



**ACT**  
Government  
Education

# **Narrabundah Early Childhood School**

Report of Review, 2022

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## Publication and independent Review Team details

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Date of School Review: 16, 17, 18 and 19 May 2022

Principal of Review School: Julie Dixon

*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

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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.

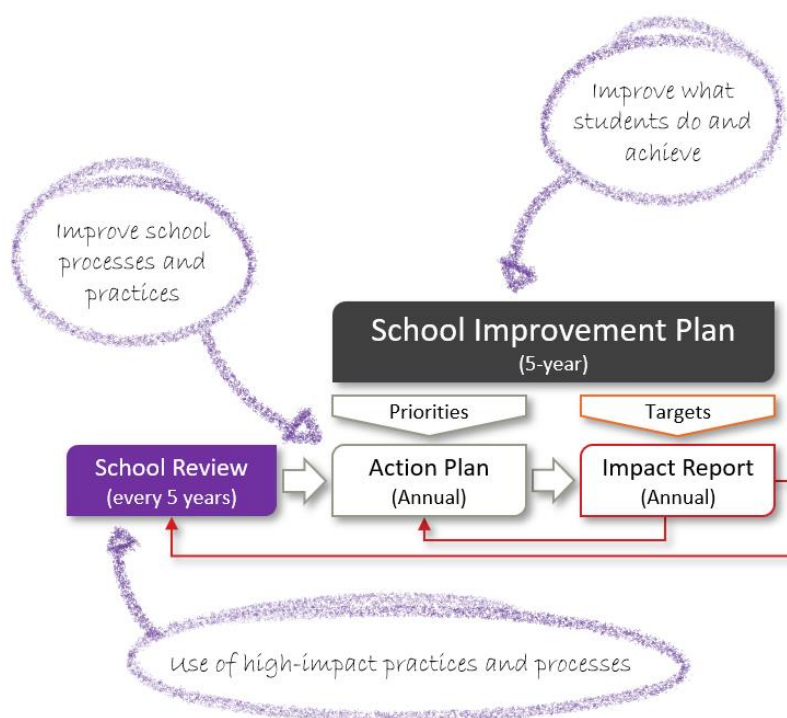
Following Review, the school receives a planning report, which is used as an internal working document, outlining key findings and recommended strategies for continued school improvement. The Education Directorate uses this planning report as a basis for the final *Report of Review* provided to school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

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## 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 Board express a strong commitment to improving students' learning and wellbeing outcomes. Staff express their commitment to improving levels of achievement and student wellbeing 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.
- The leadership team has established and is implementing a school improvement agenda informed by the motto of "Learning excellence" and the vision to "provide a secure foundation for a community of lifelong learners that enables all members to reach their potential in all aspects of their life".
- *Narrabundah Early Childhood School's (NECS) Strategic Plan 2018-22* identifies two key priorities: improve wellbeing for each child; and maximise the growth in learning for every child. There is a strong alignment between the strategic plan and subsequent annual action plans (AAPs). That includes specific actions in 2022 for developing student agency and self-regulation habits, as well as individual growth in aspects of mathematics across K-2.
- The principal and Board members comment that they work well together and are united in their desire and willingness to develop the next strategic plan.
- School leaders monitor and use classroom achievement data including BASE,<sup>1</sup> Australian Early Development Census (AEDC),<sup>2</sup> Schedule for Early Number Awareness (SENA),<sup>3</sup> phonemic awareness, writing and A-E data<sup>4</sup> to inform the improvement agenda.
- Teachers and school leaders provide extensive support to students. Parents and students confirm that this support is highly valued and contributes to student learning, engagement and wellbeing.
- School leaders clearly identify the improvements they seek in student outcomes and behaviour. Staff clearly articulate the key improvement agenda items as part of

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<sup>1</sup> 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.

<sup>2</sup> The Australian Early Development Census (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.

<sup>3</sup> The assessment provides teachers with information on students' understanding of number formation and strategies used to solve problems. The assessment schedule has two components. SENNA 1 (Transition – Year 1) is intended for Stage 1 students and SENNA 2 (Years 2–3) for Stage 2 students.

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

conversations about their work.

