



**ACT**  
Government  
Education

# **Southern Cross Early Childhood School**

Report of Review, 2023

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## Publication and independent Review Team details

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Date of School Review: 20, 21, 22 and 23 March 2023

Principal of Review School: Kelly Booker

*National School Improvement Tool Review Report* prepared by:

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Report Date: 24 March 2023

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

ACT Government Education Directorate  
Education Services Division, School Improvement Branch

Report Date: 11 April 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.

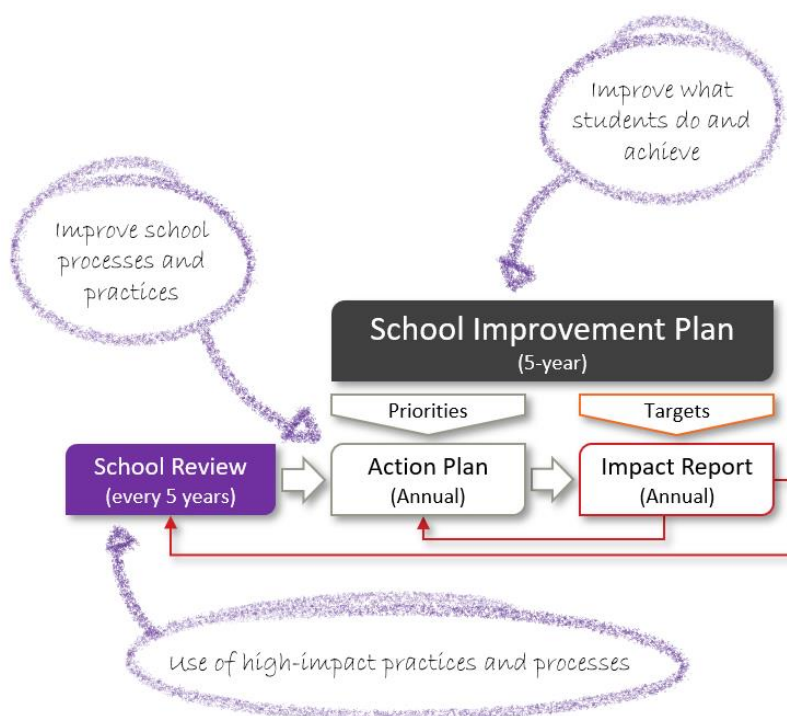
Following Review, the school receives a planning report, which is used as an internal working document, outlining key findings and recommended strategies for continued school improvement. The Education Directorate uses this planning report as a basis for the final *Report of Review* provided to school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

- Southern Cross Early Childhood School (SCECS) caters for children from birth to eight years. The school offers integrating services including childcare, preschool to year 2 and a range of community programs to support local families in close partnership with Anglicare.
- In late 2019, SCECS and Anglicare reviewed their mission, vision, values and philosophy statements. The school's overarching community mission is to inspire a passion for learning across the community, providing an opportunity to play, learn and grow.
- The School Improvement Plan (SIP) 2019-2023 identifies the two priority areas of literacy and numeracy. In 2020, with the appointment of a new principal, the school decided to narrow and sharpen their improvement focus on reading outcomes.
- The full implementation of the SIP and Action Plans (AP) from 2021 and 2022 were impacted by the pandemic and it was necessary to roll strategies from one year to the next. The school has also appointed a new deputy principal and School Leader C (SLC) since 2021. Leaders describe staff wellbeing due to the pandemic along with teacher shortages as also impacting on their ability to fully implement what they had intended.
- Having seen an improvement in reading outcomes, an AP focus to improve writing outcomes was identified in 2023. Leaders report their work over two years to establish the Readers Workshop Framework has been applied to establish a similar Writing Workshop Framework with the school in the beginning stage of implementing this work.
- The SIP, AP and Impact Reports are shared with staff and families on the website and in meetings. Literacy targets include school-based learning data, running record level data and BASE data. Teachers report they are largely unaware of targets.
- The principal shares progress towards targets and AP implementation to the School Board and Parents and Citizens (P&C) committee through regular reports. Parents are aware of school progress in relation to similar schools. These parents report they feel fully informed about actions to achieve identified improvements and have high levels of trust and respect for the principal.
- Parents more broadly are generally aware of the SIP literacy priority of reading through newsletter articles and through the website. They are unaware of targets and progress.
- Leaders describe and teachers report the improvement agenda reading focus has been effective in narrowing and sharpening the school's attention on this core learning area.
- The Preschool Quality Improvement Plan is detailed and has been endorsed for 2022.
- A partnership with the Affiliated Schools Program and University of Canberra (UC) provides opportunities to network and learn from other schools, professionals, academics and consultants.

