



ACT
Government
Education

Isabella Plains Early Childhood School

Report of Review, 2022

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Publication and independent Review Team details

Date of School Review: 23, 24, 25 and 26 May 2022

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National School Improvement Tool Review Report prepared by:

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Report of Review, 2022 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.

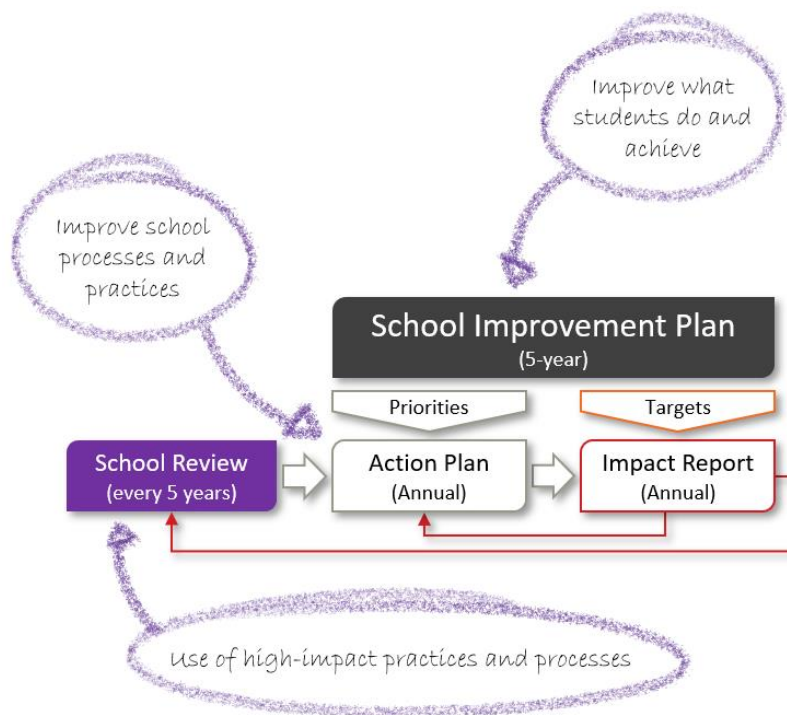
Through the lens of the NSIT, an internationally recognised framework for reviewing teaching and learning practices, reviewers gain an accurate picture of current school practices. During Review evidence provided by schools is considered alongside evidence gathered through consultation with staff, students,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

- The principal, school leaders and the school board are united in their endeavours to improve student learning, engagement, behaviour and wellbeing outcomes. Staff express their commitment to improving student outcomes, and to providing a safe, caring and supportive educational environment. There is a belief throughout the school that every student can learn and be successful.
- Leaders have established and are implementing a school improvement agenda informed by the vision of: “A place of learning where all young children thrive and belong” and the mission of “Learning and development through collaboration”.
- *The Isabella Plains Early Childhood School’s (IPECS) School Improvement Plan 2018-22* identifies two key priorities: maximising growth in writing and reading for all children; and maximising growth for all students in learning assets, skills and dispositions required for 21st century global citizens. There is a strong alignment between the strategic plan and the 2022 Annual Action Plan (AAP), including specific actions relating to reading, professional learning, community partnerships, Positive Behaviour for Learning (PBL) and cultural integrity.
- School leaders clearly identify the improvements they seek in student outcomes, wellbeing and behaviour. Staff clearly articulate the key improvement agenda items of improving reading, writing and student wellbeing outcomes. Parents interviewed articulate knowledge of some of the school priorities.
- The principal reports on progress in implementing the AAP at every school Board meeting and members express strong satisfaction with the open approach, and that they are invested in working with the school to develop the next strategic plan to support positive outcomes for the diverse range of students.
- School leaders monitor and use classroom achievement data including BASE,¹ Australian Early Development Census (AEDC),² Schedule for Early Number Awareness (SENA),³ PM Benchmark,⁴ writing and wellbeing data to inform the improvement agenda.

