



ACT
Government
Education

Farrer Primary School

Report of Review, 2021

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Publication and independent Review Team details

Date of School Review: 09, 10, 11 and 12 March 2021

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National School Improvement Tool Review Report prepared by:

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Report of Review, 2021 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.

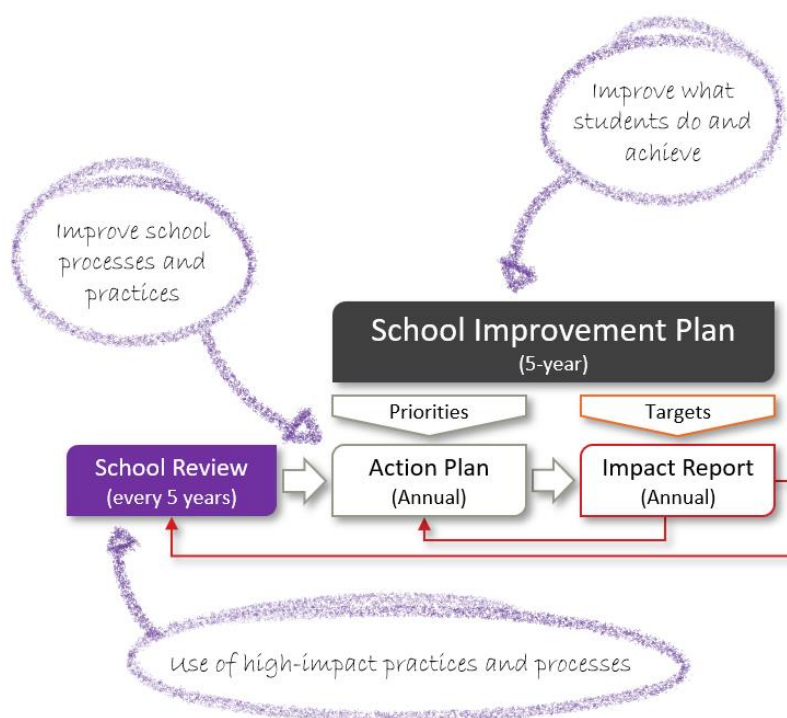
Following Review, the school receives a planning report, which is used as an internal working document, outlining key findings and recommended strategies for continued school improvement. The Education Directorate uses this planning report as a basis for the final *Report of Review* provided to school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

- The principal, school leaders, and school Board are united and committed in their endeavours to improve student learning outcomes. School staff express a commitment to every student's success, to improving levels of achievement and wellbeing, to providing a safe and caring educational environment for every student and a willingness to improve the quality of teaching and learning.
- The leadership team uses school data and identifies general trends to inform the school's improvement agenda.
- The Farrer Primary School Strategic Plan 2017-2021 identifies three strategic priorities: to increase student performance in numeracy and writing from P-6; develop and embed a vertically aligned curriculum plan for the teaching of the Australian Curriculum, and Early Years Learning Framework (EYLF); and embed an authentic values program strengthening the positive culture of the Farrer Primary School community.
- Action plans developed annually emanate from the strategic plan and identify the key strategies and actions to achieve these priorities. The current 2021 action plan identifies strategies designed to continue the implementation of the three strategic priorities.
- The 2021 strategies focus on using evidence about student progress in writing, reading and mathematics to inform planning; providing student feedback on writing; more time on hands-on learning in mathematics; embedding the general capabilities of critical and creative thinking into curriculum planning, teaching and assessment; and continuing the implementation of the Positive Behaviour for Learning (PBL) approach.
- Teachers nominate PBL and writing as constituting the improvement agenda. Some longer serving teachers reference the work on general capabilities and mathematics. Most teachers articulate their commitment to the school improvement agenda.
- Targets are described in broad terms in the strategic plan with no specific targets evident in the Action Plan 2021. This plan does identify how it is intended that the actions undertaken to implement strategies will impact upon student learning. Explicit targets for improvement in student achievements levels in priority areas, timelines and monitoring of targets that focus and guide the work of teachers are yet to be set.
- Parents articulate a strong awareness of the focus on PBL and express their support for this initiative.
- The principal reports on progress in implementing the action plan at every school Board meeting so board members are familiar with the improvement agenda.
- The leadership compiles a summary of achievement of the strategic priorities for the school community in the annual impact report.

