



ACT
Government
Education

Amaroo School

Report of Review, 2021

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Publication and independent Review Team details

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Report Date: 24 May 2021

Report of Review, 2021 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.

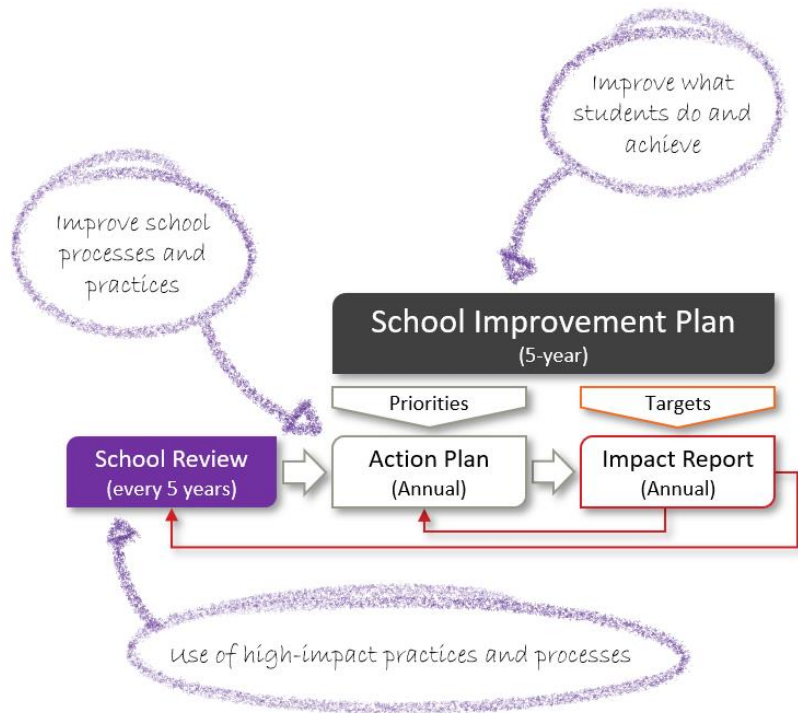
Through the lens of the NSIT, an internationally recognised framework for reviewing teaching and learning practices, reviewers gain an accurate picture of current school practices. During Review evidence provided by schools is considered alongside evidence gathered through consultation with staff, students, 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 Amaroo School goals are for every child to be challenged and supported to develop their talents and achieve their full potential, and to develop a strong sense of belonging and building a safe welcoming community for all. To achieve these goals, the school has taken action on all recommendations from its previous review.
- The School Improvement Plan is articulated across four areas, phased across five years. The broad areas of focus across this time have been: in 2017, operational/structural change to a two-sector school; in 2018, introduction of Curriculum alignment, wellbeing and engagement initiatives; in 2019, curriculum assessment, wellbeing and engagement initiatives; in 2020, developing pedagogical practices, data systems and in 2021 embedding pedagogy, wellbeing and data initiatives.
- Priorities articulated in annual Action Plans (APs) under these focus areas are to impact student outcomes in reading, numeracy and wellbeing and engagement through evidence based, best practice strategies. All teachers had good knowledge and high levels of involvement in the implementation of the key improvement strategies in engagement, wellbeing and reading.
- Explicit impact targets have been established based on percentage improvements from 2016 baseline data in: student and staff perception surveys to be above ACT like school averages; an increase in PIPS reading and maths results and an increase in expected NAPLAN growth in reading and numeracy. The leadership team has high levels of data literacy and analyses and triangulates data to inform decision making. They have good knowledge of school performance data trends over a number of years.
- Leaders reported that School Improvement Plan targets originally set were not meaningful as they were not the right measures for the improvement initiatives undertaken. Aligned target setting has not been a driver of improvement. However, leaders and teaching teams commonly use progress towards school established benchmarks to measure impact for the school, cohorts and for individual students.
- Amaroo School informs its parents of the improvement journey priorities through the school website, newsletters, and handbook and also, through School Board and P&C presentations, discussions and feedback using progress data. Strategies to support the wider community to engage with school achievement priorities and growth data are not yet evident.
- A school-wide commitment to every student's success is evidenced through the curriculum offerings, intervention support and through ensuring learning and wellbeing are monitored to inform timely intervention.
- High expectations are evidenced in the structures and systems in place and are expressed

in school documentation. The explicit vision of the school is also highly evident in the school's Journey of a Learner at Amaroo school statements across different year levels.