## 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 newly appointed principal reflected on the SIP in 2020. Data was analysed resulting in a change from a writing focus to a reading focus, due to lower-than-expected reading improvement. This work commenced in 2021. The improvement agenda was further narrowed by reducing the number of numeracy strategies to business as usual.
- A new coaching strategy was introduced to build capacity of staff to achieve the AP priority on reading. Leaders report that coaching has built the capacity of teachers to improve on student reading outcomes.
- The school has drafted a plan for the systematic collection of a range of student outcome data which includes an oral language assessment, writing sample and the Personal and Social Capability Learning Continuum for Preschool. For primary school children, it includes reading and writing protocols, writing rubric and sample, Running Record, Schedule for Early Number Assessment (SENA), letter/sound identification, Words Their Way and the Personal and Social Capability Learning Continuum. Some of these literacy assessments and the SENAs are housed centrally and are accessible to all staff.
- SCECS has focused on the reading protocols. School leaders regularly review reading achievement data using trackers each term. Teachers are given time in some staff meetings to discuss school and cohort reading growth data.
- Team leaders recently shared the BASE assessments (beginning and end year 2022) in team meetings. Actions were identified such as interactive writing, differentiation and intervention strategies.
- Teachers are developing their understanding of the importance of data to monitor student achievement and determine starting points for learning across the curriculum, based on need and readiness. There is evidence to suggest the leadership team plan to build teacher capacity in data literacy.
- The school uses the annual satisfaction survey to gather input and feedback from parents and staff. They share this with staff and discuss possible actions.
- Teachers monitor attendance, informing the leadership team of ongoing attendance concerns. This is discussed in wellbeing meetings as appropriate.
- The wellbeing team monitor behavioural data recorded in Sentral as required.
- In the absence of an English as an Additional Language/Dialect (EAL/D) teacher, the leadership team use Student Observation Guides to moderate and complete census.

## 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

- SCECS has an embedded positive school culture. It is characterised by trusting, warm, welcoming and respectful relationships. There is a school-wide focus on high expectations for student wellbeing and literacy learning. All children are seen as capable, creative and competent learners. This is evidenced in the school mission statement, philosophy and values and is seen throughout classrooms and conversations with staff.
- Students know the school values of respect, resilience, kindness and creativity.
- Systems and planning to promote creative innovation and exploration are seen in planning documents and through the indoor and outdoor learning environments. For example, through flexible seating and play workshops, as well as the large innovative and explorative outdoor equipment and play materials. Staff, parents and children all state that the outdoor play and play-based learning are their favourite things about the school.
- All staff, students and parents speak highly of the school. There are high levels of mutual trust, support and respect between teachers. All teachers comment on their levels of respect, care and collaboration among team members in their day-to-day teaching and planning. Staff morale is generally high and staff report that they like being at SCECS and coming to school each day.
- Some staff indicate, at times, they would appreciate clearer and more timely communication from leaders.
- Teachers and educators have shown through their Individual Learning Plans (ILP), strategies, literacy and support timetables that they know and care for each individual and their learning and wellbeing success. Staff show a commitment to ensure all students are engaged in meaningful activities.
- Parents are integral members of the school and wider Anglicare community and are valued partners in their child's learning. All parents speak highly of the school and staff and have a strong sense of belonging and pride in SCECS. Parents feel welcome in their everyday interactions at the school. Parents describe their relationships with staff and leaders as very positive. They comment that, "All teachers go above and beyond. All teachers know the children well and leaders have an open door to parents".
- There is a school-wide behaviour and wellbeing guide and process. This school-wide focus has resulted in a culture of high expectations for behaviour at the school. The school has developed a behaviour flowchart and has demonstrated academic and non-academic support in classrooms. The review team observed mostly calm and focussed learning environments. Any behavioural issues are dealt with one-on-one with adult support to quickly and responsively minimise disruption to learning.

