



ACT
Government
Education

Evatt Primary School

Report of Review, 2022

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Publication and independent Review Team details

Date of School Review: 22, 23, 24 and 25 August 2022

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National School Improvement Tool Review Report prepared by:

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Report Date: 26 August 2022

Report of Review, 2022 prepared by:

ACT Government Education Directorate
Education Services Division, School Improvement Branch

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Overview of the School Review process

Approximately a fifth of all ACT public schools are reviewed each year. Reviews provide quality, independent, feedback tailored to individual school contexts. Findings from Review support annual implementation of a school's 5-year School Improvement Plan.

Reviews are undertaken by a team of experienced educators trained in the use of the *National School Improvement Tool* (NSIT) and are led by a Lead Reviewer from the Australian Council of Educational Research. Review Team size depends upon a range of factors, including the size and context of a school.

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

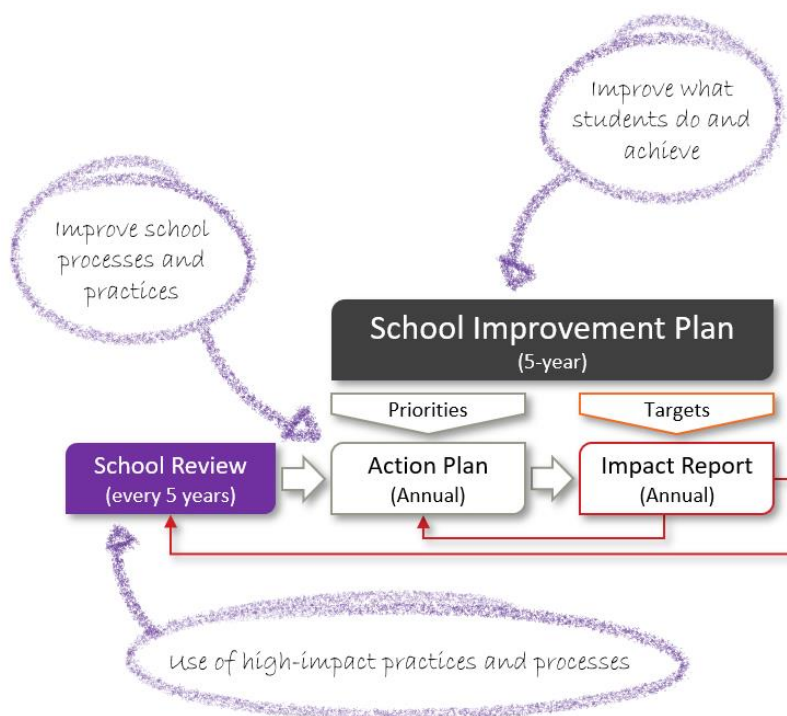
Following Review, the school receives a planning report, which is used as an internal working document, outlining key findings and recommended strategies for continued school improvement. The Education Directorate uses this planning report as a basis for the final *Report of Review* provided to school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

The *Report of Review* includes detailed findings for each of the nine Domains of the National School Improvement Tool, as well as Commendations, Affirmations and Recommendations

for continued school improvement.

Where does Review sit within the school improvement cycle?

ACT public schools utilise systematic integration of evidence and data collection, access and analysis to inform sharp and narrow 5-year School Improvement Plans. Annually, all schools utilise a suite of tools to expand, monitor and report on these priorities. Additionally, schools are provided differentiated support and feedback by internal and external experts. School Review is one way that this differentiated feedback is provided and typically occurs at the end of the 5-year school improvement cycle.



What are Commendations, Affirmations and Recommendations?

Commendations

Commendations highlight positive actions the school has taken over its last improvement cycle. Typically, these actions are either complete, or embedded in school practice.

Affirmations

Affirmations verify specific actions being undertaken by the school that are impacting positively on school improvement. These actions are typically either not yet complete and/or not yet embedded.

Recommendations

Recommendations provide the school with evidence-based advice regarding high-value areas for future school improvement efforts. Drawn from the NSIT, recommendations are key to the school effectively implementing its 5-year School Improvement Plan.

NSIT Domain 1: An explicit improvement agenda

Domain descriptor

The school leadership team and/or governing body have established and are driving a strong improvement agenda for the school, grounded in evidence from research and practice and expressed in terms of improvements in measurable student outcomes. Explicit and clear school-wide targets for improvement have been set and communicated to parents and families, teachers and students, with accompanying timelines.

