementation of the *Hughes Primary Data Plan*. The plan includes an articulation of the purpose of each of the multiple sources of evidence collected.
- This plan states that data discussions in regular Professional Learning Community (PLC) team meetings are underpinned by the spiral of inquiry approach⁷ and it is expected that teachers use data regularly to identify and respond to student needs. Applying an inquiry approach using evidence, as a regular routine in PLC meetings, is in the early stages of development.
- A whole-of-school data tracker captures key evidence for each student. This was enacted in 2020. The school illustrates through meeting minutes, enactment of the data plan and use of the digital data tracker how multiple sources of evidence have been used to identify student needs, take action and monitor progress. Hughes Primary School also receives handover data from Lyons Early Childhood School for students entering Year 3.
- Whole-school professional development was provided early in 2022 using the expertise of an external consultant to build staff skills in data literacy – in particular, data visualisation and storytelling. This consultant led staff through an analysis of some data sets, providing insights on how to disaggregate data to pinpoint strengths and areas for future focus.
- Whole-school performance data are shared with staff during their meetings. Target progress – including exceeding reading benchmarks and improvement in writing – is also shared and celebrated. The school's future focus from the data is articulated with the

⁴ The **A-E** grading scale allows teachers to report student academic achievements at any point in time using clear standards.

⁵ The PM Benchmark Literacy Assessment resources provide teachers with the tools to accurately identify students' reading levels, use evidence to inform teaching practice and lesson planning, monitor students' reading achievement and progress over time, implement consistent assessment practices within and between schools, and capture data for school review and community feedback.

⁶ The ACER Social-Emotional Wellbeing Survey offers schools the opportunity to survey their students and generate a report on a wide variety of social, emotional and behavioural outcomes of their student population. It is an **anonymous strength-based survey for students aged 3 to 18 years**.

⁷ The spiral of inquiry is about listening to learners and teachers reflecting on their own practices as educators. At each of six key stages, three questions are asked: What is going on for our learners? How do we know? Why does this matter?

staff through the regular sharing of key strategies from the strategic plan and subsequent annual action plans.

- Leaders are working with deliberate intent to build a stronger data culture through the school's PLC groups. Two senior leaders C (SLCs) lead PLC weekly team meetings. Teachers are required to bring individual student work samples and whole-class data to share with the PLC. Minutes of PLC team meetings provide evidence of discussion of teaching strategies to support students. Leaders reflect that it is their intent in the next planning cycle to further embed data-informed, in-depth discussions during those regular meetings.

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

- The Hughes Primary School community has worked with deliberate intent to build and sustain a safe, positive and stimulating learning environment. Staff, students and parents alike describe the school as “inclusive, positive and welcoming”.
- School leaders place a high priority on developing and documenting evidence-informed beliefs and practices about learning and wellbeing. Expectations about striving for excellence are also made clear in school documentation, including the strategic plan which describes the curriculum as rigorous and with high expectations for meeting the needs of all learners.
- The school mission, values and beliefs statements also capture the notion of excellence –specifically the importance of academic challenge. The school-wide approach of individual student goal setting for reading, writing and mathematics is evidence of how the school is actively working towards realising its vision.
- All members of the school community interviewed by reviewers speak positively about Hughes Primary School and it presents as a very happy place to be.
- Students describe with pride their involvement in developing the school values: “be kind” and “try your best”. These are well known in the school community and staff use multiple opportunities to deepen students’ understanding of what it means to treat others respectfully and work diligently and persistently. Students can also describe how they have had input in decisions about proposed playground improvements, fundraising and Aboriginal and Torres Strait Islander education perspectives.
- Reviewers have observed focused, engaged and very settled learning environments with no obvious interruptions to learning time. Students describe a learning environment that supports their desired success.
- Staff highlight team collaboration as a strength and describe the value they place on opportunities to meet with fellow team members to share practice, learn from each other and collaboratively develop and implement the required curriculum. Staff and parents also describe the high levels of trust in the school community built through genuine and caring relationships.
- Hughes Primary School is implementing a whole-of-school approach to strengthening community wellbeing. This approach is underpinned by the science of Positive Psychology and a framework has been developed to support teachers to explicitly teach, discuss and encourage students to use their character strengths to support wellbeing.

- An intentional and explicit staff wellbeing plan has been developed and documented. Staff express a strong sense of pride and belonging to the school.
- The school has developed a reconciliation plan and submitted this to Reconciliation Australia. The school's Reconciliation Garden is symbolic of the commitment to Aboriginal and Torres Strait Islander perspectives. The development of the space was very much driven by Aboriginal and Torres Strait Islander families in the school.
- Parents articulate the range of opportunities they have to engage as partners in learning: an "open-door policy" to visiting and helping out in classrooms; the ability to make contact with teachers by email and telephone; co-constructing their children's learning goals; participating in a range of school events; and formal and informal teacher meetings about the learning progress of their children. Parents interviewed describe how much they value the regular updates provided about their children's learning on the digital application Seesaw.⁸ Parent stakeholder survey data are consistently positive.

