



ACT
Government
Education

Margaret Hendry School

Report of Review, 2021

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Publication and independent Review Team details

Date of School Review: 09, 10, 11, and 12 March 2021

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Report of Review, 2021 prepared by:

ACT Government Education Directorate
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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.

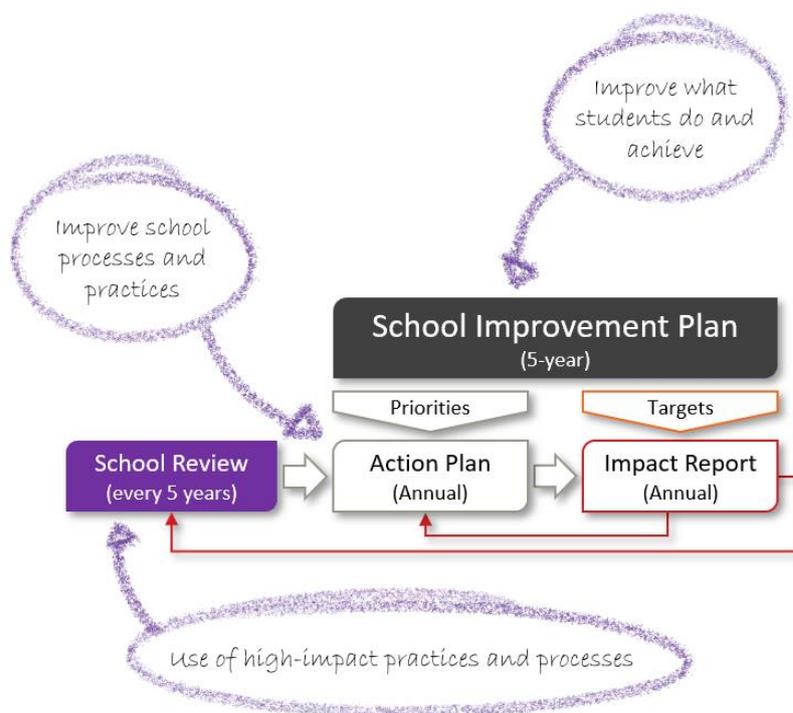
Following Review, the school receives a planning report, which is used as an internal working document, outlining key findings and recommended strategies for continued school improvement. The Education Directorate uses this planning report as a basis for the final *Report of Review* provided to school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

- Margaret Hendry School (MHS) was established in 2019 with the idea of making 'learning inherently playful'. School leaders set the vision for learning based on 4 pillars – Grow, Collaborate, Connect, and Love. Leaders purposefully engaged and collaborated with inaugural families, and other stakeholders to articulate the beliefs and 'ways of being' under these pillars. These are strongly evident in visual artifacts, the language, knowledge and behaviours of learners, families and learning coaches (teachers). Every stakeholder is a 'guardian of the vision.'
- School leaders sought out best practice by visiting Stonefields School in New Zealand prior to developing their Vision and Establishment Plan. Leaders actively engage with current educational research using a mix of approaches - seeking affiliations with universities, online, through school and professional networks and through regular studies.
- The school's two-year Establishment Plan is based on the following four goals: establishing a Parents & Community (P&C) and School Board; developing a Pre-school Quality Improvement Plan (QIP); establishing learning coaches as inquirers into their own practice and implementing SchoolTalk (personalised learning). This plan is a living document and the progress towards achievement has been monitored through regular meetings with staff, students and conducting family focus groups and forums. All four goals were implemented. However, academic achievement and wellbeing targets could not be set due to student mobility and reduced stable cohorts of students because of the growth in student numbers from diverse backgrounds.
- The Quality Improvement Plan (QIP) for preschool has been established. There is a clear link between the QIP and whole school vision for learning with a focus on quality learning opportunities for children through play.
- The Vision and Establishment Plan reflects the ACT Directorate of Education Future priorities and directions and is shared with the wider community at the Annual General Meeting (AGM), in newsletters and through the P&C. The 2019 and 2020 School Impact Reports are available on the school website.
- The school vision, and 'ways of working and being' were well known and accepted by many families, most of whom commented that children were happy to come to school each day.
- There is a trusting and open relationship between the principal, leaders, and members of the Board. All stakeholders are kept abreast of progress towards the Establishment Plan priorities through reports and communication captured under the pillars.
- School leaders recognise the importance of evidence-based data driven practice and decision making and are working to establish data systems. Reliable whole school and cohort data sets are not yet available to measure student growth over time.

