



ACT
Government
Education

Gold Creek School

Report of Review, 2021

This page left intentionally blank.

Publication and independent Review Team details

Date of School Review: 15, 16, 17,18 and 19 February 2021

Principal of Review School: Jacqueline Chapman

National School Improvement Tool Review Report prepared by:

- Lead Reviewer: Christina Rogers, *ACER School Improvement Consultant*
- ACT Review Team members:
 1. Julie Murkins, *School Improvement Leader*
 2. Kerrie Clark, *Senior Director Education Support Office*
 3. George Palavestra, *Senior Director School Planning and Review*

Report Date: 19 February 2021

Report of Review, 2021 prepared by:

ACT Government Education Directorate
Education Services Division, School Improvement Branch

Report Date: 12 April 2021

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.

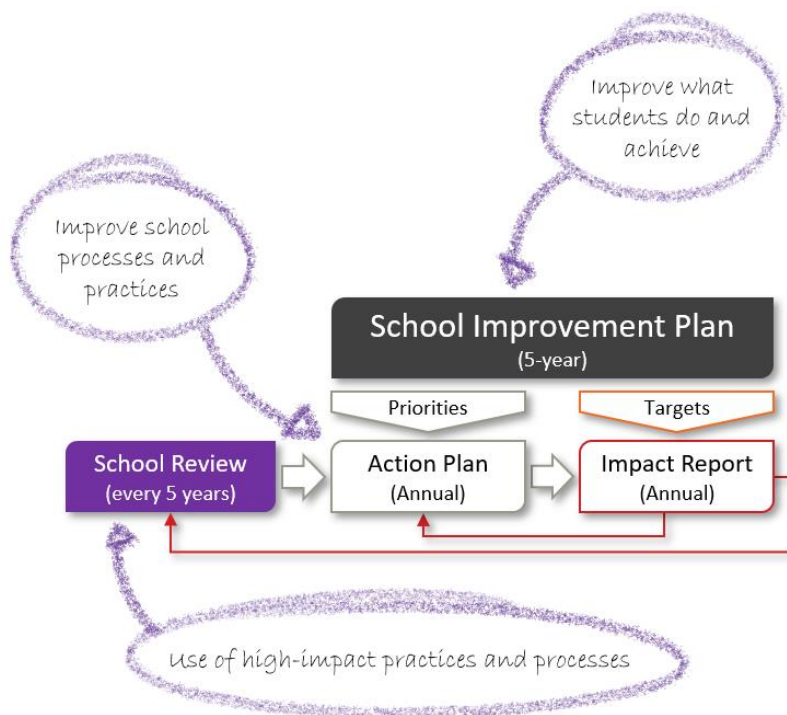
Following Review, the school receives a planning report, which is used as an internal working document, outlining key findings and recommended strategies for continued school improvement. The Education Directorate uses this planning report as a basis for the final *Report of Review* provided to school 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 Improvement Plan (SIP) of Gold Creek School articulates two key priorities: ‘literate global citizens’ and a ‘strong learning culture’. Improvement measures include improved learning outcomes for high performing students in reading, writing, and critical and creative thinking; improved perception of students and staff in relation to safety, engagement, and challenge; and increased attendance in years 7-10.
- The SIP was developed in consultation with community members in 2018, and through a collaboration between the school Board, the Parents & Citizens (P&C) president, school leaders, and staff. There is evidence of the sharing of the improvement agenda on the school website and in Board minutes. Priorities and enacted strategies are explicitly displayed across the school in posters and in classrooms.
- A range of performance targets were set following an analysis of longitudinal whole-school performance data. Data were collected from BASE1, NAPLAN, Reading Benchmarks, a stakeholder survey, and attendance data.
- A school improvement team consisting of executive leaders, Action Learning team leaders and teacher Board representatives monitor the implementation of key strategies and examine whole-school data in relation to target achievement. Action Learning teams (for attendance, Positive Behaviours for Learning (PBL), literacy, approaches to learning, and cultural integrity) have also been established as a way of building staff ownership of, and responsibility for, the school’s improvement agenda.
- School leaders are working to build alignment between the school’s improvement agenda, its International Baccalaureate (IB) philosophy, and system expectations, through well-defined documentation and consistent language. An example of this is the way in which the IB Learner Profile attributes are linked to school-wide behaviour expectations.
- Senior school leaders have reflected that the strategic plan was ambitious in its intent. They were able to describe how well some key initiatives have been progressed. While all staff were able to describe the intent of the school priorities, the consistency of execution of these strategies was less evident. The leadership team has recognised the need for staff to have greater ownership and use of improvement target measures.
- In the truncated time the school has had to enact the improvement plan, most target measures for improved student outcomes have yet to be achieved. High staff turnover and changes to senior leadership have had considerable impact on building momentum and ownership of the key priorities and associated strategies.
- The details of the progress of the school’s improvement agenda is reported annually to the