- SCECS has a family hub which is located adjacent to reception and community room.
- Protective behaviours mindfulness and zones of regulation are taught as part of the Social and Emotional Learning Program.
- Seesaw guidelines and frequently asked questions have been developed which outline expectations for teachers. Adherence to these guidelines by all staff is reported by parents as variable.



## 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

- The Wellbeing Team includes the principal, SLC, community coordinator and the school psychologist. A referral process from teachers to the committee was established in 2022. The team takes a case management approach to identify and respond to student needs.
- The Wellbeing Team is responsible for overseeing about 44 ILPs. Teachers and parents participate in formal ILP meetings. ILPs and associated plans are stored on Sentral and shared with educators by teachers.
- The Wellbeing Team analyse some systematically collected data to match the needs of students with the skills and expertise of educators. The school has allocated resources to ensure student needs are being met. This year they have resourced an educator in almost every classroom, with multiple educators in preschool classrooms to support students with additional needs.
- Educators are welcomed into teacher meetings and discuss student learning. As Covid restrictions ease, educators indicate they welcome professional learning again and time to meet with each other.
- Class teachers are responsible for catering to the needs of all learners including more highly able students. There is evidence that 1:1 conferencing and Catch Groups are widely used as part of the Readers Workshop model, to meet students' point of need.
- The school actively seeks out Allied Health resources and external therapists. Examples include occupational therapists who will be teaching identified students about the zones of regulation, speech therapists working with students on phonological awareness and play therapists who support students with National Disability Insurance Scheme (NDIS) packages.
- The school provides a comprehensive preschool to kindergarten transition program. Parents note that the Anglicare to preschool transition is seamless. There has been a greater emphasis on supporting students in the three-year-old initiative.
- There is evidence the school's budget is used to both maintain and enhance expansive, outdoor spaces shared by Anglicare and the school. P&C members fundraise to enhance and maintain these resources.
- Classrooms are well-resourced and arranged to support the school's philosophy of play-based workshops. Teachers would appreciate the ability to access greater space for play-based resource storage.
- Available targeted funding and learning support budgets are used effectively for their intended purpose. The budget, which is aligned with the SIP, is also increased with money from the UC Affiliated Schools Program.
- The school provides specialist curriculum programs in science and music.