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

- The school has recently constructed a Data Plan Policy and Guideline for educators. This policy incorporates an assessment schedule which articulates the systematic collection of academic data sets and provides the purpose, timing, and responsibility of each tool.
- A Professional Learning Community Action Plan was developed in Semester 1 2020 and implemented in a year 4/5/6 Neighbourhood. Its purpose was to inquire into the impact of teaching on 'learner writing identity'. Learning coaches¹ use Discipline Dialogue protocols (an approach to discussing data) when they meet together to discuss student progress in writing.
- School leaders have developed a data tracker for recording academic data including PM Benchmarks, Brain Eyes and Ears (BEE) Spelling, Schedule for Early Number Assessment (SENA) and Middle Years Mental Computation (MYMC) data. A new tracker has been developed for use in 2021 for ease of data entry. Learning coaches reference this data as a guide to establish initial groupings, more so than to determine starting points for teaching.
- Learning coaches across most Neighbourhoods² collaborate on an online platform called SchoolTalk to centralise academic data for the purpose of planning for group learning needs. There does not appear to be a consistent approach to data entry for all teams.
- A school-wide plan incorporating clear protocols for the systematic collection, analysis, interpretation, dissemination and use of data for learner wellbeing has not yet been developed. Evidence supports the use of the school administration system for the collection of major student behaviour incidents. Leaders use this data for decision making.
- Duos and Triads of learning coaches demonstrated variable understanding of the importance of data to determine the starting points for learning based on need and readiness. Staff expressed varying levels of confidence in their use and analysis of data.
- Leaders are conceptualising how a data wall for whole school analysis of achievement data could be utilised using multiple data sets.
- Learning and perception data is presented to the Board in the Annual School Board Report. It is yet to be included in the annual Impact Report.
- A Director of Play has been appointed in 2021 to support the school's vision for Early Years Education.

¹ In this school, teachers are referred to as 'learning coaches'

² Neighbourhoods refer to small teams of teachers across multi-age and multi-stage groups who all work and learn together

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

- The school's environment is reflective of its vision, with students and staff using the language of the pillars. The school leadership team and staff are committed to the development of a culture of inquiry and innovation with a focus on delivering personalised curriculum by encouraging creative exploration, and independent learning.
- Professional trust, support and respect exist between the learning coaches and leaders.
- The leadership team pays attention to staff morale and wellbeing. This was evidenced in some wellbeing teams.
- Diversity is embraced and valued at MHS. The school has a welcoming atmosphere, and most learners and staff have an obvious sense of belonging and inclusion. Learners from diverse cultural backgrounds are appreciated as the celebration of culturally significant days is driven by the learners, student parliament and families.
- Neighbourhood learning environments were mainly orderly with most students engaged in inquiry, workshop, and hub activities. It was evident that some learners were disengaged and those learners with challenging behaviours took up considerable time of the Learning Support Assistants (LSAs), learning coaches and leaders. Stakeholders expressed that students this year were more settled in neighbourhoods than in 2020. Some students reported that they felt unsafe by the behaviour of other students and this often disrupted their learning when they could be working and thinking harder.
- LSAs report that they would like time to meet together with a focus on developing strategies for identified students.
- The student leadership model – 'Student Parliament,' is growing and demonstrates students' confidence and voice across six ministries based on the four pillars.
- The staff handbook outlines the school vision, processes, organisational chart, and teaching and learning frameworks. There is also a MHS Communication Guideline on the school website providing expected practices between families, the school, and the wider community.
- The adoption of SchoolTalk provides families with real time learning information enabling them to support learning at home.
- There were a range of levels of satisfaction from the parent community – from those highly engaged and happy, through to families who were concerned about the levels of communication and student management issues.
- Parents who were interviewed identified a need for increased focus on improved academic rigour and opportunities to cater for more able learners, as well as a greater consistency across the school in the use of SchoolTalk to report on learner progress.