¹ *Social-emotional software to support students’ mental health.*

community in Impact Reports and School Board Reports. These are available on the school website.

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

- School leaders are working to build a stronger data culture through focused and supported conversations about student learning and wellbeing. Professional Learning Community (PLC) team meetings are enacted with an emphasis on the analysis, discussion, and use of learner data. The school has established a dedicated data team as part of its distributed responsibilities.
- A whole-school data plan describes the multiple sources of data being collected. Data sets are curated by specific staff members who have responsibility to ensure the collections are available to all staff. School leaders use the collections to report against school improvement targets and in their monitoring of cohort and targeted student performance.
- The school maintains student performance data sets for targeted student populations, including Aboriginal and Torres Strait Islander students, EAL/D students, and those students requiring additional supports.
- Once a fortnight, the primary school year-team is supported by school executives to discuss student data. Teachers bring their formative assessment data to these conversations as part of the planning process. The K-6 centralised data collection platform holds diagnostic and standardised test results over time to support teachers in identifying where students are at in their learning. These data sets also form part of the transition approach from one year level to the next. Teachers reported that the centralised data collection is easy to access.
- It was less clear how staff at the senior school access data to support them in better understanding their learners; it was particularly unclear how results from key diagnostic and standardised tests inform teaching. Some teachers could describe how they use formative assessment to establish starting points for learning and check for understanding.
- There are varying levels of teacher confidence in determining how they might impact cohort performance and school trend data over time. Most commonly, teachers are working with short-cycle data arising from classroom assessments.
- Behavioural incidences are documented and stored centrally. These data are monitored by the PBL team. Staff meetings are used to share the data. Less clear is how whole-of-school wellbeing data are collected over time, monitored, and discussed to enable the school to identify and respond to student need. The student services team (senior school) is exploring ways to capture wellbeing data and has administered a local student survey. These data will inform the design of further projects and opportunities for students.
- Parents were generally not aware of overall school performance, but believed they receive detailed information about how their individual children are performing. Members of the Board have a more comprehensive knowledge.

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

- Gold Creek School's published vision and mission reflects its status as an IB school. The IB Learner Profile attributes describe the kind of learner and learning that the community supports and promotes. These attributes are embedded in school documentation, which are highly visible and used to frame conversations about learning in the classroom. Most students could describe recent examples of how they have demonstrated particular attributes.
- The school is working towards the implementation of a whole-of-school approach to building a supportive and positive culture for learning, underpinned by PBL. An Action Learning team has led initial work in developing key documentation and building a school-wide understanding. There are some visual prompts throughout the school about core expectations. Documentation describing expected processes and practices is also evident.
- Changes in staff responsible for the PBL initiatives and interruptions to school routines in 2020, were identified by staff as challenges in embedding expected processes.
- Some staff, students, and parents described learning as being regularly interrupted by student behaviour. Reviewers observed some classes where most students were engaged in their learning. In other classes, disengagement and interruptions to learning were noticeable.
- The school has a range of strategies in place to support student wellbeing. This includes a social and emotional learning program, a student support services team, connections to community organisations, and a co-curricular program. Students at the senior school reflected positively on the range of services offered and also the extent to which the school allows them to be themselves. They described an accepting and supportive culture.
- Students described how their Student Council provides an avenue for the student voice, but they also expressed a desire for further opportunities to contribute.
- Staff consistently reported a high level of collegial connection and appreciation for the opportunities they have to work collaboratively. Many staff reported that recent changes to the governance structure coupled with ongoing staff turnover had created a degree of uncertainty and instability that has affected staff morale.
- The school recognises and values the cultural backgrounds of its students. A particular emphasis has been placed on ensuring that Aboriginal and Torres Strait Islander histories and cultures are recognised and embedded authentically.
- Parents acknowledged the positive impact that the implementation of the IB had on supporting their students to become independent, confident learners who had a quest for learning. They also acknowledged the opportunities provided to partner in learning through three-way conferences, learning journeys, exhibitions, and school community events. They