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

- The principal and other school leaders view reliable and timely data regarding student outcomes as important to their effective leadership of the school and supporting the school's explicit focus on improving student outcomes in writing. This is also evident in the 2021 Action Plan strategy that focuses on using evidence about student progress in writing, reading and mathematics to inform planning.
- The systematic approach to the collection of data is evident in the Whole School Data and Assessment Collection Schedule. This document outlines the data that needs to be collected in each term, when it needs to be collected and when it needs to be entered into the student learning management system, GradeXpert. Student wellbeing data are yet to be included in this schedule.
- In 2019 and 2020 teachers were consulted in a review of the assessment schedule to update it so that it better reflected teachers' use in planning. The principal identifies that the next step is to develop a data plan which articulates what data are collected, why, where data are stored, how they are analysed, and who is responsible for this.
- Data identified in the collection schedule include NAPLAN, Writing Guide, BASE education (previously known as Performance Indicators in Primary Schools), Schedule for Early Number Assessment (SENA), PM Reading Benchmarks, PAT-M, PAT-R, and Words Their Way.
- Some individual student data inform inclusion in EAL/D and support enrichment programs.
- School leaders identify how they work with teachers to build their capabilities in using data to inform teaching and learning, with the initial focus on writing. Using data to identify starting points for differentiation is an identified need.
- Teachers share how they are being more exposed to and engaged in year level data focused conversations especially in weekly Duties Other Than Teaching (DOTT) time meetings. Teachers articulate that they are open to learning about, analysing, and using data more effectively. In 2020 a focus on tracking student performance in writing saw growth occur. Leaders and teachers acknowledge the role of the data team in this growing data literacy.
- The data team comprises of a school leader and five teachers who meet several times a term. This team leads discussions in whole-school data analysis and plays an increasingly important role in the skilling of teachers.
- Some analysis of systemic data has been initiated, and in 2020 teachers were guided to analyse school satisfaction and NAPLAN data for the first time. BASE data were also analysed in 2020 and triangulated with in-school data.

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

- Farrer Primary School is creating a culture of high expectation for learning with its 'starting strong' and 'staying strong' approach to consistency in practice. Some teachers speak of extending students and using data to measure student growth.
- Positive and caring relationships that contribute to successful learning are inherent in the school culture. Students, staff, and parents speak positively about their school. Teachers speak of how they work collaboratively, collegially, and respectfully.
- There is an emphasis placed on staff wellbeing, evidenced by the development of a staff wellbeing plan. Reviewers observed the positive comradery between staff and staff speak about how they support one another.
- There is strong commitment to and support for the school's PBL approach. Teachers and parents speak of the positive impact across the school. Students describe the school as a safe and positive learning environment.
- There are clear processes for the management of behaviour to support student learning and wellbeing. Behaviour expectations, matrices and classroom agreements are highly visible in every classroom and provide consistency in language. Behavioural data are regularly analysed by the youth worker who provides this data and analysis to the leadership team and for the PBL team to respond to behaviours of concern.
- The school collaborates with cluster schools to promote cultural integrity through its Reconciliation Action Plan (RAP). Staff are building cultural understanding to embed Aboriginal and Torres Strait Islander perspectives. An Acknowledgement of Country developed by students is displayed in classrooms and shared at Monday messages, in assemblies, and in newsletters.
- The school uses Seesaw application (app.) as a communication tool to strengthen parental involvement in learning. Parents report that the Seesaw connects them more frequently to the learning in the classroom. Some parents express concerns regarding the timeliness and consistency of communication. Parents articulate a sense of optimism for the direction being taken by the leadership team.
- The school encourages parents to be active in the life of the school. Opportunities are available for parents to volunteer in school activities including reading, canteen, uniform shop and whole of school carnivals. Parents are active in caring for school animals and tending to the gardens in the Environment Centre.
- Parents and school Board members express a high degree of trust and confidence in the principal, other school leaders and staff. Staff members also express confidence and trust in the principal and school leaders.

