



**ACT**  
Government  
Education

# **Giralang Primary School**

Report of Review, 2023

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## Publication and independent Review Team details

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Date of School Review: 6, 7, 8 and 9 March 2023

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*National School Improvement Tool Review Report* prepared by:

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- ACT Review Team members: 1. Kate Flynn, *Principal of Franklin School*  
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Report Date: 9 March 2023

***Report of Review, 2023*** prepared by:

ACT Government Education Directorate  
Education Services Division, School Improvement Branch

Report Date: 28 March 2023

## Overview of the School Review process

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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.

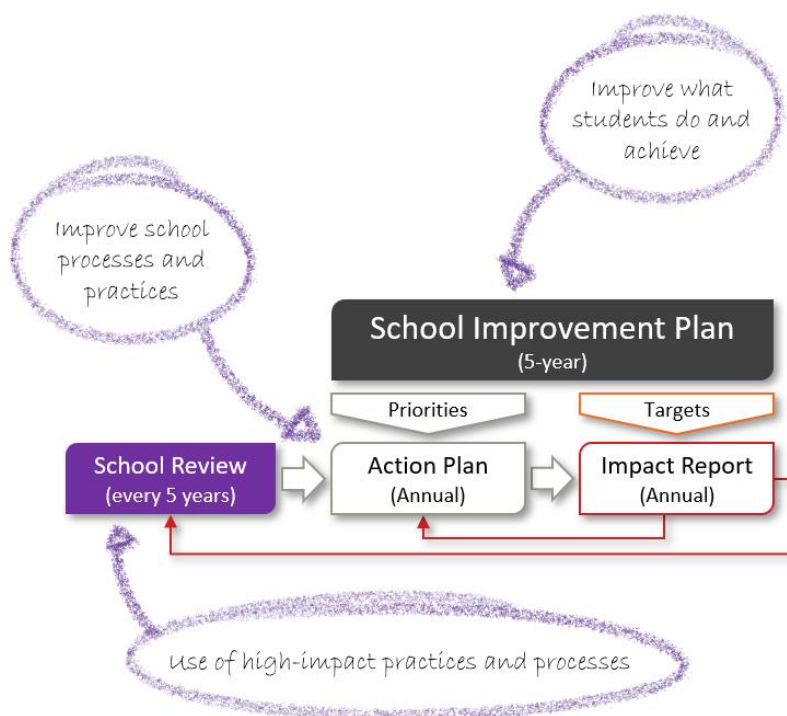
Following Review, the school receives a planning report, which is used as an internal working document, outlining key findings and recommended strategies for continued school improvement. The Education Directorate uses this planning report as a basis for the final *Report of Review* provided to school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

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### 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

- Giralang Primary School has several expressed agendas, including a focus on improving writing, reading – vocabulary and word study, numeracy/mathematics and wellbeing.
- Each of these agendas has broad targets in relation to NAPLAN and stakeholder survey results, which have been communicated to the community, the Board, published on the school website and provided to the ACT Education Directorate.
- The Giralang Primary School Action Plan Overview includes a range of strategies for actioning these improvement agendas.
- The agendas are on display and being enacted in classrooms.
- The data supporting these agendas are available on Google Drive and accessible to all teachers. Leaders support teachers in using these data.
- The data analyses conducted by teachers and leaders focus on the wellbeing and related learning needs of individual students.
- School leaders and teachers are making a concerted effort to understand the current achievement levels of each student, and this results in agile responses to changes and/or progress in wellbeing and subsequent learning.
- Students express that there are clear and high expectations regarding their learning achievement, attendance and engagement.
- Student leaders state that the agenda for improvement should focus on classrooms and ‘flipped classrooms’ (taking classes from home, where they then go to school and practise what they have learned)<sup>1</sup>. They experienced this in remote learning. They also suggest increasing the arts and languages in the curriculum, and what they term ‘hands-on’ or experiential learning across the curriculum.
- Teachers all express knowledge of and support for the published agendas and for the way that the school leaders focus on positive outcomes for students.
- Members of the school community express knowledge of the past and current school agendas.
- The school met the targets set for writing and engagement in the previous improvement plan and published those results in the Impact Report required by the Education Directorate.