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

² The AEDC **measures how children have developed by the time they start their first year of full-time school**. The AEDC collects data every three years in schools across Australia and reports children’s results in five key areas of early childhood development called domains.

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

⁴ The PM Benchmark Literacy Assessment resources provide teachers with the right tools to accurately identify students’ reading levels, use evidence to inform teaching practice and lesson planning, monitor students’ reading achievement and progress over time, implement consistent assessment practices within and between schools,

- Leaders and all staff members provide extensive support to students. Parents and students confirm that this support is highly valued and contributes to learning, engagement and wellbeing.
- Leaders report that the school has been pursuing the explicit process on improving student behaviour through the implementation of the PBL, based on the school values of PRIDE – play, respect, integrity, diversity and effort. They indicate that there has been significant improvement, with greater levels of engagement in learning. Staff feedback suggests ongoing whole-school action is warranted to build on that improvement.

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

- School leaders and teachers collect a variety of the children's learning and wellbeing data including PM Benchmarks, oral language assessments, stakeholder perception surveys and student academic achievement. PBL data are entered into a common database (SAS) for major and minor behaviours. School leaders are beginning to explore how this data can be utilised in future planning. School leaders and teachers indicate that deep analyses of data to inform teaching and learning is developing.
- School leaders are committed to building a data-literate culture and ensuring that the decisions they make as a leadership team and in professional learning communities (PLCs) are informed by data. Whole-school data, including academic and perception data, are shared with teachers and the Board as part of the creation of impact reports, as well as reports from the principal.
- The school has a data plan and collection schedule that outlines the purpose for regular collection of data and underpins the data discussions in PLCs and teacher planning meetings. The school has developed a data-collection system using Data Tracker software, where literacy data sets are collated. Other data sets are collected by classroom teachers.
- Teachers articulate the importance of the collection of academic data. They use that data to understand the current achievement level of their students. Discussions about data occur most prominently in regular team meetings. Leaders report a desire to be able to support teachers to analyse data more effectively to inform their teaching.
- Preschool teachers use daily observations focused on oral language and self-regulation to plan lines of inquiry to inform the next steps in individualising learning experiences.
- School leaders employ the Disciplined Dialogue⁵ approach to investigate data during team planning days, to support the development of approaches to the teaching of literacy.
- A clear process has been established whereby teachers use class data to identify students with additional needs, and intervene through a case-management approach, led by the school psychologist and leaders.

⁵ *Disciplined Dialogue is all-embracing professional conversations that are positively focused on the moral purpose of schools. Disciplined Dialogue is not based on stereotype, hearsay or prejudice, but on reason and values, stimulated by helpful qualitative and quantitative data.*

- Parents, staff and students are encouraged to complete the satisfaction survey each year to provide feedback to the school on a range of items. School leaders use this data to measure improvement outcomes in the strategic plan.

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 tone of the school reflects a welcoming and happy learning environment where there are caring and strong relationships among staff, students and parents, enhancing the sense of belonging.
- Leaders have given high priority to building and sustaining positive and caring relationships across the school and the community, and there is a genuine sense of positive culture. This is encapsulated in the vision that the school is a place of learning where all young children thrive and belong.
- Classrooms and outdoor learning spaces present as attractive, warm and inviting, where children are engaged in their learning. Each of the spaces has a range of flexible seating options with visible learning evident, enabling students to choose a place that meets their needs.
- The review team has observed evidence of the school's appreciation and value of celebrating students' cultural backgrounds. School leaders indicate a commitment to cultural integrity, and classrooms are rich with diverse artefacts.
- Student voice is evident throughout classrooms. There is a child-centred approach to learning, with interests captured and opportunities and activities created around student questions and wonderings. A culture of inquiry is evident in indoor and outdoor learning environments, with a high level of engagement and creative exploration.
- The school has created a PBL flow chart to support teachers and students in understanding and responding to minor and major behaviours. All staff support each other to manage inappropriate behaviour, in an understanding and timely way.
- Staff articulate a commitment to the whole-school focus around student wellbeing. The PRIDE values and learning assets are strongly evident across the school. Staff and most students articulate the expectations around behaviour. Students understand the shared language of PRIDE. They speak about how PRIDE tickets are awarded and celebrated, using the recognition flowchart. Class learning agreements are displayed throughout classrooms.
- Students state that they like school, are happy and safe and speak highly of their teachers, peers and IPECS. This is evident in the level of engagement in classrooms and positive interactions that take place among students.
- Teachers speak of feeling supported by school leaders and each other, and how they are connected to IPECS and enjoy being part of the school community.

