



ACT
Government
Education

Palmerston District Primary School

Report of Review, 2023

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Publication and independent Review Team details

Date of School Review: 6, 7, 8 and 9 March 2023

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National School Improvement Tool Review Report prepared by:

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Report Date: 10 March 2023

Report of Review, 2023 prepared by:

ACT Government Education Directorate
Education Services Division, School Improvement Branch

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Overview of the School Review process

Approximately a fifth of all ACT public schools are reviewed each year. Reviews provide quality, independent, feedback tailored to individual school contexts. Findings from Review support annual implementation of a school's 5-year School Improvement Plan.

Reviews are undertaken by a team of experienced educators trained in the use of the *National School Improvement Tool* (NSIT) and are led by a Lead Reviewer from the Australian Council of Educational Research. Review Team size depends upon a range of factors, including the size and context of a school.

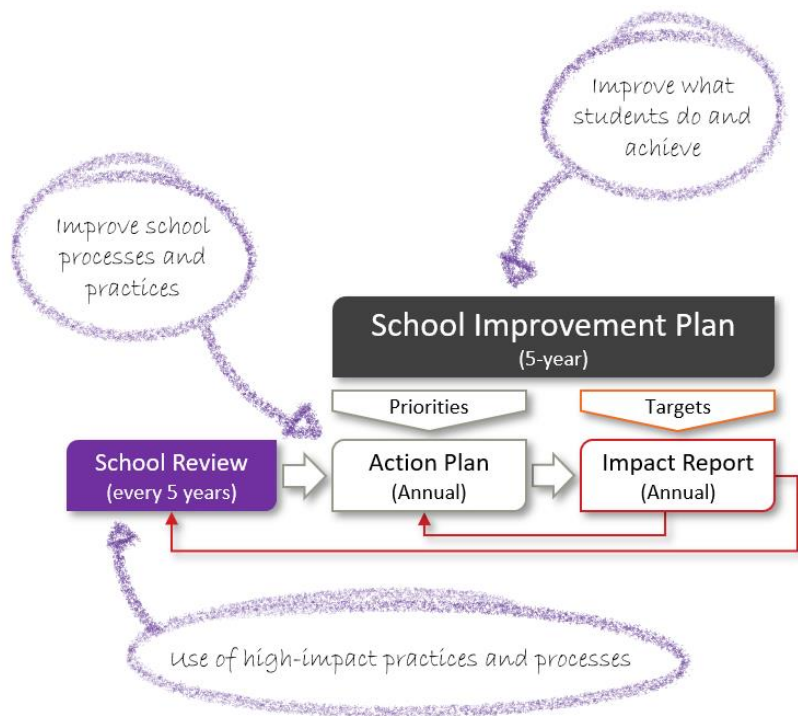
Through the lens of the NSIT, an internationally recognised framework for reviewing teaching and learning practices, reviewers gain an accurate picture of current school practices. During Review evidence provided by schools is considered alongside evidence gathered through consultation with staff, students, parents and community members.

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

The *Report of Review* includes detailed findings for each of the nine Domains of the National School Improvement Tool, as well as Commendations, Affirmations and Recommendations for continued school improvement.

Where does Review sit within the school improvement cycle?

ACT public schools utilise systematic integration of evidence and data collection, access and analysis to inform sharp and narrow 5-year School Improvement Plans. Annually, all schools utilise a suite of tools to expand, monitor and report on these priorities. Additionally, schools are provided differentiated support and feedback by internal and external experts. School Review is one way that this differentiated feedback is provided and typically occurs at the end of the 5-year school improvement cycle.



What are Commendations, Affirmations and Recommendations?

Commendations

Commendations highlight positive actions the school has taken over its last improvement cycle. Typically, these actions are either complete, or embedded in school practice.

Affirmations

Affirmations verify specific actions being undertaken by the school that are impacting positively on school improvement. These actions are typically either not yet complete and/or not yet embedded.

Recommendations

Recommendations provide the school with evidence-based advice regarding high-value areas for future school improvement efforts. Drawn from the NSIT, recommendations are key to the school effectively implementing its 5-year School Improvement Plan.

