



ACT
Government
Education

Lyons Early Childhood School

Report of Review, 2022

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Publication and independent Review Team details

Date of School Review: 9, 10, 11 and 12 May 2022

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National School Improvement Tool Review Report prepared by:

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Report Date: 13 May 2022

Report of Review, 2022 prepared by:

ACT Government Education Directorate
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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.

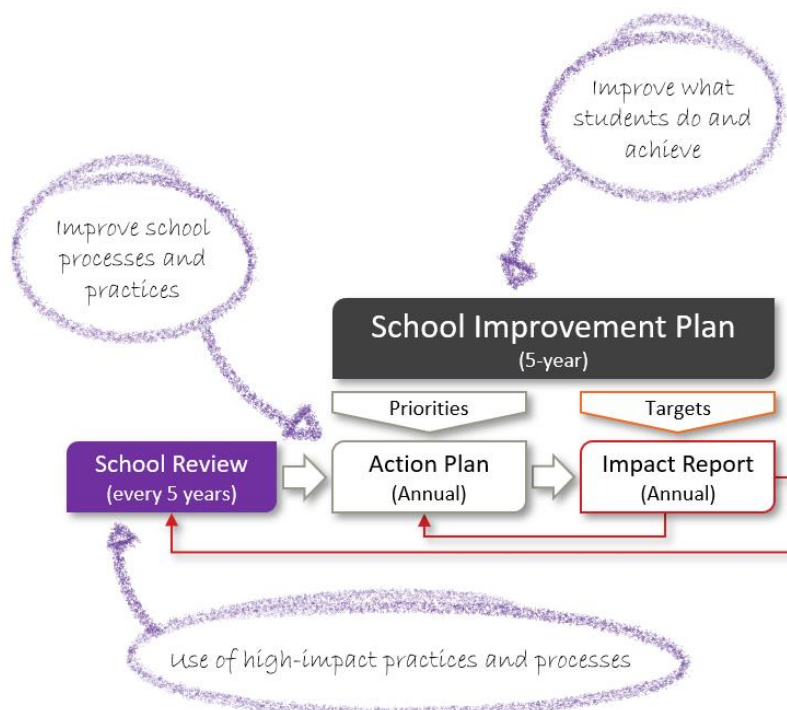
Through the lens of the NSIT, an internationally recognised framework for reviewing teaching and learning practices, reviewers gain an accurate picture of current school practices. During Review evidence provided by schools is considered alongside evidence gathered through consultation with staff, students, 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 staff are united and committed in their endeavours to improve every student's learning and wellbeing outcomes. They articulate the importance of providing a safe and caring educational environment for every student and a willingness and desire to invest in improving the quality of teaching and learning.
- The leadership team has established and is implementing a school improvement agenda informed by the mission to "provide high-quality education and care for children from birth to age 8, in a safe and secure environment where children actively engage in play-based learning that supports their academic, social and emotional development".
- The 2020-2022 School Improvement Plan (SIP) encompasses three priorities:
 - improve growth in reading for all learners
 - improve growth in numeracy for all learners
 - improve the level of positive behaviours and engagement in learning for all students.
- The leadership team monitors and uses classroom achievement data including BASE,¹ PAT-Reading,² PAT-Mathematics and PM Benchmarks³ to inform the improvement agenda.
- Each of the strategies has clear actions to support implementation, with specific targets for improvement in student-achievement levels in reading, numeracy and perception data for student engagement and behaviour. School leaders are aware that the process used for setting these targets has not been as effective as expected.
- There is evidence of a school-wide commitment to every student's success and to the improvement of student learning and wellbeing. Teachers and school leaders provide extensive support to students. Parents and learners confirm that this support is highly valued and contributes to the students' learning, engagement and wellbeing.

¹ BASE **captures baseline data at the beginning of the year**, supplies data on the expected and actual progress of a student at the end of the year, and provides the classroom teacher with concrete evidence on the spread of abilities within a class.

² PAT is an integrated approach to improving learning by measuring a student's knowledge, skills and understanding in a subject. For example: PAT-M – mathematics, PAT-R – reading, PAT-S – science.

