



ACT
Government
Education

Mount Stromlo High School

Report of Review, 2023

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Publication and independent Review Team details

Date of School Review: 28, 29, 30 and 31 August 2023

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Report of Review, 2023 prepared by:

ACT Government Education Directorate
Education Services Division, School Improvement Branch

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Overview of the School Review process

Approximately a fifth of all ACT public schools are reviewed each year. Reviews provide quality, independent, feedback tailored to individual school contexts. Findings from Review support annual implementation of a school's 5-year School Improvement Plan.

Reviews are undertaken by a team of experienced educators trained in the use of the *National School Improvement Tool (NSIT)* and are led by a Lead Reviewer from the Australian Council of Educational Research. Review Team size depends upon a range of factors, including the size and context of a school.

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

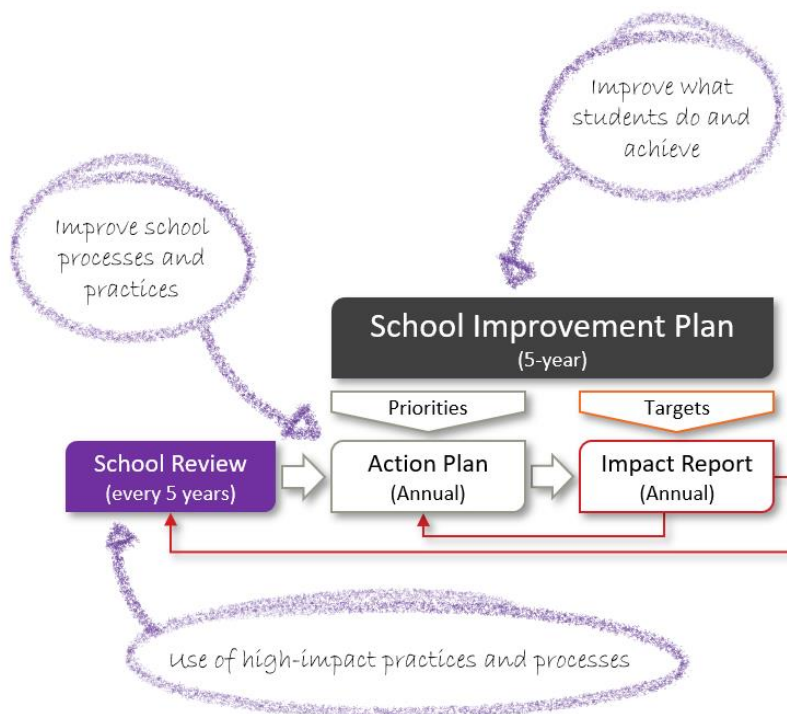
Following Review, the school receives a planning report, which is used as an internal working document, outlining key findings and recommended strategies for continued school improvement. The Education Directorate uses this planning report as a basis for the final *Report of Review* provided to school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

The *Report of Review* includes detailed findings for each of the nine Domains of the National School Improvement Tool, as well as Commendations, Affirmations and Recommendations

for continued school improvement.

Where does Review sit within the school improvement cycle?

ACT public schools utilise systematic integration of evidence and data collection, access and analysis to inform sharp and narrow 5-year School Improvement Plans. Annually, all schools utilise a suite of tools to expand, monitor and report on these priorities. Additionally, schools are provided differentiated support and feedback by internal and external experts. School Review is one way that this differentiated feedback is provided and typically occurs at the end of the 5-year school improvement cycle.



What are Commendations, Affirmations and Recommendations?

Commendations

Commendations highlight positive actions the school has taken over its last improvement cycle. Typically, these actions are either complete, or embedded in school practice.

Affirmations

Affirmations verify specific actions being undertaken by the school that are impacting positively on school improvement. These actions are typically either not yet complete and/or not yet embedded.

Recommendations

Recommendations provide the school with evidence-based advice regarding high-value areas for future school improvement efforts. Drawn from the NSIT, recommendations are key to the school effectively implementing its 5-year School Improvement Plan.

