



ACT
Government
Education

Garran Primary School

Report of Review, 2022

This page left intentionally blank.

Publication and independent Review Team details

Date of School Review: 1, 2, 3 and 4 August 2022

Principal of Review School: Jenny Priest

National School Improvement Tool Review Report prepared by:

- Lead Reviewer: Ron Bamford, *ACER Senior School Improvement Consultant*
- ACT Review Team members: 1. Prue Gill, *ACT Education Directorate Co-Reviewer*
2. Murray Bruce, *ACT Education Directorate Co-Reviewer*

Report Date: 4 August 2022

Report of Review, 2022 prepared by:

ACT Government Education Directorate
Education Services Division, School Improvement Branch

Report Date: [DD] [MONTH] 2022

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.

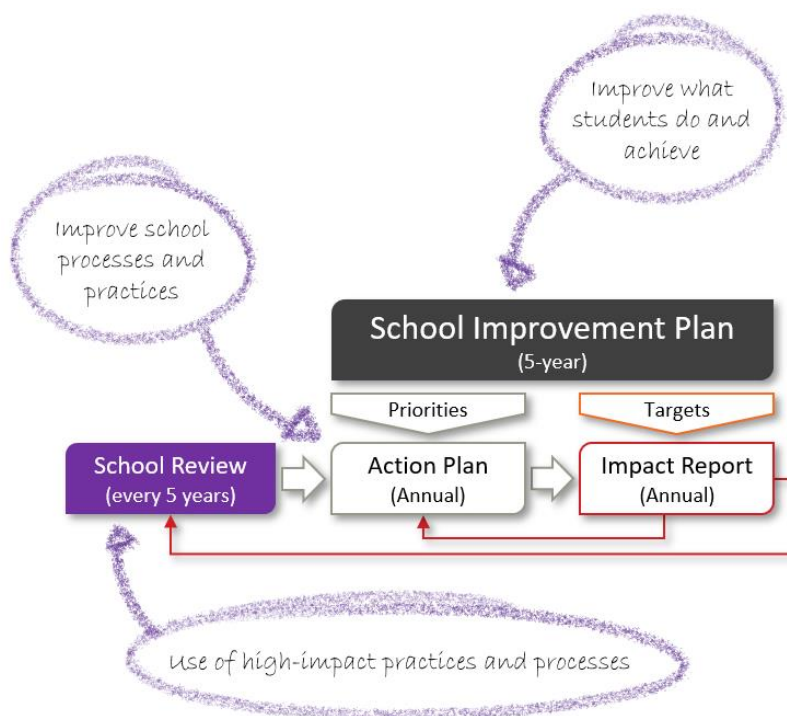
Following Review, the school receives a planning report, which is used as an internal working document, outlining key findings and recommended strategies for continued school improvement. The Education Directorate uses this planning report as a basis for the final *Report of Review* provided to school 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 leadership team has had an ongoing relationship with an external data coach to assist members in analysing school-wide data to set and track Garran Primary School improvement initiatives. There is evidence that analysis of school-wide data has been shared with the Board and Parents and Citizens Association (P&C) in the development of the *Garran Primary School Strategic Plan 2018-2022*.
- The strategic plan outlines the two broad goals of: a strong academic growth and achievement for every child; and consistency of approach for student support. The academic growth goal has targets relating to NAPLAN growth being consistent with or better than like schools, and Kindergarten to Year 2 students exceeding the PM Benchmark.¹ The student support goal has a high level of engagement as one of its targets.
- Annual action plans for each year follow the strategic plan. Key areas within the annual plans have implementation plans.
- The school forms future innovative teams (FITs) for each key area of school improvement. Initially, all teachers were expected to be a member of one team. Over time, the focus and makeup of the FITs evolved to suit each annual action plan. Staff appreciate the ability to influence school direction. The strategies adopted by each team document evidenced-based strategies referencing national and international research.
- Board reports provide school achievement data against ACT averages. Impact reports for each year track Garran Primary School performance against statistically similar schools. Board reports in newsletters and in P&C meetings outline progress towards strategic goals. All reports are located on the school website. Board members articulate that they and other community members had an active involvement in the initial school planning process through an ACT Education Directorate facilitator. Ongoing planning discussions with the principal have been inclusive.
- All staff cite writing and student wellbeing as their understanding of the strategic agenda. All staff celebrate the success of the writing priority on student outcomes but are less clear on the impact of the student wellbeing priority. Without exception, all staff demonstrate their strong and optimistic commitment to implementing the agreed school improvement agenda, particularly in writing, by participating in frequent conversations

¹ 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.

and training and reviewing their own practice in achieving stated outcomes.

