



ACT
Government
Education

Lyneham High School

Report of Review, 2021

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Publication and independent Review Team details

Date of School Review: 24, 25, 26 and 27 May 2021

Principal of Review School: Rob Emanuel

National School Improvement Tool Review Report prepared by:

- Lead Reviewer: Christina Rogers, *ACER School Improvement Consultant*
- ACT Review Team members:
 1. Belinda Andrews, *Principal of Macgregor Primary School*
 2. David Briggs, *Principal of Alfred Deakin High School*
 3. John Alston-Campbell, *Deputy Principal of Lake Tuggeranong College*

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Report of Review, 2021 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.

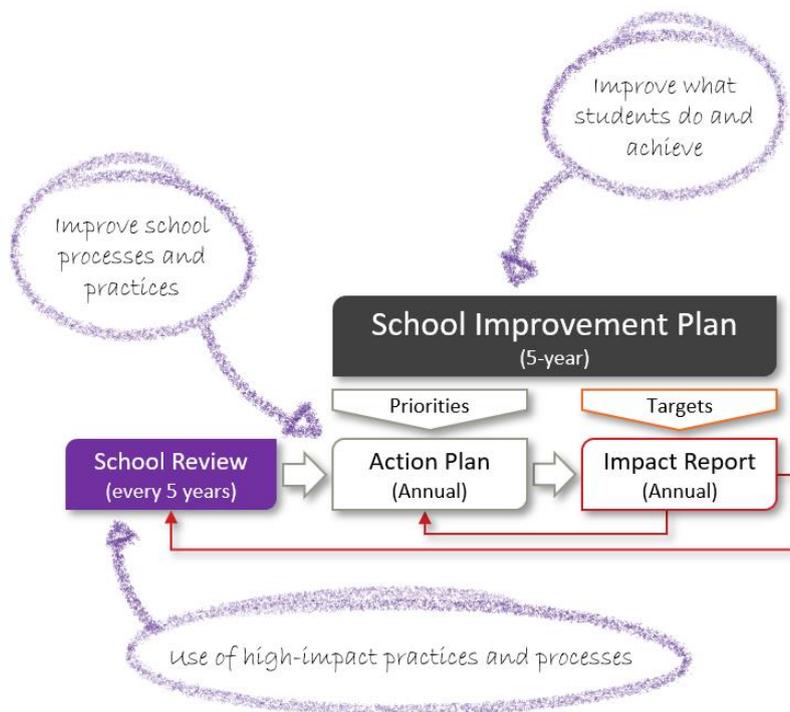
Following Review, the school receives a planning report, which is used as an internal working document, outlining key findings and recommended strategies for continued school improvement. The Education Directorate uses this planning report as a basis for the final *Report of Review* provided to school 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 Lyneham High School Strategic Plan 2017-2021 identifies two priorities: ‘all students are engaged and successful learners’ and ‘all students will be critical and creative thinkers and resilient people’.
- Key improvement strategies identified in the strategic plan include: the effective use of data and differentiation to support student engagement, and effectively developing the Australian Curriculum general capabilities, particularly critical and creative thinking, and the resilience sub-element from Personal and Social Capability.
- Subsequent annual plans for improvement include actions for each of these key improvement strategies.
- Efforts have been made by the leadership team over the course of the plan to understand student achievement levels, and to analyse some trends in data sets, including NAPLAN and stakeholder perception survey data. This led to the development of targets as articulated in the strategic plan.
- Targets included: reducing the percentage of students receiving D and E grades and in the bottom two bands of NAPLAN for writing; increasing the proportion of students attaining an A or B grade and in the top two bands for NAPLAN writing. A broad range of targets were also set in relation to stakeholder opinion survey data.
- School leaders described the challenge of identifying appropriate ways to measure progress towards a target set in relation to students’ development of critical and creative thinking skills.
- There is evidence of the sharing of the improvement agenda with staff in a variety of meetings. Staff identified a very broad range of strategies as comprising the school’s improvement agenda. Whilst there was some evidence of whole school approaches to enacting improvement strategies, particularly evident in differentiated teaching and learning, cohesion and momentum in other focus areas was not clearly evident.
- Teams, aligned to the strategic plan, have recently been formalised to build ownership of and engagement by all with the school’s improvement agenda.
- The school’s faculty-based structure has been an important mechanism for implementing some improvement strategies, for example, catering for the diverse needs of learner using a range of differentiated learning experiences and assessment.
- Members of the School Board report that the school leadership has made them aware of the improvement agendas that have been put in place, and that they are regularly updated on the progress of these initiatives.

