



ACT
Government

Education and Training

EXTERNAL VALIDATION REPORT 2013

For

TAYLOR PRIMARY SCHOOL



Record of Validation Process

The following people were members of the external validation panel for Taylor Primary School conducted on 16 and 19 August.

Name: Kim Darcy

School: Duffy Primary School

Name: Gareth Rowe

School: Turner Primary School

Name: Cameron Tarrant

School: Holy Trinity Primary School


As chair of the panel I endorse that this is a true and accurate record of the findings from the external validation process.

Name: **Kim Darcy**

Signature:  Date: 24/9/13


As principal of **Taylor Primary School** I accept the Validation Report on behalf of the school community.

Name: **Simon Smith**

Signature:  Date: 20/9/2013.

As co-director of Quality Learning Australia, external validators for the conduct of validation process in ACT public schools, I concur that the panel acted within the guidelines set by the ACT Education and Training Directorate.

Name: **Jane Kovacs**

Signature:  Date: 20/9/2013.

Section A: School context

Taylor Primary School was opened in 1978. Located in Kambah the school currently has enrolments of 192 students from preschool to year 6. The school has a Learning Support Class for students preschool to year 6, a kindergarten to year 2 language support program and eight students supported through Inclusion Support programs. Taylor Primary School's vision is *Experience Today Discover Tomorrow*.

The Index of Community Socio-Educational Advantage (ICSEA) value of the student population in 2012 was 996, a growth from 984 in 2010. Eight percent of the school's students are Indigenous Australians and fifteen percent are English as Another Language or Dialect (EALD).

During the period of the school's improvement cycle the school community, (students, staff and parent/carers) was presented significant challenges to the ongoing operation of the school which had significant impact on their improvement agenda. In March 2012 the Taylor Primary School site was found to be unsafe due to storm damage and the school was relocated. At the time of validation Taylor Primary School is located at Namadgi School site in Kambah. In 2014 the school will move back to the Taylor site with a refurbished building to include a preschool located in the main school building, an on-site day care center and newly landscaped grounds.

The school has been identified as a National Partnerships School and is therefore eligible for additional resources to support a focus on improving educational outcomes in literacy and numeracy. These resources include Literacy and Numeracy Field Officer who is appointed to the school.

The school was last involved in validation in 2008. Not long after the School Plan was written there was a change in leadership. The new principal, previously the school's deputy principal, was appointed in 2011 followed by a new deputy principal, who previously held the School Leader C position. Since 2011, four people have acted in the School Leader C position. In the last 14 months this has been a member of staff. These leadership changes have made it more challenging for the school to maintain a focus on meeting the needs of students and strategic directions.

As a National Partnerships School the school is eligible for additional resources to support a focus on improving educational outcomes in literacy and numeracy. These resources include a Literacy and Numeracy Field Officer who is appointed to the school. During the school's four year journey there have been six field officers at the school for varying periods of time. The teaching staff has stayed relatively stable over the past four years.

The development of a strong learning community that supports teachers and believes that student connectedness is a platform for success has been an integral part of the school's ethos since the change of leadership.

One of the strengths of the school is its strong community relationships built over the past three years. These include links to community groups, parents/carers and the wider community. There is a strong focus on developing and sustaining programs to support student well-being and the provision of appropriate alternative programs for identified students.

The school is committed to a "rebirth" upon its return to the Taylor school site with the re-establishing of the Taylor learning community with an expanded role with the inclusion of an early child care facility. This will include an emphasis on the implementation of the Australian Curriculum across the school and the continuing development of high quality programs that support student learning.

Section B: School performance

Learning and teaching at Taylor Primary School continues to be a collaborative focus. As a National Partnerships School, Taylor staff work with their Literacy and Numeracy Field Officer to improve student outcomes for individuals and cohorts, using in class coaching and case management to support teaching staff across the school.

Taylor Primary School's approach to the collection and analysis of data across the school contributes to the achievement of improved performance of students. This is recognised by the panel as strength in the school's improvement journey. The school has implemented whole school assessment tracking in Reading and Writing through the use of a data wall. Further data is collected on the school's computer data base enabling staff to analyse student progress over time. Assessment schedules for data collection have been implemented across the school and a focus on writing through the use of a school developed writing rubric and matrix has been well received by teachers.

