



ACT
Government
Education

Gordon Primary School

Report of Review, 2021

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Publication and independent Review Team details

Date of School Review: 03, 04, 05 and 06 May 2021

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National School Improvement Tool Review Report prepared by:

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Report of Review, 2021 prepared by:

ACT Government Education Directorate
Education Services Division, School Improvement Branch

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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.

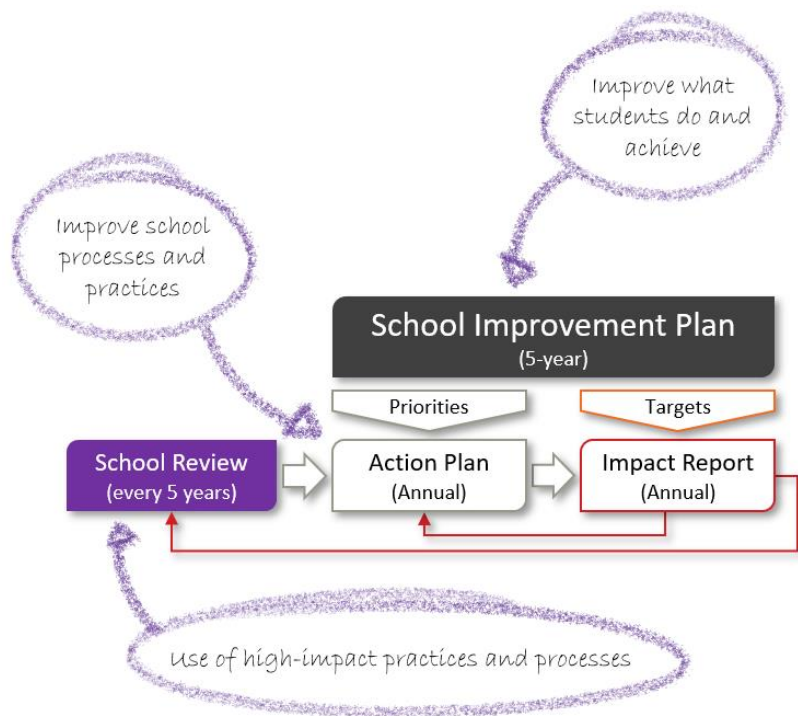
Through the lens of the NSIT, an internationally recognised framework for reviewing teaching and learning practices, reviewers gain an accurate picture of current school practices. During Review evidence provided by schools is considered alongside evidence gathered through consultation with staff, students,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

- The school leadership team have established and are implementing a clear school improvement agenda. The principal, school leaders, and School Board are united and committed in their endeavours to improve student learning outcomes. Teachers express a strong commitment to every student's success, to improving levels of achievement and wellbeing, to providing a safe and caring educational environment for every student, and a willingness and desire to invest in improving the quality of teaching and learning.
- The Gordon Primary School Strategic Plan 2017-2021 identifies two strategic priorities: The first priority is to improve learning outcomes in Literacy and Numeracy, specifically to increase the proportion of students exceeding expected growth in Reading, Writing and Numeracy. The second priority is to improve students' sense of satisfaction, enjoyment of learning and sense of wellbeing, specifically to increase and sustain student demonstration of Gordon values (Respect, Tolerance, Honesty, and Responsibility) and sense of satisfaction while at school. Each priority incorporates broad targets.
- Specific goals for improvement in student achievement levels in priority areas, timelines and monitoring of targets that focus and guide the work of teachers are yet to be set.
- The leadership team monitors school data and uses it to inform the school's improvement agenda. In 2018, the school achieved the targets set for improving students' sense of satisfaction, enjoyment of learning and sense of wellbeing, so a third priority was introduced into the annual Action Plan and this is to develop collaborative learners who are curious and self-directed problem solvers.
- Over the life of the plan, Impact Reports provide evidence of reporting on strategic plan targets and Annual School Board Reports provide evidence of reporting on annual student data. School leaders articulate that they are now more focussed on analysing student achievement and growth through school level data rather than the NAPLAN achievement targets set by the system.
- The principal reports on progress in implementing the action plan at every School Board meeting and Parents and Citizens association (P&C) meeting so School Board and P&C members are familiar with the improvement agenda. Parents expressed limited knowledge of the school priorities.
- While progress towards targets is monitored, the systematic evaluation of initiatives and programs for their effectiveness in producing desired improvements in student learning and performance is yet to be apparent.