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

- Amaroo School has developed an Assessment Framework which includes the school's Data Plan. This describes the range of national, system and school-based data sets collected, the timing of assessments, staff responsibilities for analysis, triangulation, and dissemination. A school-specific Data Tool has been developed and is accessible to all staff. This is referenced in classrooms and Professional Learning Team (PLT) meetings.
- The Data Plan includes: A-E Grades, report comments, work habits, behaviours, social and emotional and well-being information and personal and social capabilities. The Data Plan also includes NAPLAN, Progressive Achievement Tests (PAT), well-being information, stakeholder perception surveys, attendance, and positive and negative incident data. This can be in the form of spreadsheets, Google documents and hand-written notes.
- Predominately teachers use a range of formative classroom and cohort assessments.
- The Principals, Deputy Principals, and the SLCs are developing expertise in data analysis and offer staff professional learning to build data literacy.
- School leaders meet weekly with the Wellbeing and Engagement team, providing timely academic, behavioural, well-being and attendance information about individual students to support a case management approach. Annual student profiles provide relevant wellbeing information, strengths, interest, and hobbies, which are kept current through these meetings.
- In PLTs, the School Leader Cs (SLCs) lead their staff through reviews of a range of data outlined in the Data Plan to develop SMART goals and aligned pedagogical approaches. Staff report consistency in these meetings regarding discussions on how the data will inform future actions for learning and teaching.
- The transition of students each year is supported by the use of information in individual Yellow Assessment folders described by teachers as helpful in getting to know their incoming students. The school provides opportunities for the exchange of these details between some year levels.
- Benchmarks, reading and EAL/D data walls are a feature of practice in the primary sector. This data is referenced in PLT and teacher planning meetings. School based data sets against benchmarks shows positive trends.
- Parents are informed of general school NAPLAN trends in the newsletter each year.

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

- Amaroo School maintains a focus on equitable and inclusive educational practices through its core values based on 'safe, respectful, responsible learners'. These are visible across the campus and underpin the expected behaviours for all stakeholders. They were well known by students.
- Most parents reflected a high level of trust in the school and the senior leadership team. Greater accountability has also resulted in an increase in school pride. Parents are welcomed as partners in their child's learning.
- All stakeholders acknowledged that the implementation of Positive Behaviours for Learning (PBL) over the life of the School Improvement Plan has resulted in significant improvement in behaviour. A well-articulated Response To Intervention (RTI) approach with tiered levels of support has been developed. This has enabled a greater emphasis on quality learning.
- Staff feedback to reviewers and perception survey responses show high levels of satisfaction and staff morale.
- Positive rewards earned by students demonstrating elements of the school values have reinforced caring and respectful relationships. Students in the primary classes accumulate personal tokens while secondary students accumulate points through a punch card system. This has encouraged a greater sense of belonging and house spirit. The success of PBL at Amaroo School is recognised system wide, and video resources as exemplars are being shared across the community and ACT Education Directorate.
- The school has been proactive in implementing a large variety of support and intervention programs which privilege pastoral care. P-10, Well-being and Engagement teams facilitate this work. In secondary, student well-being hub staff support the wider teaching staff with the implementation of wellbeing programs delivered in weekly AmCare contact. Intervention specialists, Literacy Action Plan and EAL/D resource teachers support primary students. All students in Primary have a personal buddy in secondary and they come together to celebrate whole school events and assemblies.
- Parents describe they have easy access to the extensive wellbeing support staff across the school.
- SEESAW provides a platform for regular engagement between teachers and parents in P-6 for the sharing of individual academic achievement and progress.
- Student leadership and enrichment opportunities are extensive. They include junior and

senior school captains, SRC, Green Team, 9-10 SL@AM helpers, LEADAS¹, PEARLS, school bands, girls' STEM (Science, Technology, Engineering and Mathematics) and Tournament of the Minds.

- Creative timetabling at break times has allowed greater utilisation of the playground and supported sector safe age-appropriate access.
- To proactively increase student attendance and develop strong family relationships, Amaroo school operates a school bus pick-up service for identified families called AmBus.