- The principal reports on progress in implementing the AAP at every Board meeting and members express strong satisfaction with the open and transparent approach with the sharing of school data and information, and their level of engagement. Parents interviewed articulate knowledge of some of the school priorities.
- Staff and parents express the confidence and trust they have in the leadership of the school, referring especially to visibility, positive role models and very high levels of support.

## NSIT Domain 2: Analysis and discussion of data

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### 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

- Leaders report that student achievement, attendance, behavioural and wellbeing data are collected at strategic points throughout the school year. Data are collected for systematic analysis, and included in individual student tracking folders for future analysis. This information is used by leaders and classroom teachers in professional learning communities (PLCs) to inform practice and the response to intervention strategies. The data also allow for the targeted and strategic allocation of resources.
- The Data and Assessment Plan was developed in 2021 to provide a school-wide, consistent approach to the collection and analysis of data to inform teaching and learning. The development of the plan was guided by research used in the Early Years Literacy Project, led by Christine Topfer.
- Data collected through the Data and Assessment Plan are viewed and analysed at key points through the PLC cycle to ensure teaching and learning plans meet the needs of students. The K-2 team regularly analyses the data to guide the effective improvement strategies for use by the intervention team.
- The school systematically monitors other performance data, including that related to student attendance and behaviour, collected via Sentral (SAS).<sup>5</sup>
- The analysis of attendance data led to the creation of a Walking School Bus (WSB).<sup>6</sup> This initiative saw very rapid improvements in attendance data, and teachers report improvements in engagement with learning in the classroom and with peer relationships.
- In the future, as staff engage in professional learning with Dr Paul Swan, the Data and Assessment Plan will be adapted to reflect new knowledge and agreed pedagogies and assessment in the area of mathematics.
- Professional learning with Dr Swan is enabling staff to continue to build on teacher and leader data literacy. School leaders articulate the intention to further develop capability in the area of mathematics data, and the subsequent application of data analysis to other curriculum areas. Further, school leaders identify the need to sustain existing processes to ensure that data are extensively used as a trigger for in-depth discussions of student growth, teaching practices and school policies.

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<sup>5</sup> Sentral Education is a **unified software** platform that seamlessly manages school administration and student data.

<sup>6</sup> A Walking School Bus is a school bus powered not by an engine but by legs. Children don't sit inside this "bus" – they walk in a group to school, with an adult "driver" in the front and an adult "conductor" at the rear. The walkers are the bus.

## NSIT Domain 3: A culture that promotes learning

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### 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 school is driven by a deep belief that its core business is learning and all of its systems and processes are geared to enabling each child to be a successful learner.
- A high priority is placed on developing and maintaining positive and caring relationships between staff, students and parents. School leaders and staff members articulate and demonstrate a strong belief in the capability of every student to learn successfully and achieve positive outcomes.
- Parents and staff express high levels of trust and confidence in the principal and school leaders, appreciate their work and are grateful for their knowledge of each child, their supportiveness, visibility, warmth and approachability.
- Students, staff and families express a strong sense of pride in, appreciation for, and belonging to the school.
- Students state that they enjoy school, are learning successfully, like their teachers and are happy with the support they receive.
- Leaders articulate that student wellbeing is a key priority. Wellbeing and social skills are strongly supported through a range of established and innovative programs, including trauma-informed teaching practices, Positive Behaviour for Learning (PBL),<sup>7</sup> Be You,<sup>8</sup> Understanding and Responding to Feelings and Behaviour (URFaB)<sup>9</sup> and social and emotional learning (SEL).
- Leaders and teachers successfully implement SEL through Be You and Friendly Schools Plus<sup>10</sup> and URFaB. Parents report high levels of satisfaction with how well these programs support their children to develop resilience, independence and confidence with their socialisation and learning.
- Parents and families are encouraged to take a genuine interest in the work of the school and are welcomed as partners in their children's learning.
- Conversations with staff confirm that morale is high and that there are high levels of collegiality.

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<sup>7</sup> Positive Behaviour for Learning (PBL) is a **whole-school framework that promotes positive behaviour across a school and helps schools develop safe and supportive learning environments.**

<sup>8</sup> Be You is the national mental health in education initiative delivered by Beyond Blue, in collaboration with early Childhood Australia and headspace. It supports educators to develop a positive, inclusive and resilient learning community where every child, student, educator and family can achieve their best possible mental health.