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

- Multiple sources of evidence are collected at Lyneham High School. This includes data from NAPLAN, Learning Area A to E results, Progressive Achievement Test (PAT) data, attendance, and stakeholder perception survey data.
- Leaders pay attention to school performance data and are aware of strengths and areas for improvement including some trends.
- There is evidence of the school, over time, reporting annually in Impact Reports on school performance against the measures identified in the strategic plan, particularly in relation to writing, student engagement, wellbeing, and resilience.
- There is not yet a documented school-wide plan incorporating a timetable and protocols for the systematic collection, analysis, interpretation, dissemination and use of data on student achievement and wellbeing.
- Considerable time and effort have been put into centralising digital records of multiple sources of evidence over the last two to three years and providing key information to teachers and leaders to support the analysis and discussion of data. Routines of regular analysis at whole of school level, by faculty, cohort, and class are emerging.
- Teachers are provided with an overview of student performance data for each of their classes at the beginning of a semester. This includes student attendance, engagement, PAT, and learning area results in a colour coded manner so that teachers can easily see which students are performing below, at or above expected standards. Teachers report that this information is highly valuable in understanding the learning needs of their students. The use of pre and post testing and other strategies to monitor gaps or growth in learning by individual teachers is evident and has had an impact on how learning is differentiated.
- The school has a designated staff member leading the centralisation of data to make it easily accessible. A data team has also been established in 2021. This team is analysing sources of evidence and sharing information more widely. They have clear intent to continue to support faculty teams by presenting data in a way that supports deeper analyses.
- There is also some evidence of other teams and faculties reflecting on their impact through student achievement data. Some faculties have sought student feedback in relation to preferred topics and/or their perceptions of how engaging and challenging learning has been.
- A number of staff expressed a desire to engage in further professional learning about how to interpret a range of data sets.

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

- Lyneham High School's positive culture is characterised by warm and respectful relationships between stakeholders. Students commented that "our school is an inclusive community", staff commented that it is "an enjoyable place to work, where the staff is supported" and parents commented that there are extensive opportunities for students.
- The school's values of Care, Quality and Creativity are highly visible, coupled with clear messaging in documentation, that all students are expected to learn successfully.
- There is a tone of purposeful learning at Lyneham High School. Students were predominantly engaged in their learning across a number of classrooms. Classroom and corridor spaces were orderly and featured some high-quality student learning across a range of learning areas.
- The school is working towards the development of a whole school framework that will further clarify processes and practices in relation to maintaining a supportive learning environment. The approach will be underpinned by the Positive Behaviours for Learning (PBL) framework. A dedicated PBL action team, consisting of school leaders and classroom teachers, is leading this work, evidence of the school's desire to maintain and strengthen a culture of high expectations.
- The valuing of Aboriginal and Torres Strait Islander histories and cultures is evident through high visibility of physical artefacts, targeted professional learning, thoughtful curriculum planning, engagement with the local Indigenous community and opportunities for students to learn on country. Of particular note is the completion of an Indigenous mural that encompassed considerable stakeholder consultation.
- Student voice is encouraged. Any student can nominate to join the Student Forum. Action teams have been formed (e.g., environment, awareness, media, and special events) and lead the school in planned events, including fundraising. These teams have had impact in bringing positive changes to a range of issues.
- Students in all grade levels have the opportunity to engage in a substantial number of interest clubs. Students indicated that these opportunities are highly valued.
- The school has a range of student support services that complement their programs in creating safe places for students to seek support when they need it. Students praise the school's capacity to support their learning and wellbeing.
- In 2020, the school introduced 'Lenni', a student and parent portal located on the school's website designed to provide easy access to key information about student learning and wellbeing, as well as enhancing improved communication. Parents reflected

that feedback about student progress is predominantly through parent-teacher interviews and formal reports and some email updates from individual teachers.

