EXTERNAL VALIDATION REPORT 2012

for

Evatt Primary School
Record of Validation Process

The following people were members of the external validation panel for Evatt Primary School conducted on Thursday 30 and Friday 31 August 2012

<table>
<thead>
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<tr>
<td>Felicity Bruce</td>
<td>Florey Primary School</td>
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<tr>
<td>Robert Maccioni</td>
<td>Garran Primary School</td>
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<td>Tracey Maynard</td>
<td>Canberra Grammar School</td>
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As chair of the panel I endorse that this is a true and accurate record of the findings from the external validation process.

Name: **Felicity Bruce**
Signature: [Signature]
Date: 25 September 2012

As principal of Evatt Primary School I accept the Validation Report on behalf of the school community.

Name: **Susan Skinner**
Signature: [Signature]
Date: 26 September 2012

As co-director of Quality Learning Australia, external validators for the conduct of validation process in ACT public schools, I concur that the panel acted within the guidelines set by the ACT Education and Training Directorate.

Name: **Jane Kovacs**
Signature: [Signature]
Date: 27 September 2012
Section A: School context

Evatt Primary School is located in the Melba Copland schools cluster in the north-west area of the ACT. The school provides educational programs for 348 students from preschool to year 6. In 2012, there are 13 mainstream classes; three special education classes; two 15 hour preschool groups, and enrolments in the junior classes are at maximum capacity. Evatt Primary School students originate from 28 suburbs, including Evatt, Spence and McKellar the school’s priority placement area. The school has 65 identified students with English as an Additional Language or Dialect (EALD), which equates to approximately 20% of the school population, this figure has remained steady over the past four years. Within the school population there are eight students who identify as being Aboriginal and Torres Strait Islander people. The school also educates seven students who access support through the Integration Support Program (ISP).

Evatt’s environmentally friendly community actively promotes sustainable practices across the school. The school also has accreditation in Waste and Water Management and has installed solar panels and water tanks. The school offers a before and after school program and senior students are able to participate in the instrumental music program. Evatt provides a safe learning environment. It has a playground area with outdoor facilities including a shaded multi-purpose court. Numerous structured break time activities are in place, e.g. daily library, dance and sports groups, environmental centre activities, all inside fenced grounds.

Over the course of this school plan (2009-2012), Evatt Primary School has undergone a number of significant changes to the school context.

In 2009, Evatt Primary School was identified as a school to receive additional funding to support improvement in literacy and numeracy programs through the Australian Government Smarter Schools National Partnership. This resulted in the addition of a Literacy and Numeracy Field Officer as an executive staff member, in a part-time capacity for the end of 2009 and full time from 2010. The Field Officer’s role is to be a coach within the school to develop and enhance teacher capacity to deliver meaningful and rich learning experiences for students.

There have been considerable changes to the executive personnel in the school. Since the plan for improvement commenced Evatt Primary School has had five executive teachers, seven different deputy principals, three principals and two field officers. The retirement of Mrs Irene Gilbert at the end of 2010 led to the subsequent appointment in mid-2011 of the new principal, Mrs Susan Skinner who returned to Canberra after several years in the UK. Through mobility requirements and other factors there are only two classroom teachers still at the school from the beginning of this plan to now. This has required the school to provide ongoing introductory professional learning in key programs rather than further deepening the staff’s pedagogical understanding. This also inhibited the ability to monitor program effectiveness and impact over time.

In 2011, Evatt Primary School increased its capacity to cater for students with additional needs with the formation of a Learning Support Unit Autism (LSUa) in addition to the already existing Learning Support Centre (LSC) and Learning Support Unit (LSU). The school celebrates the broad diversity of all students and accommodates individual needs through special education units, integration support programs, differentiated learning and identified targeted intervention including a significant group of children with English as an Additional Language or Dialect (EALD), through building the capacity of all teachers to cater for their specific learning needs. There is a strong commitment to team planning and ongoing professional learning by all staff. The holistic
approach to teaching literacy and numeracy ensures students work in ability groupings that support maximum development.

