



**ACT**  
Government  
Education

# **Arawang Primary School**

Report of Review, 2023

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## Publication and independent Review Team details

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Date of School Review: 13, 14, 15 and 16 February 2023

Principal of Review School: Jacqui Chapman

*National School Improvement Tool Review Report* prepared by:

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Report Date: 16 February 2023

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

ACT Government Education Directorate  
Education Services Division, School Improvement Branch

Report Date: 14 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.

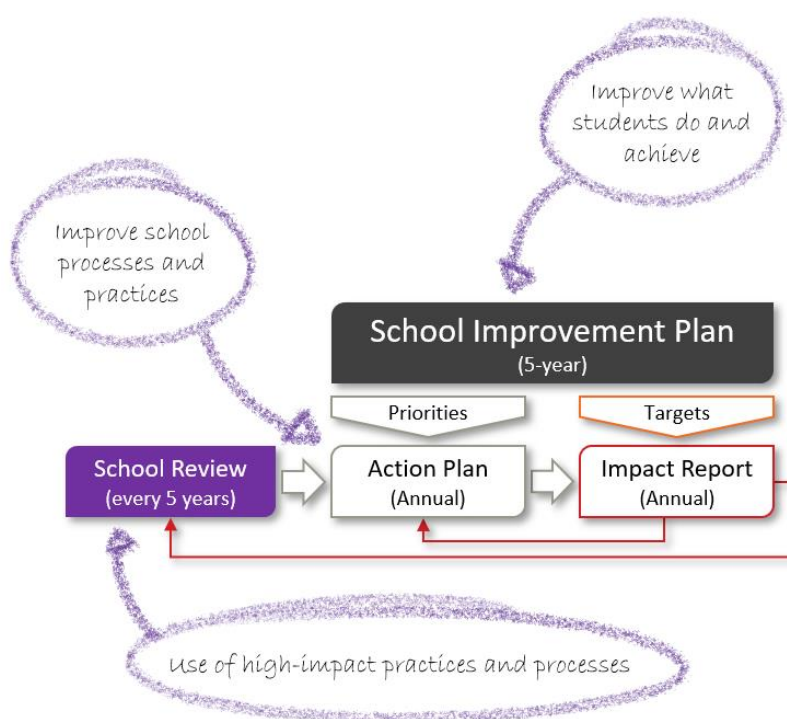
Through the lens of the NSIT, an internationally recognised framework for reviewing teaching and learning practices, reviewers gain an accurate picture of current school practices. During Review evidence provided by schools is considered alongside evidence gathered through consultation with staff, students, 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: Driving 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

- The Arawang Primary School's School Improvement Plan 2020-2024 is anchored to the vision, mission and values held by the school community and to the system strategic priorities. Leaders reflected on the previous school review report when drafting the plan and workshopped potential priorities with staff. The plan was then shared with the community.
- Two improvement priorities have been articulated: 1. Increase growth in student performance in writing across all year levels; and 2. Increase growth in student performance in mathematics across all year levels. Targets have been set in relation to these priorities, although leaders report that the impact of the pandemic led to a shift in focus over the period of 2020 and 2021, deflecting energies. The review team notes that while this and changes in the leadership team slowed progress, a large body of strategic improvement has been realised over the past year.
- There is evidence of a focused improvement agenda being enacted across the school. The emphasis on improving student writing performance has been sustained, and all stakeholder groups, including students, are able to identify this priority.
- Leaders underpin their improvement strategies by reference to the literature base and to the work of other schools experiencing success.
- School structures and resourcing have been aligned, building coherence in Arawang Primary School's improvement journey.
- Roles and responsibilities for enacting improvement strategies have been revised and shared across the school. Teachers are encouraged to engage in a distributed leadership model, which has been strengthened over the past year with the introduction of professional learning and action teams.
- The school is in the early stages of implementing strategies to evaluate the impact of initiatives. This includes the adoption of the evaluative thinking approach to reflect upon impact.
- Communication of the agenda is evidenced in some newsletters. Representatives of the Parents & Citizens Association (P&C) and School Board could describe the improvement focus of the school, as well as some of the strategies associated with its enactment.
- The sharing of school performance in relation to targets contained in the improvement plan is limited, and leaders have acknowledged that initial targets have been a challenge.