- Parents speak about how they feel they are partners in learning, engaging with Seesaw⁶ posts to enable conversations with their children about their education. Many teachers indicate Seesaw has been an effective communication tool across the school, enhancing the partnership between IPECS and home. The Preschool team uses Seesaw, while making connections to the Early Years Learning Framework (EYLF), communicating relevant learning and experiences home to families.
- IPECS is implementing the collaboratively developed safe and supportive school procedures to inform staff, families and community of procedures and processes to underpin the school's approach.

⁶ Seesaw is a platform for student engagement. Teachers can empower students to create, reflect, share, and collaborate. Students "show what they know" using photos, videos, drawings, text, PDFs and links.

NSIT Domain 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

- School leaders are strongly committed to creating an inclusive learning environment for all students. This has been supported by the strategic recruitment of executive staff, teachers, learning support assistants (LSAs) and Preschool assistants (PAs).
- There is a strategic allocation of LSAs and PAs to support students with additional needs in mainstream classrooms.
- LSAs and PAs feel valued and well supported by teachers, school leaders and families.
- A total of 12% of students are supported by individual learning plans (ILPs). The school is strengthening its process for developing ILPs for students with additional needs, making them more purposeful with SMART (specific, measurable, achievable, realistic, time bound) goals and regular reviews with teachers and parents.
- A total of 9% of students identify as Aboriginal and Torres Strait Islander and 8% are from English as an Additional Language/Dialect (EAL/D) backgrounds. These students are supported in their classrooms.
- Chromebooks and iPads are available and are primarily used by students to undertake inquiry research and for teachers to capture student learning to share with families on Seesaw. School leaders acknowledge this technology is yet to be fully utilised to maximise student learning.
- The school recently allocated funding to improve outdoor physical spaces to support inclusive play-based learning for all students to access and enjoy. This includes a nature-based adventure playground as part of an outdoor master plan developed in consultation with the community in 2018.
- Classrooms have been set up to support inquiry learning. The school has used the breadth of classrooms well, creating various spaces to support personalised learning for all students.
- Significant human and financial resources have been invested in establishing an alternative learning environment: Zircon. School leaders acknowledge this space is in the early stages of implementation for specific interventions in literacy, self-regulation, communication, social and emotional target groups that benefit the whole school community.
- Students are provided with multiple, easily accessible sensory spaces in shared classrooms to assist with self-regulation to maximise their learning opportunities.

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 value the development of an expert teaching team as central to improving student outcomes. IPECS has intentionally built a school-wide team with a focus on particular expertise to align and contribute to strategic priorities.
- Conversations with school leaders reveal that in recent times, there has been a focus on observation, feedback, mentoring and coaching. Teachers report that, at this time, feedback from school leaders is primarily verbal and takes place in an informal manner.
- Teachers indicate a desire to re-engage in learning walk and talks, classroom observations and coaching to continue to develop a culture of continuous professional improvement. School leaders indicate a strong intent to reignite a systematic approach.
- All teachers compose professional development plans linked to the improvement agenda, and LSAs and PAs have an annual performance and development plan.
- All staff indicate they are supported in undertaking professional learning to enhance their development of self and performance in their current role.
- The Building a Culture of Learning and Teaching Excellence Guide is the school's professional learning plan. School leaders acknowledge that the guide is a work in progress and yet to be fully embedded across the school.
- PLCs are a regular feature in the school calendar, providing opportunities for teachers to collaborate, learn from each other's practice, gain new knowledge relating to the school priorities, and plan curriculum. School leaders and teachers indicate that PLCs are an important part of creating a supportive culture to drive quality teaching and learning.
- The principal engages in the network of early childhood schools in a spirit of collaboration, sharing best practice and building strong collegial support.

