



ACT
Government
Education

Florey Primary School

Report of Review, 2020

Date of School Review: 03, 04 and 05 November 2020
Principal of Review School: Meegan Stuart

National School Improvement Tool Review Report prepared by:

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Report Date: 05 November 2020

Report of Review, 2020 prepared by:

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.

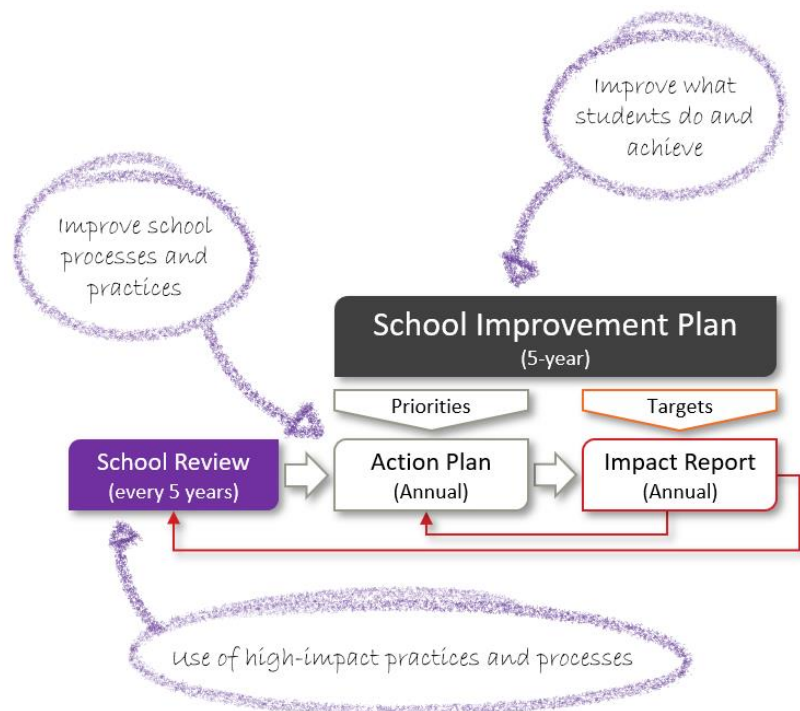
Through the lens of the NSIT, an internationally recognised framework for reviewing teaching and learning practices, reviewers gain an accurate picture of current school practices. During Review evidence provided by schools is considered alongside evidence gathered through consultation with staff, students,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

- Florey Primary School's Strategic Plan 2016-2020 identifies two broad priorities: to increase whole-school wellbeing and to improve whole-school learning. Action plans developed annually identify the key strategies and actions to achieve these priorities.
- The last Action Plan developed was in 2019. This plan identifies a wide range of strategies to be enacted in pursuit of a full agenda for improvement. Examples include improved practices and procedures to support student and staff wellbeing; the forging of strategic partnerships; the strengthening of a professional learning community; and a focus on differentiation and information and communications technology (ICT) pedagogies and formalised coaching.
- In the last 18 months there have been changes to all six leadership positions and this has had considerable impact on maintaining cohesion and momentum in implementing improvement plans.
- The newly formed leadership team nominated the establishment of a safe and supportive learning environment as a key area of focus underpinned by the Positive Behaviours for Learning framework (PBL). Also identified were the building of a professional learning community and a cohesive leadership team, refined processes for identifying and responding to student needs, and improved literacy outcomes.
- There was some congruence between teachers and leaders in relation to current areas of focus for improvement. Teachers nominated PBL, reading and spelling. Some teachers also identified the building of community partnerships, and an approach to responding to student learning need (referred to in the school as IExcel).
- Some teachers expressed a desire for a clearly articulated vision coupled with a collective understanding of the goals to be achieved for the future.
- Targets were set in the strategic plan for improvement in levels of satisfaction in stakeholder survey data, growth in NAPLAN and an increase in the percentage of students in the top two bands. These are reported on in the Annual School Board Reports and Impact Reports, however they are not well known by staff and the wider community.
- Recently, curriculum teams have been reintroduced to progress improvement strategies. Teachers are members of one of the four teams – English, mathematics, PBL, and cultural integrity.
- Members of the Board indicated that they are regularly informed of progress in implementing the school's strategic plan. They were aware of the school-wide focus on PBL, literacy, and improving the integration of technology into learning.