Findings

- Evatt Primary School has been working to implement its five-year Strategic Plan 2018-2022. This plan addresses three priority goal areas: maximising student growth in literacy and numeracy; maximising students' science/STEM knowledge and skills; and supporting students in becoming confident and creative individuals and active and informed citizens.
- The three broad goal areas of the Strategic Plan 2018-2022 include 14 separate student outcomes and 22 numerical targets.
- In 2021, with the support of the Education Directorate and based on external international research evidence, the school revised and simplified the planning process to focus on Annual Action Plans (AAPs) for the remainder of the cycle.
- Members of the school Board report that they have been included in the process of reviewing the strategic plan and developing AAPs, and that they receive regular progress updates.
- The leadership team has developed and communicated a clear explanation to support staff, the Board and Parents' and Citizens' Association (P&C) in understanding the improvement process.
- The school has established school improvement teams (SITs), deriving their areas of focus from the AAP and comprising teachers from across the year levels with a range of experience and expertise. They drive the improvement focus in the areas of:
 - Every Day@Evatt (Positive Behaviours for Learning [PBL] and wellbeing)
 - sustainability and future skills
 - literacy
 - numeracy.
- Through the SITs, Evatt is developing strategies for improving the levels of student achievement and wellbeing.
- Student achievement data derived from a range of instruments and sources have informed decisions about strategic priorities and initiatives.
- It is apparent that the entire staff, including teaching and support personnel, share the leadership's commitment to the continuous improvement of the quality of teaching and learning throughout the school.
- School leaders and staff demonstrate a strong, shared expectation for every student to experience success in learning.
- Evatt intentionally celebrates the successes of its students and educators with the wider school community, such as when several staff members were recognised for their achievements in the ACT Public Education Awards.

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

- Evatt Primary School places a high priority on analysing and interpreting a range of systematically collected data about student outcomes and wellbeing to inform its decisions about improvement and learning strategies.
- There is a comprehensive schedule for data collection, including timetable, sources and responsible personnel. Leaders articulate that they are interested in extending this documentation to incorporate a range of other data-related strategies in a comprehensive data plan.
- Data are sourced from a range of standardised and other tests and assessment tools to monitor achievement and progress. These sources include: PAT-M, PAT-R and Spelling;¹ Dynamic Indicators of Basic Early Literacy Skills (DIBELS);² PM Benchmarking;³ BEE Spelling;⁴ BASE;⁵ and NAPLAN.
- The school uses its student management-system software, as well as Microsoft Excel and other proprietary software, to manage the storage, retrieval and analysis of data.
- Leaders acknowledge that the development of staff expertise in analysing data to inform their own teaching practice is ongoing, and that strategies to develop capacity in this area will be included in a future data plan.
- Student achievement data help to inform the deliberations of year-level professional learning teams (PLT) that convene weekly to plan collaboratively. The PLTs also engage formally in leader-facilitated, professionally focused meetings.
- Some teachers report that they rely on data from student screening tests to inform their planning for teaching, as well as to arrange groupings to support differentiated teaching and learning.
- Other opportunities to discuss data as a basis for planning teaching and learning

¹ PAT is an integrated approach to improving learning by measuring a student's knowledge, skills and understanding in a subject. For example: PAT-M – mathematics, PAT-R – reading, PAT-S – science.

² Dynamic Indicators of Basic Early Literacy Skills (DIBELS) is a set of standardized measures across kindergarten through sixth grade that can be used to assess students' early reading skills and are sensitive to student growth.

³ The PM Benchmark Literacy Assessment resources provide teachers with the right tools to accurately identify students' reading levels, use evidence to inform teaching practice and lesson planning, monitor students' reading achievement and progress over time, implement consistent assessment practices within and between schools, and capture data for school review and community feedback.

⁴ An ACT spelling program based on international and national research.

⁵ BASE is an ACT early years assessment program that helps teachers understand what children know and can do on starting class, and the progress they make during this crucial stage of development.

interventions occur during student-free days and other whole-staff and cohort meetings.

- Leaders can demonstrate how data gathering from staff is used to measure progress towards the target of their full knowledge and understanding of the improvement priorities.
- Evatt relies heavily on a range of data to inform the school-level allocation of resources and effort in addressing the learning needs of the full range of students.

