



ACT
Government
Education

Harrison School

Report of Review, 2022

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Publication and independent Review Team details

Date of School Review: 15, 16, 17 and 18 August 2022

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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.

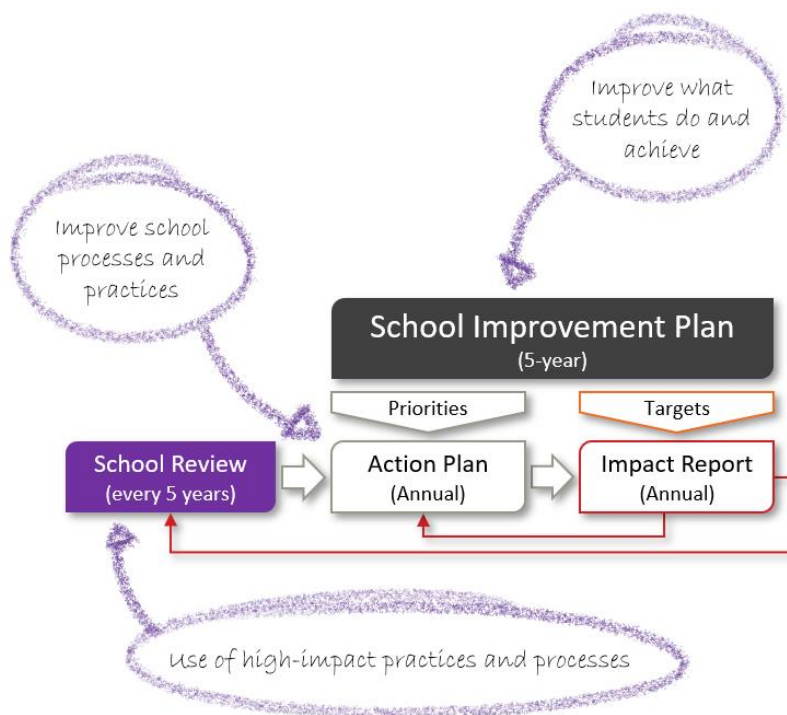
Following Review, the school receives a planning report, which is used as an internal working document, outlining key findings and recommended strategies for continued school improvement. The Education Directorate uses this planning report as a basis for the final

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 Harrison School Improvement Plan, originally developed in 2018 and updated in 2021, identified some broad priorities: improved student learning outcomes in literacy and numeracy across all learning areas; and the creation and embedding of a Kindergarten to Year 10 curriculum and pedagogical framework.
- This plan included a very wide range of targets in relation to NAPLAN, PAT,¹ OWL spelling² and stakeholder opinion survey results. These were reported on as required by the ACT Education Directorate in impact reports. They are not well known by staff or the wider community.
- Subsequent annual action plans have articulated a range of improvement strategies to achieve those priorities, predominantly focused on: the effective use of data to differentiate learning; strategies to improve the teaching of literacy and numeracy; the establishment of professional learning communities (PLCs) to drive improvement; and the development of agreed pedagogical practices.
- Executive leaders and some staff, in their conversations with reviewers, reflect that the plan is quite ambitious and this, coupled with significant turnover in leadership and the ongoing impact of the pandemic, has resulted in a lack of cohesion and momentum in enacting key strategies. Staff have limited knowledge of priorities and strategies and as a result, it has been challenging for them to engage with the improvement plan.
- In response to this, the newly formed executive leadership team has narrowed the focus for improvement in 2022. Two overarching goals have been articulated: achieve learning progress for all students; and enable positive social and emotional development for all students. These are visible on the school website and in key documentation, as well as being communicated in meetings and email communications to staff.
- A discerning choice of improvement strategies to realise these goals includes making learning visible through clear intentions and success criteria; staff engaging with and adopting key identified literacy practices; targeted teaching in response to data driven in PLC teams; and the implementation of Positive Behaviours for Learning (PBL).
- Most staff can articulate these strategies as being the current focus for improvement. Initiatives are in the early stages of implementation and/or refinement.
- The review team could find little evidence of the systematic use of data across this planning cycle to reflect on whole-of-school performance or the sharing of intentions for

¹ 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.