¹ Health and Physical Education elective subjects

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

- As Canberra's largest school, Amaroo School has been strategic in its use of school resources to maximise learning and wellbeing outcomes for its students and families.
- The school has paid attention to developing data bases and data tools which enable easy access to combined student wellbeing and achievement data over time. These are used systematically to assist in identifying student needs.
- Amaroo School prioritises the flexible provision of resources for the student well-being hub, including physical spaces and human resources. The school worked with deliberate intent to centralise staff, maximising resources for wellbeing advice for students and families. The hub houses the Secondary School Pastoral Care executive, Indigenous Education officer, youth worker and psychologists. Students report they appreciate being able to drop in and access specific services by making an on-line appointment with staff.
- School wide processes are clearly outlined in the RTI infographic and sector specific processes are outlined on the wellbeing and intervention website, the 7-10 website, handbooks, the P-6 student focus referral form and in the school's service provision statement.
- The school has established the Diamond Program for Disability Education and Inclusion support which includes six Learning Support units, 29 Learning Support Assistant (LSA) educators, the AmFlex program for years 7-10 Literacy Numeracy Intervention, the Apollo Program for gifted and talented students, EAL/D teachers, and support at preschool.
- The Transition Program is supported by a detailed timeline and action plan to identify and respond to the large number of students new to the school in year 7 and to those students moving from the Primary sector to the High School sector. Preparation for transition to college and employment is enabled through Career teachers' allocations.
- Significant resources have been allocated to support the implementation strategies from School Improvement Plans. One example is the school's introduction of PBL and the introduction of a uniquely designed school leadership structure for their large two sector school. This includes an Executive principal and principals for each school sector.
- There was evidence that classroom spaces are being used in highly flexible ways to maximise learning for classes, groups, and individuals. School buildings are often accessed by community groups.
- Amaroo School ICT infrastructure is contemporary and well maintained by technicians to support administration, shared access, and the flexible delivery of curriculum.

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 school has found creative ways to build a school-wide, professional team of highly able teachers, including teachers who take an active leadership role. The Executive Team is an example of how leadership is distributed and serves as evidence of the professional development and mentoring of staff. There is a budgeted Professional Learning Plan which describes how professional learning is differentiated for staff.
- Clear procedures are in place to encourage a school-wide, shared responsibility for the management of behaviour to allow for productive student learning.
- The school has documented processes outlined in the staff handbook *The Amaroo Atlas* for teacher feedback emerging from formal and informal classroom observations, mentoring, and teacher collaborations.
- The school is working towards developing a culture of continuous professional improvement that includes classroom-based behaviour management focussing on learning outcomes. This culture is actively promoted by the Principals, the Deputy Principals and SLCs who model and are fully involved in teacher learning.
- The development of the school as a Professional Learning Community (PLC) and the PLT meetings is allowing for a greater focus on student learning outcomes and for distributed leadership.
- Teachers report that the diverse professional learning offerings and the PLTs develop them as teachers and improve their teaching and student learning. Early career teachers report that the weekly meetings and the diverse program which covers research, cultural inclusion, PLC and Classroom Behaviours and Management creates professional but rewarding challenge.
- Best practice in teaching and learning is consistently modelled and showcased, formally and informally through professional learning days, PLTs and the deliberate and careful construction of teaching teams.
- The teachers in the school are experts in the fields in which they teach. Those teaching outside of their immediate area of expertise, have high levels of confidence in teaching other fields and are eager to learn how to improve on their current teaching practices. Teachers and staff report feeling respected and supported as professionals and colleagues. The school expects all teachers to be highly committed to the continuous improvement of their own teaching and student learning.
- There is evidence that teachers, the principals, and other school leaders build relationships with the University of Canberra to engage and or access experts in pursuit

of their own learning development.

- The school has supported twelve teachers in their career development to receive Highly Accomplished and Lead Teacher status.
- An external consultant has mentored and coached SLCs and years 7-10 leaders since 2019, to build their instructional leadership capacity and this has had impact on how they work collaboratively with staff supporting professional growth.
- The school has paid attention to supporting teachers and leaders through their nominations for the ACT Teacher of the Year awards. One Primary teacher has been recognised as Teacher of the Year. Few Secondary teachers have been nominated as a finalist in these awards.
- Teachers value the opportunity to set goals on their performance and development.