³ The PM Benchmark Literacy Assessment resources provide teachers with the right tools to accurately identify students' reading levels, use evidence to inform teaching practice and lesson planning, monitor students' reading achievement and progress over time, implement consistent assessment practices within and between schools, and capture data for school review and community feedback.

- Leaders clearly identify the improvements they seek in student outcomes and behaviour. Staff indicate varying levels of clarity when identifying the key improvement-agenda items.
- The principal reports on the progress of implementing the SIP at every school Board meeting and members express satisfaction with the level of engagement in the development of the improvement agenda. Parents interviewed articulate knowledge of many of the school priorities.
- Staff and parents express the confidence and trust they have in the leadership of the school, referring especially to visibility, positive role models and communication.

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

- Leaders are deeply committed to evidence-based decision making and continuously improving their data-literacy skills. They express a sense of urgency in offering targeted professional learning that supports teachers to effectively analyse and triangulate data to enhance teaching strategies and differentiated interventions.
- The School Assessment and Data Plan describes the existing arrangements for data gathering, including the purpose of and responsibility and timelines for collection of data throughout the school year.
- This systematic approach provides a rich academic data set, including results drawn from sources such as BASE testing, the writing marking guide, PM Benchmarks, sight word reading and spelling, handwriting, phonics tracker, Schedule for Early Number Assessment (SENA)⁴ and PAT data.
- Leaders and teachers describe ongoing professional learning with Dr Selena Fisk – aimed at developing data literacy, visualisation and storytelling skills – to build consistent practice around the collection and analysis of data and evidence. School leaders and teachers have identified the need to sustain the focus on building their data-literacy skills.
- Student data are captured and accessed through the Google Suite for Education,⁵ designed and developed to meet the specific needs of the school. Teachers access individual and cohort progress data for English and mathematics through the Lyons Early Childhood School (LECS) Switchboard. School leaders and teachers indicate that the data are easy to access to support the tracking of student progress.
- Leaders and teachers regularly review, discuss and analyse class data sets during professional learning community (PLC) meetings.
- A range of these data sets informs the grouping of students in literacy and the setting of individual student reading, writing and numeracy goals in classrooms.

⁴ The assessment provides teachers with information on students' understanding of number formation and strategies used to solve problems. The assessment schedule has two components. SENA 1 (Transition – Year 1) is intended for Stage 1 students, and SENA 2 (Years 2–3) for Stage 2 students.

⁵ G Suite for Education brings together several Google products that promote collaboration among learners and educators. Educators can use these products to create interactive learning materials and learners can work together, in class or at home, to complete assignments and group projects.

- LECS monitors wellbeing data through attendance, behaviour and identified questions from perception surveys. The school is in the early stages of investigating ways of gathering social and emotional wellbeing data to deepen information available to support students.
- Parents, staff and students are encouraged to complete the perception survey each year to provide feedback to the school on a range of pre-determined items. Leaders use that data to measure improvement outcomes in the SIP.

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

- The school's positive culture is characterised by a strong sense of belonging, pride and connection. Students, staff, families, community members and organisations and partner schools strongly articulate the high level of connection, trust and happy, optimistic feeling experienced at LECS.
- The tone reflects a school-wide commitment to high expectations, and purposeful, successful learning based on the values of kindness, respect, collaboration and resilience.
- These values underpin how interactions occur in the school and are clearly visible. They are displayed prominently in all learning and shared spaces throughout the school and widely communicated through a variety of modes.
- Respectful and caring relationships are reflected in the ways in which staff, students and parents interact with one another. High levels of trust are evident across the school community and support the focus on improved learning outcomes.
- Parents comment that the leadership team knows the names of all children and other family members, supporting their strong sense of belonging.
- Staff and parents have shared that they feel heard and the school listens to their ideas and suggestions.
- Conversations with staff during the review demonstrate a strong collegial culture with a focus on meeting student needs. Staff comment on their appreciation of support from the leadership team and their colleagues, and value the opportunities to work across the whole school. They feel valued and supported and the leadership team plays to their strengths.
- The school has a focus on supporting the wellbeing of students. Friendly Schools Plus⁶ is used across the school to support the learning of social skills, and lessons are designed and delivered in response to student need. Teachers are completing training in Peaceful Kids⁷ in response to the impact COVID-19 has had on the resilience of students and the anxiety they have experienced. The program is in its early stages of implementation.
- Positive Behaviour for Learning⁸ is being introduced and the school is in the initial stages of the development and implementation of Tier 1 school-wide systems. Consistent

⁶ Friendly Schools Plus is a school-wide program to reduce bullying and foster a caring culture for students at every grade level.