The school’s infrastructure was expanded through the 2009 – 2010 period as a result of the Building Education Revolution. This included the building of two specialised classrooms, one being an environmental centre and the other a language classroom. A shade structure was also placed over the basket court.

Section B: School performance

The school is to be commended on its more recent initiatives, that is:- the use of learning intentions and success criteria in the classrooms; and the refining of its focus towards school improvement. The panel has sighted evidence that these initiatives are having positive effects on student engagement and learning in the classroom. The panel believes that it is too early for the impact of these initiatives to be fully reflected in available NAPLAN data.

Current NAPLAN data indicates that growth in student learning from years 3 to 5, in the areas of Reading and Numeracy is greater than that of similar schools, well above the average of ACT schools and above the average of all schools.

Performance Indicators in Primary Schools (PIPS) is a standardised assessment tool administered at the beginning of Kindergarten and again at the end of the year. It measures growth in reading, maths and phonics over the first year of schooling.

The 2006 – 2011 PIPS data in reading shows an increasing trend in the number of students reaching expected growth and a decrease in the number of students achieving less than expected growth. The 2006 -2011 PIPS data in mathematics appears to show similar trends.

School satisfaction data specifically focused on the perceptions of leadership opportunities for staff has been collected and monitored over the course of this plan. Staffs have consistently responded higher than the average of all P-6 schools in the ACT since 2009 with respect to this perception.

Evidence cited and its validation

The Panel have reviewed the following evidence and validated the information provided.

1. NAPLAN data
2. PIPS data
3. Reading benchmarks
4. School satisfaction data about leadership

Section C: School improvement planning and implementation

PART 1: Improvement planning

The school was last validated in 2008. During 2009, the 2009 -2012 Strategic Plan was developed based on recommendations from the previous validation, system strategic initiatives and school identified priorities. The strategic plan identified nine key priorities. In 2009 improvement activity focused on student outcomes in literacy and numeracy.
Towards the end of 2009 the ACT Department of Education and Training introduced a requirement for all schools to develop an Annual Operating Plan. In response, Evatt Primary School developed their 2009-10 Annual Operating Plan.

During 2009-10 the school focused on five of the nine key priority areas including literacy and numeracy, delivering quality curriculum, building leadership capacity, evidence based practice and to further promote respectful relationships within the school community.

The 2011 Annual Operating Plan had a much narrower focus again and in this year literacy and numeracy goals were separated and detailed, they were designed to address priorities one and two making connections between practice, planning and assessment. By 2011 a number of the separate priorities were being treated collectively, as the initial plan had nine identified areas to be addressed and this proved unwieldy in practice. Priorities that naturally had commonalities were combined to enable the school to address them more comprehensively. Five priorities were addressed individually across the course of the plan and the remaining four were merged into two according to commonalities thus leaving the following seven priorities.

1. To use evidence-based practice to improve learning outcomes for all students in Literacy and Numeracy.
2. To deliver a quality curriculum through quality pedagogy, planning and assessment
3. To promote the Evatt Primary School leadership model through school and system communication modalities and develop a community of school leaders and further build leadership capacity amongst staff.
4. To develop and implement an evidence-based approach to inform strategic planning and sustain improvement and to manage resources to respond to changing community needs and to align them with achieving school priorities.
5. To further promote respectful relationships within the school community and further promote student safety and connectedness to school.
6. To promote and strengthen student leadership opportunities for all students from K-6.
7. To further strengthen, promote and widen the already strong partnerships with parents and community organisations to foster a high quality teaching and learning environment and to publicly celebrate school achievements and partnerships with the wider community.

The 2012 Annual Operating Plan follows the similar targeted approach evidenced in the 2011 operational plan. It identifies a literacy goal, specifically about writing to align with the Belconnen network plan and priorities that had not previously been addressed. The plan also identifies and incorporates the need for the preschool to comply with National Quality Standards and the Early Years Learning Framework.

Evidence cited and its validation

The Panel have reviewed the following evidence and validated the information provided.