<sup>9</sup> This program supports families in responding to strong emotions and behaviour.

<sup>10</sup> Friendly Schools Plus is a school-wide program to reduce bullying and foster a caring culture for students at every grade level.



- A working group consisting of staff, parents and community members has developed a comprehensive Reconciliation Action Plan (RAP) which is being implemented. Community members indicate their strong support of and high levels of satisfaction with the process.
- Parents, staff and students confidently articulate expectations for behaviour contained in the PBL values of respect, inclusion, safety and excellence (RISE) which are illustrated on highly visible posters displayed throughout the school.
- Leaders articulate the need to build on the existing suite of wellbeing programs and practices to underpin the ongoing improvement of engagement in learning for all students.

## NSIT Domain 4: Targeted use of school resources

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### 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 and staff apply resources strategically and creatively to optimise the extent to which student learning and wellbeing needs are met.
- Professional learning opportunities are resourced and targeted to support school-wide priorities and individual needs. These include professional learning about the Ten Essential Literacy Practices, Team Teach<sup>11</sup> and trauma-sensitive teaching practices.<sup>12</sup>
- Systematic analysis of student learning and behaviour data occurs in PLCs and during collaborative conversations. This enables modification of educational programs so that student needs can be more precisely targeted.
- Meetings attended by the principal, deputy principal, community coordinator and psychologist triage monitor and track interventions and adjustments for students with additional needs. The monitoring meeting facilitates support for families needing to access external services to address their child's needs.
- Within the school, 27% of students identify as Aboriginal and Torres Strait Islander. NECS places strong emphasis on cultural integrity, precision learning through specialised programs, and targeting school and partner resources to ensure optimum engagement in learning.
- Specialist staff (a part-time teacher and co-educator) have been recruited to ensure that the Koori Preschool program for children aged 3 to 5 is of optimum quality.
- A total of 23% of students are supported by either individual learning plans (ILPs) or learning plans (LPs), and learning support assistants (LSAs) are used to help high-level learning needs.
- Dedicated staffing – comprising a part-time teacher and LSA – has been provided to enable the MiniLit<sup>13</sup> program to be delivered to students needing additional support in literacy. This program is directly supervised and monitored by the principal.
- Creative use is made of additional internal and external spaces to more effectively meet student needs. A spare classroom is used for Tier 2 learning interventions, music and team teaching, and a hall is used for gross-motor activities and dance.

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<sup>11</sup> Team Teach training focuses on positive behaviour support approaches with an emphasis on de-escalation, risk and restraint reduction.

<sup>12</sup> Trauma-sensitive teaching practices is a compassionate framework that evaluates the cognitive impact on learning through the perspective of an individual affected by trauma.

<sup>13</sup> MiniLit is an **evidence-based, explicit and effective literacy intervention program for teaching reading skills to children**. MiniLit stands for "Meeting Initial Needs in Literacy".

- The school is well maintained and presents as an attractive physical environment. Appropriately landscaped and equipped outdoor areas are used for adventurous and focused play, physical therapy, physical education and “chill-out” spaces.
- The school has invested in digital technology to support learning through the provision of class sets of Chromebooks and iPads.
- The community coordinator position continues to be supported to ensure that the broad range of established and new partnerships focus on student needs.

## NSIT Domain 5: An expert teaching team

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### 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 see the development of staff into an expert and coherent teaching team as a high priority to underpin the achievement of student learning outcomes. In discussions with leaders, the focus on and commitment to improving the quality of teaching and learning experiences for all children are evident.
- The principal and other leaders seek to build a teaching team with diverse backgrounds, experience and knowledge. They are proactive in working on attracting and retaining the best possible teachers.
- To support the high proportion of vulnerable children, a strategic approach to recruitment of specialised staff has resulted in SEL teaching being undertaken by the experienced deputy principal, and music classes provided by an experienced, specialist teacher. Professional learning and networking support a class teacher to provide physical education lessons in K-2.
- The professional learning plan (PLP) identifies a broad range of activities regularly scheduled in PLC meetings, staff and team meetings and through workshops with external providers to support professional learning. There is a direct link to the AAP priorities with the focus on SEL, mathematics pedagogy and cultural integrity.
- PLCs, led by school leaders, focus discussions on analysis of student-learning data resulting in deeper understanding, agreement on improvement strategies, more consistent practice and higher learning expectations for students.
- Regular opportunities for teachers to engage in observation and feedback on their integration of the Ten Essential Literacy Practices occur during environmental and learning walks conducted by team and school leaders. Regular access to mentoring and coaching are yet to become part of the professional learning agenda. Teachers describe a desire and willingness to receive constructive feedback from colleagues and leaders in a more formalised process.
- There is a focus on implementing the Readers' Workshop<sup>14</sup> with K-2 teachers receiving personalised feedback on their practice from instructional mentors and an external consultant. School leaders receive a team report to enable targeting of continued improvement.