- Past and present P&C members verify their involvement in the strategic-planning process. They feel that the leadership team provides very informative ongoing reports on school performance in the strategic plan.

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 Garran Primary School Data Plan outlines the annual expectation for the collection, analysis and communication of academic and wellbeing data to support decision making. The school is working to ensure the data plan is inclusive of all areas of the curriculum.
- The data plan is reviewed by a data team that is focused on supporting teachers with ready access to data for collaborative discussions on teaching and learning.
- High-level data are stored on the ACT Education Directorate's databases and PAT² online. The data plan is also supported by school-level data trackers which allow easy access to current and historical data to examine growth.
- The review team has evidenced a consistent and strong use of data by teachers to evaluate student growth. Much of the data discussion is held in whole-school FITs or at the team level. Team minutes and teacher interviews demonstrate a regular analysis of student growth in PAT, NAPLAN, BASE³ Garran Anecdotal and Tracking/Evidence (GATEway), data trackers, SENA⁴ conferencing documents, pre- and post-tests and assessments. Staff demonstrate a common belief that data support successful teaching and learning.
- While the ability of staff to analyse data varies across the school, an instructional coach has been strategically employed to conduct fortnightly Curriculum Chats with teachers in each team. This aims to help them learn to analyse student data to reflect on their teaching. Teachers universally speak about the usefulness of this strategy.
- In previous years, teachers have used data to support collaborative passion projects (action learning) that were shared and celebrated with all staff.
- The leadership team has a long-term relationship with an external data coach to support the analysis of available school-level data, including the performance of priority groups. Minutes demonstrate that these data are analysed in whole-school discussions. One example is the analysis of pre-Primary and Kindergarten reading data, prompting reading intervention programs in Kindergarten and Year 1.
- School-level satisfaction surveys are used by the leadership team to develop and monitor improvement strategies.
- Many examples are evident of where school-level performance data are communicated

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

³ BASE provides an online lesson-based approach to social emotional learning.

⁴ SENA is the Schedule for Early Number Assessment. The assessment provides teachers with information on students' understanding of number formation and strategies used to solve problems.

to the community. P&C members interviewed say that the principal and other school leaders often share a wide range of school data with the association.

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 ACT Education Directorate issues annual parent, staff and student surveys to assess the culture in each school. Data tracking and analysis of these data over time reveal a strong, positive change in school culture. Garran Primary School survey results for all stakeholders in all items are higher than the average of other schools of similar type. In many items within the survey, the school climate is significantly above like schools.
- During the life of the previous strategic plan, the school has had a focus on student academic rigor and wellbeing. Data relating to these goals suggest that the school now has strong processes in place. Student interviews confirm a high expectation of academic and wellbeing outcomes for all learners.
- The school has a consistent process for managing and supporting student behaviour built on the school values of versatility, respect and responsibility. During classroom walk-throughs, the review team has observed, in all classes, purposeful learning with no disruptions. Students are highly engaged.
- All parents, staff and students demonstrate in interviews a strong pride and ownership of their school. The P&C representatives describe high levels of trust in the school and its staff. Staff describe a high level of trust in the school's leadership.
- Because of the recent pandemic, access to the school has been restricted and this has diminished a reported high level of parental partnership in schooling. Teachers have used electronic communication with parents using Seesaw⁵ email and websites. However, this has not completely replaced the previously successful parent forums and information sessions to engage family support in various education initiatives of the school. The P&C has recently developed a five-year community engagement project to foster strategies to recapture and further support engagement across a culturally diverse community with a central aim of improving student outcomes.
- Interviews with all staff demonstrate an ongoing high level of cohesiveness and morale, despite the difficulties presented by the pandemic. Teachers provide many examples of where they worked with colleagues to improve practice to increase student learning. The leadership team has implemented several strategies, including the provision of extra time and resources, to support an ongoing strong, collegiate culture.

