



**ACT**  
Government  
Education

# **Duffy Primary School**

Report of Review, 2020

Date of School Review: 10, 11 and 12 November 2020  
Principal of Review School: Cindie Deeker

*National School Improvement Tool Review Report* prepared by:

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Report Date: 12 November 2020

***Report of Review, 2020*** prepared by:

ACT Government Education Directorate  
Education Services Division, School Improvement Branch

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## Foreword

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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.

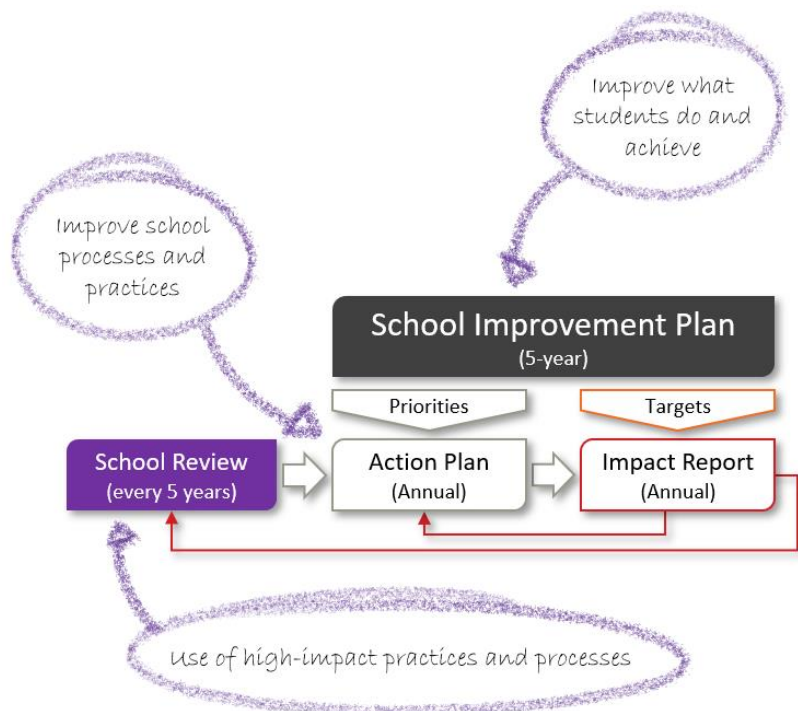
Through the lens of the NSIT, an internationally recognised framework for reviewing teaching and learning practices, reviewers gain an accurate picture of current school practices. During Review evidence provided by schools is considered alongside evidence gathered through consultation with staff, students,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

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### 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

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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 *Duffy Primary School Strategic Plan 2015-2020* includes four key priorities: improve literacy and numeracy outcomes for all students; strengthen the whole school student wellbeing program; embed learning technologies; and provide preschool education that meets the National Quality Standard.
- Subsequent annual plans are closely aligned to the strategic plan. Regular opportunities are provided for staff to be actively involved in the development and implementation of these plans through updates in a range of team meetings.
- The school has also established four Community of Practice (CoP) staff teams (Literacy, Mathematics, Social and Emotional Learning, and Inquiry) to drive initiatives. These teams have goals aligned to the improvement agenda.
- Leaders are united in their focus to embed consistent evidence-based practices across the school. This is particularly evident in their work supporting teachers to use data to monitor student growth in learning and the implementation of a school-wide approach to encouraging positive behaviour. Leaders have also invested in building a culture of collaboration, evident by the way in which they lead/support Planning, Assessment and Collaboration Time (PACT) and CoP teams.
- Teachers identified a range of initiatives relating to the four priorities as the school's current focus for improvement. This included the school-wide focus on Positive Behaviour for Learning (PBL), the development of agreed pedagogical practices, and a focus on using data to inform teaching.
- Targets in this planning cycle have been set in relation to improving the percentage of students achieving expected growth or better in PIPS (now BASE), and NAPLAN, and increased levels of satisfaction in student climate surveys. These targets are reported annually in Board reports as required by the ACT Education Directorate. Some targets have been met for some of the five years of the plan. While these targets are evident in documentation they are not well known by teachers and the wider community.
- Leaders have worked with deliberate intent to engage the School Board in implementing the current strategic plan. Board members reported that they work in close partnership with the school and receive regular updates in relation to the implementation of key improvement strategies. Newsletters provide evidence of the priorities being shared with families.
- Duffy Primary School leads a strategic agenda grounded in educational research, most notable in the development of the school's agreed pedagogical practice statements.

- The school achieved its priority of the preschool meeting the National Quality Standard. In 2019 the school was assessed as exceeding the standards.

