



ACT
Government
Education

Latham Primary School

Report of Review, 2020

Date of School Review: 21, 22, 23, 24 and 25 September 2020
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National School Improvement Tool Review Report prepared by:

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ACT Government Education Directorate
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Foreword

2020 has been characterised by extreme weather events and the COVID-19 pandemic. ACT public schools, as community hubs, have been greatly impacted by these events. Despite this, they have continued to deliver high quality education to all students whilst also supporting their communities.

As noted further in this document, school improvement in the ACT is based on a five-year cycle. School Review (Review) considers the entire journey a school has undertaken during this period.

Impact of COVID-19 on School Review

Findings from Review are based on what external and local experts read, see and hear in a school. In preparing findings from Review consideration has been given to the rapid response ACT public schools undertook for the COVID-19 home learning period, and the impact this had on observed practices and processes.

Additionally, due to travel restrictions some Lead Reviewers from the Australian Council for Educational Research (ACER) were unable to lead Reviews on the ground. In these cases streaming technologies, and the support of experienced ACT reviewers, enabled the review to continue. Careful attention was given to ensuring the Review methodology and findings were not compromised.

This Review had an on-the-ground Lead Reviewer from [ACER](#).

OR

This Review had a Remote Lead Reviewer from [ACER](#).

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.

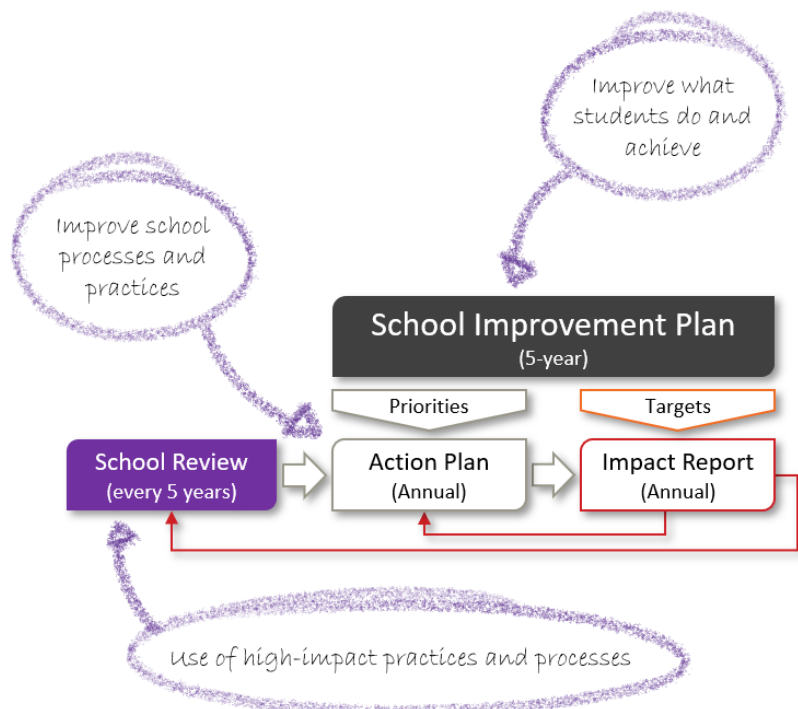
Through the lens of the NSIT, an internationally recognised framework for reviewing teaching and learning practices, reviewers gain an accurate picture of current school practices. During Review evidence provided by schools is considered alongside evidence gathered through consultation with staff, students,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