² The OWL resources contain information regarding common spelling errors and include exercises to help students practise distinguishing between the different uses of these errors.

improvement with the community.

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 current senior executive leadership team articulates its intent to prioritise the systematic use of data to inform decision making and to better target teaching to student learning needs.
- Leaders reflect that over time, different approaches to data collection, analysis and discussion have evolved across the school. Data have been stored in a range of digital platforms, making access difficult for staff. The leaders articulate their intention to develop a plan that documents agreed ways of working with data, as well as making clear the multiple sources of evidence to be analysed and discussed.
- Leaders have introduced new evidence-based strategies to build a stronger data culture through a whole-school approach to professional discussions about student progress in learning. Underpinned by an inquiry approach, teachers are starting to work together to reflect on their practice, using a range of evidence to test theories, try out new strategies and measure their impact.
- There is evidence of presentations to staff about the spiral of inquiry approach and leaders are supporting teachers to progress each stage. Most teachers can articulate the theories they are testing and speak positively about their involvement in these discussions.
- Reviewers have found some evidence of the use of assessment tools to monitor learning. The way in which these are used to target teaching varies significantly across the school and is largely an individual teacher's choice. The most consistently used tool is reading PM Benchmarks.³ Building a culture of using data to reflect on teaching is a priority for school leaders.
- Reviewers have found little evidence of the interrogation of key whole-of-school performance data sets over time (for example, NAPLAN, stakeholder opinion survey data, A to E⁴ grades). There is also limited evidence of the systematic collection and analysis of behaviour and wellbeing data.
- To support the centralisation of key data sets, leaders have recently developed a range of whole-of-school data spreadsheets designed to record and track student progress,

³ The PM Benchmark Literacy Assessment resources provide teachers with the 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.

⁴ The **A to E** grading scale allows teachers report student academic achievements at any point in time using clear standards.

staffing and other key information.

- Historically improving data-literacy skills through professional learning, mentoring and modelling has been spasmodic and without a whole-school approach. Some teachers express a desire for professional learning so that they can better understand how to interpret data – for example, the suite of PAT assessment tools.
- School-performance data are reported on in impact reports as required. Parents interviewed have little knowledge of school-performance 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

- The website and other documentation describe Harrison School as a welcoming, diverse community comprised of nearly half of the students with a language background other than English (LBOTE). Staff, parents and students speak of the richness that this diversity brings to the school.
- Parents, students and staff also indicate that the school works in ways to encourage mutually respectful relationships.
- The review team has observed classes that, on balance, are settled, with students engaged at some level in learning activities. Reviewers also have observed some classroom and playground behaviours that are having significant impact on learning and wellbeing. Some staff and students describe inconsistent approaches in responding to the small number of students who regularly exhibit challenging behaviours.
- Harrison is implementing PBL as a school-wide approach to encouraging positive behaviour. Values in relation to expected behaviours have been identified: respect, responsibility and learning.
- A new mascot, a cockatoo, is being incorporated into PBL to build a sense of belonging and connection across the school. PBL is in its early stage of implementation. A shared understanding of consistent ways of working is evolving.
- Behaviour-management flowcharts, including processes for responding to inappropriate behaviour, have been developed. These have yet to be fully enacted.
- Professional learning for teachers in the use of the 10 Essential Skills for Classroom Management⁵ has been conducted to support greater consistency in managing complex behaviours. The application is more evident in the Primary school.
- The school has worked to maintain and reinvigorate parent involvement, finding creative ways to engage when pandemic regulations prevented families from being on site. A meet-and-greet this year provided an opportunity for parents to be back on campus and has been described as very successful.
- Leaders have worked in close partnership with the Parents and Citizens Association (P&C)

⁵ The 10 Essential Skills for Classroom Management: **establishing expectations** – making rules; **giving instructions** – telling students what to do; **waiting and scanning** – stopping to assess what is happening; **cueing with parallel acknowledgement** – praising a particular student to prompt others; **body language encouraging** – smiling, nodding, gesturing and moving near; **descriptive encouraging** – praise describing behaviour; **selective attending** – not obviously reacting to certain behaviours; **redirecting to the learning** – prompting on-task behaviour; **giving a choice** – describing the student's options and likely consequences of their behaviour; and **following through** – doing what you said you would.

and student leaders to make changes to the school uniform policy. The intent is to foster a greater sense of belonging and identity, as well as improving accessibility for all students.