## 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

- Duffy Primary School has a timetable for the annual collection of data on student achievement for literacy and numeracy. Data are collected and analysed from a range of diagnostic, school-developed and standardised assessments. This timetable was further refined in 2020 after staff participated in a full day of professional learning about the use of data.
- There is not yet a school-wide plan incorporating protocols for the systematic collection, analysis, interpretation, dissemination and use of the multiple sources of data that the school collects and uses.
- Time is regularly set aside to discuss data in team meetings. In the K-2 classes, data walls are used to visualise the achievement of students. Years 3-6 utilise the online data tracker created this year. Data are used to inform ability groupings and individual instruction of students.
- Teaching staff and team leaders articulated how data informed planning to meet the range of abilities in the class.
- Reading benchmark data has been collected and analysed over time. Graphs capture mid-and end-of-year progress to support monitoring at cohort level.
- In mid-2019 a Letters and Sounds program was introduced for kindergarten to year 2. The school developed an assessment tool and data are tracked to monitor student growth. Four 20-minute sessions of explicit teaching each week is in place and the ongoing collection of data measures the effectiveness of this strategy.
- Whole-school student engagement data, known as 'spirit points', are collected through the PBL strategy and entered on the ACT Directorate SENTRAL database. The Social and Emotional Learning CoP team collect data and provide evidence of trends which support decisions about adjustments to behaviour management processes. Tallies for whole-school positive behaviour entries are displayed near the front office as an ongoing reminder of progress and a celebration of the positive nature of the interactions.
- While there has been communication at meetings and in reports on the website, parents were unable to confidently talk about school performance and perception data.
- Attendance data are monitored, and processes are in place to address low attendance or absenteeism where it occurs.
- School satisfaction data are captured annually from parents, staff, and year 4-6 students. The school reports back to staff and parents on the results of these data.



## 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 school ethos of Duffy Primary School is shaped by its three values of ‘respect, responsible and inclusive’. These values are highly visible and well known by students and parents alike. Parents interviewed by reviewers described the inclusive culture of the school.
- These values underpin the PBL framework which was introduced in 2017. A documented implementation process makes clear the journey in embedding a school-wide approach to encouraging appropriate behaviour. School documentation captures the expectations and processes and includes a behaviour management plan and visual reminders of the process for students. The approach is well embedded and has had obvious impact on building a positive culture for learning. Reviewers observed calm and focused classrooms where most students were engaged in their learning.
- This positive school culture is characterised by respectful and caring relationships. Students commented that they “feel safe and feel like they belong”. Teachers commented on the “wonderful and friendly staff” and the “inclusive culture”. Parents commented that the school has “great programs and dedicated teachers”, “the exec are incredibly supportive,” and their children “have the world’s best teachers”. Staff, students and parents all speak about Duffy Primary School with great pride.
- There is a deep sense of collegiality across the school. Staff morale is high. Teachers feel supported. Staff work collaboratively and are keen to stay and teach at the school.
- The school prioritises student wellbeing. Social and emotional learning education programs are being implemented. The school has forged strong connections with a range of services and organisations to support families. A youth support worker provides targeted programs as well as individual and small group support.
- Students have the opportunity to develop their leadership skills through the school parliament. Elections mirror Australian democratic processes and provide opportunities for students to learn about representing their peers and canvassing change.
- The school has reflected on their progress in embedding culturally responsive practices. Iconography was evident in classrooms and other spaces. A Reconciliation Action Plan has been developed.
- Parents are encouraged and welcomed in the school. A range of strategies are in place to partner with families in learning. Examples include the online learning journals in preschool, access to Google Classroom for parents, Google sites with multiple resources to support learning, reading workshops, and parents as volunteers and guest speakers in

classrooms. Formalised opportunities to meet with teachers are also in place through learning journey celebrations and parent-teacher interviews.

