School Review Report

Larrakeyah Primary School

Review	School Review Report – Larrakeyah Primary School
Review Dates	25 – 27 August 2020
Principal	Fathma Mauger
Reviewers	Boyd Jorgensen, ACER School Review Consultant, Lead Reviewer; Sarnie Foley-Albutu, Director Improvement Frameworks, Co-reviewer; Miriam McDonald, Consultant, Eduvation, Co-reviewer.
Document review	2024

Acronyms	Full form
ACER	Australian Council for Educational Research
ASIP	Annual School Improvement Plan
CDU	Charles Darwin University
DoE	Department of Education
EAL/D	English as an Additional Language/Dialect
EAP	Education Adjustment Plan
LBOTE	Language background other than English
LEAP	Learning and Enrichment Program
MOU	Memorandum of Understanding
NAPLAN	National Assessment Program Literacy and Numeracy
NCCD	National Consistent Collection of Data
OSHC	Out of School Hours Care
PAT – M/R	Progressive Achievement Test – Mathematics / Reading
PBSP	Personal Behaviour Support Plan
PLP	Personalised Learning Program
SIP	Strategic Improvement Plan
SSIU	School and System Improvement Unit
SSP	Student Success Plan
STEAM	Science, Technology, Engineering, Arts and Mathematics
TOM	Tournament of the Minds

Contents

School Context

School Sector:	Government
School Type:	Primary
Year Range:	Preschool – Year 6
Geolocation:	Outer Regional
Region:	Darwin

Staff	A. Number within School	B. Number interviewed	C. Percentage • (B/A) x 100
School Leaders	7	7	100%
Permanent teachers*	23	22	96%
Teaching support staff	4	6	67%
Parents	-	12	-
Students	532	40	-
Others	-	6	-

* A minimum of 85% of staff interviewed is recommended

Domains 1 - 9

1. An explicit improvement agenda

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.

Low	Medium	High	Outstanding
There is no obvious plan for improving on current achievement levels. School leaders appear to be more focused on day-to-day operational matters than on analysing and understanding school data, setting targets for whole-school improvement or communicating an improvement agenda to the school community. Minimal attention is paid to data and there is very limited communication of school results or of intentions for improvement to parents, families and the wider school community. Expectations for significant school improvement are low and staff tend to 'explain' current achievement levels in terms of students' socioeconomic backgrounds and/or geographical location. There is little evidence that the staff of the school have a shared commitment to improving outcomes for every student, and this appears to be contributing to a culture of underperformance. There is little evidence that the school is looking to external sources to identify evidence-based strategies for improvement.	The principal and other school leaders articulate a shared commitment to improvement, but limited attention has been given to specifying detail or to developing a school-wide approach (e.g., plans for improvement may lack coherence, be short term, or without a whole-school focus). Plans for improvement do not appear to have been clearly communicated, widely implemented or to have impacted significantly on teachers' day-to-day work. Targets for improvement are not specific (e.g., not accompanied by timelines). The school's focus on data is driven more by external requirements (e.g., NAPLAN, My School) than by an internal desire for good information to guide school decision making and to monitor progress. Although there is an expressed commitment to improvement, this is not reflected in a high level of enthusiasm for personal change on the part of staff. The communication of performance data to the school community tends to be sporadic and/or is limited only to information that the school is required to report.	The school has developed an agenda for improvement in partnership with parents and the community and school leaders can describe the improvements they wish to see in student behaviours and outcomes. ==This agenda is communicated in staff meetings, school newsletters, parent-teacher meetings and on the school website using a variety of formats to suit local needs.== The leadership team has analysed school performance data over a number of years and is aware of trends in student achievement levels. Targets for improvement are clear and accompanied by timelines. ==The school leadership team is clearly committed to finding ways to improve on current student outcomes. This is reflected in an eagerness to learn from research evidence, international experience and from other schools that have achieved significant improvements.== ==There is evidence of a school-wide commitment to every student's success and staff of the school tell stories of significant student improvement.==	==The school leadership group==, including, where appropriate, the governing council, has developed and ==is driving an explicit and detailed local school improvement agenda. This agenda is expressed in terms of specific improvements sought in student performances, is aligned with national and/or system-wide improvement priorities and includes clear targets with accompanying timelines which are rigorously actioned.== ==The school improvement agenda has been effective in focusing, and to some extent narrowing and sharpening, the whole school's attention on core learning priorities.== There is a strong and optimistic commitment by all staff to the school improvement strategy and a clear belief that further improvement is possible. Teachers take responsibility for changes in practice required to achieve school targets and are using data on a regular basis to monitor the effectiveness of their own efforts to meet those targets.

Domain 1 Findings:

- The *Strategic Improvement Plan 2018-2021* (SIP) at Larrakeyah Primary School aligns to the focus areas of the Department of Education's (DoE) Strategic Framework and prioritises 21st century learning[1], data, strengthening partnerships, and improving student outcomes in numeracy, reading and writing. The latter is a system priority. The SIP details both qualitative and quantitative measures of improvement relating to staff capability and student outcomes.

- The SIP provides baseline data for NAPLAN in Years 3 and 5 and details targets aimed at increasing the percentage of students achieving in the top two bands across all domains and increasing the percentage of students who receive a C or above in reading, writing and mathematics. Other targets relating to the uptake of professional learning, enhancement or use of specific practices by staff, and the impact of strategic partnerships, are also outlined in the SIP.

- Informed by increasing numbers of English as an Additional Language/Dialect (EAL/D) students and observed disparities in NAPLAN and A-E data, the *2020 Annual School Improvement Plan* (ASIP) provides a clear rationale for the choice of personalised learning as a signature strategy. The leadership team's intention to continue with the focus areas of improving outcomes in writing and mathematics and developing staff capabilities in the use of data, is also stated.

- There has been a clear alignment between the SIP and the ASIP, with a sustained, sharp and narrow focus on improved outcomes in writing and mathematics since 2014. This was evident in the documentation and in the leaders, staff, parents and Board members' explanations of the school's improvement journey over successive years.

- School leaders regularly reflect on, and analyse, a range of data. They are aware of school trends and student growth and can articulate how this influences their decision making.

- Targets for improvement are communicated to staff, whose role through their membership of one of four focus teams, is to collaboratively develop and implement an action plan. Year level targets for improved student outcomes are set and monitored by focus teams, as are implementation actions and timelines. Staff identified that their involvement in focus teams provides them with sense of ownership and accountability for the school's improvement agenda.

- The school board is actively engaged in the development of the school's masterplan and lobbying for additional resources in response to increased enrolments. The Board engages in discussions about both the SIP and the ASIP and are provided with regular updates from the principal. Formal monitoring of the school's ASIP is reported to the Board at the end of semester one and a detailed report summarising progress is provided annually.

