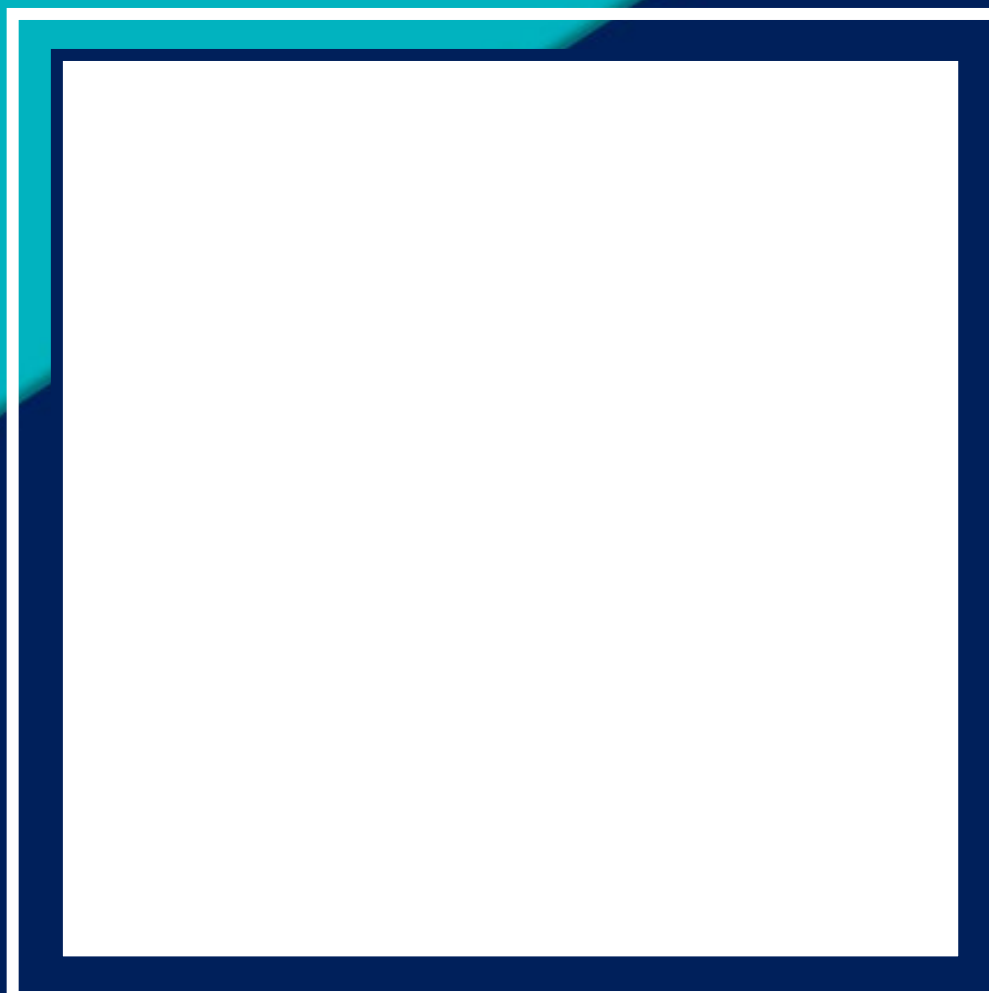


School Review Report

Larrakeyah Primary School



Review	School Review Report
Review Dates	11, 12, 13 November 2024
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Reviewers	Boyd Jorgensen, ACER, Lead Reviewer Tony Considine, NT Department of Education, Co-Reviewer Deborah Hodgkin, NT Department of Education, Co-Reviewer Siobhan Shaikh, NT Department of Education, Co-Reviewer (Mentoree).
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Acronyms	Full form
ACER	Australian Council for Educational Research
AP	Assistant Principal
ASIP	Annual School Improvement Plan
CIE	Cambridge International Education
DFM	Defence Force Mentor
EAL/D	English as an Additional Language/Dialect
EAP	Educational Adjustment Plan
ECA	Extra Curricular Activity
ICT	Information and Communications Technology
LTD	Learning Through Doing
NAPLAN	National Assessment Program Literacy and Numeracy
NCCD	Nationally Consistent Collection of Data
PAT	Progressive Achievement Tests
QSR	Quality Standards and Regulation

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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	5	5	100%
Permanent teachers*	25	23	92%
Teaching support staff	14	11	79%
Parents	N/A	20	N/A
Students	502	66	13%
Others	N/A	6	N/A

* A minimum of 85% of staff interviewed is recommended

Domains 1 – 9

School Improvement Too

1. Driving an explicit improvement agenda

The school leadership team and/or governing body have established and are driving an explicit, coherent, and context-appropriate school improvement agenda. The agenda reflects the school’s vision, values and aspirations, as well as the perspectives of students, families, teachers, and the wider community. It is grounded in evidence from research and analysis of school data, and expressed in terms of improvements in measurable student outcomes. Targets for improvement have been set with accompanying timelines and have been communicated to families, teachers, and students. High expectations for student learning progress, levels of engagement, and wellbeing underpin the school’s approach to improvement.

Low	Medium	High	Outstanding
<p>The school’s plan for improving current levels of student achievement, engagement and/or wellbeing lacks specificity, and is not widely understood.</p> <p>School leaders appear to be primarily focused on day-to-day operational matters.</p> <p>The school may have a vision/mission statement with associated values; however, these are not widely communicated and understood.</p> <p>There is little evidence that analyses of data inform strategic decision-making or the improvement plan.</p> <p>The effectiveness of initiatives is not systematically evaluated for impact.</p> <p>Expectations for school improvement are low and staff tend to ‘explain’ current achievement levels in terms of students’ backgrounds or individual characteristics.</p> <p>There is limited engagement with external sources to identify relevant evidence-informed strategies for improvement.</p>	<p>School leaders articulate a shared commitment to improvement and have identified priority areas in consultation with some stakeholders.</p> <p>The school has articulated a vision, values and aspirations, and a school improvement plan.</p> <p>Leaders are aware of how the school is performing through examination of key data sets. Goals and targets may be evident, but it is unclear how these were derived and how progress is being monitored.</p> <p>Strategies in the improvement plan may be unconnected and lack a rationale and/or evidence base. Improvement strategies are not systematically evaluated, and/or draw on a limited range of evidence.</p> <p>Staff are unclear about their roles and responsibilities in achieving school improvement goals and targets.</p> <p>There are no formal avenues for students to contribute to the strategic direction of the school. The wider school community is largely unaware of school priorities.</p> <p>The communication of school performance to the school community tends to be limited only to the information that the school is required to report.</p>	<p>School leaders have developed and documented an explicit agenda for improvement in consultation with staff, students, families, and community partners.</p> <p>This agenda, and the school’s progress towards it, are communicated to relevant stakeholders.</p> <p>The school makes explicit its vision and high expectations for student success.</p> <p>The leadership team analyses school performance data over time and is aware of changes in contextual circumstances and trends in student outcomes. Goals and targets for improvement, derived from analysis of data trends, are clear and accompanied by timelines.</p> <p>Staff are eager to learn from research and from other schools that have significantly improved. Leaders have articulated individual and collective roles in implementing improvement strategies.</p> <p>Staff enact evidence-informed strategies to support the achievement of targets and there is evidence of their effectiveness over time.</p> <p>Processes are in place to monitor and evaluate the impact of improvement strategies using a range of data.</p>	<p>The school leadership team is driving an explicit and detailed school improvement agenda. The improvement agenda is sharp and narrow, and focuses the whole school’s attention on improving student outcomes.</p> <p>Staff, students, families, and community partners are recognised as crucial contributors to the development and implementation of the improvement agenda.</p> <p>The improvement agenda reflects the school’s vision for high-quality teaching and learning, and a relentless focus on continuously improving student outcomes.</p> <p>Improvement plans are based on systematic analyses of a range of relevant evidence, including student engagement and wellbeing. The school sets challenging, yet achievable, measurable improvement goals and targets with accompanying timelines that are rigorously actioned.</p> <p>A coherent set of tailored evidence-informed strategies is being systematically implemented and evaluated. The school can demonstrate sustained improvement over time.</p> <p>There is a strong and optimistic commitment by all staff and the wider community to the school improvement agenda and a clear belief that further improvement is possible. Staff take collective responsibility for changes in practice required to achieve school goals and targets.</p>