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

- Margaret Hendry School is in its third year of operation and has grown to a population of approximately 600 students. The new contemporary open learning spaces are designed to put children at the centre of the learning. These spaces are well maintained, and the large grounds facilitate the planning and delivery of flexible learning opportunities.
- The school developed a plan in partnership with the Directorate to deploy additional staff, training, and expertise to respond to the changed student demographics. The plan provided clarity on leadership roles, processes, and expectations in response to students with complex needs, and resulted in a restructuring of learning neighbourhoods.
- A senior psychologist was allocated to the school in 2020 to progress tier 3 student assessments, develop plans and lead case conferences for families and staff.
- Staff turnover, a high number of early career educators, and teachers new to the school present challenges in maintaining the cohesion of pedagogy and expected practice.
- Resources have been allocated in a way that enables smaller class sizes.
- An EAL/D learning coach provides guidance and mentoring to learning coaches and is beginning to work with other learning coaches to identify learners based on the EAL/D continuum.
- The MHS 'Responding to Student Need Statement' is a comprehensive document outlining the school's intervention model, expectations, systems, and structures. These statements have recently been made available to staff.
- The provision of a range of Experts in Residents (specialist teachers) in Music and Bush School, PE, Technology, Library, Sustainability and Mindfulness provide additional curriculum extension opportunities to respond to the interests and passions of learners.
- Designated small group spaces in two areas of the school enable LSAs and additional needs teachers to withdraw students from open learning areas as needed to manage a differentiated approach to suit the diverse needs of learners. Details about the structure and roles of newly appointed staff are being developed.
- There is evidence that the skills and interests of LSA staff are considered where possible and there is an identified leadership pathway. LSAs are held in very high regard by staff.
- LSAs work in neighbourhoods under the guidance of learning coaches and in a self-directed way if the monitoring of behaviour management for their identified learner is not required. Staff report that staffing levels and assignment of LSAs is contributing to the safety and security of all staff members within neighbourhoods and in the playground.
- Reading support is provided through Booster Reading where trained volunteers hear reading with nominated students each week.

- Learning coaches report the need for more structured intervention approaches in Literacy.

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

- The school's Professional Learning Plan (PLP) aligns with system priorities (Future of Education) and the vision for the school. The PLP is differentiated and provides learning coaches with choice according to their personal goals identified using the AITSL self-reflection tool.
- Professional learning streams within the PLP articulate the timeline and key products for new educators, learning coaches, and school leaders. This includes formal processes for professional discussions with staff.
- The school's workforce profile reflects a significant number of early career educators and staff new to the school recruited in response to the rapid growth in student numbers and staff turnover. This has presented ongoing challenges in the embedding of agreed practices. The school has established induction and early career programs to assist learning coaches to develop and share deep understandings about quality practice.
- A staff handbook explicitly outlines the professional learning plan. Learning coaches new to the school reported they would have benefitted from more information about systems, structures, and expectations for learning sooner.
- All staff in the school including school leaders have mentoring/coaching relationships to support their development through informal observation and feedback.
- The school has developed a Building Capacity Framework which contains role descriptions for all staff including LSAs, experts in residence and new staff to the school.
- MHS expects all staff to be committed to continuous improvement by working in duos or triads within neighbourhoods and wider learning communities. A commitment to ongoing improvement is evident in the adoption of the philosophies and practices of a Professional Learning Community, in particular the disciplined dialogue and spiral of inquiry processes to improve collective practice and ultimately student learning.
- The principal and other school leaders lead and model professional learning in the school. This is evident in the inquiry learning simulation (held at the beginning of the school year) and regular professional learning workshops for different purposes within their leadership portfolios. Learning coaches reported that they were looking forward to the provision of further support and modelling to action the pedagogical approaches from directors, newly appointed cohesion coaches and the senior leadership team.
- The school is a member of the Future Schools Alliance which provides them with a support network of innovative schools and access to future focused professional learning.
- MHS has developed an aspiring leader program to provide pathways for highly accomplished and lead teachers.