- Information about the school's improvement agenda, including targets, are made available to families and other stakeholders through a range of media including a hard copy newsletter, a website, a regularly updated blog, and newsflashes. Parents are able to reference the focus areas for improvement.

- The leadership team monitors the impact of the improvement agenda on staff behaviour and practice through frequent walkthroughs and observations.

- A student leadership team consists of elected student representatives and they are engaged in fundraising activities and have made suggestions for how money can be spent. Student leaders have sometimes provided ideas for improvements to the leadership team either directly or via a teacher. This group is yet to be made aware of the school's improvement agenda.

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[1] 21st century learning refers to skills flagged as critical for the digital and evolving economy. Instead of specific subject knowledge, 21st century skills are ways of thinking, ways of working and ways of living (from https://www.education.gov.au/national-stem-education-resources-toolkit/links-21st-century-learning)

- Key strategic documentation consistently references the school's vision and values, emphasising the very high priority the school places on being a centre of excellence and maintaining high expectations.
- School leaders utilise a range of research and evidence in their decision making, networking and partnering with schools and educators across Australia and internationally, particularly in relation to the delivery of curriculum, Science, Technology, Engineering, Arts and Mathematics (STEAM) and digital technologies.

2. Analysis and discussion of data

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. 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 tests such as NAPLAN, measures of growth across the years of school.

Low	Medium	High	Outstanding
There is very little evidence of school leaders' practical use of school-wide student outcome data. There is either no annual data collection plan for the school or the plan is being implemented in a minimalist fashion. The school makes little or no use of tests beyond those that the school is required to use.	School leaders pay close attention to data provided to them about the performance of the school (e.g., NAPLAN results; Year 12 results) and identify areas in which the school is performing relatively poorly or well.	There is evidence that the principal and other school leaders view reliable and timely student data as essential to their effective leadership of the school. There is a documented school plan and timetable for the annual collection of data on student achievement and wellbeing.	The principal and other school leaders clearly articulate their belief that reliable data on student outcomes are crucial to the school's improvement agenda. The school has established and is implementing a systematic plan for the collection, analysis and use of student achievement and wellbeing data. Test data in literacy, numeracy and science are key elements of this plan.
Teachers do not systematically analyse test and other data for their classes and teachers make little use of data to reflect on their teaching. The school is unable to demonstrate how data have been used in meetings or with parents to analyse and discuss current achievement levels and strategies for improvement.	Tests (e.g., commercially available reading tests) may be used by some teachers, but generally are not used as part of a whole-school assessment strategy.	One or more members of staff have been assigned responsibility for implementing the annual plan, analysing the full range of school data, and summarising, displaying and communicating student outcome data for the school. The school has ensured that appropriate software is available and that at least these assigned staff have been trained to undertake data analyses.	Data are used throughout the school to identify gaps in student learning, to monitor improvement over time and to monitor growth across the years of school. A high priority has been given to professional development aimed at building teachers' and leaders' data literacy skills. Staff conversations and language reflect a sophisticated understanding of student assessment and data concepts (e.g., value-added; growth; improvement; statistical significance).
	An ad-hoc approach exists to building staff skills in the analysis, interpretation and use of classroom data.	Time is set aside (e.g., on pupil free days and in staff meetings) for the discussion of data and the implications of data for school policies and classroom practices.	Teachers are given test data for their classes electronically and are provided with, and use, software to analyse, display and communicate data on individual and class performances and progress, including comparisons of pre- and post-test results. Teachers routinely use objective data on student achievement as evidence of successful teaching.
	Software may be used for the analysis of school results, including the performances of priority groups, but analyses generally do not extend to studies of improvement or growth.	These discussions occur at whole-school and team levels. The school can illustrate through case studies, meeting minutes and project plans how data have been used to identify priorities, take action and monitor progress.	
	School data are presented to staff in meetings, but presentations tend to be 'for information' rather than a trigger for in-depth discussions of teaching practices and school processes.		
	Information about the school's performance is communicated to the school community but may lack explanation or analysis. There is limited engagement with parents and families around school data.		

Domain 2 Findings:

- The principal and school leaders place a high priority on the school-wide analysis and discussion of systematically collected data on student outcomes and they view this as essential to their effective leadership of the school and in helping to drive the school's explicit focus on writing and mathematics.

- The school has developed an overarching data plan that sets out the type of data and its purpose and need, a brief description, who is responsible, when the data are collected and the system on which the data are recorded. A student wellbeing survey is included in the plan. The use of this wellbeing data to inform specific strategies and programs is yet to be apparent.

- The data plan is supported by an assessment timeline for each year level, which details teacher responsibilities for the collection and recording of data. The data plan and timelines are further supported in each year level with a folder on the school server, containing year-level specific resources that include specific instructions for administering tests, guidelines and templates for recording data, marking guides and exemplars.

- There is a data focus team that develops an action plan based upon targets from the school ASIP and includes goals and actions in support of achieving these targets. The team is led by a data champion who trains the team in understanding and analysing data, and who in turn support other teachers. The data focus team plays a significant role in building staff data literacy.

- Teachers also participate in data coaching twice a year where school leaders will work with teachers individually on a common school-wide focus in exploring and building their understanding and capabilities in data analysis and use.

- Some teachers articulate that they use data to inform their planning. School leaders and many teachers identify that the next step in building teacher data capabilities is the use of data for effective differentiation and in establishing appropriate individual and cohort targets and measuring growth to maximise engagement for all students.

- The school conducts a detailed annual analysis of NAPLAN and PAT-R and PAT-M[2] data and this is shared with staff members and is used to establish school targets. The analysis of NAPLAN data is also used to develop a NAPLAN focus plan that identifies areas of focus for literacy and numeracy teaching that are aligned with the Australian Curriculum and hyperlinked to scootle.edu.au – a website which provides access to more than 20,000 quality-assured digital learning resources aligned to the Australian Curriculum.

- In the absence of NAPLAN data in 2020, the school has substituted Brightpath[3] assessment benchmarks to assist in measuring overall school progress towards the achievement of writing targets.

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[2] Progressive Achievement Tests in Reading and Mathematics.
[3] Formative assessment software based on over a decade of pioneering research enabling reliable teacher judgements (from https://www.brightpath.com.au/)

3. A culture that promotes learning

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.