Domain 1 findings

- Larrakeyah has developed and is implementing a clear and context-appropriate school improvement agenda. This is represented in the Annual School Improvement Plan (ASIP) focused on improving student achievement and growth in mathematics, as well as wellbeing and the feeling of belonging.
- The principal, leaders, teachers and the School Board are explicit and united in their commitment to improving outcomes for all students. Members of the School Board identify that a strength of Larrakeyah is that every student is treated as an individual and their learning and wellbeing needs are recognised and responded to.
- School Board members confirm they provide feedback on the ASIP, and a range of survey data is used to inform its construction. The principal acknowledges that a next step is to engage in more active and focused consultation with students, parents and community stakeholders in planning for school improvement.
- Teaching staff identify that they are deeply engaged in implementation of the ASIP, articulating a strong understanding of goals and taking initiative in teams in classroom implementation of those goals. Every teacher is a member of one of the literacy, numeracy, data or innovation focus teams. These teams are tasked with implementing the ASIP.
- Teachers articulate a strong belonging and belief in the work of their focus team and are authentically invested in driving school-wide improvement and addressing any obstacles, as well as elevating the quality of teaching and learning,
- Staff, students and parents consistently identify that the learning culture of Larrakeyah is predicated on high expectations and a commitment to working to achieve the exemplary standards evident in all facets of the school.
- Leaders and data focus team members state that student achievement and wellbeing data are tracked over time. Processes are meticulous in including the full range of data, which is documented in the data plan and assessment schedule. They cite a range of examples of how the examination of data responds to all students, including those with a range of different backgrounds, characteristics, interests and needs.
- School-improvement actions are driven by data. Data are regularly collected from multiple sources and analysed at various levels for improvement against the established goals and targets. Teachers confirm that data undergo robust interrogation. Additional data from students and parents are routinely sought to facilitate triangulation and precise decision making about the effectiveness of improvement strategies.

- The principal details a range of communication strategies in place with a clear intent of informing and endeavouring to engage parents in the school improvement agenda and areas for growth, as identified in the annual School Survey. A regular Community Digest features video vignettes from teachers and students and invites parents to respond with feedback. The principal and leaders identify high levels of parent response and incorporate that into the systematic approach to data-informed decision making.
- Leaders describe how programs and strategies for improving student learning, engagement and wellbeing outcomes are based in research evidence and data. These are closely monitored and evaluated for their effectiveness as a matter of course, and staff willingly pivot if a program or strategy is not achieving the desired outcomes. Evidence-based alternatives are sought through a proactive approach to research that often involves looking at successful programs or strategies nationally and internationally.
- The principal provides examples of how the school is viewed nationally and internationally as being innovative and high performing, welcoming staff from other jurisdictions who are seeking information about particular programs and approaches.

2. Analysing and discussing data

A high priority is given to the school-wide analysis and discussion of a broad range of systematically collected quality data on student learning, engagement, and wellbeing outcomes. Data analyses consider overall school, cohort, and individual performance, comparisons with similar schools and contexts, and evidence of improvement and/or regression over time. Analysis and discussion of data inform improvement goals, targeted teaching and learning strategies, and progress monitoring across the school.

Low	Medium	High	Outstanding
<p>School leaders make little use of data as the basis for decision-making. Engagement with data tends to be infrequent and limited to accountability requirements.</p> <p>There is either no data plan or it is being implemented in a minimalist fashion.</p> <p>Leaders do not prioritise the use of available infrastructure to support data collection, access, discussions, and analyses. There are no explicit expectations in relation to staff use of data.</p> <p>Teachers do not systematically gather or analyse a range of quality data, and make little use of evidence to reflect on their teaching. School leaders rarely use data to work with staff to monitor and evaluate the effectiveness of strategies. There are few planned opportunities for staff to be actively engaged in conversations with their colleagues about data or to engage in professional learning to build expertise in data analysis and use.</p> <p>Stakeholder involvement in data-informed discussions is limited. Leaders are unable to demonstrate how judgements of student performance and strategies for improvement are underpinned by analysis and discussion of data.</p>	<p>School leaders pay attention to some data sets about student learning, engagement, and wellbeing, and identify the areas in which the school is performing relatively poorly or well.</p> <p>There is a data plan in place that shows the range of data to be collected. However, the purpose and use of each data set is not explicit or widely understood across the school. Data analyses tend to be limited to high-level summaries of performance, which may be specific to priority groups of students. These summaries are communicated to the wider community as required and presented to staff.</p> <p>Infrastructure to support the collection, analysis, visualisation, and storage of data is in place. Systematic processes for data entry, centralisation of records, access, use and/or deep analyses are not evident.</p> <p>Teachers use some assessment data to establish where students are in their learning, but this tends to be at an individual or team level rather than a whole-school approach. There is some teacher collaboration in data use to target teaching to student needs.</p> <p>Opportunities to engage in professional learning to build skills in analysing and interpreting data are provided for some staff.</p> <p>Feedback is sought from stakeholders, including students; however, it is unclear how this information is systematically integrated into school improvement strategies.</p>	<p>School leaders view timely access to reliable data as essential to their effective leadership of the school.</p> <p>There is a widely understood plan for the systematic, ongoing collection of data on student learning, engagement, and wellbeing, including for priority groups and individual students. This plan makes clear the full range of data to be collected, its purpose and how it is to be used. It includes data from standardised and quality classroom assessments and data gathered from students, families and the wider community using a range of strategies.</p> <p>Staff members have been assigned responsibility for implementing elements of the plan, analysing, displaying, discussing, using, and communicating data. Processes are in place to optimise a breadth of data collection and in-depth analysis over time. Staff access, collect, and use a broad range of data to monitor student progress and respond to student needs.</p> <p>Time has been prioritised for focused discussions of data at the whole-school, team, and individual staff level to evaluate the effectiveness of strategies. Leaders set clear expectations for how data should be used to inform effective teaching. Targeted strategies are in place and time is set aside to build teachers' knowledge and skills in data use. Students engage in data-informed discussions about their own learning.</p>	<p>School leaders champion a school-wide culture of evidence-informed decision-making. Practices and processes at the whole-school, team, class, and individual staff level reflect a relentless focus on the purposeful use of data to improve practice.</p> <p>A systematic plan for the ongoing collection, analysis, and use of multiple sources of data across all levels of the school is being rigorously actioned.</p> <p>Well-integrated mechanisms enable centralisation of key data sets, routine data entry, access, and complex analyses. The collaborative use of data is deeply embedded as a school practice. All staff access and use data effectively and consistently to evaluate and enhance their impact.</p> <p>A high priority has been given to professional learning aimed at building individual and collective expertise in data analysis and use. A sophisticated understanding of data and how it is used to effect improvements in student learning is evident across the school.</p> <p>The school's strategies to engage students, families and the broader community reflect a clear commitment to regular use of stakeholder feedback. Students routinely engage in discussions with peers and staff to reflect on their learning using a range of data.</p>

Domain 2 findings

- Staff, learners and parents speak of an embedded school-wide data culture, aligned to clear learning intentions, that drives academic achievement and supports and informs responses to student wellbeing.
- A sophisticated and detailed data plan enables school leaders, teachers, students and parents to access and engage with data. This creates powerful collective action to improve learning outcomes for students. Multiple data sources and platforms facilitate engagement, conversations and interventions when required.
- All staff embrace the use of data to inform their classroom practice. They consistently review their engagement and performance data to improve their pedagogy. Staff are passionate about the difference they are making to their students' learning experience.
- A teacher-led data focus team leads professional learning and maintains a school data wall. All staff articulate the value of the team in driving individual and collective expertise in data analysis.
- Up to 20 per cent of the student enrolment comes from Defence families who are usually posted to different bases on a two- to three-year cycle. In response to this, the school has built a process to quickly assess the learning and wellbeing data of all new students. This determines correct starting points for learning and wellbeing needs. Some parents indicate that this process identified, addressed and resolved learning difficulties that had not been detected in previous schools.
- The school's detailed NAPLAN and PAT¹ analysis drives a whole-school improvement focus, informing strategies which are articulated in annual planning and monitoring. The leadership team has been relentless in seeking out best practice across Australia and overseas and implementing only those platforms and processes that have proven successful in similar contexts.
- The school leadership team regularly analyses data and evaluates programs for their impact on student learning and wellbeing. Most teachers convey that they are encouraged to be courageous about providing feedback regarding programs that are not achieving their intended outcomes. They say that leaders are responsive to and act upon their feedback.

