



**ACT**  
Government  
Education

# **Kaleen Primary School**

Report of Review, 2022

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## Publication and independent Review Team details

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Date of School Review: 15, 16, 17 and 18 August 2022

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*National School Improvement Tool Review Report* prepared by:

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- ACT Review Team members: 1. Daniel Mowbray, *Principal of UC High School Kaleen*  
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***Report of Review, 2022*** prepared by:

ACT Government Education Directorate  
Education Services Division, School Improvement Branch

Report Date: 1 September 2022

## Overview of the School Review process

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

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

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

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

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



# NSIT Domain 1: An explicit improvement agenda

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## Domain descriptor

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

## Findings

- *The Kaleen Primary School 2018-2022 School Improvement Plan (SIP) has been developed in consultation with the broader school community. It builds on recommendations from the previous school review (in 2017) and as a result of an analysis of academic performance and wellbeing data sets.*
- *The SIP contains two priorities: improve student outcomes in literacy (reading and writing), numeracy, and science, technology, engineering and mathematics (STEM), using an evidence-based approach; and enhance school culture and promote social and emotional wellbeing. Each priority is accompanied by baseline and aspirational targets, which are regularly monitored. Progress is reported to the school community in a variety of ways. The SIP links to system-improvement priorities.*
- *Each year's action plan includes evidence-based strategies in support of targets and trends identified over time. Annual impact reports document in detail the school's progress in delivering on the improvement agenda, particularly against targets set.*
- *Improvement strategies are based on school-wide statements of belief about what teachers and leaders are expected to focus on. These statements describe "The Kaleen Way": a suite of aligned curriculum, pedagogical and assessment practices.*
- *The school's structures are aligned to the improvement priorities. Examples include the seven school improvement teams (SITs) and various collaborative teams, particularly the sub-school collaborative teams (SSCTs) and cohort collaborative teams (CCTs). These teams are designed to focus leader and teacher collaboration time on core learning priorities. Teachers can describe the intent and outcomes of these teams.*
- *Each year, teachers undertake an action-learning project directly drawn from the SIP and action plan as part of aligning their practices to whole-school priorities. Over time, these projects have become more targeted and are sharpening attention on the school's core learning priorities. The review team has found considerable evidence that this strategy is building ownership of and commitment to the improvement agenda.*
- *Teachers interviewed speak positively about the school's improvement strategies and how they are impacting their teaching practice. The review team has been shown many examples of significant student performance and growth.*
- *Parents can describe the things that the school has been focusing on and are highly supportive of the information provided about strategies and progress.*

## NSIT Domain 2: Analysis and discussion of data

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### Domain descriptor

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

### Findings

- The improvement agenda is being driven by a school-wide understanding of the importance of quality learner data. Evidence includes the school's regularly updated data plan, accompanying assessment schedule and suite of tracking spreadsheets, which together capture live student performance, as well as performance over time.
- Leaders work with the data sets to monitor and identify trends at the individual, cohort and whole-school levels. The tracking systems are allowing for data to be cut multiple ways and for various purposes. Teachers report that this is opening up their access to appropriate data and empowering them as practitioners.
- Leaders demonstrate a sophisticated understanding of interrogating the school-wide data sets, particularly for gap identification and growth. The review team has found considerable evidence of this practice in relation to Response To Need (RTN).
- Student wellbeing data are being drawn from the fully embedded Positive Behaviour for Learning (PBL) Framework. The PBL team monitors implementation and procedural data – for example, major and minor behaviour logs and teacher feedback. Every four weeks, the team reports to the school community on responses to these data sets.
- Whole-school academic testing is routinely conducted, using PAT-M, PAT-R and PAT-S.<sup>1</sup> At the classroom level, sub-school teams are using a school-endorsed suite of instruments to assess student performance in reading, writing, spelling and punctuation.
- All teachers speak of their regular involvement in conversations with leaders about student learning and wellbeing data. The review team has seen evidence of data analysis being firmly embedded in teacher practice. The differentiated teaching in classrooms is being driven by teacher understanding of the data they are collecting.
- Classrooms throughout the school are making learning and wellbeing data visible. Individual student learning goals and PBL Wellbeing@Kaleen (W@K) token displays are driving activities positively.
- Parents and students confirm that their perceptions of the school are being taken into consideration and acted upon by leaders. Analysis of perception data is conducted annually and is shared widely across the school community.