NSIT Domain 1: An explicit improvement agenda

Domain descriptor

The school leadership team and/or governing body have established and are driving a strong improvement agenda for the school, grounded in evidence from research and practice and expressed in terms of improvements in measurable student outcomes. Explicit and clear school-wide targets for improvement have been set and communicated to parents and families, teachers and students, with accompanying timelines.

Findings

- Palmerston District Primary School's most recent Strategic Plan (2018-2022) outlines three priority areas for school improvement. These are: (a) students are healthy, safe, engaged, and active contributors to school; (b) deliver a rigorous P-6 curriculum and pedagogy designed to foster the growth in learning for all students in English; and (c) deliver a rigorous P-6 curriculum and pedagogy designed to foster the growth in learning for all students in science, technology, engineering, and maths (STEM).
- The priority statements in the Strategic Plan (2018-2022) are accompanied by strategies, and timelines. Any targets included tend to be general in nature.
- A 'next steps' analysis was conducted in 2019 and a revised strategic plan has been developed for 2020-2023. This revised strategic plan includes no targets.
- The school develops annual action plans that detail each year's proposed prioritisation within the strategic goals and strategies. An annual Impact Report and an Annual School Board Report are prepared to provide information to the system and the community about the delivery of the priorities.
- All strategic planning documents are published on the school board's page of the school's website, and details are further interpreted to the community through newsletters. Parents interviewed express little familiarity with the school's current improvement priorities.
- In its 2023 Action Plan, the school has identified two key priorities for school improvement: (a) to improve students' reading capabilities; and (b) to improve students' ability to connect with learning.
- Teachers are generally aware of the key priorities for the current and previous years and identify how these priorities have informed professional development activities to set the school's direction each year.
- School leaders report that the improvement priorities, and annual focus areas within them, have been identified through needs analyses. These were based on student learning data generated through system and local testing and assessment processes.
- The school's documentation of its overall improvement agenda is supplemented by action plans that detail strategies to be implemented in other areas of development, including for example the Positive Behaviour for Learning (PBL) Action Plan 2018–2023; the 2022 Plan – Spelling; and the Palmerston Cultural Integrity Plan 2022–2024.

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

- A range of tests, assessments, and other data sources provide baseline and improvement information. Leaders articulate that sources currently utilised include PIPS/BASE¹, NAPLAN, Running Records², PAT-M, PAT-R, spelling analysis/interviews, writing samples (including EAL/D samples), and PBL data.
- Through the development of tools such as a data tracker, the school is developing school-wide consistency in the recording of, and access to, data. Some teachers have begun to develop additional data tracking instruments to better meet their needs.
- School leaders have developed annual schedules for assessment and data collection, managed by members of the leadership team. These are identified as being useful in ensuring the timely and systematic collection of the range of data.
- School leaders are committed to continuing to develop data-informed whole-school decision making and to support teachers in developing their capacity to use data in making decisions about their work. Teachers indicate that further structured professional learning would be welcomed.
- A culture of regularly informing parents and families about student and school achievements in terms of relevant and appropriate data is yet to be embedded.
- The school has indicated in strategic documents its intention to develop and implement a comprehensive whole-of-school data plan, of which the annual collection schedule will be an important component.
- Analysis of data and other student information forms the foundation for decisions about allocation of resources to support students with additional needs, such as through the four small group programs.
- Some teachers report that they rely on pre- and post-test data and formative assessment to determine where students are in their learning, to plan next steps, and to evaluate the success of teaching by recording growth or regression.
- Coaching and mentoring of new educators and early career teachers include some support in understanding and incorporating the role of data in these teachers' regular professional practice.

¹ The early years assessment program uses BASE (formerly PIPS) to assess early reading, phonics, and numeracy skills of students in their first year of school. There are two assessments, with the first occurring in weeks 3 and 4 of Term 1 and the second occurring in weeks 2 and 3 of Term 4. The BASE data is used to identify, as early as possible, students who may need extra support or enrichment. For more information, see <https://www.education.uwa.edu.au/base>.

² A Running Record is an assessment tool which provides an insight into a student's reading as it is happening.