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

- Gordon Primary School has collected multiple sources of data - student wellbeing, achievement, and behaviour and stakeholder opinions - over the life of this improvement planning cycle. The principal and school leaders place a high priority on the school-wide analysis and discussion of systematically collected data on student outcomes. They view this as essential to their effective leadership and in helping to drive the school's explicit improvement agenda.
- The school's assessment schedule identifies the timing of a range of literacy and numeracy assessments. However, a school-wide plan that documents the systematic collection, analysis, interpretation, dissemination and use of data on student achievement and wellbeing is not in place yet.
- Data systems that inform teaching practices are centred around data analysis that occurs in weekly pedagogy meetings using the 'Data Wise' approach¹. This is made possible through the use of an established Gordon Primary School Data Tracker that records and guides the routine collection of a range of literacy, numeracy, and wellbeing data.
- The wellbeing data collected includes a school-based satisfaction survey conducted each term, the annual school satisfaction survey and school climate survey, wellbeing data and Positive Behaviours for Learning (PBL) data from Sentral. This data is closely monitored by the leadership team. It is also analysed by Professional Learning Teams (PLTs). This allows for prompt and pro-active adjustments to meet student needs.
- The 2021 Professional Learning Plan (PLP) outlines how data is used in PLTs, executive and staff meetings.
- Leaders have introduced routines for discussing data with their PLTs. The approach to these discussions is known at Gordon Primary School as the Koru process, which is aligned to the Spiral of Inquiry². Teachers described the ongoing conversations they have with each other and their leaders about student progress in learning.
- Analysis of literacy and numeracy data is presented to executive staff via PowerPoint presentations at the beginning and end of the year, highlighting student progress and areas for future focus and improvement.
- Leaders are aware of the strengths and areas for focus as per the whole school performance data which includes NAPLAN, BASE, and stakeholder survey data. However, there is less

¹ Boudet K.P. et al 'Data Wise' Harvard Education Press, Cambridge, Massachusetts 2013

² The Spiral of Inquiry proposed by Timperley, Halbert, and Kaser in 2014 suggests adopting a curiosity mindset to identify what is going on for learners and to develop some hunches about what is leading to the current situation, before deciding what to do about it.

evidence of the triangulation of data sets to closely monitor trends and identify specific areas for improvement.

- Leaders reflect that professional learning in data literacy is an ongoing priority for the school to support even deeper analyses.
- Performance data is shared with the community annually in the Annual School Board Reports and Impact Reports through the school website. Members of the School Board report that NAPLAN data is shared with them.

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

- School leaders and staff members place a high priority on developing and maintaining positive and caring relationships between staff, students, and parents. The leaders and staff demonstrate and articulate a strong belief in the capability of every student to learn successfully.
- There is a strong sense of connection with the school for students, staff, and families. Students speak with a sense of pride about their school and state that their teachers know them well and help them learn. Parents and staff express pride in and speak highly of their school.
- Staff morale is high and there are high levels of collegiality and collaboration, and staff and parents express a high level of trust in the principal and school leaders.
- Student wellbeing is strongly emphasised and supported through a range of established and innovative programs. Social and emotional learning programs are evident in classrooms. A designated, part time Wellbeing Support Officer, formerly the school chaplain, contributes to individual student and family needs as they arise.
- The Wellbeing Hub has evolved as a well-resourced, core element of the school's positive response to supporting individual learning and wellbeing needs. Parents readily acknowledge the central role the Wellbeing Hub has had since its establishment. The programs, interventions and supports that are delivered to students in the Wellbeing Hub are increasingly being shared with classroom staff to improve support in classrooms.
- PBL focuses, Bounce Back posters and school values are highly visible around the school and students at all year levels talk confidently about expectations for behaviour. Leaders and staff acknowledge that PBL is as yet, an emerging framework for clear expectations of behaviour in classrooms and will build teacher capability to support a greater range of behaviours.
- Choice Theory³ is embedded as a central pillar of the school's narrative about teaching and learning. Induction in this approach is a feature for new teachers.
- Driven by school leaders, the new Wellbeing Support flowchart is providing a comprehensive, multidisciplinary structure that informs process and decisions about individual student challenges.