Low	Medium	High	Outstanding
Behavioural problems, disengagement and non-attendance are issues for a significant proportion of students. In a number of classrooms students are clearly not engaged in productive learning activities. The school may have policies and agreed procedures relating to student behaviour, but these appear to have had little impact in practice. Much of the time of school leaders and teachers is taken up dealing with inappropriate behaviour. Interactions between parents, staff and students are not always productive and respectful. Staff tend not to value or engage parents as partners in student learning. Some teachers appear to work in isolation from colleagues. Staff morale is low and staff turnover is high.	Classrooms are generally orderly, although some are more so than others. Non-attendance is an issue for a small minority of students. However, many other students appear to be minimally engaged in productive learning activities. The school effectively implements its policies, for example, by ensuring that disruptive behaviour, bullying and harassment are dealt with promptly. The school has clear expectations for how students should behave and interact with one another, and in the main, relationships are caring and respectful. Some staff time is taken up dealing with behaviour problems. Most parents take an obvious interest in their children's learning. Engagement is primarily through regularly scheduled parent-teacher interviews. Staff morale is satisfactory.	The 'tone' of the school reflects a school-wide commitment to purposeful, successful learning. There are very few obvious behavioural, attendance or engagement problems and behaviour management takes up very little, if any, time of school leaders and classroom teachers. There is a strong focus on quality learning and on the creation of a culture in which all students are expected to learn successfully, in their own ways and at their own pace. Individual talents are valued. Class 'busy work' is kept to a minimum, and an attempt is made to ensure that all students are engaged in challenging, meaningful learning. Respectful and caring relationships are reflected in the ways in which staff, students and parents interact and in the language they use in both formal and informal settings. Parents and families are encouraged to take a genuine and close interest in the work of the school and are welcomed as partners in their children's learning. There are agreed guidelines on such matters as greeting visitors, taking messages, and responding to queries promptly and respectfully. Staff morale is generally high.	The school ethos is built around high expectations and a commitment to excellence. There is an expectation that every student will learn and achieve positive outcomes. Classrooms are calm but busy and interruptions to teaching time are kept to a minimum. There are no obvious behavioural problems, very high rates of school attendance and engagement, and staff morale is sustained at a high level. There is a happy, optimistic feel to the school. High levels of trust are apparent across the school community. Interactions are focused on the learning and wellbeing of students and on continually improving the school's ability to meet the needs of all students. Parents and families are valued as partners in student learning, and parents, school leaders and teachers work together in mutually supportive ways. There is a strong sense of belonging and pride in the school. A strong collegial culture has been established. Teachers have an overt and shared commitment to the improvement of teaching and an openness to critique by colleagues. This is reflected in the fact that teachers regularly invite leaders and colleagues to visit their classrooms to observe their teaching.

Domain 3 Findings:

- School leaders and staff members place a high priority on developing and maintaining positive and caring relationships between staff, students and parents. They articulate and demonstrate a strong belief in the capability of every student to learn successfully.

- School leaders and staff members work together to bring to life its mission of "we instil life-long learning through high standards, high expectations and high achievements", and this is reflected in *Pathways to Excellence* statements for students and staff.

- *Pathways to Excellence* for students focuses on the values of achievement, respect and responsibility and clearly identifies the expected behaviours that reflect these values. For teachers, *Pathways to Excellence* is achieved though high expectations, explicit teaching, engaged learning time, and Visible Learning[4].

- Students are introduced to school expectations and values in the first two weeks of the school year through the Larrakeyah Learners program. Over the course of the next eight weeks trained student peer leaders work with groups of students from Transition to Year 6 for 30 minutes a week in a peer support program focusing on life skills. Peer leaders receive formal feedback on their leadership.

- Students have the opportunity to participate in a range of co-curricular activities that promote wellbeing, such as the student leadership team, Eco Warriors, Animal Bosses and the annual school production. Many staff and some parents articulate that students would benefit from an ongoing and explicit whole-of-school approach to wellbeing and social and emotional learning. Some staff refer to capitalising on the recent wellbeing surveys.

- Many teachers identify the potential to enhance staff wellbeing through conversations about teacher autonomy and greater opportunities for participation in decision making.

- Students in classes across the school were observed to be calm, focused and engaged in learning with very few interruptions evident due to behaviour issues. Staff members, students and parents report high levels of satisfaction with student behaviour and the ways behaviour is managed. The *Care and Conduct Policy 2020* sets out clear guidelines for establishing orderly classroom environments and managing misbehaviour. Teachers report that they are well supported in responding to any inappropriate student behaviour.

- Students, parents and most staff expressed a strong sense of belonging and pride in the school. Parents reported a strong sense of community within the school and their appreciation for the accessibility and approachability of staff and leaders.

- There are high levels of collegiality and support amongst staff members who are motivated and united in their commitment to the students.

- The school promotes a culture of inquiry and innovation, evident in the innovation focus team, STEAM activities, inquiry learning, and the Years 5 and 6 QUEST[5] program.

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[4] A learning approach that is all about children taking ownership for their learning - a result of research undertaken by John Hattie (more at https://visible-learning.org/).

[5] The QUEST program is an inquiry-based learning initiative for years 5 and 6 students, using mentors from the community and industry.

4. Targeted use of school resources

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.

Low	Medium	High	Outstanding
The improvement of student outcomes does not appear to be the driving consideration in the allocation of school resources (e.g.,, the use of discretionary school funds). There is very little, if any, systematic testing of students to identify individual learning needs. The school does not always make best use of available staff expertise. School leaders have developed very few, if any, school-wide policies or programs to address individual needs, which are left to classroom teachers. School learning spaces tend to be used traditionally, with limited flexibility to support different kinds of learners and learning.	The school uses its human and physical resources to address the needs of students, although this may not be preceded by a systematic analysis of those needs. Specialist diagnostic testing is organised for a small number of students with special needs, but teachers do not routinely administer tests to better understand specific learning difficulties (e.g. problems in learning to read) or individual learning needs (e.g., LBOTE, gifted). There are very few school-wide programs or policies designed to address the learning needs of particular student groups (e.g., gifted students, students with disabilities, students for whom English is a second language). School leaders encourage teachers to address individual learning needs in classrooms, but there are very few agreed school-wide strategies for doing this. Physical learning spaces are used creatively, and technology is accessible to the majority of staff and students.	The principal and other school leaders have introduced programs and strategies to identify and address the needs of students in the school and are sourcing and applying available resources to meet those needs. The school has developed processes (e.g., systematic testing and assessment) for identifying student learning needs, although there may not always be good school records of student achievement and progress. Programs to meet individual learning needs (e.g., programs for gifted students, students with learning difficulties, students for whom English is a second language, Indigenous students, and refugees) are prioritised, where possible, in the school budget. Physical spaces and technology are used effectively to maximise student learning. Learning spaces are organised for whole group work, small group work and individual work.	The principal and other school leaders have given a very high priority to understanding and addressing the learning needs of all students in the school. This is reflected in the implementation of systematic strategies for identifying student needs and the development of creative school-wide solutions for addressing those needs. A school-wide process has been established for identifying specific student learning needs. This process includes systematic testing to establish learning gaps and special needs. School records of individual student needs, achievements and progress are maintained centrally and shared across year levels. A range of initiatives (e.g., across-class and across-grade groupings for literacy and numeracy; the sharing of specialist teachers with neighbouring schools, if they exist) is being implemented to make more effective use of available resources to enhance teaching and learning. The school deploys staff in ways that make best use of their expertise (e.g., specialist reading/science teachers).