Taylor's National Assessment Program – Literacy and Numeracy (NAPLAN) results from 2010 to 2012 show areas of improvement across the school and consistent growth from years 3 to 5 in Spelling and Numeracy with results above the ACT average. Numbers of students achieving at the proficient level continue to grow in the areas of Reading, Writing, Spelling and Grammar and Punctuation for year 3 and in Reading, Writing, Grammar and Punctuation, and Numeracy for year 5.

The continued implementation of whole school teaching practices is recommended to continue the improvements across the school.

Results in Performance Indicators in Primary School (PIPS) over the past three years indicate that whilst the school cohort starts below the ACT raw scores significant growth is achieved throughout the year. Of significance are the 2011 results which show growth well above the ACT average in Reading.

In 2013, the school individually monitored the learning growth of the school's 16 Aboriginal and Torres Strait Islander students. Of these students five are supported as students enrolled in LSC and SCL. Personalised Learning Plans are used to support these students and a specialist teacher works closely with teachers to implement individual learning programs for these students.

Individual Learning Plans are used across the school for identified students and include EALD students. These are reviewed regularly with parents and class teacher to ensure a cohesive approach to each child's educational development.

Over the past three years there has been a significant improvement in the School Satisfaction survey results indicating growing confidence in the leadership team, teachers and the school. Stakeholder perception data has improved significantly over time from 2010 to 2012 for staff, parents and students. The 2012 data indicates 100 percent of staff are satisfied with the school, which is 10 percent above the ACT average, and an improvement from 39 percent in 2010. Parent data showed growth from 52 percent of satisfied parents in 2010 to 92 percent in 2013.

The panel is confident this growth will continue with the school's relocation back to the Taylor School site and with the continuing development of teacher capacity, focus on teaching and learning and strong, effective leadership.

Evidence cited and its validation

Annual Operating Plan 2013

NAPLAN narratives growth

Writing rubrics and matrix

A to E reporting grade summary

Assessment schedule

Field Officer timetable

Individual Learning Plans

Personalised Learning Plans

Case Management referrals

NAPLAN growth data.

Section C: School improvement planning and implementation

Part 1. Improvement Planning

Following on from the previous external validation process in 2008, the school identified nine priorities. These priorities had a strong focus on improving literacy and numeracy outcomes through data collection and use of the Quality Teaching model. School culture, community partnerships, physical environment and leadership capacity were also among the priorities.

The priorities were;

- Work to develop a whole school approach to tracking student progress, especially those failing to reach benchmarks, including Indigenous students
- Improve national testing results in literacy and numeracy
- Devise a framework for integrated inquiry so that the essential learning's are taught across each band of development
- Use the Quality Teaching model to promote high levels of intellectual quality and to establish high quality learning environments that support meaningful and appropriate learning
- Build leadership capacity in aspiring and developing leaders through Professional Pathways
- Enhance the physical environment of the school
- Embed Friendly Schools and Families and provide targeted professional learning in promoting positive student behaviour to foster a shared responsibility and commitment to this aspect of the student environment
- Build a school culture, through a whole school approach that acknowledges the changes in the community
- Build partnerships with parents and carers, engage the local community (including Indigenous community) and promote public education.

These priorities were chosen by examination of system data, analysing School Satisfaction survey results and review of the current teaching and learning practices. Thought was also given

to the changes in the Kambah region due to school closures and the establishment of a new preschool to year 10 school.

Annual Operating Plans were developed each year to identify actions for implementation. The school priorities focused on improved literacy and numeracy outcomes for students, development of systems to track student progress and record data, and implementation of a structured framework for *Integrated Inquiry*.

Throughout the time of the School Plan changes have been made to take into account the implementation of the Australian Curriculum, preparation for accreditation of the preschool in line with the National Quality Standards and Early Year's Framework.

Satisfaction survey data in 2009 and 2010 indicated a priority focus around levels of satisfaction. Student environment and community involvement then became key areas for attention.

The school improvement team regularly reviewed the School and Annual Operating Plans and professional discussions formed an integral part of staff professional discussions.

The closure of Taylor Primary School and the relocation to the Namadgi School site changed a number of the immediate priorities. A large amount of previously collected data was lost due to the move to the Namadgi site.

Evidence cited and its validation

School Satisfaction data

NAPLAN data

Annual Operating Plans 2011 to 2013.