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<sup>1</sup> 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.

## NSIT Domain 3: A culture that promotes learning

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### Domain descriptor

*The school is driven by a deep belief that every student is capable of successful learning. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents. There is a strong collegial culture of mutual trust and support among teachers and school leaders and parents are treated as partners in the promotion of student learning and wellbeing. The school works to maintain a learning environment that is safe, respectful, tolerant, inclusive and that promotes intellectual rigour.*

### Findings

- The ethos of the school is one of high expectations where purposeful learning is privileged. Classrooms and school grounds are stimulating, inclusive and vibrant. Leaders have been deliberate in driving this culture.
- The voice of students is obvious in many aspects of the life of the school – from promotional or instructional materials (including many multimedia presentations) through to governance (via the Student Parliament), advocacy and celebration of achievements. There is a strong sense of pride and belonging in the school.
- The PBL Framework is firmly embedded and has become known as W@K. The attendant On Track messaging is the school's common language. Processes are universally known and applied. The whole school community shows commitment to this approach and it is driving a strong culture that allows all students to thrive.
- Students, staff and parents express their investment in PBL. Leaders have supported the PBL team throughout this improvement cycle to rigorously monitor and maintain fidelity to the framework. The school has earned system-wide acknowledgement of the effectiveness of PBL implementation.
- There is a happy and optimistic feel to the school. The review team has witnessed caring, inclusive and polite interactions between staff, students and families. This reinforces the evidence from annual stakeholder-satisfaction data sets and day-to-day feedback from families on the quality of the education and wellbeing being provided.
- High levels of trust characterise the school community. This is evident at the leadership and classroom teacher levels and in commentary from students and families. All teachers speak of the collegial and collaborative culture that exists and which is empowering them to focus on improving learning outcomes for every student. School leaders are seen by teachers as crucial partners in the teaching, learning and wellbeing culture.
- Staff morale is sustained at a high level and teachers comment on a strong sense of collective efficacy. Many teachers express a commitment to the professional growth of their colleagues – particularly new educators.
- Leaders are prioritising the engagement of parents as partners in the promotion of learning and wellbeing. Communication channels are rich and inviting, including the use of the Seesaw<sup>2</sup> application and social media platforms. There is evidence of high engagement levels of parents. This is providing teachers with instant feedback and is adding to the knowledge available to them in designing successful learning opportunities.

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<sup>2</sup> Seesaw is a platform for engagement and communication.

- Learning beyond the classroom is being enacted through the Passion and Enrichment@Kaleen (PE@K) initiative, which includes lunch clubs, programs, party play and creative activities. These often allow for academic press and pursuit of individual strengths and interests.

## NSIT Domain 4: Targeted use of school resources

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### Domain descriptor

*The school applies its resources (staff time, expertise, funds, facilities, materials) in a targeted manner to meet the learning and wellbeing needs of all students. It has school-wide policies, practices and programs in place to assist in identifying and addressing student needs. Flexible structures and processes enable the school to respond appropriately to the needs of individual learners.*