⁷ The Peaceful Kids program is a mindfulness and positive psychology-based program to lessen anxiety and stress and increase resilience in children.

⁸ Positive Behaviour for Learning is a **whole-school framework that promotes positive behaviour across a school and helps schools develop safe and supportive learning environments.**

expectations for and responses to student behaviour across the school are yet to be fully clarified.

- The school promotes inclusive practices and has a clear commitment to quality learning. All staff collaboratively work to support the individual needs of students and include families in supporting the development of plans for their children.
- The school promotes a culture of inquiry through systematic exploration, experimentation and discovery (SEED).⁹ Reviewers have observed learning through inquiry in action across the school, with students having opportunities to construct their own learning and meanings through discovery and collaboration.

⁹ SEED acknowledges children need the complex human skills of critical thinking, creativity, problem-solving, people management and social skills. These skills come from learning and collaborating, negotiating and failing, all of which take place in play.

NSIT Domain 4: Targeted use of school resources

Domain descriptor

The school applies its resources (stafftime, 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 leaders demonstrate a strong commitment to the deployment of human, financial and physical resources to support the school improvement agenda.
- The leadership team indicates its commitment to releasing other teams together to enable collaborative planning, building the additional staffing cost into the school budget.
- Individual learning plans (ILPs) are evident for students identified with learning difficulties or disabilities. These plans are written and shared in consultation with all key stakeholders. They are monitored on a regular basis by the school disability education coordinator (DECO).
- Twenty-five percent of students identify as having English as an additional language/dialect (EAL/D) and receive support with their learning from a specialist teacher twice a week.
- School leaders strategically place learning support assistants (LSAs) to help students who have been identified as requiring additional assistance. The LSAs deliver the MiniLit¹⁰ program in Year 1 to children identified as requiring additional support in reading. LSAs indicate a high level of satisfaction with their training and support, as well as a variety of opportunities to work across levels from Preschool to Year 2.
- Reviewers observed that the upgraded outdoor learning environment provides an enhanced space for all classes to access. Students report that they love the colourful outdoor area.
- Staff and students take pride in the way the school is presented. This is evidenced by the clean, tidy, inviting and well-maintained buildings and grounds. Staff and students report high levels of enjoyment from working and learning in the school.
- Significant furniture upgrades – including vibrant and high-quality chairs, desks and conferencing tables and the provision of interactive boards in all classrooms – enhance the engagement of students in their learning.
- There has been a substantial increase in quality literature, as well as learning and teaching resources, including instructional texts that are highly organised, enabling ease of access for classroom use.

¹⁰ MiniLit is an **evidence-based, explicit and effective literacy intervention program for teaching reading skills to children**. MiniLit stands for Meeting Initial Needs in Literacy.

- Funding is strategically allocated to resource the implementation of SEED with loose parts¹¹ and Big Blue Blocks,¹² integral to the inquiry-based learning approach through play.
- The referral process for students requiring additional intervention includes the use of a range of individual student-learning data to inform the allocation of services from the school psychologist and other external agencies.

¹¹ **Loose parts** are versatile, everyday materials that can be moved all around the room and used in endless creative ways, **encouraging growth in all areas of development**. The focus of the experience is on the process rather than the product.

¹² **Big Blue Blocks** are designed for large indoor or outdoor spaces and inspire children to design their own inventions, environments and activities in a fun way.

