



ACT
Government
Education

Fraser Primary School

Report of Review, 2020

Date of School Review: 15, 16, 17 and 18 September 2020
Principal of Review School: Mark Deeker

National School Improvement Tool Review Report prepared by:

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Foreword

2020 has been characterised by extreme weather events and the COVID-19 pandemic. ACT public schools, as community hubs, have been greatly impacted by these events. Despite this, they have continued to deliver high quality education to all students whilst also supporting their communities.

As noted further in this document, school improvement in the ACT is based on a five-year cycle. School Review (Review) considers the entire journey a school has undertaken during this period.

Impact of COVID-19 on School Review

Findings from Review are based on what external and local experts read, see and hear in a school. In preparing findings from Review consideration has been given to the rapid response ACT public schools undertook for the COVID-19 home learning period, and the impact this had on observed practices and processes.

Additionally, due to travel restrictions some Lead Reviewers from the Australian Council for Educational Research (ACER) were unable to lead Reviews on the ground. In these cases streaming technologies, and the support of experienced ACT reviewers, enabled the review to continue. Careful attention was given to ensuring the Review methodology and findings were not compromised.

☐ This Review had an on-the-ground Lead Reviewer from [ACER](#).

OR

☒ This Review had a Remote Lead Reviewer from [ACER](#).

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.

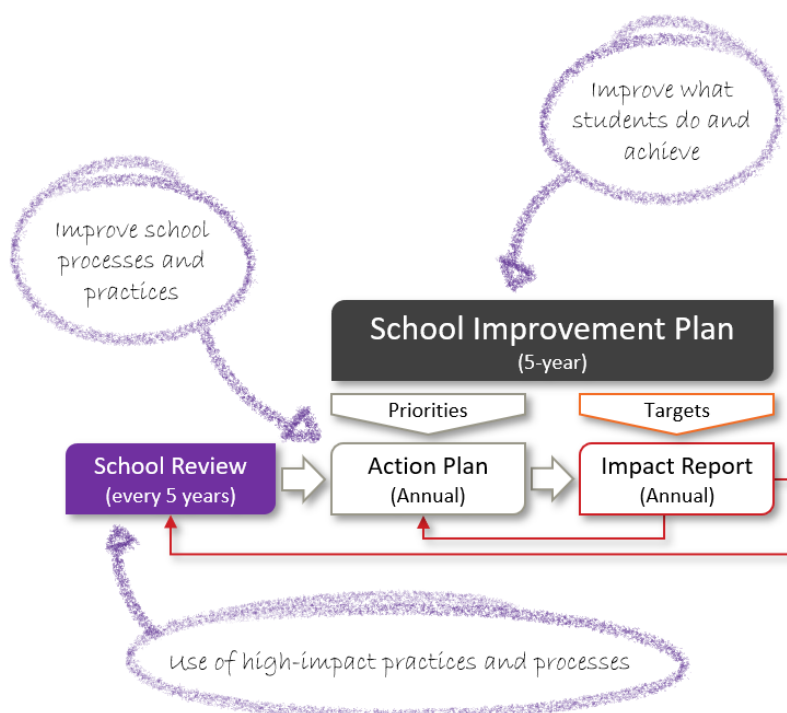
Through the lens of the NSIT, an internationally recognised framework for reviewing teaching and learning practices, reviewers gain an accurate picture of current school practices. During Review evidence provided by schools is considered alongside evidence gathered through consultation with staff, students, 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 *Fraser Primary School Strategic Plan 2015-2020* documents two strategic priorities: Improve student outcomes in literacy and numeracy by building teacher capacity through an evidence approach, and develop a strategic approach to partnerships with community organisations to support student learning.
- The strategic plan includes targets linked to the strategic priorities expressed in terms of specific improvements sought in student academic performance and stakeholder opinion survey data. These targets provided some guidance to school leaders on progress over the five-year implementation of the plan. The impact of the targets on the day-to-day teaching and learning at Fraser Primary School is less significant.
- The strategic plan is implemented through annual Action Plans (APs), which are developed in consultation with school leaders, staff, the school community, and the School Board. These plans have been developed for each year since 2015. The plans are displayed at the school and are communicated with parents/carers and the community using a variety of formats including the school newsletter and the website.
- The school's explicit improvement agenda is driven by the AP. The AP focuses on the two strategic priorities and provides details of 'resources required', 'who leads', 'what will be produced' and 'how the actions will impact on student learning'.
- The successes and challenges of implementing the APs are documented in annual Impact Reports. The Impact Reports are rich in data showing the trends in achievement relative to the targets established in the Strategic Plan 2015-2020. The Impact Reports also identify areas for focus in the coming year.
- School leaders reported that the sharp focus for 2020, in terms of improving literacy and numeracy, is to improve reading. Staff are aware that reading is the focus and improvements in reading are measured for each student using a variety of data including PM benchmarks, PAT and PROBE. Staff described some students as making considerable growth in reading as a result of the school-wide focus.
- Teachers meet in Professional Learning Communities (PLCs) and team meetings and discuss the progress each student is achieving relative to targets and strategies to assist students on their journey.
- School leaders have analysed learning data over time and are aware of trends across multiple data sets. Whilst reading has been identified as the focus for explicit improvement, other areas including writing, numeracy and improved outcomes for higher performing students are areas that the data analysis has identified for attention.