- Student leaders describe some of the ways in which they have been able to suggest ideas for improvements by conducting surveys of their peers and reporting results to staff leaders.
- Strategies have been introduced to further support staff wellbeing, including the organisation of some key social events, as well as measures to reduce workloads. High absenteeism, a lack of availability of replacement teachers and high turnover of leaders have significantly impacted staff morale.
- Harrison has developed its Reconciliation Action Plan which aligns with the school value of respect. A range of community projects designed to strengthen the acknowledgement and celebration of Aboriginal and Torres Strait Islander histories and cultures include: the development of the Reconciliation Mural, a Reconciliation Walk, the Ngunnawal Plant Project, NAIDOC and Reconciliation Week assemblies, the NAIDOC Shield Competition and Indigenous Games at lunchtimes.
- The use of the 8 Ways of Learning⁶ and Engoori yarning circles⁷ are evident in some curriculum plans and approaches to learning.

⁶ *The 8 Ways of Learning is an Indigenous pedagogy framework, expressed as eight interconnected pedagogies involving: narrative-driven learning, visualised learning processes, hands-on/reflective techniques, use of symbols/metaphors, land-based learning, indirect/synergistic logic, modelled/scaffolded genre mastery, and connectedness to community.*

⁷ *The use of a yarning circle (or dialogue circle) is an important process within **Aboriginal and Torres Strait Islander cultures**. The yarning circle has been used by Indigenous peoples from around the world for centuries to learn from a collective group, build respectful relationships and preserve and pass on cultural knowledge.*

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 senior executive team has commenced work to review structures and align staffing and budget resources to improve teaching and learning. Strategies are also being implemented to bring the budget into balance.
- A four-year information technology infrastructure-renewal plan with accompanying budget has been recently developed. Replacement of ageing smart boards with smart TVs has already been implemented in the Secondary school classrooms. Access to technology is generally available to all students.
- A whole-school maintenance plan and a playground environmental master plan are under development. There are plans to reduce the amount of internal fencing and asphalt, develop nature play areas, install shade structures and set up other installations to make the grounds more engaging for students. Classroom spaces tend to be used in traditional ways.
- Staffing allocations, programs and resources have been targeted to support the diverse and complex demographic of the community. There are several teachers and learning support assistants (LSAs) dedicated to students with English as an additional language/dialect, Defence Force families and other learners with identified additional needs. While interventions and supports are in place, some of these lack coherence and consistency of execution.
- In Secondary school, a team of four-year coordinators, two executive teachers and a deputy principal form the basis of the wellbeing team. The team aims to triage referrals and facilitate wellbeing services. The effectiveness of their services has been impacted by the amount of time spent on addressing behavioural matters.
- The wellbeing team is supported by a school psychologist, Indigenous liaison officer, youth worker and a transition and careers officer. This team provides a range of supports, targeted activities and programs, including linking students to outside resources and organisations. Leaders in the Primary school provide support for wellbeing.
- A clearly defined case-management approach to support wellbeing, accompanied by comprehensive records and coordinated intervention strategies, is yet to be developed. Leaders articulate that this is a priority for them.
- A review of roles and responsibilities of administrative assistants and LSAs has been undertaken to better align services and supports. This has resulted in adjustments to human resources.
- Time has been allocated to support teachers to collaborate in professional learning teams (PLTs). Support for early-careers teachers has been prioritised.