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

- A conceptual framework for Future Focussed learning has been established and effectively used in curriculum planning P-6. Big Questions, cross curriculum perspectives, key learning areas, inquiry and guiding questions and resources are mapped.
- The systematic inclusion of future focused learning, cross curricular priorities and general capabilities into curriculum planning is emerging in years 7-10.
- The school has prioritised the development of a vertically scoped sequence of learning K-10. This is accompanied by the sector specific expected achievement standards and form the basis of programs of learning for each year level.
- Programs of learning map the learning intentions, the timeline for implementing learning, resources to be utilised and assessment. Planning for multiple modes of assessment is becoming a greater focus.
- Early Years Literacy Strategies K to 2 also include the first three of the 10 Essential Literacy Practices. The 10 Essential Literacy Strategies are being embedded K-6.
- Explicit strategies for planning the curriculum delivery to support a diverse range of learner needs is becoming routine. This includes strategies and tasks that specify the non-negotiables for the delivery of learning, articulation of pedagogical approaches and opportunities for formative assessment.
- Faculties and learning teams develop, maintain, and review the scope and sequence of learning. Curriculum documents are housed centrally in SAS and are being aligned to the reporting requirements of the Australian Curriculum outcomes. Some parents reported they would like to be provided with timely curriculum and assessment details across levels and faculties.
- Teacher assessment guidelines for reading have been developed in the primary school. Reading level trackers are regularly used to monitor reading growth K-6.
- The Preschool learning program embeds the Early Year Learning Framework (EYLF) and identifies the learning assets to be monitored and reported on. These are accompanied by achievement rubrics.
- A cross sectorial Cultural Integrity team supported by an Indigenous Education Officer collaborates and plans teacher Cultural Competency professional learning; identifies opportunities for inclusion of indigenous perspectives in learning programs; links local elders and expert partners in learning; develops an indigenous garden and celebrates significant events such as Reconciliation Day and NAIDOC (National Aborigines and Islanders Day Observance Committee) week. The 'Mura Burranda Room' provides a

whole school resource that supports Aboriginal and Torres Strait Islander learning approaches and artefacts.

- Careers information is delivered through AmCares teachers to their pastoral care groups. They are responsible for developing Pathways Plans and years 9-10 future focused Pathways Profiles.
- A strong transition to college relationship exists with Gungahlin College who meet with groups and individual students. Students were involved in the Gungahlin HotStart program in 2020.
- A small number of work experience placements, school-based apprenticeships and traineeships are negotiated for individual students at year 10. There are opportunities for year 9 students to opt into work placements on a case-by-case basis.
- The newly established website 'Amaroo School Careers and Work Experience' provides teachers with resources and information. Communication portals for students and parents facilitate communication and the sharing of careers information.

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

- The school leadership team provides support through PLT meetings for teachers to monitor the progress of individual students. Teachers reference planning documents that identify the progress students have made and also record learning difficulties. School leaders work with teaching teams to establish engaging and challenging classroom activities and a range of assessments to meet levels of need, interests, and aspirations.
- Amaroo school prioritises the systematic use of both standardised and teacher developed assessment tools to identify the learning needs of individual students. There is evidence of documentation in a number of formats identifying the current knowledge and skills of students. Examples of documented planning and programming include evidence of core, support, and extension opportunities for students.
- The use of learning intentions and the co-construction of success criteria by some teachers supports students to access differentiated assessments. The use of quality rubrics is common practice across the school as is the use of a range of strategies to check for learning.
- The school has enacted a range of approaches to flexibly cater for students. Staff display a willingness to grow their capabilities in differentiating teaching and learning. Primary School leaders and teachers explicitly referenced the Murdoch Inquiry approach and small group learning.
- Easily accessible whole school data sets are used by teachers to establish where students are in their learning. These data sets are in a number of different formats and staff are developing confidence in using the data to differentiate for student learning.
- Teachers collaborate in PLT meetings using a disciplined dialogue approach in data and moderation discussions. This was strongly evident in the Primary sector.
- Individual Learning Improvement Plans for targeted students inform the work of education assistants and teachers.
- The aim of teachers is to transition identified students from LSU and AmFlex classes into mainstream classes.
- Many teachers group students in small groups within and across classes to support individual learning needs. There is evidence of pre and post assessments developed and used by teaching teams. Anecdotal records and formative assessment strategies are used to monitor learning.
- Student goal setting and reflection informs semester reporting procedures and is more strongly evident in the primary sector.