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<sup>14</sup> 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.

- Professional development plans are implemented for teaching and administrative staff. Staff receive personalised feedback during the annual professional discussion.
- Leadership opportunities are available for staff members to lead projects and portfolios within their particular areas of interest and expertise.

## NSIT Domain 6: Systematic curriculum delivery

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### 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

- The school has a well-documented, coherent, sequenced plan for curriculum delivery. The key documents upon which the NECS curriculum is based are the Victorian Pre-Foundation A-D Learning Stages, the Early Years Learning Framework, the Koori Preschool Curriculum and the Australian Curriculum. The NECS curriculum is appropriately adjusted to suit the local context.
- A clear, sequenced plan for curriculum delivery has been developed. This plan documents learning from Preschool (including Preschool for three-year-olds and Koori Preschool) to Year 2.
- The Vertical Curriculum Plan identifies achievement standards in English, mathematics, science, humanities and social sciences (HASS), technologies, the arts, health and physical education. This plan also specifies when particular curriculum outcomes are to be reported to families.
- The application of the Vertical Curriculum Plan is monitored throughout the school year and, on the basis of teacher feedback, is reviewed prior to the commencement of the ensuing school year.
- Scope and sequence documents set out semester overviews and integrated curriculum units, in which outcomes are embedded.
- Curriculum delivery is currently emphasising basic skills in literacy and numeracy and programs that support student wellbeing and development of social skills. These programs include PBL, SEL, Be You and UR FaB.
- Curriculum planning and implementation is progressed through weekly PLC meetings and collaborative conversations, as well as in planning sessions in coordinated “duties other than teaching” times.
- The K-2 team has used the Australian Curriculum achievement standards and the Australian Curriculum Assessment and Reporting Authority end-of-year writing samples to develop mid-year, school-based writing guidelines that facilitate report writing.
- Assessment and reporting are monitored through PLCs and based on the achievement standards.
- The school has a well-developed scope and sequence for SEL encompassing a broad range of programs used by teachers during their weekly lessons.
- The Bush School, occurring annually over eight days during Term 2, is an integral part of the learning experience, providing opportunities for exploration through play, particularly related to HASS and science curriculum areas.

## NSIT Domain 7: Differentiated teaching and learning

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### 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 place a high priority on identifying and addressing the individual learning and wellbeing needs of students. The school believes that all children are capable and successful learners with the ability to grow and develop their knowledge, skills and understanding.
- Teachers work at understanding the starting points for learning for students. They use information from the tracking folders and a range of assessment tools to guide their planning. Learning experiences are tailored to ensure students are appropriately engaged and supported.
- Student tracking folders document and communicate information about achievement, interventions and essential wellbeing. These are shared with the next teacher to provide a better understanding of where students are in their learning. The folders are also shared as part of the transition to Year 3 in other Primary schools.
- Teachers plan targeted writing and drawing experiences to support children's knowledge and skills. This information is analysed during PLCs so teachers can share effective teaching strategies.
- Teachers use a range of differentiated teaching practices to promote learning, such as targeted small-group work and Readers' Workshop. Other differentiated practices include the explicit teaching of lessons based on a key theme, classroom observations, conferences and formal and informal assessments.
- Teaching teams collaboratively analyse data in PLCs to monitor the progress of individual students and cohorts. This informs key actions and interventions to differentiate learning, and the evaluation of the impact of improvement strategies.
- In collaboration with families, teachers develop ILPs and LPs to document reasonable adjustments and communicate the tailored and individualised curriculum delivery for identified students. These plans are reviewed with families as required and during end-of-semester interviews.
- Teachers consult with families and allied-health professionals to develop a range of other plans, such as positive behaviour support plans, to ensure reasonable adjustments are made within the school environment. These are documented in an adjustment matrix and reviewed on a needs basis in consultation with the school.
- Reports to parents refer to learning goals and provide guidance on ways in which families can support their children's learning. Some students speak about their learning goals. There is evidence that the whole-school approach to setting and reviewing goals is developing.