³ Choice Theory® (Glasser William, 1998) is based on the simple premise that every individual only has the power to control themselves and has limited power to control others. Applying Choice Theory allows one to take responsibility for one's own life and at the same time, withdraw from attempting to direct other people's decisions and lives

- Some staff members display a concern for the wellbeing of school leaders, identifying the potential to enhance the wellbeing of school leaders through regular, individual professional growth conversations and increased opportunities for reflection and debrief following challenging incidents.
- Parents are welcomed as partners in their children's learning through See-saw, Google classrooms and multiple formal and informal opportunities across the school year. Parents confirm that they believe they are welcome partners in their children's learning. Parents express confidence in the principal and other school leaders, acknowledging their consistent investments in being visible, available, responsive, and approachable.

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

- The school invests considerable resources into the provision of specialist classroom teachers to support the strategic direction and the explicit improvement agenda. Professional learning opportunities are resourced and targeted to support school-wide priorities and individual needs.
- The refurbishment of classroom and outdoor spaces has been a priority for the school with the development of a range of purpose designed spaces to support student needs. Examples include the Wellbeing Hub, shaded sensory play areas, the play pod, a flower and vegetable garden, and additional climbing equipment. All learning spaces are colourful, welcoming, and well resourced. The school presents an attractive physical environment.
- Most recently the Bottlebrush Unit was built and equipped to support students with Learning Support Unit - Autism (LSU-A) and Learning Support Centre (LSC) eligibility and other additional needs.
- Resources have also been allocated to deliver a range of intervention strategies for students who require additional support. This includes intervention for reading supported by community volunteers and staff, English as an Additional Language/Dialect (EAL/D) additional tuition, small group social and emotional learning programs, additional literacy time with a specialist, and in class support by teachers and learning support assistants.
- The school has developed a schedule for the collection and sharing of wellbeing data through the Student Support flowchart. The flowchart was developed by school leaders, the school psychologist and wellbeing team. The system facilitates collaboration across the school, parents/carers and relevant external agencies to support the diverse needs of students.
- Staff have participated in various professional learning to support their understanding of student wellbeing and to develop their capacity in responding to student needs. This professional learning includes PBL, Be You, Bounce Back, Trauma Informed Practice and Team Teach.
- A case management approach to identifying and responding to need is well established and led by the wellbeing team. A documented referral process is in place. Teachers provide detailed information to the team, including evidence of intervention strategies already enacted. Student needs are triaged, and appropriate support strategies sourced and provided. Detailed records of student needs and interventions are maintained.
- Sensory and social skills groups are available for students to support social and emotional learning. The youth support officer supports individual students and small groups as well as running the New Leaf program.
- Resources have been allocated to support the integration of technology. For years 3 to 6 there

is a 1 to 1 ratio of Chromebooks, and iPads have been purchased to support early years learning.

- Staff are allocated to classes based on their strengths and best fit for teaching teams.