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

- The principal and school leaders place a high priority on understanding and addressing the learning and wellbeing needs of all students enrolled at the school. Data analysis processes and budget development and monitoring processes are in place to identify and respond to student needs through the appropriate allocation of staff and resources.
- Significant human resources are allocated to support identified priorities, especially in student wellbeing with the employment of a full-time youth worker, and in student support where there are four Learning Support Assistants (LSA) employed to support teachers in delivering learning and teaching programs.
- Expertise and experience is considered in the allocation of teachers to classes with an early career teacher paired with an experienced teacher on each year level.
- Specialist curriculum offerings are supported by a physical education teacher, science teacher and Japanese teacher with skills and experience in these areas. EAL/D students are catered for by a 0.3 specialist teacher allocation.
- School leaders share that they are working to establish a more consistent approach to support and intervention where student underperformance is identified. There is a student focus referral pathway to support decision-making about non-urgent and urgent student needs. This process may involve the school deputy principal and school psychologist in facilitating the appropriate level of intervention and support.
- The school has a Learning Support Unit: Autism Specific with six students; placed using a centralised disability education process. Students learn in the unit and in mainstream classes according to their individual needs and Individual Learning Plan (ILP) goals.
- Digital technology supports classroom teaching and learning through the provision of flat panel screens in every classroom and years 4-6 participate in a Bring Your Own Device (BYOD) Chromebook program.
- The school is over 50 years old and presents as an attractive and well-maintained physical environment that supports and enhances quality learning. It is evident that staff take pride in the upkeep and presentation of the school.
- School facilities include a hall, library, several playground areas, large playing oval and dedicated art, Japanese and Environment Centre learning spaces. Quiet rooms in the junior building and meeting rooms in the central and senior buildings allow for small group work. A Flexible Learning Environment (FLE) classroom is also available. Some teachers, students and parents express the need for more options and opportunities to promote enhanced student engagement at break times.
- The budget process provides for school Board oversight, staff input and alignment of spending with school priorities.

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 principal and school leaders view the development of an expert teaching team as central to improving outcomes for students. The creation and embedding of a culture of continuous professional improvement and a school-wide shared responsibility for student learning is seen as essential to the development of an expert teaching team.
- The school has a documented Professional Learning Plan (PLP), which is shared with school staff annually. The PLP provides clear links to the school action plan and the Australian Professional Standards for Teachers.
- Teachers express satisfaction with the induction experience related to administration processes at Farrer Primary School. They articulate differing experiences with induction to teaching and learning expectations and requirements.
- School leaders lead and model professional learning in the school. Teachers share that the professional learning workshops provided by members of the school leadership team are meaningful and directly related to the core business of teaching and learning.
- In building this team, the principal and school leaders place a high priority on recruiting staff with skill sets to meet the need of students at the school.
- There are established processes in place for year level teaching partners to collaborate and plan in meaningful ways. All teaching teams report that time spent with their teaching partner is targeted, purposeful and valued.
- Teachers have regular, scheduled time to meet with their broader teaching team e.g., P-2 team or 3-6 team. School leaders lead discussion and professional learning, linked to school improvement, to build a culture of collaboration and teamwork within teams.
- Established practices for providing observations, feedback, coaching and mentoring are yet to be designed or implemented. Teachers articulate that they would welcome opportunities to observe colleagues, participate in mentoring and/or coaching relationships and receive regular feedback on their teaching practice.
- The leadership team identified the benefits of understanding the team's strengths and working together as a united leadership team and used an external consultant to help develop team cohesion and to help establish a feedback culture within the leadership team and across the school. This work provided the leadership team with feedback on their leadership practice and insights into effective ways of providing feedback to others.
- The principal provides school leaders with detailed written feedback and the leaders are in the early stages of providing teaching staff with feedback using feedback postcards.
- New educators are supported by more experienced staff in the first year of teaching. Time is

built into the timetable each term to allow for mentoring, coaching and additional non-contact time.