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<sup>1</sup> The flipped classroom is a **pedagogical approach that aims to increase student engagement** by having students complete class work at home and participate in hands-on activities in the classroom. It pushes students to attain a higher level of cognitive function, influencing them to grapple with, apply, and elaborate on course concepts.

## NSIT Domain 2: Analysis and discussion of data

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### 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 school leaders prioritise understanding data showing the quality of student reading. Teachers can express depth in this understanding for individual students.
- Girilang places a high priority on collecting an extensive range of data about student outcomes and wellbeing.
- The leadership team has established a strong culture of collection which is evident through the implementation of the data plan and assessment schedule. Both documents are comprehensive. The assessment schedule articulates the purpose of each of the multiple sources of evidence collected.
- Girilang relies on multiple and broad data sets to inform the school-level allocation of resources and efforts in addressing the wellbeing and learning needs of the full range of students.
- Data sets are sourced from a range of standardised and other tests and assessment tools to monitor achievement and progress. These sources include PAT-Maths,<sup>2</sup> PAT-Reading and ACER Social and Emotional Wellbeing Survey (ACER SEW),<sup>3</sup> benchmarking,<sup>4</sup> BEE Spelling,<sup>5</sup> BASE<sup>6</sup> and NAPLAN.
- Teachers and staff intentionally and with professional understanding and common language discuss aspects of the range of data available in weekly collaboration meetings with members of the leadership team.
- The school has identified that quality classroom assessments, including formative and summative evaluations, are a central part of data collection.
- There is a high priority on the interrogation of reading data. Student data in reading are discussed in the weekly collaboration meetings for each year level. Other academic data, such as those related to writing and numeracy, are discussed using refined and assessment-focused language.

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<sup>2</sup> 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.

<sup>3</sup> The ACER SEW Survey is a strengths-based survey based on an ecological conception of social and emotional wellbeing organised into 3 domains: feelings and behaviour, both positive and negative; internal strengths, including social, emotional and learning skills, and values; and external strengths, which includes community, home and school.

<sup>4</sup> **Benchmarking in education** occurs when measurable standards are set for learning.

<sup>5</sup> A comprehensive spelling improvement program that first determines student's developmental spelling phase.

<sup>6</sup> 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.

- Data have been collated over time from 2021-2023 and stored on a Google Drive assessment database. This data base provides the opportunity for staff to independently explore trends over time.
- The school is in the process of making wellbeing data more visible. In addition, the Giralang Positive Behaviour for Learning (PBL) token display in the front office area – combined with classroom teacher analysis of the PBL data – is quickly gaining traction in guiding positive actions and choices.

## NSIT Domain 3: A culture that promotes learning

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### 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

- Mindfulness<sup>7</sup> and the Wellbeing Framework are embedded curricula and supported by the introduction of PBL. Students are able to articulate and explain the principles of these programs.
- There are strategies that promote and reinforce positive behaviours that allow students to feel safe and respected and which minimise disruptions to learning.
- Students are positive about their relationships with their teachers, expressing that they feel respected and cared for.
- Interactions in the school are caring, polite and inclusive, and are also genuinely friendly and positive. Community members consistently express high levels of trust in the professionalism and intent of all school staff.
- In classrooms, students focus on their learning and respond respectfully and positively to their teachers and other staff.
- There are statements in the documentation about the school's belief that every child can learn to their potential. These statements are supported by classroom displays and are evident in the way that leaders, teachers and staff discuss student wellbeing and learning.
- The atmosphere and tone of the school is highly inclusive and founded upon positive and caring relationships focused on student wellbeing and directly related to individual learning needs.
- Parents are regularly invited into classrooms, participate in incursions<sup>8</sup> and excursions, and consistently express that they are fully briefed about and involved in their children's learning.
- Parents are regularly involved in the school in the Board, the Parents and Citizens' Association, and a variety of activities and support roles.
- Displays and student and staff responses suggest that the processes are in place and are being implemented in ways that have a positive effect on student wellbeing and related learning outcomes day to day.
- Students and families express a heartfelt sense of belonging to the school.

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<sup>7</sup> Mindfulness is a mental state where an individual can focus on the present, without judging or being distracted. Mindfulness can help them feel better and reduce stress. It is a useful technique that can help deal with difficult emotions and situations.

