



**ACT**  
Government  
Education

# **Fadden Primary School**

Report of Review, 2021

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## Publication and independent Review Team details

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Date of School Review: 19, 20, 21 and 22 April 2021

Principal of Review School: Jo-Anne Jefferson

*National School Improvement Tool Review Report* prepared by:

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Report Date: 24 April 2021

***Report of Review, 2021*** prepared by:

ACT Government Education Directorate  
Education Services Division, School Improvement Branch

Report Date: 03 May 2021

## Overview of the School Review process

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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.

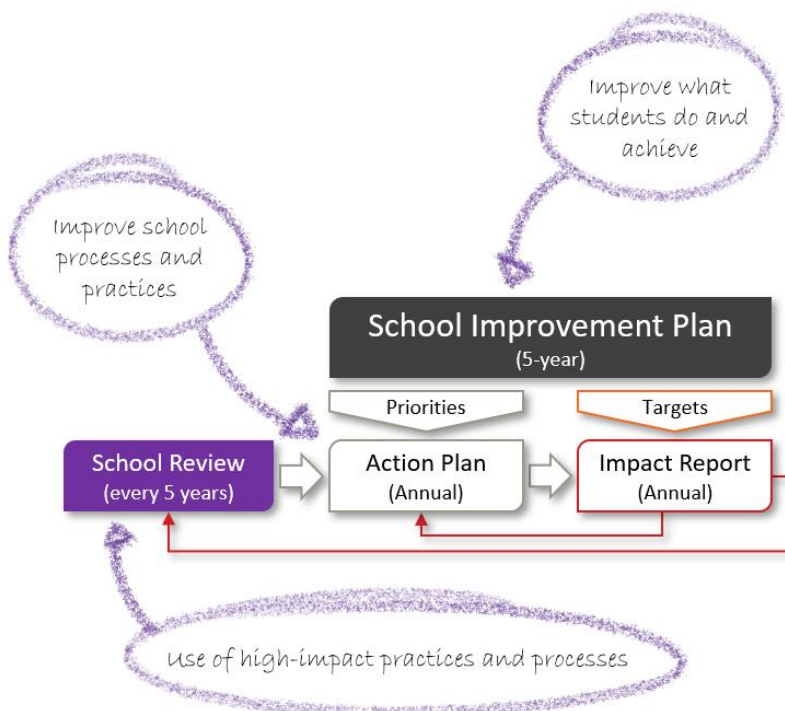
Through the lens of the NSIT, an internationally recognised framework for reviewing teaching and learning practices, reviewers gain an accurate picture of current school practices. During Review evidence provided by schools is considered alongside evidence gathered through consultation with staff, students,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

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## Domain descriptor

*The school leadership team and/or governing body have established and are driving a strong improvement agenda for the school, grounded in evidence from research and practice and expressed in terms of improvements in measurable student outcomes. Explicit and clear school-wide targets for improvement have been set and communicated to parents and families, teachers and students, with accompanying timelines.*

## Findings

- The principal, other school leaders, and the School Board express a strong commitment to improving student learning outcomes and working together in pursuit of this goal. Staff express their commitment to endeavouring to improve levels of achievement and wellbeing, and to providing a safe and caring educational environment for students.
- The Fadden Primary School Strategic Plan 2017-2021 identifies three strategic priorities. These are: improvement in student writing; improvement in student outcomes in mathematics, and improvement in student wellbeing. Each strategic priority incorporates broad targets, with NAPLAN targets the main measures of success for students' improvement in writing and mathematics. Selected staff, student and parent perception survey data are used as measures for improvements in student wellbeing.
- Over the life of this plan, the annual Impact Reports provide evidence of reporting against the strategic targets.
- Numerous changes to the school leadership team over the past five years have had a marked impact upon the implementation of the strategic plan. Many staff identify that they have been reticent at investing in the improvement agenda and changes needed to enact it due to the instability in the key leadership positions. Staff report discontinuity and disruptions to improvement efforts during the life of the current plan.
- Many staff articulated an emerging sense of optimism and engagement in the school improvement efforts with the appointment of a substantive principal in term 4 2019. The principal initiated a community consultation process to refresh, reset and ensure that the school's vision, mission, and motto was relevant and owned by the school community.
- In 2020, school leaders reviewed the Strategic Plan 2017-2021 and adjusted it to align it with the National School Improvement Tool and the school's new mission to "empower learners to be tomorrow's active citizens".
- Two key evidence-based strategies to emerge from this review process were the establishment of a School Wide Improvement Fadden Teams (SWIFTs), and the initiation of focused, purposeful data collection to determine baseline student achievement data for use by teachers with their students in 2021 and for overall school monitoring of data. There are three SWIFTs, one each for mathematics, writing, and wellbeing. Every teacher is a member of a SWIFT.
- These key strategies are designed to foster the active engagement of staff with the school improvement agenda and to build their capability.
- While expressing a commitment to improvement, many staff comment on the multitude of initiatives in progress, all competing for their time and commitment, and how they

would prefer a deeper focus on fewer initiatives.