1. 2009-2012 Evatt Primary School plan
2. 2009-10 operational plan
3. 2011 operational plan
4. 2012 operational plan
5. Meeting rosters – showing school improvement sessions
6. Annual Board Report 2010
7. Annual Board Report 2011
8. Waste Wise and Water Management accreditation
9. Visual observations
10. Criterion Referenced Assessment Tool
11. Interviews and conversations (staff, parents, students and network leader).

Section C: School improvement planning and implementation

PART 2: Improvement actions

Priority 1: To use evidence-based practice to improve learning outcomes for all students in Literacy and Numeracy.

Actions taken:

The school has undertaken a range of actions to bring about improvements in Literacy and Numeracy over the course of this plan. Actions included capacity of building of staff through a range of professional learning opportunities including:

- annual professional learning undertaken by all staff on the interpretation and use of NAPLAN (SMART) data and PIPS
- targeted professional learning in the areas of First Steps Reading and Writing; PM Benchmarking and Balanced Numeracy Programs. This professional learning included teacher observations and coaching sessions.

The school has developed consistent planning documentation including comprehensive scope and sequence documents based on Every Chance to Learn – A Curriculum Framework for ACT Schools – Preschool to Year 10. This has been supported by the development of a program check list to support ongoing coaching and to guide professional pathway goal development and annual professional conversations.

The panel commends the school for its introduction of, and professional learning using a range of assessment and teaching tools. These included: Middle Years Mental Computations (MYMC); Schedule for Early Number Assessment (SENA), and Progress Assessment Testing (PAT) Mathematics. The introduction of a data tracker has allowed for information gained from these programs and others such as: - PM Benchmarks; Criterion Referenced Assessment tool for writing; BEE (Brain, Ears and Eyes) spelling; and Performance Indicators in Primary Schools (PIPS) to be collected. The implementation of these tools and the data tracking has been supported by assessment maps and schedules for different year levels to ensure consistency of testing and input of data. The data is used to identify learning needs of students. In the future, further professional learning and coaching can be given around the translation of the data into targeted teaching programs.

The greater emphasis placed on this priority, in line with system priorities, has been evidenced through the:-

- introduction of a Literacy and Numeracy field officer to provide professional coaching
- executive team being engaged in co-teaching in reading, literacy and providing support and modeling of practice for teachers across the school in the explicit teaching of reading
- introduction of the release timetable to support uninterrupted literacy teaching time.
In January 2012, the school introduced the concepts of learning intentions and success criteria to the classroom to make the purpose of learning explicit to students. The positive impact of this approach is supported through research. The executive team is co-teaching to assist teachers with their understanding and implementation of these new strategies.

**Results achieved:**

The school has used NAPLAN and PIPs data and Directorate set targets to measure performance in literacy and numeracy.

- In 2009, the school met the system set targets for year 5 in reading, writing and numeracy.
- In 2010, the school’s average growth in reading, writing and numeracy was above the ACT average growth.
- In 2011, all directorate set NAPLAN targets for reading, writing and numeracy were met within the confidence intervals and in reading were exceeded in both years 3 and 5.
- School based reading level data from 2009 to 2011 demonstrate that at the end of 2011, 88% of year 6 students met or exceeded school based reading benchmarks.
- PIPs data indicates there has been an increase in the number of students who made expected growth in reading from 71% in 2009 up to 93% in 2011.
- Mathematics has had similar results, in 2009, 55% of students made expected growth and this increased to 78% in 2011.

Further results include a data tracker of student achievements is being populated ready for use in targeting learning needs.

Learning intentions and success criteria are visibly being used in classrooms and students are able to talk about their learning when asked.

A comprehensive Evatt Primary School scope and sequence and planning documents are available and aligned to Every Chance to Learn – A Curriculum Framework for ACT Schools, Preschool to Year 10. Work has been started on the transition to the Australian Curriculum.