### Findings

- The school resources are being targeted in support of improvement priorities and the learning and wellbeing needs of all students. Leaders regularly talk about making the most of every minute to progress learning and wellbeing. Programs that have been implemented are designed to optimise resources, including teacher expertise.
- *The Kaleen Primary School Outdoor Learning Environment Masterplan* describes a staged approach to investing in purposeful and positive play – an underpinning whole-school approach to learning. This plan is endorsed by the parent community and co-sponsored by the Parents and Citizens Association. Elements of the masterplan align with school improvement priorities such as sustainability and cultural integrity. Examples of investments include the community sensory garden, the ninja warrior playground, a worm farm, yarnning circle, designated digging areas and a carbon forest.
- In-class resourcing is aligned to school-wide identification of specific student learning needs. Systematic testing is in place. Data from testing are informing resource purchasing, particularly in support of improving literacy and numeracy growth. Staff are provided with a suite of evidence-based resources to supplement their teaching.
- Leaders have actively recruited to bring in experienced teachers with specific expertise as well as new educators. New targeted positions have been created to progress school improvement priorities – for example, the community liaison position.
- The school's data-collection systems are guiding decision making in relation to resourcing and intervention strategies.
- Allocation of learning support assistants (LSAs) is part of the RTN model operating across the school. Learning gaps are being identified through analysis of systematic testing. The What I Need (WIN) intervention of intensive support includes LSAs, teachers and student tutors ("boost" tutors).
- The English as an additional language/dialect program is resourced according to assessment of student needs. A dedicated space is allowing for small-group intensive support where this is deemed the most appropriate strategy.
- The small-group setting for students with identified disabilities or learning needs is highly accessible to learners and staff. Flexible responses are being enacted using a range of staff.
- Experienced and expert teachers and leaders are being deployed to ensure consistency of resourcing. The review team has observed this as a feature in all cohort teaching teams.
- The physical resources of the school are being used creatively to maximise learning and

wellbeing. Classroom furniture and technologies allow for individual, small-group and whole-class engagements. Open areas are regularly accessed as breakout spaces for independent learning and cohort sharing.

## NSIT Domain 5: An expert teaching team

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### Domain descriptor

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

### Findings

- The principal and other leaders have given priority to development of a whole-school professional learning plan that ensures staff learning is aligned to the priorities of the SIP, identified questions of practice arising from analysis of student learning data, and emerging circumstances, such as the requirement for remote learning.
- Teachers and school leaders are taking personal and collective responsibility for improving student learning and wellbeing. Universal involvement in SSCTs means that staff meet weekly to plan collaboratively, analyse student learning data, adjust teaching, progress school improvement priorities and learn from each other's practice.
- Leaders prioritise the importance and potential of SSCTs by providing non-face-to-face teaching time for all teachers in a cohort simultaneously.
- Operational staff meetings are held asynchronously online in order to provide teachers with additional time to work on SIT priorities or professional learning.
- Leaders are promoting a culture of sharing and collaboration through the Steal Off Other Teachers (SOOT) process. SOOT is highly regarded by teachers as a major source of their professional growth. SOOT is supporting the showcasing and scaling up of high-impact teaching practices across the school.
- Professional learning is individualised as well as being whole school. Leaders are actively working shoulder to shoulder with classroom teachers at their point of need. This is creating a culture of high trust and reflective teacher practice. There is a pervading culture of openness to critique and towards feedback.
- Professional learning is often co-delivered by school leaders and classroom teachers with the goal of strengthening consistency in quality teaching across the school, celebrating success and the progress of work in each SIT.
- School leaders give very high priority to offering professional learning and leadership opportunities to all staff. Recent professional learning has occurred in the areas of literacy, numeracy, STEM and sustainability, PBL, cultural integrity, the National Quality Framework and post-graduate study linked to the University of Canberra Affiliated Schools Program.
- Special task forces have been formed from time to time, including the formative assessment taskforce (FAT) and UC Affiliated School Project Teams, in order to progress Kaleen priorities and teacher efficacy.
- The school leadership team has managed exigencies of the pandemic with sensitivity in order to maintain continuity of the culture of collaboration, teamwork and the focus on

continuous professional improvement.

## NSIT Domain 6: Systematic curriculum delivery

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### Domain descriptor

*The school has a coherent, sequenced plan for curriculum delivery that ensures consistent teaching and learning expectations and a clear reference for monitoring learning across the year levels. The plan, within which evidence-based teaching practices are embedded, and to which assessment and reporting procedures are aligned, has been developed with reference to the Australian Curriculum or other approved curriculum and refined collaboratively to provide a shared vision for curriculum practice. This plan is shared with parents and families.*