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's annual budget is aligned to the school's strategic priorities.
- The school has a strong focus on supporting the wellbeing of all students. Significant resources have been allocated to provide a comprehensive wrap around service for students and their families. This approach is led by an executive teacher for wellbeing and two executive teachers for student support. Additional specialist supports for students include a student youth worker, school health nurse, Menslink counsellors, and a school psychologist.
- Considerable resources have also been allocated over time to support the school's diverse specialist programs. Well-developed selection processes are evident including systematic testing of students wishing to be considered for enrichment programs. The range of programs is described in Domain 6 of this report. A number of these are longstanding and have been strategically resourced over time to ensure sustainability.
- Students identified as needing additional academic support can access smaller integrated classes for core subject areas from years 7 to 10.
- The literacy team has enacted a range of initiatives to support students who would benefit from some targeted literacy intervention. For example, a dedicated STRIVE¹ literacy class is operating, and the school uses the Macqlit (Macquarie University) program. Programs and practices are monitored for impact.
- There is a dedicated English as an Additional Language or Dialect (EAL/D) teacher who supports teachers to make reasonable adjustments in mainstream classes for EAL/D students. Along with a second EAL/D teacher, they teach smaller groups of EAL/D students who require more targeted support from years 7 to 10.
- Students have access to 1:1 Chromebook devices. Learning technologies are being harnessed to:
 - > ensure clarity of learning expectations
 - > facilitate one-to-one teacher/student contact about learning
 - > provide feedback in a range of ways including digital recordings and rubrics.
- Through the School Board Innovation Fund, there have been recent innovative upgrades to learning spaces, for example, room 12 for Science, Technology, Engineering and Mathematics (STEM) learning, although a number of teaching spaces tend to be used traditionally.

¹ Lyneham's school literary support class

NSIT Domain 5: An expert teaching team

Domain descriptor

The school has found ways to build a school-wide, professional team of highly able teachers, including teachers who take an active leadership role beyond the classroom. Strong procedures are in place to encourage a school-wide, shared responsibility for student learning and success, and to encourage the development of a culture of continuous professional improvement that includes classroom-based learning, mentoring and coaching arrangements.

Findings

- The school leadership team places a high priority on the professional growth of staff.
- A culture of collaboration is clearly evident at Lyneham High School. Teachers describe the high levels of collegiality amongst staff and the value they place on being able to work collaboratively to plan and deliver the curriculum.
- A coaching and mentoring team has developed and is enacting a documented plan to support a schoolwide approach to building a professional learning community.
- Over the life of this strategic planning cycle the structure of and approach to teachers working in small professional learning teams has evolved. In the early years of this strategic planning cycle, teachers participated in cross faculty professional learning teams. Teams identified key elements from the Quality Teaching Model (QTM) to guide discussions, observations of teaching and feedback. Currently teachers meet regularly in faculty-based teams. There is a school wide focus on High Impact Teaching Strategies (Department of Education, Victoria) and teachers are encouraged to focus on a particular strategy, share with each other how they currently use this in their classroom practice, and try new approaches.
- New educators describe the comprehensive support provided by the school. This includes regular and timely mentoring, professional learning, classroom observations and feedback and an induction program.
- Many teachers reflected that it has been some time since they were able to observe their colleagues in classrooms. The school has a plan to reintroduce classroom observations and feedback.
- Performance Development Plans are completed by all staff including teachers and support staff including one to one conversations with supervisors, in accordance with the Directorate's policy. Staff set goals aligned to school priorities as well as identifying personal areas of focus for professional growth.
- The school has, over time, strategically recruited. Predominantly, teachers are deployed to their subject specialisation, rarely undertaking teaching roles outside of their specialisation.
- There are multiple opportunities for teachers to take on leadership roles through acting in higher positions, leading one of the school's specialist programs, taking on specific roles (for example year level coordination) and leading key initiatives within the school wide teams.

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

- Each faculty has developed and, over time, refined explicit, coherent, and sequenced plans for curriculum delivery for all learning areas in the Australian Curriculum. Students complete a core program of study across the eight learning areas with opportunity to complete some electives. A wide range of co-curricular offerings supports learning. Students express their appreciation for the variety of choices made available to them.
- Long and short-term planning documentation demonstrates alignment to the authorised curriculum. Teachers are backward mapping from the Achievement Standards and scoping the learning in long and short-term plans. Across faculties there is a high degree of consistency in approach and detail as a result of some agreed planning approaches.
- School meeting structures facilitate effective and supportive collaboration between faculty members about how best to deliver the curriculum in accessible, engaging, and challenging ways to meet the needs of their students. Documented curriculum plans reflect the ways in which students are engaged in higher order thinking.
- Teachers use a range of assessment practices and tasks to make an on-balance judgement about whether or not students have achieved at, above or below the expected standards. Digital markbooks capture this evidence, aligning it to particular elements of each achievement standard. This close tracking provides a mechanism for checking that students have multiple opportunities to demonstrate their knowledge and skills across all elements of the standards and in doing so, supports alignment between curriculum, assessment, and reporting.
- Some assessment items facilitate rich learning experiences for students.
- A range of specialised programs ensure the particular needs of students across a range of backgrounds and abilities are met in targeted ways. These programs demonstrate alignment to the Australian Curriculum including opportunities for the development of the General Capabilities. Programs include:
 - > the Seek program which uses an interdisciplinary approach to engage students in the exploration of concepts, big ideas and deep learning
 - > the LEAP (Lyneham Enriched Academic Program), which is designed to support high achieving students who require extension and enrichment
 - > the SEAL (Sporting Excellence at Lyneham) program, which provides the opportunity for students to achieve academically while continuing to excel in their chosen sport
 - > the DARE (Developing Adolescent Resilience and Enterprise) program, to challenge and develop resilience, emotional intelligence, and prosocial behaviours in young