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

- Evatt's positive school culture is characterised by warm, respectful and inclusive relationships. The leadership team, teachers, learning support assistants (LSAs), Preschool assistants, administration staff and students report a happy, optimistic feel to the school.
- Students comment that they feel safe at school. Staff articulate that the school is an inclusive and positive place to work. Parents comment there is a strengths-based approach to learning, that communication is excellent and that their children love coming to school.
- Parents say they are treated as partners in their children's education and appreciate communication through Seesaw,⁶ phone calls, emails, Facebook, morning Line Up (fun and informative) sessions, assemblies and the school website. They receive personalised information about their children's learning, achievement and wellbeing.
- Staff articulate a strong, shared belief that every child is capable of learning.
- The PBL Framework has been deeply embedded across the school. Students are expected to be safe, respectful learners, and members of the community are beginning to use this language. There are highly visible reminders in posters throughout the school. Staff, students and parents share a common language that is underpinned by a layered reward and acknowledgment system that works in classrooms, playgrounds and the school collective.
- The review team has observed calm and focused learning environments. All behaviour is recognised as communication and any issues are managed with minimal disruption.
- There is a commitment to communicating with families who appreciate both positive and "need to know" messages. Seesaw provides valuable insights into children's learning and wellbeing for families.
- Families appreciate the effort and quality of online learning provided during COVID, and the extent to which teachers supported individualised learning and connection.
- School leaders have strategically developed a trusting and collegial culture. Actions, processes and routines are transparent and shared.
- The Evatt Primary School Improvement Model drives the improvement agenda through SITs, resulting in collective efficacy, mutual accountability, ownership and satisfaction.
- Staff members share teaching practice and participate in learning walks as a context for

⁶ Seesaw is a platform for engagement and communication.

reflection, collaboration and collegiality.

- The leadership team has relentlessly advocated for modifications to the learning environment to support inclusion. Parents, staff and students notice and appreciate the positive impact.
- The Nest on-site café provides a hub for connection, reading and transition into the school day and builds a positive culture with families, staff and students.

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

- Evatt Primary School has developed and resourced creative solutions to address the learning and wellbeing needs of students, families and staff.
- Of the school's 328 students, including Preschool, 97 (27%) have needs identified through the NCCD and of these, 25 receive National Disability Insurance Scheme (NDIS) support.
- The school's facilities, routines, timetables and staffing structures promote differentiated play-based learning at break times, providing safe and responsive opportunities for all students.
- Resources have been identified and allocated proactively to support vulnerable families, including securing and funding paediatric services to facilitate timely and affordable access.
- Evatt has arranged transport for families experiencing disadvantage or trauma to promote attendance and connection with the school.
- Student equity funds and donations accessed through a range of partnerships support breakfast programs and refreshments in The Nest. The Nest also provides a place for parents to spend time with their children before school.
- The school's physical learning spaces are used flexibly by staff to promote dynamic organisation, accommodating individual, group and whole-class experiences.
- Students in all age cohorts have flexible access to small-group classes, enabling them to learn alongside their peers and experience inclusion and reverse integration.
- The school has developed resources that promote strong relationships with Aboriginal and Torres Strait Islander families, supporting cultural sharing and understanding.
- A range of programs has been introduced to support students with significant learning difficulties, whose needs are addressed through the Response To Intervention (RTI) model.
- Japanese language, health, sustainability and physical education specialists and a teacher librarian enrich the learning experience of students. There are opportunities for classroom and specialist staff to share approaches that support the progress in learning across the school.
- Two specialists in English as an additional language/dialect (EAL/D) work with identified children twice weekly. These teachers are active in the local EAL/D network.
- There is evidence that the availability and use of technology support personalised student learning, teacher administration and effective communication between home and school.