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

- There is some evidence of summaries of school performance data being presented to staff and the school community over time and this has generated discussion about potential next steps.
- Florey Primary School's 2019 Impact Report conveys year-on-year progress against targets established in the school's strategic plan. Previous Board and annual reports also report on whole of school performance for a range of data sets. School leaders have analysed data over time for each of the school's two priorities to generate these reports and to determine potential future areas for improvement.
- Teaching teams collect a range of literacy and numeracy data including BASE (previously Performance Indicators in Primary Schools [PIPs]), PM reading assessments (from 2020), BEE Spelling, South Australian Spelling, Schedule for Early Number Assessment (SENA), and oral language assessments. A data tracker is used to capture student progress from these assessments, and this supports the identification of students for additional support for literacy.
- Teachers meet weekly in Professional Learning Teams (PLTs) to consider student progress and discuss approaches to teaching and student support using data. There are regular discussions about individual student wellbeing and learning needs. PLTs also focus on the monitoring of progress in literacy and numeracy. The school promotes the use of four critical PLT questions (DuFour and Reeves, 2016) to focus analysis and planning.
- There is a whole school approach to collecting and analysing student engagement and behaviour data to inform fortnightly explicit PBL lessons.
- School leaders and teachers expressed a desire for a more systematic whole school approach to the collection and analysis of multiple sources of data to enable more consistent monitoring. School leaders have attended training in the use of SCOUT software to enable deeper analyses of NAPLAN data.
- The school is working towards the development of an assessment schedule in line with discussions about which assessment tools will be used schoolwide to monitor student learning. A data plan incorporating clear protocols for the systematic collection, analysis, interpretation, dissemination and use of data on student achievement and wellbeing has not yet been developed.
- The school provides parent and community access to the School Improvement Plans and Impact Reports on the Florey Primary 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

- In 2016 the school introduced the PBL framework. A suite of school procedure documents was created to support PBL implementation including, a behaviour response chart, an expectation and behaviour matrix, and minor and major behaviour and consequence charts. Behaviour data are analysed each fortnight by the PBL team and based on results, teachers focus on a particular expected behaviour and explicitly teach expectations.
- Underpinned by the PBL framework, students are expected to be safe and respectful learners. In consultation with the community, school mascots were created to represent each of these expectations. Clear visual reminders are visible in all indoor and outdoor learning environments. A positive reinforcement system is in place with playground tokens and in class points being totalled for each student when they display one of the expected behaviours. Some parents commented that they would welcome a review of this system to ensure it celebrates all students.
- Reviewers observed orderly classroom environments in the main, with most students engaged in their learning. It is evident, however, that there are some students with challenging behaviours that take up considerable teacher and school leader time. Parents and students both described the impact of this behaviour on learning and wellbeing.
- In 2020, the school acquired a financial grant to introduce the Zones of Regulation framework. This framework aims to teach students how to self-regulate and articulate emotions throughout the school day. Whole-school implementation has been supported by a dedicated staff member / coach, classroom resources for visual displays and professional learning.
- The school draws upon the Mind Up curriculum and Bounce Back curriculum to support social and emotional learning.
- There is a very culturally diverse student population represented at the school. Staff, students, and parents spoke about the highly valued Harmony Week and other events that have taken place over the cycle of this strategic plan celebrating the cultural heritage of students within the school.
- It is evident that pride has been taken in maintaining an attractive physical environment which is conducive to learning.
- Student achievements are celebrated at fortnightly assemblies through the presentation of merit certificates.

- The school uses Class Dojo as an online communication platform for parents. Parents commented that they have enjoyed this initiative and would welcome more ways to engage with their child's learning and hear about their progress.
- Staff describe a broad range of circumstances that have had impact on morale over time and trends in staff survey data also provide evidence of multiple contributing factors.
- A cultural integrity committee was formed in 2020. The team has prioritised classroom environments and the acquisition of quality literature to support a deepening of cultural integrity across the school. Each learning area displays an Aboriginal language nations map and a Yumalundi (hello in Ngunnawal language) sign. Various class displays also showcase student learning about Aboriginal culture and quality literature.