## NSIT Domain 8: Effective pedagogical practices

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### 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 are active in encouraging teachers to implement effective teaching strategies in their classrooms. They recognise the need to identify and develop consistent, research-based teaching and learning strategies which best meet the requirements of the diverse student population.
- In recent years, school leaders have focused on developing researched, effective literacy practices. That has resulted in the development of a shared literacy beliefs document and the NECS's *Pedagogical Guide to Teaching of English*. This guide is based on the explicit teaching of letters and sounds with identified teaching sequences for Preschool and Kindergarten.
- The Readers' Workshop is the agreed approach to the teaching of reading, and K-2 teachers explicitly teach reading strategies. The workshop 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 Ten Essential Literacy Practices are embedded. School leaders and teachers sustain the focus on these through scheduled environmental and learning walks, providing feedback to teachers on identified practices.
- PBL expectations are based on RISE. All staff use the language and expectations to ensure classrooms are safe for risk taking, and to build the confidence for students to "have a go". During PLC meetings, teachers review data and the effectiveness of their teaching, and plan for improvement.
- School leaders are continuing investigation of age-appropriate mathematics pedagogy with the assistance of Dr Swan, and identify that the exploration of an inquiry model of learning, based in play, is the next step to broaden the pedagogical approach.
- Learning intentions and success criteria are evident in teacher planning, with artefacts displayed in classrooms.
- To support students in studying the language to describe their learning habits, teachers have developed a shared understanding of providing quality observation on learning. This work is in the early stages and has so far resulted in the introduction of a visual stamp to facilitate discussions with children about rating their work.



## NSIT Domain 9: School-community partnerships

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### 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

- NECS is committed to building and strengthening partnerships with parents to enhance learning, development and wellbeing outcomes for children. The latest parent-satisfaction survey results indicate that NECS is effective in building good communication between school and home and including families in decision making.
- The school has made considerable efforts to maintain communication and support for all families, particularly vulnerable ones during the COVID-19 pandemic. Leaders indicate the next step to progress parental engagement at the school is to explore the use of the Family-School Partnerships Framework to guide best practice.
- Led by the community coordinator, the school strategically establishes partnerships with families, government and non-government organisations to improve opportunities and outcomes for students. Parents report a very high level of satisfaction with the community partnerships.
- The school has developed a broad spectrum of partnerships that enhance student learning and wellbeing. In response to an identified need, the school developed a partnership with Community Services #1<sup>15</sup> to create the WSB: a targeted intervention to address absenteeism and lateness. This program is proving successful and is regularly evaluated and reviewed.
- A partnership with Communities at Work and Community Services #1 was established to reduce barriers to school attendance. The partnership now provides a daily breakfast, recess and lunch program to identified students, sponsored by local businesses.
- As a result of the school AEDC and PBL data, NECS developed a partnership between the ACT Child and Adolescent Mental Health Service and the ACT Education Directorate to offer families the UR FaB program.
- The school has also developed a partnership with Gugan Gulwan Youth Aboriginal Corporation and Tuggeranong Child and Family Centre. Collaboratively, a memorandum of understanding was developed to create a shared vision, objectives, governing principles and roles and responsibilities to enhance student learning and wellbeing. Jointly, the partners created the Culture Club plan which incorporates the school's RAP actions and key deliverables. The focus is on strengthening all students' knowledge and

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<sup>15</sup> Community Services #1 is a community-based profit-for-purpose organisation that has been serving the Canberra community for over 35 years.

understanding of Aboriginal and Torres Strait Islander histories, cultures and contributions, as well as enhancing family connection.