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

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- The principal engages in the network of early childhood schools in a spirit of collaboration, sharing best practice and building strong collegial support.

NSIT Domain 7: Differentiated teaching and learning

Domain descriptor

The school places a high priority on ensuring that, in their day-to-day teaching, classroom teachers identify and address the learning needs of individual students, including high-achieving students. Teachers are encouraged and supported to monitor closely the progress of individuals, identify learning difficulties and tailor classroom activities to levels of readiness and need.

Findings

- School leaders recognise the importance of ensuring that teachers identify and address the learning needs of all students. School leaders and teachers have a holistic knowledge of every student, celebrate the cultural diversity and appreciate their individual stories.
- Preschool planning is guided by the individual needs and interests of children. Learning opportunities are open ended, allowing different access and exit points and student agency in how to demonstrate learning.
- Teachers use a range of formative assessment tools to inform daily teaching and monitor learning progression of students.
- Teachers set Grow and Glow⁷ reading goals with students during conferencing. These goals are visible across a number of classrooms. Some students articulate their reading goals and speak about how the goals support their learning.
- There is evidence of the use of visuals to support and differentiate children's learning in an effort to teach process, scaffold and engage with learning, and build stamina.
- Differentiation is occurring across the school, especially in the use of reading conferences stemming from the reading workshop model. Leaders acknowledge that IPECS is yet to embed a whole-school approach to differentiation that provides appropriate challenge for all students.
- The school has a focus group referral system using a structured case-conference approach, to review the adjustments in place for children with specific needs to promote learning and monitor growth.
- Teachers consult with families to develop ILPs and to document reasonable adjustments to meet the needs of individual students. Parents indicate that teachers have deep knowledge of the needs of their children, and acknowledge that the demand for some services and resources is, at times, challenging to fulfil.
- It is evident that inquiry approaches are prioritised by teachers in their planning and practice. They articulate a desire for further professional learning in inquiry as an effective teaching practice to differentiate learning for all students.

⁷ The "Glow" side contains what they are most proud of in that subject, while the "Grow" side contains their goals, what they are working towards, or where they would like to dig deeper.

NSIT Domain 8: Effective pedagogical practices

Domain descriptor

The school principal and other school leaders recognise that highly effective teaching is the key to improving student learning throughout the school. They take a strong leadership role, encouraging the use of research-based teaching practices in all classrooms to ensure that every student is engaged, challenged and learning successfully. All teachers understand and use effective teaching methods – including explicit instruction – to maximise student learning.

Findings

- School leaders articulate their commitment to the development of effective teaching and learning practices across the school. They recognise that quality teaching and the development and implementation of consistent, research-based teaching practices are crucial to improving student outcomes.
- School leaders have focused on developing researched, effective literacy practices resulting in the IPECS Reading Beliefs Statement and Process.
- The Readers' Workshop⁸ is the agreed approach to the teaching of reading, and K-2 teachers explicitly teach reading strategies. This model outlines a variety of teaching practices, resulting in the development of positive attitudes, more competent readers and a consistent approach in all classrooms. The 10 Essential Literacy Practices are accessed by teachers as essential instructional practices for developing early literacy.
- In Preschool, the vision of "Belonging, being and becoming" is integral to teachers' planning and practice, evident in photos, children's work, and in the displays and artefacts observed by the reviewers.
- The whole-school agreed writing process has been supported by professional learning with Catherine Nash and Christine Topfer, and with ongoing leadership team and PLC spirals of inquiry. Student voice with choice in writing topics, occurring daily, is a key part of improving engagement and outcomes across K-2.
- Conversations with school leaders indicate that the implementation process for reading and writing teaching practices is resulting in consistent approaches emerging across the school.
- Learning intentions and success criteria are evident in teacher planning, with artefacts displayed in classrooms.
- Inquiry learning through play is evident in teacher planning and is the basis for lessons across all classrooms from Preschool to Year 2. During conversations with reviewers, teachers articulate how children have a voice in the inquiry questions and how this approach is encouraging curiosity and building deeper awareness of the world in which they live. Artefacts of the inquiry activities are evident in classrooms, with student writing

⁸ A Readers' Workshop lesson will usually begin with a teacher reading aloud, modelling the sounds of fluent reading. A mini-lesson usually follows. After the mini-lesson, students have time to read independently from their chosen books while practicing the skills learned during the mini-lesson.

and drawings on display.