⁸ Seesaw is a platform for student engagement. Teachers can empower students to create, reflect, share, and collaborate. Students "show what they know" using photos, videos, drawings, text, PDFs, and links.

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

- There is evidence of the school applying its resources to support the explicit improvement agenda. Examples of this include: the purchase of key resources to support the priorities of literacy, numeracy and wellbeing; the engagement of a range of external expert consultants to support professional learning; funds to improve indoor/outdoor learning and recreational spaces; and the engagement of specialist staff.
- Processes are in place to identify and respond to student needs. Staff describe the referral process in place that enables them to seek additional support and/or advice in relation to students' learning and wellbeing needs.
- A range of regular assessment, as articulated in the school's data plan, supports the early identification of learning and wellbeing needs. The whole-school data tracker has been instrumental in centralising records of student progress across their years of education.
- The school manages one of the Primary Introductory English Centres (IEC) which provides opportunities for children of new arrivals to Australia with limited English to participate in a targeted language program. The needs of EAL/D learners are a priority not only for the students who attend the centre but also for all students enrolled where English is not their first language. Resources have been committed to support those learners.
- Hughes Primary School has a detailed gifted and talented policy. There is provision in the policy for identified students to have individual learning plans where appropriate.
- The student resource team and the EAL/D teacher regularly analyse targeted group and individual data to identify and respond to student needs.
- A total of 45 students in the school have individual learning plans as a result of being identified for a range of additional needs. The plans are highly detailed, and staff describe the way in which they are enacting the adjustments articulated in those plans. Learning support assistants provide in-class help for a large number of those students.
- There are also specialised small-group programs operating for students who require significant additional support. School leaders work in classrooms and with individual students to support their needs.
- There is evidence of the deployment of staff to make the best use of their expertise. For example, experienced teachers are partnered with beginning and/or new teachers in a teaching team and act as mentors for them.
- The school learning environment allows for team teaching, whole-class and mixed small-group work. Reviewers have observed technology being integrated purposefully into learning. The school has made a commitment to the provision of digital devices to ensure that all students can access technology to learn online when necessary.

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

- School leaders place a very strong emphasis on providing multiple opportunities for teachers to continuously refine their practice. This is evidenced by the very broad range of professional learning opportunities which are closely aligned to the improvement priorities. Strategies include: regular access to professional learning; opportunities for teachers to work together and learn from each other; informal and formal feedback; and mentoring, modelling and coaching. Staff particularly welcome advice and modelling from school leaders as expert practitioners.
- Support staff are also provided with opportunities to engage in professional learning.
- The school has collaboratively developed explicit statements identifying shared beliefs and practices as foundations for teaching, learning and relationships.
- There is a documented professional learning plan to support the enactment of these underpinning beliefs for teaching and learning. This plan is reviewed and refined annually to reflect developments in staff knowledge and expertise.
- Over the life of this strategic plan, leaders have prioritised the building of a professional learning community characterised by team-based PLCs. Those teams meet weekly to discuss pedagogy and student progress and to analyse work samples. Leaders facilitate those meetings and support teachers in their discussions about problems of practice and reflections on curriculum implementation.
- There is evidence of high levels of professional collegiality between teachers, support staff and school leaders. Staff report that the support they receive from one another and school leaders is a highly valued feature of the school. Teachers identify in-class observation visits by school leaders as an important source of knowledge and pedagogical support.
- There is significant knowledge and expertise among teachers and school leaders to deliver on the school's current priorities. This has been achieved through effective recruitment and staff development. Leaders learn alongside their colleagues and promote a culture of continuous professional improvement.
- Leaders and identified teachers engage in mentoring and modelling of preferred school pedagogies. The mentoring targets knowledge and skills acquisition for the school's preferred practices, early-career educators and teachers who are new to the school.
- All staff create annual personal development plans and meet regularly with an executive member to develop and implement goals. The principal provides annual written feedback to each teacher. The feedback is based on class observation and is structured around

teacher-identified pedagogies. Staff are actively encouraged to take on a range of leadership roles to build their expertise and experience.

