



ACT
Government
Education

Malkara 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

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National School Improvement Tool Review Report prepared by:

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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.

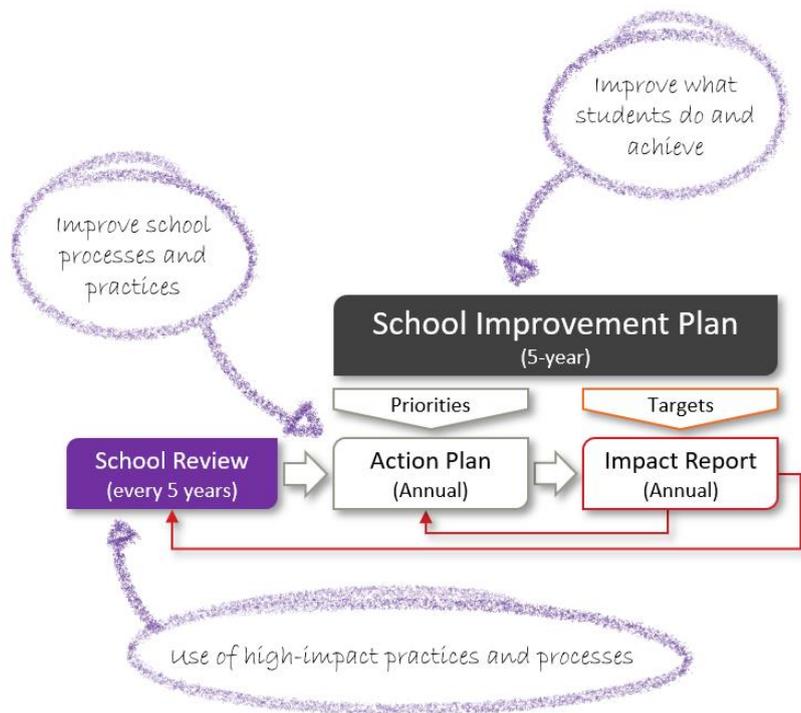
Through the lens of the NSIT, an internationally recognised framework for reviewing teaching and learning practices, reviewers gain an accurate picture of current school practices. During Review evidence provided by schools is considered alongside evidence gathered through consultation with staff, students, 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 Malkara School provides a preschool and primary program for students who have moderate to severe intellectual disabilities and/or autism. Many students also have associated sensory or communication impairments, a physical disability or a condition requiring intensive medical intervention and/or palliative care.
- The school's mission statement is that
 - > The Malkara School community works together to provide a positive, student-centred learning environment that enables students to develop towards their full potential and be valued and contributing members of society.
- The school declares on its website that
 - > All children have the right to an appropriate, challenging education which opens up individual potential for growth and development. Towards this end, learning programs at Malkara focus on curriculum content as well as developing each student's potential for independence and self-determination and maximising their capacity to communicate and be understood.
- The Malkara School's 2017-2021 Strategic Plan builds on the recommendations of its 2016 NSIT review. It includes two improvement priorities: Maximise learning for every student; and Maximise collaborative partnerships. There are clear and measurable targets along with specific personnel responsibilities, timelines, and key performance indicators.
- Each year since 2017, the school has produced an annual Action Plan (AP) detailing how it intends to progress the improvement agenda in the Strategic Plan. It has reported on its progress in the annual Impact Report (IR). All of these plans and reports are published on the school's website.
- The school leadership team reports its confidence that the planning and reporting processes have been instrumental in the school maintaining its focus on student learning, supported by the development of a safe and developmentally appropriate learning environment.
- Teachers and Learning Support Assistants (LSAs) were able to confirm that the school's focus is on student learning. They share the leadership's belief that all other aspects of the school program are directed at providing a safe and appropriate context for learning.
- The school enacts its strong expectation that all students will learn successfully through appropriately modified curriculum and pedagogy that respond to individual characteristics and capabilities. This is supported by an expectation that students will attend school as regularly as their medical and therapy circumstances permit.

- Professional learning days at the beginning of each school year target the achievement of The Malkara School's improvement agenda with its focus on student learning in a special education context. Agendas for these professional activities provide evidence of the focus on learning in an environment that is safe for both students and staff.
- Teachers describe how they rely on a range of student data to support them in decision making about the learning of the students they teach. These data include information about learning progress, behaviour, attendance patterns and other developmental information.