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

- Budget allocations provide resources to support the needs of priority groups. There are two specialist English as an Additional Language/Dialect (EAL/D) teachers who provide both in class and withdrawal support for students who are identified as emerging or developing against the EAL/D learning progressions.
- There is also a staffing allocation to support literacy intervention. A reading intervention program is in place that targets students in year 1 and year 2. This is delivered by an experienced literacy teacher who works closely with teachers to collect and analyse reading data for all students. Together, they determine which students need targeted intervention.
- The school uses the Macqlit (Macquarie University Literacy Program) reading program for identified students requiring additional support in reading in years 3-6. The Macqlit program is delivered by trained learning support assistants.
- Learning support assistants are strategically deployed to support students with both learning and behavioural needs. In some instances, the school augments disability education funding to ensure students get the support they need.
- There is a dedicated community coordinator employed to support students and their families. This includes connecting families with appropriate external agencies, on site information sessions, sourcing appropriate programs and resources for students, and being a member of the school's Student Wellbeing Committee.
- A student referral system is in place to address student wellbeing. Teachers raise individual students who may require additional support in PLT meetings in the first instance and then if necessary, a written referral is made by the class teacher to the Student Wellbeing Committee. At the dedicated weekly meeting the committee, in consultation with the class teacher and team leader, considers current strategies in place and sources and enacts appropriate additional support.
- An additional school leader position has been created for student behaviour and wellbeing support.
- Students in years 3-6 have access to Chromebooks on a 1:1 basis. The school has ordered additional Chromebooks and iPads for students in the junior school.
- The school privileges time within the weekly timetable for teaching teams to meet.
- There are provisions within the school budget to update selected learning spaces each year with items such as carpet and furniture.

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

- PLTs have been established at Florey Primary School to foster and encourage a school-wide shared responsibility for student learning and success. Time is set aside in these weekly meetings to share practice, reflect on student progress, and plan and refine the curriculum. Meeting protocols and standing agenda items guide conversations.
- The school has engaged expert consultants to provide professional learning aligned to the school's focus on improving literacy outcomes. Professional learning has also been provided to support other school priorities, for example, PBL and zones of regulation. Although there is evidence of some opportunities for professional learning, a school-wide professional learning plan with an associated budget is not yet evident.
- Teachers develop annual teacher professional development plans in line with directorate requirements. Teachers also meet with the principal annually to discuss career development.
- Staff new to the school report that their team leader and colleagues in their teaching team support them in understanding expected practices. A formalised induction program is not yet evident. A staff handbook is currently in draft form pending final consultation.
- New educators are allocated a mentor and as required by the probationary contract process, beginning teachers set goals supported by their mentor. Opportunities are also provided for these staff to meet with their team leader.
- There are some examples of coaching arrangements to support the implementation of PBL and the Ten Essential Literacy Practices (Topfer, 2010). Some teachers also described how they support each other informally to improve particular elements of their practice as well as through focused conversations in PLT teams. A whole-of-school approach to providing staff with feedback about their practice with an accompanying coaching model has not yet been established.
- Teachers expressed an interest in further opportunities to observe their colleagues within and beyond their teams.
- Some teachers described opportunities provided to take on the coordination of key activities in the school to support their professional growth particularly for those aspiring to leadership positions. Opportunities to act in leadership positions are also available with leaders providing some mentoring. A whole-of-school approach is not yet evident.

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

- Teachers work collaboratively in their teams to share responsibility for developing curriculum plans. There are dedicated days for planning each term and in addition discussions about curriculum development and delivery is ongoing during weekly PLT meetings.
- Long-term whole-of-school planning documentation has not yet been developed and therefore teaching teams plan in their own ways guided by the Australian Curriculum. Some teachers identified that a clearly articulated whole-of-school plan would support continuity in learning from year to year and for each learning area.
- Curriculum planning documentation varies from team to team in approaches and level of detail. A school template for integrated units of work is evident. While there is a template, and planning documentation shows some evidence of backward mapping from the achievement standards, teachers are yet to identify how the general capabilities and cross-curriculum priorities are considered and included in delivery.
- Over the life of this planning cycle the school has engaged in professional learning to support teachers in curriculum planning. This includes unpacking the Australian Curriculum and planning using the achievement standards. Teaching teams have scoped across each term when particular elements of the achievement standards are to be addressed.
- Example English planners viewed by the review team reflect the expected approach to Readers' and Writers' workshops (Miller, 2002) and the Ten Essential Literacy Practices. Some documents included adjustments to the learning to meet the needs of students.
- Mathematics planners identify the explicit, planned teaching focus and demonstrate some evidence of differentiated inquiry activities.
- Rubrics are used by teachers for assessment and reporting processes. They are teacher designed with indicators of success on a five-point scale informed by the achievement standards. Rubrics are used across the school in a number of learning areas.