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- > the STAR (Supporting Talent, Achievement and Resilience) program which supports students to connect and engage with the school and fosters leadership potential
- > the Band program, which actively works to develop the personal and social capabilities of students in the context of individual growth and development.
- A significant number of students are involved in one or more of these specialised programs.
- Some faculties, school wide team and programs have placed a strong emphasis on the general capabilities. For example, the HPE faculty has incorporated the explicit teaching of the personal and social capabilities. The literacy team has delivered 'literacy moments' at staff meetings, practical teaching strategies to support literacy across the curriculum. The Seek program places particular emphasis on critical and creative thinking.

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

- Differentiated teaching and learning has been a school wide focus for the duration of this strategic planning cycle. Staff have engaged in professional learning about differentiation and there is evidence of a range of strategies being employed in most classrooms.
- Leaders described their expectation that teachers will plan for and deliver differentiated learning experiences in three tiers: extension, core and adjusted. This approach is documented in curriculum plans.
- There has also been a focus on differentiated assessment. A sampling of assessment tasks provided evidence of scaffolding to support students to successfully complete the task. Some students interviewed expressed a desire for wider choice in how they successfully demonstrate their knowledge and skills.
- Teachers have been actively encouraged to use multiple strategies to check for understanding. This includes a range of tools from more formalised assessment, through to intuitive teacher judgements. The school has moved from predominantly summative based tasks to an ongoing collection of evidence. Differentiated instruction is informed by this evidence.
- Teachers capture this evidence of learning and many could provide evidence of how they document and keep track of each student.
- Teachers confidently describe their repertoire of practice in differentiating learning. They describe the ways in which they make adjustments to aspects of content, process, environment, and product in response to students' needs and interests. Strategies include tiered instruction, open ended tasks, student choice based on their interests, the use of Google Classroom to assign personalised tasks, individual project-based work etc.
- Students have the opportunity to engage in vocational education including certificate courses at Canberra Institute of Technology (CIT), the commencement of school-based apprenticeships and work experience placements.
- Twice yearly reports to parents provide information about performance against the achievement standards. Students reflect on their personal and social capabilities and work habits, and this is included in these reports.

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 school has applied a range of research including, but not limited to:
 - > Quality Teaching Model (ACT, 2006) to discuss and provide feedback on pedagogical practices
 - > Professional Learning Communities (Du Four and Eaker, 2008)
 - > Cycle of Inquiry (Timperley, 2007)
 - > 10 Essential Skills for Classroom Management (Education Queensland).
- These have informed local approaches and stimulated reflective practice to support the development of staff pedagogical capacity.
- In 2021, Professional Learning Teams (PLTs) have started to engage in discussions about High Impact Teaching Strategies as an evidence-based framework.
- Staff speak confidently about a range of teaching strategies that collectively support engagement in learning including but are not limited to inquiry-based learning, collaborative learning, negotiated learning experiences, the use of worked examples, explicit teaching, the integration of technology and Universal Design for Learning² (CAST, 2021) practices.
- Some students speak highly of the learning environment referring often to teachers who support their learning in ways that are appropriate to their stage of development, learning dispositions and interests.
- The school is working towards formalising and systematising feedback on practice, building upon historical experiences with the Quality Teaching model. Staff valued feedback on their teaching practices as enacted early in the school improvement cycle.
- Students report that teachers provide both formal and informal feedback across a range of formats and settings. Assessment work is returned within two weeks on average and provides guidance on how to improve framed in supportive language. Formative feedback is provided to classes, groups, and individuals on a need's basis. Clarity about what students are expected to learn and do is evident through the resources provided in Google Classrooms, learning intentions embedded in planning documentation and course information.

² Universal Design for Learning (UDL) is a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn.