NSIT Domain 1: An explicit improvement agenda

Domain descriptor

The school leadership team and/or governing body have established and are driving a strong improvement agenda for the school, grounded in evidence from research and practice and expressed in terms of improvements in measurable student outcomes. Explicit and clear school-wide targets for improvement have been set and communicated to parents and families, teachers and students, with accompanying timelines.

Findings

- Mount Stromlo High School (MSHS) is a co-educational years 7-10 high school with a student population of approximately 840 students and 90 staff members.
- In late 2019, the incoming principal and other leaders analysed longitudinal National Assessment Program Literacy and Numeracy (NAPLAN) data, consulted with the staff, students, and parents to amend the 2019-2023 School Improvement Plan (SIP) to a sharper and narrower focus, reducing the number of priorities from three to two.
- The amended SIP identifies Priority 1 is to increase growth in student performance in writing across all year levels and Priority 2 is to strengthen and promote a positive school culture. The strategies to achieve these priorities are implemented through the cross-school Focus Groups (FG) of Pedagogy, Literacy, Data, WHAM (Wellbeing, Health Awareness, and Management) and Positive Behaviour for Learning (PBL). Focus groups align their purpose and actions to the SIP through their terms of reference.
- Leaders have reviewed longitudinal NAPLAN performance and are aware of trends in student achievement levels across the five strands. In addition, they analyse PBL data to track the effectiveness of the consistent implementation of PBL processes.
- In term 1 this year, MSHS engaged a leadership consultancy firm to assist the whole-school community to develop an aligned strategic direction for the school. This includes the school purpose 'Together, reaching for the stars'; the three values of 'Respect, Responsibility, and Learning' centred around the community; critical success factors; the vision and a graduate profile. Leaders comment on the high level of engagement of all staff members, students, and 35 parents in the process. Strategic direction posters have been developed and are visible. School signage will be updated.
- The SIP, Impact Reports, and Annual School Board Reports are published on the school website. Stakeholders are informed of target progression through FG updates at staff meetings, principal addresses at staff meetings, principal reports at School Board and P&C meetings, periodic principal addresses in the newsletter, and assemblies.
- The principal comments on the need for the executive team to explore more explicit, measurable improvement targets expressed in terms of student achievement levels in response to changes in NAPLAN reporting to schools.
- Key staff members engaged in a Queensland study tour during 2022 to learn from two high performing secondary schools. International and national research across formative assessment, writing, teaching practice, and PBL informs the strategic decisions of the executive team.
- All members of the executive team and the staff express their commitment to and belief

in every student's learning success.

NSIT Domain 2: Analysis and discussion of data

Domain descriptor

A high priority is given to the school-wide analysis and discussion of systematically collected data on student outcomes, including academic, attendance and behavioural outcomes, and student wellbeing. Data analyses consider overall school performance as well as the performances of students from identified priority groups; evidence of improvement/ regression over time; performances in comparison with similar schools; and, in the case of data from standardised tests, measures of growth across the years of school.

Findings

- Mount Stromlo High School's data plan incorporates a range of national, system, and school-based data sets collected by the school. The plan outlines the timing of assessment and staff responsibilities for collating and sharing data. The school data plan includes A-E grades, NAPLAN, PAT¹, attendance, and PBL, much of which are collated into the data dashboard.
- The Data FG includes a staff member with specific high-level skills in information and data management. This FG provides service delivery for various other teams and staff groups. The team collects and organises other data to serve particular purposes around student learning for other FGs across the school, such as PBL.
- Teachers use the data dashboard to complete a class placemat for each of their classes which provides a snapshot of learning and behaviour data about the students they teach. Teachers regularly use five-week literacy data cycles that utilise formative assessment strategies to track student learning progress around areas of writing improvement.
- PBL data are regularly collected, analysed, and shared with the staff to celebrate success and inform decision making around student support and reteaching strategies.
- Some teachers describe how they use learning and student profile information to make decisions around teaching and learning.
- Data in relation to school improvement measures and targets are shared through newsletters, yearly board report, and yearly impact reports, as well as staff meetings.
- Some teachers have designed their own systems of tracking student improvement over time, using various formative assessment techniques. Analyses of data are yet to extend to studies of improvement or growth. Work is beginning on building staff capacity to analyse and make use of data through professional learning provided by an external consultant who is a data literacy expert.
- Student wellbeing and socio-emotional data are gathered through a yearly socio-emotional and wellbeing survey and is yet to inform school decision making. Personal and social capabilities of students are reported on through WHAM, with limited data use to inform teaching and learning.
- Attendance data are monitored and used to inform follow up and support processes for students and families.