NSIT Domain 2: Analysis and discussion of data

Domain descriptor

A high priority is given to the school-wide analysis and discussion of systematically collected data on student outcomes, including academic, attendance and behavioural outcomes, and student wellbeing. Data analyses consider overall school performance as well as the performances of students from identified priority groups; evidence of improvement/ regression over time; performances in comparison with similar schools; and, in the case of data from standardised tests, measures of growth across the years of school.

Findings

- The principal and other school leaders view reliable and timely data regarding student outcomes as important to their effective leadership of the school. They drive the school's explicit focus on improving student outcomes in literacy, numeracy, communication, wellbeing, and engagement appropriate to the complex context.
- The systematic approach to the collection of data is evident in the Whole School Assessment Schedule, overseen by members of the school leadership. This document outlines the data that need to be collected each term and when this should occur.
- The establishment of a Data Room has been instrumental in ensuring staff analyse data during team planning days. The school leadership team identifies that the next step is to finalise the development of a data plan that articulates beliefs about data, what data are collected, why and how they are recorded and analysed, and who is responsible for this.
- Data identified in the collection schedule include a range of innovative literacy and numeracy assessments linked to the Australian Curriculum, and to the Victorian Curriculum for students not yet able to access it.
- At regular intervals, teachers collect and document data to track each and every child's progress towards identified Individual Adjustments for Learning Plan (IALP) goals. These data are collated in a comprehensive portfolio for each student.
- School leaders identify how they work with teachers to build their capabilities in using data to inform teaching and learning, with the initial focus being on literacy and an emerging focus on numeracy. Teachers across the school could talk about how they use data to identify starting points for differentiation.
- Teachers regularly discuss with one another and with LSAs, school leaders and families the implications of observational and diagnostic data, and progress towards goals. Teachers share how they are engaged in data-focused conversations, especially in fortnightly class meetings and term planning days. Teachers articulated that they are open to learning about, analysing, and using data more effectively.

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 Malkara School has created a culture of high expectation for learning with the school's Signature Behaviours and Staff Values underpinning all interactions across the school. There is evidence throughout the school of a learning environment that is safe, respectful, and highly inclusive.
- Through the development of IALPs for every student including identified personal learning goals, students are encouraged to learn successfully in their own ways, at their own pace.
- Positive and caring relationships that contribute to successful learning are inherent in the school culture. Students, staff, and parents speak positively about their school and there is a strong sense of belonging and pride. Staff speak of how they work collaboratively, collegially, and respectfully.
- There is a priority placed on staff wellbeing, evidenced by the work of the school leadership team and the Wellbeing Officer and initiatives of the Wellbeing Committee. There was positive comradery between staff, and staff members spoke about how they support one another.
- There is strong commitment to and support for the school's Positive Behaviour for Learning (PBL) approach. Staff speak of the positive impact across the school. The physical environment including significant visuals reflects the school as a safe and positive learning environment. Teachers and LSAs skilfully and calmly respond to complex learning and behaviour needs.
- The school collaborates with cluster schools to promote cultural integrity through the combined specialist schools' Reconciliation Action Plan (RAP). Staff are building cultural understanding to embed Aboriginal and Torres Strait Islander perspectives. An Acknowledgement of Country has been adapted to include key word signs to ensure relevance for the students.
- The school uses Seesaw application as a communication tool to strengthen parental involvement in learning. Parents report that Seesaw connects them more frequently to the learning in the classroom. Parents also spoke about the close partnerships that exist between them and the school staff.
- Parents, Parents & Citizens (P&C), and Board members expressed a high degree of trust and confidence in the principal, other school leaders and staff. Staff members also expressed their strong confidence and trust in the principal and school leaders.

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 principal and school leaders place a high priority on understanding and addressing the learning and wellbeing needs of all students enrolled at the school, including the Education Directorate's Healthcare Access at School (HAAS) requirements. Data analysis, budget development and monitoring processes are in place to identify and respond to student needs through the appropriate allocation of staff and resources. For example, PBL data have informed increased and more appropriate resource provision in the outdoor play areas.
- Human resources are allocated to support identified priorities including focused learning with the employment of a significant number of Learning Support Assistants and a part-time Wellbeing Officer.
- Expertise and experience are considered in the allocation of teachers to classes, with early career teachers paired with more experienced teachers.
- The school has strategically utilised the school leadership team to support teachers individually and in teams, and staff from the Network Student Engagement Team (NSET) to build staff capacity and address student learning and safety needs.
- Assistive technology supports classroom teaching and learning through a range of inclusive resources in every classroom. These resources include Pragmatic Organisation Dynamic Displays (PODDs), high visibility books and digital technologies.
- Resources have been targeted to improve the school's facilities, including extensive refurbishment of toilets and bathrooms to provide appropriate equipment to ensure student dignity, manage manual handling and support staff safety.
- School facilities include a gym/hall, swimming pool, several playground areas, courtyards with appropriate play equipment for students with complex needs, and sensory gardens. The school is over 50 years old and presents as an attractive and well-designed and maintained physical environment that supports and enhances quality learning. It is evident that staff take pride in the upkeep and presentation of the school.
- The budget process provides for School Board oversight, staff input and alignment of spending with school priorities.