Section C: School improvement planning and implementation

PART 2: Improvement actions

Priority Area 1

Work to develop a whole school approach to tracking student progress, especially those failing to reach benchmarks, including Indigenous Australian students.

School Plan Targets:

- All teachers will consistently use student progress tracking system
- Focused effort to improve results for all students

Taylor Primary School identified that all teachers would make use of an agreed student progress tracking system to focus on improving results for all students. The school's key improvement strategies were to analyse the needs and current expectations of the school, develop agreed processes for tracking student progress and the implementation and evaluation of the tracking system.

Through collaboratively designing an assessment schedule for literacy and numeracy, as well as ICT and physical fundamental skills, Taylor Primary has put in place processes to track student progress and identify those students not meeting or those exceeding benchmarks. The use of *Data Walls* to plot student progress on PM Benchmarks provides a visual representation within the school. Case Conferences with the field officer, class teacher and learning support teacher provided an opportunity to develop student specific strategies to improve identified areas of

need. The collation of A–E grades during 2012 and 2013 prompted professional learning around moderation and an awareness of the limited spread of grades across A–E.

These practices and processes are reflected in the Annual Operating Plan for 2012 and show a focus on improving overall student achievement. The panel recommends that Taylor Primary School maintain this priority through ensuring IT and data storage systems are in place and agreed teacher practices and executive protocols are supported and promoted.

Target outcomes for priority 1 were achieved and all teachers consistently use the student progress tracking system and evidence provided by the school indicates a focused effort to improve student results.

Evidence cited and its validation

Assessment Plan Summary 2010

Case Management referrals

Annual Operating Plan 2012

A–E Grade Summary 2012–2013.

Priority Area 2

Improve national testing results in literacy and numeracy.

School Plan Target:

- Meet National Partnership targets in literacy and numeracy

Taylor Primary School is a National Partnerships School identified through NAPLAN results to assist in the improving of literacy and numeracy.

A field officer was appointed in 2010 to coordinate the analysis of system and school based assessment data. Analysed data has been shared with teaching staff and has become a key element of Annual Operating Plans. The analysis of data allowed the field officer working with the Literacy and Numeracy Coordinator and the school leadership team to plan and present relevant professional learning. A coaching program was established for individual teachers and teaching teams with an emphasis on differentiating the curriculum for all students and familiarising teachers with the Australian Curriculum for English and Mathematics.

A whole school approach to the teaching of literacy and numeracy became a focus with emphasis being placed on developing common understandings and approaches to teaching and assessment practices. Various assessment tools have been used with the results gathered being analysed to inform teacher practice and programming. Data has been increasingly used to inform teacher practice and measure student progress. The development of a school based writing rubric has established standards of achievement for each year group. Teachers have worked collaboratively to unpack the Australian Curriculum for English and to make valuable links to moderation and reporting practices.

The field officer and Literacy and Numeracy Coordinator have developed and purchased resources in response to teachers' needs. Case Conferences for individual students have become a regular practice to assist staff to develop plans to address specific student's learning needs.

The relocation of Taylor School to within Namadgi School till the end of 2013 was initially a considerable disruption to professional learning community schedules.

The school has continued to see growth in national testing results and is still working towards meeting National Partnership targets.

Evidence cited and its validation

NAPLAN data

Literacy and Numeracy whole school planning documents

School assessment schedule

Case Conference timetables and minutes

School reports.

Priority Area 3

Devise a framework for integrated inquiry so that the essential leanings are taught across each band of development.

School Plan Target:

- Devise a framework for integrated inquiry so that the essential learning's are taught across each band of development

Taylor Primary School identified the need for an agreed framework to develop integrated inquiry teaching and learning across the school. Initially looking at Every Chance to Learn, the staff developed a detailed scope and sequence in line with the Essential Learning Achievements. Building on this, the Kath Murdoch framework of Inquiry was adopted and units developed. The release of the Australian Curriculum in 2011 necessitated a refocus on the format and scoping of content across the school.

Evidence of the Kath Murdoch approach to planning shows staff worked collaboratively when developing units of work. The Integrated Inquiry overviews for the various sections of the school demonstrate an agreed practice in line with the initial priority. Conversations with staff indicated a clear understanding of the framework and a high level of team collaboration when planning teaching and learning within the school.