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

- Staff place a very high priority on delivery of learning that aligns to the Australian Curriculum framework. Teachers demonstrate a high level of understanding and experience in how to skilfully use the Australian Curriculum achievement standards to guide the development of learning programs. They also use the Australian Curriculum Assessment and Reporting Authority (ACARA) literacy and numeracy learning progressions to support the design of student learning goals.
- The school's curriculum clearly positions social and emotional learning as a foundation for student success and has adopted the Positive Education Enhanced Curriculum (PEEC)⁹ approach to underpin learning and interactions across the school.
- During 2019, teachers scoped the school's planned curriculum against the Australian Curriculum achievement standards. This task was undertaken as an awareness-building and quality-assurance activity for teachers. Teachers have engaged in professional learning about the context and purpose of the Australian Curriculum general capabilities.
- Reviewers note a range of long- and short-term planning documents in the school. The documents include scope and sequence plans for spelling, year and term overviews, unit plans and teachers' daily plans.
- A whole-school scope and sequence for mathematics is being developed using the learning progressions. An agreed lesson structure for mathematics is also a key goal in 2022, as well as the use of formative assessment to set learning goals.
- "I can" statements¹⁰ for writing using the ACARA national literacy progressions have been developed. There are also "I can" statements for mathematics. Students can describe their learning in terms of "I can" statements that convey the next steps for them in developing new knowledge and skills.
- Teachers are provided with opportunities to collaboratively plan, and they indicate how valuable it is to be able to co-construct the teaching program.
- Teachers upload their planning to a shared drive to ensure it is easily accessible to others. Team leaders access those plans to provide curriculum oversight and to inform team discussions about the planned curriculum.

⁹ A **research-based explicit curriculum**, the Positive Education Enhanced Curriculum was developed to assist teachers to lead dedicated Positive Education classes, where students can learn the evidence-based wellbeing skills that contribute to living a healthy and fulfilling life.

¹⁰ The "I can" statements are **brief and only contain the goals for one standard or just the components for one single goal**. Students can check off each goal as they achieve it so that they can see what they have been successful in and what they still have to achieve.

- Parents are connected to their children's learning through the co-development of goals, parent information sessions, term overviews and teacher communications via the Seesaw application and Google Classroom.¹¹
- The cross-curriculum priority of Aboriginal and Torres Strait Islander histories and cultures is most evident in the humanities and social sciences (HASS) curriculum and the school is looking for ways to expand those perspectives authentically across the curriculum.

¹¹ Google Classroom in Google Apps for Education helps teachers create and organise assignments quickly, provide feedback efficiently, and easily communicate with their classes. Classroom helps students organise their work in Google Drive, complete and turn it in, and communicate directly with their teachers and peers.

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 place a high priority on supporting teachers to tailor teaching to individual needs. The workshop model is used as a primary strategy for differentiating learning for English and mathematics. Workshopping enables one-to-one discussion of each student's achievements and challenges and the regular co-development of individual learning goals. Those goals are displayed in classes in a range of age-appropriate formats. To support this school-wide expectation, professional learning has been provided about effective workshopping.
- Teachers speak confidently about the range of strategies they employ, particularly student goal setting and individual conferencing to differentiate learning. This is most notable for literacy learning in the school.
- Plans for inquiry units include structured, core and extension tasks as pathways to differentiation.
- Teachers routinely enter student-achievement data into the school's digital data tracker. Teachers describe how this information can be used to identify students in need of extension or additional support. Some teachers describe how they use multiple sources of evidence (e.g., a range of standardised assessments as well as teacher-constructed assessment) to target their teaching to individual needs.
- The school uses a response to intervention (RTI) approach¹² for early identification of student learning needs. School data sets, along with parent and teacher consultation, are used to identify student needs.
- Individual learning plans for identified students are developed in consultation with family members, the school executive and class teachers. A cycle of review is in place to monitor the success of those plans.
- Families receive progress reports on learning in meetings with teachers and that information is used to inform shared goal setting for reading, writing and maths. Examples of how the school actively promotes parents supporting learning include home reading schemes, additional literacy games to improve sight-words recognition and online learning opportunities.
- Parents acknowledge the willingness of the school to accommodate the specific learning and wellbeing needs of its students.

¹² The RTI approach provides early, systematic, and appropriately intensive assistance to children who are at risk for or already underperforming as compared to appropriate grade- or age-level standards.