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 Leadership Team places a high priority on professional learning and professional growth of staff.
- A comprehensive Professional Learning Plan (PLP) outlines a multi-layered schedule across the school year, with clear alignment to the Australian Institute for Teaching and School Leadership (AITSL) Professional Standards.
- Scheduled opportunities for intentional collaborations between teaching staff have increased significantly since the last review.
- Staff reflect confidence that they receive relevant, contemporary professional growth opportunities and that their new learning transfers into practice at the school, classroom, and individual level.
- Many staff articulate that regular whole staff professional learning is relevant and useful and leads to changes in classroom practice. Staff willingly share their learnings from external professional learning with their peers.
- Gordon Meeting Norms are consistently implemented and highly valued by staff. Many attribute their effective meeting structures and outcomes directly to these norms.
- Weekly pedagogy meetings in unit teams drive increasing precision in teaching. Collaborative data analysis informs the teaching focus for the week ahead. The meetings provide regular opportunity to share knowledge between teachers.
- Staff new to the school receive induction in some core pedagogies and processes, and some are assigned a mentor. Some staff identify that consistent induction information would enhance clarity about signature approaches and expectations for new staff.
- Processes that ensure quality reflection and feedback to build staff capability are developing. The Staff Capability Matrix summarises clear information about staff strengths and areas for further development. Learning Walks result in feedback to unit teams about identified focus areas.
- Annual Professional Development Plans (PDP) are completed by all staff including teachers, Learning Support Assistants (LSA) and school leader, including supportive one to one conversations with supervisors in accordance with the Directorate's policy.
- Many staff articulate that the previous practice of peer mentoring opportunities is highly valued as a way of getting feedback on desired elements of teaching and classroom practice, building skills and peer sharing.
- Some staff refer to the limited opportunity for collaboration with staff in other units,

suggesting that broader collaboration would reduce in-school variation around student transitions and learning continuity.

- The preschool has attained the 'Exceeding' rating in every quality area in the past two National Quality Standards (NQS) evaluations.

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

- A clear, sequenced plan for curriculum delivery has been developed. This plan documents from Preschool to year 6, what and when teachers should teach, and students should learn.
- The whole-school plan for curriculum delivery centres on scope and sequence documents developed for even and odd years in Kindergarten, years 1-2, years 3-4 and years 5-6 aligned with the Australian Curriculum. Planning and teaching in the preschool is informed by the Early Years Learning Framework (EYLF).
- The school plan outlines the school requirements in English, mathematics, science, HASS (Humanities and Social Sciences), technologies, the arts, health, Japanese, and physical education. Big ideas are identified for HASS and science in odd and even years to accommodate the multi-age classes. The school plan includes explicit mathematics planners, literacy planners and planners for incorporating Bounce Back⁴, PBL and Protective Behaviours in the curriculum delivery. Assessment and reporting are clearly linked to the scope and sequence documents, as are semester overview templates for sharing the curriculum with parents.
- Staff access the overall school plan and team planning documents through the school's staff portal.
- Collaborative planning for teachers is supported by having shared timeslots through Duties Other Than Teaching (DOTT) for regular weekly planning. This collaborative planning is highly valued by teachers.
- Curriculum planning and delivery is underpinned by the 'Learning by Design'⁵ pedagogical framework and the 'Quality Teaching'⁶ model. The framework describes four knowledge processes, which align with the dimensions of the Quality Teaching model, namely experiencing, applying, conceptualising, and analysing. This approach is aimed at supporting transformative learning in which students develop deep understanding of concepts, principles and big ideas.
- The curriculum is also planned and enacted under the premise that every student can learn. Cooperative learning strategies are strongly emphasised, with Choice Theory a prominent

⁴ Bounce Back is an education approach that supports teachers and schools in their efforts to promote positive mental health, wellbeing and resilience for both students and teachers and build safe and supportive class and school learning environments.

⁵ The Learning by Design project is an attempt to address the emerging needs of new learners via the intensive practical, pedagogical, and professional development of teachers. The work is founded on more than twenty years practical and theoretical research by Kalantzis and Cope and builds on the theories of Multiliteracies and New Learning.