⁵ Seesaw is a platform for engagement and communication.

NSIT Domain 4: Targeted use of school resources

Domain descriptor

The school applies its resources (staff time, expertise, funds, facilities, materials) in a targeted manner to meet the learning and wellbeing needs of all students. It has school-wide policies, practices and programs in place to assist in identifying and addressing student needs. Flexible structures and processes enable the school to respond appropriately to the needs of individual learners.

Findings

- The school has been strategic in its use of resources to support the improvement agenda. Examples of this include the creation of an instructional leader role, early-career coordinator, cultural integrity coordinators and curriculum coaches.
- Prior to the pandemic, Garran aligned teacher release so that year-level teams could meet for Curriculum Chats with the instructional leader during school time. All teachers appreciate this resourcing decision. During the pandemic, Garran has continued to ensure there is dedicated time for staff to attend Curriculum Chats after school. In addition, the school provides four dedicated curriculum-planning days each year for each team.
- The school has purchased and uses a variety of tests and surveys including CoGAT⁶ PAT and ACER Wellbeing to support and validate where it needs to target resources. There is a designated special needs team that has developed a tracking spreadsheet to systematically monitor every student across the school. A case-management approach to identifying and responding to needs is established. The student-support tracker identifies learners' achievements and progress and is regularly updated.
- Processes are in place to identify and respond to student needs, including those of gifted learners. Staff describe a comprehensive process for identifying students for the accelerated learning program (ALP).
- The ALP teachers are provided with professional learning including the Graduate Certificate in Gifted Education (COGE) and Mini COGE.
- Resources are also allocated to deliver a range of intervention strategies for students who require additional support, including the Kindergarten and Year 1 intervention programs.
- A small-group program is resourced with a specialist teacher and two learning support assistants (LSAs). Support is provided to teachers when students are in mainstream classes to ensure all learners have help.
- Processes and support from the EAL/D coordinator are in place to help the English as an Additional Language or Dialect (EAL/D) students.
- Specialist teachers in the arts and Indonesian complement classroom programs.
- The physical classroom spaces are organised flexibly with a variety of breakout spaces for students to maximise learning. Information technology is available to support all students across the school.

⁶ ACER Cognitive Abilities Test.

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 review team has observed a strong personal commitment of all staff to improve practice and expertise at the individual, team and whole-school levels.
- The leadership team has been very intentional in building capacity in all members of staff. This is documented through the school's Teaching and Learning Framework, which is underpinned by the variety of sophisticated frameworks that drive a school-wide, self-reflective culture on improving teaching.
- School leaders provide ongoing professional learning, coaching and mentoring of all staff that is focused on improving classroom teaching, and participate in activities alongside teachers.
- Teachers take part in a comprehensive peer-feedback program which involves filming and sharing progress with the team. The coaching and peer-feedback models are embedded into their practice and directly link back to the improvement agenda and Australian Institute for Teaching and School Leadership teacher standards.
- Curriculum Chats are embedded in teachers' practice. There is a high level of collective efficacy, with teachers working collaboratively to plan and review lessons, sharing individual learning goals and student data.
- There is evidence of high levels of professional trust and psychological safety between all staff in the school. Staff report that the support they receive from one another and leaders is a highly valued feature of the school.
- The school has developed its belief around literacy and numeracy practices, and these are evident in teachers' practice, curriculum documents, student work and the physical classroom.
- Teachers value the expertise and collegiality of staff, regularly engaging in the register of expertise or accessing the Garran Guru Guide for support or improvement.
- The school provides opportunities for teachers to take on leadership roles outside the classroom in areas of expertise and/or passion across a range of initiatives, as well as opportunities for team leader roles.
- Induction processes are clearly defined, and an individualised approach determined through coaching conversations supports new staff. The school has documented timelines to support induction and it is led by the early-career coordinator.

- The staff speak positively about the action research projects⁷ that they completed prior to the pandemic to formally share and celebrate inquiry learning.
- The school supports and encourages teachers to continue formal study and obtain their Master of Education, COGE and Mini COGE.

⁷ Action research projects provide professional learning opportunities for educators to engage with evidence-based research to improve teaching and promote collaborative change.