<sup>8</sup> A school incursion is an event where an external service provider is invited into a school to deliver an **educational activity** for their students. This type of activity is aimed at providing students with an opportunity to participate in a purposefully designed **hands-on program** within an environment that enables every participant to excel in areas of interest and skillsets.

## NSIT Domain 4: Targeted use of school resources

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### 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

- Giralang Primary School has developed and resourced creative solutions addressing the learning and wellbeing needs of students, families and staff. These include learner supports within the classroom, the Learner Support Room and tutorial spaces, and having classes creatively share open spaces, the library and outside classrooms.
- The school intentionally allocates time and discretionary funding to a part-time English as an Additional Language/Dialect (EAL/D) teacher, a youth worker, a library technician and learning support assistants (LSAs). All have targeted roles and responsibilities to meet the learning and wellbeing needs of students.
- 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 programs has been introduced to support students with significant learning difficulties, whose needs are addressed through the Response to Intervention model. These include an individual teacher and learning support officer (LSO) in class and for withdrawal, tutorial and group work, and educational psychology and parent support. The impact of these programs is evident in learning progress data for individual students and cohorts.
- Leaders, educators and learning support teachers with specific roles and responsibilities are offered training to make sure that their time and allocated funding are used effectively and directed toward improve learning outcomes for students.
- The creation of the youth worker role has supported the successful transition of students with complex needs into Giralang, as well as their transition to high school.
- The creation of a sustainability role and the Giralang Garden Collective, including a bush tucker garden, are designed to meet the wellbeing and learning needs of a range of students.
- The business manager works strategically with the principal and leadership team to target resources to effectively support students.
- The school's data collections are guiding decision making in relation to resourcing and intervention strategies.
- There is evidence of the deployment of staff to make the best use of their expertise. For example, highly accomplished lead teachers (HALTs) are partnered with beginning and/or new educators in a teaching team and act as mentors for them.
- Architecture and furniture within the school have been adapted and used creatively to maximise learning and wellbeing.

- A wide range of targeted staff work with the Board to determine the allocation of funds across the school.
- A full-time librarian from 2024 has been secured for the next five years through the successful application for an ACT Education Directorate grant.

## NSIT Domain 5: An expert teaching team

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### 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

- Leaders are proactive in recruiting specialist staff based on the curriculum needs of the school. Giralang has stability in its staffing profile.
- The school has ratified a policy through the Board to financially support teachers to engage in additional personal professional development, including Teacher Quality Institute Certification and postgraduate study. The school has three highly accomplished teachers and five staff with a master's degree. All have gained aspects of these professional credentials through their work in the school.
- The leadership team has developed and implemented coaching and mentoring processes, such as learning walks, to provide teachers with feedback on practice aligned to the school's strategic priority of improving student reading outcomes.
- The school has a distributive leadership model which empowers teachers to take active roles through the committee structure.
- The school has a professional learning plan that is informed by current realities of practice. Committees and collaborative learning and professional learning teams (PLTs) are given responsibility to drive continuous improvement of teaching practice across the school. They design and deliver professional learning based on research and practice evident within the school.
- Teachers are supported through a culture of collaboration within PLT and committee structures to share their deep understandings of how students learn. Teachers collaboratively engage in professional readings, analyse student data, plan learning experiences and share practice with colleagues. Teachers actively and consistently implement their acquired understandings in their classrooms.
- Staff consistently identify support, collaboration and collegiality as strengths of the school in the creation of an expert teaching team. They acknowledge changes and improvements in their teaching practice and pedagogy as a result.
- The leadership team makes deliberate decisions about roles undertaken by staff based on individual expertise and identified needs of students across the school.
- As part of their annual professional development discussions with leaders, teachers and staff discuss improvements to their own learning within the school's priorities.
- Teachers new to the school receive a detailed and personalised formal induction to support their transition. Key strategies include allocation of a mentor, placement in a team alongside experienced staff, and time designated for meeting with members of the leadership team to become familiar with the school's beliefs, practices and processes.