## NSIT Domain 2: Analysing and discussing 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

- Leaders are committed to building a school-wide culture of evidence-informed practice. They are in the early stages of implementing a whole-school approach to the purposeful use of data, underpinned by the spiral of inquiry.<sup>1</sup>
- A Literacy Development Team (the L team) was formed in 2022 to lead an inquiry into current pedagogical practices. The team modelled the expected inquiry approach, collecting, analysing and presenting a range of evidence, including feedback from students about their perceptions – particularly in relation to writing.
- The recently formed Action Learning Teams (2023) are being encouraged to use the Spiral of Inquiry Model to investigate current practices. Professional learning about inquiry cycles has been provided. Staff report that they are building their understanding of how to effectively use this approach to better understand the impact of their teaching and respond to learners' needs.
- Leaders currently draw on data from National Assessment Program Literacy and Numeracy (NAPLAN) assessments, system stakeholder perception surveys, behaviour records and student feedback from school-generated surveys to inform improvement planning and progress. Summaries of these data sets have been discussed with staff and members of the School Board. There is a shared understanding of the need to focus on improved learning outcomes in literacy, particularly writing and numeracy.
- Leaders acknowledge that data collections and analyses have not been systematic over time. The school's assessment and reporting guide provides some clarity about the expected use of assessment tools for literacy and numeracy. A data plan that makes clear the full range of data to be collected, analysed and discussed is not yet evident.
- A whole-school assessment tracker has been developed and staff are expected to record student results from agreed assessments throughout the year. This is enabling the centralisation of some data.
- Staff report that the tracker has been somewhat useful in determining starting points for teaching at the beginning of the year. It is not yet clear how this tracker and other data collected are being used to analyse, discuss and enhance individual, cohort and identified groups' progress. Teachers are not yet systematically using a range of quality evidence to inform and reflect on their teaching.

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<sup>1</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 (Timperley et al 2014).

- There are some opportunities for students to be involved in evidence-informed discussions about their learning, particularly in relation to their writing.
- Leaders develop annual Impact Reports as required by the ACT Education Directorate and these are made available to families and the wider school community.

## NSIT Domain 3: Promoting a culture of 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

- Arawang Primary School's students, staff and families describe the positive and caring relationships evident in the school as strong foundations for teaching and learning and building a sense of belonging.
- Stakeholders also describe a welcoming, respectful and positive climate that supports student and family engagement. Teachers articulate a sense of optimism about how they can support students to be successful in their learning.
- There is a well-embedded, whole-of-school approach to maintaining an inclusive and respectful learning environment, underpinned by the Positive Behaviour for Learning (PBL) initiative. This approach includes the three pillars of school participation: "Be safe, be a learner and be respectful". These pillars are visible in classrooms. Students co-design agreed ways of working with their teachers using these three values.
- Students indicate the importance of the school's PBL signage and weekly PBL circle-time class discussions to illustrate "how to do school successfully".
- School leaders have recently initiated an inclusion and wellbeing team, as well as a community connections team, to drive agreed initiatives.
- Student wellbeing is supported through a range of advisory and formal processes, including documented referral practices. A range of practices has been put in place to respond to staff wellbeing.
- Student voice is being encouraged through initiatives such as co-construction of writing goals and the year 6 parliament.
- The school enacts a range of strategies (such as learning journeys and three-way interviews) to encourage parents to actively participate in their child's learning. In pursuit of further opportunities, the school is initiating a review of home/school communication platforms.
- Classrooms are predominantly focused learning environments. There are minimal interruptions to learning time. Students describe a learning culture that supports them "to get on with their learning".
- School leaders are refining a professional learning team (PLT) approach to build teacher efficacy in identifying and responding to the learning needs of all students.
- Students and parents highlight the important role that whole-school events, including the Colour Run and Harmony Day, play in building a sense of community and belonging.
- The school forges connections with local Elders to provide opportunities for students to



learn about Aboriginal and Torres Strait Islander cultures and histories. The gardens and iconography around the school acknowledge and celebrate culture.