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

- Staff place a very high priority on delivery learning that aligns to the Australian Curriculum Framework. Teachers demonstrate a high level of understanding and experience in how to skilfully use the Australian Curriculum achievement standards to guide the development of learning programs.
- There are multiple layers to the curriculum documentation. Philosophy-based statements are supported by research and evidence. These have guided the scope and sequences in English, mathematics and integrated units. Documents have been co-constructed with staff and this has strengthened their implementation.
- The school reports against achievement standards using the Australian Curriculum assessment and reporting processes to identify what and when assessments are performed for each year level. Rubrics are used to guide assessment in many learning areas and moderation occurs frequently in teams to ensure consistency.
- GATEway is highly valued by staff and supports them in their curriculum planning, assessment and moderation.
- Teachers are provided with opportunities to collaboratively plan, and they indicate how valuable it is to be able to co-construct the teaching program.
- Learning intentions and success criteria are consistently used across the school to articulate to students what they are learning and how they will know if they have been successful.
- Garran has developed a mathematics proforma that is used across the school. This allows teachers to plan for the various levels within groups and is supported by the How It Works Mathematics document.
- Teachers use planned pre-tests to determine starting points in learning. Formative and post-assessments are planned to enable students to demonstrate their knowledge, understanding and skill.
- Teachers regularly conference with students, developing their individual goals. These are used to guide their teaching, adjusting as needed.
- Students with identified needs are provided with individualised curriculum aligned to their individual learning plan (ILP).
- Overviews of the units are shared with families. Seesaw is used to communicate student learning goals and the steps needed to achieve them.
- The school is in the beginning stages of its cultural integrity journey.

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 work collaboratively and systematically to ensure that all students, including high-achieving learners, are appropriately engaged, challenged and extended. This is done by designing many classroom activities to meet students' learning needs, levels of readiness, interests, aspirations and inspirations.
- The school approach to differentiation is comprehensively outlined in the How It Works Lesson Adaptation (Differentiation) booklet.
- Across the school, differentiation practices include: tiered questions within integrated curriculum units and use of Webb's Depth of Knowledge⁸ levels, mathematics groups, English groups, ILPs, personalised learning plans (PLPs), use of Learning Sprints,⁹ use of pre- and post-tests, inclusion of core and extension activities in integrated unit plans, rubrics and timely feedback to students.
- Implementation of differentiated teaching practice is effectively supported through Curriculum Chats and the coaching and mentoring processes.
- Progress of individual students is monitored in team meetings. Teachers collaboratively reflect on students' progress and adjust teaching in response to data analysis. This process includes the systematic use of assessment instruments (standardised assessment tasks and teacher-developed assessment tools) to establish where individuals are in their learning and to identify skill gaps and misunderstandings.
- Teachers encourage students to self-assess and monitor progress against learning goals and rubrics. Students are also systematically taught about the learning process, including the learning pit¹⁰ to assist them in developing a metalanguage about their learning.
- Teachers consult with parents and students to ensure that reasonable adjustments are made to support students with disabilities and additional needs, including through the development of ILPs and PLPs.
- Communication with parents and families (for example, through Seesaw, the Parent Home Extension Curriculum Portal, term curriculum overviews and semester reports) provides information about students' progress and what parents might do to support their child's further learning.

⁸ Based on his 1997 study, Norman Webb's **Depth of Knowledge is a framework that categorises contexts – prompts, scenarios and challenges – into four levels of rigor**. As students progress through the DoK levels, they will face contexts in assessments that demand learning and thinking at deeper cognitive stages.

⁹ Learning Sprints allow learners to rapidly build competencies through short-burst, easily consumable content that combines learner choice with a focus on application.

¹⁰ Originally created by James Nottingham in 2007, the learning pit is part of what he calls a "learning challenge". It is a place that a child will be once they have a series of unresolved questions, due to thinking deeply about a certain topic. The child will then reach their learning goals once they have their questions answered.