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

- All teachers at Evatt Primary School are members of SITs, which are developing vertical curriculum alignment across the learning areas of the Australian Curriculum, enhancing their professional knowledge and expertise.
- Each SIT presents a professional development session to the whole-school staff once per term with a focus on the school's four priority areas: Every Day@Evatt, sustainability, writing and mathematics. Teachers from all levels of professional experience have opportunities to lead peer learning through this activity.
- Year-level PLTs are provided with sustained collaborative planning time and professional learning each week. Discussion and analysis of student learning data and planning for ongoing learning are routine elements of PLT meetings.
- PLTs participate in learning walks, visiting classes in other year levels to support reflection, collaborative practice and professional growth.
- Intervention teachers with specialised expertise provide RTI programs and support EAL/D learners through small-group and individual learning support. These teachers access networking and professional learning to enhance their influence and effectiveness.
- Staff include a strong and skilled team of LSAs. Teachers, school leaders, learners and parents all refer to the value that these staff members add to student wellbeing and learning. Some LSAs are supported in undertaking formal university study to gain teaching qualifications.
- LSAs speak of the valuable professional learning they have undertaken to do their work better, and of their thirst for further support. They appreciate being considered as members of the school's instructional team.
- The school invests in recruiting, developing and retaining specialist staff, including those with expertise and qualifications in the arts, physical education and health, Japanese and special education.
- Staff and families describe the impact of the recently introduced brain-based MindUp⁷ program in supporting students to regulate emotions, form positive relationships and act with kindness and compassion. Staff attribute much of the program's success to the school psychologist's expertise and leadership.

⁷ **MindUP** teaches children and young people how to focus their attention, use brain breaks to manage stress, act with empathy and build resilience in the face of challenge.

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 curriculum at Evatt Primary School is drawn from the achievement standards across the learning areas of the Australian Curriculum. Year-level scope and sequence documentation reflects the Australian Curriculum and provides the basis for teachers to collaborate in planning consistent programs and learning units.
- The school has developed, and published within its online portal, The Evatt Way: What, When and How We Teach. This tool for consistent curriculum delivery provides a sequenced plan and incorporates a “whole-school curriculum delivery plan” (horizontally aligned, year-level scope and sequence), and team planners and timetable templates. While this documentation constitutes a plan, there is an opportunity to further consolidate this into an authentic, locally relevant and unique curriculum framework.
- Through the SITs, teachers and leaders are working together to develop a vertically aligned, whole-school scope and sequence for each learning area. This process is providing all staff with an overview of learning across the school and it is intended that the outcome will complement the existing range of curriculum resources.
- Curriculum overviews for each year level from K-6 are provided on the school’s website. Each overview includes an explanation of the structure of the Australian Curriculum and a presentation of the focus achievement standards in each component of every learning area per semester. The overviews also explain to parents and carers how assessment and end-of-semester reporting aligns with the achievement standards.
- The school describes its curriculum as skills based and subject specific, particularly in the core areas of English, mathematics and science. Teachers incorporate more integrated programming in other learning areas, where specialised teaching provides weekly educator release to facilitate the collaborative PLT work.
- Some teachers express confidence in incorporating cross-curriculum skills and attributes into their planning and teaching, while others – particularly those earlier in their careers – are developing their expertise in this area. The PLT and SIT structures provide vehicles for supporting the development of this expertise in less-experienced staff.
- Review team discussions with the school leaders indicate that the next steps in curriculum development are likely to include rationalising and further connecting the wide range of support material into a coherent and sequenced plan or overview.

NSIT Domain 7: Differentiated teaching and learning

Domain descriptor

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

Findings

- School leaders are committed to providing differentiated spaces and environments for student learning. Teachers differentiate through strong relationships and knowing students.
- Teacher and leader organisational practices reflect the belief that all students can learn. Groupings are identified through collaborative planning, based on assessment data.
- The leadership team and staff review assessment and monitoring tools to develop achievable and useful plans for data collection and analysis to inform differentiation.
- Evatt uses screening, school data sets and parent and teacher consultations to identify student learning needs.
- Teachers address learning needs of students through assessing prior knowledge, the analysis of formative assessments, frontloading of content, and providing scaffolding and levelled learning options.
- Teaching teams identify that collaborative planning supports them to meet the needs of students within their cohorts.
- Teachers and LSAs target students' point of need. Tier 2 intervention is negotiated to minimise repeated disruption to students' classroom learning.
- The student support team comes together weekly and provides a formal case-based approach to meeting needs.
- Students in the Disability Education Program access flexible differentiated instruction in the small-group program and home rooms.
- Student engagement plans incorporate personalised PBL and individual learning plans for the 96 students identified through the NCCD.

The school recently introduced future focused learning goals,⁸ developed in consultation with families, and these are visible on student desks.

⁸ These are personalised and allow students to take control of their own learning.