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 Malkara School's leaders are committed to prioritising the recruitment, development and retention of quality staff, including teachers and support staff, who are committed to supporting the learning of the school's high needs students. The school's partnerships with local university and other higher education providers are focussed on this challenging objective.
- Teachers and LSAs are supported by school leaders in developing appropriate skills and knowledge, and their wellbeing and safety are prioritised. Staff members expressed their appreciation for the school's concern and support in what can be highly intense interactions.
- The school has introduced a literacy coaching and mentoring program for teachers that incorporates structured and reflective rounds of observation and feedback on teaching. A senior staff member has been identified who undertakes the observation and feedback rounds and provides the coaching, which lead to teacher reflection and the development of personal professional learning goals and plans.
- Teachers report that they value the observation, feedback and coaching, and that they would welcome further development of this type of professional support and growth.
- Structured professional learning activities at The Malkara School have focused in recent years on the development of research-based literacy teaching. Teachers report that these have positively influenced the quality of their teaching and the learning of their students. There is a detailed annual schedule of professional learning activities which does not yet extend to a comprehensive school professional learning plan.
- School leaders express a strong belief that staff wellbeing is essential to the school's effective delivery of learning in the complex and intense classroom contexts. There are numerous and regular out-of-class team building social activities and events, and staff reported that school leaders make frequent classroom visits across the school to check on staff welfare throughout each day.
- Staff are rotated as necessary to provide them with respite and opportunities to recommit engaging with students and their learning.
- School leaders acknowledge that the teaching and learning environment at Malkara is highly complex and intensive, and that while some teachers thrive on it, others are not suited. The latter are supported with respect and dignity to seek and obtain more appropriate placements.

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

- The Malkara School has a coherent, sequenced plan for curriculum delivery, appropriate to its context as a specialist school, which ensures consistent teaching and learning and monitoring across levels. The Malkara Yearly Curriculum Scope and Sequence details mathematics, health and PE, geography, history, science, technologies, and the arts curriculum, with strands and sub strands outlined term by term.
- The English Language mode and strands, and Personal and Social Capabilities strands and sub strands with a PBL focus are also detailed in the Scope and Sequence. There is evidence of sequenced teaching and learning opportunities as well as diagnostic, formative and summative assessments.
- A mathematics yearly Scope and Sequence incorporating strands and sub strands identified for each term is in the early stages of implementation. The strands reference corresponding Australian and Victorian Curriculum levels. Professional development is provided to build the skills of teachers and LSAs in relation to curriculum planning.
- School leaders focus attention on the priority curriculum areas and support all students in becoming proficient in literacy, numeracy, and Information and Communication Technology (ICT) capability, according to each student's modified program. There is a focus on cross-curricular skills and attributes as appropriate to learners' needs.
- Planning days for teaching staff and LSAs are integral to developing the shared vision for curriculum practice across the school. These days include analysis of individual student assessment, both diagnostic and anecdotal, including specific student behaviours, and adjustments to the data wall may occur at this time.
- The school leadership team use the curriculum to drive staff discussions relating to maximising learning and wellbeing outcomes for all students. The curriculum delivery plan contains evidence-based teaching practices and alignment to assessment and reporting procedures. PBL has been implemented across the school via a systematic approach.
- Assessment processes clearly align with the curriculum and monitor learning progress across a student's years of learning at Malkara.
- Reporting processes are aligned to the curriculum and cumulatively show progress over time.