## 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

- The principal has been deliberate in selection and employment of leaders, classroom teachers and educators to progress strategic priorities and address student need.
- The Anglicare leadership team and the school leadership team meet weekly to collaboratively share information and build the capacity of Anglicare leaders and staff.
- A Professional Learning Plan (PLP) was developed for 2022 and has been reviewed and refined this year. It includes the learning purpose, timeframe, connection to school improvement and resourcing. Professional Learning (PL) is planned in areas such as partnerships with Allied Health and Anglicare; improving learning outcomes in reading and writing including the 10 Essential Instructional Practices; inquiry and play-based learning; cultural integrity; student wellbeing and coaching and mentoring. The PLP is yet to include Teacher Performance and Development Plans (TPDP) with strategies and professional development foci, and a numeracy focus and relevant PL.
- In 2022, SCECS identified a time fraction allowance to purposefully employ coaches based on their need to introduce a coaching program. Two coaches worked for three days a week under the guidance and training of an external coach using the GROW (Goal, Reality, Options/Obstacles, Will) model. Coaches collaborated with staff to develop coaching belief statements, systems and structures. Most staff undertook one coaching cycle.
- In 2023, the time fraction allowance of two days per week has been allocated for the school's two coaches to work with teachers. While all teachers report they highly value coaching that has been undertaken, coaches report their effectiveness could be greater with the allocation of more time. Coaches also recognise the competing resource demands.
- There are clear expectations for all teachers to be involved in coaching connected to school improvement in reading. Teachers work with their coach to identify their goal, and coaches facilitate engagement in peer observations providing multiple opportunities for teachers to practise and refine new skills.
- Some teachers comment that they go to their team leaders for help with teaching and team leaders model lessons and strategies when requested.
- A presentation on 'How we are building a Coaching Model at SCECS' was shared at the UC through the Teachers As Researchers Affiliated Schools Conference. Coaches have been approached to provide support to other schools on the same journey. Teachers are open to having leaders and colleagues in their classrooms learning from each other.
- The leadership team has provided staff with a range of leadership opportunities over a number of years. These are outlined in SCECS Roles and Responsibilities documents.

## 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 preschool team write Statements of Intent based on the Early Years Learning Framework (EYLF). The planning implementation and evaluation of teaching and learning occurs across five developmental domains: social, emotional, physical, cognitive and language. Each cycle focuses on a different 'Big Idea'. All preschool teachers use the document to provide consistency across sessions and in the classroom environment.
- There is an Achievement Standards Curriculum Reference document for kindergarten, year 1 and year 2. Teachers use this at the start of the year to divide the teaching of the Australian Curriculum V8.4 into terms. The school also has Pacing Guide templates and Play Workshop Planning Document templates. These are supported by a range of teacher-designed lesson planning documents stored in Team Folders on Google Drive.
- The leadership team recognise the need for a Curriculum Delivery Plan to be developed to ensure consistent planning expectations that reflect agreed pedagogical decisions across all subject areas. Most teachers report that greater consistency with planning and curriculum delivery requirements will be of benefit. Some also requested a scope and sequence document that tells them what to teach, when to teach it and how to teach it.
- There is limited evidence of vertical and horizontal curriculum, auditing processes, cross curricular priorities and general capabilities in planning documents. The alignment of assessment to curriculum content is varied.
- Currently, SCECS curriculum delivery is shared with families through Term Overviews, Seesaw and the newsletter. Families speak favourably about the communication.
- The school has made a deliberate decision to prioritise literacy, due to the age of the students at the P-2 school. There is a comprehensive suite of reading assessments allowing teachers to diagnose gaps in student knowledge. This is reported to parents each semester and student progress is shared through formal parent-teacher interviews.
- The school has a specialist teacher provision for science and music. The science curriculum will be reviewed in 2024 as the Australian Curriculum V9.0 is phased in.
- Most subjects other than literacy and numeracy are delivered through play workshops. This provides accessible, engaging play-based inquiry learning. Teams strive to make this learning relevant and authentic, based on real life experiences.
- Teachers participate in weekly staff and team meetings after school. Preschool, kindergarten and year 1/2 team leaders facilitate team meetings which include time on administrative matters, the development of assessments, planning and data discussions.
- Teams moderate, using the Writing Continuum, for reporting purposes.

- Work samples and assessments for some areas of the curriculum are collected and stored centrally on the Google Drive at the end of each year.