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 worked over the time to develop vertical alignment of the Australian Curriculum. This is reflected in year-level and learning area overviews from Kindergarten to year 6. Teachers work collaboratively in their teaching teams to share responsibility for developing curriculum plans. There are dedicated days for planning each year and discussions about curriculum development and delivery are ongoing.
- The Farrer Preschool is held in high regard by the community. It currently (2021) celebrates 'Exceeding' ratings across all domains of the National Quality Standards which recognises the high calibre of learning provided at the preschool.
- Curriculum planning documentation captures the intended curriculum in term planners. Whilst there is clear alignment to the Achievement Standards, planning varies from team to team in the level of detail. Less evident are strategies for differentiating the learning. Teachers are yet to identify how the General Capabilities and cross-curriculum priorities are considered and included in delivery.
- Staff engage in professional learning that builds skills in developing curriculum. This includes professional learning in the General Capabilities with a prioritised focus on critical and creative thinking. Teachers are beginning to trial the implementation of this capability to varying degrees.
- Many teachers are yet to document in their planning the adjustments that they make to learning to meet their students' needs.
- Some planning documents incorporate the 8 Ways of Learning in response to the school's commitment to its Reconciliation Action Plan.
- The school's assessment schedule identifies what and when assessments are performed for each year level.
- Teachers identify that moderation discussions are a regular component of DOTT meetings, especially with regard to writing.

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

- Teachers and leaders recognise that students are at different stages in their learning and progress at different rates. It is evident that staff member holds the belief that all students can learn, and every child should have the opportunity to learn.
- Curriculum planning templates for each learning area include a section for teachers to record differentiated learning activities according to level of need. Teachers are expected to plan core, supported, and extension opportunities.
- Teachers place students in small groups within and across classes to support individual learning needs. Some teachers use in-class assessments including pre-tests to determine groupings.
- Some teachers provide open-ended learning opportunities to offer differing levels of challenge to students. Students express varying degrees of satisfaction with the level of challenge and extension they experience in their classes.
- 70 students have ILPs which are developed by teachers in consultation with families and school leaders. These are formally reviewed once a term with families.
- LSAs work in classrooms with individual students or small groups as directed by the classroom teacher to support students' additional learning, wellbeing, or behavioural needs.
- Time is set aside in staff meetings and DOTT meeting time to discuss student progress using data. School leaders acknowledge that planning for adjustments in the classrooms is yet to be a consistent process.
- There are some pockets of high-quality responsive teaching pitched at student needs. Yet, a range of differentiated teaching strategies are not consistently evident across the school.
- Reports to parents in Semester 1 include strengths, areas for development, and strategies to support learning for English and mathematics.
- The school has yet to articulate a systematic approach to differentiation that provides appropriate challenge for all.

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 principal and other school leaders are committed to the development of effective teaching and learning practices across the school and recognise that this is fundamental to improving student learning. The principal and leaders articulate that they are working towards establishing consistent school pedagogies.
- There is an expectation from school leaders that staff members build positive relationships with students based upon mutual trust and respect, reflected in the establishment of classroom environments that are founded on the principles of PBL. The introduction of PBL across the school has helped to establish an orderly school environment.
- The Gradual Release of Responsibility Model (GRRM) is in the early stages of implementation as a preferred pedagogical approach in English and mathematics. It is referenced in the staff handbook and in the staff induction day at the start of the 2021 school year. School leaders have lead staff discussion and workshops on the GRRM and its implementation at the school.
- Teachers are largely focussed on whole-group teaching episodes. The introduction of the GRRM encourages teachers to broaden their teaching strategies. In some classrooms learning experiences appear to be targeted to the 'middle'.
- School leaders spend some time working with teachers in DOTT to improve teaching practice and to work towards establishing consistent pedagogical approaches. These targeted discussions reflect new pedagogical approaches e.g., the 10 Essential Literacy Practices, engaging in reflective practice and looking at student data and work samples.
- In 2021, school leaders have introduced a postcard system to provide feedback to staff on teaching practice in their classrooms.
- Students have individual writing goals. Some teachers provide feedback to students on progress towards their writing goal. Student writing goals are reviewed on a need basis.
- Students share differing experiences, levels of challenge and quality of feedback depending on the teacher. Some students are unclear about what they are learning, why they are learning it and the steps they need to take to improve.
- Teachers express their willingness and eagerness to engage in the development and implementation of a school-wide pedagogical approach that reflects the Farrer Primary School context.