**Barriers:**

This panel commends the school for the success achieved in spite of the number of changes in leadership over the course of the plan that has meant multiple changes in vision and directions and the teaching staff turnover each year. These two barriers have made ongoing professional learning needs a high priority and the implementation of specific programs challenging. A further barrier was the loss of data due to a malfunction in the data tracker system being used. The school has developed its own system in response and started to track data under the new format.

**Evidence cited and its validation**

The Panel have reviewed the following evidence and validated the information provided.

1. Professional learning meeting records 2009-2012
2. Curriculum map (separate folder, called Curriculum)
3. Sample programs, using planning template
4. Reading benchmarks and average growth
5. Program checklists
6. Release timetables
7. Criterion Reference Tool and glossary
8. Assessment schedule  
9. Numeracy scope and sequence document  
10. PIPS data in reading and mathematics, growth over time  
11. Visual observations  
12. Interviews and conversations (staff, parents, students and network leader)

**Priority 2:** To deliver a quality curriculum through quality pedagogy, planning and assessment

**Actions taken:**

In conjunction with the activities described in Priority 1 above, staff were also engaged with professional learning about the Quality Teaching Model using the expertise and support of a Quality Teaching consultant. All staff participated in either observing another teacher’s lesson or being observed, followed by a discussion of the quality teaching occurring. A whole school planning template for units of work was introduced. This used a backwards by design, integrated inquiry format and the Quality Teaching Model as a lens for quality assurance.

Since 2010, professional learning team meetings included assessment as an area of staff learning and time was given to the building of common assessment tasks. These aimed to develop consistency in assessment across the school, e.g. Criterion Referenced Assessment Tool, and included the development of whole school assessment practices, tools and schedules.

Professional learning for teachers to understand what ‘learning intentions’ and ‘success criteria’ are, their importance to student learning and how to implement them in the classroom, has been provided by the executive team to staff in a cyclic manner.

**Results achieved:**

Consistent use of planning documentation that used the Quality Teaching Model as a lens for review and regular program feedback were used as a measure of success.

Assessment data is now centrally recorded and tracked in literacy across all year levels and formative assessment techniques are being used to support learning intentions and success criteria.

**Barriers:**

Changeover of executive staff has impacted on the levels of expertise and knowledge of the school and this, combined with changeover of teaching staff has impacted on the embedding of practices.

Difficulties in sourcing a whole school numeracy tool that satisfies all stakeholder needs about numeracy development over time slowed the inclusion of data tracking for numeracy.

**Evidence cited and its validation**

The Panel have reviewed the following evidence and validated the information provided.

1. Professional learning records  
2. Assessment schedule  
3. Assessment Tracking Spreadsheet  
4. Program sample with Quality Teaching elements evident  
5. Feedback from readings  
6. Classroom visits
Priority 3: To promote the Evatt Primary School leadership model through school and system communication modalities and develop a community of school leaders and further build leadership capacity amongst staff.

Actions taken:

Base line data was collected in 2009 through a staff survey and 15 leadership opportunities were identified. Staff self-select from these leadership and management opportunities and other jobs within the school. The executive team monitors this to ensure equity and encourage experienced staff to broaden their scope. Professional pathways and annual professional conversations processes are used to highlight leadership pathways for staff.

Three members of staff were funded to participate in the Leading to Leadership program in 2009 and leadership opportunities, both within and externally to the school, are highlighted to staff through meetings and email to enable staff to be informed.

School satisfaction data is analysed by executive staff yearly with regard to opportunities to practice leadership.

In 2012 a staff audit was conducted and results have highlighted areas of expertise and thus created further opportunities for staff to lead across the school.

Results achieved:

The indicators of success were to be an increase in motivational factors for staff taking on leadership roles within the school. This has been evidenced through staff: -

- having filled four substantive promotions and two temporary promotions within the school and externally since 2009
- having taken significant leadership roles in curriculum mapping and the school improvement process, with executive filling supporting roles
- satisfaction survey data results for Evatt Primary School in the question I have opportunities to practise leadership have been consistently higher than the ACT system average.

Barriers:

With the introduction of the Smarter Schools partnership, there has been a greater focus on literacy and numeracy and a decreased focus on building leadership capacity within the school during the second half of this validation period.