expressed their appreciation for the responsiveness of staff to their enquiries.

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 principal and other school leaders are aware of the changing and complex needs of students. There is evidence of prioritising human resources to lead the design and implementation of programs that respond to complex needs. Examples include specialist leadership positions and an increase in the number of school support staff.
- The school bases its approach to identifying and responding to student wellbeing and learning needs on the Response to Intervention (RTI) model. Associated protocols have been established and communicated. School leaders play a significant support role in classrooms and are rostered to specific rooms or students as the need arises.
- Each campus operates a referral and triage process for students presenting with particular needs. School leaders and specialised staff assess how best to direct available resources. Meetings are held weekly on the Primary campus. At the end of each term teachers complete an RTI profile update (a spreadsheet) capturing various aspects of student performance and need. A similar process operates on the senior site/campus. External agency support and flexible curriculum delivery are features of the years 7-10 program design.
- In response to school performance data for literacy, the Primary campus has introduced a more systematic approach to early intervention. For example, identified students participate in a 10-week intensive literacy program to support them in reaching expected benchmarks.
- Students at the senior school who have been identified as needing additional support can access the FLEX program. Staff provide individualised support aligned to the student's Individual Learning Plan (ILP) in a designated learning space.
- English as an Additional Language/Dialect (EAL/D) cluster classes have been developed to provide targeted support. A dedicated teacher supports these students through individual and small group sessions. The school actively resources support for Aboriginal and Torres Strait Islander students and families.
- Personalised Learning Plans (PLPs) and ILPs are developed for a wide range of identified students. Less clear is the systematic monitoring of these, and how students are engaged in conversations about their learning goals.
- The school has invested in IB-related professional learning as well as other opportunities aligned to the school's improvement agenda. Some staff reported that they would welcome further opportunities to learn more about IB.
- Resources have been allocated to enable sanctioned time for teams of teachers to collaboratively plan the building of contemporary learning spaces to support flexible curriculum delivery, and ICT infrastructure to support the focus on improved use of digital technologies.

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 has a documented professional learning plan with an associated budget that aligns with school priorities.
- Leaders are supporting small teams of teachers to operate as Professional Learning Communities (PLCs). Teachers have regular opportunities to collaboratively plan, share, practice and discuss student progress. Using a disciplined dialogue approach, PLC conversations are framed by guiding questions that encourage staff to consider what they want students to know; how they will know if they are learning successfully, and how they will respond if students do not achieve the learning goal or need to be extended. Staff consistently identified collaboration and collegiality as a strength of the school.
- A Personal Development Plan (PDP) is developed for each teacher with reference to the Australian Professional Standards for Teachers and the school's annual Action Plan (AP). Plans are also developed for support staff.
- The leadership team has engaged in cognitive coaching as part of professional learning to support them in using this methodology to frame conversations with staff.
- Some experienced staff, both new and existing, described ways in which they are supported to grow professionally. Others reflected a desire for further opportunities for feedback and coaching. A whole-school coaching model, including feedback, has yet to be articulated or consistently implemented.
- Focused walkthroughs and learning walks have occurred over time, particularly in relation to the school's focus on improving literacy.
- The school has established a beginning teacher induction program to support early career teachers through lesson observations (once a term), feedback on practice, modelling in-class professional learning, and the provision of a mentor. Ongoing support is provided through fortnightly meetings.
- The school's Action Learning teams are led by aspiring leaders. The school also actively supports experienced teachers to become nationally certified Highly Accomplished and Lead Teachers through the ACT Teacher Quality Institute (TQI). A number of teachers at the school have embraced this opportunity.
- Two new executive roles have been strategically designed and staffed to support teaching and learning. A third associate principal (Academics P-10) role has been established to further support the building of an expert teaching team. There are two executive teachers (one on each of the Primary and senior campuses) who, as directors of curriculum, lead and coach teachers in IB curriculum and pedagogy.