⁶ 'A Classroom Practice Guide, Quality Teaching in ACT Schools,' ACT Dept Education & Training 2006

underpinning of curriculum and pedagogy.

- The general capabilities and cross curriculum priorities are emerging in planning as active learning streams.
- Japanese, library, physical education, digital technologies are taught by specialist teachers. Some science is taught by a STEM specialist who works closely with staff from the Academy for Future Skills⁷ to implement a STEM approach that complements the science taught by classroom teachers. This specialist science program is highly valued by teachers and students.

⁷ The Academy is a key ACT Government initiative that aims to build capability in science, technology, engineering, and mathematics and make STEM more accessible to all students

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

- Leaders have introduced routines in PLT meetings to facilitate and support teachers to reflect on student progress in learning through the regular discussion of key data sets. The establishment of the Data Tracker supports these discussions and teachers reflect on patterns within cohorts, classes, and for individual students. Teachers are encouraged to identify students who are not making expected progress and consider how teaching can be targeted.
- Identified students have Individual Learning Plans (ILPs) that document short-term and long-term goals, appropriate adjustments, and strategies to support learning. The documented process for developing and reviewing ILPs describes the approach used for creating, monitoring, and reviewing each plan. The ILP process also includes students whose achievement is significantly below benchmarks. Parents are involved in regular ILP reviews.
- LSAs are allocated to classes to support individual and small groups of students. Teachers provide direction to LSAs about support strategies for students in their classrooms.
- Students who require additional support in relation to behaviour and wellbeing have highly individualised strategies in place to meet their needs.
- A school-wide approach to inquiry learning is currently being implemented. Teachers are encouraged to find ways for students to have a voice in their learning and pursue investigations based on their personal interests and curiosities.
- Examples of systems and processes used for differentiation include: customising planning based on formative and summative assessments of students needs and prior learning, a Response to Intervention (RTI) approach, tier 2 & 3 interventions, e.g., cooperative learning structures and splinter groups for additional support, ILPs, placement in a specialised small group setting (Bottlebrush unit), personalised learning tracking sheets, Reading Recovery, extension activities e.g. the science/cultural integrity/digital technology competition, writing camp, instrumental music program, and inter-school sports.
- The full range of differentiated teaching strategies are not consistently evident although there are pockets of high-quality responsive teaching pitched at student needs. Some teachers describe the strategies they employ including open ended tasks, formative assessment tasks, scaffolding, and flexible grouping. Others reflect that this was a goal for future professional learning as they want to learn more about the most effective ways to differentiate the learning.
- Biannual written reports to parents include individual statements about a student's strengths in knowledge, skills and strategies to support and extend learning for English and mathematics. Three-way conferences and learning journeys complement formal reporting.

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

- The principal and other school leaders are committed to the development of effective teaching and learning practices across the school. They recognise that quality teaching is critical in improving student outcomes. School leaders keep informed of research and are committed to enhancing teaching and learning practices and to developing and embedding research-driven pedagogical approaches.
- There is a strong expectation from school leaders that staff members build positive relationships based upon mutual trust and respect with students and that these are reflected in the establishment of classroom environments that are supportive of students and conducive to learning, with clear routines and structures. The establishment and maintenance of an orderly school environment through the implementation of PBL is instrumental.
- Teachers comment that the weekly pedagogy meetings are instrumental in building their teaching capability and in promoting consistency of practice within their teaching team. Regular learning walks within their unit and in a nearby unit also build the consistency of practice within their teaching team, build capability, and contribute to their understanding of teaching practices in other sectors. Many teachers identify that there is more consistency in pedagogy within a teaching team than between teaching teams.
- The pedagogical approaches and resources in use at the school are often collectively referred to as the 'Gordon Way' and include: Learning by Design, Choice Theory, the Quality School and Quality Learning ethos, Kagan Cooperative Learning, First Steps Literacy, Phonics in Context, Guided Reading, cooperative reading and junior school reading structured according to the CAFÉ system, Words their Way Spelling, Count Me in Too Number, Personalised Learning, RTI, Be You (formerly Kids Matter), Bounce Back and PBL. Teachers also reference explicit teaching and gradual release of responsibility as featuring in their pedagogy.
- Teachers are yet to articulate a common and consistent definition, and description of what constitutes research-based teaching practices that should be evident in all classrooms.
- Many teachers comment on the multitude of initiatives, programs and approaches in use and express a desire for more clarity and precision in the school pedagogy.
- Teachers praise the peer coaching and mentoring arrangements in place prior to the disruptions experienced in 2020. They would like to see this approach reintroduced and most teachers express support for the establishment of a systematic approach to school leaders working with them in their classrooms to improve their teaching practices through approaches including modelling, observing, and providing feedback.