¹ Progressive Achievement Tests (PAT) is an integrated approach to improving learning by measuring a student's knowledge, skills and understanding in a subject. For example: PAT-M – mathematics, PAT-R – reading, PAT-S – science.

- The ASIP has goals for improvement in mathematics, wellbeing and writing. All staff know their students' performance in these areas and articulate the collective and individual strategies they have in place to monitor and improve their learners' outcomes.
- All classroom teachers routinely conference with students in relation to individual goals to facilitate growth across the full range of learning areas. Students, staff and parents consistently report that this embedded approach is highly valued.
- All students highlight the importance of their individual data folder and how they utilise it on a weekly basis to measure their improvement and help to inform their goal setting into the future.

3. Promoting a culture of 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 families. Diversity is valued and celebrated. There is a strong collegial culture of mutual trust and support among teachers and school leaders, and families are treated as partners in their child’s education. The school works to create a culture of continuous improvement for both staff and students. Staff build and maintain a safe, supportive, and orderly learning environment that promotes intellectual rigour.

Low	Medium	High	Outstanding
<p>School-wide strategies to foster an orderly learning environment may not be evident - or effectively implemented.</p> <p>A deliberate focus on continuous improvement in teaching and learning is not apparent. Staff often work in isolation from colleagues. They are not convinced that their efforts are making a difference to student outcomes. Morale is low and staff turnover is high.</p> <p>A significant proportion of students are disengaged, may not consistently attend school, and/or exhibit behaviours that are not conducive to a productive learning culture. Interruptions to planned teaching time are frequent. Staff spend a considerable amount of their time responding to behavioural problems.</p> <p>There are few strategies in place to actively strengthen home - school partnerships, including drawing upon families’ in-depth knowledge of individual learners.</p> <p>Planned opportunities for students to have a voice in the school and/or have their successes acknowledged are infrequent. There is a limited sense of belonging to the school community. Staff do not consistently recognise and cater to students’ diverse backgrounds, interests and needs.</p> <p>Strategies to support staff and/or student wellbeing are generally reactive, and/or lack an evidence base.</p>	<p>The principal and school leaders have articulated explicit expectations in relation to creating and maintaining an orderly learning environment. Staff, students, and families are aware of these expectations and, in the main, agreed strategies are being implemented.</p> <p>Learning environments are mostly orderly with some interruptions to planned teaching time. A small minority of students have high rates of absenteeism. Some students appear to be minimally engaged in productive learning.</p> <p>Staff express optimism about the difference they can make to student outcomes. Staff morale is generally positive.</p> <p>Staff are open to working cooperatively to refine teaching and learning. Interactions between staff, students, families, and community members are generally caring and respectful. The school provides opportunities for families to participate in organised events, including scheduled time to meet with teachers about their child’s learning. There are opportunities for recognition of students’ successes and for students to have a voice.</p> <p>Staff recognise students’ diverse backgrounds, interests and needs and are supported to implement responsive practices.</p> <p>Some processes and structures for supporting wellbeing across the school are in place.</p>	<p>The principal and school leaders promote a belief that staff collectively make a difference to student outcomes. Strategies are in place to support a school-wide shared responsibility for successful student learning. Staff collaborate in the pursuit of continuous improvements to teaching and learning. Staff morale is generally high.</p> <p>Evidence-informed strategies in support of an orderly learning environment are well known and actioned consistently. There is a strong focus on the creation of a culture in which all students are expected to learn successfully, in their own ways and at their own pace. Learning time is valued, attendance rates are high, and instructional environments are productive.</p> <p>Interactions between staff, students, families, and community members are consistently caring and respectful. The school values and celebrates the diverse backgrounds, strengths, and aspirations of its students and embeds practices responsive to student needs.</p> <p>A range of mechanisms is used to capture and action student voice. Families are welcomed as partners in their child’s learning.</p> <p>Targeted strategies are in place to further strengthen students’ and families’ connections to the school.</p> <p>The school has proactively implemented school-wide, evidence-informed processes and structures to promote wellbeing.</p>	<p>The principal and other leaders nurture a school-wide culture of quality learning and continuous improvement. The school ethos is built around high expectations and a commitment to excellence. All staff take collective responsibility for optimising student outcomes. There is a clear sense of optimism that every student will experience success. Collaboration drives continuous refinement in teaching and learning. Staff morale is consistently high.</p> <p>Teachers set high academic standards and place an unrelenting focus on quality learning. Learning environments are focused and vibrant. Instructional time is used effectively. Attendance rates are consistently high. High levels of trust and mutual respect are apparent across the entire school community. Families are valued as partners in student learning.</p> <p>Practices responsive to students’ diverse needs are collaboratively planned, proactively implemented, and deeply embedded across the school community.</p> <p>Student voice is actively sought and acted upon and the school values and celebrates a wide range of students’ successes.</p> <p>Evidence-informed, impactful strategies are rigorously implemented to optimise wellbeing.</p> <p>There is a happy, optimistic feel to the school and all school community members express a strong sense of belonging and pride.</p>

Domain 3 findings

- A culture of quality learning and continuous improvement is evident. All teachers articulate their high expectations for themselves and their students. They describe how they collaborate with their teams, leaders, specialist teachers and support staff to improve student achievement. All teachers describe how they are supported by peers as mentors and in professional discussions to improve teaching and learning.
- Students and staff articulate their pride in being a part of the school community and how much they enjoy their learning. Students are proud to show their data and explain how they demonstrate progress towards their goals. All students feel they are achieving success. Goals, learning intentions and tools such as word walls or concrete materials supporting school priorities are visible and actively used in all classrooms, which are engaging learning environments.
- In addition to classroom differentiation, the school uses a variety of withdrawal and extension programs to meet learners' diverse needs, as well as programs based on student interests. Classroom and specialist teachers collaborate to ensure students are not missing out when they are in intervention programs.
- The school has consistent, embedded processes to support students with additional needs. All students with disability who require Educational Adjustment Plans (EAP) work towards agreed goals alongside Australian Curriculum Version 9 outcomes, in consultation with parents. The progress of English as an Additional Language/Dialect (EAL/D) learners is monitored against the progressions, in addition to literacy. Those data are used by most teachers in their weekly collaborative planning to drive teaching.
- The school encourages deep learning and application through the Larrakeyah Learner for all students and extension programs. All students can articulate and explain the 4Cs of creativity, communication, critical thinking and collaboration, and give examples of how they are used in the classroom. Extension programs and the student leadership team focus on real-world challenges. The QUEST² and ASPIRE programs are very popular with all students, who enjoy learning in authentic settings.
- Students, parents and staff describe positive, caring relationships with teachers and support staff. Students articulate that they can identify people they trust and who care about them. The students feel that the school is a safe place they enjoy going to. Students can all explain the school values of: "Achieve, respect and responsibility", and can give examples of how they are used in classes.
- The school puts a high priority on wellbeing, identified in the ASIP. All staff and parents can articulate this, and teachers describe how it is an equal part of their weekly planning, along with academic data.

² QUEST is a school inquiry-based learning program for years 5 and 6 with real-world problem solving and application of knowledge and skills and utilising a significant range of community partners. ASPIRE is a similar program, aimed at Transition to Year 4 students.

The school has systematically embedded a coherent approach using a range of evidence-informed wellbeing strategies.

- Staff describe a culture which is collaborative, collegial and supportive, where there is a sense of community, wellbeing is prioritised, morale is high, levels of trust are elevated and there is confidence in school leaders.
- Students, teachers and leaders all describe how daily emotion checks through the YouHue app are monitored and that there is timely follow-up. There is explicit teaching about emotions and regulation linked to the Australian Curriculum Version 9 learning areas and general capabilities, and teachers use trends in the wellbeing data to plan mindfulness days.
- Targeted interventions for students who require more explicit social emotional teaching are available school wide. Students, parents and staff all describe the positive impact the programs have had. They can give examples of how students are using learning to regulate their emotions.