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

- School leaders see the development of staff into an expert and coherent teaching team as a high priority to underpin the achievement of student-learning outcomes. In discussions with school leaders, the focus and commitment on improving the quality of teaching and learning experiences for all children is evident.
- The Professional Learning Policy and Plan (PLPP) identifies the purpose for professional learning in the school and articulates particular activities available to staff. This is supported by a holistic approach to PLCs, with a timetable of meetings and intended content for discussion.
- PLCs are led by school leaders and include focused discussions on analysis of student-learning data. That guides planning designed to meet curriculum requirements and the needs of learners.
- Staff participate in professional learning that supports the improvement priorities. There has been a focus on developing teacher knowledge and skills in data literacy, the effective implementation of PLCs, learning dispositions and play-based learning.
- Regular opportunities for teachers to engage in observation and feedback on their teaching and access mentoring and coaching are yet to become part of the professional learning agenda. Teachers describe a desire and willingness to receive constructive feedback from colleagues and leaders in a more formal process.
- Leaders have a particular focus on recruiting staff with specific expertise and experience to support the improvement agenda, along with the ethos and philosophy of the Early Years Learning Framework (EYLF).
- Professional development plans are implemented for all teaching and administrative staff.
- Early-career teachers have an induction process and are mentored by more experienced colleagues and school leaders to help with collaborative planning, team meetings, PLCs and classroom support.
- Leadership opportunities are available for Preschool educators to lead professional learning for play-based practice for all staff, with an emphasis on loose parts play.

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

- There is a coherent, sequenced plan for curriculum delivery that ensures consistent teaching and learning expectations with clear reference for monitoring student progress across year levels.
- The Australian Curriculum is the focus in K-2 and the EYLF is the basis for planning in Preschool. Curriculum documents prioritise English, mathematics and science as well as the embedding of the fundamental skills of literacy and numeracy.
- The school-based digital platform Switchboard seeks to induct new staff and embed practice for existing teachers. Switchboard is arranged in an orderly manner and has a strong focus on the development of cross-curriculum skills and attributes such as literacy and numeracy. General capabilities are yet to be fully embedded in the curriculum documents and lesson planning. Staff comment on the ease with which they can access Switchboard to inform their programs.
- Curriculum documents include a large variety of support material to enable staff to plan consistently to meet the needs of students in each year level. This includes templates for unit planning, lesson plans, suitable resources to support lessons, learning intentions, success criteria, differentiation ideas, and links to assessment and the relevant curriculum outcomes.
- Switchboard aligns assessment processes to the curriculum and supports the identification of gaps in learning and the monitoring of student achievement.
- Teachers in K-2 plan collaboratively in year groups, during specifically allocated release time. A school leader is regularly available to support planning discussions.
- The EYLF is the primary curriculum used in the Preschool. Teachers and LSAs plan collaboratively each week and reflect on the program to ensure it is responsive to the collective and individual needs of students.
- Learning intentions and success criteria are an expectation across the school, evident in some examples of planning documentation and displayed in some learning spaces.
- ILPs are collaboratively developed and reviewed with the school psychologist, classroom teacher, DECO and parents or caregivers to support all students to access and engage successfully in the curriculum.
- Professional learning is provided to support staff in building skills in curriculum planning and using Switchboard.

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

- School leaders and teachers are committed to high levels of student engagement and success for all. Joyful learning¹³ is the overarching philosophy and ethos in the school with the EYLF in Preschool and SEED in K-2 underpinning the approach to play-based learning.
- School leaders acknowledge that all students are capable of learning successfully. They have developed a suite of assessment instruments and data sources to support teachers to tailor their teaching to student needs and readiness. School leaders indicate that further emphasis on implementing differentiation to meet the needs of individual students is necessary.
- Teachers and leaders are yet to articulate and document a shared common definition or agreement on what differentiated teaching and learning is – that is, how teachers can adjust their teaching to consistently cater for the progress individuals are making, and explicit guidelines about how teachers at the school are expected to differentiate.
- While regular assessments of learning are undertaken, there is variability during conversations with the reviewers in how leaders, teachers and students describe the expected process used for setting and monitoring students' individual learning goals.
- Year 1 and 2 teachers have recently been provided with a student goal-setting kit and the whole-school approach is in the early stages of implementation.
- LSAs provide essential and highly valued support to the classroom-based learning of inclusion students. This support is appreciated by teachers and school leaders, and LSAs report high levels of work satisfaction and a sense of being valued.
- Reports to parents show progress over time and articulate the current learning goals. Regular information about student progress is provided through the Seesaw app.¹⁴ Parents who access the app appreciate regular feedback about their child's learning.
- School leaders acknowledge the challenges and opportunities evident in extending the learning of students who are achieving above expected levels.
- ILPs and other support plans have been developed to meet the differentiated needs of identified students. Parents report a high level of support and responses for students with additional needs.