¹ The Progressive Achievement Tests measure what students in Foundation to Year 10 know, understand, and are capable of across domains, and help monitor progress over time. The PAT assessments are administered by ACER and include PAT-R (Reading) and PAT-M (Mathematics). See: <https://www.acer.org/au/pat>

- The school also gathers input and feedback from students and parents, such as student leader participation in the collection of lesson observation data through learning walks, parent consultation in the strategic direction, and ongoing School Board reporting.

NSIT Domain 3: A culture that promotes learning

Domain descriptor

The school is driven by a deep belief that every student is capable of successful learning. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents. There is a strong collegial culture of mutual trust and support among teachers and school leaders and parents are treated as partners in the promotion of student learning and wellbeing. The school works to maintain a learning environment that is safe, respectful, tolerant, inclusive and that promotes intellectual rigour.

Findings

- Staff members celebrate the collegial culture that has strengthened the sense of community over time. They reflect on the shared commitment to improved teaching and the level of trust within and across faculties. Members of staff appreciate that they have a voice in school decision making.
- Conversations with members of the executive team and the staff confirm that there is a school-wide commitment to purposeful successful learning for every student. Leaders and administration staff members acknowledge that there is a very small group of students with low attendance who are monitored and supported to re-engage with learning. Staff feedback and observations during the review reflect that very little staff time is taken up with behaviour management or engagement issues.
- Positive Behaviour for Learning is one of the established FGs, with published terms of reference, a behaviour matrix, and increasing staff use of universal 'stripes' for positive learning behaviour in class and at break times. The PBL FG meets every three weeks to review PBL data that inform focus teaching and school processes. Staff members report that PBL data are routinely presented for discussion at staff meetings and via email to inform whole-school decisions and adjust routines.
- A truancy flowchart has been developed to provide the staff with clear follow-up processes for students who are out of class. The flowchart identifies that when three 'minor' truancy incidents are recorded for a student in Sentral, this becomes a 'major'. Executive and Student Services support are identified as possible next steps.
- School Board members, Parents and Citizens representatives, and other parents interviewed comment positively on the ongoing communication between home and school, where they feel welcomed as partners in their young person's learning. Staff members, students, and parents display high levels of respect and care in formal and informal interactions.
- Administration and the support staff value the relationships that they develop with students and their families on enrolment and through ongoing communication regarding work experience and careers opportunities, expressing the importance of maintaining positive, mutually respectful relationships.
- Staff members and students comment on the school being a safe, respectful, and inclusive learning environment. Students relay that they feel well supported with the array of wellbeing support personnel and processes available to them through Student Services.

NSIT Domain 4: Targeted use of school resources

Domain descriptor

The school applies its resources (staff time, expertise, funds, facilities, materials) in a targeted manner to meet the learning and wellbeing needs of all students. It has school-wide policies, practices and programs in place to assist in identifying and addressing student needs. Flexible structures and processes enable the school to respond appropriately to the needs of individual learners.