4. Targeting school resources

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

Low	Medium	High	Outstanding
<p>There is lack of clarity/consistency in school processes, expectations, and responsibilities for identifying student needs and allocating resources accordingly.</p> <p>Decisions about how school resources are allocated are not driven by systematic analyses of student needs.</p> <p>Access to resources may not be equitable across the school.</p> <p>There is little strategic oversight as to how school and staff time is managed. Resourcing decisions concerning students requiring additional or specialist support tend to be reactive.</p> <p>Resources and staff expertise are not always directed to support students with the highest needs.</p> <p>The school's physical environment, facilities and available technologies are not utilised effectively and/or maintained in a way that enhances learning.</p>	<p>The school uses its resources to maintain the effective operation of the school although systematic analyses of student needs may not consistently drive resourcing decisions.</p> <p>Some strategies are in place to monitor the impact of resourcing allocations.</p> <p>Roles and responsibilities in relation to resource management are defined.</p> <p>Leaders plan staff and school time, although consistent monitoring and management may not be evident.</p> <p>Resources are targeted to provide additional or specialist support for identified students. Support interventions are primarily stand-alone initiatives.</p> <p>The school allocates resources to maintain its physical environment. Some learning spaces are used creatively to facilitate student learning.</p> <p>There are some articulated strategies for the use of available technology. Its targeted use varies across the school.</p>	<p>Systematic analyses of student needs inform the allocation of resources. Priority is given to evidence-informed strategies to improve student outcomes.</p> <p>Roles, responsibilities, and expectations regarding the allocation of resources have been articulated and widely shared.</p> <p>The school monitors the impact of its resourcing including school and staff time. Monitoring informs decisions about the ongoing flexible deployment of resources.</p> <p>School-wide resourced approaches are in place to meet the needs of students who may require additional or specialist support. Strategies are evaluated for impact.</p> <p>The school's physical learning environment is maintained and enhanced to support equitable access and effective learning.</p> <p>There is a planned approach to the integration of available technology and its purposeful use across the school.</p>	<p>School resources are strategically and equitably allocated to provide the conditions needed for sustainable school improvement.</p> <p>Systematic and ongoing data analyses are used to identify student needs, allocate resources, and monitor their impact. Creative school-wide solutions for addressing student needs are in place and there is evidence of positive impact.</p> <p>Strategic planning, rigorous monitoring, and flexible deployment ensures resources are used optimally. Staff time is used efficiently and effectively. Leaders preserve and privilege teaching and learning time.</p> <p>Targeted resourcing enables equitable access to learning for all students. Systematic early identification of students requiring additional support drives flexible resource allocations.</p> <p>The school can demonstrate how resource allocations have led to significant improvements in student outcomes.</p> <p>Resources have been committed over time to maintain and enhance the school's physical environment. Learning spaces are designed and used to support the school's vision for teaching and learning. Available technology is seamlessly and creatively integrated to support teaching and learning across the school.</p>

Domain 4 findings

- A relentless focus on school improvement, informed by multiple sources of data, drives the allocation of resources.
- The business manager and leaders deliver a systematic approach to budget development. Financial and human resources are allocated from cash and credit budgets. Individual budgets and allocations are driven by historical records, as well as current system and school data.
- The allocation of school resources is prioritised on the basis of student needs, and there is evidence of systematic resource allocations following the data on student learning and wellbeing needs. Examples include in-house expertise being dedicated to whole school interventions and programmatic responses.
- NAPLAN, PAT, Nationally Consistent Collection of Data (NCCD),³ EAPs and school-derived data are analysed to identify student needs. Regular monitoring of student performance and wellbeing data measures impact. A feature of Larrakeyah is the innovative, school-wide solutions that minimise the use of relief teachers, providing students with continuity of staffing.
- All teachers report they are well supported by timetabling that effectively allocates time and resources to enable collaborative curriculum and assessment design and moderation. Strategic allocation of specialist teachers allows for targeted withdrawal groups and productive in-class groupings.
- Teachers and parents can clearly articulate the school approach used to meet the needs of students who require additional or specialist support. Collaborative planning with staff and regular progress monitoring are used to gauge and celebrate improvement.
- All staff reflect that they are busy. They recognise that school leaders have developed systems to enable time for preparation, assessment design and professional development. Staff express appreciation that the administrative team places high value on engaged teaching time, and that it privileges teaching and learning time to strengthen students' continuity of learning.
- Students have access to a range of information and communications technology (ICT) resources, including iPads and desktop computers. An ICT coordinator facilitates device integration in core and

³ NCCD is an annual collection of information from all Australian schools on the numbers of students with disability and the adjustments they receive.

specialist classes. Teachers, students and parents report that IT support is responsive and there is little downtime.

- Although Larrakeyah was opened 60 years ago, school infrastructure has been updated and is very well maintained. There is an absence of damage and graffiti, and the school is a welcoming and exciting place for students. The School Board has a master plan for the site and has advocated and invested in shade and undercover areas. Indoor and outdoor learning spaces are attractive, and classrooms are richly decorated with displays of student work. Staff, parents and students identify that the school is well maintained, with all learners expressing pride in their school.

5. Building an expert teaching team

The school has found ways to build a school-wide, professional team of highly capable teachers. There is a strong focus on continuous professional learning for all staff and shared responsibility for students' progress in learning. Explicit processes are in place to encourage school-wide collaboration and effective networking with other schools and learning organisations, as well as leadership development opportunities for staff.

Low	Medium	High	Outstanding
<p>The school's approach to professional learning is not centrally coordinated, driven by strategic direction, or evaluated for impact. Stand-alone professional learning activities are undertaken by some teachers.</p> <p>There is little evidence that school leaders are proactive in the recruitment, retention, and development of staff.</p> <p>The development of a professional learning community with planned opportunities for regular teamwork, professional discussion and reflection does not appear to be a driving consideration of leaders. Leaders are rarely involved in leading and modelling professional learning. Staff may have some involvement in determining their professional learning foci, although this is primarily through personal reflections in isolation.</p> <p>Opportunities for staff to receive feedback on their practice via peer observations, mentoring, and coaching are incidental and predominantly initiated by individual teachers. Teachers may experience barriers to accessing tailored professional learning to deepen their understanding of how students learn in curriculum areas and/or expand their disciplinary knowledge.</p> <p>Staff tend to be given opportunities to undertake leadership responsibilities when a need arises.</p>	<p>There is a planned approach to professional learning. Staff are encouraged to work in teams and learn from each other.</p> <p>Leaders are supportive of staff networking with other schools and learning organisations. Staff regularly undertake professional learning activities. These are not necessarily aligned to school priorities and individual needs or monitored for impact.</p> <p>Leaders work to attract, retain, and develop staff suited to the school context. Recruitment strategies tend to address short-term needs.</p> <p>There are some opportunities for staff to lead professional learning and participate in peer observation, coaching and mentoring.</p> <p>Processes are in place to identify and address teacher professional learning needs specific to how students learn in curriculum areas as well as disciplinary knowledge.</p> <p>The school provides opportunities for staff with potential to take on leadership responsibilities. Leaders in acting roles are supported to build their capability.</p>	<p>School leaders see the development of a school-wide, professional team of highly capable staff as central to improving outcomes for all students. They regularly lead and model professional learning.</p> <p>There is a planned approach to professional learning, aligned with improvement priorities and the individual needs of teachers. Professional learning is evaluated for impact. Strategies are in place to attract, retain and develop staff with specific expertise and to address identified school needs.</p> <p>Leaders intentionally build a professional learning community. Teams meet regularly and purposefully to learn from each other. Mentoring, coaching, peer observation and the purposeful building of professional networks are prioritised.</p> <p>Staff are engaged in collaborative reflections with their peers. Leaders encourage staff to pursue further study. Teachers regularly participate in tailored professional learning designed to expand their disciplinary knowledge and deepen understandings of how students learn.</p> <p>Leaders foster internal leadership development. Targeted strategies are in place to support capability building for staff undertaking leadership responsibilities.</p>	<p>School leaders enact their commitment to a school-wide, self-reflective culture focused on continuously improving teaching practices.</p> <p>The school systematically implements a coherent professional learning plan which is tightly aligned to improvement priorities and monitored for impact. Leaders have worked strategically over time to attract, retain, and professionally grow their teaching team, addressing any identified gaps in expertise.</p> <p>All staff collaborate as part of a professional learning community and are deeply committed to the continuous refinement of practice, regardless of their level of experience.</p> <p>Collaboration time is prioritised and spent wisely. Teachers regularly spend time together planning for and assessing learning, engaging in collective professional inquiries as well as participating in and learning from peer observations, mentoring, and coaching opportunities.</p> <p>All teachers have an in-depth understanding of curriculum areas they teach, as well as typical student developmental pathways. They are eager to keep up to date with new developments in their fields, share expertise with others within and across schools and learning networks, and are supported to continue further study.</p> <p>Leaders prioritise staff involvement in planning for and leading professional learning. Opportunities for professional learning are differentiated according to individual staff aspirations, interests and levels of experience and expertise. Leaders implement targeted strategies to nurture and develop staff leadership capabilities in authentic contexts, supported by opportunities for reflection.</p>