### Findings

- The school's curriculum planning and documentation is firmly aligned to the Australian Curriculum. Long and short-term curriculum planning documents form a part of "The Kaleen Way". The review team has heard extensive positive commentary from teachers on the accessibility of key curriculum documents (including the use of the Sentral dashboard shortcuts) and the support they receive from leaders in planning for effective curriculum delivery.
- Leaders are actively monitoring the enactment of the curriculum at the classroom, sub-school and whole-school levels. Time has been set aside for teaching teams (cohort teams) to plan together. This is where moderation and calibration of delivery is occurring. Expectations about how teachers use the achievement standards to align teaching, assessment and reporting are clearly stated and regularly discussed.
- Unit-planning documents describe the integration of cross-curriculum priorities and the general capabilities, particularly prioritising literacy, numeracy, Aboriginal and Torres Strait Islander histories and culture and sustainability. The review team has found examples of teachers integrating (via Integrated Units)<sup>3</sup> big ideas and critical thinking.
- The sequencing documents (term and year planners) show what is expected to be taught and when to cohorts. Whole-school curricula in English and mathematics show clear vertical alignment and progression.
- Planning documents show how teachers are adjusting the curriculum for students with additional learning needs. Adjustments are documented and reflected upon as part of continuous curriculum improvement.
- School-endorsed approaches to the delivery of the curriculum are made explicit and provided to all staff. Accompanying evidence-based resources are made available to all teaching teams. These are linked to professional learning episodes and referenced in the school's pedagogical framework.
- Teachers universally speak in support of the trust extended to them to creatively design units of work and individualise the curriculum for learners in their respective classes. They can share examples of how this creativity is generating curriculum renewal. The evaluation of units is a regular feature of collaborative team meetings.
- There are pockets of teachers anchoring their planning in the Australian Curriculum, Assessment and Reporting Authority literacy and numeracy progressions. Leaders speak of this as a feature they wish to further pursue.

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<sup>3</sup> An Integrated Unit is a topic or theme that's used to teach more than one area of the curriculum in Australia.

## NSIT Domain 7: Differentiated teaching and learning

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### Domain descriptor

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

### Findings

- The school leadership team places a very high value on differentiated teaching and actively promotes it as a means for ensuring that every student is engaged and learning successfully.
- Differentiation is a priority of the school and most of the teachers demonstrate high levels of skill in meeting students at their point of need.
- Differentiation is implemented through visible learning, student goal setting, clear learning intentions and success criteria, formative assessment strategies, needs-based groupings, and PE@K projects.
- Teachers are encouraged to respond to differences in cultural knowledge and experiences and to cater for individual differences by offering multiple means of representation, engagement and expression.
- Many teachers encourage students to monitor their own learning and to set goals for future learning. Learning intentions, success criteria, work exemplars and Bump It Up Walls are evident across the school.
- Planning templates include a dedicated section where differentiation of practice is to be described. Teachers closely monitor progress of individual students, and the review team has observed many examples of adjustments to their teaching.
- All collaborative teams allow staff to engage in professional discussions about what is working well, what is not and how they might differentiate to optimally engage and challenge groups and individual students.
- Teachers engage in action learning and use data to make informed decisions and try new differentiated strategies to improve student learning. SOOT is facilitating this sharing.
- The RTN framework is providing a multi-tiered structure for differentiating instruction and supporting learning for all students. Strategies range from whole group to the individual.
- Teachers consult with parents and students to ensure that reasonable adjustments are made to meet the needs of students with disabilities, including through the use of strategies described in individual learning plans.
- A small-group setting provides intensive, individualised support for students with disabilities to complement mainstream learning that they also access.
- Comprehensive communications with parents and families, particularly via the Seesaw application, provide information about progress in students' learning and what parents

might do to support their child's further learning.

- The review team has seen many examples of student workbooks and digital representations of their learning which illustrate differentiation tasks and feedback. Conferencing episodes also reflect highly individualised feedback to learners. New personal learning goals are being derived from this feedback.