- The 2021 Action Plan documents the focus on engaging staff, using data especially for intervention purposes, empowering student ownership of their learning and fostering student voice. Explicit targets for improvement in student achievements levels in priority areas, timelines and monitoring of targets that focus and guide the work of teachers are yet to be established in school planning documents.
- Many staff identify the improvement agenda as including improvements in writing, mathematics, and wellbeing. Most staff identify the emphasis placed on developing their understanding of and using data effectively.
- The school endeavours to consult with parents and keep them informed about the improvement agenda largely through regular weekly emails. While most parents are yet to articulate familiarity with the school improvement priorities, they express their confidence in the principal and in the school. School Board members also express their confidence in the principal.
- Annual School Board Reports, Impact Reports, the previous School Review Report, and the Strategic Plan 2017-2021 are available on the school's website.

## NSIT Domain 2: Analysis and discussion of data

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### Domain descriptor

*A high priority is given to the school-wide analysis and discussion of systematically collected data on student outcomes, including academic, attendance and behavioural outcomes, and student wellbeing. Data analyses consider overall school performance as well as the performances of students from identified priority groups; evidence of improvement/ regression over time; performances in comparison with similar schools; and, in the case of data from standardised tests, measures of growth across the years of school.*

### Findings

- There is evidence that the newly formed leadership team are committed to building a data culture and ensuring that the decisions they make as a leadership team are informed by data.
- Learning Sprints, introduced in term 1 2021 employ the Disciplined Dialogue<sup>1</sup> approach to investigate data and the school leaders support teaching teams to utilise this approach to investigate cohort data sets in some areas of literacy and numeracy.
- The school developed a data collection schedule in semester 2 2020 that is actioned by all teachers and data is recorded in the Markbook section of the Sentral database. A data plan is yet to be developed.
- The principal acknowledges that the next step is to develop a data plan which articulates what data is collected and why, where it is stored, how it is analysed, who is responsible for this, and how it is used.
- All teachers were provided with class data sets on student achievement in the areas of literacy and numeracy at the beginning of 2021.
- The school has developed a numeracy assessment tool for whole school tracking of student numeracy proficiencies.
- Kindergarten BASE data is collected and is beginning to be analysed by the preschool and kindergarten teachers.
- School leaders support teaching teams in the implementation of Learner Sprints, a process whereby teachers identify and intervene with students at risk through a case management approach, utilising class data.
- Whole school data, including academic and perception data is shared with teachers at the beginning of the year as part of the professional learning program.
- Positive Behaviours for Learning (PBL) data are entered into a common database for major and minor behaviours. The Wellbeing SWIFT is beginning to explore this data to establish weekly focus areas in all settings. Many teachers identify that the PBL approach has yet to attain a consistent level of implementation across the school
- Parents and carers interviewed express little understanding of school performance in

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<sup>1</sup> The notion of 'disciplined dialogue' was proposed by MacBeath & Dempster in 2009. It was introduced to support the building of professional conversations with teachers about effective classroom teaching.

relation to student outcome achievement. Parents and carers generally describe the performance of the school through the close relationships with staff and how happy and safe their children are.



## NSIT Domain 3: A culture that promotes learning

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### Domain descriptor

*The school is driven by a deep belief that every student is capable of successful learning. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents. There is a strong collegial culture of mutual trust and support among teachers and school leaders and parents are treated as partners in the promotion of student learning and wellbeing. The school works to maintain a learning environment that is safe, respectful, tolerant, inclusive and that promotes intellectual rigour.*