Domain 5 findings

- Leaders have established, continuously monitor and actively support a school-wide professional learning community focused on improving teaching practice through use of data, particularly in the Larrakeyah priorities. Leaders prioritise working with all teachers through their planning teams. Teachers express their appreciation for the leaders' guidance and expertise.
- All teachers articulate how they are empowered to frequently collaborate with colleagues, mentors and leaders through dedicated planning and learning in year groups, plus phases of learning and focus teams. These different teams and the active participation of leaders mean that all teachers have a wide network of colleagues they are collaborating with and learning from.
- Larrakeyah has a systematic professional learning plan, driven by data and the focus teams, aligned to the school priorities. All teachers affirm the expectation to take on leadership roles in their planning group, based on their focus team, with different members taking the lead in numeracy, literacy, data and innovation. This includes graduate and early-career teachers, who have the opportunity to coach or model in their focus area.
- Each focus team has a plan which is monitored against the school improvement plan. The impact of learning is evident in the weekly data inquiry and reflection in the planning groups. Teachers express their support for the professional learning plan.
- Leaders recruit strategically, with national searches focusing on the specific needs of the school that will further the improvement agenda. New staff describe a comprehensive induction and support program, including mentors, operational guidance and ongoing learning on the high Larrakeyah expectations, priorities and ways of working.
- All educators express their appreciation for the support and openness of other staff and leaders, and report that they feel confident asking for help. Staff who require further coaching appreciate it as a positive experience and have been able to improve their teaching practice.
- Staff express confidence in their collaborative planning and preparation, and ability to tailor assessment and learning activities for their students. Teachers articulate their understanding of the curriculum areas they plan for, and they all participate in planning the final summative assessment tasks each term. Some teachers convey that they are developing confidence in all areas they teach, and acknowledge that they are reinforced and supported by their colleagues.
- Staff coaching and mentoring are differentiated with multiple opportunities. Teachers observe and give feedback on practice to peers in triads, and school leaders conduct visible learning walk-throughs and

talk to students about their learning. Students are able to articulate what they are learning, and how it relates to their previous work in the area.

- Members of the focus teams engage in targeted and intentional professional learning guided by the school improvement plan. Teachers visited a leading interstate independent school to observe use of artificial intelligence, while the numeracy team works with the Learning Through Doing (LTD)⁴ coach. Educators can articulate how the focus teams share their learning, through leading after school and lunch sessions and demonstrations, and having other teachers observe their teaching.
- Leaders value reaching out and forming broad networks, including Cambridge International Education (CIE) and with schools in Queensland, Victoria and Singapore which have innovative practice to share that will advance the school priorities. One of the results of these networks is the YouHue wellbeing app. The app is a cornerstone of the wellbeing and data programs and has driven improvement in this area.

⁴ *Learning Through Doing is a step-by-step approach to mathematics, with structured, hands-on, high-impact use of visual mathematical models to support learning.*

6. Leading systematic curriculum implementation

The school has a coherent and comprehensive plan for implementation of the prescribed curriculum that ensures consistent teaching and learning expectations and a clear reference for monitoring and communicating learning progress over time. The plan embeds evidence-based teaching, learning, and assessment practices. It focuses on building students' disciplinary knowledge and skills, as well as broader capabilities and dispositions. It has been designed through consultation with the school community and is flexibly implemented to ensure responsiveness to individual student and contextual needs. The curriculum implementation plan is regularly evaluated and refined to maximise student outcomes.

Low	Medium	High	Outstanding
<p>School leaders and teachers have limited familiarity with prescribed curriculum documents. Planning occurs at the level of the individual teacher and teaching team.</p> <p>Teaching plans lack flexibility and consideration of students' starting points, learning needs, interests, and backgrounds. Students, families, and the wider community have limited input into curriculum implementation planning.</p> <p>Planned learning experiences largely focus on coverage of specified content. Assessment is mainly used to make judgements about student achievement of curriculum intentions. Reporting of achievement is infrequent and comprises high-level summaries of performance with little guidance on how families might assist learning.</p> <p>Teachers have limited opportunities for professional learning to support curriculum implementation and review. Few processes are in place to review and refine curriculum implementation.</p>	<p>The school has a documented plan for implementing the prescribed curriculum. There are emerging structures and processes that support teachers to plan collaboratively and leaders to monitor curriculum alignment across learning areas, as well as the continuity of learning across the years of schooling.</p> <p>Teaching plans allow some flexibility for students and reference their starting points, learning needs, interests, and backgrounds. When localisation of curriculum occurs, it is generally not informed by consultation with students, families, and the wider community.</p> <p>Planned learning experiences focus predominantly on the acquisition of disciplinary knowledge, with some opportunity for application.</p> <p>Teachers regularly use assessment to make judgements against curriculum outcomes and monitor student progress. Formal and informal processes are used to communicate achievement to families and students with some guidance for families on actions they might take.</p> <p>Professional learning opportunities are provided to support curriculum implementation and review. Leaders encourage teachers to review and refine curriculum implementation.</p>	<p>The school's documented plan for implementing the prescribed curriculum reflects shared values about teaching, learning and assessment. The plan is communicated widely to stakeholders.</p> <p>There are well-established structures and processes that support collaborative planning. School leaders play an active role in monitoring alignment of the curriculum across learning areas and continuity of learning across the years of schooling.</p> <p>Teachers regularly draw on their knowledge of individual students to ensure that learning experiences respond to students' starting points, learning needs, and backgrounds. Curriculum planning is regularly informed by consultation with key stakeholders to be flexible and responsive to contextual needs.</p> <p>Planned learning experiences prioritise the building of students' conceptual understandings and disciplinary skills, as well as capabilities and dispositions.</p> <p>Assessment practices reflect intended curriculum outcomes and are used to monitor and enhance student progress. Staff regularly communicate with students and their families about achievement and progress over time. Conversations focus on how families can actively support learning.</p> <p>Professional learning opportunities that support curriculum implementation and review are ongoing and accessible to all leaders and teachers.</p> <p>Leaders and teachers regularly review and refine curriculum implementation.</p>	<p>The school has a coherent and comprehensive plan for implementing the prescribed curriculum that reflects the school's vision. There are structures and processes in place which enable continuity of learning across the years of schooling.</p> <p>Curriculum expectations are well understood by key stakeholders. Leaders and teachers plan collaboratively to ensure alignment between the school's curriculum implementation plan, teaching, learning, assessment, and reporting.</p> <p>Students' learning needs, interests, and aspirations are at the centre of curriculum implementation practices. Contextual needs are considered in consultation with students, families, and the wider community, driving responsive and flexible curriculum implementation.</p> <p>Planned learning experiences reflect a sustained emphasis on developing students' conceptual understandings and skills in transferring and applying disciplinary knowledge to meaningful contexts and problems.</p> <p>Assessment practices enable teachers to routinely draw on quality evidence of student learning and progress to optimise achievement of curriculum outcomes. School-wide processes are in place that support consistency in professional judgements. Teachers and school leaders regularly engage in rich discussions with students and their families about achievement and progress over time.</p> <p>School leaders work alongside teachers to coordinate and review curriculum implementation and professional learning to ensure alignment with evidence-informed practice and enhanced student outcomes.</p>