## 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

- SCECS has a strong emphasis on inclusivity and provides a differentiated curriculum through their play-based opportunities for students to deepen their knowledge and follow their interests. Some students describe they require a greater challenge during play workshops. Leaders have recognised the need to build the capacity of staff in play-based learning inquiry pedagogy and practice.
- The Readers Workshop Listening to Reading Protocols provide the mechanism for teachers to effectively differentiate reading. There is a formative assessment Reading Monitoring Tool (Venn diagrams for students below, at and above expectations) used across K-2. Teacher observations of reading behaviours and strategies are used to structure explicit teaching and Catch Groups provide students with engaging literature. The priority given to the provision of time for students to read is evident across K-2. Running record data each term is primarily used in a summative manner.
- A Watching While Writing Protocol was collaboratively developed at SCECS for use this year.
- There is variability in the effective use of data and formative assessments in mathematics to differentiate learning at a student's point of need. The use of pre and post teacher designed assessments is yet to be a regular feature of practice across K-2.
- Differentiation by design in planning documents is yet to identify adjustments based on the need for time, content, environment or assessment modifications and is yet to reflect the abilities of all learners, including those more highly able.
- Student outcomes from standardised assessment tasks such as BASE and SENA, observation surveys and work samples are collected and stored online providing evidence of student progress over time. Teachers most often report referencing this information at student transition points.
- Written reports to parents in preschool use the EYLF to capture learning evidence through observations and learning stories. In K-2, parents receive two written reports with a point in time measure indicated across curriculum areas covered. Growth and progress are discussed with parents at interviews and informally at learning journey expos and individual meetings.
- Leaders articulate the importance of ensuring consistency between home and school, health providers and staff from Anglicare to maximise communication and information exchange. This is recognised as a significant strength by parents and Anglicare staff.
- Teachers and parents value the essential work of educators who are an integral part of the staff and SCECS community. Some educators express an interest in gaining increased clarity of their roles and responsibilities as well as valuing feedback.

## 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 school leadership team have established clear expectations and guidelines for teaching in reading and writing. This is evidenced in the school-wide pedagogical guide to teaching literacy. This guide covers agreed beliefs for literacy and numeracy, literacy resources and practices, Readers and Writers Workshop models.
- Verbal and written feedback is given to students in reading and writing through the literacy goals and strategies that students are working on.
- The use of the Readers and Writers Workshop approach (Debbie Miller, 2013), incorporating the Listening to Reading Protocol, is evident in all classrooms. School leaders and teachers can consistently describe the pedagogical approaches they use to teach reading. Systematic and evidenced based approaches, and explicit teaching strategies were observed in planning and teaching across K-2. There is clarity in what students are expected to learn and be able to do in literacy.
- The leadership team have identified that in 2023 they will further develop their shared beliefs around inquiry and play and deepen staff knowledge and pedagogy in this area, as well as incorporating the cross-curriculum priorities and developing deeper understandings of the 10 Essential Practices.
- Teachers and educators adjust their teaching pedagogies to suit the needs of individuals, especially in reading and play workshops. PL activities, including learning walks are focused on building teacher understanding of the reading and writing process. School leaders, teachers and educators comment that this focus and coaching has made a difference in their abilities in teaching reading and in children's motivation and reading outcomes.
- There is some clarity about what students are expected to learn in mathematics and other learning areas. Teachers in some classrooms make the learning visible for students through strategies such as learning intentions and learning goals.
- School leaders and coaches systematically spend time working with teachers on their literacy planning and pedagogical approaches, providing modelling and feedback.
- Teachers discuss and plan appropriate strategies for individual students each day. There is an openness by teachers to receive constructive feedback from classroom instructional practice observations and goal setting in the future.
- Some teachers show explicit planning to document and assess children's learning in the Play Workshop, primarily focusing on HASS achievement standards. There is a balance between adult initiated and child led activities, through small group and individual activities. Students are encouraged to express their understanding in multiple ways.