### Findings

- Over the life of the strategic plan the school has given high priority to building and maintaining positive and caring relationships with staff, students, and parents. There is a sense of positivity across all three groups when they discuss the school moving forward.
- The teachers have made considerable effort to create warm and inviting learning spaces. Learning celebrations are evident in all classrooms. Each of the learning spaces has a sensory space to enable students to practise mindfulness and self-regulation strategies.
- The PBL expectations are displayed throughout the school and teachers, and students talk about how to behave in non-classroom settings.
- Students state that they are happy and safe and speak positively of the school.
- Student voice is captured through the introduction of the Student Leadership Council which has representatives from kindergarten to year 6.
- The school has a wellbeing plan which documents ways to support and develop staff wellbeing. Staff speak warmly of their colleagues and have positive working relations with others.
- The PBL wellbeing procedures clearly outline how behaviour is responded to and managed at the school. Staff feel supported by school leaders when needed.
- Three-way conferences between parents, teachers and students have been introduced to strengthen the partnership between home and school and provide a forum for student goal setting.
- The school spent considerable time consulting with staff, parents, and students in the development of a new motto, vision, and values. These have been positively received.
- Many staff comment that there seems to be insufficient lead time in communication, and time to process the implementation of innovations. The school is working on developing communication channels that are effective, comprehensive, and timely for staff and families. The school responds to parent feedback and revises the approach to communications based on the feedback. To build better communication links, the school now uses a weekly email to communicate with families about upcoming events and things to remember rather than newsletters as was the previous practice.
- Seesaw has been reintroduced on a trial basis in the preschool to support two-way communications and enhance partnerships with families.

## NSIT Domain 4: Targeted use of school resources

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### Domain descriptor

*The school applies its resources (staff time, expertise, funds, facilities, materials) in a targeted manner to meet the learning and wellbeing needs of all students. It has school-wide policies, practices and programs in place to assist in identifying and addressing student needs. Flexible structures and processes enable the school to respond appropriately to the needs of individual learners.*

### Findings

- The school leadership team are committed towards inclusion. Students in the small group program are integrated into mainstream classroom and playground environments.
- The school has developed a process to identify learning needs of students and has introduced a Response to Intervention (RTI) model to address academic learning needs and uses a variety of individual approaches to support non-academic needs including lunch time clubs (formerly), student led action research groups, Individual Learning Plans (ILPs) and playground mentors.
- There is a strategic allocation of Learning Support Assistants (LSAs) to support students with learning disabilities within a small group program and in mainstream classrooms. Additional LSA resourcing is in place for 2020 and 2021 to support Occupational Violence (OV) plans.
- LSAs feel valued and well supported by teachers and school leaders and have been provided necessary professional learning including Team Teach and HAAS (Health Access at School). LSAs meet daily with the Disability Education Coordinator (DECO) to continue their ongoing development and to be highly responsive to student needs.
- The RTI process identifies students with additional needs, enables their progress to be monitored, additional and specialist resourcing to be engaged, and targeted strategies to be applied.
- A 0.6 literacy specialist has been recruited for RTI and to oversee provisions for students with English as an Additional Language/Dialect (EAL/D) needs. This literacy specialist has a focus on literacy with intervention groups from years 1 to 6.
- Identified students have ILPs written with parents and implemented from preschool to year 6.
- Students in kindergarten have access to iPads and students in years 1 and 2 have access to sets of iPads and Chromebooks in their building. Students in years 3 to 6 have access to Chromebooks. School leaders and teachers acknowledge that this technology is predominantly used for research and assignments and is yet to be utilised to maximise student learning.
- The school has allocated funding to improve outdoor physical spaces to support inclusive, co-operative and structured play areas in particular in the LSU (Learning Support Unit) playground.

## NSIT Domain 5: An expert teaching team

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### Domain descriptor

*The school has found ways to build a school-wide, professional team of highly able teachers, including teachers who take an active leadership role beyond the classroom. Strong procedures are in place to encourage a school-wide, shared responsibility for student learning and success, and to encourage the development of a culture of continuous professional improvement that includes classroom-based learning, mentoring and coaching arrangements.*