Findings

- School-wide policies, data practices, and programs are in place to assist in identifying and addressing student needs. Programs are resourced from within the school and through partnerships within the community.
- The school prioritises human and physical resourcing for programs designed to support the learning and social/emotional needs of groups of identified students. Teach To Diversity classes (inclusive education), gifted and talented (Lex@s), boys (Badgers) and girls (Lyra) classes, and Buunji Birrang² (Aboriginal and Torres Strait Islanders students) are well established in the school.
- There is a targeted and timetabled English as an additional language/dialect (EAL/D) curriculum for a small group of students. MacqLit³ literacy intervention is an established program for year 7 students. The timetabled teacher allocation supports these groups.
- The Student Services space is well resourced including a deputy principal, two executive team members, four year coordinators, two youth workers, a part-time school nurse, and school psychologist. Students speak of their confidence in accessing wellbeing support at the school and that Student Services is a safe space.
- Upgrades have taken place in some science labs, as well as the kitchen/hospitality spaces that are currently being renovated. Where possible, consideration has been given to establishing spaces that increase flexibility of teaching and learning including the library space. Some teachers comment on the need for progressive upgrades over time.
- Most teachers report that they are teaching in their area of expertise and are timetabled accordingly. Some teachers work outside of their disciplines of expertise, such as opting to teach WHAM. The school makes the best use of available staff expertise and interests to meet the learning and engagement needs for all students.
- Significant resourcing has been allocated to engage a leadership consultancy firm with a focus on the development of high functioning teams at both the executive and faculty level. This engagement also includes the leadership program, developing the capacity of key non-teaching staff members, and identified classroom teachers to lead the FGs and support the school improvement agenda through a distributive leadership model.
- Resourcing via time allowances has been allocated to FG leaders, signalling the value of

² Buunji Birrang is the local language name for the multi-age class for First Nations students.

³ MacqLit is an explicit and systematic reading intervention program for small groups of older low-progress readers. It provides teachers with a comprehensive sequence of lessons that includes all the key components necessary for effective reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension. See: <https://multilit.com/programs/macqlit/>

these roles in leading school improvement work.

- Discretionary school funds are prioritised for initiatives aimed at improving learning for students. Members of staff share the process of applying for and receiving grants from the School Board, acknowledging that successful proposals demonstrate how the grant provision will directly impact the engagement and/or learning opportunity for students.

NSIT Domain 5: An expert teaching team

Domain descriptor

The school has found ways to build a school-wide, professional team of highly able teachers, including teachers who take an active leadership role beyond the classroom. Strong procedures are in place to encourage a school-wide, shared responsibility for student learning and success, and to encourage the development of a culture of continuous professional improvement that includes classroom-based learning, mentoring and coaching arrangements.

Findings

- The school leadership team has built a school-wide, professional, and collaborative team of able teachers who take an active leadership role. The leadership of FGs, alongside an intentional professional learning program for emerging leaders, is an example of how leadership is distributed and serves as evidence of the professional development and mentoring of the staff. There is a budgeted Professional Learning Plan.
- Some staff members identify an informal process of induction for teachers new to the school. New educators share varying experiences of school-based support structures for mentoring and progression to full teacher registration. A review and documentation of the systematic processes for teachers new to the school and new educator support is currently being undertaken by the leadership team.
- The school is developing a culture of continuous professional improvement that includes establishing common school-wide expectations, signature practices and shared school-wide writing strategies through The Writing Revolution⁴ (TWR). This culture is actively promoted by the principal and the deputy principals, as they have started training the staff on these aspects themselves.
- The school has developed a strong culture of collaboration and members of staff express that they feel professionally supported in teaching teams. Engagement in school improvement work through FGs, is seen as the role of all teachers.
- Learning walks, involving trained student leaders and staff members, occur each term. A digital template is used to capture observations for feedback to teachers. The senior leadership team engages in classroom observations and provides verbal feedback to the staff. Staff shortages have impacted leaders' ability to implement a systematic, school-wide approach to classroom observations.
- The school has a well-resourced and documented Professional Learning Plan. The plan focuses on the development of the whole staff, teams, and individuals, to meet the school improvement priorities.
- The principal has engaged the leadership team in a coaching and mentoring program with an external provider. All members of the executive team speak to the value of this program in building their leadership capacity and in developing high functioning teams at

⁴ The Writing Revolution (TWR) aims to enable all students to become proficient writers, readers, and critical thinkers. The program provides teachers of all subjects with the capacity to deliver comprehensive writing instruction using evidence-based strategies to ensure that all students at all levels can produce clear, coherent, unified, and structured writing. The principles are that writing should be explicitly taught, scaffolded, and consistently reinforced. For more information, see: <https://www.thewritingrevolution.org/>

both the executive and faculty level.