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

- Curriculum planning templates for English, mathematics, and inquiry include a section for teachers to record differentiated learning activities. Teachers are expected to plan core, support, and extension opportunities. As planning is a shared responsibility between teachers differentiated activities recorded in planning documentations are suggestions, with an expectation that adjustments will be made by each teacher according to the needs of individual classes.
- Students and parents described the opportunities for choice in the difficulty of tasks, particularly for mathematics. One student reflected on the “mild, hot and spicy” options in learning.
- Teachers described how they use reading and spelling data from diagnostic assessments to monitor learning and inform small group work.
- Teachers group students in small groups within and across classes to support individual learning needs. Some teams use a regime of pre-mid-and post-test school developed assessments to identify learning needs and monitor learning. Evidence from these assessments informs across cohort groupings. Students move between groups for their learning according to test results.
- Learning support assistants work in classrooms with individual students or small groups as directed by the classroom teacher to support students additional learning, wellbeing, or behavioural needs.
- Disciplined dialogue discussions about student progress using data are a focus in PLT meetings. Opportunities to support learners are identified and adjustments are enacted in the classroom.
- Some teachers are setting goals with students and monitoring progress towards these. Some teams have set cohort targets in relation to reading and spelling.
- As yet a range of differentiated teaching strategies are not consistently evident across the school, although there are some pockets of high-quality responsive teaching pitched at student needs.
- 59 students have Individual Learning Plans (ILPs) which are developed by teachers in consultation with families and leaders. They are formally reviewed once a year with the family.
- Reports to parents include strengths, areas for development and strategies to support learning for English and mathematics.

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

- Florey Primary School has been actively participating in the ACT Education Directorate Ten Essential Literacy Practices initiative since 2018. An expert consultant has led professional learning, modelled lessons, conducted walkthroughs and provided feedback on expected practice. Teachers in the preschool-year 2 levels described some of the practices they use, for example, read alouds, letter-sound relationships, a literature rich learning environment and small group instruction. They also described how they were revising their English programs to reflect a balanced literacy approach.
- Two committees (English and mathematics) have recently been formed, providing an opportunity for teachers to work across year levels, to develop whole-of-school pedagogical approaches. For example, the English team is working towards the development of a whole-of-school approach to spelling based on the work of Christine Topfer. Members of the English team are actively engaged in learning more about this approach through professional reading. The mathematics team is exploring a common approach to assessment.
- In PLT meetings, teachers engage in ‘case conference’ conversations about a particular student or groups of students. Teachers will raise with their colleagues a particular student who has not made expected progress, and colleagues discuss this student and share their ‘targeted tips’ to support each other to better meet students’ learning and wellbeing needs.
- The Writers’ Workshop (Miller) framework is an expected practice. Teachers are expected to conduct workshops that commence with the explicit teaching of a particular writing skill, provide time for students to write, and conference regularly to provide individualised feedback. Reviewers observed these workshops in action in some classrooms during walkthroughs.
- Whilst there are some agreed practices within and across teams, expectations and ways of working are not yet documented.
- Some teachers regularly use strategies like learning intentions, individual goals, and success criteria to provide students with clarity about what they are learning about, their next steps and how they will know they have been successful. There is evidence of the use of rubrics, individual conferencing, and peer-to-peer feedback as strategies to provide students with timely feedback about their learning. Approaches vary from classroom to classroom.

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

- The 2019 Action Plan prioritises strategic partnerships to provide access to experiences, support, and resources not available within the school.
- The 2019 Impact Report describes multiple initiatives established to support student wellbeing and families. The community coordinator and other individuals have been integral in identifying and connecting with organisations to support families.
- There is a clear sense of purpose for many of these initiatives with procedures in place for some initiatives to ensure effective communication and evaluation of impact. Less clear is the analysis that the school has undertaken to identify student, family, and school needs prior to identifying partnerships. The following programs were supported by written agreement with outside organisations:
 - > a Riding and Road Safety Program was introduced in 2019 in conjunction with Cyclabilities. This program engaged 21 identified students in a program designed to build confidence, improve self-regulatory skills and engagement in school. A program evaluation was undertaken with feedback sought from all stakeholders.
 - > the school hosted the Florey Paint-n-Play for students and parents of the broader Florey community. This program was delivered in conjunction with Belconnen Community Service, Uniting Care Kippax and the West Belconnen Child and Family Centre. Activities included sensory play, gross motor skills development, imaginative play, and group story and singing time.
 - > a URFab program was delivered in conjunction with ACT Child and Adolescent Mental Health (CAMHS). This program provided professional learning for staff about the program and emotional coaching for 32 identified students and families (years 1 and 2).
- A Starting School Fair was held at the end of 2018 for parents of children starting school in 2019. The fair brought together local family support services, sports organisations, and speakers who provided information and strategies to support transition to school.
- Additional programs facilitated through engagement with other organisations include: Learning for Life (Smith Family) transition and 1:1 tutoring; a nutritionist working across all year levels and providing nutritional advice for 40 parents and carers; and a regular

Culture Club weekly lunch time program.