- Latham Primary School's Strategic Plan 2016-2020 includes two key priorities for improvement: improvement in literacy and numeracy outcomes through building teacher capacity using an evidenced-based approach and improved relationships between students, staff, parents, and the wider community. Annual Action Plans (APs) describe a full agenda in pursuit of the two key priorities.
- Targets for improved learning outcomes include increasing the percentage of students making expected growth or better in BASE (formally PIPs), and improvement in the proportion of students achieving expected growth or better in NAPLAN at year 5. Targets to support improved relationships include increased levels of satisfaction in stakeholder perception survey data.
- There are also school-based benchmarks for a range of literacy and numeracy assessment tools. Leaders reflected that whilst school-wide targets are not well known by teachers, expected benchmarks are regularly discussed and individual goal setting for students is a priority.
- Writing was identified as a particular focus. Many teachers spoke about the actions undertaken to improve results. They described the development of guidelines about the teaching of writing, prioritised professional learning, and a focus on writing assessment. There was an improvement in writing outcomes for 2019 in NAPLAN.
- The school is also participating in an ACT Education Directorate literacy initiative (10 Essential Literacy Practices) to further target improvement in learning outcomes.
- Leaders and project teams seek to inform decisions about initiatives from research evidence. Leaders are aware of the need to systematically evaluate strategies.
- In 2018 the pre-school achieved an overall rating of 'Exceeding' against the National Quality Standards. This is a significant improvement from the 'Working Towards' assessment in the previous audit.
- Latham Primary School has implemented project teams as a way of driving school improvement by providing classroom teachers with authentic opportunities to lead initiatives. There is evidence of a shared commitment to the improvement journey.
- The school uses the NSIT annually to reflect on practices. Over time, teachers and leaders have been able to monitor improvement in practice by collecting and discussing evidence of progress.
- There is reference to the school's improvement agenda in the school newsletter, *The Latham Link*, although generally, the wider school community was more aware of

specific improvement efforts at the classroom level. The School Board is regularly informed of progress towards the implementation of school-wide plans.

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

- Latham Primary School has, over the life of this improvement planning cycle, collected multiple sources of data in relation to student wellbeing, achievement, behaviour and stakeholder opinions. A range of standardised assessment and diagnostic data for literacy and numeracy are also collected and centrally stored.
- Leaders have explored data sets to identify areas in which the school should focus attention. The current work in improving the teaching of writing was determined through an exploration of NAPLAN and school-based data. Close attention is also paid to stakeholder opinion surveys and PIPs data, as well as monitoring evidence from assessment tools captured in the school's data tracker.
- There is less evidence of the analysis of A to E achievement, the disaggregation of data by priority groups, case studies, and the triangulation of data sets to closely monitor trend and identify specific areas for improvement. An assessment schedule is evident; however, a data plan is yet to be developed.
- Teachers are encouraged to interrogate whole-of-school data sets at staff meetings and leaders provide some inquiry questions to structure the analysis. This is supporting the building of a data culture where teachers are beginning to reflect on their individual and collective impact.
- Leaders reflect that professional learning in data literacy is an ongoing priority for the school to support even deeper analyses.
- A data collection tool (data tracker), data folders, and wellbeing information (captured on a spreadsheet) have been developed to store evidence about student achievement and growth. The data tracker includes a range of student learning data which is used by teachers and leaders to track student progress and current attainment levels. These centralised data tools are valued by staff.
- Routines of data analysis and discussion are emerging. Teachers are supported to engage in the Spiral of Inquiry using a Disciplined Dialogue approach to examine a range of data sets at a team level. The use of the data folders, data triangles/diamonds provides visual representations of where students are in their learning. Some teachers reflected that this was helping them to see student growth more clearly.
- Through the school's participation in the 10 Essential Literacy Practices project, staff have been able to reflect on growth in learning and teacher impact using a range of data sets.
- Performance data are shared annually with the community in the School Board

Report and Impact Report available on the school website.

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

- Latham Primary School's values and learner assets are highly visible in classrooms and corridors, provide a common language and are embedded in student and staff conversations. Students can identify what they are learning to do, the kind of learner they need to be, and what success looks like. Individual goal setting is supporting a focus on purposeful learning.
- The school culture is characterised by positive and caring relationships that contribute to successful learning. Students, staff and parents speak positively about Latham Primary School.
- Teachers identified how they work collaboratively, collegially and respectfully and support each other both professionally and personally. Reviewers observed the very positive comradery between staff.
- Classrooms provide a stimulating environment. Writing artefacts and anchor charts make learning processes visible and accessible to the students. These are evident in classrooms, and physical spaces are used to maximise learning opportunities.
- Reviewers observed purposeful, focused learning. The leadership team encourages a culture of inquiry and innovation through play-based pedagogies and the development of units that encourage students to explore key questions.
- The school values different cultural backgrounds. Cultural integrity is prioritised in the school's improvement agenda through the lead work of a project team. Staff are building cultural understanding to deeply embed Aboriginal and Torres Strait Islander perspectives. The school's Acknowledgement of Country was developed by students and a Ngunnawal Elder in both the English and Ngunnawal languages, and is displayed prominently throughout the campus.
- Staff and student wellbeing are valued, with a range of initiatives evident including social and emotional learning, wellbeing weeks, connections to community organisations and staff social lunches.
- There are clear processes for the management of behaviour to support student learning. 'Shout outs' are widely used to promote positive behaviour for learning. Students are supported in understanding the expectations, responses and consequences for poor behaviour both in the classroom and on the playground. Students described a safe and positive learning environment.
- Parents see the school as a community where teachers work together to achieve the best