- In 2022, resources have been allocated to support the introduction of the Macquarie Literacy Program (MiniLit and MacqLit).⁸

⁸ 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”. MacqLit is an explicit and systematic reading intervention program for small groups of older low-progress readers. It provides teachers with a comprehensive sequence of lessons that includes all the key components necessary for effective reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension.

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 newly formed leadership team articulates a commitment to strengthening collaborative and cohesive ways of working as part of a PLC.
- Leaders also indicate that the development of a plan that ensures a whole-school approach to professional learning is a priority.
- An early-career program has been developed in 2022. A documented schedule captures the processes and regular meetings are now in place to support these beginning teachers and their transition to full registration. Leaders intend to further develop opportunities for aspiring leaders in 2023.
- These programs are part of a stated ambition by leaders to become a school of choice for teacher training and early-career teachers. Most early-career teachers comment on these mentoring sessions' positive impact on their teaching practice.
- A three-minute walk-through strategy has been implemented in some learning teams to facilitate observations of targeted practices. Teams look for evidence of the embedding of learning intentions and success criteria, as well as the use of SMART goals.⁹
- Some teachers express a desire for more opportunities to learn from each other's practices within and beyond their own teams and teaching areas.
- While mentoring and coaching practices and peer-to-peer observation are generally informal, there are pockets of excellence where team leaders are deliberately facilitating these learning opportunities for teachers.
- A range of strategies has been initiated, including a new meeting schedule to prioritise time for professional dialogue and collaborative planning.
- Leaders describe the embedding of active PLTs as one of the key strategies in providing regular opportunities for this collaboration.
- The spiral of inquiry¹⁰ model is being explicitly implemented across the school, within the PLT model. Teachers are being supported by graduated professional learning over the 10 weeks of the first cycle. Teachers can describe the spiral of inquiry process, the progress through the cycle and the learning goals for their targeted students.

⁹ A framework in education covering: Specific, Measurable, Achievable, Relevant and Time-Bound goals.

¹⁰ The spiral of inquiry is a **systematic process for investigating and improving learner outcomes: academic, social and wellbeing**. There are many calls for teachers to use inquiry as part of their practice because of its associations with improved outcomes for marginalised learners.

- Whole-school professional learning has focused on Readers' Workshop,¹¹ team teaching strategies, PBL and the 10 Essential Skills for Classroom Management.
- Some teachers express a desire for a more differentiated approach to professional learning workshops and courses, enabling them to develop practice relevant to their teaching roles. Some staff also report opportunities they have been provided to take on leadership roles and/or lead key activities in the school.

¹¹ The Readers' Workshop is an **extended period of time each day where students participate in authentic reading experiences**, which target skills and strategies students need to develop as readers. A Readers' Workshop lesson will usually begin with a teacher reading aloud, modelling the sounds of fluent reading. A mini-lesson usually follows. After the mini-lesson, students have time to read independently from their chosen books while practicing the skills learned during the mini-lesson.

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

- Harrison School curriculum documentation, including long- and short-term plans, reference the Australian Curriculum as well as the Early Years Learning Framework and National Quality Standards.
- Leaders have commenced work on comprehensively reviewing the current approach to curriculum implementation with a view to developing a whole-of-school plan. Leaders also intend to develop curriculum-planning tools to support consistency within and across teaching teams. Leaders describe collaborative planning as intermittent.
- The evidence demonstrates that some long-term planning documentation, such as scope and sequence documents, have been developed and are in use. There are varied approaches with few documented expectations that make clear how teachers are expected to plan for and deliver the curriculum. A clear vision for teaching and learning that underpins curriculum implementation is not yet evident.
- Within and across sections of the school, there is evidence of shorter-term planning (for example, unit plans and teaching daily planning). Through the conversations leaders have with teachers, there is some clarity of expectation.
- There is provision for the centralisation of all curriculum-planning documentation. This has been initiated in 2022. Most teachers can show reviewers where curriculum-planning documentation is digitally located and speak to their planning processes.
- Some evidence of the cross-curriculum priorities is cited in planning, in particular for Aboriginal and Torres Strait Islander cultures and histories and sustainability. There is less evidence of the general capabilities in planning.
- There is some reference to personalised units, but little evidence of how these would be tracked for the students in the following year.
- Evidence suggests that some teachers in years P-10 use formative assessment to guide student progress. Reviewers have observed a stronger emphasis on summative assessment and semester grades to capture student learning.
- Some teachers use rubrics and work samples to support them in making on-balance judgments against the Australian Curriculum Achievement Standards. The evidence suggests that moderation of student work is not yet a consistent approach.
- The use of learning intentions and success criteria to guide student learning is visible in a number of classrooms and planning documentation. The school is working towards consistent approaches.
- Harrison offers a wide range of co-curricular and enrichment activities to build a