Domain 4 Findings:

- The school invests considerable resources into the provision of specialist classroom teachers to support the strategic direction and the explicit improvement agenda. These include an ICT teacher who delivers the Cambridge ICT Starters curriculum across all year levels to support the STEAM focus, an arts teacher, and a health/technologies teacher who is responsible for the garden/nutrition programs.

- 42.5 per cent of students identify as EAL/D, and 54.3 per cent as LBOTE. Differentiated support is provided for identified students in classes or through small group withdrawal, with a teacher working three days a week in the newly developed EAL/D support program.

- Support staff deliver withdrawal programs in Quick Smart Maths and reading. Three support officers work in Transition for two hours each morning and a support officer is employed to conduct PM Benchmark testing and operate the school reading scheme.

- A support officer, employed through the Defence School Mentor program, provides support for defence forces students and families.

- NCCD data have been collected for 38 students. There are 11 funded students on Education Adjustment Plans (EAP) who are provided with in-class learning support. 15 formal EAPs are registered, a further five Aboriginal students who are not achieving benchmarks have Personal Learning Plans (PLP), five students have Student Support Plans (SSP) and two students have Personal Behaviour Support Plans (PSBP).

- Facilities include a library, a dedicated ICT laboratory, a multi-purpose room and a general purpose room. Due to increasing enrolments, space in the school is at a premium, and plans are in place for the next stage of development. The school board is funding the addition of an outdoor learning area with kitchen facilities. The makerspace room has been repurposed into a classroom and the equipment made available for loan and use by classes. The external environment is attractive and well maintained. Students express the desire for more playground equipment.

- Digital technology supports classroom teaching and learning through the provision of interactive whiteboards or flat panel screens in classrooms, and students have access to digital devices in their classrooms. All Year 6 students use iPads as a resource for student learning with a focus on creating rather than consuming. A four year plan is in place to address ICT needs.

- The classroom environment is welcoming and conducive to learning, with the furniture recently upgraded to enable flexible learning spaces.

- The school runs an Out of School Hours Care (OSHC) program for 100 students. Profits made from this service are used to provide in-class support for unfunded students who have identified needs.

5. An expert teaching team

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.

Low	Medium	High	Outstanding
The development of a professional school-wide team does not appear to be a driving consideration of the principal or other school leaders (e.g., no reference is made to the National Professional Standards for Teachers, there are no mentoring arrangements in place, teachers work largely in isolation from one another 'behind closed doors'). There is little evidence that school leaders are proactive in the recruitment and retention of staff. There is little sense of a whole- school coordinated approach to professional learning and a low priority is given to enhancing staff performance.	The school undertakes professional learning activities, although these may not always focus on the development of knowledge and skills required to improve student learning and there may not be a coherent, documented learning plan. The principal and leadership team are seen as supportive of, but not generally involved in, the day-to-day practice and learning of teachers. Teachers are open to constructive feedback and provide feedback to colleagues, although there may not be formal mentoring or coaching arrangements in place. The school is implementing a formal process for conducting professional discussions with staff. The school's professional learning agenda is made explicit to staff at induction, and in staff handbooks. Where it is necessary to manage unsatisfactory staff performance, this is done professionally and effectively, and in accordance with agreed guidelines.	There is evidence that the principal and other school leaders see the development of staff into an expert and coherent school-wide teaching team as central to improving outcomes for all students. There is a documented professional learning plan and the school has arrangements in place for mentoring and coaching. Teachers visit each other's classrooms and welcome opportunities to have principals and other school leaders observe and discuss their work with them. Attention is paid to strengths and weaknesses in the school-wide team, with strategies in place to recruit staff with particular expertise, to train staff to address particular needs, and to support staff who find it difficult to commit to the school's improvement agenda. The school provides opportunities for teachers to take on leadership roles outside the classroom.	The teaching staff of the school are experts in the fields in which they teach and have very high levels of pedagogical knowledge and skill, including expert knowledge of evidence-based teaching strategies. Teachers and school leaders take personal and collective responsibility for improving student learning and wellbeing, working together and learning from each other's practices. The sharing and showcasing of best practice are common. In team meetings there is an emphasis on the joint analysis of student work and on teaching strategies for improving student learning. Teachers collaboratively plan, deliver and review the effectiveness of lessons. School leaders place a very high priority on the ongoing professional learning of all staff and on the development of a school-wide, self-reflective culture focused on improving classroom teaching. School leaders participate in professional learning activities, learning alongside teachers, and the school supports teachers to continue formal study and celebrates professional success.

Domain 5 Findings:

- The school leadership team places a high priority on professional learning opportunities for staff. To support strategic initiatives such as Visible Learning, writing and 21st century learning, research was undertaken both internationally and nationally to determine best practices that could be implemented at Larrakeyah Primary School. These opportunities access knowledge and resources that enable better teaching practices, planning and programs, and staff are encouraged to participate.

- Funding secured when the school was identified as an independent public school has been targeted specifically at funding international and interstate research with staff visiting schools in Singapore, Malaysia, China, and Victoria.

- The school has a professional learning plan detailing the various modes of professional learning supported by a termly schedule.

- There is a priority on attracting, recruiting, and retaining the best possible teachers.

- Personal growth plans for teachers and support staff are developed at the start of the year and reviewed in semester 2.

- The principal and other school leaders formally observe teachers twice a year and provide written feedback. If teachers need more support, the frequency is increased.

- Focus teams operate in the key areas of literacy, numeracy, data and innovation. These teams have the responsibility for developing action plans aligned to the ASIP and organising professional development in their focus area. Staff commented on the power of these teams to help them deeply understand the focus area, developing their leadership, and in generating targeted strategies to impact student outcomes.

- The numeracy and data focus teams have collaborated to develop a data-informed sprint for all year levels targeting fractions and decimals. Focus teams meet every three weeks.

- Teaching teams meet twice a year for a full day of programming, and three times a term for moderation of work samples, data analysis, and to discuss relevant issues to each year level. Staff comment on the professional collaboration and the opportunity afforded to take responsibility for various aspects of the curriculum.