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

- Gordon Primary School has initiated a range of partnerships for the purpose of enhancing student learning and to better meet individual needs. These partnerships range from an individual volunteer mentor for one student, to a Service Agreement with the local Police-Citizens Youth Clubs (PCYC) to deliver bespoke programs for groups of identified students one day each week.
- The school actively seeks ways to strengthen the school community connection by partnering with local businesses who support frequent events at the school.
- Parent involvement in the school is high. Parents are recognised as valuable partners in their children's wellbeing and learning at school, through regular, individual contact and intentional relationship-building.
- Staff members, students and parents comment on the value of Seesaw and access to Google classroom in providing communication and in connecting families with their child's learning.
- Class newsletters are published every fortnight, informing parents about happenings at the school and the programs and topics being covered in each unit.
- Parents identify that irrespective of who they speak to in the school, they are valued and warmly included in the school. Formal interviews, learning presentations and regular information to families about learning program outlines and expectations are embedded in the school's communication habits.
- Parents readily involve themselves in the school through community celebrations such as Mothers' and Fathers' Day events, assemblies, and educational programs aimed at parents, such as Lift Off and the Parent Hub. Some parents express a desire for even more opportunities for involvement due to the school being widely recognised as an important and positive place in the local Gordon community.
- The new Parent Hub, located within the Wellbeing Hub, offers a welcoming place for parents to gather. Materials that support parenting, and information about local services that address specific family needs is available in the Parent Hub. The high priority placed on supporting wellbeing of the whole family is evident.
- The transition from preschool to kindergarten is strong and smooth for most children. Some teachers comment that transition between primary school units could be strengthened with more comprehensive, timely information exchange.

- There is a strong transition program with Lanyon High School, especially for students with additional needs and Lanyon High begins building a profile of these students in year 5. Next year's year 7 students and parents already know the allocated pastoral care teacher.
- As a positive flow on from online learning in 2020, senior school parents, who receive each personalised learning task outline ahead of time, can view their child's progress in Google Classroom.
- The strong community spirit is reflected in a history of successful fundraising through the P&C Association, leading to purchase of quality equipment and attractive facilities upgrades for the benefit of students.
- There is a strong partnership with the out of school hours care provider, Communities@Work who work with the school in implementing PBL expectations that align with those in place at the school.
- Formal processes to monitor and evaluate whether partnerships are having their intended impact upon student learning outcomes, or in strategically seeking out partnerships that support the explicit improvement agenda are yet to be established systematically and regularly.