- The leadership program is highly valued by the staff. Both participants and members of the executive team speak to the quality of the program in developing the leadership capacity of classroom teachers and key non-teaching staff members and reflect on the impact this has on the leadership of the FGs and key teams.

NSIT Domain 6: Systematic curriculum delivery

Domain descriptor

The school has a coherent, sequenced plan for curriculum delivery that ensures consistent teaching and learning expectations and a clear reference for monitoring learning across the year levels. The plan, within which evidence-based teaching practices are embedded, and to which assessment and reporting procedures are aligned, has been developed with reference to the Australian Curriculum or other approved curriculum and refined collaboratively to provide a shared vision for curriculum practice. This plan is shared with parents and families.

Findings

- The school has developed a plan for curriculum that includes some unit and lesson plans. The range of documents is available for staff members to access through a shared drive. The course outlines for each year level are clearly specified in most subjects and shared on the school website through the parent portal. Formal reports are issued four times each year regarding student performance.
- Students comment that they are unclear on the sequence of assessment and learning tasks, and how this informs their achievement grade. A few students comment that in some learning areas they receive regular, detailed feedback that helps move their learning forward. Students state that they wish to access additional extension or support to improve their learning achievement.
- Most staff members engage in regular review of curriculum through faculty collaboration time. Some members of staff comment that the curriculum and documentation are used as a basis for staff discussion about the best ways to maximise student learning. Differentiated teaching and learning design is yet to be universally incorporated into unit planning.
- There is a developed guideline for assessment and reporting. This document outlines the process for identifying students on P programs⁵. Assessment and reporting are aligned to the curriculum and monitored by faculty leaders. There are some moderation practices evident, and some faculties are using common assessment tasks.
- The WHAM curriculum has been collaboratively developed over the past three years. The curriculum is scoped and sequenced from years 7 to 10 and integrates the health curriculum, work studies curriculum, and the personal and social capabilities. This documentation includes lesson plans, resources and summative assessment tasks. Lead staff members speak to the ongoing review and improvement of the design of this program to better meet student outcomes.
- The Buunji Birrang curriculum has been effectively scoped and sequenced into 16 units of work to cater to a diverse group of learners across a class of year 7–10 students. The integrated curriculum model includes differentiated tasks to meet the needs of the learners. Local perspectives are considered when planning this program. School staff members identify that ongoing implementation of local perspectives across the curriculum is an area for future development.

⁵ The P Program refers to students working above or below the year level achievement standard.

NSIT Domain 7: Differentiated teaching and learning

Domain descriptor

The school places a high priority on ensuring that, in their day-to-day teaching, classroom teachers identify and address the learning needs of individual students, including high-achieving students. Teachers are encouraged and supported to monitor closely the progress of individuals, identify learning difficulties and tailor classroom activities to levels of readiness and need.

Findings

- Most members of staff display a willingness to grow their capabilities in differentiated teaching and learning. The school has a number of class groupings that exist to cater for both academic and socio-emotional learning needs.
- A range of supports are in place and utilised by teachers to support students on Individual Learning Plans (ILPs). ILPs are created with a strong element of student voice in goal setting for all students. Adjustment matrices are well developed and support teachers to meet the needs of learners. Some students also have behaviour support plans, and a number of students engage with additional lessons that focus on developing self-management and social skills.
- The Learning Support Handbook provides guidance to teachers and other staff members about the school's inclusion model for students with disabilities. A model of co-teaching is well underway at the school, with teachers and learning support assistants (LSAs) working together within a mainstream class to meet the learning needs of students. The co-teaching model is still to be fully utilised, and teachers report challenges in meeting the needs of the broad range of students within a single classroom setting. LSAs clearly articulate their role in supporting teachers and students through the sharing of qualitative and quantitative information about their students.
- Across the school, some teachers describe ways in which they will sometimes differentiate learning activities and approaches to assessment based on students' needs and abilities. Varying degrees of confidence in knowledge or skill in classroom-based differentiation practices are evident. There are pockets of practice where teachers modify approaches to assessment of learning. For the most part, teachers deliver the same content/curriculum with similar summative assessment tasks.
- The Student Services team facilitates a range of flexible learning options for a small number of students. This includes part-time timetables, study lines, and engagement with work experience and Australian School Based Apprenticeships.