- School leaders and teachers indicate that a whole-school approach to inquiry is yet to be fully developed. Teachers articulate a desire to access professional learning to assist their knowledge of how to embed inquiry learning, through play, in their teaching.
- Teachers have received feedback during learning walks and talks and through classroom observations. School leaders and teachers indicate a desire to re-introduce opportunities to give and receive targeted and regular feedback on their teaching 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

- The school has strategically developed a number of partnerships with the purpose of supporting students to access additional resources to assist their learning. IPECS is committed to building and strengthening partnerships with parents to enhance learning, development and wellbeing outcomes for their children.
- The school has made considerable efforts to maintain communication and support for all families, particularly those that have been vulnerable during the COVID-19 pandemic
- Parents and Citizens Association members feel connected to the school and identify that they have a strong voice. The principal attends meetings and openly shares information with parents. Decisions about where the funds raised are to be spent are made in collaboration with the principal.
- The school has a well-established partnership and contract with Communities at Work⁹ to provide early childhood education and care services and access for children from birth to eight years. The service manager is part of the school leadership team, and has input to IPECS as an appointed community member. Parents, school and Communities at Work staff articulate very high levels of satisfaction with the partnership. The community of practice around Preschool programs and teaching is in the early stages of development.
- Led by the community coordinator, the school strategically establishes partnerships with families and community organisations to improve opportunities and outcomes for students. Parents report a very high level of satisfaction with the community partnerships.
- Kids Hope is an early-intervention, school-based mentoring program for children experiencing vulnerability. The school partners with C3 Monash Church for this program, which has been operating for a decade. It links students with adult mentors, who build long-term relationships through weekly sessions.
- IPECS is part of the Affiliated Schools Program with the University of Canberra and the

⁹ Communities at Work is Canberra's largest not-for-profit community organisation. Its wide range of high-quality early education and childcare services and community services support positive educational outcomes, assist in alleviating hardship, enhance the quality of life and lead to positive social change.

ACT Education Directorate. Through the agreement, teachers have access to master classes, higher-education degrees, research and conferences, and host pre-service educators for professional experience placements.

- The sustainability program, developed in 2020, encompasses a range of activities for students in the school farm, where gardens have been tended by parents and IPECS staff.
- As part of the Growing with Grands project, the community garden is cared for by residents of the adjoining aged care facility. The children have opportunities to build relationships with the residents and work in the garden. Although this project has been delayed due to the pandemic, there is a strong plan to re-engage in the near future.
- In a partnership with the ACT Playgroup Association, an outdoor-based playgroup, called Backyard Rangers, is conducted at the school farm. The emphasis is on nature play, using recyclable and readily available materials, and building social connections for children and families.
- One Box, a community charity, provide boxes of fresh fruit and vegetables, bread and milk which the school discreetly distributes to families in need.