- An English language enhancement program has been developed to support groups of EAL/D students through one to one tuition with trained volunteers. These volunteers are organised through the St Vincent de Paul organisation. This program enables reading and discussion with university students and community members.

Commendations

- The school has worked with deliberate intent to support student wellbeing, embedding social and emotional learning in the curriculum, providing professional learning, and resourcing a range of interventions to meet the additional learning and wellbeing needs of identified students.
- Staff are to be commended for the way in which they work collegially within their teams to support one another.
- The introduction of the Zones of Regulation framework has been embraced by staff, students, and parents at the school. Staff comment that it has given them a language to use with students to support their self-regulation of emotions in a positive and productive way. The investment in professional learning, highly visible signage in each classroom and a dedicated staff member leading the implementation has contributed to its successful embedding across the school.
- The school is commended for resourcing a broad range of programs and events aimed at strengthening family awareness of community services to support children and families.
- Staff, students, and parents describe with delight the annual celebration of Harmony Day. “At Florey Primary School, we make it Harmony Week!”. Students and families are invited to participate in a wide range of activities that spotlight their cultural heritage including performances, food festivals, cultural dress and invited guests from outside the school. Stakeholders explained that this celebration was a valued part of Florey Primary School’s identity.

Affirmations

- The use of Class Dojo has been a welcomed initiative by parents as a direct communication method with their class teacher. This online platform has increased timely communication between parents and teachers.
- There are clear expectations for student behaviour across the school. All stakeholders can articulate that students should be safe, respectful learners. This is supported with consistent signage throughout all indoor and outdoor learning spaces and visible classroom displays dedicated to procedural documentation and fortnightly focuses.
- The school’s routines for collection and consideration of student behaviour data is a significant enabler for the PBL team’s analysis to inform explicit teaching of behavioural expectations within the fortnightly PBL lessons.
- The cultural integrity committee has a clear vision for a whole school approach to deepening staff and student learning about Aboriginal ways of knowing, being and doing. Actions aligned to this vision are already evident within the physical classroom environments.
- There is obvious pride in the presentation of the school’s physical environment. The grounds are attractive and well maintained, and the cottages promote a sense of community that supports learning.

- The privileged time for teachers to meet in teams is providing an opportunity for staff to regularly share practice, discuss student progress in learning, plan the curriculum collaboratively and support each other collegially.
- There is visibility across all teaching team PLTs of the school's intention to enhance analysis and discussion of student performance and engagement data in order to inform teaching.
- Early years teachers are affirmed for the way in which they have embraced a consistent approach to the teaching of English, underpinned by the Ten Essential Literacy Practices.
- Curriculum teams have been strategically established with the clear intent to lead development of whole-of-school approaches.
- The school's initiation of the Starting School Fair and Fabulous Florey Fair have brought together families, school staff, and guest speakers with the goal of building community.

Recommendations

- Continue to involve the whole school community in embedding a united approach to achieving a safe and respectful learning environment.
- Collaboratively develop, document, and share a narrow and sharp plan for improvement which includes explicit and clear targets expressed in terms of the specific improvements sought in measurable student outcomes, with accompanying timelines. Clearly define leadership roles and develop accountabilities for the rigorous monitoring of the improvement agenda.
- Develop a data plan that incorporates a schedule for the multiple sources of evidence to be collected. This plan should make clear the purpose of each data set, specify who will be responsible for analyses and how these data will be shared, discussed, and used. Provide opportunities for staff and leaders to continually improve their data literacy skills to support sophisticated analyses.
- Develop a coherent, sequenced plan for curriculum delivery that is underpinned by a clear vision for teaching and learning. Establish and document expectations for how teachers will plan and deliver the curriculum. Ensure that interrelated layers of planning are developed to support continuity in learning. Support teachers in using data to plan learning experiences that are responsive to students' levels of readiness, interests, and needs.
- Build 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
 - > a culture of collective responsibility for improving student learning
 - > mentoring and coaching opportunities, and
 - > professional learning tailored to individual and group need.