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

- Reviewer observations confirm that Palmerston District Primary School is a richly multicultural school which values and celebrates the varying student backgrounds and strives to build cultural competence and inclusivity within the school. This culture is built around the school's values of participation, respect, integrity, determination, and empathy (PRIDE) and has been successfully maintained through the pandemic and current staffing shortages.
- The principal has invested significant time and resourcing into prioritising cultural perspectives of First Nations people throughout the school. The school engaged the expertise of a cultural integrity coordinator to build confidence and capacity of staff to authentically embed cultural perspectives in learning opportunities and increase the visibility of Indigenous culture in the environment.
- A PBL approach is firmly embedded and visible across the whole school. This encourages students to be safe, respectful learners in all settings.
- Relationships are built on mutual respect and there is a language of inclusion and belonging. This is evident across stakeholder groups of students, staff, families, and external providers. There is a commitment to support all learners to access and participate in education at their level with the necessary supports.
- Families identify that they are welcomed as partners in the school and there are high levels of trust and equity. According to one parent, the staff are "so inclusive with their language relating to children and families. Diversity is celebrated and our children feel they are represented and accepted. Teachers are empowered to deal with issues, they are proactive, fair, and consistent, and even our children's bad days are supported".
- Over the life of the current strategic plan, the staff has invested in creating a culture of meaningful and relevant learning. Students are engaged in purposeful learning experiences which recognise their individual strengths and needs. Classroom environments are co-constructed with students and provide a safe, welcoming space to be appropriately challenged.
- Each year the principal and leadership team provide staff with a 'tag line' to focus their efforts. It was evident to the reviewers that staff know and readily discuss the importance in 2023 of working collectively on achieving #Connections in all directions. Prior years' taglines such as #Make minutes matter and #More than core were viewed in documents and referenced by staff in discussions with the reviewers.

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 leadership team makes intentional staffing decisions prioritising the most appropriate placement of teachers and/or learning support assistants (LSAs) to meet student need.
- The school has a comprehensive and systematic process for identifying individual student need through student focus meetings, Targeted Student Support Team (TSST) and collaboration with external agencies and Education Support Office (ESO) personnel.
- Across the school, learning spaces are used in varying configurations with flexible furniture to support small group, whole group, and individual learning experiences. Flexible use of learning spaces was observed across many of the classroom pods.
- The school has introduced spaces to support student regulation, wellbeing, and connection. The blue room and recharge rooms provide students with access to space and staff expertise. School leaders place a high priority on resourcing the spaces and staffing for the model.
- The school has prioritised the increase from two to four small group programs to cater for the growth in students accessing the disability education program. These learning environments are carefully staffed and resourced to meet the needs of all students accessing the spaces.
- Across the school, year level teams of teachers meet twice weekly to collaborate and discuss individual students both in team meetings led by learning leaders as well as with their deputy principal.
- The leadership team recognises that the high percentage of EAL/D learners across the school requires resourced expertise. The school's EAL/D specialist position is currently vacant.
- Support for additional learning needs extends beyond the Disability Education Program (DEP). In 2022, Palmerston's NCCD identified three students who required extensive levels of support and 33 K-6 students needing substantial levels of support. The school reports that 168 students currently have Individual Learning Plans (ILP) in 2023, six students have Positive Behaviour Support Plans (PBSP), six students have Occupational Violence Risk Assessments (OVRAs), and three students have medical response plans.
- Individual documentation and information are created and used in targeted support meetings and the school is beginning to share these data sets addressing the specific needs of students amongst key staff members across the school.