NSIT Domain 8: Effective pedagogical practices

Domain descriptor

The school principal and other school leaders recognise that highly effective teaching is the key to improving student learning throughout the school. They take a strong leadership role, encouraging the use of research-based teaching practices in all classrooms to ensure that every student is engaged, challenged and learning successfully. All teachers understand and use effective teaching methods – including explicit instruction – to maximise student learning.

Findings

- The school's pedagogical framework documents a range of strategies and processes that cover literacy instruction, formative assessment, Professional Learning Communities (PLCs), and signature practices as well as PBL. The implementation of this framework is the responsibility of the Pedagogy FG.
- The Pedagogy FG has clearly defined terms of reference and yearly action plans that are written for each of the subgroups within the team. This team has delivered targeted professional learning in recent years that focuses on strategies to improve writing and establish common classroom routines, referred to as signature practices.
- Teachers are observed and receive feedback through learning walks. Both the staff and student leaders complete these short lesson observations. They use a common template to record observations of expected signature behaviours and techniques. There is a strong focus on the use of learning intentions and differentiated success criteria in each classroom.
- Signature practices relate to the Teach Like a Champion⁶ framework. These practices are used across all classes for establishing common routines, particularly in how to start and end a lesson. All teachers report the use of these strategies in their classroom. Most teachers report using two or three techniques, whilst others report exploring alternate techniques that are best suited to their teaching/subject areas.
- The school's improvement plan has a priority of improving students' writing growth and in recent years the strategies used by the school are from TWR. Teachers focus on particular activities that are identified in TWR. These agreed literacy strategies are being used in every classroom. Teachers are yet to implement any specific, consistent, pedagogical techniques in relation to this priority.
- Faculties meet regularly in PLCs to collaboratively plan learning activities. In some instances, formative assessment data are collected. There is limited evidence that the pedagogical approaches are evaluated or clearly understood in these meetings. The use of student learning data to inform decision making about pedagogical approaches is yet to be a feature of teacher practice.
- Staff members report a collaborative approach to sharing of practice within faculties and through faculty discussions. Pedagogical approaches are yet to be documented in unit plans or curriculum documents.

⁶ See: Lemov, Doug (2010) *Teach Like a Champion: 49 Techniques That Put Students on the Path to College*. Jossey Bass. *Teach Like a Champion* offers advice on techniques to help teachers become champions in the classroom.

NSIT Domain 9: School-community partnerships

Domain descriptor

The school actively seeks ways to enhance student learning and wellbeing by partnering with parents and families, other education and training institutions, local businesses and community organisations. Parents and families are recognised as integral members of the school community and partners in their children's education. Partnerships are strategically established to address identified student needs and operate by providing access to experiences, support and intellectual and/or physical resources not available within the school. All partners are committed to the common purposes and goals of partnership activities. Procedures are in place to ensure effective communications and to monitor and evaluate the intended impacts of the school's partnerships.