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 principals and school leadership team have clear and well-known positions on the types of effective teaching strategies to be used. School leaders, including the principals, spend time working with teachers, providing feedback on teaching and as a result, teachers are confident they grow professionally.
- Amaroo school has articulated research informed and evidence based Pedagogical Frameworks P-6 and 7-10 that guide learning in collaboration with teachers. The frameworks include literacy, numeracy and future focused learning and outline key strategies that will enhance consistency of delivery. The school leadership team keeps abreast of research on effective teaching strategies.
- In the High School 7-10 setting, the school developed core beliefs and practices statements which are displayed on a 'describing wheel' across 4 areas, one of which was pedagogy. The common pedagogical approach includes the use of learning intentions, success criteria and feedback. This is evident in many observed classroom practices across the school and in staff discourse.
- In primary (K-6) a common pedagogical approach aligned to core beliefs and practices was clearly evident with 10 Essential Literacy Strategies, professional learning leading to the embedded implementation of strategies 1, 2 and 3, and learner assets across all classrooms. A focus on learner skills and dispositions across different cohorts was evident.
- Leaders speak confidently about practice and a spiral of inquiry model is used by them to support action research to increase pedagogical knowledge.
- Preschool has taken on clear evidence-based guidance from supports such as NSET and other professionals regarding pedagogy. Goals are displayed clearly for the whole community and could be clearly articulated.
- School leaders are committed to driving a range of evidence-based teaching strategies with staff being involved in regular feedback cycles to improve teacher practice and build collective capacity. There is an openness and enthusiasm from teachers across the school for this collaborative coaching and mentoring, especially team teaching and peer feedback.
- Leaders' strategic placement and matching of mentor pairs is recognised and acknowledged with staff valuing the quality of feedback on their practice. This creates learning environments in which students are engaged, feel safe and are supported.
- Inquiry pedagogy informs future focused learning design. The use of some Backwards by Design planning was evident.

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

- A long standing and highly valued partnership has been established between Amaroo School and the Smith Family. This partnership has been sustained and is aligned to the school priority area of student wellbeing and engagement. It provides significant support for identified families that the school would be otherwise unable to access. A Memorandum of Understanding (MOU) outlines the objectives for this partnership which is evaluated annually using student attendance and wellbeing data for participating students. Some parents have a well-established relationship with Smith Family workers and make direct contact support requests.
- Amaroo School has an active School Board and affiliated P&C who are instrumental in maintaining parent involvement and cohesion as well as in raising significant school funds.
- The internal capacity of the school to provide support services as the needs of students and families increased, due to growth and demographic change, was the catalyst for the identification of a greater number of partnerships aligned to improvement priorities. Consideration was given to the expertise already available in the school.
- Amaroo School has curated its partnerships, into the areas of 'Parent', 'Education' and 'Wellbeing'. They present positive satisfaction perception data as a measure of impact. Specifically:
 - > Parent partnerships established to involve and support parents in their child's learning are extensive. Examples include parent pop-ins, STEM, Literacy and Numeracy workshops and volunteers and Amaroo Angels.
 - > Education partnerships primarily include the school as being a University of Canberra Affiliated School which builds the instructional capacity of leaders and teachers as well providing access to recruitment of specific early career teachers. Amaroo school regularly hosts Pedagogical Content Knowledge (PCK) clinics where preservice teachers develop learning to support school curriculum implementation. There is currently strong involvement in the primary sector.
 - > Wellbeing partnership for cohort, small group, and targeted individual support with external agencies, for example Menslink, Y-Engage, Youth and Mental Health and Anglicare Care are some of the many highly valued relationships which have been maintained.

- The school actively sources scholarships for attendance at Canberra Institute of Technology courses.
- A school Breakfast club is run by staff, supported by local businesses for the large number of students who attend the program each week.