### Findings

- Fadden Primary School is building a professional team of highly able teachers who take a leadership role beyond the classroom and is implementing procedures that foster and encourage a school-wide shared responsibility for student learning and success.
- A professional learning plan with an associated budget is yet to be developed.
- A term-wise meeting schedule focused on professional learning incorporates three main types of meetings: general staff meetings, team meetings, and SWIFTs meetings.
- The SWIFTs are cross school teams that have a focus on one improvement area of the school action plan in which they play a whole-school lead role. While some staff articulate a desire for more clarity and purposeful action in the role of these teams, they have a positive impact in building collaboration and teamwork outside of current teaching teams.
- The focus on building a culture of intentional collaboration and teamwork is also evident in the emerging work in team meetings on learning sprints and learner sprints.
- The learning sprints employ 'Disciplined Dialogue', Spiral of Inquiry<sup>2</sup> and action research focused on class and team data sets in an endeavour to improve identified practices.
- Learner sprints, introduced in term 2 2021, use a Case Management Approach<sup>3</sup> where teacher teams collaborate and assist each other in intervention with individual students and their next steps in learning.
- A clear Leadership Team Roles and Responsibilities statement for formal leadership positions has been developed and this is supported and enhanced by the Fadden Team Roles and Responsibilities 2021 which identifies the responsibilities that each staff member volunteers to take on. This enables leadership capabilities to be developed through shared responsibilities and devolved leadership where possible.
- All teaching teams in 2021 work with staff of the Academy of Future Skills to develop rich, authentic, and multidisciplinary units of work and aim at increasing teachers' professional knowledge, especially in science and professional practice in the use of inquiry.
- A systematic approach to observation, feedback, mentoring, and coaching is yet to be

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<sup>2</sup> 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.

<sup>3</sup> The Case Management Approach developed by Lyn Sharrett is used to put a spotlight on how all students are progressing

apparent. Teachers articulate that they would appreciate members of the leadership team observing lessons and providing feedback on their practice, mentoring, coaching, and modelling. They would also value the opportunity to observe peers.

- While early career teachers identify having a mentor, these arrangements are yet to be formalized in a systematic manner. Staff new to the school participate in a short, sharp induction process.
- All teaching staff compose Professional Development Plans (PDP) linked to the improvement agenda and support staff have an annual Performance Management Plan.

## NSIT Domain 6: Systematic curriculum delivery

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### Domain descriptor

*The school has a coherent, sequenced plan for curriculum delivery that ensures consistent teaching and learning expectations and a clear reference for monitoring learning across the year levels. The plan, within which evidence-based teaching practices are embedded, and to which assessment and reporting procedures are aligned, has been developed with reference to the Australian Curriculum or other approved curriculum and refined collaboratively to provide a shared vision for curriculum practice. This plan is shared with parents and families.*

### Findings

- The principal acknowledges the development of a coherent, sequenced plan for curriculum delivery that ensures consistent teaching and learning expectations. A clear reference for monitoring learning across the year levels is a priority.
- Teaching teams have identified, mapped, and tracked the achievement standards of the Australian Curriculum to ensure consistent reporting across each semester. The link between the achievement standards and teacher planning is yet to be made clear and consistent across the school. Teachers identify that planning is done collaboratively in teaching teams and is documented and stored in a variety of ways.
- Reporting processes are aligned to the Australian Curriculum and designed to provide parents and families with information about the learning of their child against the achievement standards. End of semester summative reports provide comments for students around strengths and areas for development in English and mathematics.
- The school has documented expectations for programming and planning. The impact of this document is yet to be consistently apparent.
- Teachers and leaders articulate that the progression of learning from year to year is generally not clear. While teams have developed scope and sequence planning documents, the depth of planning is not yet consistent across teams nor is there a clear vertical alignment of curriculum planning across the school.
- Consistent evidence regarding the planning of teaching of cross curriculum priorities and general capabilities is not yet present.
- The school leadership team acknowledges that a process for quality assurance to ensure the curriculum meets expected standards and to enhance consistency and coherence across the school, is yet to be developed.
- School leader support and participation in planning is valued by teachers, though frequently other competing priorities take precedence and impact upon their availability and the continuity of their support.
- The school has developed an integrated topics map identifying multidisciplinary units of work taught in each odd and even year. This supports teachers to deliver composite class outcomes.
- Specialist teachers teach some curriculum areas, namely physical education, Japanese and library. Specialist teachers would welcome the opportunity to plan collaboratively and be part of a teaching team.