Findings

- Mount Stromlo High School actively seeks ways to extend the range of learning experiences available to students through partnering with families, other education and training institutions, local businesses, and community organisations. There is strong evidence that parents and students recognise and appreciate the commitment of MSHS staff to the provision of real and varied pathways beyond the school.
- Partnerships with families enhance genuine engagement in their young person's learning. This occurs through regular communication, formal and informal, to enable the achievement of MSHS priorities in the SIP to be a collaborative effort between home and school. Communication occurs through Google Classroom, the parent portal on the school website, social media, parent teacher interviews, the school newsletter, and reports to help them confidently engage in their young person's learning and the life of the school.
- Building on Term 1 work to determine the school's strategic direction, MSHS has established a partnership with an interstate university to support the alignment of current whole-school practices with the strategic direction of the school. In particular, the university personnel will be working with FG leaders to improve spirals of inquiry in FGs, then further develop PLC practices within faculties.
- The Careers And Transition Services (CATS) has a strong team vision. The CATS Plan outlines the roles and responsibilities, and partnerships in place during the school year, communication, course completion rates, reflection on the effectiveness of programs, and identification of improvements for the following year.
- The Women In Construction Program is a partnership between MSHS, Australian Training Company, the National Association for Women In Construction, and Skills Canberra. Year 10 girls apply to be part of the course which aims to expose them to white and blue collar trades. Students identify that this practical pathway is highly valued.
- There is a memorandum of understanding between MSHS and Canberra Institute of Technology (CIT) to deliver a range of pathways courses such as White Card, Asbestos, and other certificate courses. Staff members and students comment on the extensive range of opportunities provided for them both at school and at CIT.
- Many staff members celebrate the longstanding partnership between the school and a volunteer community member who tutors students in local primary schools then

transitions with them, continuing the provision of tutoring into MSHS.

- The Buunji Birrang class is an evolving partnership between MSHS, First Nations families, community members, and local Elders to provide an integrated learning program that has cultural integrity and engages students in their learning. The program includes on Country learning, 8 Ways pedagogy, and support for transition to college.

Commendations

Mount Stromlo High School is commended for:

- Leaders acknowledge the high level of engagement of all staff members, students, and the 35 parents who worked with a leadership consultancy firm to develop an aligned strategic direction for the school.
- All members of the executive team and the staff are to be commended for their commitment to and belief in every student's learning success.
- Members of the executive team speak to the value of the leadership program in building their leadership capacity and in developing high functioning teams at both the executive and faculty level.
- Engagement in the quality Leadership program has strategically developed the leadership capacity of the executive team, key non-teaching staff members, and classroom teachers.
- The school prioritises human and physical resourcing for programs designed to support the learning and social/emotional needs of groups of identified students.
- The school has a well-documented data plan for collecting 'big' data and provides this to the staff through the data dashboard.
- Positive Behaviour for Learning data are being communicated across the school and are used to inform decision making relating to student outcomes.
- Consistent teaching strategies are being implemented in all classrooms in writing as well as the effective use of learning intentions and success criteria.
- The Buunji Birrang program supports First Nations students through on Country learning, 8 Ways pedagogy, and transition to college.
- The school is to be commended for the extensive array of opportunities provided to students to extend their career options and gain certification prior to college.

Affirmations

Mount Stromlo High School is affirmed for:

- Aspects of the inclusion model are building the capacity of teachers to meet the needs of the diverse range of learners within all classes.
- Whole-school Positive Behaviour for Learning processes maintain a positive culture for learning across the school informed by well-established data analysis practices.
- Wellbeing, Health Awareness, and Management (WHAM) has been refined in recent years to combine elements of health, wellbeing, and personal and social capabilities.
- The Writing Revolution's agreed literacy strategies are being used in every classroom across the school.
- The collaboration that exists within professional learning communities is enabling.
- data-informed decision-making for teaching and learning as it relates to individuals and groups.
- Class placemats are focusing teachers' attention on learner profile and learner

information to assist in the design of units of work.

Recommendations

- Work with school improvement experts to articulate school improvement goals which reflect intended learning outcomes for students accompanied by explicit targets.
- Build teacher capacity to consistently collect and analyse classroom level data to inform decision-making about teaching and learning.
- Investigate evidence-based approaches for differentiated teaching and learning to guide future professional learning and embed consistent, agreed practices.
- Establish a whole-school curriculum plan that:
 - > translates to faculty and subject level
 - > includes unit templates that promote consistency
 - > differentiates for curriculum, pedagogy, and assessment of learning.
- Develop a rigorous induction process for teachers new to the school and new educators that provides both timely information on school practices and processes and supports progression from provisional to full registration.