## NSIT Domain 4: Targeting 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 school allocates financial, staffing, physical resources and time to support the improvement agenda. A collaborative approach is used to broaden knowledge and input into resource allocation with specific staff responsible for monitoring resources.
- Leaders are working to build systematic analyses of a range of evidence to more closely align resource allocations to needs.
- Resources have been directed to enable time for staff to meet regularly in small and whole-staff groups. Leaders take responsibility for monitoring the effective use of this time. In the main, this meeting time is being prioritised to enable year-level teams to meet for reflection, sharing and planning.
- The resourcing of professional learning has been prioritised. Significant teacher time and leadership resources are allocated to further develop the school's evidence-informed writing, professional learning community (PLC) and PBL initiatives.
- Resources have been allocated to support students with additional needs. That includes the provision of a small-group setting: the Muliyan room. A designated leader coordinates support for identified students: for example, the deployment of learning support assistants across the school.
- The needs of English as an Additional Language/Dialect (EAL/D) learners are being supported through resourced small-group and individual student language programs. School leaders and the EAL/D teacher routinely analyse targeted group and individual data to identify and respond to student English language needs. The EAL/D teacher supports other teachers in responding to identified students' needs in classrooms.
- There is evidence of deployment of staff to make best use of their expertise. Teaching teams include a mix of experienced and new teachers, allowing for the sharing of knowledge.
- Sets of digital devices are provided to all classrooms with the expectation that teaching teams have a level of autonomy in decisions about how technology will be used. Applications generally include online maths and communication, literacy and student research tools.
- The school's in-class and playground environments reflect targeted planning and resourcing, as evidenced by creative improvements to learning spaces. These include the Japanese classroom, the STEM corridor and the cafe learning areas.
- Parents describe the resourcing of the music and the kitchen garden/café programs as important in enhancing student engagement.

## NSIT Domain 5: Building 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 and leaders articulate their belief in the importance of building teacher expertise in order to progress the school's improvement priorities. They are active in sourcing and providing professional learning.
- Artefacts from collaborative learning opportunities provide clear expectations and practical strategies for teachers in relation to expected teaching practices. This is particularly evident in presentations about a whole-of-school approach to teaching writing.
- Leaders are deliberate in promoting the school as a professional learning community. Structures are in place to allow time and ongoing support for teacher collaboration.
- The distributed leadership approach is growing a wider team of teachers as leaders of professional learning. There is anecdotal and qualitative evidence that this is positively impacting the culture of the school as a community of learners.
- The school has been able to attract, retain and develop staff with expertise in areas which can support improvement priorities.
- Leaders are prioritising the support of educators new to the profession. Induction includes the sharing of expectations in relation to key improvement strategies and active and targeted mentoring. Less-formal mentoring is occurring within and across teaching teams, many of which have recently been reconfigured.
- Members of the L team model practice in classrooms for staff who are seeking further advice on "the how" of adopting expected practices, particularly in relation to teaching writing. There is less evidence of a whole-school approach to building disciplinary knowledge and skills in other curriculum areas.
- Some early childhood teachers are teaching across the Preschool-Kindergarten years. This is providing learning opportunities for other Kindergarten teachers in play-based and inquiry learning.
- Leaders report an intent to refine and reinstate mentoring and coaching across the school. Evidence from satisfaction surveys and conversations with reviewers suggests that teachers are open to feedback and ongoing coaching to support and reflect on practice.
- Leaders have established strong connections with other schools and with the Education Directorate, and access external expertise in support of improvement priorities.