## 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

- There is evidence of the strategic allocation of resources (staff time, expertise, funds, facilities and materials) aligned to the school's four priorities. Examples of this include: the resources allocated to support the implementation of PBL, professional learning, opportunities for staff collaboration, and the maintenance and refurbishment of school facilities. Leaders have analysed changes in revenue and expenditure over time to maximise resources allocated to the aims of the strategic plan.
- Duffy Primary School's approach to supporting student learning in literacy and numeracy is underpinned by their Response to Intervention (RTI) model. Staff use team teaching strategies, supported by learning support assistants (LSAs), to differentiate for flexible groupings and individual conferencing.
- Systematic processes are in place to identify student need. Staff track individual student progress with their teaching teams using an academic data wall and digital data tracker. Students who are not making expected growth despite interventions by the teaching team are referred for further support. Student needs are triaged, and appropriate support strategies sourced and provided. Where necessary Individual Learning Plans (ILPs) are developed and enacted for these students.
- 26 students with funded support have ILPs, and LSAs are allocated to support their needs either in the Learning Support Unit Autism (LSUA) or in classes. The school augments funding to support another 50 students requiring ILPs.
- Resources have been allocated to support English as an Additional Language/Dialect (EAL/D) students and a designated teacher works with these students regularly according to need. A school mentor supports defence families who arrive each year. The school also resources the youth support worker.
- Resources have been allocated to support the school's priority of improving the use of technology. The school uses Google Apps for Education. In years 3-6 there is a one-to-one ratio of Chromebooks. Class sets of Chromebooks and some iPads are available for the early years. The school also resources science, technology, engineering and mathematics (STEM) extension activities for three groups of students from years 1-6.
- Leaders privilege time within the weekly timetable for teaching teams to meet.
- The school obtained a funding grant to develop the Indigenous garden project at the preschool.
- The open plan classrooms are spacious allowing for investigation stations and flexible learning spaces to maximise student learning. Care is taken in organising the indoor and outdoor

environments. Teachers take obvious pride in their classrooms and units.

## 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

- A Professional Learning Plan for 2020 has been developed, and this document clearly articulates the school's belief about the importance of building a professional learning community. It captures the meeting structure and the purpose of each meeting type. The professional learning program for the year is also captured and organised in terms of activities for all staff (aligned to school priorities) as well as those targeted for individuals or small groups.
- There is evidence of a broad range of professional learning opportunities delivered at the school and sourced externally.
- All teachers and support staff develop annual professional development plans. These are collaboratively developed and revisited regularly.
- Leaders place a high priority on working alongside their teaching teams, meeting weekly with them to support planning, discussing student growth in learning using data, and sharing practice. Teachers reported that leaders are often in classrooms, modelling effective teaching strategies, supporting student learning and engagement, and informally coaching at the point of need.
- A large number of staff are either relatively new to the school and/or new to the teaching profession. Beginning teachers are assigned mentors who support them by meeting regularly, setting goals, observing their lessons and providing feedback. New educators reported that they are well supported by their mentors, members of their teaching team and leaders. Expected ways of working at Duffy Primary School are made clear during orientation and in highly detailed documentation in relation to curriculum and pedagogy.
- Some experienced teachers reflected a desire for more explicit feedback by colleagues and leaders about their teaching practice and ongoing opportunities to be coached.
- Strategies including mentoring, shadow executive rosters and opportunities to lead the CoP teams are in place to build a distributed leadership model and encourage aspiring leaders. Teachers can also take on additional responsibilities to build their organisational and leadership skills.
- All staff are members of a CoP team. Each team develops an action plan with a smart goal. These teams provide opportunities for staff to work collaboratively as a professional learning community, engaging in research about evidence-based practices, leading professional learning and developing school wide agreed teaching practices.
- Leaders work strategically to recruit staff, engaging preservice teachers as LSAs and

proactively hosting pre-service teachers. A number of new educators have commenced their teaching career at Duffy Primary School.

## 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 has worked with deliberate intent to collaboratively develop whole school curriculum plans for each learning area. These documents, aligned to the Australian Curriculum, scope the learning from year-to-year. Preschool planning is aligned to the Early Years Learning Framework.
- An outline of the school's curriculum is provided in the school handbook. Term overviews are provided to parents.
- The leadership team supports teachers to plan in their year level team meetings. Teachers extract the relevant year level curricula from the learning area plans to create their own teaching documents. Reflections on teaching and learning are annotated at the end of a teaching and learning cycle and documents are centrally stored for accessibility in following years.
- Teaching teams have constructed a mapping document that articulates what parts of the Achievement Standards of the Australian Curriculum will be taught, when they will be covered, and how they will be assessed.
- Units of inquiry are planned with a 'backward by design' approach using the Achievement Standards. They include humanities and social sciences (HASS), the arts, and technology, although sometimes the learning areas are taught as discrete subjects. There is some evidence of the embedding of literacy and numeracy across the curriculum. Teachers also have dedicated times in their weekly schedules for English and mathematics.
- Students in years K-2 are developing inquiry and research skills through investigations that are linked to what is explicitly taught across learning areas. Investigations are set up for students to pursue areas of interest following explicit teaching time. Students select how they wish to demonstrate their knowledge, skills and understanding. Teachers of years 3-6 are looking to explore this model.
- The CoPs support the development of curriculum delivery. Each CoP has developed agreed practices for its learning area which defines how the curriculum is delivered.
- Teachers have engaged in professional learning about the general capabilities and are exploring how these might be explicitly developed. Planning documents identify where the capabilities align to sequences of learning. There has been an initial focus on numeracy with teachers setting goals in their professional development plans to strengthen understanding of how to plan for and embed the capabilities.
- There are examples of how the curriculum is made locally relevant, for example, in HASS.