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

- High priority is given to ongoing improvement of software solutions to support across-school student learning data, including subject area and wellbeing achievements. Data collection and retrieval is described by teachers as very approachable both in format and accessibility. While school leaders play an advisory and management role to support data entry and use at the team level, a team leader and information technology officer provide oversight and ongoing development of the database.
- The school has developed a data map to convey the breadth of data collection across areas of student achievement, staff expertise, and community perception. Team leaders and teachers willingly demonstrate the use of these data sets to inform practice and school decisions.
- School leaders and teachers demonstrate commitment and understanding of the use of student data with particular emphasis on achievements of every student in maths and English across all year groups. All teachers enter formative student achievement data about specific knowledge and skills demonstrated by each student. Teachers articulate connections between Australian Curriculum Achievement Standards and specific data.
- Benchmarks are used in assessing and recording student achievement across reading and writing within English. Schedule for Early Number Assessment (SENA) practices are used as skill and knowledge standards across Kindergarten to year 2. The purpose of these measures, along with other specific assessments and observations, are clearly explained.
- There is strong evidence that teachers routinely access, discuss, analyse, and use data as a trigger for improvements in teaching practice to enhance the learning opportunities for students.
- Analysis of system and school level data over time is currently supported by merging of retired data software into the current Google platform. As a result of this analysis there is general awareness of student performance over time.
- Teachers responsible for students with additional needs use data to identify and design educational adjustments. Some class teachers describe how data informs Individual Learning Plan (ILP) development and delivery.
- Some parents/carers who were interviewed conveyed they are more interested in what NAPLAN tells them about their children in the context of other school-based assessment.

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

- Students capably communicate about the nature and purpose of their current learning. Many students articulate the next steps in their learning, referencing, for example, the 'Bump it up' wall as a source of advice to improve their writing.
- The school's values are embedded in student and staff conversations and are supported by the school's merit scheme along with explicit lessons aimed at supporting learning within the Personal and Social General Capability of the Australian Curriculum.
- There is staff support for the essence of the Positive Behaviour for Learning (PBL) initiative across the school with teachers consistently positioning PBL in the context of the school's existing values and merit schemes. Positive engagement in class learning is observable across all classrooms.
- Students and parents/carers speak of strong and caring relationships between staff and students. Parents/carers convey a relaxed and welcoming tone to their attendance at school. Parents/carers interviewed are confident that the school's curriculum is extensive and appropriate for the age of their children.
- Teachers are uniformly clear about the school's expectations that they share planning for learning, assessment for learning, identification of learning gaps, particularly in maths and English; and teachers' use of student achievement data to inform next steps. Less clear was a collective view of how teachers ensured intellectual rigour in student learning tasks across the curriculum.
- Teachers express greater confidence in addressing remediation, compared to extending high performing students and students with high potential.
- Staff convey a sense of collegiality and authentic teamwork that makes the school a strong learning community.
- Some teachers convey the desire for improved specificity within and between the business of team meetings, PLCs and staff meetings.
- The school is immaculately presented, and the class environments are visually stimulating and reinforce student learning. Classrooms are generally calm, and the overwhelming majority of students are engaged in learning.
- The school has an active representative council which has a voice in fundraising and whole-school events.