Domain 6 findings

- Larrakeyah has developed and is implementing an explicit, coherent and sequenced, whole-school plan for curriculum. The plan reflects the school vision and is widely shared with stakeholders.
- The Australian Curriculum Version 9 provides the foundation for curriculum development and delivery. As the school is a CIE school, the Cambridge curriculum in English, mathematics and science is implemented across Transition to Year 6 to support Version 9. Alignment of the CIE curriculum with the Australian Curriculum is clearly documented.
- Teachers articulate that the CIE curriculum is a valuable resource that deepens learning and engagement for students and that there is a particular focus on implementing the arts, physical education, ICT and EAL/D curriculum across all year levels.
- The school has developed and is implementing a thorough planning process led by the curriculum and assessment assistant principal (AP) that engages teachers in collaborative planning, and rigorously addresses the achievement standards of the Australian Curriculum.
- Planning is precise, and is led and facilitated by the curriculum and assessment AP. It is being undertaken at four levels – comprehensive subject overviews that underpin detailed, termly scope and sequence documents, which guide teachers in collaboratively developing units of work, and enable individual programming. Teachers attest to the efficacy and consistency of the planning process.
- Collaborative planning time expectations and protocols are explicitly documented. Staff convey that this clarity is very helpful, particularly along with the leadership and guidance that are being provided by the curriculum and assessment AP in the collaborative planning processes. Teachers express confidence that they are planning for the alignment of curriculum, teaching, learning and assessment. Leaders and teachers agree that educators are receiving regular feedback on their team planning and individual programming.
- Leaders and teachers believe that the meticulous attention to detail in the planning processes, in conjunction with the assessment schedule, enables teachers to accurately monitor learner progress over time and provide for authentic student feedback and reporting to parents.
- Planning clearly accommodates broader capabilities and dispositions. Student learning, needs and interests actively inform the curriculum. The curriculum meets the contextual needs of the location and students. Leaders and teachers identify that students' capabilities in transferring their disciplinary knowledge into problem solving and different contexts are facilitated through the embedded nature of

the 4Cs, inquiry learning, QUEST, ASPIRE and extension programs. Year 5 and 6 students are vocal in their praise and enthusiasm for QUEST, which they see as providing authentic learning experiences.

- A specialist teacher implements a Cooking and Gardening Program based upon the technology and design and health curricula to students in years 3 to 6, design thinking and Eco-Warriors extracurricular programs, strongly integrating the school values and 4Cs. Many students and parents express the enjoyment and engagement of these programs.
- The principal and leaders acknowledge that a next step in ensuring that the enacted curriculum is flexible, dynamic and responsive to contextual needs is to engage in more active and focused consultation with students, parents and community stakeholders.
- The professional learning plan ensures opportunities are being provided to build staff capability in curriculum planning, implementation and review. The curriculum and assessment AP cites as an example the recent significant investment in professional learning for teachers to support them in implementing LTD in mathematics.
- The school has established clear processes to review and refine curriculum. Teaching teams regularly interrogate data related to student achievement and complete a reflection and evaluation each term to determine what has worked and what could be changed.

7. Differentiating teaching and learning

The school places a high priority on differentiated teaching and learning to ensure that students are learning successfully. Teaching practices across the school reflect the belief that all students can make excellent progress regardless of their starting points, if they are given appropriate learning opportunities and necessary support. Teachers closely monitor individual student progress and tailor classroom practices to best meet student needs. Targeted interventions are in place for students identified as requiring additional support.

Low	Medium	High	Outstanding
<p>There does not appear to be a school-wide shared vision or approach for differentiated teaching and learning.</p> <p>Information about students may not be readily provided, easily accessed, and/or utilised as starting points for differentiated teaching.</p> <p>Planned learning experiences are uniform, with little or no flexibility to respond to students' learning needs, interests, and backgrounds.</p> <p>Instructional approaches and learning experiences are mainly designed to cater for students performing at the minimum expected level. There tends to be an acceptance that some students will not be successful learners.</p> <p>Students are provided with some opportunities to choose topics for assessment tasks. Interventions for students requiring additional support are often devised by teachers without consultation, guidance, or assistance and are rarely evaluated for impact.</p>	<p>School leaders articulate an expectation that teachers differentiate teaching and learning. Whole-school agreed ways of working have not been established.</p> <p>Staff recognise that students differ in many ways and seek to respond to their varying learning needs, interests, characteristics, and backgrounds.</p> <p>Teacher planning includes the use of some differentiated strategies to respond to observable learning needs. Some teachers use assessment data to establish where students are in their learning, monitor progress and inform adjustments to teaching.</p> <p>Students are given opportunities to reflect on their own progress and aspirations, but do not routinely engage in personalised goal setting.</p> <p>Processes are in place to identify students who require additional support, and efforts are made to respond to their needs.</p> <p>Consultation with families about adjustments is predominantly limited to when required.</p>	<p>Clear expectations and agreed ways of working to differentiate teaching and learning are evident.</p> <p>Staff act on the premise that for students to learn successfully, teachers must tailor learning to students' learning needs, interests, characteristics, and backgrounds.</p> <p>Evidence from a range of accessible assessment methods is used as a starting point for differentiation and to measure progress. Ongoing monitoring of individual student progress and student feedback informs adjustments to teaching.</p> <p>Teacher planning is responsive to students' varying needs. Student work reflects differentiated learning and assessment tasks where appropriate.</p> <p>Students regularly determine and/or co-construct individualised goals, reflect on progress towards these, and set new goals based on progress and success.</p> <p>Students who require additional support are systematically identified using a range of evidence. Staff regularly consult with specialists, families, and students to inform implementation of a range of evidence-informed adjustments and/or interventions.</p>	<p>There is a school-wide commitment to all students making excellent progress, irrespective of their starting points for learning. A shared vision for differentiated teaching and learning drives classroom practices.</p> <p>Creating accessible, engaging, and challenging learning experiences for all students is an embedded way of working in the school.</p> <p>Teachers proactively plan their teaching approaches based on in-depth and ongoing analyses of a range of evidence, including input from students, families, and professional staff.</p> <p>Assessment is accessible to all students and used effectively to monitor individual progress over time and to make adjustments in response to identified needs. Students continuously engage in cycles of goal setting, monitoring their progress and setting new and challenging goals.</p> <p>Rigorous and impactful strategies for supporting students that require targeted interventions are embedded.</p> <p>The perspectives of students, families and relevant professional staff shape timely adjustments to best meet student needs.</p>

Domain 7 findings

- There is clarity and consistency in the school definition of differentiation, recognising that it occurs through the learning environment, content, processes and products. This definition is visually represented in multiple teaching and learning spaces across the school and is evident through all aspects of curriculum planning and delivery.
- Teachers confirm a school-wide commitment to meeting students at their point of need, taking into consideration prior knowledge and skills, interests, characteristics and backgrounds. Teachers speak confidently and knowledgably of the ways they go about this.
- Leaders articulate clear expectations to differentiate teaching and learning for every student. This is reflected in consistent and judicious use of school-based data to inform differentiated curriculum planning, assessment design and provision of tailored intervention for students requiring additional support. Pre-testing is utilised as standard practice to inform teachers of individual student entry points and differentiate learning experiences accordingly.
- High-achieving students acknowledge the multiple opportunities to extend their learning through the suite of programs offered at the school. These include the upper Primary Learning Enrichment Activities Program, ASPIRE and QUEST, and elective learning opportunities such as the Tournament of Minds.
- All students have an individual data folder that references their learning goals. Students access these regularly and have a strong sense of ownership over them, talking knowledgably of their goals and next steps in learning. This is supported by the three-way conferencing model adopted by the school.
- Students with additional learning needs are being supported through collaborative development of EAPs with families. The EAP process is well documented and strengthened through frequent monitoring in the Thrive NCCD app. Where required, students with an EAP are supported onsite by the Department of Education and Training and external allied health providers.
- Whilst more than 43 per cent of students come from an EAL/D background, the majority are at or above level in relation to language proficiency. The school's multi-faceted and data-informed approach to differentiation is meeting the needs of all EAL/D identified students as supported by the evidence of growth. Targeted interventions, in particular, are contributing to significant student success at every level of the EAL/D learning progressions.
- Most teachers confirm targeted intervention is provided alongside differentiated in-class provision to develop students' language acquisition and capacity to access the curriculum. Teachers identify that the principal EAL/D pedagogy for students below level is a focus on vocabulary.

- Students with EAPs are supported to transition into Secondary education through the sharing of a holistic range of data with the destination Middle school.
- Many students convey that, due to the differentiated practices, they belong and can achieve as learners.

8. Implementing effective pedagogical practices

The 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 and establish and communicate clear expectations concerning the use of evidence-informed teaching practices in all classrooms. All teachers understand and use effective teaching strategies to ensure that every student is engaged, challenged, and learning successfully. Implementation of effective pedagogical practices is facilitated through purposeful collaboration. Leaders work alongside teachers to draw on a range of evidence to evaluate and continuously refine pedagogical practices to maximise their impact on student learning.