The development of a Curriculum Working Party in 2013 is continuing the writing of units of work and embedding the agreed framework into all teaching and learning. Taylor Primary School can promote this by continuing to align the Australian Curriculum to current practices and the maintaining of clear scope and sequences across the grades.

The school was able to provide evidence of a framework that has been developed for integrated inquiry using the Australian Curriculum since 2011.

Evidence cited and its validation

Integrated Inquiry scope and sequences

Kath Murdoch Planning Proformas

Teacher Programs

Staff and panel conversations.

Priority Area 4

Use the Quality Teaching model to promote high levels of intellectual quality and to establish high quality learning environments that support meaningful and appropriate learning.

School Plan Target:

- All teachers will use the elements of the Quality teaching model when planning, assessing student learning and reflecting on their practice.

Taylor Primary School identified that all teachers would use the Quality Teaching model (QTm) when planning and assessing student learning and to allow for reflection on their practice. The key improvement strategies were to use the lesson study model to analyse and reflect on practice, develop and support protocols to promote the use of the Quality Teaching model and to review and evaluate teacher engagement and confidence in using the model.

With the support of Cluster consultants and Directorate consultants, Taylor Primary School was able to introduce elements of the Quality Teaching model in staff meetings to provide opportunity to familiarise staff with the model and to begin to include it in programing. Lesson Studies were used by staff, supported by the field officer, to engage in peer review and professional dialogue.

A reduced focus and resourcing of the Quality Teaching model by the Directorate and therefore the school has limited the effective inclusion of the model into agreed teacher practice. Taylor Primary School can revisit the elements of the model as they continue to review their teaching and learning priorities.

The School Plan target of all teachers using the Quality Teaching model has not been achieved at the time of the school validation. Changes to the support provided and disruptions due to the school relocation have impacted on implementation.

Evidence cited and its validation

QTm program sample

Staff meeting plans

Lesson study sample.

Priority Area 5

Build leadership capacity in aspiring and developing leaders through Professional Pathways using the Leadership Framework.

School Plan Target:

- All school leaders will participate in self-evaluation and professional goal setting as team and individually.

The school leaders of Taylor Primary School have developed the practice of participating in self-evaluation and the setting of professional goals as a team and as individuals through the analysing of leadership strengths and areas for development. These goals are explored and matched to the leadership capabilities through the Professional Pathways model.

Significant changes in the leadership team from 2011 created opportunities for aspiring leaders to develop their leadership skills. The changes to the school leadership team in 2011 with internal applicants have assisted in maintaining continuity of the school's leadership team.

Professional Pathways and annual professional discussions with the principal have assisted all in focussing their professional planning in line with school priorities.

Various leadership opportunities and the establishment of working parties in 2013 have provided teaching staff in development of their leadership skills. Higher duty opportunities within the school have enabled many staff members to develop their leadership skills.

The school target to have all school leaders participate in self-evaluation and professional goal setting was achieved and evidence supports this achievement.

Evidence cited and its validation

Discussions with the principal, deputy principal and a number of teachers provided anecdotal evidence of the Professional Pathways, Annual Professional Discussions and executive team goal setting processes.

Professional Pathways documents

Executive team personal and team goals

Professional Learning Community program.

Priority Area 6

Enhance the physical environment of the school.

School Plan Target:

- The school buildings and playground will support and reflect priorities of a quality learning environment.

Taylor Primary School identified that the school building and grounds should support and reflect the priorities of a quality learning environment. The key improvement strategies were to analyse the current physical needs of the school, develop management plans and systems in support of the Building Education Revolution (BER) and to review and evaluate the ongoing progress of building works.

Through the BER projects, Taylor Primary had substantial refurbishments to the internal features of the school. More clearly defined teaching spaces and modernised work areas promoted a more cohesive and successful learning environment for the students and staff. Building works in the school grounds were begun in an effort to facilitate external learning areas. In March 2012 the Taylor Primary School site was declared structurally unsafe after water damage was discovered. The immediate evacuation and relocation of the school to the Namadgi School brought about significant change to the teaching and learning environment. In 2014 Taylor Primary will return to their Marconi Crescent site, which has been refurbished completely to provide a new and purpose built school offering a wonderful environment in which to learn and teach.

Taylor Primary is commended on their efforts to seek to provide a positive, functioning and engaging school environment in very difficult circumstances. The BER refurbishments at the Marconi Crescent site have been retained as part of the major works, reflecting their considered planning at the time. The necessitated rebirth of Taylor Primary School in 2014 will allow for a dynamic and cohesive learning environment that successfully meets the targets set for this priority.