## NSIT Domain 6: Leading 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

- Arawang Primary School has mapped the achievement standards of the Australian Curriculum for all learning areas across the years and band levels, and highlighted when these will be addressed in the school year. Some scoping of literacy across the years is also evident. There is some variability within and across teaching teams in how this drives curriculum implementation.
- Teachers report that there are few other scoping documents informing the way in which they plan learning for their students. They often draw on curriculum planning from previous years to develop short- and long-term plans.
- Teaching teams describe the varying methods they employ to share the development and implementation of curriculum plans.
- Teams are encouraged to ensure that “students’ needs drive planning”. Evidence from curriculum-planning documentation and conversations with teachers about their practice suggests there are varying degrees of confidence in planning learning experiences that are responsive to students’ needs, interests and backgrounds.
- Curriculum-implementation plans focus primarily on building disciplinary knowledge and skills. Leaders have shared with staff an intent to develop a whole-school approach to developing broader capabilities and dispositions. This is part of a school-wide focus on curriculum implementation practices.
- There are some examples of learning experiences that are responsive to contextual needs, as well as opportunities being provided for students to co-design the learning. Some teachers describe how they are using inquiry-based learning to activate student voice and improve engagement.
- Teachers report that they use commercially produced and teacher-designed assessment tools to make judgments against curriculum outcomes. They also report that they moderate student work samples. Assessment practices vary significantly within and across teams. There is isolated use of rubrics to guide teachers in making balanced judgments against the achievement standards.
- Families report that they receive feedback about their child’s achievement of curriculum intentions in twice-yearly school reports. They also have the opportunity to participate in annual learning journey conversations. Some parents and carers express a desire for more “live and immediate feedback”. School leaders have communicated their intent to the community to enable this through the digital application Seesaw.<sup>2</sup>

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<sup>2</sup> **Seesaw** is a student-driven digital portfolio and parent communication platform.

- Curriculum teams are encouraged to review and refine planning, although agreed ways of working are not yet evident.

## 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

- Leaders encourage teachers to use evidence from a range of assessments to establish starting points for differentiating their teaching. There has been a recent focus on using a range of formative assessment strategies to monitor learning progress and target teaching to need.
- Staff articulate their commitment to meeting students' varying learning and wellbeing needs. There is an awareness of students' interests, characteristics and backgrounds and teachers can describe some of the strategies they employ to cater for the diversity of learners.
- Staff report challenges in accessing information at the start of the school year about students' learning progress to date. Some teachers describe the tools they are using in the early weeks of the first term to determine starting points for learning.
- Planning documentation and student work reflect some differentiated learning. Some students report that, in the main, learning activities are the same for all and they would welcome further opportunities to engage in learning specifically tailored to their individual needs. Others describe learning that is "just right" for them. Some also reflect that, at times, they would like further opportunities to extend their learning. Teachers describe a number of learners in their classroom who are easily exceeding benchmarks and the challenge that presents when balancing the needs of all learners.
- There is a school-wide focus on student goal setting, particularly in relation to writing. Students can articulate their goals in writing. They can also describe how teachers support them to reflect on their progress towards achieving their goals. Many staff reflect that they are still experimenting with ways to regularly and effectively conference with students and are sharing strategies with each other in pursuit of improved practice. They also reflect that goal setting is supporting more tailored learning for individuals. School-wide impactful approaches are emerging.
- Some classrooms have visual prompts such as Bump It Up<sup>3</sup> walls to encourage students to reflect on their progress and to consider the next steps in their learning.
- The school's approach to providing for learners with additional needs is underpinned by the Response to Intervention (RTI)<sup>4</sup> model. The additional needs team coordinates targeted intervention. Teaching teams are expected to design and provide additional support for identified students.
- Some teachers report difficulty in accessing individual learning plans at the commencement of the school year. It is not clear how adjustments are evaluated over time for impact.