Low	Medium	High	Outstanding
<p>The principal does not appear to have strong views on the characteristics of effective teaching or seek to improve pedagogical practices across the school.</p> <p>There is no obvious school-wide discussion or consideration of effective pedagogical practices.</p> <p>The principal and other school leaders spend little time modelling, observing, or providing feedback on teaching practice. Pedagogy is viewed largely as the responsibility of teachers.</p> <p>Teaching staff use pedagogical practices that are not necessarily evidence informed.</p> <p>There is a lack of clarity about what students are expected to know and be able to do, minimal explicit and guided instruction, limited aspirations for student progress, and little attention to individual learning needs.</p> <p>There is limited use of feedback or evaluation of the effectiveness of teaching strategies to guide teaching and learning.</p>	<p>The principal is explicit about their desire to see the use of effective pedagogical practices across the school but is less clear about the nature of these practices.</p> <p>Staff discussion of effective and evidenced-informed pedagogical practices is contained within teaching teams. Some leaders and colleagues observe and provide informal feedback on teaching practice.</p> <p>High expectations for students' progress in learning are not explicitly communicated across the school. Teachers identify learning goals when planning, although these are not routinely reflected in teaching or made clear to students. There is an over-reliance on certain pedagogical practices, with limited tailoring of pedagogical strategies to suit the student cohort.</p> <p>There is some use of feedback to guide teaching and learning. Staff and teams may consider the evidence base of different pedagogical strategies but do not collaboratively evaluate the effectiveness of selected strategies.</p>	<p>The principal is committed to and communicates expectations regarding continuous improvement in teaching practices throughout the school.</p> <p>The principal and other school leaders have established an environment where staff regularly engage in modelling, observing, and providing constructive feedback on colleagues' pedagogical practices.</p> <p>High expectations for all students' learning and what students are expected to learn and be able to do are explicitly communicated across the school.</p> <p>Teachers foster deep learning by emphasising concepts, underlying principles, and big ideas. Instruction is differentiated and students are provided with timely opportunities for feedback to guide next steps and learning progress.</p> <p>Staff keep abreast of research on effective practices.</p> <p>Teachers regularly engage in collaborative reflection about the effectiveness of pedagogical practices.</p>	<p>The principal promotes a shared responsibility for continuously driving improvements in pedagogical practice throughout the school. School leaders and staff demonstrate a strong conviction that improved pedagogical practice is the key to improved student learning.</p> <p>School leaders and teachers are committed to identifying, understanding, and implementing effective teaching practices. Teaching strategies that have been demonstrated through research and practice to be highly effective are prioritised.</p> <p>There is an explicit expectation that all students are actively engaged, appropriately challenged, and prepared to take risks in their learning.</p> <p>Deep learning is enabled through a shared understanding of learning intentions and what quality looks like, progressively building students' conceptual understanding, effective questioning to gauge and stimulate student thinking and feedback-informed dialogues.</p> <p>Leaders and teachers regularly engage in evidence-informed discussions about practice. Teachers routinely draw on feedback from students and colleagues, to critically reflect on and continuously refine their practice.</p> <p>School leaders and staff collaboratively evaluate the impact of pedagogical practices on student learning and share findings and recommendations across their networks.</p>

Domain 8 findings

- The school’s mission to maintain “high standards, high expectations and high achievement” is articulated cohesively by all of the community. This is reinforced through the principal and school leaders, effectively promoting a shared responsibility for driving this through evidence-based pedagogical practice.
- Visible Learning⁵ practices are embedded through curriculum documentation and widely understood by teachers and students. All teachers are explicit in affirming Visible Learning as the foundational pedagogy in the school. This is complemented by a range of considered and age-appropriate pedagogies, including a LTD approach to numeracy, inquiry learning, project-based learning and explicit teaching.
- School leaders are actively keeping abreast of evidence-based teaching practices, specifically in high-performing schools interstate and internationally. This is reflected in the partnerships, school visits and professional learning opportunities curated to facilitate innovative practice. School leaders speak with clarity and passion around the future use of technology to support 21st century student learning.
- Pedagogical approaches at the school are underpinned by 21st century learning. Students are able to articulate definitions of the 4Cs and draw upon multiple examples of how they are being used practically in the classroom setting to support understanding of themselves as learners.
- Teachers identify that the practice of short-term collaborative planning is facilitating responsive pedagogical practice based on a deep knowledge of the cohort and reflection on the success of recent teaching and learning experiences.
- School leaders and teachers purposefully collaborate in discussing, modelling and observing pedagogical practice. There is a multi-layered approach to this practice which closely aligns to the school’s improvement agenda. This includes opportunities to provide constructive feedback on the teaching of numeracy, Visible Learning, and a student-focused triad observation model. Staff speak highly of the positive impact frequent collegial feedback is having on their practice, and the correlated improvement in student attainment. Routine student feedback to teachers on lesson delivery is yet to be apparent.
- Focus groups are well established across the school in the areas of literacy, numeracy, data and innovation. Educators affirm that effective pedagogical practice is driven by the contributions of these

⁵ Visible Learning is a set of principles that highlights what works in the classroom and encourages teachers to understand how their students learn best. It emphasises that learning should be visible and apparent, and teachers should educate students about what they need to learn, how to learn, and how to assess their progress. This approach involves teachers reflecting on their practice and using evidence of student learning to inform future instruction.

groups at staff meetings, professional learning opportunities and scheduled collaborative planning and observation.

9. Building school-community partnerships

The school actively seeks ways to build a strong connection with its local and wider community to enhance student learning, engagement, wellbeing, and opportunity. Partnerships with a range of stakeholders including education and training institutions, businesses, and community organisations are strategically established to address identified student needs. These arrangements provide access to experiences and/or physical or virtual support and resources not available within the school. Families are recognised as integral members of the school community and partners in their child’s education. Partnerships are actively monitored to ensure they achieve intended outcomes and are embedded in the school’s operation.

Low	Medium	High	Outstanding
<p>The school operates in relative isolation from its local and wider community. There is no evidence of strategically planned partnerships with other institutions or organisations.</p> <p>Contacts with families or community members, other education and training institutions, local businesses, and community organisations, when they occur, are limited to isolated events.</p> <p>There is little evidence that the school draws upon the available resources within the local or wider community to support student learning, engagement, and wellbeing.</p> <p>Individual staff members may have established connections with community organisations.</p>	<p>The school has local and wider community partnerships, but these tend to be initiated by individuals, driven by mutual convenience and/or limited to one-off events and initiatives rather than part of a coherent, jointly planned program.</p> <p>Individual staff seek and establish partnerships with families, community stakeholders and organisations to access resources that can enhance student outcomes.</p> <p>Some connections with local businesses and organisations are providing students with access to specific expertise and opportunities not available within the school.</p> <p>There is little evidence that partnership arrangements are regularly monitored and evaluated for impact.</p>	<p>The school has established mutually beneficial partnerships with the local and wider community with the express purpose of improving outcomes for students.</p> <p>Families are considered as integral members of the school community.</p> <p>Partners have a high level of understanding of, and commitment to, the purpose of the partnership and its objectives.</p> <p>Roles and responsibilities have been clearly defined. There is evidence that partnerships are being implemented as intended.</p> <p>Staff collaborate effectively with partners to plan, implement, resource, and sustain partnership initiatives.</p> <p>Trust, respect, and reciprocity between parties enables partnership success.</p> <p>Regular monitoring and evaluation of progress towards goals inform future partnership plans and activities.</p>	<p>The school strategically draws upon, as well as contributes to, the local and wider community. Staff work intentionally in close and trusted partnerships with families, institutions, businesses, and community organisations to enrich student learning experiences and outcomes.</p> <p>Partnerships are deliberately curated, goal-oriented, reciprocal and an integral part of the school’s operation. Partnerships are driven by in-depth analyses of student needs.</p> <p>Careful consideration has been given to planning the details of partnership initiatives including clarifying roles and responsibilities and ensuring that there is ongoing and effective communication. All parties have committed resources to ensure the sustainability of initiatives.</p> <p>School-community partnerships are successfully implemented and there is clear evidence that they are having the intended impact. Robust evaluation of initiatives drives ongoing planning.</p>