Commendations

- The principal, leaders, staff and school Board are committed to improving student learning, engagement, behaviour and wellbeing outcomes.
- The tone of the school reflects a welcoming and happy learning environment where there are caring and strong relationships among staff, students and parents.
- Teachers are committed, and speak of feeling supported by school leaders and each other. They are connected to the school and enjoy being part of IPECS community.
- There is a genuine sense of positive culture encapsulated in the school vision that the school is a place of learning where all young children thrive and belong.
- The PRIDE values and learning assets are strongly evident across the school.
- Classrooms and outdoor learning spaces present as attractive, warm and inviting, with a focus on the natural environment.
- The improvements to outdoor physical spaces, including the adventure playground, support inclusive play-based learning for all students to access and enjoy.
- Strategic recruitment and allocation of staff are enhancing the safe, inclusive and engaging learning environment.
- School leaders and all staff members provide extensive support to students, which is highly valued by parents and learners.
- School leaders, teachers and staff have a holistic knowledge of every student, celebrate the cultural diversity and appreciate their individual stories.
- The school strategically establishes partnerships with families and community organisations to improve opportunities and outcomes for students.
- The school has an established and highly valued partnership and contract with Communities at Work, providing early childhood education and care services.
- The school partners with C3 Monash Church through the Kids Hope program, linking students with adult mentors and developing long-term relationships.
- The Readers' Workshop is the agreed approach to the teaching of reading, and K-2 teachers explicitly teach reading strategies.
- Preschool teachers embody the vision of "Belonging, being and becoming" through the planned learning opportunities in the play-based curriculum.
- LSAs, PAs, front office and support staff are dedicated and feel valued and well supported by teachers, school leaders and families.

Affirmations

- The school has been pursuing the explicit process on improving student wellbeing and behaviour through the implementation of PBL, based on the school values of PRIDE.
- Teachers plan with the Australian Curriculum and the Early Years Learning Framework with an inquiry lens, to ensure learning is seen and experienced in a holistic way.

- Planning documentation includes direct reference to the achievement standards and learning outcomes from these frameworks.
- School leaders and teachers demonstrate a strong appetite for using data and developing greater skills in data literacy.
- IPECS is part of the University of Canberra Affiliated Schools Program, hosting pre-service educators and giving access to research and further study for teachers.
- Inquiry learning and enabling student voice and agency are evident in teacher planning and form the basis for lessons across all classrooms.
- Significant human and financial resources have been invested in establishing an alternative learning environment, Zircon, to provide specific student interventions.
- Teachers participate in PLCs to collaborate, learn from each other's practice and plan curriculum.
- The focus group referral system, using a structured case-conference approach, is in place for students with specific needs.
- There is a strong focus on the development of ILPs, using SMART goals, engaging parents in the process, and undertaking regular reviews.
- The community of practice for Preschool teachers is in the early stages of development.
- The whole-school agreed writing process and 10 Essential Literacy Practices guide the teaching of literacy.
- The Growing with Grands partnership provides opportunities for students to experience working in the shared garden and build relationships with older citizens.
- The Backyard Rangers playgroup focuses on nature play and building social connections for children and families.
- One Box, a community charity, provides boxes of fresh fruit and vegetables, bread and milk which the school discreetly distributes to families in need.

Recommendations

- Develop an explicit school improvement agenda in close partnership with the wider school community that identifies specific improvements in student learning and wellbeing to be achieved and incorporates explicit, measurable targets with timelines. Create a shared ownership of this plan, ensuring that teachers have a clear understanding of the changes in practice required to achieve those targets.
- In the ongoing development of the professional learning plan, build on the existing opportunities for teachers to give and receive feedback on their teaching. This should include embedded routines for observing and providing feedback on expected teaching practices, and mentoring and coaching opportunities. Include professional learning to support school leaders and teachers in their understanding and implementation of inquiry learning.

- Review and refine the school's plan for curriculum delivery to ensure an explicit, coherent and sequenced whole-school plan that aligns to the EYLF and Australian Curriculum. The plan should make explicit what teachers should teach and students should learn. It should ensure continuity and progression of learning for students in all learning areas.

- Collaboratively develop a shared approach to differentiated teaching and learning that:
 - includes the regular analysis and use of data to determine the strengths and weaknesses of individual students
 - underpins the way teachers plan for and target their teaching to continually adjust to the progress students are making
 - uses differentiated teaching as a strategy for ensuring that every student (including high-achieving one) has learning goals and is engaged and learning successfully.

- Continue to collaboratively develop the whole-school approach to teaching practices. This approach should:
 - include an explicit and agreed position on research-based teaching practices that need to be evident in every classroom
 - encompass inquiry-based learning
 - incorporate current successful teaching practices and include processes to monitor consistency of agreed practice.