



ACT
Government

Charnwood-Dunlop

School Name

Report of Review

Student-Centred Improvement Framework

Student-Centred Improvement Review Details

Review date

10 June 2025

Principal

Danielle Porter

Current improvement priorities

Improve the percentage of students making above average progress in numeracy.

Increase individual student growth in writing across all year levels.

Improve the school community connections to improve students' engagement in learning and aspirations for the future.

Report date

17 June 2025

Review team

Lead reviewer: Samara Chisholm, Principal in Residence, Student-Centred Improvement and Leadership

Executive Education Leader: Sam Seton

Co-reviewer: Linda Francis, Principal, Taylor Primary School

People spoken to

Staff: 31

Students: 5 student groups

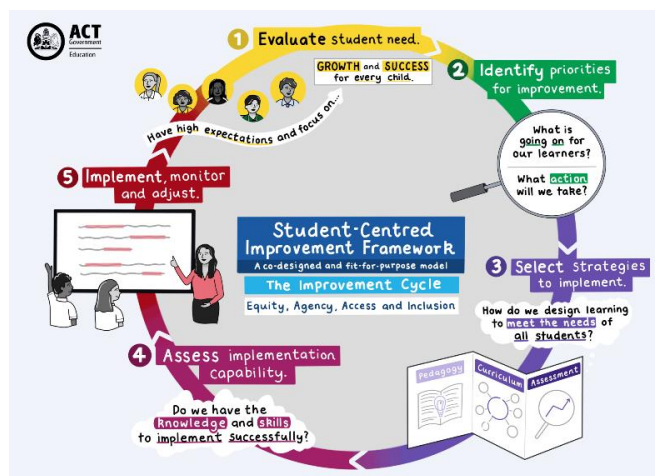
Community consultation in conjunction with evidence from Annual Satisfaction and Climate Survey.

Pre-review visit

On 8 May 2025 the review team conducted a pre-review visit at Charnwood-Dunlop School. The length, format, and lines of inquiry of the external review were based upon evidence collected through school self-evaluation, learning walkthroughs across the school, and discussions with students, staff, and the leadership team. The following Dimensions and Elements were selected as focus areas by the school following self-evaluation:

Dimension	Element
Leading	Effective teaching and learning
Learning	Assessment
Wellbeing	Systems of support

Overview of the Student-Centred Improvement Framework



The new fit-for-purpose Student-Centred Improvement Framework (SCIF) places students at the centre of school improvement cycles, answering what works for whom, under what circumstances and why, through self-evaluative internal review led by effective and targeted use of data and spirals of inquiry, cross-system collaboration, strategic alignment, and external review. School self-evaluation and external review are complementary processes, both focused on improvement. The school self-evaluation process gives schools a means of identifying and addressing priorities, and of ensuring a whole-school focus on improving specific aspects of teaching and learning.

Schools undergo a standard external school review every three to five years, with most undertaking one every four years. The reviews are supplemented by annual student-centred improvement visits and a pre-review visit.

The external review team consists of:

- a principal within the Student-Centred Improvement and Leadership (SCI&L) team
- an ACT public school principal external to the school under review
- Executive Education Leader for the network of the school under review
- an additional external principal may be engaged for schools with over 700 students.

Through the lens of the Student-Centred Improvement Evaluation Tools, co-designed by ACT public education principals, the review team consider multiple sources of evidence provided by the school alongside the evidence gathered through conversations with staff, students, parents, and community members.

The Evaluation Tools are foundational to the improvement cycle, building the processes and practices for sustained positive impact. They are framed by three dimensions 'Learning', 'Leading' and 'Wellbeing' across which schools need to demonstrate improvement. All three are interlinked, with evidence sources and improvement actions likely to impact multiple dimensions over the course of an improvement cycle. Schools will identify elements within these dimensions to target their improvement actions.

Following the self-evaluation and external review, the school receives an internal planning report, outlining key findings against the Student-Centred Improvement Evaluation Tools, and *Recommended next steps* to support the development of their next School Strategic Plan.

Student-Centred Improvement and Leadership Team

Dimension: Leading

Leading for school improvement empowers inquiry, effective practices and collaboration via a strategic vision that centres the school's values and aspirations as well as perspectives of students, families, teachers, and the wider community. Leaders promote a vision for teaching and learning that is inclusive and values student participation and voice. School improvement is fostered in environments ready for change, in cultures of high expectation and mutual trust, and where staff and students are resourced appropriately to perform at their best.

Element: Effective teaching and learning

Lines of Inquiry

These were co-designed by the review team and school leadership team following the Pre-Review Visit.

1. How does the 'what we are about' poster support the vision for teaching and learning at Charnwood Dunlop School?
2. How is the leadership of intentional planning for teaching and learning guided by the data and evidence and formative assessment?
3. How does the PL plan connect to the school vision for teaching and learning?