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 school uses a Response to Intervention (RTI) approach for identifying and responding to student need, with a priority on improving student reading. Two school leaders oversee and implement this approach including the training of learning support assistants.
- School leaders and teams of teachers routinely use data about student literacy and numeracy achievement to inform the deployment of staffing resources.
- Flexible groupings and specialist programs are formed based on the data and needs of students.
- The school employs specialist teachers to deliver learning in Japanese, the Arts (performing arts), STEM, drama/media, physical education/fundamental motor skills and library.
- The school delivers a range of programs for enrichment and support including the Melba-Copland Secondary School Magellan program (Gifted and Talented students in years 5 and 6) and Deadly Legends (Aboriginal and Torres Strait Islander students).
- Some learning support assistants (LSAs) in the school are involved in the development of ILPs and meetings with the student's parents/carers.
- LSAs undertake professional learning for supporting students with autism, positive behaviours for learning, reading intervention and trauma-informed education. The day-to-day activities of learning support assistants is flexible and able to respond to emergent student needs.
- EAL/D students are supported through language specific adjustments within the classroom. Additional resources have been purchased to enhance engagement of these students.
- The school maintains a paper-based system that summarises student learning profile information for identified groups of students. These profiles are provided to year teams as part of a transition process.
- The school has a highly inclusive approach which includes using discretionary funds to support students and families in need.
- The school has creatively re-purposed or relocated learning areas to cater to growing enrolments.
- The school has invested in technology renewal over the past few years, transitioning from BYOD (Chromebooks) to having school owned Chromebooks on a 1:1 basis in the middle and senior school. This use of technology has enabled flipped classroom strategies.

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

- All staff interviewed emphasised the school-wide and personal commitment to improving practice and expertise as teacher and education support staff.
- Team leaders provide a high level of support to colleagues in terms of modelling expected practices, mentoring, informal coaching, facilitating lesson observations and classroom visits, providing written feedback to teachers about their practice, and collaborative problem solving.
- The school embeds discussions about improving practice in staff meetings, team meetings, curriculum focus meetings and PLC meetings. Through these meetings staff actively share strategies, reflect on practice, and co-plan learning based on identified student learning needs.
- The school evidenced that teachers from across Canberra visit the school to observe the exemplary practice of the Reader's Workshop model.
- In 2020, the school leadership team collected data of current teacher expertise across several school-identified areas of practice for further analysis and to inform decision making.
- There are deliberate efforts made by the leadership team in pairing teachers to complement skills and passions, and to facilitate mutual improvements in practice and expertise.
- Professional learning occurs in response to staff personally reflecting on development needs and emergent priorities at a whole-school or team level. Requests for resources to enhance professional development are rarely, if ever, declined.
- Induction of new staff is deliberately planned, with time set aside for transition and the provision of a comprehensive staff handbook.
- Teachers identify multiple opportunities to take a lead role in their team (e.g., being responsible for planning particular learning areas) and across the school (e.g., leading learning walks, PBL implementation, or being part of curriculum committees and PLCs).

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 Fraser Primary School Curriculum and Assessment Plans define a sequenced plan for curriculum delivery and reflect a shared vision for the school's curriculum that articulates what each year level delivers using the Australian Curriculum.
- Curriculum planning starts with the achievement standards rather than content descriptors as previously constructed. General capabilities are placed at the forefront of curriculum documentation to ensure inclusion across all learning areas.
- Professional learning on Australian Curriculum has occurred, including the achievement standards and the general capabilities. There has been a focus on prioritising the Aboriginal and Torres Strait Islander histories and cultures cross-curriculum priority across all learning areas as part of the school's cultural integrity journey. Further work on the other cross-curriculum priorities is planned.
- The school has prioritised its cultural integrity journey with professional learning on the Eight Ways of Learning (8 Ways Framework) stimulating the inclusion of goals for every teacher in their 2020 professional development plans. Learning Walks provide an opportunity to see teachers' goals evident in classroom practice.
- Curriculum committees support the development of the school's scope and sequence, and shape the planning documents. Each curriculum committee is currently developing agreed practices for its learning area. This includes 'The Fraser Way' or philosophy in teaching the subject, planning assessment and reporting and the links and resources that support curriculum implementation.
- When planning, whole-school and year level data trackers are referenced to identify where students are in their learning. Pre-assessments are planned to determine starting points; formative and post-assessments are planned to enable students to demonstrate their knowledge, understanding and skill. 'Show us what you know' is an established practice.
- Units of inquiry are planned with a 'backward by design' approach using the achievement standards and are developed for humanities and social sciences, science, the Arts, and technology.
- The school's curriculum plan includes assessment and reporting processes aligned to curriculum which identify what and when assessments are performed for each year level. Teachers use rubrics in most subjects to guide assessment.