## NSIT Domain 8: Effective pedagogical practices

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### Domain descriptor

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

### Findings

- The principal and other school leaders have accepted personal responsibility for powering improvements in teaching throughout the school. They demonstrate a strong conviction that better teaching is the key to improved student learning and relentlessly drive school-endorsed, evidence-based, high-impact pedagogies.
- Leaders are drawing upon a focused, educational literature base when designing in-school approaches. Accompanying resources and professional learning are providing school-wide implementation of agreed practices. Examples include open-ended mathematical problem solving, student-centred literacy approaches, appropriate explicit instruction, purposeful play, and inquiry-based learning.
- School leaders spend time working with teachers to improve their teaching practices through modelling, evaluating and providing feedback on pedagogy.
- A pedagogical framework that aligns with the *ACT Public School Pedagogical Framework Guide* is in active use.
- There is a particular focus on improved teaching methods in reading, writing, mathematics and science. Professional learning activities are focused on building teachers' understandings of highly effective teaching strategies in these areas.
- Quality collaboration by cohort teams contributes significantly to continuous improvement in pedagogical practices. Examples are seen in improvements in general pedagogy and literacy teaching. The sharing of research, ideas and practices is occurring in SSCT meetings.
- Strategies include sharing learning about the 10 Essential Literacy Practices,<sup>4</sup> teacher involvement in SOOT and leader feedback through the Five-Minute Feedback process.
- The fidelity of implementation of the Australian Curriculum is evident in high expectations of every student's learning, explicit teaching of skills and content, individualised attention as required, and timely feedback to guide student action.
- School leaders are actively promoting a range of evidence-based teaching strategies. Examples include assisting students to see the relevance of their learning, making expectations for learning explicit, providing regular and timely feedback, routinely

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<sup>4</sup> 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.

evaluating effectiveness of teaching and using those evaluations to adjust practice.

- The gradual release of responsibility model is seen in many classrooms and the language of “I do, we do, you do”<sup>5</sup> is supporting students to become competent, independent learners.

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<sup>5</sup> *The gradual release of responsibility (also known as “I do, we do, you do”) is a teaching strategy that includes demonstration, prompt and practice. This technique moves from teacher-directed instruction to independent student work.*

## NSIT Domain 9: School-community partnerships

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### Domain descriptor

*The school actively seeks ways to enhance student learning and wellbeing by partnering with parents and families, other education and training institutions, local businesses and community organisations. Parents and families are recognised as integral members of the school community and partners in their children's education. Partnerships are strategically established to address identified student needs and operate by providing access to experiences, support and intellectual and/or physical resources not available within the school. All partners are committed to the common purposes and goals of partnership activities. Procedures are in place to ensure effective communications and to monitor and evaluate the intended impacts of the school's partnerships.*

### Findings

- Kaleen Primary School is active in building and strengthening a range of partnerships with parents, families, community organisations and educational providers. Arrangements are formalised and integrated into day-to-day procedures across the school. External partners are viewed by the leadership team as being critical to the ongoing success of student learning and wellbeing.
- The school has employed a community liaison officer for the express purpose of building connections with community members. Interviews conducted by the review team have found substantial evidence that this partnership is vibrant and rewarding for the school and families and is underpinning the strong community culture at the school. Many people characterise the school as “family”.
- The partnership with families is anchored in clear communication and the open and welcoming stance of school leaders. Events, resources, expertise and in-kind supports flow to the school for targeted purposes.
- The successful awarding of a \$30,000 grant for the Lift Off program through Uplifting Australia<sup>6</sup> is one of the strategies deployed in support of the priority partnership with parents. It has allowed access to external expertise in strengthening connections and resilience in children and families. The pausing of this initiative due to the pandemic has seen the school identify an alternative online resource to avoid losing momentum.
- The partnership with the University of Canberra (via the Affiliate Schools Program) includes the Early Years Physical Education and Literacy initiative which sees university experts delivering physical education activities to years 1 and 2. Activities are highly differentiated and make use of technology to track and deliver instruction. Student engagement with the initiative is overwhelmingly positive. Staff speak about it targeting professional learning for them in relation to the PE curriculum, as well as supporting literacy initiatives already in place in the school.
- The Affiliate Schools Program is providing opportunities to enhance teacher learning in the Teachers as Researchers initiative. Academic staff support classroom teachers to progress a piece of action research in pedagogical practice. This is providing new knowledge within and across the school.
- The in-school learning of pre-service teachers from the university in practicum clinics

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<sup>6</sup> Face-to-face, school-based programs aimed at developing emotional wellbeing and resilience.