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 establishes and communicates clear expectations regarding the use of consistent and effective teaching strategies throughout the school. The document *Because in Garran We Believe That ...* succinctly outlines expectations for teaching. The document *Garran PS Rigorous Pedagogical Practices Framework: practices of assessment / explicit teaching / feedback and questioning / goal setting and conferencing – differentiation* outlines in more detail endorsed pedagogical practices.
- The principal and other leaders have effective systems and processes to provide teachers with timely and relevant professional learning and constructive feedback on teaching. Systems and processes include classroom walk-throughs, Curriculum Chats and peer analysis of video vignettes.
- Consistent pedagogical practices are well supported through the systematic implementation from K-Year 6 of evidence-based programs: Daily 5 CAFÉ,¹¹ Seven Steps,¹² Middle Years Mental Computation (MYMC),¹³ Count Me in Too (CMIT)¹⁴ and Bounce Back!.¹⁵ Consistency of implementation is supported by a series of high-quality *How It Works...* booklets which are well used by teachers.
- School leaders actively promote a range of evidence-based strategies, including:
 - establishing a learning environment in which students are engaged, challenged, feel safe to take risks and are supported to learn. Specific strategies to achieve such a productive environment are elaborated in the document *Because At Garran We Believe That Quality, Rigorous Experiences Support Maximised Growth*, and are observable in classrooms throughout the school
 - making expectations for learning explicit through goal setting, modelling and providing visual guides on classroom walls (for example, Daily 5 and Seven Steps)
 - setting high expectations for every student through goal setting and conferencing

¹¹ *Daily 5 is a literacy framework that instils behaviours of independence, creates a classroom of highly engaged readers, writers and learners, and provides teachers with the time and structure to meet diverse student needs. The Literacy CAFE System provides teachers with a way to maximise student understanding of the four key components of successful reading through the use of the CAFE Menu. CAFE is an acronym for comprehension, accuracy, fluency and expand vocabulary.*

¹² *The Seven Steps program breaks down writing into seven core techniques that can be taught in less than 20 minutes a day.*

¹³ *This teacher resource describes a strategy to build the pedagogy of teachers to support the numeracy skills of students in years 3-8 in selected schools in the ACT.*

¹⁴ *Count Me In Too is an innovative numeracy project designed to assist teachers to broaden their knowledge of how children learn mathematics by focusing on the strategies students use to solve arithmetic tasks.*

¹⁵ *Bounce Back! is a multiple award-winning positive education approach to wellbeing, resilience and social-emotional learning for Primary school children.*

- setting high expectations for student growth (as referred to in the strategic plan goal: NAPLAN growth data)
- working to build students' belief in their own capacities to learn, including teaching the value of risking failure and avoiding perfectionism (for example, through Bounce Back! and growth mindset¹⁶ lessons).

¹⁶ *Students with a growth mindset believe that ability can change as a result of effort, perseverance and practice.*

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

- Three community members with high-level mathematical expertise work in partnership with the school to extend highly capable mathematics students. The expertise of these community members has also been shared with staff to extend their capability. Anecdotal evidence suggests the partnership is having a positive effect on students' mathematical outcomes.
- The school builds partnerships with parents and families to improve opportunities and outcomes for students. Examples include sharing of student learning through Seesaw, learning journeys, three-way conferences, Getting to Know You interviews, and discussions regarding ILPs and PLPs. A P&C project resulted in a community engagement officer to develop innovative ways of engaging parents and family members from diverse cultural backgrounds.
- While restrictions resulting from the pandemic have caused some partnerships to be temporarily discontinued, Garran Primary School has a strong history of partnerships with parents and community members with particular expertise. These partnerships have supported STEM extension activities, advanced mathematics and other specialised areas. These partnerships have often had a deliberate focus on enhancing student achievement in STEM.
- A community partnership resulted in the establishment of the Versatility Garden.
- Garran Primary School is affiliated with the University of Canberra and supports extended on-site learning programs for groups of pre-service teachers. This affiliation provides special access for Garran teachers to University of Canberra professional learning.
- Leaders are currently collaborating with leadership teams in Illinois Falls in the US and Ontario, Canada. This partnership is part of the Leading Educators Around the Planet (LEAP) initiative that supports international leadership mentoring.