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

- Staff recognise that students are at different stages in their learning, and that they progress at different rates.
- There is an agreed understanding of differentiation across the school. Teachers make considered and informed choices based on their knowledge of students and data to plan differentiated learning tasks with consideration given to content, process, product and/or the learning environment.
- Student voice and choice is supported and encouraged, in particular how they work (process and learning environment) and how students demonstrate their knowledge, skills, and understanding in a task (product).
- Differentiation is supported by pedagogical choices such as the Readers Workshop, Writer's Workshop, and the Comprehension, Accuracy, Fluency, and Expand vocabulary (CAFE) framework.
- Students identify individual reading, writing, and mathematics goals using 'I can' statements in consultation with their teacher. 'Bump it up' walls support students in identifying how they can improve and set further goals to extend their learning.
- Teachers use a variety of formative assessment strategies to monitor learning, including grouping, conferencing, and exit cards. 'Show us what you know' assessments provide formative and summative assessment opportunities to monitor growth and determine what is the next step in their learning.
- There is a process for identifying gifted students. Enrichment opportunities are offered to high performing students in years 5 and 6 through the Magellan program partnership with Melba Copland Secondary School.
- The school's RTI processes include the 'MultiLit' suite to support reading with students. Students are identified to participate in small groups for 'MiniLit' (years 1 and 2) and 'MacqLit' (years 3-6). 'Spellit' has been introduced in 2020 to plan and implement spelling instruction.
- Families receive information and knowledge of where their child is at in their learning and what they can do to support them. This is communicated through school reports, parent/carers interviews, learning journeys, online communication, and individual discussions.
- Teachers consult with parents/carers and students to make adjustments to a student's learning through the regularly reviewed ILPs.

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 has been a leader in implementing a whole-of-school consistent approach to the teaching of reading. The approach, known as Readers Workshop, has been supported by the purchase of high-quality texts and professional learning for all teachers. Evidence of the embedding of this consistent approach is visible in classrooms across the school. Teachers from across Canberra visit to see the Readers Workshop model in action.
- The embedding of the Readers Workshop model is an ongoing school priority with discussions regularly occurring in PLC meetings and new staff provided with the opportunity to observe Readers Workshop lessons during their induction. Teachers new to the school reported that the professional development they received was extensive and valuable.
- In 2018 NAPLAN numeracy data identified the need for a more consistent approach to the teaching of mathematics. Numeracy became the whole-of-school focus for 2018. Consistency of language, lesson structure, reflection time at the end of lessons, a focus on maths displays, and the formal teaching of problem-solving have become elements of the consistent approach. Displays of mathematical language and visual aids to learning are evident in all classrooms and demonstrate the consistent pedagogical approach to mathematics' teaching.
- Whole-school 'Learning Walks' are conducted by school leaders to both monitor consistency and to support teachers.
- Teachers reported that there is a strong culture of sharing resources and learning from each other. They expressed strong support for team teaching and PLCs, as structures that support this culture.
- Pedagogies identified by teachers include inquiry-based learning, visible learning, individual goal setting and conferencing with students.
- Years 5 and 6 students report that the teachers extensively use 'learning intentions' and 'success criteria' in their lessons and that these strategies provided clarity about what they are expected to learn. They also report that teachers provide regular feedback on their progress and how they could improve. Students commented that the value of the feedback is enhanced by reference to rubrics, such as those used in science assessment.
- School leaders and teachers are currently developing a set of 'Agreed Practices' to guide pedagogy in each learning area. Some teachers suggest an overarching set of agreed practices to cover all subject areas could be valuable.

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 development of a strategic approach to partnerships with community organisations to support student learning is identified in the Strategic Plan 2015-2020 as a significant priority for the school.
- Parents/carers, students, teachers, and school leaders all identified the links between members of the extended school community as one of the great strengths of Fraser Primary School. The school is often referred to by its community as a 'family'. Strong partnerships with parents and families are developed through formal and informal interactions including the Welcome BBQ for preschool and Kindergarten, the school fete, and the Awesome Art Show.
- A breakfast club is established to support both the health and the wellbeing of students. The club is supported by Kippax Uniting Church and Woolworths.
- A garden club provides interested students with valuable practical learning experiences and enhances the school's environment. The club is supported by Bunnings, which provides materials, plants and expertise.
- The success of the clubs is monitored and evaluated through informal assessments such as the number of attendees and anecdotal comments from students.
- The cultural integrity committee is focused on supporting Aboriginal students and increasing the awareness of all students about the culture of First Nations people. The group is working toward developing a partnership with the local Aboriginal community.
- High performing students in years 5 and 6 participate in the Magellan program. The program is aligned to the STEM program and involves students in years 5 and 6 attending the local high school to learn coding. The program involves a partnership between Fraser Primary School, Melba Copland Secondary School, and the University of Canberra.
- The school works in partnership with families and community therapists such as speech pathologists and occupational therapists so students can access therapy on-site.
- The Student Representative Council (SRC) has formed partnerships with charities and raises money for the homeless and drought aid. The partnerships are mutually beneficial, with community members in need being supported and students learning the importance of being an active community member.