- Induction for new staff is supported through a formal six-week program systematically developing knowledge and understanding of the school's processes and the teaching expectations. Teachers new to the school at times other than the beginning of the year spend their first day at school on induction and have a series of weekly follow-ups. Staff comment on the high expectations of them, and the value of the induction program tin supporting them.

- Triads have been developed for writing and maths involving peer observation and feedback of these lessons. These take place each semester and detailed and focused feedback supports the observations.

- Staff meetings are held three times a term with a focus on professional learning aligned with the ASIP.

- Teachers consistently affirm their high level of commitment to improving student outcomes and working with others to further develop their teaching practices.

- All teachers identify that they receive constructive support from the leadership team and their teaching teams, and feel that they would be comfortable approaching other staff when they have queries or require additional support. Staff comment that classrooms are de-privatised and welcome walk-throughs and visits by leadership and other staff.

- Some support officers are yet to receive identified specialist training in their specific work areas, and articulate that they would welcome this.

- School leaders are able to cite many examples of their work in pedagogy and developing teacher capability being showcased, for example; by the DoE, the Darwin City Schools Hub, Northern Territory schools, Australian schools and international schools.

6. Systematic curriculum delivery

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.

Low	Medium	High	Outstanding
School leaders and teachers have limited familiarity with national or system- wide curriculum documents. The school may have a documented plan for curriculum delivery but there is little evidence that the whole- school plan drives the lesson plans of individual teachers. The enacted school curriculum is not seen as a central concern of all teachers (e.g., it is not a regular topic of conversation, a focus for assessment design or a framework against which student learning is reported).	The school has a documented plan for curriculum delivery that includes year level and term plans, but the progression of learning from year to year is not always obvious and the relationship between the pieces of the plan (the year, term and unit plans) would benefit from further clarification. School leaders talk about embedding fundamental cross-curricular skills such as literacy, numeracy and higher order thinking within all subjects, but there is little evidence that school- wide strategies are in place to drive a consistent approach. Literacy tends to be seen as the responsibility of English teachers and numeracy, the responsibility of mathematics teachers. Discussions about curriculum delivery tend to be sporadic and reactive with a year level focus rather than being driven by a leadership team with a whole-school approach.	The school's curriculum delivery plan identifies curriculum, teaching and learning priorities and requirements. The curriculum delivery plan reflects a shared vision (by the school's governing body, principal, school leadership team, and teachers) for the school, and provides a context for delivering the curriculum as detailed in the Australian or other approved curriculum and, where relevant, system curriculum documents. The school curriculum plan and curriculum delivery (including the time allocated to particular learning) balance requirements to address all learning areas, to give priority to English, mathematics and science, and to embed the fundamental skills of literacy, numeracy and higher order thinking in all school subjects. The school leadership team ensures that the enacted curriculum remains a focus for discussion among, and collaboration between, teachers and that the curriculum plan is the reference against which flexible delivery is designed, assessment tasks are developed, and student learning is reported. Curriculum delivery is designed to meet the needs of the range of students within each year level as well as those with disabilities and other particular need.	The school has a clearly documented whole- school plan for curriculum delivery. This plan is aligned with the Australian or other approved curriculum and, where appropriate, system curriculum documents. The plan makes explicit what (and when) teachers should teach and students should learn. The curriculum delivery plan is being implemented throughout the school and is shared with parents and the wider community. A strong alignment has been achieved between the overall curriculum delivery plan, term and unit plans, classroom teaching and the regular assessment of student progress in relation to curriculum expectations. Considerable attention has been given to ensuring 'vertical' alignment of the curriculum so that there is continuity and progression of learning across the years of school, with teaching in each year building on to and extending learning in previous years. General capabilities and cross-curriculum priorities are understood, valued and used as active learning streams for all students. A high priority in curriculum planning is given to the progressive development of students' deep understandings of concepts, principles and big ideas within learning areas, as well as to the ongoing development of cross-curricular skills and attributes, including teamwork, critical thinking, problem solving, and the evaluation of information and evidence. The school places a priority on making the curriculum locally relevant and accessible to all students and values and builds on to students' existing knowledge and varying backgrounds.

Domain 6 Findings:

- On becoming an independent public school, Larrakeyah Primary School elected to use the Cambridge International Curriculum Framework as its approach to the delivery of English, mathematics and science. These learning areas have been mapped to the Australian Curriculum. Cambridge resources are used in the delivery of ICT and EAL/D.

- Expectations for curriculum delivery, including recommended time allocations are detailed in the programming policy. There are clear timelines for when programming is expected to be submitted. Programs are monitored using a checklist designed to ensure all elements of the programming template are correctly populated.

- Some staff comment that they would appreciate feedback that supports them to gain a deeper understanding of assessment planning and curriculum development.

- Year level curriculum maps for learning areas are used by teachers to inform what they should teach and when, and provide some details of pre- and post-testing and assessment.

- The mapping of general capabilities and cross-curricular priorities is not yet apparent in the school curriculum delivery plan.

- Processes for checking the degree of alignment between what is taught, assessed and reported on are yet to be made clear.

- Teaching and learning in the pre-school is informed by the Early Years Learning Framework and the Northern Territory pre-school curriculum.

- Guidance for ensuring continuity of learning for students in composite classes is documented. How this occurs more broadly for all students across the years of schooling is less apparent.

- Data are expected to inform teacher programming and staff are provided with item analysis information from PAT-M, PAT-R and NAPLAN, which highlights areas of focus for different cohorts of students. These focus areas are recorded in teacher's planning.

- In describing the planning process, some teachers were able to explain how they use standardised test data or information gathered from pre-tests to target teaching to the needs of individual or groups of students.

- Planning for the term is detailed and includes learning intentions, success criteria and a lesson sequence for each session. Teachers' daybooks provide further detail and are expected to be available the week prior.

- Some teachers state that planning process could be more flexible, to better enable them to respond to student need based on the interest and on-going formative assessment.

- Teachers use a variety of rubrics to make the learning visible and to support consistency of judgement. Confirming writing samples using Brightpath software occurs regularly and some teachers work together to analyse work samples in other learning areas. Processes for ensuring the quality of assessment task design are less evident. Some teachers describe using taxonomies to design open-ended tasks.

- Teachers are given a day a semester to plan together in cohorts. Generally teams will design common assessment tasks and then distribute planning so that each teacher develops a program for a discreet learning area and these are then shared between teachers in the cohort.

- Curriculum is shared with families via a class newsletter, as well through the school website and digital applications such as the Seesaw app.

- Specialist subjects including arts, physical education, STEAM, digital technologies, an instrumental program, and Chinese are provided. A range of extra-curricular activities are available on a user pays

basis, and these are highly valued by parents and students. A user pays literacy and numeracy tutoring program is also available to students in Years 2-6.