¹³ Studies show that when joyful learning (engaging, empowering and playful) environments and experiences are provided for students, engagement, motivation and learning outcomes can be improved.

¹⁴ Seesaw is a platform for student engagement. Teachers can empower students to create, reflect, share and collaborate. Students "show what they know" using photos, videos, drawings, text, PDFs and links.

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

- School leaders are committed to selecting and implementing highly effective, research- and evidenced-based, age-appropriate teaching practices that support student engagement in learning.
- The School Pedagogical Framework is aligned to the ACT Education Directorate's enabling pedagogies and includes the LECS approaches to teaching and learning.
- There are a variety of effective teaching practices that are expected to support the school ethos of joyful learning. These include intentional play-based experiences through SEED, inquiry-based learning, the gradual release of responsibility, and formative assessment practices including conferring, learning intentions and success criteria.
- A suite of high-impact instructional strategies for effective teaching of reading, writing and numeracy are documented in the LECS Pedagogical Framework on Switchboard. Teacher understanding of the explicit and agreed position on the research-based teaching practices that need to be evident in every classroom is variable.
- Teachers explore and discuss the expected teaching practices in team meetings and professional learning and apply these when collaboratively planning learning experiences.
- Teachers receive feedback as part of collaborative planning and informally when working alongside teaching partners. School leaders and teachers indicate a desire to give and receive targeted and regular feedback on their teaching practice.
- The weekly staff professional learning schedule, with a pedagogy focus, reflects multiple opportunities for staff development in the expected teaching practices.
- School leaders and teachers have high expectations for every student's progress, as indicated by the introduction of learning goals. These goals assist students in learning successfully and monitoring their own progress and achievement.
- School leaders and staff recognise the importance of setting children up for success in reading and all learning areas. The deliberate choice of the Readers' Workshop model¹⁵ enables the explicit teaching of effective reading strategies, engagement with high-quality literature and opportunities for sustained practice of reading. This is evidenced in all K-2 classrooms.

¹⁵ A Readers' Workshop lesson will usually begin with a teacher reading aloud, modelling the sounds of fluent reading. A mini-lesson follows. After the mini-lesson, students have time to read independently from their chosen books while practising the skills learned during the mini-lesson.

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 has strategically developed a number of partnerships to help students access additional resources to support their learning. There is a contract with Woden Community Services, partnerships with Malkara Specialist School and with Dr Sue Packer AO. All partnerships are designed to enhance student outcomes and increase engagement in learning.
- The Parents and Citizens (P&C) group actively supports the school improvement agenda. The P&C collaborates with staff to write grants that support improved learning outcomes and work closely with leaders to channel funds that help buy materials and resources that align with school priorities.
- Strong parent-school partnerships are evident across LECS. Parents value the opportunities provided to celebrate student learning through formal events, parent-teacher interviews, the Seesaw app and written reports each semester.
- The highly valued, long-term partnership established with "Dr Sue" has generously enabled students, staff and parents to regularly access her garden to support the strong focus on play in the curriculum.
- LECS partners with feeder Primary schools to support student transition at the end of Year 2. Families share how well prepared students are across all domains of development, to embrace their new Primary school setting in Year 3.
- Malkara Mates is a collaborative partnership with a local specialist school. The program supports a strong culture of inclusion that is valued by the leadership teams of both schools and the respective teaching staff. A planned approach underpins the sessions with a focus on social skills and communication. Leaders in both schools outline the worth of the program for all participating students. The children at Malkara share the comment that the best part of school is "their friends at Lyons".
- The key partnership with Woden Community Services provides a service to children from birth to Preschool, as well as those who attend out-of-school-hours care. A strong connection exists between Preschool staff through a shared learning space. This partnership enables the implementation of the government's three-year-old Preschool initiative. This program has provided a connection between the Education Directorate Preschool and Woden Community Services and is ensuring a seamless transition for children between the spaces.

- Woden Community Services staff indicate they strongly value and have satisfaction with the partnership collaboration and the physical environment and facilities.