Commendations

- Parents, students and staff at Garran Primary School express a strong sense of pride and belonging. Students, in particular, state that they feel very happy, fulfilled and safe.
- The leadership group has developed and is driving an explicit and detailed school improvement agenda. Staff are united in an optimistic commitment to improving the quality of teaching and learning throughout the school and in the belief that further improvement is possible.
- There is an outstanding culture built on high expectations, commitment to excellence and valuing of positive, caring relationships. There is an expectation that every student will learn and achieve positive outcomes.
- There has been significant growth in recent years in achieving the high level of trust. This has been the result of highly effective leadership in the school and within parent groups.
- Leaders and teachers are using national and international research on highly effective teaching strategies to drive improvement in the school.
- Curriculum Chats are a highly effective strategy in supporting teachers to analyse data and adopt school-wide teaching strategies to foster the growth of each and every child.
- There is an outstanding collegial culture throughout the school. Leaders and staff work shoulder to shoulder to support each other and grow as professionals. A comprehensive approach to professional learning ensures opportunities are resourced and targeted to support school-wide priorities and individual needs of staff.
- Resourcing is prioritised to support high-impact teaching and learning. This includes the creation of roles such as the instructional leadership role, early-career coordinator and curriculum coaches. These are pivotal in achieving the stated school outcomes.
- Classroom designs and displays are providing students with rich examples of quality work and indicators of how learners can improve. Students value teacher efforts to provide classroom environments that promote learning.
- Through a distributed leadership model and collective efficacy, all staff are empowered to determine and guide improvements within the school.
- Arrangements are embedded for mentoring and coaching, for teachers to observe and critique each other's practice, and for collegial sharing. The Garran Guru Guide register directs new teachers to areas of expertise within the school. Teachers have taken the many opportunities provided by the school for further education.
- The school has dedicated a leader to streamline the induction processes with individualised support.
- LSAs have been empowered to deliver high-quality intervention programs.
- High-quality and extraordinary comprehensive documentation have been collaboratively developed to support systematic curriculum delivery. Documents are accessible and effectively used by staff. They are effectively used to facilitate a high degree of consistency in curriculum delivery.
- Garran GATEway has provided a school-based structure to guide curriculum planning and assessment. It is highly valued by staff.

- The systematic use of data, including quality teacher assessments, is a focus of the school to support teacher understanding of where students are in their learning and for learners to know their next steps.
- The rigorous identification progress for the ALP and associated training for staff cater for the unique needs of the students.

Affirmations

- Across the school, staff work tirelessly toward catering with precision for the individual needs of students.
- The school staff and parent bodies are working to enhance community engagement to support student learning. An innovative P&C project is promoting engagement of people from the wide diversity of cultural backgrounds.
- Garran Primary School is developing processes and knowledge to support its cultural integrity journey.
- The school has made significant improvements in developing a coherent, sequenced plan for curriculum delivery.
- Garran continues to work on processes to further improve the strong effort to provide consistency across the school.
- The school has a data plan and is continuing to refine it to extend to additional areas of the curriculum. The data committee has a strong focus on making the data easily accessible to teachers.
- FITs have provided staff input into the many school operations and improvements.
- The school has an ongoing aim to align its partnerships with student outcomes. The many partnerships in which the school has invested have supported teaching and learning.
- The school has an ongoing focus to use frameworks/taxonomies to support an understanding of how to improve the thinking level of each student.

Recommendations

- Collaboratively develop a Garran Primary School strategic plan 2023-2027 that is consistent with the school's vision for teaching and learning. The plan should provide a narrow and sharp agenda, focused on student outcomes, by incorporating explicit targets for achievement.
- Build upon the school's data plan to develop a systematic process for the collection, analysis and use of student achievement and wellbeing data. Clearly outline the purpose for the data at the school, team and/or individual student level.
- Develop or refine partnerships, including those with parents, to support the strategic intent of the school. This includes having overt, stated student outcomes, clear roles within each partnership and opportunities to monitor and review effectiveness.
- Continue to refine the curriculum delivery plan, particularly considering the new building program. Explore ways of making the Australian Curriculum general capabilities and

cross-curriculum priorities more explicit in the curriculum. Use the personal and social capability to drive student social and emotional wellbeing. Also consider using critical and creative thinking to promote challenge for all students and enhance creativity and innovation. Continue to focus on the cross-curriculum priority of Aboriginal and Torres Strait Islander histories and culture to drive the school's identified cultural integrity journey.

- Continue to encourage teachers to respond to differences in cultural knowledge and experiences and to cater for individual differences by offering multiple means of representation, engagement and expression.