NSIT Domain 7: Differentiated teaching and learning

Domain descriptor

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

Findings

- The school leadership team supports classroom teachers in identifying and addressing the learning needs of individual students. Classroom teachers work together to monitor progress of the students they teach and develop appropriate learning opportunities and support for each learner.
- Teachers assess where students are in their learning using tools such as Conventional, Emergent and Transitional Literacy Kits. Mathematics assessments include Pre-foundational Levels A – D in the Victorian Curriculum, and Foundation and Year 1 in the Australian Curriculum. The school has led the development of these mathematics assessments which are used across the Territory's specialist schools.
- Data derived from individual student assessments are used to identify starting points and ongoing student learning plans, and where appropriate are aggregated to identify opportunities for whole class activities.
- The school staff ensure that students are appropriately engaged, challenged and extended, developing individualised activities that meet the learning needs of each student. Teachers set goals with students and monitor progress. Some students were able to communicate their current learning and what they would be learning next.
- Teachers ensure that individual IALP documentation is developed and communicated with families, carers and other stakeholders. Teachers and LSAs describe how they monitor the progress of students and how they make adjustments.
- Student reports include a summary of the student's achievement against personalised achievement standards at a point in time. The school challenges all students to achieve their personal best and celebrates progress made. Reports include teacher comments about engagement, strengths and personal learning goals each semester.
- Teacher planning was sighted and is highly detailed. It includes adjustments to outcomes and activities for each student in a class, and proposed LSA and other resource allocation.

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 Malkara School leaders ensure that student learning is the core work in each class, and that research-based pedagogies are used to engage and challenge students in developmentally appropriate learning.
- The principal, deputy principal and other school leaders are highly visible and engaged instructional leaders. They lead the development of research-based teaching practice and spend their school days in classrooms and other learning contexts supporting the enactment of these practices.
- The leadership team provides strong support to teachers in developing pedagogical practices that focus on student learning, supported by a skilled and committed support staff. Across the learning areas offered by the school the teaching and learning practices are strongly based on research evidence.
- The school utilises common pedagogical practices to support learning. The following are visible in all classrooms and throughout the school:
 - > visual schedules and visual supports for learning
 - > zoned areas for learning and sensory needs
 - > student access to a variety of assistive learning tools such as alternative pencils
 - > the use of PODDs to support all communication
- The school has adopted the Balanced Literacy Model (adapted from the 4 Blocks Literacy Framework¹) for literacy development. The model incorporates Emergent and Conventional Literacy and teachers tailor the model to provide individualised programs for each student. Teachers endeavour to commit two teaching hours of each day to literacy development.
- The Malkara School continues to implement the Malkara Autism Spectrum Disorder (ASD) Framework, developed some years ago and incorporating a range of research-based learning environment considerations including classroom accommodations, presentation of lessons, routines, organisational strategies and communication strategies.
- Pedagogical expertise has been engaged to provide professional learning to staff in a range of areas of the school's programs. These engagements have included Jane Farrall,

¹ Erickson, K., & Koppenhaver, D. (2007). *Children with disabilities: Reading and writing the four-blocks way*. Greensboro, NC: Carson Dellosa

Christine Topfer, Haylee Parfett and Janelle Samson.

- Where appropriate to the needs of their students, classes incorporate the Active Learning Approach, a play-based approach to learning for young children with visual impairments and/or multiple disabilities developed by Dr Lilli Nielsen (Denmark).

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 Malkara School enhances student learning and wellbeing by prioritising strategic partnerships to provide access to a range of experiences, support, and resources.
- Multiple initiatives have been established to support student learning and wellbeing, and families. The leadership team and other staff are integral to identifying and connecting with organisations and agencies to support families.
- These initiatives have a clear sense of purpose and some have procedures in place to ensure effective communication and evaluation of the impact on student learning and development.
- Service agreements exist between private sector therapists, the school and families. In addition, the Australian Capital Territory (ACT) Education Directorate NSET therapists are coordinated by the deputy principal, and work with school staff and students. School visits by private therapists, NSET and ACT Health are aligned with the school's education programs and clear communication channels are identified. Therapy goals are incorporated into school programs, and induction sessions and information packages for outside agencies are an essential feature.
- In 2021 the school has developed a partnership with Lyons Early Childhood School (LECS). This involves 21 students from Malkara and 18 year 2 leadership students from LECS. This year long agreement supports student outcomes in English, communication and social skills. Progress will be reviewed with a plan for further inclusion experiences. A partnership agreement is in place.
- Partnerships also exist with the Australian Catholic University (ACU) and the University of Canberra (UC). The school leadership team has identified the need to continue to plan and evaluate these partnerships, designed primarily to demystify the Malkara school context and deepen the university students' understanding of curriculum and assessment to support learners with diverse needs.