- Some teachers weave Indigenous perspectives into learning and this is a strength in the pre-school. There is a focus on Asian perspectives evident throughout the school.

7. Differentiated teaching and learning

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.

Low	Medium	High	Outstanding
School leaders do not place a high priority on teachers identifying and addressing individual learning needs, but are more focused on ensuring that all teachers are teaching the core year level curriculum. Little or no classroom use is made of assessment instruments to establish starting points for teaching. Assessments tend to be used only to establish summatively how much of the taught content students have learnt. Teachers tend to teach to the middle of the class, with the expectation that some students will not master the content, and finding ways to occupy more able students who finish work early. Reports to parents tend to be summative reports of how students have performed, with little guidance on what parents might do to assist in their children's learning.	School leaders are committed to success for all, but do not drive a strong classroom agenda to assess and identify individual learning needs or to differentiate teaching according to students' needs. Some use is made of assessment instruments to identify individual strengths and weaknesses and starting points for teaching, but this appears to be at the initiative of individual teachers rather than a school- wide expectation. Some use is made of differentiated teaching (e.g., differentiated reading groups in the early primary years), but in most classes teachers teach the same curriculum to all students with similar levels of individual support. Regular assessments of student learning are undertaken, but these often are summative and disconnected (e.g., relating to different topics) rather than exploring long-term progress in students' knowledge, skills and understandings over time. Reports to parents generally do not show progress or provide guidance to parents on actions they might take.	School leaders explicitly encourage teachers to tailor their teaching to student needs and readiness. This includes the systematic use of assessment instruments (standardised assessment tasks and teacher developed assessment tools) to establish where individuals are in their learning and to identify skill gaps and misunderstandings. Teachers also are encouraged to respond to differences in cultural knowledge and experiences and to cater for individual differences by offering multiple means of representation, engagement and expression. Planning shows how the different needs of students are addressed, and how multiple opportunities to learn are provided, including multiple pathways for transition to external studies (e.g., apprenticeships) for students in Years 10-12. Students' workbooks also illustrate differentiated tasks and feedback. Reports to parents show progress over time and include suggestions for ways in which parents can support their children's learning.	The school leadership team actively promotes the use of differentiated teaching as a strategy for ensuring that every student is engaged and learning successfully. It is recognised throughout the school that some students require significant adjustments to their learning programs (e.g., accelerated programs, special support) if they are to be optimally engaged and challenged, and individual learning plans have been developed for those students requiring them. Differentiation is a priority of the school and a feature of every teacher's practice. Regular data on the achievements, progress, strengths and weaknesses of individual students are used in all classrooms to make judgements about individual needs, to identify appropriate starting points for teaching and to personalise teaching and learning activities. Reports to parents and carers include details of how learning opportunities have been tailored to individual needs and of the progress individuals have made.

Domain 7 Findings:

- School leaders are committed to success for all students and prioritise the use of differentiated teaching practices in every classroom to meet students' learning needs, and school practices reflect the belief that every student can learn and achieve successfully.

- The school has identified personalised learning as the targeted signature strategy for improvement in the 2020 ASIP. Critical actions include establishing a current school definition of differentiation, identifying what differentiation looks like in writing and mathematics, and with identified groups, and supporting professional development.

- The school programming policy identifies that teachers are required to show differentiation in their programs for all explicit lessons that they teach and that differentiated lessons can be designed with attention to content, process, product, affect, and learning environment.

- There are explicit guidelines for developing individual learning plans for students, comprising EAPs, SSPs, PLPs, and PBSPs (positive behaviour). Plans are developed in consultation between teachers, students and parents/caregivers and are referenced in teachers' programs.

- EAL/D students in transition and Years 1 and 2 are targeted for intensive work in English based upon observations by the classroom teacher and in consultation with the EAL/D teacher. There are currently more than 40 students involved in this program. Progress in speaking and listening and reading and writing is reported in semester reports.

- High achieving and gifted and talented students have extension opportunities through Tournament of the Minds, Robocup, and the Learning and Enrichment Program (LEAP). LEAP is delivered for an hour a week to 24 students from years 3-6. Students are identified through literacy and numeracy data and teacher recommendations based on the 21st century 4Cs (Creative Learner, Collaborative Learner, Communicator, Critical Thinker) learning model.

- Specialist testing for gifted and talented students, once available through the DoE, is now the responsibility of parents.

- Some uncertainty is apparent regarding teacher capability and confidence to effectively implement and share best practice differentiation strategies to meet the range of students' learning needs, particularly in regard to high achieving and gifted and talented students. Teachers indicate a willingness to develop further skills in this area.

- Every student has a data folder in which they record the goals that they set in conjunction with their teacher for reading, writing, and mathematics. Goals are regularly revisited and revised and may also be displayed in some form in classrooms.

- Three-way conferences between students, parents and teachers occur each semester and enable students to share their learning journey with family and set learning goals.

8. Effective pedagogical practices

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.

Low	Medium	High	Outstanding
School leaders do not appear to have strong views on the characteristics of highly effective teaching. There is little evidence that they are driving an agenda to change or enhance teaching practices across the school.

The principal and other school leaders spend very little time on issues related to teaching. Questions of pedagogy appear to be viewed solely as the responsibility of teachers. There is little obvious school-wide discussion or consideration of highly effective teaching methods.

There may be a lack of explicitness about what students are expected to know and be able to do as a result of classroom activities, very little explicit teaching, limited attention to individual learning needs, or low expectations on the part of teachers that all students in the room will master the content of lessons. Classroom activities frequently have the appearance of 'busy work'. | School leaders are explicit about their desire to see effective teaching occurring throughout the school, but are less clear about what this might look like. They do not appear to be driving a strong agenda to improve and/ or enhance teaching practices across the school, except perhaps indirectly through a focus on school results and targets. School leaders take a close interest in the school's literacy and numeracy results, but generally do not engage in discussions with staff about effective teaching strategies.

Discussions of specific teaching practices are rare and generally occur only in the context of concerns about a teacher's performance.

There is some clarity about what students are expected to learn, but a lack of balance in teaching methods (e.g., over-reliance on whole-group teaching or very little explicit teaching). | School leaders are committed to continuous improvement in teaching practices throughout the school and expect team leaders and teachers to identify ways of doing this, although the principal and other senior leaders may not themselves have clear positions on the kinds of teaching they wish to see occurring across the school or be 'hands on' in driving improved teaching practices.

There is a particular focus on improved teaching methods in reading, writing, mathematics and science, and professional learning activities are focused on building teachers' understandings of highly effective teaching strategies in these areas.