The school is actively building its resource base to support the cross-curriculum priority of Aboriginal and Torres Strait Islander people's histories and cultures.



## 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

- Leaders work alongside teachers supporting them in using regular assessment to monitor student growth in learning. Visual and digital representations of cohort data are supporting team discussion about students who may require additional support.
- Most teaching teams work collaboratively to support their cohort of students. For example, students identified as requiring ‘tier two’ support are grouped according to their need both within and across classes. Teachers and LSAs work with these small groups targeting the teaching to student point of need.
- Agreed practice statements provide guidance to teachers about how to support differentiated teaching and learning. They include detailed information about some of the potential gaps that students might have in their learning and provide example strategies to effectively respond to these. They also include strategies to extend students who are above expected progress.
- Some strategies are in place to support highly capable students. For example, extension and challenge activities are offered in classrooms. There are also examples of year level acceleration and across year level groupings.
- There is some evidence of individual student goal setting. Leaders are currently implementing a consistent approach to goal setting for writing with expectations evident about how they are developed, displayed, and discussed with students. This is emerging work and reviewers noted in their conversations with students that some were able to articulate their writing goals.
- ILPs are developed to support students who require adjustments to learning to access the curriculum in their class. Students of the LSUA are provided inclusion opportunities in mainstream classes to support learning in areas of strength. Some highly capable students have ILPs.
- Some teachers described strategies they use to differentiate teaching and learning including assessing prior knowledge, the regular use of formative assessment, scaffolding and open-ended tasks. Providing opportunities for students to demonstrate their knowledge and skills in different ways was also described as a strategy by some teachers.
- Twice yearly written reports to parents include individual statements about suggested strategies to support and extend learning for English and mathematics.

## 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

- Staff recognise that highly effective teaching is the key to improving student outcomes.
- The school has developed agreed practices in reading, writing, word study, mathematics, inquiry, and social and emotional learning. Expectations about pedagogies, resources, assessment and differentiation, and intervention are identified. These are grounded in research and articulate the school's beliefs in relation to the practices. Staff are deeply committed to the development and ongoing refinement of the practices.
- Pedagogical approaches including the Ten Essential Literacy Practices (as part of the ACT Early Years Literacy Initiative), Readers' Workshop and Writers' Workshop (Miller, 2013) and approaches to phonics using a letters and sounds program are featured across the school. The embedding of these approaches has been identified as an ongoing school priority.
- Since 2018, teachers have been implementing the Ten Essential Literacy Practices and have engaged in ongoing professional learning. Teachers have worked with deliberate intent to embed these practices into teaching and learning. This year the school is actively participating in a masterclass to refine skills and documentation aligned to best practice.
- Across the school there is a focus on reading strategies, word walls, spelling strategies and setting writing goals. Visible learning strategies such as learning intentions and success criteria were evident in some classrooms and some students could explain the use of these strategies.
- Some students spoke of rubrics for HASS projects that support them in knowing their next steps and whether they have been successful in a task. There are pockets of practice in the use of rubrics, individual conferencing, and constructive feedback to support students in determining the next steps in learning. Approaches vary from classroom to classroom. Teachers and leaders identified a whole-of-school approach to giving effective feedback as the next important step.
- The school has introduced learner assets to develop students as inquirers. Teachers spoke of the use of these assets alongside investigations to build a consistent language that supports the development of inquiry skills.
- Whole-school 'Learning Walks' are conducted by school leaders to provide teachers with feedback on implementation of agreed practices and this has been well received by teachers engaged in the process. A more formalised approach across all classes has yet to be developed.