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

- Lyneham High School has actively sought ways to enhance student learning and wellbeing through partnering with other education and training institutions, local industry, and community organisations.
- There are a wide range of partnerships in place to support student outcomes. A sample of these include a cluster of schools through the Critical Literacies Project; the Canberra Institute of Technology, through providing flexible learning pathways for students; and the University of Canberra, through the Affiliated Schools partnership.
- Some of these partnerships have been established by the senior leadership team and have their support. Others have been established by individual staff members for a specific purpose.
- The SEAL program connects to a range of sporting organisations, accessing coaches, speakers, and resources not available within the school. The SEEK program connects with local businesses and organisations to support student designed projects.
- The school connects to a range of businesses and training organisations to provide students with access to a range of vocational education learning opportunities including work experience and school-based apprenticeships.
- The Critical Literacies project and University of Canberra Affiliated Schools partnership are evaluated formally each year. Whilst there is anecdotal evidence that partnerships are working well for some students, there is limited evidence of the impact of some partnerships on learning outcomes, as currently no process exists for collecting evidence and evaluating impact.
- The school conducts regular parent forums, which provide an opportunity for parents to engage with the school on topics of interest generated by the Parents & Citizens association (P&C). Parents are aware of the school's improvement focus; however, they are not actively involved in decision making around school directions.
- The school's systems and processes supporting student wellbeing allow the School Psychologist Service, Menslink counsellors and School Youth Health Nurse program partnerships to work effectively in meeting young people's needs.

Commendations

- Lyneham High School is well served by a dedicated team of teachers and support staff who are clearly committed to meeting the needs of all students.
- Students at Lyneham High School value the wide range of opportunities which supports them to pursue their talents, needs and passions. Well-established programs, some long standing, are held in high regard across the entire school community. These connect students to the school and to each other in authentic, engaging, and meaningful ways.
- The school and staff are to be commended for the impactful processes in place to support new educators. Careful planning and effective implementation of a range of strategies including collegial professional learning and mentoring ensures that teachers in their early years of the profession receive ongoing guidance from their colleagues and leaders.
- The significant and innovative work undertaken to develop systems for data management provides teachers and leaders with easy access to electronic records of student achievement and progress which are shared with teachers, faculties, and leaders.
- The school community actively promotes and values inclusivity.
- A very high priority is placed on student wellbeing and strategic resourcing has enabled a multi-layered approach.
- Lyneham High School has developed a music program of national renown. A culture of connection and excellence has been fostered by expert staff, using a range of differentiated instructional strategies, along with authentic partnerships with the community.

Affirmations

- Lyneham High School is affirmed for its longstanding commitment to privileging time for teachers to work collaboratively, planning the curriculum, sharing practice, and learning from each other. This is providing opportunities for all staff to capitalise on the local pedagogical expertise evident in classroom practice.
- The emerging work in readiness to embed the Positive Behaviours for Learning framework is highly anticipated and welcomed by all stakeholders.
- The school's commitment to culturally responsive practices has resulted in the implementation of a range of strategies to acknowledge, celebrate and share Aboriginal and Torres Strait Islander history, cultures, and perspectives.
- Every student is afforded access to technology to support their learning.
- Lyneham High School has a range of partnerships in place, which 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.
- The establishment of a range of teams aligned to school priorities is building a shared responsibility for school improvement. A number of staff have taken the lead in driving some of this work over time and this is testimony to their commitment to the school.

- The appointment of a dedicated leader and the establishment of a data team has positioned the school well to continue to build the systematic use of data to inform school-wide decision making and teaching.
- The school has a targeted approach for literacy intervention with multiple strategies in place to support a range of students.
- The school values and supports its staff to take on leadership roles.
- The student forum provides opportunities for authentic student voice and agency in areas of interest and passion.
- Deliberate and explicit teaching of personal and social capabilities has been a focus and the Health & Physical Education (HPE) faculty has led a pilot project.

Recommendations

- In the development and implementation of the next School Improvement Plan for Lyneham High School, embed processes and practices that support collective ownership of the agenda and regular monitoring of its implementation. Pay particular attention to developing a narrow and sharp agenda focussed on well-defined and measurable learning and wellbeing outcomes which are widely shared and highly visible.
- Continue to build a data culture where evidence informed decision making becomes the way of working throughout the school. Develop a whole of school data plan that will support the systematic and purposeful use of data. Ensure that this plan captures the multiple sources of evidence important to the school as well as identifying responsibilities for collection, analysis, and communication. Building the data literacy skills of leaders and teachers should remain a priority.
- Continue to privilege time for teachers to work collaboratively and learn from each other's practice, including opportunities for teachers to visit each other's classrooms. Promote further instructional leadership opportunities including leading the analysis of student achievement, the provision of regular feedback, and coaching and mentoring.
- Continue to develop an explicit and agreed position on the evidence-based teaching practices that need to be evident in every classroom.
- Continue to develop a framework that supports the strengthening of structures and processes that underpin the school's commitment to a positive, respectful, and tolerant learning environment.