(called PCKs) is another example of two-way learning from the partnership. PCKs are viewed positively by leaders and participating classroom teachers.

- Leaders monitor the outcomes of the major partnerships through regular conversations with partners, parents, teachers and students.

## Commendations

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- The shared ownership and momentum evident in relation to the school's improvement agenda has allowed for a sharp and narrow focus on what matters most. The school community has taken responsibility for enacting strategies in pursuit of improved student learning and wellbeing outcomes.
- Best-practice implementation of the PBL has resulted in a school characterised by safe, respectful and responsible learning. The shared language and consistent application of processes is contributing to high levels of trust throughout the school. This happy and optimistic climate is empowering teachers and students to set themselves high expectations and to strive for personal excellence.
- The responsive, individualised but deliberate way in which the school supports the growth of expertise in the teaching team has created a culture of collective efficacy. Kaleen is characterised as a whole-school learning community where collaboration is the cornerstone of how a teacher grows and develops their craft. The openness and sense of personal accountability for continuous improvement in their practice is palpable and pervasive.
- The high-quality and integrated curriculum documentation and delivery is evident across the school. There is strong alignment between the delivery plans, teaching and assessment practices. This is allowing appropriate progress in relation to the achievement standards. The school's prioritising of general capabilities and cross-curriculum perspectives (particularly, the Aboriginal and Torres Strait Islander histories and culture and sustainability) is providing a rich and diverse learning experience.
- The transformative nature of the shift to student-centred learning is evident throughout the school and is spoken of by all stakeholder groups as being a signature strength. The review team has heard and seen multiple examples of the way leaders and teachers seek out student input, and students can articulate how their views are represented. The student parliament is providing a conduit for student voice, as well as developing leadership skills.
- The school's deliberate seeking out of appropriate evidence-based pedagogical practices and their localising of this into "The Kaleen Way" is driving improvement in classroom practice.
- Strategic and high-impact partnerships - particularly with families and the University of Canberra – are adding significant value to the school's learning and wellbeing programs. The open stance of leaders and staff members and the adoption of creative and vibrant communication channels is allowing genuine parental involvement in the school. Parents are seen as valued partners who express a shared ownership of the school. External expertise is adding significant value to student learning outcomes.

## Affirmations

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- The sophisticated and agile reading tracking system is providing staff with accurate and timely information about student readiness and need. Intent to replicate this in support of other learning priorities is considered a next step in the school's journey.

- The use of multimedia to celebrate student and school achievements and to enhance professional growth of teachers is reflecting the vibrant and positive school culture. Much of this includes students as key presenters, but also showcases staff strengths. Local instructional videos and slideshows are making professional learning highly accessible and relevant.
- The high levels of trust afforded to teachers by school leaders is allowing autonomy in teaching practice. Coupled with well-developed collaborative processes, this school enjoys high and sustained levels of staff morale.
- The Kaleen Masterplan is a strategic approach to school renewal and enhancement. The student parliament and the community have been actively involved in its development and there is a strong sense of ownership of the masterplan.
- Vibrant classrooms and corridors are reflecting student-centred learning as well as supportive instructional prompts. Student progression through their learning goals is highly visible. The playground environment has been upgraded in response to student and community input and in alignment with improvement priorities.
- PE@K programs and WIN initiatives are providing opportunities for enrichment, extension and student-centred learning. Such is the high regard in which PE@K is held. many members of the school community express a desire to see these programs return to the usual school calendar once the pandemic impacts permit.

## Recommendations

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- Continue to build a systematic approach to student learning and wellbeing data that is aligned to improvement priorities and which translates data into practice in classrooms.
- Develop, in collaboration with teachers and referenced in the literature, a school-wide approach to differentiated teaching and learning which meets all students at their point of need and readiness.
- Ensure that purposeful enrichment opportunities flow from systematic identification processes and are anchored in pedagogical practices which privilege critical and creative thinking and are reflected in a vertical alignment of the curriculum.
- Continue building teacher capability in the implementation of the literacy and numeracy progressions within the Australian Curriculum to further align the enacted curriculum to student needs.
- Ensure the professional learning community systematically continues to afford opportunities for targeted feedback on teacher practice.