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<sup>3</sup> A Bump It Up wall is a visual rubric of achievement that helps learners know how to improve, or bump up to the next level of achievement.

<sup>4</sup> Response to Intervention (RTI) is a **system of supports that schools put in place to provide high-quality education to students with disabilities.**

## NSIT Domain 8: Implementing 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 principal clearly conveys the importance of the use of evidence-informed teaching practices to improve student outcomes. This is evident in messaging in school presentations to staff, the development of action teams that are focusing on pedagogy, and through the documentation and sharing of a range of well-referenced practices appropriate for P-6 writing.
- School leaders are building staff understanding and appreciation of how certain practices can enhance learning. This approach includes modelling, some observation and collaboration to establish preferred writing practices.
- During the life of the plan, there has been some discussion and consideration of agreed ways of working in relation to teaching mathematics.
- Opportunities for teachers to collaborate and reflect upon pedagogical strategies in order to meet the learning needs of students are being provided through dedicated meeting time.
- The L team is well regarded by teachers as a source of collaboration, decision making and advice in relation to effective pedagogical practices.
- Evidence-informed teaching strategies across the school include: teacher-supported student goal setting in writing as a pathway to improved engagement and thinking about their own learning; hands-on activities to promote interest and engagement across STEM fields; and building of student self-efficacy to learn successfully, emphasised through the school's PBL approach (that is, "be a learner").
- Learning intentions are identified in curriculum plans and some teachers can describe the way in which they make this explicit to learners.
- The emphasis on conferencing is building a culture of timely and personalised feedback dialogue between students and teachers. There are examples of drawing on feedback from student perceptions of their writing to inform the whole-school approach that is being implemented.
- Most new teachers, including new educators, describe the priority placed on opportunities to engage with their in-school mentor, such as through observation and feedback.

## NSIT Domain 9: Building 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

- Strong links with the community are evident across the school. Leaders have been strategic and clear in their intent to pursue key partnerships to improve student learning and wellbeing outcomes.
- Staff work to maintain genuine and productive links to families. Families report feeling that they have opportunities to contribute to the life of the school.
- The Preschool has been part of a system-sponsored initiative called the Reimagining Relationships Community of Practice (CoP), which has expanded the network of staff to include other ACT Preschools, facilitated by an external expert. Arawang Primary School's Preschool staff report significant benefit from their involvement in the action research associated with the CoP and can demonstrate how their new insights are enhancing the learning experiences of Pre-schoolers and their families.
- Arawang Primary School is a full member of the University of Canberra's affiliated schools program. This brings tertiary expertise and research-based practices in pedagogy to the school. It also enables Arawang Primary School's teachers to contribute to the pre-service education program providing expertise and support to university students. The teaching clinics are well understood by the school staff and they play an active role in this partnership element.
- In 2022, the school took part in a trial of the Loose Parts project, testing and observing the deployment of a creativity-based approach to learning. This partnership involves a researcher in education from the University of Melbourne and a project team at the University of Canberra. There is clear intent from Arawang Primary School leaders to continue in a further trial, potentially leading to the adoption of a creativity focus across the whole school.
- The school connects with its community through a structured volunteers-in-school program. Four local community members give their time regularly to share their expertise in supporting students with specific learning needs. Volunteers report high levels of enjoyment and pride in their contribution. The program is celebrated and highly regarded by the school.
- The P&C is active in providing a focal point for fundraising on behalf of the school. Initiatives designed to improve school facilities are evident: for example, the current



priority to increase and enhance the nature-based play spaces in the grounds.

- Formal evaluation of the key partnerships is less evident. However, it is clear that current partnerships are being enacted as intended.