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 have demonstrated a commitment to supporting continuous learning for teachers and to participating in professional learning with their colleagues.
- School leaders are welcomed into classrooms and teachers are open to giving and receiving feedback. The school has processes for teachers to visit one another's teaching spaces to share practice and provide feedback.
- A school-wide professional learning plan is yet to be developed.
- The principal has demonstrated strategic and innovative recruitment of staff to support the school's growth and improvement agenda. Additional executive staff members have been resourced to respond to specific staff and student needs. This is evident in the expansion of the leadership team to include two additional school leaders – one for coaching and mentoring and one for wellbeing.
- Mentoring partnerships are valued and established to build capacity and induct new staff. There is a commitment to supporting the development of the profession by providing mentors and opportunities for pre-service teachers and staff members moving to new settings.
- Early career teachers are provided regular, formalised coaching sessions. They are supported to develop portfolios and apply for full registration. An executive teacher leads this process and assists teachers to draw on the Australian Professional Standards for Teachers to reflect on their practice. A dedicated space and protected time have been created via 'The Coaching Sweet in the Hive'.
- More experienced teachers speak of their desire for formalised coaching and observation opportunities, and they identify that there are highly experienced members of staff who could be utilised to amplify the 'Coaching Sweet'.
- LSAs are highly valued members of the instructional team and express a desire for professional learning to build their capacity to appropriately support students and teachers. There is a strong culture for support staff to assist individual students and small groups with complex needs and to communicate with families. These staff members feel supported, valued, and an integral part of the school. Their work is celebrated.
- Expertise and leadership potential are evident within the staff, reflected in the number of staff members who have taken on leadership roles in recent years. Staff successes are acknowledged and celebrated within weekly staff meetings.
- Staff members are provided with teaching diaries that include explicit information about school-wide agreed practices, the improvement priorities, and general guidelines to support induction.

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

- Teachers refer to the achievement standards of the Australian Curriculum as their guide for team planning and alignment of reporting. They report an appreciation for the process used at the start of 2023 to engage in this work.
- The school's vision for Concept Based Inquiry (CBI) includes strong reference to cross curricular skills, attributes, and transdisciplinary learning.
- Staff members express familiarity with the school's shared curriculum expectations, identifying CBI as the vehicle for integrated curriculum planning.
- A wide range of curriculum development resources is available but are yet to be collected into a coherent plan. A focus on horizontal and vertical alignment of learning is also not yet apparent.
- Student learning is the focus of discussion at year level team meetings. The school has begun to use learning progressions to understand student learning and progress.
- Time is provided in team meetings to discuss planning for year level cohorts. Teachers report this often includes aligning assessment to planning and reporting.
- Consistent school-wide planning templates have been reviewed for 2023. Teachers express appreciation for the consistent approach across the school.
- The school has yearly overviews, term overviews, and weekly plans. Teachers have autonomy to plan and implement at a classroom level, taking into consideration their students' needs.
- Teachers and leaders have focussed on embedding the fundamental literacy skills associated with spelling as a long-term priority. Teachers consistently refer to the impact of this professional learning on their planning, teaching, and 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

- Families report that there is a high level of communication about learning progress for their children through the Seesaw learning platform, reports, interviews, phone calls, and face-to-face communication. Teachers articulate their willingness to approach parents about learning and discuss next steps to support their children's learning.
- Some teachers monitor learning progress through pre-, post-, and formative assessment to ascertain where students are in their learning, identify starting points for teaching, and determine next steps.
- Teachers acknowledge that not all assessment methods ascertain accurately what a student knows and can do. When written forms of assessment are not appropriate, teachers make adjustments to assessment tasks to gather evidence of what students know.
- Planning documentation includes provision for the identification of differentiation methods. This is yet to become widely evident in implementation of the planning template or classroom practice.
- ILPs are developed by classroom teachers, in consultation with families. A number of teachers articulate the need for clear processes for how to construct and implement SMART³ goals and report on student progress.
- The school works with internal and external stakeholders to provide learning environments and targeted support for students in the small group programs. Allied health, inclusion, and targeted support teams are involved in capacity building for staff at all levels and provide consultation on necessary adjustments.
- The small group classroom environments have key signage to support safe engagement. Staff members identify that safety and transparency of practice are areas for continual development and that induction practices and information sharing are key to the success and wellbeing of all.
- Culturally safe practice is supported and encouraged by the school's leadership team. The staff provides culturally appropriate adjustments to classroom and school environments.
- Teachers confidently identify the specific academic and wellbeing needs of their students. Elaboration on adjustments being made to meet these needs by supporting participation and academic success were not widely evident to the reviewers.
- Some teams report use of smaller group instruction following core teaching to catch students who require support. This is 'just in time' intervention rather than strategic support for identified students.