Commendations

- The school has a clear, sequenced plan for curriculum delivery which is underpinned by established pedagogical expectations. Resources are targeted to provide for specialist classroom teachers, focus on regular collaborative planning, support the improvement agenda, enhance the quality of curriculum delivery and foster student engagement.
- The Preschool staff who have worked assiduously to ensure a high-quality learning environment reflected in the attainment of the 'Exceeding' rating in every quality area in the past two National Quality Standards (NQS) evaluations.
- School leadership and staff are to be commended for placing a high priority on the analysis and discussion of systematically collected data on student outcomes which is driving the development of a culture of data informed practice and data literacy.
- Teachers receive professional development trainings on tracking and using data which boost their capabilities and confidence. Comprehensive professional learning plans ensure professional learning opportunities are targeted to support school-wide priorities and individual needs.
- Implementing the Gordon Meeting Norms have been instrumental in producing effective meetings with clear outcomes. The weekly pedagogy meetings in unit teams promote and facilitate collaboration, the sharing of effective practice and are instrumental in building teaching capability and in promoting consistency of practice within teaching teams.
- The specialist science program supported by the Academy for Future Skills provides a high level of exposure for students to STEM concepts and activities and fosters enthusiasm, interest, and engagement.
- High levels of parent involvement in the school are cultivated through regular, individual contact and intentional relationship-building. Parent are recognized and treated as valuable partners in their children's wellbeing and learning at school.

Affirmations

- There is a clear school improvement agenda evident, and it reflects the commitment of the principal, school leaders and School Board to improving student learning outcomes. A third priority introduced into the annual action plan has led to a focus on developing collaborative learners who are curious and self-directed.
- There are effective links between curriculum planning and delivery provided by the incorporation of 'Learning by Design' pedagogical framework and the 'Quality Teaching' model into curriculum scope and sequence documents.
- The Gordon Primary School Staff Portal provides an effective means for staff to access the overall school plan and team planning documents. The Koru process used in Professional Learning Team meetings provides a focused and clear process for teachers to discuss data.
- Professional development of staff is taken seriously via measures such as the Staff Capability Matrix, having shared timeslots through Duties Other Than Teaching (DOTT), and organising Learning Walks for feedback on units.
- A documented referral process and case management approach to identifying and responding

to need is well established and supports targeted intervention.

- The Wellbeing Support flowchart contributes a comprehensive, multidisciplinary structure to inform process and decisions about individual student challenges. Moreover, the ILP process also caters for students whose achievement is significantly below benchmarks.
- Staff members, students and parents comment on the value of Seesaw and access to Google classroom in providing communication and in connecting families with their child's learning.
- Parents' ability to view year 5 and 6 Personalised Learning Task outlines ahead of time and their progress in Google Classroom is viewed as a positive outcome from online learning in 2020
- The strong partnership with Communities@Work is beneficial in supporting student needs and wellbeing through regular communication about students and through reinforcing the school's Positive Behaviour for Learning expectations.

Recommendations

- Ensure that the school improvement agenda is narrow and sharp and focusses on student outcomes; includes collaboratively designed and measurable targets that are owned by teachers; incorporates processes to monitor and evaluate the effectiveness and success of initiatives and programs in producing the desired improvements and is communicated to staff, students, and parents.
- Design a whole school data plan to include all data collected across the school, define the responsibilities for the collection, analysis, and communication of data; plan how the data will be used to improve teaching and learning. Continue to build the data literacy skills of leaders and teachers to ensure rigorous processes and a sophisticated understanding of student assessment and data concepts.
- Develop a comprehensive and systematic approach to the observation, feedback, mentoring and coaching of staff at the school by finalising protocols for coaching, observation, and feedback conversations.
- Build a deeper and agreed understanding of differentiated teaching that will support teachers to use student data to identify the learning needs of individual students more clearly, including high achieving students. Ensure that all planning documents include differentiation strategies to allow flexible curriculum delivery responsive to individual needs.
- Clarify and articulate the explicit and agreed position on the research-based teaching practices that need to be evident in every classroom. Support teachers in their understanding and implementation of the most effective teaching methods subscribed to and ensure that there is consistency of practice evident in every classroom, every day.
- Identify areas of student learning that will be enhanced by community partners with expertise and/or facilities not available within the school. Clearly identify the needs that are to be addressed, plan the details of the partnership, and clarify the roles of and responsibilities of the school and the partner. Identify the mutual benefits of the partnership. Establish communication, monitoring and review processes.