Evidence cited and its validation

The Panel have reviewed the following evidence and validated the information provided.

1. Roles and responsibilities lists
2. Opportunities for higher duties list
3. School improvement teams lists
4. Leadership survey document and analysis
5. Satisfaction survey data about leadership
6. Interviews and conversations (staff, parents, students and network leader)
Priority 4: To develop and implement an evidence-based approach to inform strategic planning and sustain improvement and to manage resources to respond to changing community needs and to align them with achieving school priorities.

Actions taken:

The school engaged a consultant, Michael King from Quality Learning Australia, to support the school in developing a system map to guide strategic thinking and identifying priorities.

This led to the development of a system map in 2009 – 2010, which was used as a tool to ensure that initiatives and resources supported the strategic change plans within the school. Staff representatives on the School Board, report to the whole staff regularly through staff meetings. These reports provide whole staff with an understanding of the strategic direction and financial constraints of the school.

The school has increased the amount of student and staff access to technology through the purchase of thirty two netbooks in 2011 for student use across the school. In 2012 all teachers were provided with iPads to enhance teaching practices and be able to share student work in real time with whole classes.

Results achieved:

The development of resources system map and flow chart created whole staff buy-in to the adoption of new directions as all stakeholders had the opportunity to investigate and discuss directions before their implementation, e.g. the adoption of Mathletics.

High use of technology was evident across the school with teachers and students using this to support and enhance student learning. Every classroom has access to an interactive whiteboard (IWB). Staff and parent satisfaction data in 2011 was higher than the system average around the use of technology in the classroom.

Barriers:

Leadership team changes and the introduction of new staff to the school affected the continual use of system mapping tools as there was a lack of core knowledge about the processes and underpinning understandings about using Quality Learning Australia tools.

Continual technical issues exist with the maintaining of technology as an effective learning tool within the school context. Getting timely technical support is difficult and delays result in technology not functioning when staff and students require it for learning.

Evidence cited and its validation

The Panel have reviewed the following evidence and validated the information provided.

1. Professional learning records
2. Initiatives system map
3. Staff meeting minutes sample
4. Board minutes, term four 2011
5. Staff, student and teacher satisfaction survey data.
Priority 5: To further promote respectful relationships within the school community and further promote student safety and connectedness to school.

Actions taken:

The school collected baseline data in 2009. Friendly Kids, Friendly Classrooms was introduced to the school as the supporting resource to teach social skills. A whole school program was then written making explicit the links to the school endorsed values. This was implemented at the commencement of the 2010 school year and continues to be used by the whole school and data around behavioural referrals collected and analysed each year.

The services of Kelly Sports, an external provider, were engaged to give identified students targeted intervention. Selected year 5 students are trained as playground mediators. The mediators offer students an alternative support in addition to teachers on the playground if problems arise. Learning Support Assistants are also rostered on playground duty in addition to teachers to enable all students to gain access and support if they require it during the break periods. Multiple playground alternative activities have been introduced to the break periods to support connectedness to school and continue to build on students’ sense of safety.

Student achievements are celebrated through the presentation of ‘Flying Highs’, which include school endorsed values, citizenship and academic achievement and through Aussie of the Month Awards that celebrate the particular achievements of three children from across all year levels. Details are published in the newsletter, which enables the whole community to celebrate and connect with school endorsed values.

In 2011 the school accessed Dr. Michael Grose’s parenting newsletters. These are included in school newsletters regularly across the year.

Results achieved:

School satisfaction data collected by the system related to values and respect for property and safety were used to measure success against this priority. Results indicated that students and parents perception that student achievements are publicly celebrated are consistently high with results above the ACT average for all P-6 schools. Consistently high results have also been achieved in the staff, student and parent satisfaction surveys with respect to knowing the school values.

The commitment by staff to continue to use the whole school social skilling program reflects their belief that a concerted systematic approach to teaching positive social behaviours benefits students and the school as a whole. Student playground mediators visibly work with other students in the playground, resolving issues and baseline data has been collected around student referrals for behaviour.