## NSIT Domain 6: Systematic curriculum delivery

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### 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

- The school curriculum is based on the Australian Curriculum. This explicitly includes the general capabilities and cross-curriculum priorities.
- Students can explain the curriculum, the general capabilities and cross-curriculum priorities, and the related achievement standards. Students in years 4-6 have discussed specific learning with their teachers about the priorities and being involved in developing learning outcomes directly related to the assessment standards. Teachers introduce these concepts as part of student learning in years 1-3.
- Teachers show excellent understanding and working knowledge of the Australian Curriculum and the achievement standards. Alignment is discussed in weekly team meetings and teachers make regular adjustments to their program as a result of these discussions.
- The curriculum documents have evidence-based teaching strategies and practices embedded. These support the curriculum and the school's multi-faceted agendas.
- The Cultural Integrity program embeds the cross-curriculum priority of Aboriginal and Torres Strait Islander histories and cultures.
- The sustainability cross-curriculum priority is expressed through the sustainability curriculum and resultant community garden.
- The Sustainable Garden and the Indigenous mural are examples of the many places around the school indicating local needs and priorities are an integral part of the curriculum, teaching and learning.
- There is an obvious focus in the classrooms on literacy (reading, specifically) and numeracy. There are word walls or versions of these and evidence of numeracy understanding in every classroom.
- Student learning experiences are engaging and accessible in every classroom.
- The design and content of the written reports to families are aligned with the curriculum. These provide students and their families with achievements against the Australian Curriculum standards, as well as progress from previous reports.
- Teachers use a range of assessment strategies, including pre- and post-testing, formative assessment, group work and peer assessment. These diagnose learners' skills, knowledge and understanding of the curriculum outcomes, clarify learning intentions, establish where individual students are in their learning, and ascertain the next steps.
- The professional learning in curriculum is ongoing. It is regularly discussed in

collaborative year-level meetings, PLTs and at whole-school staff meetings.

- The curriculum plan is presented in term overviews for each year level, which are published to the school community.

## NSIT Domain 7: Differentiated teaching and learning

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### 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

- The principal and other school leaders recognise the importance of ensuring that teachers identify and address the learning needs of all students.
- The Giralang Learner Profile is completed annually in Term 4 by teachers. It is handed over to the classroom teacher the following year. This handover allows for students to start the academic year successfully.
- The spiral of inquiry<sup>9</sup> and year-level Data Diamonds allow staff to identify what is working well, what is not and how they might differentiate to optimally engage and challenge groups and individual students.
- Teachers consult with parents and students to ensure that reasonable and regular adjustments are made to meet the needs of students with disabilities, including using strategies described in individual learning plans (ILPs). A cycle of review is in place to monitor the success of those plans.
- Students in the disability education program access flexible differentiated instruction, described in their ILPs, in the small-group program which complements the learning they access in their classroom.
- Comprehensive communications with parents and families, particularly via the Seesaw<sup>10</sup> application, provide information about progress in students' learning.
- High-achieving students are offered a range of extra-curricular activities at lunch breaks, after school and on excursions to enable them to extend their learning. Teachers and LSOs can provide evidence of differentiation in their teaching and learning programs to address the needs of higher-achieving students.
- There is a strong focus on reading, with writing and numeracy needs also addressed. Learning needs in these areas are identified. Student progress is monitored through regular assessment to match planned learning activities to the readiness of the learner.
- Parents acknowledge the willingness of the school to accommodate the specific learning and wellbeing needs of its students.
- Planning templates include a dedicated section where differentiation of practice is described. This includes support, core and extension tasks as pathways to differentiation.
- Teachers closely monitor progress of individual students, and many examples of regular

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<sup>9</sup> The spiral of inquiry is a **systematic process for investigating and improving learner outcomes: academic, social and wellbeing**. There are many calls for teachers to use inquiry as part of their practice because of its associations with improved outcomes for marginalised learners.

<sup>10</sup> **Seesaw** is a student-driven digital portfolio and parent communication platform.

adjustments to their teaching and student learning have been observed.

- Teachers and LSAs speak confidently about the range of strategies they employ – particularly student goal setting and individual conferencing to differentiate learning.