Whilst this target was unable to be met due to the damage and then relocation of the school the refurbishment of Taylor primary school and grounds will give all stakeholders a quality learning environment.

Evidence cited and its validation

Taylor Primary School walk around

Principal and panel conversations.

Priority Area 7

Embed *Friendly Schools and Families* and provide targeted professional learning in promoting positive student behaviour to foster a shared responsibility and commitment to this aspect of the student environment.

School Plan Targets:

- Stakeholder satisfaction levels will improve by 10%
- Student suspension rates lowered by 5%.

Taylor Primary School identified that stakeholder satisfaction levels would improve by 10 percent and that suspension rates would be lowered. The key improvement strategies were to identify the cause of low satisfaction rates and to implement and evaluate the Friendly Schools and Families program.

Through the introduction of the Friendly Schools and Families (Plus) (FS&F) program and also a specific focus through professional learning on the development of positive behaviour and support systems, Taylor Primary have successfully implemented changes that have led to improved outcomes. The Stakeholder Satisfaction Survey Data (while not specifically relating to FS&F) indicates a marked increase in satisfaction rates for parents, students and teachers between 2009 and 2012, beyond the targeted 10 percent. School wide positive behaviour programs such as the Gotcha and Social Building blocks are reflected in improved student behaviour and shared responsibility and commitment to improved school culture. With the appointment of Behaviour Support Partners and the implementation of new behaviour support systems, suspension rates reflect a reprioritising on expected student behaviour and clearer management and support structures. Student social and emotional outcomes are now reported on as part of the semester reports to parents and indicate the areas the school have prioritised in relation to student behaviour.

Taylor Primary is commended on the promotion of positive student behaviour and increased satisfaction rates. The implementation of the Friendly Schools and Families Plus program is ongoing and is being supported through professional learning and a planned strategy to ensure staff is familiar and confident with the program. The Student Engagement and Wellbeing Handbook clearly present the new school vision and school values and related school policies and processes.

The school target to improve satisfaction levels for all stakeholders was more than achieved with data showing satisfaction levels above the system average. The suspension rate has yet to show improvement.

Evidence cited and its validation

Behaviour Classroom Flow Chart

Playground Flow Chart

FS&F Principles for success in whole school

Social Building Blocks (SBB) Program

Gotcha Program

Stakeholder Satisfaction Survey Data 2002 – 2012

School Board Reports

Student Engagement and Wellbeing Handbook.

Priority Area 8

Build a school culture, through a whole school approach that acknowledges the changes in the community.

School Plan Targets:

- Kindergarten will maintain enrolment levels (year 2 classes)
- Transition programs for both kindergarten and year 7
- Alignment of curriculum with new Kambah P to 10 school

Taylor Primary School has achieved significant growth in student, staff and parent satisfaction in the school as indicated in the School Satisfaction Surveys from 2010 to 2012. The high satisfaction in the school has been demonstrated in families and staff remaining at Taylor School during its period of relocation within Namadgi School. The school culture that the principal, leadership team and staff have consistently built has developed a solid foundation for the future of the school as it returns to its Marconi Street site.

The executive team has similarly built a very positive relationship with Communities at Work, who will run the child care facilities at the Marconi Street site. The significant growth in preschool enrolments for 2013 indicates the confidence the local community has in the school now and into the future.

Other strategies implemented during the improvement cycle included the establishment of transition programs from preschool to kindergarten. They are planned collaboratively between preschool and kinder staff.

Transitions from year 6 to year 7 are being facilitated by the receiving school. A number of families are seeking enrolment at schools other than the local Kambah school.

Professional learning has been undertaken with Namadgi School in 2011 in First Steps Writing 2nd Edition. A cluster professional learning group was formed in 2011 between Field Officers and Literacy and Numeracy Coordinators, as a means of developing partnerships across schools.

The new Australian Curriculum developed natural alignment nationally and removed the need to develop curriculum between schools within the Kambah region.

The target to maintain enrolment levels in kindergarten has not been sustained due to the relocation of the school whilst awaiting the new building. Transition programs for kindergarten have been developed and support families and students. Year 7 transitions have not been developed due to changes in the school demographic due to the temporary school relocation. Implementation of the Australian Curriculum has meant that the curriculum is already aligned.