- Winnunga Nimmityjah's paediatric nurse coordinator regularly attends Culture Club, connecting families with Winnunga Nimmityjah's Aboriginal Health and Community Services. Culture Club continually adapts to support students, families and community-identified needs.
- The school has a well-established partnership and contract with Communities at Work to provide early childhood education and care services and access for children from birth to age 8.
- The school collaborates closely with Child Development Services (CDS), Koori Preschool and other families to support children's early development, with referral for assessment and access to services as needed.

## Commendations

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- The principal, school leaders and the Board express a strong commitment to improving students' learning and wellbeing outcomes.
- There is a strong sense of pride and belonging, as well as a happy, optimistic feel across the school and the community.
- There are high levels of trust supported by very respectful and caring relationships.
- Teachers and leaders provide extensive care and support to students which is highly valued by parents and learners.
- Staff and parents articulate the confidence and trust they have in the principal and school leaders.
- The Ten Essential Literacy Practices are embedded, resulting in enhanced literacy learning for children.
- School leaders and teachers regularly engage in environmental and learning walks to receive feedback on their practice and ensure consistency.
- The school has a well-documented, coherent, sequenced plan for delivery of curriculum, including scope and sequence, consistently used as the basis for planning.
- Social emotional learning and student wellbeing are key emphases underpinned by a suite of dedicated programs.
- A high priority is placed on identifying and addressing the individual learning and wellbeing needs of students.
- School leaders and staff apply resources strategically and creatively to optimise the extent to which student learning and wellbeing needs are met.
- Professional learning opportunities are resourced and targeted to support school-wide priorities and individual needs.
- School leaders and teachers systematically analyse student learning and behaviour data to identify areas for improvement.
- The school has developed a broad spectrum of partnerships designed to enhance student learning and wellbeing, led by the community coordinator.
- The Culture Club, developed in partnership with Gugan Gulwan and Tuggeranong Child and Family Centre, provides a range of services to children and families.
- The school maintains a strong reciprocal partnership with Communities at Work, providing services, resulting in more consistent and supportive experiences for children and families.

## Affirmations

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- The PLP identifies the approach to professional learning and articulates a broad range of activities regularly scheduled in the school calendar.
- PLCs, led by school leaders, include analysis of student-learning data, resulting in more consistent practice and higher learning expectations for students.

- The Readers' Workshop is the agreed approach to the teaching of reading in K-2.
- The principal and other school leaders are proactive in working on attracting and retaining the best possible teachers and staff.
- Specialist staff have been recruited to ensure that the Koori Preschool program for children aged 3 to 5 is of optimum quality.
- The data and assessment plan is viewed and analysed at key points through the PLC cycle to ensure teaching and learning plans meet the needs of students.
- The WSB is a highly valuable and successful intervention to address absenteeism and lateness.
- Professional learning in the area of mathematics data collection and analysis and pedagogy is used to support the ongoing development of data literacy.
- The availability of developmental services for children through the partnership with CDS is highly valued by parents, staff and CDS.
- The support provided to individual students by LSAs is greatly appreciated.
- Front-office staff provide a welcoming and efficient service within the school and to community visitors.

## Recommendations

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- Develop an explicit school improvement plan in close partnership with the wider school community that identifies specific improvements in student learning and wellbeing to be achieved. Ensure the targets are clearly defined, measurable and include timelines. Build a shared ownership of this plan, ensuring that teachers have a clear understanding of the changes in practice required to achieve those targets.
- Continue to build on teacher and leader data literacy, achieved in analysing English data, to develop further capability in the area of mathematics data, and the subsequent application of data analysis to other curriculum areas. Sustain existing processes to ensure that data are extensively used as a trigger for in-depth discussions of student growth, teaching practices and school policies.
- Build on the existing opportunities for teachers to give and receive feedback on their teaching. Include embedded routines for observing and providing feedback on expected pedagogical practices, and mentoring and coaching opportunities.
- In the ongoing development of the approach to differentiated teaching and learning, ensure that every student (including high-achieving learners) has goals, is engaged, challenged and learning successfully.
- Continue to collaboratively develop the explicit and agreed position on research-based teaching practices. This should encompass a whole-school approach to inquiry-based learning through play, incorporate current successful teaching practices, and include processes to monitor consistency of agreed practices.