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

- The school actively seeks ways to enhance student learning and wellbeing by partnering with parents and families, other education and training institutions, and local businesses, and community organisations and has established a range of targeted partnerships.
- A multi award-winning partnership extending over seven years exists between the school's science teacher and a scientist-in-residence, an entomologist/agricultural scientist, and environmental scientist. Made possible through the CSIRO's STEM Professionals in Schools program, and based in the Environment Centre, this partnership enables a practical, hands-on, inquiry approach to the teaching of science
- A strong relationship with OSH Club, the out of school hours care provider, has been established. The district manager meets quarterly with the principal and the site manager attends Parents' and Citizens' Association (P&C) meetings and school information events at the beginning and end of the school years. The PBL expectations are used, awards are presented on school assemblies, and extension activities such as robotics that build upon the school curriculum have been introduced.
- Farrer Primary School is a partner in the Woden cluster of schools, comprising Mawson Primary School, Torrens Primary Schools, Melrose High School, and Canberra College. Cluster links promote opportunities for student connection and enrichment, and these include digital technology and leadership days. A strong transition program is in place with Melrose High School and in 2021, 71% of the year 6 cohort enrolled at Melrose High School.
- The cluster has developed a Reconciliation Action Plan (RAP) with Farrer Primary School playing a lead role in this. The RAP focuses school attention on and gives priority to the cultural integrity agenda.
- Relationships exist with external providers in the form of a Music Engagement Program and Kulture Break, an organisation that engages students in dance.
- The school is yet to develop a process for strategically seeking partnerships and for the systematic evaluation of established partnerships.
- A strong relationship is evident with the school Board and also with the P&C. The chair of the school Board, P&C president and principal meet once a term. The school Board and P&C express confidence in the principal, school leaders and staff.
- The P&C operates a school canteen, where a hospitality team of year 6 students serve daily. The canteen uses produce from the garden and poultry maintained by students in the

environmental centre. The school enjoys the support of many volunteers especially in the canteen, uniform shop and for fund raising events.

- Parents confirm that they believe that they are regarded as partners in their children's learning and that they are made to feel welcome by their children's teachers, school leaders and other school staff.

Commendations

- The commitment of school staff to every student's success, improving levels of achievement and wellbeing and, providing a safe and caring educational environment is recognised by both students and parents as being a strength of the school.
- The school has worked with deliberate intent to support student wellbeing, there are clear expectations for student behaviour across the school. The school's routines for collection and consideration of student behaviour data are a significant enabler for the PBL team's analysis to inform explicit teaching of behavioural expectations within the fortnightly PBL lessons. Parents express strong support for the PBL focus.
- There is a high level of collegiality and support for each other evident amongst staff across the school. Teachers collaborate effectively in their teaching teams.
- Relationships across the school are characterised by high levels of respect and care. Interactions meet the students where they are at, and staff, students and parents reflect positively on the school being a place where social and emotional wellbeing is deeply valued. Parents, staff, and students alike speak of the school as a community and parents express confidence in the school.
- This strong sense of community at Farrer Primary School is manifested in a warm, friendly, and welcoming environment that is characterised by caring and respectful relationships, and positive interactions where there is a high level of parent engagement with the school. Parents comment that "the school is welcoming and community focused," and "the school welcomes parent engagement at any level".
- Farrer Preschool has achieved an overall rating of 'Exceeding' against the National Quality Standards, reflecting the high-quality preschool program provided. The program is greatly valued by the Farrer community.
- The scientist-in-residence partnership with a scientist from the Department of Agriculture, Water and the Environment has greatly enriched science learning opportunities for students. The partnership is well publicised, showcases the possibilities for science teaching in a primary school, models the authentic application of science to the real world, and is multi-award winning.
- The partnership with the OSH Club has been carefully curated to ensure a seamless transition between school and outside school hours care. The high level of communications and interactions between stakeholders is instrumental in ensuring the strength and effectiveness of this partnership.