## 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

- Leaders have established partnerships with strategic intent to support the school's priorities, particularly in relation to student wellbeing.
- Duffy Primary School is a trial school for the ACT Education Directorate's Out of School Hours Care Wrap Around program. The preschool and Woden Community Services (WCS) work closely together to provide a seamless transition between educators within the same learning space to support continuity of learning and care. The school and WCS have joint planning documents. They meet regularly to discuss the pilot program with a focus on improvement. Both partners are making the most of this opportunity by identifying individual student needs and planning interventions to benefit student wellbeing.
- Over time WCS has worked closely with the school in a variety of ways to support year 6 transition to high school, social and emotional learning, programs to support mental health, and community connection.
- The school has a long-standing partnership with the School Volunteers Program of the ACT (SVPACT). Identified students are assigned adult mentors to support their learning and wellbeing. These mentors provide an individualised program depending on needs. Strategies include pursuing student interests (e.g., hobbies), providing tuition, and regular contact. Teachers meet with the mentors to plan the individualised programs.
- There are opportunities for parents to volunteer in the school, in the classroom and to support the Breakfast Club. This club is supported by multiple local businesses. Staff are rostered on to run the club, as over a third of the students attend Breakfast Club each day.
- The school accesses speech and occupational therapists' services and these are provided on site to support easy access for families. Therapists are invited to ILP meetings. Therapists teach staff strategies to provide consistency and extra opportunities for the students.
- While there is regular communication between parties for the school's major partnerships, and clear commitment to the nature of the work, formal evaluations are not yet evident. In the case of the Out of School Hours Care Wrap Around program, this partnership is in its early stages of implementation.

## Commendations

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- Staff are to be commended for the way they work collaboratively within and across teaching teams. There is a powerful culture of collegiality at Duffy Primary School and high levels of trust between leaders and staff.
- Staff are also commended for the way they have nurtured caring and respectful relationships with students and their families. Students have a sense of belonging and speak with pride about their school. They describe their teachers as kind, helpful and fun to be with.
- Duffy Primary School has worked with deliberate intent to build a positive learning culture through the embedding of the Positive Behaviour for Learning Framework. The school has created a learning environment where students can focus on their learning, celebrate positive interactions and work collectively to be respectful, responsible, and inclusive.
- A highly inclusive approach to intervention is embedded practice. Every attempt is made for students to be supported in their learning within their classroom and with their peers. Learning support assistants, leaders and teachers work seamlessly to provide additional support, ensuring students feel included with their classmates.
- The school has forged a strategic partnership with Woden Community Services and other organisations to support the wellbeing of students.
- Staff are commended for the way they are contributing to the Communities of Practice and their Planning, Assessment and Collaboration Time teams, engaging as a professional learning community, researching, developing agreed ways of working, and leading professional learning.

## Affirmations

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- It is evident that teachers and leaders see accurate and timely data as essential to support their school improvement journey. Significant progress has been made in a short time to collect, analyse, and respond to classroom data sets to improve student outcomes. Teachers are to be commended for the way in which they are embracing and using data to inform their teaching.
- The leadership team recognises the value of strong community partnerships. For example, the school operates a successful breakfast club supported by many local businesses in the regular provision of food.
- Leaders are affirmed for the way in which they have stayed the course in implementing the school's strategic plan and subsequent aligned annual action plans.
- New educators and staff commencing at Duffy Primary School are well supported by leaders and their colleagues.
- The school is committed to the ongoing refurbishment of classroom and outdoor spaces. Open class learning environments supports team teaching, inquiring learners, and the use of flexible spaces. The school is also making investments in technology to support student learning.

- The school has developed key curriculum documentation, including comprehensive scope and sequences with associated assessment plans. These articulate what teachers should teach and what students will learn.
- The school is committed to improving literacy outcomes through its investment in the Early Years Literacy Initiative. Teachers have embraced the Ten Essential Literacy Practices to improve student learning outcomes and welcome ongoing feedback about their effectiveness in implementing these. This year the school is actively working to refine skills and documentation aligned to these practices.
- The school achieved its priority of the preschool meeting the National Quality Standard. In 2019 the school was assessed as exceeding the standards.

## Recommendations

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- In the collaborative development of the next explicit improvement plan ensure that it:
  - > provides a narrow and sharp agenda focused on student outcomes
  - > incorporates explicit, measurable targets for student achievement and wellbeing
  - > includes processes to monitor the effectiveness of initiatives and programs in producing the desired improvement.
- Develop and document a data plan that includes the multiple sources of data to be collected, analysed, and used to inform whole-of-school decision making and teaching. Specifically, this data plan should:
  - > clearly articulate the purpose of each data set
  - > include clearly defined guidelines for the analysis, discussion and use of data.
- Ensure that there are ongoing opportunities for professional development and coaching for staff, including leaders, to support a sophisticated understanding of data concepts.
- Continue to refine the school’s plan for curriculum delivery, supporting teachers in using data to tailor learning activities to student interests, levels of readiness and need. Raise the status of the general capabilities in the delivery of the curriculum. Provide opportunities for the progressive development of students’ deep understanding of concepts, principles, and big ideas.
- Continue to support the development of a school-wide self-reflective culture focused on improving classroom teaching. Pay particular attention to providing regular feedback to all staff accompanied by opportunities for formalised coaching.