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

- Staff at Evatt are committed to the continuous improvement of teaching practices. The leadership and staff SITs continue to refine the school's pedagogical repertoire.
- The literacy SIT has supported staff to establish shared writing beliefs and a workshop model.
- The 10 Essential Literacy Practices⁹ set a foundation, and staff have worked alongside a literacy coach and a numeracy coach during the life of the strategic plan.
- Defining and articulating Writing at Evatt – a Whole-School Approach, contributes to teacher and student confidence and collaboration.
- Three-way conferences have been introduced for the identification and implementation of strategies to support writing.
- Teachers articulate that professional learning walks and analysis of writing and numeracy data in PLT meetings inform their collaborative and individual planning.
- The school is continuing to establish policies, guidelines and frameworks to support the teaching of skills and concepts within key learning areas, as well as literacy, numeracy and social and emotional capabilities.
- Teachers and school leaders are committed to embedding research-based pedagogical approaches and have drawn on the strategies promoted by system coaches and instructional mentors. PLT meeting time is used for professional conversations and learning from others to support student needs, guided by executive teachers.
- The agreed learning area-based pedagogical approaches provide a rich tapestry to teaching and learning at Evatt. These have yet to be consolidated into a unique pedagogical approach across the curriculum.
- Routines and processes for personalised goal setting are in early stages of development.

⁹ Research suggests that the 10 practices form a framework that educators can put to use right away in a variety of classroom settings to have a positive impact on literacy development.

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

- Evatt has established many partnerships intended to support its priorities, with the express purpose of improving outcomes for students and the community. Most partnerships have been initiated and/or confirmed by the leadership team.
- Leaders have been entrepreneurial in seeking strategic and synergistic partnerships for the school. Two key partnerships are with Belconnen – – A Village for Every Child¹⁰ and Abilities Unlimited Australia.¹¹
- Other school-initiated partnerships collectively contribute to enrichment, including: the University of Canberra – a Good Start to Life;¹² The Smith Family; Australian Sports Foundation; Libraries ACT; Belconnen Rotary; Woolworths Charnwood; IGA Evatt; Ruby's Café; and the Assembly Bar and Grill (which provides coffee beans for The Nest café).
- School partnerships aligned with Education Directorate initiatives include: Preschool to Kindergarten and year 6 to Year 7 transition programs; an individualised transition program for students with complex needs; Australian School-based Apprenticeships (ASbA); ongoing facilitation of preservice teachers from the University of Canberra, Australian Catholic University and other universities; and ongoing facilitation of Certificate III and IV Education Assistant Courses at Canberra Institute of Technology.
- The Nest café provides a community space co-delivered in partnership with the school P&C and the ACT Government's Supporting Parents Engagement Grants Program. It provides an area for families to attend before school and actively engage in reading, connect with one another and provide a gentle transition into the school day for some students.
- Some community partnership groups complement one another's engagement, while others have a specific focus for identified students.
- The P&C and Board provide opportunities for parents to be actively engaged in governance and in supporting school, family and community relationships.
- Thoughtful research, organisation and documentation processes provide clarity around

¹⁰ Belconnen – A Village for Every Child is an initiative that aims to improve systems across Belconnen so that children are physically healthy, socially and emotionally strong, and ready to engage in learning and life.

¹¹ Abilities Unlimited Australia teaches children with diverse abilities to build capability, capacity and confidence to safely and actively participate in sport and active recreation.

¹² The project aims to reduce the proportion of children who are developmentally vulnerable in the Belconnen district through multi-sectoral service integration.

roles and there is evidence that the school's partnerships are being implemented as intended. To date, the review of partnerships has been informal.

- Each of the school's many partnerships is targeted toward the wellbeing and learning needs of students, their families and a greater vision to support local community connection.
- Parents express a strong appreciation for the collaborative and engaging way the leadership team, teachers and support staff partner with them to address the diverse range of complex needs of their children. The Seesaw platform connects school and home.

Commendations

Evatt Primary School is commended for:

- the positive school culture characterised by warm, respectful and inclusive relationships. The leadership team, teachers, LSAs, Preschool assistants, administration staff and students express a happy, optimistic feel to the school. They feel valued and supported, professionally and personally. The leadership team members are appreciated for their approachability, openness, warmth and the respect they demonstrate to staff, students and families.
- establishing SITs, deriving their areas of focus from the goals of the AAP and comprising teachers from across the school with a range of experience and expertise.
- the shared commitment of leaders and the staff, including educators and support personnel, to the continuous improvement of the quality of teaching and learning throughout the school.
- acknowledgement by leaders that the development of staff expertise in analysing data to inform their own teaching practice is ongoing, and planning strategies to develop capacity in this area.
- providing curriculum overviews for each year level from K-6, including an explanation of the structure of the Australian Curriculum, on the school's website.
- its persistent, strong and coordinated advocacy and sourcing of funding to upgrade facilities, enhance playground and classroom resources, and enrich the engaging learning environment.
- investing in the MindUp program as an integral aspect of social and emotional learning in classrooms and building capacity through the school psychologist's support for student and staff learning.
- developing respectful partnerships with families to support students.
- the continuity and commitment provided by the skilled and experienced team of LSAs.
- the leadership team's development of the improvement model which has developed collective efficacy and mutual accountability.
- its commitment to improving spaces and environments for student learning.
- organisational practices that reflect the belief that all students can learn.
- its perseverance and entrepreneurial approach to building strategic and synergistic partnerships.
- developing The Nest Café community space to connect staff, families and children.

Affirmations

Evatt Primary School is affirmed for:

- revising and simplifying the planning process to focus on AAPs for the remainder of the planning cycle.
- developing and communicating a clear explanation to support staff, the Board and P&C in understanding the improvement process.

- the high priority placed on analysing and interpreting a range of systematically collected data about student outcomes and wellbeing to inform decisions about improvement and learning strategies.
- the comprehensive schedule for data collection, providing a basis for incorporating a range of other strategies in a comprehensive data plan.
- developing The Evatt Way: What, When and How We Teach as a tool for consistent curriculum delivery.
- Providing, through the SITs, opportunities for teachers and leaders to work together to develop vertically aligned whole-school scope and sequence for each learning area.
- the strategic, innovative and enterprising work of leaders in identifying opportunities and applying resources to current and emerging needs of students, families and the community.
- contributing to a high-quality future workforce by helping a number of support staff in Initial Teacher Education studies and hosting preservice placements, providing opportunities for experience in a productive and positive learning community.
- sharing strong beliefs that every child is capable of learning.
- deepening the focus on differentiated learning and teaching to support successful inclusion and learning for all students.
- the range of assessments and screening used to identify student needs.
- the staff expertise and commitment to implementing inclusive practices so that students can succeed in small-group and home-room learning locations.
- the introduction of future focussed learning goals.
- the leadership team's consideration of pace and timing of action towards school improvement priorities and adjusting implementation accordingly.
- the clarity of intent enabling adjustments in response to staff turnover, remote learning and budgetary considerations.
- defining and articulating Writing at Evatt – a Whole-School Approach, contributing to teacher and student confidence and collaboration.
- the introduction of three-way conferences for the identification and implementation of strategies to support writing.

Recommendations

- Build on existing policy and practice to develop a data plan that incorporates:
 - the rationale for the collection and analysis of student achievement, wellbeing and other data
 - allocation of responsibilities for collection, analysis, use and monitoring of data
 - the schedule of data collection, updated annually

- strategies for further enhancing the data literacy of leaders and teachers and their engagement with software and systems, as well as their capacity to use data as a basis for student learning.
- Consolidate current practices into a whole-school professional learning plan, updated annually that aligns with the school's strategic priorities and budget and includes:
 - whole-school professional learning rationale and intent
 - a focus on individual staff development through observation, feedback, mentoring and coaching, and leadership opportunities for all
 - engaging all staff in the development of individual professional growth plans
 - support for developing teacher capacity in implementing the embedded research-based pedagogical approaches and agreed practices
 - monitoring the impact on learning at individual staff and whole-school levels.
- Build on existing and developing agreed beliefs and practices across learning areas to develop a school-wide instructional approach which describes high-quality, evidence-based teaching that engages students in intellectually challenging learning opportunities. This model should:
 - include clear expectations about the use of locally preferred teaching strategies and a common language to describe them
 - ensure a common understanding of lesson structure and learning sequences, independent of learning areas and resources
 - retain current successful and valued practices.
- Build on the school's rich curriculum resources to refine a comprehensive, coherent and sequenced curriculum delivery plan that includes:
 - all areas of the Australian Curriculum, locally relevant and contextualised
 - plans for delivery of the curriculum, including horizontal and vertical alignment
 - the relationship among its components (such as year, term and unit plans)
 - the embedding of general capabilities and cross-curriculum priorities
 - provision for differentiating learning to support individual students needs
 - agreed assessment and reporting processes and protocols.