Findings

- Staff expressed a strong sense of positive community and collegiality that is driven by senior leadership.
- The review team were provided with evidence that articulated a collaboratively constructed 'what we are about' vision for teaching and learning at Charnwood-Dunlop School (CDS) which was confirmed in discussions with teachers and leaders.
- The leadership team shared the strategic work to review formative assessment and scheduling of professional learning. This work aims to support intentional planning for teaching and learning, guided by data and evidence.
- School leaders described a consistent understanding of an agreed purpose for Professional Learning Teams (PLTs). They acknowledged the implementation of PLTs was developing and an area for continual development.
- There was evidence of school leaders using Positive Behaviour for Learning (PBL) data for cycles of inquiry within their PLTs. This was not yet consistently in place for academic data however staff expressed a desire to move into this space.

- Evidence was provided of the strong connection between the professional learning plan and CDS vision for teaching and learning. This was confirmed in discussions with teachers.

Dimension: Learning

Learning is deeper than the simple acquisition of new understandings, information, knowledge and skills. Learning is fostered in environments of high motivation, engagement and authenticity, enculturating high expectations and reflection, embracing diversity to meet student need. Curriculum and assessment must adhere to obligated standards yet be flexible and targeted enough to uphold the moral imperative of optimising outcomes for all.

Element: Assessment

Lines of Inquiry

These were co-designed by the review team and school leadership team following the Pre-Review Visit.

1. What is the purpose and strengths of formative assessment at Charnwood-Dunlop School?
2. What is the consistent approach to student feedback at Charnwood-Dunlop School?

Findings

- Staff described the schools' focus on formative assessment and acknowledged the consistent messaging from school leaders.
- The review team saw and heard some evidence of planning for diagnostic, formative and summative assessments. Alignment between assessment and curriculum varied between teachers.
- Teachers described using both system tools, DIBELS and the Year 1 Phonics Check, and classroom formative assessment methods. Some teachers described storing assessment data in a range of locations and identified opportunities for centralising this information.
- Teachers commented on the strength of an intentional link between formative assessment practices and feedback to students, however, acknowledged the Annual Satisfaction and Climate Survey results identified students did not believe they received feedback and further work was required.
- Students shared their teachers know them as learners and could describe differentiation of learning within their classroom.
- When prompted, students could provide examples of a range of formal and informal methods of teacher feedback for learning.
- Some students articulated informal opportunities to provide teachers feedback about their learning and how they can improve.

Dimension: Wellbeing

Wellbeing for learning encompasses a student's physical, mental, emotional and social health at school. Wellbeing is fostered within effective learning cultures where students encounter powerful relevant learning, in safe and accessible environments that cultivate belonging, and where there are positive connections between the purpose of students, their educators, their school and the school community.

Element: Systems of support

Lines of Inquiry

These were co-designed by the review team and school leadership team following the Pre-Review Visit.

1. What are the strengths of Charnwood-Dunlop School's response to student agency, voice and cultural identity?

Findings

- Evidence was provided of systems and processes in place to provide learning environments that support student wellbeing, engagement and individual learning needs. The positive impact of these were confirmed through the 2024 Satisfaction and Climate Survey results and PBL dashboard.
- The review team saw evidence of PLTs intentionally using PBL and wellbeing data, in ongoing cycles of inquiry, to address and evaluate student need and guide differentiated supports and programs. This was confirmed through discussions with staff.
- The strategic establishment of targeted social and emotional intervention programs has proven responsive to student need. This was confirmed in the evidence provided prior to review and through discussions with students, staff and families.
- Parents spoke highly of the positive relationships developed and fostered by senior leaders. They acknowledged their openness and willingness to listen and receive feedback.
- Some families shared variation of processes and structures to respond to student need such as Individual Learning Plans.
- Parents acknowledged the strength of the three-year-old to preschool and preschool to kindergarten transition programs, noting their children felt connected and supported.
- Teachers, parents and students spoke of their appreciation of the support that is provided by Youth Support Workers and Learning Support Assistants.
- Staff, students and families positively described the range of lunch time club opportunities and how they provide a sense of support and connection to the school.

- The review team heard from students about the value of the welcome circles and their predictable structure to support all students to be ready for learning.
- Students in the Gang Gang Club talked about the supportive nature of the Yarning Circle and creating their sense of belonging.
- Students feel empowered to voice their ideas, concerns and suggestions to support their wellbeing in a range of ways, through student leadership groups and to their teachers.

Recommended next steps

- Establish a Charnwood-Dunlop School scope and sequence to align the agreed school assessment schedule to the Australian Curriculum to strengthen consistency across classrooms.
- Continue to provide professional learning which builds and refines teachers' data literacy to support PLTs and the collaborative response to student need.
- Strengthen leadership of PLTs, through formalising cycles of inquiry and consistent PLT documentation, to monitor impact of teacher pedagogy on student growth.