## 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

- SCECS has established a strong partnership with UC through the Affiliated Schools Program. Leaders pay close attention to how the benefits of opportunities through this program strategically align to their literacy improvement agenda in APs. SCECS has worked collaboratively with other schools and UC to improve student outcomes through teacher development, school-based research and innovation in curriculum and pedagogy.
- Funding is provided to the school to support their involvement in the Teachers as Researchers initiative, exploring research questions such as; 'To identify the information teachers collect during readers workshops used in conferencing' and 'How we are building a coaching model at SCECS'. Pre and post coaching survey data in 2022 evidenced increasing teacher confidence and self-efficacy. The use of student achievement data to measure the impact of partnership initiatives to build the capacity of staff are often long term.
- The school has also participated in the action research project Quality Physical Education in Early Childhood using a personalised system of instruction.
- SCECS deeply believe that positive and productive relationships between children, staff, families and the wider community is essential to their work. SCECS Family-School Partnership Guidelines and Family Handbook identify key aspects of how partnerships between home and school impact children's development and learning.
- Strong relationships exist between the community coordinator and families, which are long standing and highly valued. They begin well prior to commencing formal schooling, operate at a high governance level and include support for the onsite playgroup and making contact with families who are not attending, involvement in the ACT Directorate and ACT Early Childhood three-year-old initiative for vulnerable families, connecting families with specialist support services, accessing allied health supports, strong family and child advocacy, organising community events, discussing concerns, family matters and parenting issues, and providing opportunities for families to meet and develop friendships.
- Strong relationships are nurtured with external health providers in support of student and family wellbeing, such as West Belconnen Child and Family Centre and the school actively seek out services and providers based on need.
- One example is the school's involvement with Child and Adolescent Mental Health

Services (CAMHS) in the UR Fab (Understanding and Responding to Feelings and Behaviours) program. The Wellbeing Team coordinate recommendations and meet to discuss outcomes from participant reflections from the program. It is a nine-week trust and emotional coaching program for students and parents.

- A service agreement is in place between SCECS and Anglicare for the provision of integrated birth to preschool childcare services and onsite After School Hours Care. Since 2020, the relationships in this partnership have strengthened, becoming a more streamlined transition for students and families moving from Anglicare to school.
- Parents and carers are welcome to share knowledge and expertise interacting with the daily program, working bees, and participating as a School Board or P&C committee member.
- SCECS hosts the ACT Education Directorate Belconnen Network's Learn to Ride Centre, which is an integral part of outdoor play for preschool students.



## Commendations

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SCECS is to be commended for:

- The reading improvement agenda for the past two years which has been effective in narrowing and sharpening the school's attention on this core learning priority. This work has been purposefully driven by school leaders.
- The work to develop and embed the Readers Workshops Protocols and framework which have been implemented across K-2, providing a consistent approach to support learners.
- The leadership team use data for decision-making to determine school policies and strategies to support student needs.
- The embedded structural coaching culture across the school and the establishing of beliefs and the coaching model are positively regarded and contribute to the development of an ongoing continuous improvement culture.
- The strong partnership with UC through the Affiliated Schools Program has provided opportunity to build the capability of SCECS staff, through access to a range of professional educators and academics for school-led research and improvement.
- The consistency of approaches between home and school with families and carers, Anglicare and Allied Health providers has maximised communication and information exchange between all stakeholders.
- There is a deepening relationship between the school and Anglicare.
- The community coordinator plays a significant part in engaging with and advocating for families to build the sense of community and belonging valued by all at SCECS. This work has brought a range of resources to SCECS and families that would otherwise not be able to be provided.
- The school deeply believes that positive and productive relationships between children, staff, families and the wider community are essential to their work.
- Staff know students as individuals and as learners, and have respectful, nurturing and authentic relationships with them.
- Staff are deeply committed to meeting the wellbeing needs of their students and dedicate considerable time and resources to ensure that all student needs are supported.
- Collegiality, sincerity, trust and support are a strong feature of staff relationships.
- Resources and expertise have been strategically allocated to improve the pedagogy, support and wellbeing of staff and students.
- The school budgets to both maintain and enhance its expansive, outdoor learning environment. SCECS is the school of choice for many parents because of this.
- High levels of care are provided to families from reception staff, leaders and educators.
- Leaders are accessible, supportive and responsive and are seen in classrooms daily, offering support to students and teachers.
- Teachers and educators effectively support the differing needs of children through the provision of a wide range of groupings and learning experiences including the use of outdoor learning areas.