Clarity about what students are expected to learn and be able to do, high expectations of every student's learning, explicit teaching of skills and content, individualised attention as required, and timely feedback to guide student action are key elements of the school's push for improved teaching and learning. | The principal and other school leaders have accepted personal responsibility for driving improvements in teaching throughout the school. They demonstrate a strong conviction that improved teaching is the key to improved student learning and have clear and well-known positions on the kinds of teaching that they wish to see occurring.

All teachers and leaders are committed to identifying, understanding and implementing better teaching methods, and a high priority is given to evidence-based teaching strategies (strategies that have been demonstrated through research and practice to be highly effective).

School leaders spend time working with teachers to improve their teaching practices, including modelling, evaluating and providing feedback on classroom teaching. |

Domain 8 Findings:

- The principal and other school leaders have researched and documented the school vision for quality teaching and learning and speak with clarity and passion around the expectations at Larrakeyah Primary School.

- These expectations are documented in a series of pedagogical frameworks, which clearly and explicitly outline expectations for the use of evidence-based pedagogies and practices in Visible Learning, reading, writing, mathematics, EAL/D, STEAM, and innovation.

- A lesson structure is consistent across all frameworks and is evident in teachers' session planning. Staff and students can describe the lesson structure, which was apparent to reviewers when visiting classrooms at various times during the school day.

- New staff are supported to develop their understanding of expected pedagogies through induction processes that include ongoing mentoring.

- All staff engage in collaborative learning that involves peer observation and feedback in relation to pedagogical practice through their involvement in triads. Teachers speak with high levels of enthusiasm about their learning in triads.

- Members of the leadership team model the lesson sequence and the use of expected pedagogical practices for teachers seeking to enhance their practice.

- The principal and assistant principals regularly conduct formal observation of all teaching staff and provide feedback, which is welcomed by staff.

- Visible Learning practices have been sustained in the school over successive years. Learning intentions and success criteria are evident in teacher planning and in classrooms. Teachers were observed unpacking success criteria with students and referring to them during reflections at the end of a session. Students could tell reviewers what they were learning and what they needed to do to be successful in a lesson.

- Teachers were observed providing just-in-time feedback to students during classroom visits; there is evidence of explicit feedback written in student workbooks and students identify peer and teacher feedback as strategies that help them to learn.

- When asked where they are at in their learning, students can either refer to classroom displays or their data folders to provide a comprehensive explanation of their levels in reading, writing, and numeracy.

- Students all have learning goals, which are negotiated each term. Goals are clearly articulated, and students are able to explain these goals and identify strategies for achieving them. Parents are similarly cognisant of students' goals and consider them to be challenging and achievable.

- Teachers use strategies such as (Known, Would like to be known, and What has been learnt (KWL) grids[6] and brainstorming to activate prior learning and connect this to new learning.

- Language is unpacked for students and there is evidence of word walls that support EAL/D and all students in their learning.

- Bump-it-up walls[7] are used to exemplify writing progression for students.

- Students are encouraged, through the 4Cs and approaches such as the mathematics problem-solving cycle, to engage in inquiry and extend their critical and creative thinking skills. Parents spoke very

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[6] KWL grids allow students to activate prior knowledge, develop a purpose for learning through interests and summarise what they have learned.
[7] Visual displays which provide targeted and explicit benchmarks for students and teachers to refer to and to track learning.

highly of the QUEST inquiry-based learning initiative for years 5 and 6 students. The program uses mentors from the community and industry.

- Teachers and students can explain how students are frequently asked to justify their thinking or account for choices they have made in how they have learned.

9. School-community partnerships

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.

Low	Medium	High	Outstanding
There is no evidence of planned, deliberate partnerships with other institutions or organisations. Contacts with families, other education and training institutions, local businesses and community organisations, when they occur, are limited to isolated events. Although references may be made to 'partnerships', these partnerships are not based on collaboratively planned programs of activities with clear goals, roles and responsibilities.	The school has external 'partnerships', but rather than being built around a coherent, jointly planned program of activities to improve outcomes for students, these 'partnerships' tend to be mutually convenient arrangements (e.g.,, exchanges of expertise or the sharing of facilities between institutions or organisations). Such 'partnerships' often are established by individual members of staff and have limited whole-school support or engagement. The student needs that partnerships are designed to address may not be made explicit and, rather than being carefully planned, individual partnerships tend to be opportunistic in nature. Communications between partners are largely unplanned and infrequent. No plans exist to systematically review the effectiveness of partnerships, which typically are very dependent on the efforts of a small number of individuals and so have limited sustainability.	The school has established one or more partnerships with families, local businesses and/or community organisations with the express purpose of improving outcomes for students. Partnerships have generally been initiated by the senior leadership team and have their support. Each partnership brings staff and students of the school together with external partners such as families, other education or training institutions, local businesses and/or community organisations. All partners have a high level of understanding of, and commitment to, the purposes of the partnership and clear objectives have been set, expressed in terms of improved outcomes for students. Attention has been given to communication and to the sharing of experiences within the partnership; however, there may be no formal plan for reviewing the partnership's outcomes and effectiveness. ==There is evidence that the school's partnerships are being implemented as intended.== However, there may be limited evidence of improved student outcomes as a result of partnership activities – possibly because there has been insufficient time for them to demonstrate an effect.	==The school leadership team makes deliberate and strategic use of partnerships with families, local businesses and community organisations to access intellectual, physical and/or other resources not available within the school for the purposes of improving student outcomes. There is a range of currently operating partnerships, each carefully planned and designed to enhance student outcomes (for example, to broaden student knowledge, build new skills, develop more positive attitudes, increase engagement levels, create applied learning opportunities for students, or facilitate successful transitions to work or further education or training).== ==Each partnership has been established in response to an identified need. Considerable effort has been put into understanding students' needs, identifying appropriate partners to address those needs, planning the details of partnership programs and clarifying partner roles and responsibilities.== ==Careful consideration has been given to the benefits of the partnership to each participating partner.== Explicit processes are in place to ensure ongoing and effective communication – sometimes across networks of partners – and there are documented plans for monitoring and reviewing the effectiveness of each partnership. The school's partnerships are being successfully implemented and appear to be adequately resourced and sustainable. There is clear evidence that partnerships are having their intended impact.

Domain 9 Findings:

- Larrakeyah Primary School engages in a range of partnerships to provide strategic direction and opportunities and activities that are engaging, purposeful and relevant to the school's strategic direction. These partnerships have been deliberately chosen to value-add to an identified need and to support student outcomes.

- A Memorandum of Understanding (MOU) exists with the Confucius Institute at Charles Darwin University (CDU) and this supports delivery of Chinese language and cultural programs across all year levels. This MOU will be reviewed in 2021. The school also has a teaching school agreement with CDU for undergraduate students who are studying teaching and learning courses.