³ Setting SMART goals is a way for teachers to improve performance. SMART is an acronym for specific, measurable, attainable, relevant, and time-bound [goals].

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 leadership team has driven a strong improvement agenda for building print-rich, student-centred classrooms as the ‘third teacher’. All classrooms evidence Bump It Up⁴, PBL, inquiry, maths, and word walls. Students identify using the walls to help them with their learning. Parents articulate the pride students share in having their work visible on the walls and the value this holds.
- The school has engaged educational experts to support their pedagogical journey and provide an evidence-based approach to change. An educational consultant has worked as a critical friend with the school to improve spelling practices and develop word-conscious classrooms throughout 2021-2023.
- The school implements an inquiry approach to learning. In 2022 the school began refining its pedagogical approach through a united commitment to delivering CBI. Whole-school professional learning has been undertaken through in-house workshops and collective reading of evidence-based texts. The commitment of leaders and teachers to this pedagogy is evident.
- Students, staff members, and parents articulate the school’s PRIDE values and the PBL expectations of “We are safe, we are respectful, we are learners”. PBL has been implemented for classroom and non-classroom specific settings. There is school-wide understanding of, and commitment to, how this supports student engagement and provides a platform for universal and responsive teaching.
- Learning intentions and success criteria are visible in many planning documents and classroom environments. There is variability across cohorts in how these are delivered and referenced.
- Some teachers express high expectations of learning for every child. This was not evident school wide. Students are supported to set learning goals and are provided with feedback on their progress and achievement. The senior students spoke to the reviewers about how goals are developed and tracked.
- The emphasis on explicit teaching is maintained alongside the transdisciplinary pedagogy of CBI.

⁴ Bump It Up walls are visual learning classroom displays which allow students to track their learning progress in various learning areas.

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

- Leaders at Palmerston District Primary School are committed to the value of community partnerships in supporting learning and teaching at the school.
- The key partnership is with parents, carers, and families. Families report that while Covid-related restrictions in recent years have curtailed many activities, families, leaders, and staff members are enthusiastic about being able to resume full engagement and participation in school life.
- A small group of highly committed parents forms the nucleus of the School Board and the Parents and Citizens Association (P&C). Vacant positions, especially in the P&C, are of concern to school and parent leaders who are seeking ways to re-engage the community in these endeavours.
- Physical education teachers at Palmerston, Gunghalin College, and Harrison School have developed a sustained, mutually beneficial partnership through which year 10, 11 and 12 students from the secondary schools gain leadership, tutoring, and coaching experience while providing a range of sporting opportunities to Palmerston students.
- Gunghalin Eagles Rugby Union Club has engaged with Palmerston District Primary School in providing after-school sessions for students, with the support of Eagles and ACT Brumbies players. As a result, there has been increased engagement by young people in the club's teams and in sporting activities more generally.
- Through its provider, Communities at Work, the outside school hours care (OSHC) centre works with the school to engage the students who utilise these services in a seamless experience across the day. Consistency is developed through regular meetings, using the school's PBL framework, as well as close alignment with the preschool program.
- Engagement with members of the First Nations community is evident through the high visibility of respectful cultural integrity iconography across and throughout the school.
- The school has close working arrangements with directorate-based services such as Health Access at Schools (HAAS), inclusion coaches, and the occupational violence and complex case management team.
- Supportive shorter-term partnerships are developed as opportunities arise, including with ESO cyber safety liaison officer, Delta Dogs, Menslink and Fearless Women (for Year 5/6 students), and the Salvation Army. Often informal, these arrangements target the

enrichment of learning and engagement in school.

- Leaders acknowledge that the full potential of partnership as a strategy is yet to be fully realised and share an intention to further develop this area, especially in relation to monitoring effectiveness and impact on outcomes for students.