Commendations

- There is a very strong sense of pride and belonging within the school. Staff and families have selected the school because of the emphasis on play-based learning and community connections.
- The positive culture is characterised by the shared values, the ethos of joyful learning and the strong collaboration in the school and its community, resulting in a happy and optimistic feel.
- High levels of trust are evident across the school community and support the focus on improved learning outcomes.
- Staff and parents have a strong voice and feel heard, as reflected by the responsiveness and openness of school leaders.
- There is a coherent, sequenced plan for curriculum delivery that ensures consistent teaching and learning expectations and clear reference for monitoring student progress across year levels.
- The principal, school leaders and staff are united and committed in their endeavours to improve student learning and wellbeing outcomes.
- Staff and parents articulate the confidence and trust they have in the leadership of the school, referring especially to visibility, positive role models and communication.
- Joyful learning is the overarching philosophy in the school, with the EYLF in Preschool and SEED in K-2 underpinning the approach to play-based learning.
- The development and implementation of Switchboard ensures that curriculum planning and documentation are highly consistent.
- Leaders demonstrate a strong commitment to the deployment of human, financial and physical resources to support the school improvement agenda.
- The investment in quality resourcing and infrastructure supports the focus on high expectations and engagement in learning.
- The school has strategically developed a number of partnerships with the purpose of helping students access additional resources to support their learning.
- The partnerships with Dr Sue Packer AO and Malkara Specialist School are highly valued by students and staff and enrich student-learning experiences.
- Teachers and school leaders provide extensive support to students which is highly valued by parents and learners.

Affirmations

- There is a clear school improvement agenda evident, reflecting the commitment of the principal and leaders to improving student-learning outcomes.
- School leaders and teachers are deeply committed to evidence-based decision making and continuously improving their data-literacy skills.
- The school has afforded data a priority, reflected in the Assessment and Data Plan and in

the professional learning with Dr Selena Fish which contributes to the ongoing development of knowledge in data analysis.

- Student data are captured and accessed through the Google Suite for Education, designed and developed to meet the specific needs of the school.
- Peaceful Kids is being introduced to underpin the school-wide approach to social-emotional learning.¹⁶
- Switchboard presents the whole-school approach to curriculum, assessment and reporting and is highly appreciated by all staff.
- The regular engagement by staff in PLCs provides a strong basis to continue to grow a reflective professional learning community.
- The intentional play-based experiences provided by SEED encourage inquiry-based learning, and managed choice facilitates the growth in student agency.
- A range of evidence-based teaching practices is visible in documentation to support teachers in the pursuit of high-quality learning.
- LSAs and administrative staff are an integral part of supporting the school's improvement agenda.
- The range of Tier 2 interventions is successful in addressing necessary adjustments to support the achievement of learning outcomes.
- Leaders attract and recruit high-quality staff who are committed to the school ethos and vision.
- Teachers are open to observations of and constructive feedback on their teaching practice by leaders and peers, supported by mentoring and coaching.

Recommendations

- Continue the improvement focus on the regular use of student assessment data throughout the school to:
 - monitor improvement over time of student wellbeing
 - sustain a strong focus on strategies to build the data-literacy skills of leaders and teachers to support deeper understanding of data concepts and strategies for analysis.
- In the ongoing development of the PLPP, consider all modes of professional learning opportunities to support the continuing growth of a school-wide, self-reflective professional learning community, including:
 - regular opportunities for modelling of effective practice
 - embedded routines for observing and providing feedback on expected pedagogical practices
 - mentoring and coaching opportunities
 - ongoing professional learning tailored to individual and group needs.

¹⁶ *Social-emotional learning is the process of developing the self-awareness, self-control, and interpersonal skills that are vital for school, work, and life success.*

- Establish an agreed school-wide position on differentiation that:
 - is characterised by the use of data to determine the strengths and needs of individual students, including high-achieving learners
 - underpins the way teachers plan for and target their teaching to continually adjust to the progress of each individual
 - ensures it is a feature of every teacher's practice.

- Develop a shared understanding of whole-school approaches to teaching that include:
 - the explicit and agreed position on the research-based practices that need to be evident in every classroom, every day
 - professional learning to support school leaders and teachers in their understanding and implementation of effective teaching methods
 - processes to monitor consistency of agreed practice.