- Darwin City Schools have established a MOU to support the transition from primary to high school, to participate in Visible Learning, to share relevant data, and provide consistent assessment tools and moderation opportunities in reading and mathematics. Due to COVID-19 restrictions some of these activities have been cancelled this year.

- International School partnerships are in place with the Excelsior International School (Malaysia), Nanshan Chinese International College - Immersion School, and the Shekou International School (Shenzhen, China). These partnerships are deliberate and strategic and are linked to the school's improvement agenda.

- Established professional partners also include GEMS World Academy in Singapore, and the Australian International School in Singapore.

- The school has established regular communication with families. There is a newsletter published on the Skoolbag app., or by printed hard-copy, and a website. Use of the Seesaw app has increased in response to significant changes to face-to-face communication due to COVID-19 restrictions.

- Staff members, students and parents commented on the value of Seesaw in providing communication and in connecting families with their child's learning. Class newsletters are sent out in week 2 of each term to inform parents about the programs and topics being covered, the expectations around reading levels, library borrowing, specialist release time, and home learning options.

- Contact with pre-school families, some of whom have little or no English, is made through development of cultural understandings where 'the flag, food and language' is celebrated and displayed for each culture. Picture books, photographs, and student progress are regularly shared using the Seesaw app.

- Formal processes to systematically and regularly monitor and evaluate the impact of partnerships on student learning outcomes are yet to be established.

Recommendations, Commendations & Affirmations

Commendations

Larrakeyah Primary School is to be commended for:

- The development of a sharp and narrow improvement agenda sustained over time and leading to significant gains in student outcomes.

- The leadership teams' commitment to evidence-based decision making and learning from best practice nationally and internationally.

- The engagement of all staff in focus teams that help to drive the school's improvement agenda.

- The development of explicit targets that are rigorously monitored, with progress regularly reported to all stakeholders.

- The consistently high expectations that all stakeholders have of each other and the school.

- The development of a comprehensive school data plan and supporting assessment timelines and guidelines.

- The strategic use of human and physical resources in providing a wide range of learning opportunities and targeted support for students.

- The range of highly valued extracurricular activities such as the Eco Warriors, Animal Bosses and the annual school production/concert.

- The consistently calm focused learning tone in classrooms across the school and level of engagement of students.

- The enormous sense of pride and belonging in the school.

- The high levels of collegiality and support evident amongst staff members.

- The high priority on professional learning and the strategic provision of targeted opportunities for staff to engage in learning.

- The established program of systematic classroom observation and feedback.

- The extensive range of specialist subjects and extracurricular activities on offer.

- The well-researched, documented and implemented vision for quality teaching and learning.

- The leadership team's personal commitment to driving improvement, evident through their visibility in classrooms and through their ongoing provision of modelling, feedback and support to staff.

- The highly regarded triads, which enhance pedagogical practice and the collective efficacy of staff through peer observation and feedback.

- The deeply embedded, sustained and consistent use of Visible Learning strategies that support students to be assessment-capable.

- The extensive range of strategic, purposeful and highly valued partnerships supported by MOUs and aligned to the school's improvement agenda.

- The multiple means of communication and connection with families.

Affirmations

Larrakeyah Primary School is to be affirmed for:

- The enthusiastic and active role the Board plays in supporting the school masterplan.

- The development of staff data literacy and an emerging data culture.

- The data coaching that takes place twice a year.

- The growing culture of inquiry and innovation.

- The implementation of a student wellbeing survey.

- The initiative in substituting Brightpath benchmarks for NAPLAN benchmarks, and the use of Brightpath software in conjunction with regular and scheduled confirming sessions to increase the reliability of teacher judgement in writing.

- The work of some staff in designing open-ended assessment tasks that enable all students to demonstrate their learning.

- The peer support program and Larrakeyah Learners program.

- The newly initiated EAL/D support program.

- The beautifully maintained and attractive physical environment.

- The flexible and creative learning environments in classrooms that provide students with choice about how they learn.

- The emerging use of digital technology and the focus on creation rather than consumption.

- The creation of a programming policy that clearly outlines expectations for curriculum delivery.

- The provision of year level curriculum maps that provide clarity about what should be taught and when.

- The innovative use of an online blog and Seesaw to share what students are learning with parents and the wider community

- The extension activities available through LEAP, Tournament of Minds (TOM), and Robocup.

- The use of bump-it-up walls to exemplify writing progression for students.

- The focus on the continuous improvement of the school induction program to meet the needs of new staff.

- The high priority given to developing teacher capabilities in differentiation.

Recommendations

- Build staff capability and practice in using data and associated evidence to differentiate starting points for learning and to personalise curriculum, pedagogy and assessments for all students. Ensure the use of data and associated evidence is a feature of every teacher's classroom practice and that learning growth targets are set and tracked to make sure that every student is appropriately challenged and engaged. Develop teachers' capability to use these data on a regular basis to monitor their own effectiveness in meeting targets, and as evidence of continuous improvement and successful teaching.

- Collaboratively develop a whole-of-school approach to student and staff wellbeing that is informed by data, in order to continuously improve the school's capacity to meet individual needs and to promote staff working together in ways that further enhance the culture of mutual trust and support among staff.

- Collaboratively refine the school curriculum plan, paying close attention to the inclusion of general capabilities and cross-curriculum priorities. Closely link quality assessment task design to planning. Provide further opportunities for discussion among, and collaboration between, teachers to build staff understanding of curriculum planning and development. Monitor how curriculum delivery is designed and enacted to meet the needs of the range of students within each year level and across the years of schooling.

- Continue to develop staff capacity to identify, plan and document how they cater for the particular needs of all students, as well as high achieving and/or gifted students, to ensure that all students are optimally extended.

- Implement systematic and regular monitoring, evaluation and refinement of strategic partnerships and programs to ensure their sustainability, relevance and impact on student learning outcomes.
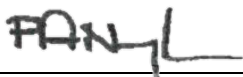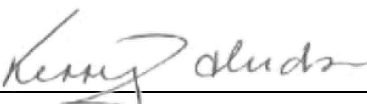
Sign off

Noted by:

Principal: _____ Date: 21 / 9 / 20
Fathma Mauger

Senior Director School
Improvement and Leadership: _____ Date: 24 / 09 / 20
Paul Nyhuis

A/Executive Director School
Improvement and Leadership: _____ Date: 24 / 09 / 2020
Kerry Hudson

General Manager School and
System Improvement: _____ Date: 25 / 09 / 2020
John Cleary

Finalised by SSIU: ☑
Date: 5/10/2020

TRM Report Reference: 50:D20:88541

TRM Summary Report: 50:D20:88544

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