Student satisfaction survey data with respect to safety and relationships are currently below the ACT average for all P-6 schools. As a direct result of the analysis of 2011 data, new procedures were introduced in 2012 to monitor and evaluate the effectiveness of the social skills program. The panel believes that this is an area for continued work.

Barriers:

Continued staff changeover since the commencement of the plan has made it difficult to retain momentum. The school has revisited data and surveyed staff to regain enthusiasm and commitment. The school also found measurement of the concept of ‘connectedness to school’ difficult.
Evidence cited and its validation

The Panel have reviewed the following evidence and validated the information provided.

1. Social skills survey and results
2. Social skills program
3. Kelly Sports records
4. Flying High sample
5. Playground mediator information
6. Dr. Michael Grose newsletter sample
7. Playground duty roster
8. Quiet room data term 1 to 2, 2012 comparison
9. School satisfaction data

Priority 6: To promote and strengthen student leadership opportunities for all students K-6.

Actions taken:

A student representative council (SRC) commenced weekly meetings with a teacher mentor in 2009 with each class being represented by two students.

School leaders, selected at the end of year 5 are a visible leadership presence across the school for their final primary year. Senior students gained leadership opportunities through attendance at Capital Kids, Capital Leaders seminar in 2009 and 2010. Leadership opportunities continue through the SRC and through the selection of house captains and vice captains at the commencement of each school year.

Results achieved:

Indicators of success included students identifying and participating in leadership opportunities. This has been evidenced through the number of playground mentors; SRC memberships and activities and the school’s house captains and vice captains.

The panel observed the confidence of members of the SRC and their ability to discuss the leadership opportunities for students as described above.

Barriers:

Large changes in staff and leadership has meant that baseline data could not be retrieved making it difficult for the school and this panel to evaluate the impact of the school’s improvement efforts.

Evidence cited and its validation

The Panel have reviewed the following evidence and validated the information provided.

1. House points data
2. Sample of Minutes of SRC meeting
3. Interviews and conversations (staff, parents, students and network leader)
Priority 7: To further strengthen, promote and widen the already strong partnerships with parents and community organisations to foster a high quality teaching and learning environment and to publicly celebrate school achievements and partnerships with the wider community.

Actions taken:

The school has made a large effort to increase parent and community involvement through both the P&C and Board. Both have been included in decision making processes around issues such as the schools values and school uniform changes.

Of particular note was the school’s inclusion of members of the Board at the beginning of the year staff planning day in 2012 and the commencement of parent learning sessions. These are now held annually in the areas of reading, mathematics and BEE spelling. Regular items are included in the school’s newsletter to continue the focus on building a learning community.

Student achievement is acknowledged in the school newsletter each week in the areas of: citizenship; consistent application at school; personal external achievements by students; and sporting prowess.

Efforts were made to increase the number of community partnerships. A number of new partnerships were created through the course of the plan. e.g. Bunnings, Evatt IGA, Rotary and more recently local police run Blue Light Discos.

Results achieved:

Satisfaction survey results indicate that the school remains above the system average for the two key areas of community partnerships being valued and for celebration of student achievements.

In 2009, four events where achievement was publicly celebrated were held and eight identified community partnerships existed. In 2010 the number of public celebrations grew to 14 events and in 2012, the number established community partnerships had risen to 12.

Barriers:

A higher priority was placed on increasing literacy and numeracy outcomes, and this, combined with the change in roles of key personnel who were leading this priority, impacted on the momentum within the school.

Evidence cited and its validation

1. School satisfaction data
2. Interviews and conversations (staff, parents, students and network leader)
3. Newsletter samples
4. List of event where public celebration of school achievements and partnerships occurred
5. Community partnerships list

Section C: School improvement planning and implementation

PART 3: Reflection

As part of the validation process the panel concluded that while the basic priorities are the same, the manner in which the improvement process has taken place has changed over the last four years. This is in part due to the changeover in key executive personal. In the last 12 months the focus on school improvement has been rigorous and targeted.
The approach taken by the school has been one of collaboration, empowering teaching staff to be active participants in the school improvement process. Every staff member has elected to be a member of a priority or domain team and take an active role in the school’s achievement of the priorities and the gathering of the relevant evidence.