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

- School leaders have developed an Inquiry Pedagogical Framework which articulates four inquiry seeds: Me, We, Nation, and World. Individual learning neighbourhoods monitor coverage of the Australian Curriculum Standards through inquiry-based learning.
- The leadership team and learning coaches expressed a deep commitment to personalised learning pedagogies including play, inquiry, global citizenship and assets and dispositions for learning. While there is an early iteration of an intended plan for the delivery of inquiry curriculum, learning coach practice currently varies across each neighbourhood and the progression of learning from year to year is not consistently evident because it is in the beginning phase.
- An Instructional Mentor has worked closely with P-2 staff to establish the 10 Essential Literacy Practices. Approaches to English are underpinned by Readers and Writers 3 workshops. The belief and practice statement refers to learner voice, self-awareness, motivation from choice, flexible pace, demonstration of knowledge and skills, ownership of goals and relationships. There was limited evidence of this in practice.
- Learning coaches work collaboratively within their neighbourhoods to share responsibility for developing inquiry plans and provocations for learning.
- A school template for short, mid and long-term inquiry planning is evident. Curriculum planning documentation varies from team to team in approaches and in the level of detail. Consistency of approach is developing.
- The Inquiry Pedagogical framework and the school wide inquiry planning template provides consideration for cross curriculum priorities and general capabilities. Learning coaches are yet to identify how the general capabilities and cross-curriculum priorities are consistently delivered.
- There is some evidence of auditing processes to check for alignment of the curriculum (both vertical and horizontal) in teams.
- Learning coaches create lessons using the Pillars to support the introduction of the school's PBL values, routines, rituals, and zones of regulation.
- Parents expressed they would like more information about how their children are progressing. This is reported as being variable between learning coaches.
- Some learning coaches have received feedback on their learning designs by leaders.

³ Readers and Writers workshops are based on the work of Debbie Miller

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

- MHS has introduced the SchoolTalk learning platform to personalise Literacy and Numeracy learning at a point of need. This is in use by all learning coaches from preschool to year 6. The school has developed SchoolTalk Essential Agreements and expectations for the use of this platform. SchoolTalk provides families with real time access to student learning timetables, goals and progress data in Literacy and Numeracy. A progress report is provided to parents at the end of terms 1 and 3 showing areas of growth. Some learning coaches report frustration with the time taken to enter evidence and update student progression continuums.
- Learning coaches design specific learner workshops for explicit teaching across multiple neighbourhoods with hub team members taking shared responsibility for learners across home groups. These explicit teaching workshops are based on Literacy and Numeracy learning continuum goals with like needs groups. Learners then work independently or in groups in hub activities while teachers rove to provide support. Individual achievement of progress is mapped along the continuums in SchoolTalk. The review was conducted in week 6 of term 1 and learning coaches (nearly half of the staff are new to the school) were getting to know their home group learners and ways of working and being at MHS. Students were mostly unaware of their goals and were unsure of next steps for learning.
- Some learning coaches commented that transition time was often difficult. They also believed many parents were not accessing the platform. Some families commented that information was not regularly updated by all learning coaches.
- Learning coaches and parents met at the beginning of this year for 'School Yarns'. This meeting offers a chance to build a relationship between the school and the family as parents get to share information about their child's strengths and interests.
- The Play-Based and Inquiry approach used throughout the school enables learner choice and voice to be incorporated in their learning and to make connections to build deep knowledge.
- A Year 6 Autonomy Learning pilot is in its initial phase. This will involve students working on individual learning goals. Students will have to provide evidence on their inquiry provocations in a range of settings across the school to achieve their autonomy license. Learning coaches will upload explicit teaching slide shows and activities with clear expectations on completion each week, along with expectations on conference, and evidence of understanding.
- Individual learning plans for students with a diagnosis will be reviewed and updated this term and learner profiles are also being developed.
- Some school walk throughs were conducted in 2020 to provide teacher feedback on both inquiry and personalised learning 'look-fors'.