Commendations

Palmerston District Primary School is commended for:

- developing an inclusive and welcoming school environment where students, staff members, and families feel a strong sense of belonging, inclusivity, and connectedness.
- its PBL approach, which is deeply embedded and visible across the whole school.
- identifying an annual narrow and sharp priority focus, enabling an emphasis on resourcing of and enhancing professional knowledge about particular key aspects of its overall strategic direction.
- the care taken by leadership and the staff to support students and their families, gratefully acknowledged by parents and carers. This includes openness in providing feedback about learning progress and ready provision of support when necessary, including during remote learning throughout the pandemic.
- planning and delivering an innovative approach to supporting the wellbeing of students through resourcing the blue room and recharge room, providing wraparound support for the regulation and connection of students in learning and play times, and connecting to community supports and services. These activities are informed by evidence collection.
- investing significant time, resourcing, and learning into authentically embedding cultural perspectives of First Nations people and increasing the visibility of culture throughout the school.
- the strong improvement agenda driven by the leadership team for building print-rich, student-centred classrooms, as the 'third teacher'.

Affirmations

Palmerston District Primary School is affirmed for:

- the sharp and narrow focus of its 2023 Action Plan on two key priorities for school improvement: (a) to improve students' reading capabilities; and (b) to improve students' ability to connect with learning.
- the use of pre- and post-test data by a number of teachers to determine where students are in their learning, to plan next steps, and to evaluate the success of teaching by recording growth or regression.
- its partnerships with Gungahlin College, Harrison School, and the Gungahlin Eagles Rugby Union Club that provide a range of engagement and sporting opportunities to Palmerston students and mutual benefits to the other partners.
- informing its decisions about allocation of resources to support students with additional needs, such as the four small group programs, through the analysis of data, and other student information.
- the engagement of leaders, LSAs, and teachers in identifying and managing the individual learning needs of students, providing recommendations for action to inform teaching practice, and encouraging professional reflection.
- its use of the achievement standards of the Australian Curriculum to design, map, and report on learning at each year level through the CBI planning and explicit teaching of

literacy and numeracy.

- its emerging differentiated assessment practices to capture what students know and can do, and for information gathering about learning progress.
- the acknowledgement and celebration of staff successes and providing a range of opportunities for staff to pursue leadership and further learning.

Recommendations

- Build on existing policy and practice to develop a whole-school data plan that incorporates:
 - > the rationale for the collection and analysis of student academic, wellbeing, and other school data
 - > collective accountability for collection, analysis, use of, and monitoring of data
 - > the schedule of assessment and data collection, updated annually
 - > strategies for further enhancing the data literacy of all staff and their engagement with software and systems, as well as their capacity to use data as a basis for student learning.
- Consolidate current practices into a whole-school professional learning plan, updated annually, that aligns with the school's strategic priorities and budget, and includes:
 - > whole-school professional learning rationale and intent
 - > a focus on individual staff development through leadership opportunity, observation, feedback, mentoring, and coaching
 - > engaging all staff in the development of individual professional growth plans
 - > support for developing teacher capacity in implementing the school's embedded research-based pedagogical approaches and agreed practices
 - > monitoring the impact on learning at individual staff and whole-school levels.
- Collaboratively develop, document, and implement a coherent curriculum overview that is reflective of the expectations and needs of the school community; is accessible to all stakeholders; and summarises what is taught, assessed, and reported on. Ensure that the overview:
 - > is developmental and aligned within and across the years of schooling
 - > meets the needs of all students within each year level
 - > incorporates higher order thinking, cross curricula priorities, and general capabilities through all learning areas as active streams for learning
 - > includes a focus on ongoing professional learning, induction, collaboration, feedback, and monitoring.
- Continue to collaboratively build an agreed approach to differentiated teaching and learning that:
 - > underpins the way teachers plan for and target their teaching to continually adjust to the needs of individuals
 - > is characterised by the regular analysis and use of data to determine the barriers for learning of individual students

- > uses differentiated teaching as a strategy for ensuring that every student, including high achieving students, is engaged, challenged appropriately, and learning successfully.
- Undertake strategic policy development to establish, document, and evaluate partnerships that have the potential to enhance and impact student learning and wellbeing, including with:
 - > Parents, carers, and families
 - > First Nations and other community cultural connections
 - > businesses and community support agencies
 - > other educational institutions.