## NSIT Domain 8: Effective pedagogical practices

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### 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 leadership team members are united in their belief that research-based teaching and learning will improve student learning outcomes.
- The leadership team has communicated clear expectations for the use of effective teaching strategies through the development of belief statements and agreed practices. These documents succinctly outline core pedagogical beliefs and the practice that will consequently be used in the classroom. These strategies and practices are evident in all classrooms.
- Leaders and teachers have distributed roles and responsibilities that focus on supporting educators to improve student learning.
- Teachers consistently describe the leadership team as positive and supportive in how it works with them to improve practice.
- Leaders spend time with teachers, inside and outside the classroom, providing ongoing feedback to improve classroom practices.
- Teachers work in collaboration with their PLT and in their collaborative teams to build and share knowledge of evidence-based teaching practices to improve student learning.
- Leaders and teachers refer to the 10 Essential Literacy Practices,<sup>11</sup> PBL, neurological education,<sup>12</sup> mindfulness and the Wellbeing Framework, the spiral of inquiry, and Paul Swan Maths<sup>13</sup> as practices that are effective in their teaching.
- Practices that support students in understanding what they need to know and be able to do, including learning intentions and success criteria, are evident in all classrooms.
- Classrooms display evidence of these specific teaching and learning practices adopted by the school and some are referred to by students and parents.
- The school intentionally creates learning environments which help all students feel

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<sup>11</sup> Research suggests that the 10 practices form a framework that educators can put to use right away in a variety of classroom settings to have a positive impact on literacy development.

<sup>12</sup> Neuroeducation is the **merger of biological and educational processes**. Scientists are implementing it today because of the benefits it brings to the learning process. For instance, the intertwining of neuroscience and education helps with reading, numerics, and attention span. Neurolearning has great potential in enhancing the learning abilities of students with ADHD, dyslexia, and dyscalculia.

<sup>13</sup> Dr Paul Swan is an inspirational **mathematics consultant** from Western Australia, who shares his exciting ideas, videos, and resources on his site. Many of the resources are free to download and can be implemented in the classroom today. The topic collections offer support for fostering mathematics literacies to improve communication and vocabulary.

engaged, safe, able to take risks and supported in their learning.

- Teachers provide students with regular feedback on their learning. They use conferencing with students as opportunities to set goals for learning.
- Teachers use a range of data to inform these student conferences and regularly work with students to adjust wellbeing and learning outcomes. They also provide clarity about students' next steps in their learning.

## NSIT Domain 9: School-community partnerships

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### 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

- Giralang Primary School has built numerous partnerships with community organisations which are targeted toward the wellbeing and learning needs of students.
- Leaders have strategically identified potential community partnerships based on their capacity to improve student wellbeing outcomes, as identified through the school's improvement agenda.
- Some partnerships have had a positive impact on parents' feelings of being connected with the school.
- Partnerships, such as the Sustainable Garden and work with the Indigenous community, have had a positive impact in building the professional knowledge and practice of teachers and staff. They also have contributed to professional knowledge at a system level.
- Giralang and identified partners (for example, Gecko Sports) engage in collaborative planning and are committed to achieving positive outcomes and benefits for students and the wider school community.
- Clarity about roles and responsibilities has been established in partnerships with community organisations.
- Senior leaders ensure adequate resources – including personnel, staff time and funding – are committed to community partnership projects.
- Most partnerships are embedded as part of the school culture and are referred to by students and parents.
- Processes are in place for evaluating the effectiveness of current community partnerships. The school leadership has taken active steps to evaluate and negotiate improvements to the after-school program, the Gecko Sports program, and the Sustainable Garden. These are examples of how the school is continually improving learning outcomes for students.
- Measures are taken by the school and community partners to creatively find solutions to ensure projects are a sustainable part of Giralang's culture.
- Families indicate they feel valued in the school's efforts to build partnerships with parent groups, including the Board and Parents and Citizens' Association, through working bees, the Sustainable Garden, the after-school program, and their involvement in classrooms and on incursions and excursions.