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

- MHS clarifies its inquiry focussed approach and personalised learning in its Inquiry Pedagogical framework and the Personalised Learning Pedagogical framework. School leaders have a strong unwavering conviction to implement these innovative future focused pedagogical frameworks.
- The PLC action research - 'spiral of inquiry,' has been established to focus teaching on purpose and audience based on school data sets.
- There is a strong expectation from school leaders that staff members build positive relationships with students that are based upon mutual trust and respect as reflected in the pillars of the school.
- MHS was recognised as one of the top 50 schools in Australia by the Educator Magazine, Innovative School of the year Award 2020.
- School leaders have placed a high priority on the ongoing differentiated professional learning of learning coaches.
- The school has engaged an instructional mentor and has actively promoted and built teacher capacity in evidence-based teaching strategies, including the 10 Essential Literacy Practices.
- While the leaders have documented and inducted staff into the school's pedagogical approaches, some staff have reported challenges in this space due to a lack of understanding of what this looks like within multi-age, multi-stage classrooms, how to utilise the school's framework for their class context, and a lack of resources due to rapidly increasing enrolments.
- Peer to peer collaborative coaching provides opportunities for teachers to learn with and from each other, as does team teaching across the school.
- The leadership team recognises the need to develop whole school processes to support learning coaches to provide regular and timely feedback to students, including actions for students to progress their learning.
- A high degree of collective efficacy was evident in the willingness of staff to engage in the MHS approaches to learning.
- MHS operates a playgroup in the Community Hub. This is well attended by families and the preschool program is play based.
- A 'Teaching with a Cultural Integrity Statement' has been developed. Relationships and connections are being built to support culturally responsive practices in classrooms.

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 school has built partnerships to improve opportunities and outcomes for learners and their families. This is evident in MHS's commitment to establishing the Community Hub for families within the school and the wider Taylor/Moncrieff community. A mutually beneficial partnership has been established with Northside Community Services and the Bicycle Library project is an example of the two groups working together to provide the community with access to transport.
- The school identified partnerships on the basis of their capacity to contribute to student achievement and wellbeing. These include English conversation groups, craft and conversation groups and play groups. The school has extended play groups in response to demand. While the positive impact of its partnerships has been documented through case studies, there has not been a review of their effectiveness in relation to student learning outcomes at the school.
- The identified partners are also involved in collaborative planning at MHS. This is documented through partnership agreements with The Smith Family Learning for Life and Canberra Institute of Technology (CIT), a written endorsement for The Fathering Project and a lease agreement with Northside Community Services.
- The school has prioritised the resourcing of partnerships. This is evident in the physical spaces dedicated to the Hub, the establishment of the parent café, and the commitment to the Director of Family and Community Engagement role within the school. In prioritising the location of the Community Hub, adjusting fence lines and gates with after-hours entry, potential for wider community access to service provision has been maximised.
- In response to the needs of the community the school has commenced several partnerships with the purpose of building a culture of respect with Aboriginal and Torres Strait Islander families. It is too early to evaluate the impact of these partnerships.