Affirmations

- Teachers express familiarity with the school improvement agenda and a willingness to engage with it.
- The principal regularly reports on progress in implementing the school's action plan and this builds the school Board's awareness and leads to the Board's engagement in school priorities.
- A Whole School Data and Assessment Collection Schedule has been established, and staff contribute to this.
- The establishment of a data team is a key strategy, thus building and improving data literacy

for all.

- Employing a full-time youth worker is integral in meeting the range of diverse needs and wellbeing of students and in tracking student wellbeing data.
- The strategic placement of teachers is based on their experience and expertise and is demonstrated in teacher pairings on year level teams and in specialist teacher roles.
- The establishment of a student focus referral pathway to support decision-making about non-urgent and urgent student needs is enabling more responsive intervention.
- The school presents an attractive and well-maintained physical environment and reflects the commitment and pride of staff and other stakeholders in providing quality facilities.
- The professional learning plan provides for targeted professional learning through the clear links to the school action plan and the Australian Professional Standards for Teachers.
- The cohesiveness of the leadership team and its capability to provide feedback models the importance of engagement in ongoing professional learning.
- Teachers work to build vertical alignment across the curriculum, and this provides a strong foundation for the next stages of curriculum development.
- The introduction of the Gradual Release of Responsibility Model has provided a starting point for the development of a school-wide pedagogical framework.
- Feedback postcards have been introduced as a way of providing staff with positive and growth-oriented feedback about classroom practice.
- There are strong cluster relationships in place, evident in the Reconciliation Action Plan, digital learning days, student leadership activities, and the transition to high school program.

Recommendations

In the development of the school improvement agenda, ensure that it:

- provides a narrow and sharp agenda focused on student outcomes
- incorporates explicit targets and timelines for student achievement and wellbeing
- includes processes to monitor the effectiveness of initiatives and programs in producing the desired improvement
- is communicated to staff, students, and parents.

Develop a data plan that:

- incorporates the school's assessment schedule and includes wellbeing data
- clearly articulates the purpose for each data set, identifies responsibilities for analysis, and defines how data will be used to monitor learning for individual students, groups of students and the whole school
- provides for ongoing opportunities for professional learning and coaching for staff, including leaders.

Collaboratively develop a coherent, sequenced plan for curriculum delivery that is underpinned by a clear vision for teaching and learning. Pay particular attention to:

- continuity and progression of learning across all years and learning areas
- establishing a clear alignment between curriculum, pedagogy, and assessment
- using the general capabilities and cross curriculum priorities as active learning streams for all students
- supporting teachers in using data to plan learning experiences that are responsive to students' levels of readiness, interests, and needs.

Build a shared understanding of differentiated teaching and learning that:

- becomes a feature of every teacher's classroom practice, underpinning the way teachers plan for and target their teaching to continually adjust to the progress individuals are making
- is characterised by the regular analysis and use of data to plan and provide the appropriate level of support and challenge to meet the range of needs of students, including underperforming high achievers
- uses differentiated teaching as a strategy for ensuring that every student is engaged and learning successfully.

Clarify and articulate an explicit and agreed position on research-based pedagogical practices that:

- foster engagement and the right amount of challenge in every classroom
- support teachers in their understanding and implementation of the effective teaching methods subscribed to
- facilitate consistency of practice evident in every classroom, every day
- is supported by a systematic approach to providing observations, feedback, coaching and mentoring.