## NSIT Domain 7: Differentiated teaching and learning

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### Domain descriptor

*The school places a high priority on ensuring that, in their day-to-day teaching, classroom teachers identify and address the learning needs of individual students, including high-achieving students. Teachers are encouraged and supported to monitor closely the progress of individuals, identify learning difficulties and tailor classroom activities to levels of readiness and need.*

### Findings

- The principal and other school leaders recognise the importance of ensuring that teachers, identify and address the learning needs of all students and they acknowledge that the school has yet to articulate a systematic approach to differentiation that provides an appropriate challenge for all.
- Assessments tend to be used summatively and inform end of semester reports. Written reports include information about possible ways parents could support their children in English and mathematics. Oral reporting methods are yet to discuss progress over time.
- Some differentiation is occurring across the school especially in the use of reading groups.
- School leaders report that some teachers recognise the need for differentiation in their teaching and have included it as a goal in their PDP.
- The school is beginning to develop a process to identify highly capable students to enable a systematic response to their needs. Currently, year 5 and 6 students can participate in the Maths Olympiad as an enrichment activity. Many students articulate that they would like more academic challenge and for their teachers to set higher expectations for their learning.
- Students who require significantly adapted curriculum and reporting achievement standards are identified at the beginning of each semester. Teachers work closely with the DECO to identify the students' individual achievement standard statements. These achievement standards are reported via the students' academic report each semester.
- Teachers consult with families to develop ILPs and to document reasonable adjustments to meet the needs of individual students. Results are measured against the adjusted achievement standards.
- Individual goal setting with students and parents through three-way conferences has commenced this year.

## NSIT Domain 8: Effective pedagogical practices

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### Domain descriptor

*The school principal and other school leaders recognise that highly effective teaching is the key to improving student learning throughout the school. They take a strong leadership role, encouraging the use of research-based teaching practices in all classrooms to ensure that every student is engaged, challenged and learning successfully. All teachers understand and use effective teaching methods – including explicit instruction – to maximise student learning.*

### Findings

- The school leadership team articulate their commitment to the development of effective teaching and learning practices across the school. They recognize that quality teaching and the development and implementation of consistent, research-based teaching practices is crucial to improving student outcomes and is an area needing development.
- There is a strong expectation from school leaders that staff members build positive relationships with students that produce mutual trust and respect, and that this is reflected in the establishment of classroom environments that are conducive to learning, are supportive of students and are regulated by clear routines and structures.
- Some teachers identify visible learning as a legacy approach with elements still present in some classrooms. Some elements of inquiry learning, and explicit instruction are present across the school. A consistent, whole-school approach to pedagogy is yet to be established and school leaders and many teachers identify the need for this.
- A Fadden Agreed Practice Document - Numeracy 2020 has been developed as a guide to aligning best practices in the teaching and learning of mathematics. In 2021 the mathematics SWIFT is reviewing this document with the intent of ensuring that planning and programming support the alignment of these agreed practices.
- The introduction of learning sprints has facilitated school leaders working with their teaching teams to recognise areas of further development that support their pedagogical knowledge. This includes vocabulary, spelling, reading comprehension and additive strategies in mathematics. Teachers have created and are trialling a data collection tool assessing students against the additive numeracy progression.
- The provision of ongoing detailed feedback to teachers on their classroom practices is yet to be apparent and most teachers articulate that they would welcome this.

## NSIT Domain 9: School-community partnerships

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### Domain descriptor

*The school actively seeks ways to enhance student learning and wellbeing by partnering with parents and families, other education and training institutions, local businesses and community organisations. Parents and families are recognised as integral members of the school community and partners in their children's education. Partnerships are strategically established to address identified student needs and operate by providing access to experiences, support and intellectual and/or physical resources not available within the school. All partners are committed to the common purposes and goals of partnership activities. Procedures are in place to ensure effective communications and to monitor and evaluate the intended impacts of the school's partnerships.*

### Findings

- The school seeks ways to enhance student learning and wellbeing by partnering with families and has implemented 3-way conferences in 2021 as a measure to support this. Families indicate this process supported them in having a deeper understanding of the next steps in learning for their child. Some students mentioned goal setting done collaboratively with their parents and teachers helps focus their learning.
- The school responds to community need and provides parent workshops to build skills and knowledge including topics such as cyber bullying and Seasons for Growth<sup>4</sup>.
- Over the course of the current strategic plan, the school has partnered with businesses including the local veterinarian to provide authentic experiences for students to enhance their learning outcomes and the Australian National University to provide mathematics enrichment to meet student learning needs.
- The school has an increasingly strong relationship with the out of hours school care provider Communities @ Work, where they meet regularly to provide continuity of care for students. Both parties work collaboratively to develop support plans and transition plans for students with their families. This year the program has been extended into the preschool learning space and there is a shared use of each services' resources, benefiting each party.
- The school sought out an appropriate service provider in Uplifting Australia to respond to student and community needs to develop resilience and wellbeing during the disruptions of 2020. This program was attended by many, including Communities @ Work educators at the invitation of the school.
- The school is yet to establish a strategic approach to identifying and developing potential partnerships that will address identified student needs.