Commendations

- The leaders of Margaret Hendry School are to be commended on developing a two-year Establishment Plan which has provided a strong foundation to create a School Board and P&C; develop a preschool Quality Improvement Plan (QIP), and implement SchoolTalk to personalise student learning and encourage learning coaches as inquirers into their own practice.
- In the first two years, MHS has put a comprehensive effort into the documentation of expectations, systems, and structures. This allows the school to generate and capture evidence which demonstrates 'where learning is inherently playful', and to consistently embed articulated 'ways of working and being' based on its 4 pillars.
- Within the last two years, Margaret Hendry School has established itself as a 'futures focused learning environment' by focussing on making both students and staff inquirers into their own learning. The school has done this by establishing the Inquiry Pedagogical Frameworks. These articulate four inquiry seeds, Me, We, Nation, and World and are mapped against the Australian Curriculum Achievement Standards.
- Leaders have continued to focus intently on the core principles of inquiry-based learning and the 4 pillars despite the challenges brought about by an increase in student population from diverse backgrounds.
- Learning coaches and learning assistants need to be commended on their work and commitment in building strong mutually supportive teams. These teams operate in a highly collaborative open plan team teaching environment and take shared responsibility for student learning.

Affirmations

- The Building Capacity Plan and Professional Learning Plan for staff cater for the range of needs within the school community through whole school, targeted, opt in, and differentiated learning pathways. Both plans prioritise the development of practices that support the achievement of the school's vision.
- The school has received support for establishing a Community Hub that benefits the wider community and other community agencies. A strategic and collaborative approach to building community partnerships benefits the entire community.
- The establishment of a Professional Learning Community has created a culture of collaboration and commitment focussed on launching collective inquiry based on student evidence and data.
- The recent development of a Data Plan Policy and Guidelines for educators incorporates an assessment schedule and articulates the systematic collection of academic data sets. The expressed intent is to create transparency and inform practice to empower learning. The protocols articulated in this Policy provide a firm foundation for embedding a school wide approach.
- In keeping with the focus on inquiry focussed learning, SchoolTalk has been deployed as a platform to record student achievement and communicate learner progress to families in Literacy and Numeracy against the Australian Curriculum Progressions and Early Years Learning Framework on a real-time basis.

Recommendations

- Collaboratively develop and share with all stakeholders a narrow and sharp Margaret Hendry Explicit School Improvement Agenda 2021–2025 that:
 - > is derived from an analysis of the full range of whole-school data and evidence
 - > has specific achievement outcome and wellbeing targets that can be measured, actioned by teachers, and rigorously monitored over the short, medium, and long term
 - > is consistent with the school’s vision for teaching and learning.

- Expand on the current ‘Data Plan Policy and Guidelines’ for educators to incorporate the full range of data on student achievement and wellbeing. Continue to:
 - > build the data literacy skills of teachers to reflect a sophisticated understanding of student assessment and data concepts e.g., ‘value-add’
 - > use data and associated evidence to differentiate starting points for learning and to personalise curriculum, pedagogy, and assessments
 - > ensure the use of data and associated evidence is a feature of every teacher’s classroom practice and growth targets are set and tracked, to make sure that every student is appropriately engaged, challenged, and extended.

- Continue to refine an explicit, coherent, and sequenced plan for curriculum delivery that:
 - > demonstrates alignment between long, medium, and short-term school delivery plans
 - > aligns formative and summative assessment processes and protocols
 - > includes all areas of the Australian Curriculum, including the general capabilities, and cross-curriculum perspectives
 - > balances the needs of school improvement priorities
 - > is locally relevant, vertically aligned and builds on existing student knowledge and skills
 - > ensures there is alignment between the written and the enacted curriculum.

- Implement and embed the school’s ‘Responding to Student Needs’ and ‘Positive Behaviour for Learning Guidelines’ to establish and maintain student learning and wellbeing in an environment that is safe, and that promotes intellectual rigour.

- Ensure that every teacher can clearly understand and use the Margaret Hendry Pedagogical models to enhance their use of effective evidence-based teaching methods, including explicit instruction and feedback to improve learning outcomes.

- Continue to build the capability of leaders and teachers to model, evaluate and provide ongoing quality coaching feedback based on classroom practice.