## Commendations

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Giralang Primary School is commended for:

- The high priority placed on analysing, having regular conversations about and interpreting formative and summative assessment data from extensive sources to inform decisions about student wellbeing, learning improvement and associated strategies.
- Leaders, teachers and staff who demonstrate a sophisticated understanding of the extensive range of data, including less-formal formative and classroom-based assessments.
- Providing an inclusive, respectful and caring environment, where all community members have high levels of trust and display a clear belief that everyone has the right to feel safe, have their wellbeing needs recognised, and learn.
- Having an environment where students and their families express that they feel cared for, respected and valued and that they belong to the school community.
- Having a distributed leadership model where the roles and responsibilities of leaders, teachers and staff are clearly defined and focus on research-based, effective teaching practices. This results in a collegial culture that leads to improved wellbeing and learning outcomes for students.
- Establishing a strong culture of continuous professional improvement, based on the key belief that improved teaching leads to better outcomes for students, and high levels of mutual trust and respect between all staff.
- Teachers who welcome input and involvement in their classrooms, and leaders and HALTs who participate in professional learning and in developing collaborative solutions to the identified wellbeing needs of students.
- Having a Board, leadership team, teachers and staff committed to intentionally utilising system and discretionary funding and assets, as well as creatively sourcing appropriate resources, to improve student wellbeing and learning outcomes. This includes the selection and maintenance of strategic community partnerships.
- Establishing and communicating clear agendas for improved student wellbeing and related learning outcomes, which are understood by teachers, staff, students and members of the school community.
- The strategic work of leaders in creating a highly skilled and capable staff profile, including the continuity and commitment provided by the skilled and experienced team of LSAs.
- Having leaders, teachers and staff who understand and implement daily the Australian Curriculum, including the general capabilities and the cross-curriculum priorities, and the embedded learning outcomes and standards.
- Having leaders, teachers and staff who regularly use pre- and post-testing and various formative and summative assessments to clarify learning intentions, establish where individual students are in their learning, and ascertain next steps.
- Leaders, teachers and staff who use available information to make daily decisions about and adjustments to the wellbeing and learning needs of students.
- Having a curriculum which responds to local needs. This is expressed through the school's response to the Australian Curriculum cross-curriculum priorities of Aboriginal and Torres Strait Islander histories and cultures and sustainability.

- Proactively and strategically forming and evaluating partnerships with community organisations that progress the improvement agenda to increase student wellbeing and learning outcomes.

## Affirmations

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Giralang Primary School is affirmed for:

- Having school leaders who value data to inform the improvement agendas.
- Having leaders who collaborate with teachers and staff to understand the extensive range of data to improve wellbeing and related learning outcomes for individual students.
- Having leaders who communicate the improvement agendas to the ACT Education Directorate and school community in a variety of ways.
- Having leaders and teachers who use an inquiry-based approach to learning to enable creativity and independence for individual learners.
- Celebrating and promoting First Nations culture in a variety of ways through places, displays, teaching and learning.
- Having teaching and learning experiences which are accessible and engaging, as well as providing some learning challenges for individual students.
- Having a curriculum which builds on a teacher's knowledge of each student's prior learning in each domain.
- Providing opportunities to reflect and refine the current agendas to ensure all data sets collected are interrogated effectively to allow for a timely response to individual needs.
- Having some teachers and staff who reflect on and refine the current agendas and data to provide further support for high-capacity learners.
- Partnerships which have resulted in positive perceptions from members of the school community.
- Efforts made to continually negotiate with partners and evaluate the effectiveness of school/community partnerships to inform decision-making.
- Developing targeted approaches to providing teachers with feedback on practice through coaching.
- Using expertise that has been built through the development of highly accomplished teachers and master's degrees to coach and mentor new educators.

## Recommendations

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- Establish a Giralang Primary School definition of successful learning.
- Allow leadership, teachers and staff, in consultation with the governing body and the school community, to narrow their current agendas to an explicit academic and related wellbeing agenda, based on current student data.
- Continue to build a robust data culture for differentiation of student learning across the continuum, characterised by:

- > further building a systematic approach to the interrogation of student learning and wellbeing data and how it translates into practice in classrooms and partnerships
  - > the regular disaggregation of priority group data sets to clearly identify patterns, trends and starting points for improvement.
- Ensure all teachers and leaders work towards identifying, understanding and implementing proven (consistent Preschool to Year 6) teaching methods, where a high priority is given to evidence-based strategies that have been demonstrated through research and practice to be highly effective in improving student learning.