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

- Gold Creek School's whole-of-school plan for curriculum delivery has been developed to align with the Australian Curriculum and the Early Years Learning Framework. As an IB school, the Primary Years Programme (PYP) and Middle Years Programme (MYP) provide the framework for curriculum delivery. In keeping with IB philosophy, the school is working towards fully embedding an inquiry-based and student-centred learning program.
- The PYP and MYP coordinators support and coach teams of teachers to collaboratively plan and document the curriculum. Teachers report that they value the time and opportunity to plan and monitor the delivery of the curriculum on a weekly basis. Teaching teams also share resources, moderate together, and discuss student work samples.
- A resourced planning room on each campus provides a dedicated space for teams of teachers to plan. These rooms display visual evidence of comprehensive scoping and sequencing processes.
- Long and short-term planning documentation supports the implementation of a coherent and sequenced curriculum. Expected planning approaches, as articulated by the IB, support consistency in programming.
- Some examples of units of work showed variability in detail and alignment between the intended curriculum, assessment, and reporting. This is reflective of the high number of staff new to the school who are learning how to plan the curriculum in an IB context. Some teachers commented to reviewers that they are still working to deeply understand this approach.
- Curriculum planning is centrally located in digital form in the platform Managebac. It is also highly visible to students and parents/carers. Unit overviews summarise the objectives of the learning and provide details of the assessment task/s.
- As part of the school's priority of improved literacy outcomes, there has been a focus on explicitly teaching the meta-language of subjects. There is evidence of teachers explicitly teaching 'command terms' on the senior site/campus to build a shared understanding of the academic vocabulary that informs learning. Also evident is a school-wide emphasis on the approaches to learning skills. Reviewers observed teachers making reference to these skills during their walkthroughs.
- To address the cross-curriculum priority of Aboriginal and Torres Strait Islander histories and cultures there is evidence of authentic learning experiences across the curriculum.
- Reviewers observed that structured lessons, learning tasks, and resources are also made available online using a variety of learning platforms. This provides opportunities for blending

learning, including learning at home.

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

- The school's APs identify student centred teaching and learning as a key area for focus. The intent has been to strengthen student ownership of their learning through goal setting, success criteria, and the use of rubrics.
- Through the inquiry approach, teachers are encouraged to design open-ended tasks centred around a core idea where students are provided with 'voice and choice' in their learning, including multiple opportunities to learn and represent their understandings. There was variability in the confidence of teachers to effectively provide these opportunities.
- The inquiry approach is also allowing for the exploration of differences in cultural knowledge and understanding. The global context underpins the IB approach to curriculum.
- When documenting planning and assessment, teachers are expected to include the strategies they will employ to differentiate learning. Some example plans included strategies such as scaffolding, stratified tasks, and opportunities to pursue personal interests. There was some variability in the detail across planning documentation.
- As an IB school, students complete self-directed student-led projects which allows them to follow their interests and deeply explore a particular topic.
- The Preschool holds learning journeys with families as a strategy for reporting to parents. From Kindergarten to year 6, student-led conferences enable the sharing of learning with families. Parents and students reported that these are fruitful and authentic experiences where students take ownership of their learning.
- There is some use of formative assessment strategies to identify starting points for teaching and monitoring learning. There are pockets of embedded practice across the school.
- Leaders have strategically grouped teams of teachers together in shared learning spaces to support team teaching. Reviewers observed some teaching teams working closely together to provide learning opportunities in differentiated ways.
- Greater levels of personalised learning and group work was evident in the refurbished learning environments. Creative use of contemporary furniture and space for multiple learning configurations has empowered teachers to diversify their delivery.
- The majority of classrooms on the senior campus operate in traditional configurations. However, the use of personal technology is providing a gateway for some teachers to monitor learning and provide individualised tasks and feedback.
- The early years' classrooms provide a rich and engaging learning space where students have the opportunity to engage in play-based learning. Staff plan individualised activities and monitor and report to parents using the Seesaw classroom application (app.).