- A transition program for students moving from Fraser Primary School to Melba Copland Secondary School involves visits by students to the high school and a transfer of student data. There is currently only limited liaison between staff of the schools in terms of curriculum development and pedagogy.

Commendations

Fraser Primary School is to be commended for:

- The identification (from data analysis), of reading as the school's explicit improvement agenda and the commitment of all teachers to improve student outcomes in this area.
- The leadership team ensuring that all stakeholders have an opportunity to provide informed input into the school's improvement agenda. The impact of this work is evident in the way the whole school has a shared commitment to school improvement.
- The strong data culture across the school, as evidenced by the routine use of data as a trigger to enhance student learning. Teachers are skilled and enthusiastic about the use of formative student achievement data.
- The school's approach to ensuring that the needs of students are identified, and the targeted actions taken to address these needs.
- The PLCs where teachers work in teams to review student achievement, plan curriculum delivery, and engage in professional discussions.
- The whole-of-school commitment to improving teaching practice through the identification of teacher expertise and areas for development.
- The building of a high level of trust and collegiality at the school to enable sharing, critical reflection and development of practice.
- The strong sense of 'family' which is identified by all members of the school community as the greatest strength of Fraser Primary School.
- The high levels of confidence, trust and respect of the school's leadership, as reported by parents/carers, staff and students.
- The positive learning atmosphere as evidenced by the immaculate presentation of the school, the stimulating classroom environments, and the calm, engaged work being conducted by teachers and students.
- The identification, by teachers, of effective pedagogies that enhance student engagement in learning implemented across the school.

Affirmations

Fraser Primary School is to be affirmed for:

- The implementation of whole-of-school planning processes including the development of the Strategic Plan 2015-2020, Action Plans and Impact Reports. These planning processes have guided the school improvement agenda over the past five years.
- The school's current initiative to develop the across-school database to incorporate past years' data to facilitate analysis of achievement formative and summative data trends over time.
- The development of key curriculum documents including comprehensive curriculum and assessment plans which unpack the Australian Curriculum Achievement Standards for what teachers teach and what students learn.

- The considered approach and choices teachers make based on knowledge of students and data to plan differentiated learning and groupings.
- The collection of data about its teacher expertise to guide further professional development of staff.
- The data sets including results from standardised tests, summative and formative assessments, which are used to support and monitor the learning growth of all students.
- The ongoing consideration in seeking creative solutions for physical space use that maximise student learning.
- The developing use of the Sentral platform as a central location for wellbeing data, which is used for analysis and decision making.
- The engagement of learning support staff in ILP development and delivery, and team planning.

Recommendations

- Systematically review student outcomes data over time to identify an area of learning that should be improved. The identified area will form the school's narrow and sharp explicit improvement agenda. Set clear targets and timelines. Clearly define leadership roles and develop accountabilities for the rigorous monitoring of the improvement agenda. Target resources for the priorities identified.
- Create and implement a whole-of-school professional learning plan that takes into account the school's strong practices in the use of the Australian Professional Standards for Teachers and Teacher Skills Register. Further develop a comprehensive and systematic approach to the observation, feedback, mentoring, and coaching of staff at the school which includes protocols for coaching, observation, and feedback conversations.
- Continue to develop the curriculum delivery plan to identify the clear alignment between curriculum, pedagogy and assessment, and how, through these plans, the learning is differentiated to meet the range of needs of students with a focus that includes underperforming high achievers. Ensure that all planning documents include differentiation strategies to ensure curriculum delivery is flexible and responsive to individual needs.
- Develop concise overarching statement/s about the school's key pedagogical approach. This would convey a clear position on the pedagogy that is expected across the school.
- Review the learning and wellbeing needs of students and identify needs that are currently not being addressed because of the limitation of the human and physical resources at the school. Identify educational, community, and business organisations that have the potential to address these needs. Build mutually beneficial partnership with these providers with the express aim of enhancing the learning outcomes of students. Systematically review the benefit of these partnerships.