connected and positive school culture.

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 demonstrate a commitment to responding to the needs of students and some can describe the ways in which they seek to adjust their teaching to cater for their diverse learners.
- The predominant strategies to differentiate teaching and learning described by teachers include offering a range of curriculum electives in the high school to meet student interests; small-group work, particularly for reading and spelling activities in the Primary school; and some differentiated assessment tasks. Students and teachers are supported by LSAs in some classrooms.
- The use of PM Benchmarks to identify learning needs and form reading groups is the most-consistent approach to using data to target teaching. Some teachers describe formative assessment strategies they employ to monitor learning and adjust their teaching. The systematic use of data to plan for and target teaching is not yet evident.
- In Secondary school, the mathematics faculty has developed resource booklets for students that show some extension tasks. In the science faculty, teachers describe how they use the Stile¹² application to differentiate some learning experiences and provide feedback.
- The use of Google Classrooms is sometimes used as a tool to provide access to differentiated tasks.
- Some student bookwork provides evidence of differentiated learning experiences. However, in the main, most tasks in these workbooks are the same for all students.
- Some teacher planning also shows intentional planning for differentiated learning experiences. On balance, most plans are pitched to achieving the standard rather than providing multiple opportunities for students to engage in activities that support them in building knowledge and skills above the standards.
- There is evidence of individual student learning goals in some classrooms. There is not yet a consistent approach to identifying these, measuring progress towards them, celebrating achievement and setting new goals.
- Some students describe that when they finish work well before their peers, they are given more activities of the same standard and it feels like extra work rather than challenging learning experiences.
- Harrison School has a very diverse and complex demographic profile. A total of 49

¹² A mixture of rich, interactive activities that collectively cover every outcome of the years 7–10 science curriculum, Stile encourages students to be naturally sceptical, practise important critical-thinking skills and engineer solutions to real-world problems.

students have been identified through the NCCD process and have individual learning plans (ILPs), while 371 students have a documented individual plan for a range of identified learning and wellbeing needs.

- Guidelines are in place for the development of ILPs. Consistent practices in developing, sharing, implementing and reviewing plans across the school are not yet evident.
- Teachers and leaders indicate that conversations with families about progression in learning might occur through emails, phone calls, learning journeys and parent/teacher meetings. Agreed ways of approaching this are not yet evident. Twice yearly, parents/carers receive written, summative reports on how students have performed.