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<sup>4</sup> Seasons for Growth offers children and young people a safe space to come together and share their experiences of change and loss.



## Commendations

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- The comprehensive consultation process to review and reframe the school's vision, mission and motto has built ownership by the school community, enhanced connections and begun to strengthen stakeholder voice.
- The recognition and action in a short amount of time of the need to collect, analyse and use relevant data is laying the foundations for a data literate culture to develop across the school.
- A positive culture of inclusion has been established across the school where the diversity of student needs is met in a seamless manner through the processes, allocation of resources and caring and respectful relationships that are evident across the whole school.
- The leadership team's recognition of the need to focus on building a culture of intentional collaboration and teamwork, supports school improvement and builds capability. This is especially represented in the emerging professional learning communities.
- The collaborative partnership between the school and the out of hours school care provider Communities @ Work, is strongly focused on providing continuity of care for students.

## Affirmations

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- Parents and the School Board express confidence in the principal, the school and the direction being taken.
- A data analysis protocol has been established to investigate cohort data sets in some areas of literacy and numeracy.
- There is a positive tone in the school, and caring relationships between staff, students, and parents are evident.
- The teachers have made creative use of the physical spaces available in creating warm and inviting learning spaces that meet and support the needs of students.
- Positive Behaviour Learning has been developed as a whole school approach to support student wellbeing, and the values and expectations are well known by students.
- Consultation with students has seen the introduction of the Student Leadership Council which captures student voice from kindergarten to year 6.
- The introduction of three-way conferences is establishing a goal setting procedure and strengthening the partnership between teachers, parents and students.
- The development and documentation of the process to identify learning needs of students and the introduction of a Response to Intervention (RTI) model has sharpened the strategies in use to better meet all students' needs.
- Learning Support Assistants are employed and used in a strategic manner to support students with additional needs and are highly valued in the roles they play.
- Staff responsibilities in supporting the range of roles and events that contribute to the

effective running of the school are clearly defined in the Fadden Team Roles and Responsibilities 2021.

- Early work has started on documenting a systematic approach to curriculum delivery, evident in the identification, mapping and tracking of the achievement standards.
- The Fadden Agreed Practice Document - Numeracy 2020 represents a collaborative effort to identify a whole school approach to the teaching of numeracy.

## Recommendations

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- Collaboratively develop an explicit school improvement agenda that:
  - > provides a narrow and sharp agenda focused on well-defined and measurable student outcomes
  - > details explicit targets that are well understood by all stakeholders and accompanied by timelines
  - > includes monitoring of the implementation of the improvement agenda
  - > is communicated to students, parents, and community.
- Develop a whole of school data plan that:
  - > includes all achievement and wellbeing data collected across the school
  - > identifies the responsibilities for the collection, analysis and communication of data and the intended use of the data to improve teaching and learning
  - > builds the data literacy skills of leaders and teachers
  - > uses data as a tool to deliver enhanced and differentiated teaching practices.
- Create and implement a whole of school professional learning plan that takes account of all modes of professional learning opportunities that includes:
  - > a systematic approach to the observation, feedback, mentoring and coaching of all staff, including support staff
  - > protocols for coaching, observation, and feedback conversations to ensure that there is a focus on reflection of practice and the fostering of professional growth
  - > alignment with the school improvement agenda and individual professional learning plans
  - > a structured induction and mentoring program that meets the needs of support staff, graduates, and experienced teachers new to the school.
- Engage in a collaborative process to develop a whole of school curriculum and pedagogy plan that includes:
  - > a clearly defined scope and sequence preschool to year 6, inclusive of agreed short-term and long-term plans to ensure the vertical alignment, continuity, and progression of learning from one year level to the next
  - > regular monitoring by school leaders of program planning, delivery, and assessment
  - > the integration of the general capabilities and cross curriculum priorities of the Australian Curriculum
  - > agreed protocols for term and unit planning
  - > meaningful sharing of the curriculum with parents
  - > an explicit and agreed position on the evidence-based teaching practices that need to be evident in every classroom

- > support for teachers in their understanding and consistent implementation of the evidence-based teaching practices.
- Build a common and agreed understanding of differentiated teaching and learning that:
  - > underpins the way teachers plan for and target their teaching to continually adjust to the progress individuals are making
  - > is characterized by the regular analysis and use of data to determine the strengths and weaknesses of individual students
  - > uses differentiated teaching as a strategy for ensuring that every student is engaged and learning successfully.