- Kindergarten - year 6 formal student reports provide personalised comments for English and mathematics which articulate areas of strength and identify next steps. The reports for years 7-10 document progress against the MYP criteria. Comments in these reports also include areas of strength and areas for development.

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

- As an authorised IB school, inquiry is a lead pedagogy and staff have engaged in professional learning or reading to build their understanding in delivering this approach. New staff in 2021 are learning about inquiry pedagogy. Many new teachers said they would welcome ongoing support in how to put this pedagogy into practice.
- As part of the school's priority of literate global citizens, and in response to school performance data, there has been a focus on the teaching of literacy. A number of staff have participated in professional learning about the 10 Essential Literacy Practices. Some teachers on the Primary campus could describe how they are confidently using these.
- The 10 Essential Shifts of Everyday Practice² have been introduced to encourage staff to discuss and embed high-impact teaching strategies. Leaders have invested in professional learning for staff, and in 2018/19, walkthroughs and lesson observations focussed on teachers' use of these strategies. Due to the considerable changes to staff, new staff to the school are not yet familiar with, and confident in, using these approaches.
- The IB Learner Profile attributes are displayed in each learning space to provide clarity for students on the dispositions for learning.
- Some teaching and learning spaces display learning intentions and success criteria to articulate what students are expected to learn and be able to do. There is also evidence in some classrooms, on both campuses, of visual displays that support students in understanding their next steps in learning, for example, 'Bump it Up' walls.
- Some teachers commented on the challenge of balancing explicit instruction and student-driven learning experiences to ensure appropriate knowledge, skills, and understanding.
- Teachers use rubrics to provide students with an understanding of what is expected and what success looks like. Students described variability in the quality and timeliness of feedback to support their learning
- Teachers spoke of teaching strategies they regularly use, but were less clear about the whole-school practices that are expected.

² Lee Watanabe Crockett, 2018

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 established a variety of connections with the broader Gungahlin and ACT community to enhance opportunities for students. These range from opportunistic connections made by individuals, through to long-standing mutually beneficial partnerships. School leaders demonstrate an outward focus and are encouraging these connections.
- A leadership position with an allied health background has been created to strengthen holistic supports for students and families. This, coupled with the ACT Health school nurse position, is positively bolstering connections throughout the community.
- The school encourages parents to be partners in learning. Parents commented favourably on the improvements in communication strategies, many of which involve the use of technology (e.g., the Seesaw app., newsletters, Facebook, online learning platforms). Recently, a targeted pastoral care program for international students (the Mother Tongue group) was established to link the school to its families from non-English-speaking backgrounds.
- The Board and P&C are highly valued partnerships with the school community. Members report respectful involvement in school planning and operations.
- The school is an active participant in a network of other IB schools. This is providing opportunities for professional learning, the sharing of resources and units, and the opportunity for Gold Creek School teachers to moderate assessment of student learning.
- A Memorandum of Understanding governs a formal arrangement for the joint use of facilities between Holy Spirit Primary School and the Gold Creek Primary campus. This includes the library, hall, and oval. Staff and students have benefited from the arrangement, although staff reflect that over time, fewer professional learning opportunities have occurred.
- The school is part of United World Schools, an independent charity supporting access to basic education in remote and post-conflict areas. This connection supports the school's curriculum program (for example, it is embedded in the Year 3 transdisciplinary theme of Sharing the Planet) and aligns with the IB attributes of being principled and caring. Gold Creek School is also supporting the Som School in Cambodia.
- A number of external agencies have been secured to provide extra-curricular experiences for students. Wellbeing supports include the Y-Engage program and mentoring from both the Salvation Army and the Australian Indigenous Mentoring Experience (AIME). Additional opportunities are provided via community-led drumming, boxing, and table tennis programs.