Commendations

- The school leadership team, supported by a highly committed staff, have created a strong collegial culture of purposeful learning where all students are expected to learn and achieve.
- High levels of trust across the community and a common purpose underpinned by the well-known and executed set of school values have reinforced a strong sense of pride and belonging in the school.
- PBL has continued to strengthen well-being and connection to the school creating a safe and inclusive environment.
- The significant investment in specialist human resources and creative use of the physical learning environment is supporting the diverse well-being and learning needs of students. This has resulted in a calmer and more focused approach to learning.
- Amaroo School has created a welcoming, harmonious, and inclusive environment where students are well-known and valued. There is a demonstrated understanding by all staff that the key to successful learning is through positive and caring relationships.
- The school's Strategic Plan identifies the improvement priority of wellbeing and engagement. This is reflected in many partnerships and relationships that bring extra resources to the school through a wide range of service providers, curriculum, and co-curricular offerings.
- The principals and leadership team are united and committed to improving learning and wellbeing outcomes. They have paid close attention to articulating improvement priorities over time to build cohesion and aligned practices.
- The student well-being team reaches out to students and external providers in a coordinated way to maximise impact.
- The school has a range of accessible data tools and sets that enable school leaders, teachers, and school staff to make informed judgements about trends in student learning. School leaders continuously refine and update these data sets so that the information is timely.
- The school leadership through actions, data analysis, professional learning and the school structures and policies places value on teachers and support staff being experts in the fields in which they teach or work.
- The building of teacher and leadership capacity in teaching teams in the use of the first of the 10 Essential Literacy Practices and the Inquiry model is to be commended.
- The commitment to the development of Amaroo school as a professional learning community is characterised by teamwork and opportunities for classroom-based learning and mentoring that builds teams of highly able teachers.
- Significant human resource allocations, intervention and support strategies enable the school to flexibly respond to more highly able students and a large number of students with identified needs.
- Significant development in the co-construction of curriculum has occurred over the life of the last School Improvement Plan. This includes the vertical and horizontal mapping of the curriculum plan inclusive of the Achievement Standards.

Affirmations

- Increasing levels of student engagement and rigour in learning outcomes is enabling opportunities for greater depth and challenge for students. Parents acknowledged and welcomed the opportunity to work collaboratively with teachers as partners in their children's learning.
- The school offers teachers a range of valued leadership opportunities and supports them through professional learning and mentoring to build their leadership skills.
- The development of a culture of continuous research-based professional improvement that includes a growing focus on how students learn and pedagogical approaches to support the journey of a learner.
- The commencement of cultural integrity action planning, appointment of the IEO, and plans for engaging with the Aboriginal and Torres Strait Island community provide a solid foundation to continue work on cultural competence across the school.
- The school's systematic and context driven collection of data is extensive and provides multiple opportunities for staff to discuss and use the information to inform teaching and learning for individual students at several levels.
- The school has a range of partnerships with community groups and educational institutions which are mutually beneficial, and which can be developed into rich learning experiences for all of the students involved.

Recommendations

- In the development of the next narrow and sharp Improvement Plan for Amaroo school, set explicit targets for student achievement that can be measured, actioned by teachers, and rigorously monitored at regular intervals. These targets and progress towards the achievement of targets should be well communicated to families and the wider school community.
- Continue to build a data culture where the importance of using multiple sources of evidence to measure student growth is an ongoing priority P–10. Data should also be used to build a culture of self-evaluation with multiple opportunities for staff to reflect individually, within and across sectors and teams. Continue to build the sophisticated understanding of value-added data concepts through the lens of a professional learning community where differentiation is a feature of every teacher's practice.
- Build the capacity of all teachers and leaders to identify, understand and consistently implement evidence-based teaching strategies that have been demonstrated through research and practice to be highly effective. Establish formal coaching and lesson observation protocols to support and build teacher capability to critically review the effectiveness of their teaching and to make adjustments to practice based on the:
 - > agreed school pedagogies

- > academic growth of students
- > identified achievement targets for priority groups and individual students.
- Continue to ensure that the principals and leaders build collective capacity by providing teachers with regular opportunities to learn with and from each other. Monitor the implementation and effectiveness of coaching and mentoring systems and structures.
- Continue to develop a vertically aligned K-10 plan for curriculum planning and delivery characterised by:
 - > a strong focus on the general capabilities and cross-curricular skills and attributes which are understood, valued, and used as active learning streams for all students
 - > opportunities for deep learning by emphasising underlying principles, concepts, and big ideas
 - > agreed and shared expectations for how programs of learning will be developed, documented, and enacted from the authorised curriculum reflecting learning experiences that are tailored to students' interests, levels of readiness and need.
- Establish strategic school community partnerships that are aligned to the priorities contained within the new school strategic plan. The plan has clearly stated objectives that express the improved learning and wellbeing measures of success and impact to be achieved through the partnership. Initiatives and programs should be systematically evaluated for their effectiveness in achieving desired learning outcomes.