Each year, to develop the next operational plan, the school has used several data sources to ascertain the most relevant priorities. These have included NAPLAN, school satisfaction survey, parent questionnaires, self-assessment matrix, SRC forums, board and P&C surveys and meetings and staff surveys. This has enabled the school to develop a clear vision of the areas of most need that are to be addressed.

Parallel to this has been the work undertaken by the Literacy and Numeracy Field Officer and Co-ordinators to work shoulder to shoulder in building capacity of teachers in direct response to their identified areas of need. In this way the school is able to provide ‘just in time’ professional learning to enable teachers to develop the skills required to achieve the priorities.

As part of leading and managing whole school improvement, each staff member has a Professional Pathway goal that specifically links to the school plan, engaging all staff in the process. The model undertaken by the school with whole staff involvement makes continual improvement an integral part of how Evatt Primary School operates.

Upon reflection of the Evatt Primary School approach to improvement, the school and this panel have observed that involving all staff in the improvement process increases the likelihood of sustaining programs and initiatives regardless of staff changes.

The panel believe the school has done an exceptional job in maintaining the pace and efficacy of school improvement given the number of changes in leadership and that this is in part due to the collaborative approach adopted and the use of classroom teachers as leaders.

Evidence cited and its validation

1. Interviews and conversations (staff, parents, students and network leader)
2. 2009-10 operational plan
3. 2011 operational plan
4. 2012 operational plan
5. Roles and responsibilities lists
6. School satisfaction data
7. Visual observations
8. School Self Assessment Matrix
9. PIPS and NAPLAN results

Section D: Commendations and recommendations

Commendations:

- The school has embraced the use of learning intentions and success criteria in the classrooms to assist students with an understanding of their learning. Examples have been provided to parents on corridor walls during Learning Journey to demonstrate how the learning intentions and success criteria are used to improve student work.

- Staff leadership opportunities have been incorporated across the whole school and the school’s leadership model has allowed for all staff to be involved in the school improvement process. The model has also engaged full staff commitment in change
processes across the school and allowed for momentum in key areas to be continued despite many staff changes.

- The introduction of data tracking for literacy, combined with the moderation of writing through the use of the Criterion Referenced Tool and the building of teacher capacity in the area of reading has resulted in what appears to be a general upward movement in results in literacy in NAPLAN, and an upward trend in reading results in PIPS.

- The school has analysed School Satisfaction Survey data and implemented clear plans and improvements in response to these. This has been evidenced through the introduction of new computers, a social skills program and student leadership opportunities.

- The school has made a concerted effort to increase community involvement at many levels of the school environment. This has includes the board attending planning days, larger number of parents attending Learning Journey, and opportunities for parents to participate in decision making through voting mechanisms in areas such as the school values and school uniform.

Recommendations:

- The panel recommends that the school further develop data collection and tracking processes and build teacher capacity in the use of data to inform teaching and learning processes in both literacy and numeracy. This, combined with coaching in the areas of formative assessment and differentiation in the classroom, offers the potential to further meet the needs of individual students.

- The panel recommends that the school embed learning intentions and success criteria across the school and expanding this work to incorporate student knowledge of the importance of the learning and what the next step is in their learning. This provides students with greater intrinsic motivation as well as a greater understanding of what is required, where their learning is currently positioned and what changes they need to make to improve.

- The panel recommends that action research be undertaken around the success of different aspects of the student well-being program. This will allow the school to fine tune the program to ensure that resources, time and energy are being given to those aspects that are having the greatest impact on student well-being.

- The panel recommends that the school continue to align their current curriculum documentation with the Australian curriculum. This process will allow the school to maintain the current quality documentation and the programs that are proving successful within the school, while ensuring that the school is meeting national curriculum requirements.