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

- Leaders have clear and well-known positions about the evidence-informed practices they wish to see in all classrooms. Over the life of this plan, leaders have engaged collaboratively with staff to develop an agreed set of beliefs and ways of working, aligned to the three priorities of literacy, numeracy and wellbeing. A staff intranet site captures those beliefs and ways of working, and includes links to a wide range of resources to support teachers.
- An extensive range of professional learning has been provided in relation to those practices and includes the engagement of critical friends who have spent time in the school providing their expertise. Teachers new to the school describe the priority placed on opportunities for them to attend professional learning, particularly in relation to the 10 essential literacy practices. Reviewers note many of the expected practices embedded in classroom teaching, particularly the workshop model.
- The staff handbook provides evidence of clear expectations for elements that must be included in teachers' literacy planning and implementation. A gradual release of responsibility lesson-planning template has been provided, underpinned by an explicit teaching model.
- This handbook also describes the required use of visible learning strategies. There are six toolbox strategies that are expected to be used regularly in classrooms. The use of learning intentions and success criteria is evident in teacher planning, and students can describe what they are learning and why they are learning it.
- There is considerable evidence of timely feedback to students. The embedded conferencing approach ensures that students regularly receive personalised feedback about their learning. That feedback supports students to reflect on whether or not they have achieved their current goals and facilitates the co-construction of new goals at regular intervals.
- Teachers interviewed reflect on how often school leaders model expected practice in their classrooms and then support them over time in implementing that in the classroom.
- The greatest gain in student growth in learning has been achieved for those who have been identified for additional support because they have not met expected benchmarks. Leaders reflect that, from an analysis of trends in standardised assessment, there will be a focus on the next improvement cycle in increasing the proportion of students in the highest bands.

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

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highest bands.

Commendations

- Leaders are united, committed and explicit about improving learning and wellbeing outcomes for all their students. They have developed an explicit and detailed improvement agenda that is well known by staff and, across the life of this improvement planning cycle, they have worked with deliberate intent to implement the evidence-informed strategies articulated in the strategic plan.
- Staff are commended for their commitment to the school's improvement agenda and willingness to implement identified strategies.
- All teachers articulate their appreciation for the intentional support provided by the senior leadership team and the extensive expertise and experience they bring.
- The Hughes Primary values, co-constructed with students, permeate all elements of school life.
- As a result of the commitment of all to positive relationships, a spirit of collaboration, inclusion and wellbeing and high levels of trust are evident across the school community. The multiple opportunities for team collaboration are highly valued.
- Hughes Primary's commitment to wellbeing is to be commended, as well as the work in embedding a whole-of-school approach. All staff are commended for the way in which they respond to the wellbeing needs of the students in their care.
- School leaders, in collaboration with their staff, have identified and documented shared beliefs about learning and wellbeing. A range of evidence-informed effective teaching strategies expected in all classrooms has been clearly articulated. Leaders actively promote those strategies and support their staff by regularly modelling, providing feedback, and multiple opportunities for professional learning.
- The provision of expert professional development aligned to the school's articulated beliefs and practices is commended. The effectiveness of the expert sessions is enhanced through ongoing professional sharing.
- The workshop model, embedded and evident in all classrooms, supports timely feedback to students, agile and meaningful individual goal setting, and regular dialogue between each learner and their teachers.
- The development of a whole-school data tracker supports the centralisation of records.
- Students, staff and parents speak with pride about the long-standing, mutually beneficial partnership with St Andrews Aged Care Retirement Village and Kids Hope programs. The school has prioritised those strategic partnerships and found ways to remain connected with residents of the village, despite the challenges of restrictions in place due to the pandemic.
- Hughes is to be commended for the way in which it has integrated the Primary IEC into the life of the school, advocates for the centre's needs and allocates resources to support its success.
- Students have multiple opportunities to express their position and needs in relation to their education and learning environment. They have a strong voice in the school.

Affirmations

- There are multiple opportunities for teachers to take on leadership roles.
- Teachers' regular use of the ACARA learning progressions for literacy and numeracy ensures that co-constructed learning goals are clearly focused on students' next steps in gaining new knowledge and skills.
- Parents are actively encouraged to be partners in their children's learning and a range of initiatives is in place to support their involvement.
- The use of technology to support learning demonstrates tangible links to learning intentions. Technology is integrated thoughtfully into the curriculum.
- Hughes Primary School values Aboriginal and Torres Strait Islander histories and cultures and works deliberately to acknowledge, celebrate and learn from First Nation peoples.
- The whole-of-school approach to sharing the learning regularly with families is well embedded. Digital platforms are used effectively to ensure regular sharing of learning experiences.
- The school engages experts to support its journey in building a data culture and working towards embedding in-depth conversations about student progress, as evidenced by a range of data sets.

Recommendations

- Continue to build a robust data culture characterised by:
 - regular time set aside in whole-school, team and individual meetings for in-depth discussions about individual and cohort learning progress
 - the regular disaggregation of key data sets to clearly identify starting points for improvement
 - individual and group self-reflection about the impact of teaching on improved student outcomes through collaborative, aspirational target setting and regular monitoring of progress towards that aim.
- In curriculum planning and implementation, consider how the progressive development of deep understanding of concepts, principles and big ideas, as well general capabilities, can support the right amount of challenge for learning for each student, particularly high-achieving ones.
- Continue to provide opportunities for sharing practice among and across teams, with a particular focus on the agreed beliefs and ways of working already established in the school. The sharing of successful strategies in differentiating the curriculum in all learning areas should be a key focus. Link individual and group feedback to teachers in relation to those expected practices.