outcomes for students. They expressed their appreciation for how hard staff worked and the impact of their motivation and engagement.

- The introduction of the Seesaw app. as a communication tool to strengthen parental involvement in learning has been well received by parents. Parents reported that the Seesaw app connected them more frequently to the learning in the classroom.
- The school encourages parents to be active in the life of the school. Opportunities are available for parents to volunteer in school activities including breakfast club, reading, choir, canteen, uniform shop and whole-of-school carnivals.

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

- School leaders and teachers work strategically to maximise resourcing and have deployed discretionary and grant funding aligned to the school's improvement priorities.
- Significant resources have been targeted to meet the needs of students, particularly for those who are not making expected growth in their learning.
- There are clear plans and strategies in place to identify and respond to student needs. Teachers were able to describe the process they are expected to follow when considering how a student in their class might need additional support.
- Leaders use learner and wellbeing data to deploy the attendant human resources and to make considered investment in physical resources. This is supported by the use of a school-developed Student Identification and Tracking (SIT) spreadsheet. SIT data informs the development of Individual Learning Plans (ILPs) and Learner Profiles (LPs) and the allocation of resources.
- Over the life of this strategic planning cycle, there has been a significant increase in the number of learning support assistants (LSAs), rising from 5 to 15. Staff, students and families speak of the positive impact of this additional resource in classrooms and across the school generally. Additional teachers (learning support) and LSAs provide both in-class and small group withdrawal support.
- The school hosts two Learning Support Units (Autism) in small group settings of six students, with one teacher and a LSA in each. In addition, 20 students have been identified as part of the Inclusion Support Program (ISP). In 2020, approximately 23% of all students have individualised approaches which are documented.
- Classrooms and outside areas are used creatively and effectively. Corridors are a series of lively and purposeful learning zones. This is providing a range of options for learning from individual, to small group, and whole class. It also expands the footprint of classroom activities, providing additional breakout spaces.
- Leaders are supporting teachers to collaborate by providing additional release time for them each term to plan the curriculum.
- The school hosts (and resources) a number of specific small-group programs each aimed at a particular subset of the student population. Examples include: SEAL, the Green Team and the A Team. Students involved in these programs report high levels of satisfaction with the experiences. There is also a staffing allocation to support the initiatives of the student leadership team.
- Class sets of Chromebooks and other devices are available for student use, and reviewers

observed these being used by students for research, assessment task development, and other learning experiences.

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

- School leaders place a high priority on working closely with teachers to support their professional growth. Strategies include regular access to professional learning, including access to expert consultants, and opportunities for teachers to work together and learn from each other and their leaders. Observing and providing feedback on classroom teaching and modelling of practice, as needed, has also been a key strategy.
- A performance planning process is in place. Staff are encouraged to use an inquiry mindset when considering goals for professional growth. Goals are linked to the School Improvement Plan (SIP) and the (AITSL) Professional Standards for Teachers.
- A formal program is in place to support, coach and mentor beginning teachers and those new to the school. Clear guidelines are in place for staff induction.
- There is an emerging coaching program that supports all teachers to pursue their individual and team goals. Coaching and mentoring guidelines which include protocols have been developed. Some teachers were able to describe the impact of coaching and how this had supported them to try new approaches and improve their practice.
- Professional learning is focused on school priorities. Project teams are active in providing multiple opportunities for teachers to learn from each other. In addition, school support staff engage in regular professional learning sessions matched to their roles.
- Leaders have recognised that the next steps include the development of a documented professional learning plan with an associated budget.
- The school leadership team has capitalised on the strengths of teachers to allow for specialist provision in the curriculum areas of Japanese, the performing arts and physical education.
- Some teaching teams are involved in action research. School leaders support these teams to identify an area of focus, conduct research and reflect on their practice.
- Teachers meet regularly in their Professional Learning Communities (PLC) teams to plan and discuss student growth in learning. These teams develop SMART goals based on their 'hunches' from data. Meetings are led by team leaders and include planning and reflection on actions.
- Teachers are provided with opportunities to take on leadership roles, for example, higher duties acting positions and leading project teams to progress whole school priorities. Staff reflected on how much they value the support from leaders to take on the leadership of key initiatives.