- The case management approach used by the wellbeing team to effectively support students and families to access learning and resources.

## Affirmations

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SCECS is to be affirmed for:

- The improvement agenda 2023 literacy focus of writing based on the reading model is a realisable goal, viewed positively by staff.
- The draft Data Plan for the systematic collection of a range of literacy outcome data is indicative of the priority the leadership team places on the analysis and discussion of this data.
- Leaders are beginning to regularly use a range of data and assessments with teachers in team meetings to measure the impact of teaching and determine starting points for learning.
- The introduction of systems and structures to identify, triage, and respond to student needs in 2022 by the Wellbeing Team, prioritises the individual learning needs of students and the resource allocation to accomplish this, including the provision of multiple educators and onsite Allied Health workers.
- Aboriginal and Torres Strait Islander cultures and histories are acknowledged and valued at SCECS through artefacts, signage, an indigenous garden and the naming of learning areas.
- The school's approach to Social and Emotional Learning (SEL) is underpinned by the Friendly Schools Plus program, with a scope and sequence across preschool to year 2.
- Leaders, teachers and educators engage children in learning through their Play Workshops that provide learning experiences aligned to their school mission and beliefs.
- The range of presentations by leaders and staff, made at conferences, share the achievements of the school are building teacher confidence and skill.
- Ongoing reflection on ILP's by the Wellbeing Team and teachers ensures student progress and goals are monitored. The involvement of parents in ILP meetings effectively enables families to be involved in their child's learning at home.
- The communication of strategies and modifications to learning for students on ILPs are effective, enabling students to access appropriate support and resources.

## Recommendations

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- Collaboratively develop the next narrow and sharp improvement agenda, with all stakeholders, expressing the core learning priorities in terms of specific improvements sought in student performances that include meaningful clear short, medium, and long-term targets with accompanying timelines which are effectively communicated to all stakeholders. Closely monitor the progress towards these targets for whole-school, cohorts and individuals and support teachers to use data on a regular basis to monitor the effectiveness of their own efforts to meet those targets.

- Review the school draft Data Plan for the annual collection of achievement, wellbeing, behaviour and attendance data. Ensure a high priority is given to the school-wide analysis and discussion of a range of meaningful systematically collected data, assessments and evidence for learning. Continue to facilitate regular discussions of data at team meetings to inform teacher decision-making, planning and reflection where differentiation is a feature of every teacher's practice ensuring that every student is appropriately engaged and challenged.
- Collaboratively develop, document, and enact a coherent, sequenced plan for curriculum delivery that is shared with all stakeholders and summarises what is taught, assessed and reported on, to provide a cohesive contextualised curriculum delivery plan. Review and document the guidelines, templates and planning processes that support staff to deliver quality curriculum, including assessment practices, ensuring there is a focus on ongoing professional learning, collaboration, feedback, and monitoring.

Ensure that the curriculum delivery plan:

- > is developmental within and across the years of schooling
- > meets the needs of all students within each year level
- > incorporates Higher Order thinking, Cross Curricula priorities and General Capabilities through all learning areas in the curriculum
- > is centrally stored and easily accessed by all staff.
- Continue to focus on quality learning and academic rigour in creating a culture in which students learn successfully in their own ways, at their own pace, reflective of individual talents, interests and aspirations. Explore how more highly able students can be further challenged and express their learning.
- Continue to build the capability of leaders and teachers to coach, model, evaluate and provide ongoing quality feedback on classroom practice aligned to student progress, shared beliefs and the agreed practices in the school's pedagogical guide. Monitor the implementation and effectiveness of these systems and structures to ensure there is consistency of practice evident in every classroom, every day.
- Document a planned systematic approach for monitoring and reviewing the effectiveness and impact of school community partnerships.