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

- Conversations with school leaders highlight their belief in the critical importance of supporting teachers to reflect on and continuously improve their teaching.
- Work has commenced to identify evidence-informed teaching practices that will be expected in all Harrison classrooms. There has been some preliminary work in developing a framework, informed by the National Education Strategy and ACT Directorate's Enabling Pedagogies. School leaders acknowledge the work involved to date and articulate their intent to further progress this work.
- The embedding of two high-yield instructional practices (learning intentions and success criteria) is a current focus. There is evidence of a commitment to implementing a school-wide approach in the use of well-developed learning intentions closely linked to the intent of the curriculum and differentiated success criteria.
- Teachers have been given the opportunity to provide feedback about their current use of some visible learning strategies – in particular, how confident they feel in embedding them into their teaching program. This evidence and that gathered in conversations with students and teachers indicate that these strategies have gained varying levels of traction.
- Work has commenced on the implementation of Readers' Workshop in Primary school classrooms. Leaders report that the implementation of this initiative has been delayed as a result of the ongoing impact of the pandemic on staff and student attendance. Teachers report varying levels of confidence in and understanding of how to implement the workshop approach in their classroom.
- The use of play-based learning strategies is embedded in the Preschool.
- Leaders are enabling opportunities for teachers to meet regularly and discuss teaching strategies. They describe how the new PLT model will be a forum for interactions and learning about pedagogical practices.
- Most teachers have shared with reviewers the discussions that have recently occurred in their PLT teams. They can articulate the hunch they have about the impact of a particular practice and the ways in which they intend to investigate this hunch.
- The ways in which teachers receive feedback about their practice varies across the school. There are a few examples of routine classroom observations and individualised feedback. Teachers report that they would value more regular feedback, opportunities to observe others' model practices, and access to mentoring and coaching. In the main, individual discussions about teacher practice occur in the mandated personal and

professional development plan meetings.

- Students report use of rubrics and some can describe how they use them to understand what is required of their learning and how to improve. Approaches vary across the school. Students also report that feedback varies – from statements such as “well done” or a stamp in their book from time to time, through to detailed verbal and written feedback that helps them move forward.

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 P&C has a strong and respectful partnership with the school, evident through the collaboration in organising the wide range of fundraising events and community activities. Examples include the uniform shop, canteen and connections created through community events, with money raised allocated to identified priorities for school improvement.
- The Board works in partnership with the school and has expressed its support for the direction the new leadership is taking in improving teaching and learning.
- Harrison School seeks to work in partnership with its families. A recent example is the initiative in holding an open night for Year 6 parents, carers and students to support effective transition to high school. This was favourably received by the parent and carer community.
- Harrison has developed a partnership with the instructional mentors from the ACT Education Directorate to help drive school improvement. They are supporting the implementation of Readers' Workshop.
- The school is a member of the University of Canberra's Affiliated Schools Program which involves pre-service teachers learning from staff at Harrison in the classroom environment. This is supported by the school's continuing commitment to hosting pre-service teachers from the University of Canberra and the Catholic University.
- There is a long-standing relationship with the Dante Alighieri Society of Canberra which has resulted in an Italian language assistant working at the school to support authentic learning for students in the Italian language and understanding of culture. Reviewers cannot find evidence of ongoing evaluation of the impact of this partnership on improving identified learning outcomes.
- A memorandum of understanding (MOU) and relationship with sister school Tomio Daisin in Japan supports language acquisition and cultural understanding. It also provides opportunities for authentic cultural experiences.
- The relationship with out-of-school-hours care has been strengthened over the past year to provide a more seamless experience for students.
- Harrison provides a range of other after-school activities through external hirers, which supports access to these enriching experiences for all students.

- The school provides opportunities for students to learn about and experience aspects of a range of careers and vocational pathways accessing ACT Education Directorate and Canberra Institute of Technology organised programs.
- Staff with a role in supporting student wellbeing liaise with a wide range of organisations.
- The food technology and hospitality faculty has connected to a broad range of local businesses to support training and access to resources.
- The MOU underpins the relationship with The Smith Family, which provides scholarships to identified students.
- Partnerships are not yet systematically evaluated to determine whether or not they are having their intended impact.

Commendations

- The respectful and caring relationships exhibited by staff are acknowledged with genuine gratitude by students. Students describe staff as kind and friendly. The students express their appreciation for the way in which staff go out of their way to help and support them.
- Staff demonstrate their supportive camaraderie and generosity in helping one another through some challenging times, due to the impact of the pandemic and several changes to leadership over recent years.
- Parents and students acknowledge the collective efforts of all staff in ensuring remote learning, IT resourcing, and care and wellbeing supports were in place to enable students to continue learning during the pandemic lockdowns.
- Harrison and its P&C have worked cooperatively and openly to build a strong partnership that has resulted in benefits for the entire school community. There is obvious collaboration and a commitment to improving the learning environments and supporting staff with appropriate resources. Working together, they also provide many opportunities for parents to contribute to the school through assisting with fundraising and in building connections between families, staff and the wider Harrison community.
- Harrison also actively seeks partnerships with organisations external to the school to support student learning and wellbeing.
- A process has been enacted to engage the entire school community in a collaborative review of the current uniform policy.