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

- Leaders have worked to develop a whole-of-school approach to curriculum planning over the life of the current SIP. This has included professional learning and support for teachers in building a deeper understanding of the Australian Curriculum and how to use the achievement standards as a starting point for planning a teaching and learning program.
- An audit of existing planning processes was conducted and as a result, leaders have sought to build greater consistency through the design of planning tools and common planning time.
- Guidelines have been developed to support consistency in long and short-term planning, and teachers described how these have provided greater clarity about how they should develop their teaching programs.
- Long term planning overviews scope how elements of the achievement standards will be addressed across a year or band, taking into consideration the multi-age learning model. These include provision for the tracking of 'balance and coverage' of the general capabilities although this element has yet to be developed. A school wide approach to the embedding of the capabilities in teacher planning and how these are explicitly developed is not yet evident.
- Teachers report that scoping documents are increasingly informing the development of year overviews, term, and Learning Area Plans (LAPs).
- There are some examples of teacher developed plans which demonstrate clear alignment to the achievement standards, provide highly detailed sequences of learning and include a range of differentiated strategies.
- Subject specific guidelines have been developed for social and emotional learning, English, reading and writing, and are in draft for mathematics and spelling.
- Once a fortnight, students are provided with the opportunity to participate in a range of enrichment activities where they can pursue a particular interest area.
- The curriculum is shared with parents. Teachers provide an overview of each term's learning.
- There is evidence of the use of guides to making judgements for some assessment tasks and random sampling of some of these demonstrate alignment to the achievement standards.
- Japanese, performing arts and physical education are delivered by specialist teachers. Pre-school learners also have access to this curriculum. This is one example of how leaders work actively to include the pre-school as an integral part of the school community.

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's newly developed Pedagogical Framework identifies differentiated teaching and learning as an expected pedagogical practice.
- Teachers described how they use data from assessment tools to establish differentiated small groups to better target their teaching for English and mathematics. Reviewers observed that small group work was the primary strategy for differentiating the learning.
- Some teachers also identified the use of open-ended tasks as a way of catering for the interests and levels of readiness in their multi-age classes.
- Multi-age classes and open plan double space classrooms with teaching teams also provide opportunities for more flexible learning arrangements. There is variability in how effectively this configuration is used to differentiate the learning.
- Individual student goal setting for reading, writing and mathematics is expected. Most students could confidently articulate their goals and how these were identified. There is some variability in how often these are monitored, revised and discussed. There are two small classes for students who require significant adjustments to their learning and intensive support. These students have ILPs that have been collaboratively developed with families. Teachers are accessing the Victorian ABLES curriculum and resources, where necessary, to assess and plan for student learning and wellbeing needs.
- Other classroom teachers also develop individual plans for identified students to support them to successfully access the curriculum. There was evidence of individual plans for students who perform at well below expected standards, for those requiring intensive support in relation to behaviour and/or wellbeing, and for a couple of students identified as gifted. An intervention program for literacy (using FELA) is currently being provided for students in the early years. This is delivered in a small group withdrawal model and growth in learning is measured through pre and post testing.
- Teachers are expected to include 'core', 'structured' and 'extension' activities in their learning area plans. There was evidence of some strategies documented in planning. Students spoke of 'hard', 'harder' and 'hardest' tasks when learning mathematics.
- In keeping with directorate policy, twice yearly written reports for parents show achievement against the achievements standards rather than progress over time. Personalised comments by teachers identify the next steps in learning for students which enables parents to consider how they might support their child/ren's progress. Student-led conferences held once a year provide an opportunity for students to discuss their learning goals with their teacher and family. Teachers connect with families about how they can support learning at home, through email and catch ups before school with parents.