Domain 9 findings

- Larrakeyah actively and purposefully seeks ways to enhance student learning and wellbeing by building partnerships with families, other schools and educational institutions, local businesses and community stakeholders. It strategically identifies and establishes an extensive range of these partnerships to improve and enrich learning opportunities and outcomes for students.
- Larrakeyah has a number of long-standing partnerships, each overseen by a memorandum of understanding, to deliver learning that cannot be easily delivered from within the school. These formal partnerships include: the Confucious Institute at Charles Darwin University; Darwin Languages Centre; the Northern Territory Music School; Invictus International School, Singapore; Charles Darwin University Teaching School for preservice teacher education; and Darwin City schools to promote interschool collaboration and cooperation between campuses.
- These formal agreements provide for clear commitment of each partner to the purpose and objectives, collaboration, allocation of appropriate resources, regular communication, monitoring and evaluation. The principal articulates that these partnerships are embedded in the culture of the school and the partner organisations.
- The school has fostered a strong reciprocal relationship with Larrakeyah Naval Base that strengthens learning opportunities for students and provides support for military families. A long-standing Defence Force mentor (DFM) position is providing support to children of Defence Force families to minimise the impact of their often-transient lifestyle and parental service requirements on their education and wellbeing. Some families articulate that the DFM significantly strengthens the relationship with Larrakeyah and the confidence parents have in the school.
- Parents, students and teachers are being engaged in student learning dialogue through use of the Seesaw⁶ application and three-way conferences. The principal and leaders convey that Larrakeyah is working at building enhanced communications and partnerships with parents through Facebook, Newsletters, the Community Digest, and families being invited to participate in activities such as the whole-school production, volunteering for excursions, reading sessions, camps and specific programs including QUEST, ASPIRE and the Extra Curricular Activity (ECA) program.

⁶ Seesaw is a student-driven digital portfolio and parent-communication platform. Teachers can empower students to create, reflect, share and collaborate. Students “show what they know” using photos, videos, drawings, text, PDFs and links.

- Students embrace QUEST and ASPIRE. Both programs rely heavily on a range of informal partnerships and relationships with community stakeholders to provide authentic learning experiences for students. The principal identifies 27 stakeholders contributing to QUEST and 11 stakeholders enriching ASPIRE.
- The ECA draws upon 12 community stakeholders. The annual Science, Technology, Engineering, Arts and Mathematics Day and BAT SCRAM (a robotics program for year 5 and 6 students) have three each. Some parents express that the range of community stakeholders supporting these programs is due to the innovative approach, leadership and reputation of the school.
- Transition to the Darwin Middle School is being supported by a planned program. Leaders identify that teachers support the transition by visiting the Middle school to provide individualised information on each student.



Executive Summary
Commendations?
Affirmations '
Recommendations

Commendations

Larrakeyah Primary School is to be commended for:

- the deep engagement of staff in implementing the school improvement agenda and taking initiative in their focus teams in the classroom implementation of the improvement goals.
- a learning culture predicated on high expectations and the commitment to working to achieve the exemplary standards evident in all facets of the school.
- driving the school improvement agenda through a relentless focus on data and their robust analysis and interrogation.
- building a culture where staff exhibit a mature level of data literacy and, as a matter of course, analyse data regularly to inform improvements in their teaching.
- all classroom teachers routinely conferencing with students about their individual learning goals. This aims to facilitate growth across the full range of learning areas.
- a culture of positive, caring, respectful relationships between students, parents and staff and where there is a high level of pride in belonging to the school community.
- fostering and building a staff culture which is collaborative, collegial and supportive, with a sense of community, where wellbeing is prioritised, trust and morale are high and there is confidence in school leaders.
- the high expectation evident from students, parents and staff that all children will learn and be given the differentiated opportunities and support they require.
- systematically embedding a wide range of strategies to improve student wellbeing outcomes and learning, for which all children and staff take responsibility.
- the attention to detail in maintaining and presenting a highly attractive learning environment in which students express pride.
- prioritising instructional time in the continuity of learning for all students, and maintaining a laser-like focus on that aim.
- dedication to a school-wide culture of continuous improvement in teaching practice. This is driven by data, collaboration and the school priorities.
- prioritising regular, frequent time for structured reflection and collaborative planning based on data and curriculum knowledge, ensuring that teaching is agile and responsive to student needs.

- developing and embedding an explicit, coherent, comprehensive and sequenced, whole-school, four-level plan for curriculum that reflects the Larrakeyah vision.
- the thorough planning process, led by the curriculum and assessment AP, to engage teachers in collaborative planning that rigorously addresses the achievement standards of the Australian Curriculum.
- the accommodation of the broader capabilities and dispositions in curriculum planning and capturing learning needs and interests to actively inform the curriculum. This serves to meet the contextual requirements of the location and engagement needs of students.
- developing processes for building students' capabilities in transferring their disciplinary knowledge into problem solving and different contexts such as the 4Cs, inquiry learning, QUEST, ASPIRE and extension programs.
- a widely shared, rigorously implemented, and consistently understood approach to differentiation that is inspiring innovative learning experiences which engage all students, and assessment design that allows them to demonstrate what they know and understand.
- embedding the practice of students reviewing and revisiting personal learning goals and building ownership over their learning, developing lifelong learner skills and understanding of the next steps they must take in order to make growth.
- promoting a culture which authentically values the impact of evidence-based pedagogical practice on improved student learning to create increased collective teacher efficacy and a commitment from all educators to grow.
- the unwavering commitment to Visible Learning pedagogies and embedding those within all curriculum areas to create consistency of practice.
- systematic and scheduled opportunities to engage in observation, feedback, mentoring and coaching, to facilitate a continuous improvement cycle for teachers and the school as a whole.
- the long-standing partnerships that have been strategically identified and established over time to deliver learning that cannot be easily delivered from within the school.

Affirmations

Larrakeyah Primary School is to be affirmed for:

- fostering a relationship where the principal, leaders, teachers and the School Board are explicit and united in their commitment to improving outcomes for all students.
- treating every student as an individual and having their learning and wellbeing needs recognised and responded to.
- developing the regular Community Digest as one of a range of communication strategies with a clear intent of informing parents on the school improvement agenda.
- establishing a national and international profile as being an innovative, welcoming and high-performing school.
- developing a comprehensive data plan and assessment schedule that are foundational aspects of the school's data culture.
- creating a well-regarded process to quickly assess the learning and wellbeing data and needs of all new students, which is particularly responsive to the large proportion of children from Defence families.
- embedding and weaving the school values of responsibility, achievement and respect and the 4Cs of creativity, communication, critical thinking and collaboration through the learning and wellbeing culture.
- adopting the YouHue app that allows real-time monitoring of student wellbeing and enables staff to respond appropriately.
- offering a range of extension, intervention and interest-driven programs tailored to student needs, to develop deep understanding and authentic learning.
- integrating devices into classrooms and the resourcing of an ICT specialist to continue to strengthen purposeful use of IT across the school.
- implementing clear processes for teaching teams to review and refine the curriculum, regularly interrogating student achievement data and completing a reflection and evaluation each term.
- utilising the CIE curriculum across most learning areas in alignment with the Australian Curriculum to enrich teaching and deepen learning and engagement for students.
- providing the Cooking and Gardening Program, strongly integrating the school values and 4Cs, that provides authentic, real-life learning experiences.

- using pre-testing and post-testing as drivers for curriculum planning, measurement of success, and data sources for adjustment.
- implementing a systematic process identifying students who require additional support and regularly consulting with families to determine appropriate adjustments.
- supporting all staff to develop their deep curriculum and pedagogical knowledge through evidence-based practices.
- offering a range of extension, intervention and interest-driven programs to tailor to student needs, and to develop deep understanding and authentic learning.
- the strong reciprocal relationship developed with Larrakeyah Naval Base that strengthens learning opportunities and, along with the DFM, provides support for military families and students.
- building relationship and informal partnerships with a significant range of local businesses, community organisations and government authorities to enrich student learning in areas that include QUEST, ASPIRE and the ECA program.

Recommendations

- Develop and enhance opportunities for active parental, student and stakeholder voice into whole-school planning that drives curriculum design, wellbeing support and the overall improvement agenda.
- Continue to build teacher capability in a broader range of EAL/D pedagogies to better meet the diverse needs of the students in their classroom.
- Prioritise the building and strengthening of expert knowledge for all teachers across the prescribed curricula to drive improved teaching practice, innovation and student engagement.

Sign-off

Noted by:

Principal:

Date: / /

Name

Senior Director, {insert region},
Regional Services:

Date: / /

Name

Executive Director, Quality
Standards and Regulation:

Date: / /

Name

Deputy Chief Executive,
Regional Services:

Date: / /

Name

Finalised by QSR:

Date:

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Department of **Education**
Quality Standards and Regulation
School Review Report
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