- A senior school-led initiative, Community Connections, is providing a timetabled opportunity for students to reach out into their community.

Commendations

- Leaders and staff are to be commended for the way in which they work collegially both informally and formally collaboratively planning the curriculum, sharing resources, and discussing student progress. This has clearly been a school-wide priority and resourced appropriately to allow quality time for staff to meet together on a weekly basis.
- The significant work undertaken to centralise student learning data (particularly P-6) has made information about learners readily accessible. It also enables school leaders to interrogate the data more easily in support of school improvement. This is supporting data-informed practice.
- In this planning cycle, school leaders have placed a very high priority on collaboratively developing an improvement agenda in partnership with the parent community and school staff.
- The school leadership team seeks to understand the complex needs of its student population and considerable resources have been allocated to a broad range of programs and strategies to support student learning and wellbeing.
- The school's curriculum plan reflects a shared vision for teaching and learning underpinned by the IB philosophy. School leaders and staff are committed to developing and delivering a curriculum anchored in the IB philosophy.
- Gold Creek School is active in connecting students with its community and sourcing partnerships that support this. Parents as partners is a priority and the school seeks to be innovative in the strategies employed to make connections.

Affirmations

- Leaders and staff demonstrate a commitment to their students, in both their learning and wellbeing, and in the desire for them to be independent learners who are global citizens.
- Data-driven conversations are permeating the school, as staff grow their understanding of how important data are in assessing impact on student learning and wellbeing. Collaboration time, and the cycle of team data meetings, are giving deliberate opportunities for these conversations.
- Teachers are openly exploring the use of technology, contemporary learning spaces, and furniture to support personalised and differentiated learning. Opportunities to increase student agency, voice, and choice are beginning to be explicitly included in the learning program.
- Leaders have placed a priority on building networked school relationships with other IB schools by engaging in professional learning, moderation meetings, and sharing resources and documentation.
- The school's induction program for teachers new to the profession provides considered professional learning and support.
- The work underway in developing and implementing a whole-of-school approach to building a positive learning culture framed by PBL and the IB Learner Profile provides a foundational platform that can support the school to embed a culture of learning underpinned by high expectations for behaviour and consistent practices.

- In keeping with the IB philosophy and curriculum framework, the school is working to explicitly develop skills and attributes focusing on learning how to learn. This is building a common language, understanding and approach across the school.
- The expansion of Action Learning teams to include all staff provides an opportunity for increased ownership of the improvement priorities and collective responses to target measures for growth.
- Students affirm the wellbeing support provided, and the way in which they feel they can be themselves at Gold Creek School.

Recommendations

- Build a strong commitment by all staff to the school's improvement agenda and the achievement of targets. Embed routines and practices in relation to the discussion and analysis of data that provide opportunities for teachers to deeply reflect on the impact of their teaching, and consider necessary changes to practice to achieve agreed goals/targets.
- Clearly define the roles and responsibilities of all members of staff who are leading key initiatives, as articulated in the school's action plans.
- Establish and communicate clear expectations in relation to the evidence-based teaching strategies expected throughout the school. Clearly define the roles and responsibilities of leaders in actively promoting and supporting teachers in understanding and using these agreed practices. Expanded opportunities for leaders to work alongside colleagues, observing and providing feedback on practice, modelling, (where appropriate) and coaching, should be prioritised.
- Build a strong feedback culture where:
 - ✓ students are provided with ongoing, timely and effective feedback in formats that make clear what actions they can take to further their learning progress
 - ✓ staff are provided with multiple opportunities for constructive feedback from their colleagues, leaders, and students, to support their professional growth.
- Continue to implement a whole-of-school approach to building a safe and respectful learning environment.
- Continue to support teachers in designing assessment tasks that enable students to effectively demonstrate the expected knowledge and skills. Using ongoing and regular assessment to identify strengths and weaknesses, and then tailoring classroom learning experiences to levels of readiness and need should remain a priority.