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

- Leaders entrust project teams (English, maths, pedagogy and cultural integrity) to explore and promote effective pedagogical practices. These teams work collaboratively and are deeply committed to their work.
- Project teams and leaders have explored a wide variety of teaching practices in this planning cycle. Examples of pedagogical approaches with some visibility in the school include inquiry and play-based learning, strategies to make learning visible (learning intentions and success criteria, goal setting), the 10 Essential Literacy Practices, approaches to phonics using the Letters and Sounds sequence, and writing practices.
- Leaders articulated to reviewers their desire for teachers to skilfully draw on a wide repertoire of evidence-based practice. They also expressed a view that they did not want staff to just adopt particular program driven approaches.
- The brief of the Pedagogy project team has been to develop a Pedagogical Framework to make explicit the agreed expected practices appropriate for Latham Primary School. This group has consulted regularly with fellow staff, and explored examples from other education jurisdictions. Their work is an example of how committed the Latham staff are to implementing practices that will support engaged and successful learning. A draft framework is in circulation.
- In 2017-2018 the school participated in a Belconnen network initiative to support the school's targeted work in writing. The Writing Traits and other agreed strategies are used as a whole-school approach to the development of students as writers. Expected practices were evident in all classrooms. Students described how their teachers conference with them to provide feedback about their writing and most could describe their writing goals.
- Learning strategies are visible in classroom learning environments. There has been a particular emphasis on writing processes and exemplars.

Visible Learning strategies include 'split screens' which are used to support students in articulating what they need to learn and be able to do, as well as the kind of learner they need to be in the process (learner assets). Goal setting is supporting the development of a culture of high expectations.

- In 2019 staff attended the 10 Essential Literacy Practices professional learning. There is evidence of teachers starting to embed these practices and some have accessed coaching to support them in doing so.

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

- Latham Primary School leaders have worked with deliberate intent to source external organisations that can support the focus on wellbeing. Clear intake processes have been developed for a number of these initiatives.
- The school has a long-standing relationship with Volunteering ACT which coordinates the provision of visitors to the school. These visitors work one-on-one with selected students to build confidence and connection, and develop problem-solving skills using Meccano®.
- There is a documented agreement between Delta Society Australia and the school for the provision of therapy dogs. Volunteers visit regularly to support the school's focus on supporting student wellbeing.
- Since 2017 Latham Primary School has offered the opportunity for small groups of students to participate in the Bungee Youth Resilience Program provided by the Belconnen Community Services organisation. This program promotes emotional wellbeing through the opportunity to participate in workshops with local artists. There is an agreed purpose and articulated wellbeing outcomes. A student survey supported the evaluation of the effectiveness of this program.
- The school is part of the Belconnen network of schools, and leaders from these schools visit each other's schools and conduct walk-throughs to share practice. There are also opportunities for shared learning experiences for students between Kingsford Smith School and Latham Primary School. Examples include enrichment days, work experience and apprenticeship placements, support for gifted and talented students, participation in JETS (elite sports program) and transition activities.
- An outside of school hours care program is provided by the YMCA and underpinned by a service agreement. Both the school and YMCA staff reported a desire to see the two organisations work seamlessly together to provide a quality service for families.
- Leaders reflected that, in this planning cycle, whilst the school had connected with system initiatives to support the SIP priority of literacy and numeracy, they had not identified potential partnerships that would provide access to intellectual or physical resources beyond those of the school.
- The School Board works in close partnership with school leaders to support the

implementation of the SIP and connect with the wider school community.

- Latham Primary School also works with a local university to host a number of preservice teachers for their practicum placements.