Commendations

The Malkara School is to be commended for:

- Maintaining its focus on student learning, supported by the development of a safe and developmentally appropriate learning environment, through planning and reporting processes detailed in the 2017-2021 Strategic Plan and associated annual planning and reporting documentation.
- Enacting its strong expectation that all students will learn successfully through appropriately modified curriculum and pedagogy that respond to individual characteristics and capabilities, supported by an expectation that students will attend school as regularly as their medical circumstances permit.
- All teachers being able to articulate the data processes and systems and engage in data rich conversations to guide planning. There is significant work in building the data literacy skills of teachers through the dedicated coaching model.
- Its school culture that is built around high expectations and a commitment to excellence. Each student has an academic program, with learning and enrichment experiences underpinning the work of staff across the school. All students are supported to learn successfully, in their own way at their own pace. There is a positive and optimistic tone throughout the school promoting respectful relationships and student wellbeing.
- Working with deliberate intent to support student wellbeing. The PBL framework and data inform explicit teaching of behavioural expectations and resourcing decisions.
- The astute management of its workforce. The allocation of staff to particular groups of students is deliberate and aligned to expertise and 'best fit'.
- Its commitment to prioritising the recruitment, development and retention of quality teachers and support staff who are committed to the learning of its high needs students and focusing partnerships with local university and other higher education providers on this challenging objective.
- The structured professional learning activities that have focused in recent years on the development of research-based literacy teaching that have been shown to have positively influenced the quality of teaching and of student learning.
- Working with deliberate intent to develop the Malkara Specialist School Curriculum Scope and Sequence documents that clearly articulate what is to be taught and when across the school.
- Developing curriculum documentation aligned to the Australian Curriculum and the Victorian Curriculum. These curriculum plans provide the basis for staff discussions and enable a continued focus on improving student learning.
- Prioritising differentiated learning and providing multiple ways and opportunities for all students to demonstrate their learning achievements.
- Embedding staff collaboration to monitor the progress made by each student and identify next steps for learning.
- Using research-based pedagogies to engage and challenge students in developmentally appropriate learning, ensuring that student learning is the core work in each class.

- Incorporating as a core pedagogical practice the Active Learning Approach, a play-based approach to learning for young children with visual impairments and/or multiple disabilities developed by Dr Lilli Nielsen (Finland).
- The purposeful development of effective partnerships with the extended community, strategically established with students' learning and wellbeing firmly in mind and mutually beneficial to partners involved.

Affirmations

The Malkara School is to be affirmed for:

- Targeting the achievement of the school's improvement agenda with its focus on student learning in a special education context during professional learning days at the beginning of each school year since 2017.
- Using sources of data from innovative assessment tools to better understand individual student needs and for developing a coaching model to grow teachers' data literacy skills.
- The ongoing research and resource planning about how physical spaces inside and outside the classrooms can be used to maximise student learning and engagement.
- The strong cluster relationships that are in place, evident in the Specialist Schools' Reconciliation Action Plan, shared use of the Victorian Curriculum and recently adopted Adjustments for Learning Plans, and the transition to high school program.
- The cohesiveness of the leadership team and its commitment to providing ongoing support and feedback to all staff.
- The introduction of a literacy coaching and mentoring program for teachers, incorporating structured rounds of observation and feedback on teaching which lead to teacher reflection and the development of personal professional learning goals and plans.
- The use of planning days as privileged time for staff to meet in teams, providing regular opportunities to share practice, discuss student progress in learning, develop curriculum and engage in professional discussions.
- The multiple ways of communicating with families/carers as partners, providing information about children's learning and detailing progress students are making.
- Adopting the Balanced Literacy Model for literacy development, incorporating Emergent and Conventional Literacy and tailoring the model to provide individualised programs for each student.
- The school's initiative and partnership with Lyons Early Childhood School, which has brought together school staff and students across both sites. This mutually beneficial partnership is developing a range of outcomes for learners, staff, families and the wider community.

Recommendations

- Finalise the documentation of a consolidated school data plan, build on belief statements

about data and its use, that includes the analysis of existing data sets to target teaching through:

- > Incorporating a full range of school data (achievement and wellbeing).
 - > Defining roles and responsibilities for all stakeholders in their use of these data.
 - > Utilising existing data software and systems to increase regular use of data to inform teaching and differentiation to identified student need; and
 - > Increasing the data literacy for school leaders and staff as an integral component of this plan.
- Strengthen the school's development of cultural integrity, building on existing and emerging pockets of excellence and capitalising on staff and community connections, expertise, and resources.
 - Build on existing high-quality practices to implement a school-wide wellbeing framework for students, parents and staff that is data driven and includes social and emotional learning as well as strategies to develop and assess the readiness and capacity for children and staff to engage in learning activities.
 - Further embed the observation and feedback / coaching and mentoring procedures and protocols that have been introduced as a core professional learning and growth strategy, with consideration given to incorporating peer participation and the extension of the program to learning support assistants (LSAs).