[Evidence cited and its validation](#)

School Satisfaction Surveys 2010, 2011, 2012

Discussion with preschool staff regarding transition programs

2013 and 2014 enrolment data.

Priority Area 9

Build partnerships with parents and carers, engage the local community (including the Indigenous community) and promote public education.

School Plan Targets:

- Volunteer participation increased by 5%
- Participation in parent workshops increased by 10%
- Parent participation in PLPs and ILPs increased by 100%.

Taylor Primary identified volunteer and parental participation and attendance at school events and workshops as a focus. These targets were based on low levels of participation and concerning 2010 Stakeholder Satisfaction Survey results. The school improvement team focused on the key improvement strategy to develop effective communication and a range of opportunities for parents and carers to contribute and participate in the life of the school.

Through improved lines of communication and a concerted effort to build school culture and student engagement and wellbeing initiatives, the 2012 Satisfaction Survey results indicate a marked improvement parental satisfaction with their child's school by 25 percent compared to 2010 and 19 percent in effective communication between school and parents in the same period.

During a time of upheaval due to the relocation of the school, Taylor Primary ensured effective lines of communication between school and home. Community forums gave parents and carers the opportunity to voice concerns and ask questions relating to the closure of the school. Parent communication and newsletters show a commitment keeping the community informed and engaged in the school.

Taylor Primary is commended for their focus on building parental partnerships and communication. Significant improvements in satisfaction data show community engagement with the school.

It is difficult to measure the success of this priority as data recorded was lost due to the storm damage. Data for Individual Learning Plan meetings was not recorded for 2012 and semester one 2013 and the school has not held any parent workshops since the relocation to the Namadgi school.

[Evidence cited and its validation](#)

System school satisfaction data

School Newsletters

Community information letters regarding school relocation

Gotcha Program

Student Engagement and Wellbeing Handbook

Minister's letter.

Section C: School improvement planning and implementation

PART 3: Reflection

The school clearly demonstrates understandings of how to build on the learning from the previous plan's implementation. The school has identified things it would do differently in the future and things that have worked well.

The leadership team has used the reflection process to discuss changes to the school over the past years and how this has affected the implementation of the School Plan.

The school identified the following in implementing the School Plan:

- the large number of priorities' identified and the change in priorities as the school's needs have changed
- the importance of collecting relevant and authentic data and having reliable methods of storing the data
- the importance of strong relationships within the school community and a deep understanding that a school is about those connections and relationships not the buildings.

The leadership team has reflected on areas for future focus in the next School Plan:

- continuing the development of a culture of authentic reflection
- the need for realistic and measurable targets
- a focus on improving student outcomes
- continuing work on the school vision and positive development of school culture
- developing standards for expectations for student academic achievement and behavior.

The panel commends the staff and leadership team of Taylor Primary School for their reflections on the improvement process and the conclusions made.

Section D: Commendations and recommendations

Commendations

Taylor Primary School is to be commended for:

- Successfully developing stronger community partnerships and building a learning community where families are welcomed in the school and student learning is valued.
- Implementing the Australian Curriculum and developing new processes to report student progress against the achievement standards.
- Establishing processes and practices (including data walls, student case conferences, coaching of teachers) to maximise support for students and their learning.
- Improving teacher understanding and practice of differentiated learning for all students through coaching.
- The establishment of alternative curriculum programs, aligned to the elements of the Australian Curriculum to enable learning for previously disengaged students.
- Maintaining student learning and wellbeing as the priorities during a time of significant change and disruption while the Taylor Primary School building is rebuilt and the school community needed to be relocated.

Recommendations

The panel recommends that the Taylor Primary School learning community:

Embed the implementation of social emotional learning which is linked to the school's vision and values. This should be referenced to the Australian Curriculum and reflected in the Taylor reporting processes thus empowering all students with the skills and understandings to contribute positively to the school and wider community.

Improve Numeracy and Literacy achievement and engagement for all students through differentiated learning, personalised learning, goal setting and reflective learning and teaching practices.

Establish a whole school systematic approach to the selection, collection and analysis of data so teaching and learning is targeted for individual students, classes and cohorts.

Use the opportunity of returning to Taylor Primary School to **build on the learning environment and positive relationships** between students, staff, parents and carers and members of the wider community.