Commendations

- Latham Primary School has built a culture focused on shared responsibility for school improvement evidenced by the way staff have committed their time to pursue school priorities. Staff have 'bought in' to the notion of improvement being everyone's business and speak positively of the benefits of being active participants in project teams.
- The fostering of a positive school culture over a sustained period of time is testament to the students, staff and families' commitment to the values of the school. These values and the learner assets are embedded in the conversations of all members of the school community.
- Relationships across the school are characterised by high levels of respect and care. Interactions meet the students where they are at, and both staff and students reflect positively on the school being a place where social and emotional wellbeing is deeply valued. Care is exercised by staff in supporting students. Parents, staff and students speak of the school as a community.
- The calm and purposeful learning environment is a result of the embedding of high expectations around student behaviour, support for student wellbeing and the astute deployment of additional staff across classrooms.
- During the life of the school plan, Latham Preschool received an overall rating of 'Exceeding' against the National Quality Standards. This rating reflects the quality of the early years learning program which is greatly valued by the Latham community.
- The school has taken a deliberate approach to the identification of individual student needs and the implementation of a range of initiatives to respond. This is reflected in the decisions that leaders make about how resources will be allocated.
- Teachers and support staff at Latham Primary School are guided in their professional development and growth. They access coaching from leaders and colleagues and just-in-time mentoring and support from colleagues in teaching teams. Support staff speak positively about having a scheduled and focused professional learning program and can describe how their new knowledge and skills are helping them to maximise their impact in classrooms.

Affirmations

- The school has paid attention to the importance of teachers making regular use of collected data to target teaching, reflect on their impact, and monitor student growth. Examples include the use of data folders and the scheduling of data chats. This is starting to build a culture of data-informed practice.
- An electronic data capture tool is an anchor point for teachers and support staff in gauging where students are in their learning. It encompasses a range of learning data which support the sharing of information across year levels, the monitoring of growth in learning, subsequent resource allocation and reporting on student learning outcomes. This tool and other centralised spreadsheets are regularly accessed and used by staff.

- The school has commenced a journey in relation to improving literacy through connecting with system initiatives. Teachers are experimenting with, and learning more about, how to embed the 10 Essential Literacy Practices.
- The school provides opportunities for teachers to plan and refine the curriculum together. This is beginning to build consistency within and across teaching teams in enacting the authorised curriculum. Many classrooms reflect an intent by teachers to make rooms ‘the third teacher’, with text-rich displays of student and staff generated work and ideas. Classroom artefacts, including flexible furniture options and learning spaces, allow students to be self-managers in their learning.
- Teachers recognise the importance of making the learning visible. In particular, the school’s commitment to individual goal setting, high visibility of learning intentions and success criteria (including the learner assets) is providing students with clarity about what they are learning and what success looks like.
- The school values cultural backgrounds and celebrates Aboriginal and Torres Strait Islander cultures and histories. The work of the Cultural Integrity project team is deepening an understanding of culturally responsive practices.
- The school offers teachers a range of opportunities to grow both their practice and their leadership. Staff value this and many have taken up the leading of particular school initiatives.

Recommendations

- In the development of the next explicit improvement plan ensure that it:
 - > provides a narrow and sharp agenda focused on student outcomes
 - > incorporates explicit targets for student achievement and wellbeing
 - > includes processes to monitor the attainment of targets and the effectiveness of initiatives and programs in producing the desired improvement.
- Develop and document a data plan which includes the multiple sources of data to be collected, analysed and used to inform whole-of-school decision making and teaching. Specifically, this plan should:
 - > clearly articulate the purpose of each data set
 - > include clearly defined guidelines for the analysis, discussion and use of data.
 Ensure there are ongoing opportunities for professional development and coaching for staff, including leaders, in analysing, interpreting and effectively using data.
- Build a shared understanding of differentiated teaching and learning that underpins the way teachers plan for and target their teaching. Support teachers in using a range of data to tailor learning activities which will provide the appropriate level of support and challenge to engage all learners across each learning area.
- Develop a professional learning plan with associated budget to support the growth of a strong professional learning community characterised by:
 - > regular opportunities for modelling of effective practice

- > embedded routines for evaluating and providing feedback on expected pedagogical practices
- > opportunities for the joint analyses of student work
- > ongoing professional learning tailored to individual and group needs.
- Continue to develop an explicit, coherent and sequenced plan for curriculum delivery underpinned by a shared vision for teaching and learning. Ensure that ongoing professional development, the sharing of exemplars, and quality assurance processes support the refinement of curriculum planning and delivery. Raise the status of the general capabilities and cross-curriculum priorities to ensure they are used as active learning streams.

In the next planning cycle identify potential partnerships on the basis of their capacity to contribute to improvement in student learning outcomes as identified in the SIP.