## Commendations

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- Arawang Primary School has built and maintains a calm, safe and supportive learning environment for students. Students, staff and families express a strong sense of belonging and pride and describe the school as a “close community”.
- Families articulate appreciation for the dedication of staff and their high levels of commitment to children’s learning and wellbeing.
- Students, staff and families are committed to respectful and caring relationships, which has established a strong foundation for effective teaching and learning.
- The PBL Framework is well embedded and is maintaining an inclusive and respectful learning environment.
- There has been intentional and strategic resourcing to enact key school priorities – for example, the writing, PLC and PBL initiatives – enabling key strategies to be effectively implemented.
- The ongoing enhancements to the school’s class and playground environments reflect considerable collaborative planning and resourcing. There is strong evidence that the school community is proud of the Japanese Garden and classroom, the Indigenous Garden, the STEM corridor and cafe learning area.
- There is an obvious commitment to distributed leadership, as evidenced by the initiation of the school’s L team. The L team is entrusted to lead a collaborative process to critically reflect on literacy pedagogical approaches, consult on proposed refinements and steer the implementation of key strategies, including the whole-of-school approach to writing.
- Significant investment has been made in professional learning to support the implementation of key initiatives in the school improvement agenda.
- The involvement of early childhood teachers in a research project about pedagogical practices for young learners is making significant changes to teacher practice and is cementing the reputation of the quality of the learning program at the Preschool.
- Strategic and well-curated external partnerships and a close and productive working relationship with the P&C and School Board are clearly enhancing the learning outcomes of students.

## Affirmations

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- The intentionally pursued improvement priority in relation to student writing outcomes is gaining traction. A coherent set of strategies is moving the school to an embedded, evidence-informed approach.
- The school values and encourages families to be a part of life at Arawang Primary School.
- The connection with local Elders and the school environment signals the welcoming and respectful relationships with families and community members and the celebration of Aboriginal and Torres Strait Islander People histories and cultures.
- A caring approach taken by staff in support of student wellbeing is fostering engagement in learning. This care further embeds the PBL implementation and is promoting a positive

school climate.

- The year 6 parliament is providing authentic student contributions to the life of the school. Students are learning about governance, advocacy and decision making and building further connections to their school.
- The provision of infrastructure and resources for the integration of technology is supporting learning. Teachers and students are able to adapt their use of technology to best suit their needs.
- The refined approach to collaboration across the school is building a professional learning community. Staff are engaging colleagues in the various and emerging teams.
- The distribution of leadership through strategies such as the newly formed action learning teams is supporting teachers to design and share professional learning for colleagues and building ownership of the improvement priorities.
- The careful deployment of staff in teaching teams is making best use of their expertise, with experienced colleagues working closely with and supporting beginning and/or new teachers.
- The school-wide focus on learners co-constructing goals is building student voice in and ownership of their learning. Students are reporting increasing levels of engagement in how they are making progress.
- The RTI and referral processes in place and targeted support are helping students with additional needs to fully engage in their learning.

## Recommendations

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- Collaboratively develop a whole-school plan for curriculum implementation that reflects the school's vision for teaching and learning by:
  - > developing clear expectations about implementation practices that are well understood by all key stakeholders
  - > driving flexible curriculum implementation through student learning needs, levels of readiness, interests and aspirations, identified from a range and balance of quality assessment tools and other relevant information
  - > planning learning experiences that provide the right amount of challenge for each learner and prioritise the building of students' conceptual understandings and disciplinary skills, as well as capabilities and dispositions
  - > considering contextual needs in consultation with students, families and the wider community
  - > embedding structures and processes that enable clear alignment between the curriculum plan, assessment and reporting.
- Continue to build a professional learning community characterised by regular opportunities for staff to work together and engage in evidence-informed discussions about pedagogical practice. Embed ways of working that enable teachers to draw on rich and constructive feedback from students and colleagues to critically reflect on and continuously refine their practice.
- Develop and implement a systematic plan for the ongoing collection, analysis and discussion of multiple sources of data – including student learning, engagement and wellbeing – across

all levels of the school.