Affirmations

- Harrison is starting to gain momentum in strengthening whole-of-school approaches and practices, addressing challenges and working collaboratively to bring about improvement.
- The PBL approach is starting to build a common process to actively encouraging and acknowledging appropriate ways of interacting. The reinvigoration of the Harrison values and the creation of a mascot are key symbols that exemplify the school's principles and expectations.
- Student voice is encouraged. Student leaders have conducted surveys with their peers, collated data and made recommendations to the senior leadership team on improvements they wish to see.
- The current reviews and subsequent decisions about the equitable reallocation of resources are underpinned by a belief that all student learning and wellbeing needs should be the driver of targeted resourcing.
- Leaders are prioritising plans and budgets for environmental improvements, maintenance and upgrades to technology to support engaging student learning environments.
- The school's commitment to cultural integrity and culturally responsive practices is evident. In addition to organising the celebration of significant Aboriginal and Torres

Strait Islander events, Indigenous learning strategies and rituals are becoming explicitly embedded in some learning programs.

- The narrowing of the improvement focus in 2022, as articulated in the school's action plan, has enabled staff to focus more intently on some targeted evidence-informed strategies. For example, the intentional work in developing a whole-of-school approach to using an evidence-informed teacher-inquiry process is starting to have an impact in building a culture of using data regularly to reflect on practice.
- Leaders and teachers are deliberately working together across teams to review and refine approaches to curriculum implementation to support better continuity of learning for students.
- The school has made some significant first steps in the creation of an early-career teacher mentoring program. This program is designed to provide comprehensive support for teachers in their early years of teaching, as they progress towards registration.
- A whole-school approach to developing reading skills using a Readers' Workshop model has been introduced. The pedagogical practice at the centre of this approach, the gradual release of responsibility, is beginning to gain traction in classrooms.

Recommendations

- Review current structures, processes, school-based allocative models and intervention programs, including allocated resources, for their effectiveness in supporting student learning and wellbeing.
- Develop school-wide structures and processes for identifying student learning and wellbeing needs. Decisions about the equitable allocation of resources (staff time and expertise, funds, materials and facilities) and the implementation of programs to meet learning and wellbeing needs should be based on systematic ongoing analyses of the multiple sources of evidence identified in a school data plan. Pay particular attention to ensuring there are evidence-informed, school-wide programs/ intervention strategies in place for students requiring additional or specialist support.
- Develop an improvement agenda for the next planning cycle that clearly defines the learning and wellbeing outcomes to be improved. This should include explicit targets that are regularly monitored over the life of the plan.
- Develop, document and implement a data plan to support the building of school-wide systematic approaches to collecting, analysing and purposefully using a range of evidence. This plan should:
 - articulate the school's agreed ways of working in analysing and discussing data
 - specify the multiple sources of evidence to be collected, interpreted and discussed including their purpose, timing and staff responsibilities.
- Develop and document a whole-school plan for curriculum implementation that:
 - ensures continuity and progression of learning across the years of school
 - provides opportunities for teachers to collaboratively plan, review and refine curriculum delivery, inclusive of general capabilities and cross-curriculum priorities

- is characterised by data-driven planning to support effective differentiated teaching and learning and the right amount of challenge for every student.
- Continue to build a learning environment characterised by:
 - high expectations for learning and behaviour
 - the consistent use of agreed evidence-based instructional practices
 - the formation of a professional learning plan. Opportunities for staff to work as a professional learning community – regular feedback, modelling of best practice, coaching and mentoring – should be key strategies to build expertise.