School Improvement Review Report

School: St Francis Xavier School, Runaway Bay

Date of review: 15 – 17 August 2022

Brisbane Catholic Education

teaching · challenging · transforming

Contents

Introduction

This report is a product of a review carried out by a review team from Brisbane Catholic Education at St Francis Xavier School, Runaway Bay from 15 – 17 August 2022.

The report presents an evaluation of the school's performance against the nine domains of the National School Improvement Tool (NSIT). It outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

The school's Principal will meet with their Senior Leader School Progress and Performance to discuss the review findings and improvement strategies.

Review team

Panel Chair	Mike Armstrong
External Panel Member	Lesley Vogan
Peer Principal	Paul Blinkhoff

School context

Principal (year appointment)	Paul Rees (2021)
Location	160 Bayview Street, Runaway Bay QLD 4216
Cluster	6
Year opened	1975
Year levels	Prep – Year 6
Enrolment	650
First Nations enrolment percentage	2.6%
EAL/D percentage	6.3%
SWD enrolment percentage	21.4%
ICSEA value/DMI	1078.0
Day 8 Staff FTE & Headcount	FTE 63.76 / Headcount 82

Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal
- Assistant Principal Administration (APA)
- Assistant Principal Religious Education (APRE)
- Primary Learning Leader (PLL)
- 4 Support Teachers: Inclusive Education (ST:IEs)
- 27 teachers
- 5 School Officers Admin
- 14 School Officers Learning
- 15 students
- 8 Parents
- Parent and Friends' Association (P&F) President
- Guidance Counsellor (GC).

Supporting documentation

The following supporting evidence was used during the review.

School operational and performance data including:

- HealthCheck reports
- BCE Listens Survey reports – parents, students and staff
- BI learning, teaching and wellbeing data
- financial report/budget overview.

School strategy and planning documents:

- School Vision and Mission statements
- Vision for Learning
- 2022 Annual Improvement Plan
- 2022 Explicit Improvement Agenda
- 2021 Annual Report.

Operational resources:

- Accreditation to Teach report
- Data Plan
- Professional Learning Schedule
- School Curriculum Delivery Plan
- SFX Model of Pedagogy
- Cycle of Planning
- Example of Data Analysis and Review Process
- Example of end of term Curriculum Planning Review
- Curriculum Planning Documentation (various)
- School Officer Timetable
- Student Behaviour Support Plan
- School Timetable
- Mid-year Goal Setting Review (summary)
- Example of weekly Staff Communication
- School Website
- Learning Walks and Talks Feedback Summary Presentation.

Key findings

The School has an Explicit Improvement Agenda (EIA) for 2022.

The Leadership Team (LT) has identified a targeted focus on improving reading outcomes by embedding engaging school-wide practices in literacy, including the systematic teaching of reading. School leaders articulate less than desirable results in student progress, particularly in PM data, as the rationale for this agenda. The LT and staff articulate that professional learning has been provided linked to this priority. The School has allocated human resources to support the EIA, with targeted support provided by Support Teachers: Inclusive Education (ST:IEs) and school officers. All staff are aware of this improvement priority and verbalise commitment to implementing the key practices to support improvement. The School has identified a target of twelve months' growth in reading ability for 75% of students to be measured by Dibels Zones of Growth Report. Whilst this focus provides a point-in-time benchmark to measure the School's improvement in reading, it lacks specificity. There is an opportunity to leverage the current commitment and school-wide focus of the EIA by refining targets to be aspirational, specific and identified point-in-time measures for improvement to be rigorously monitored. Continue to strengthen the EIA by naming and monitoring the implementation of the agreed expected school-wide practices in literacy and pedagogical 'look fors'.

The School is implementing a plan for the collection of a range of student data.

The School has developed a Data Plan to guide the collection of academic data including Concepts About Print, Sound Letter Knowledge, PM Benchmarking, Writing Analysis, PAT R, PAT M, Phonological and Phonemic Assessments (Dibels), e-write and the Helen Arkell Spelling Test. The collection of data is informed by clearly articulated timelines and is monitored by the Primary Learning Leader (PLL). A Data Wall is used to display and track student progress and school leaders and teachers engage actively with this data during planning conversations. Teachers are released one day per term to collect data and speak confidently about the collection of Phonological and Phonemic (Dibels) data to support the School's current focus on reading. School data indicates that attendance levels have been below BCE averages since 2018. Staff indicate that the analysis of wellbeing data, including attendance and behavioural data from Engage, does not occur routinely. Whilst the Data Plan guides the collection of a range of academic data, it is yet to include attendance, behaviour or wellbeing data. There is an opportunity to evolve the current Data Plan to incorporate a range of data sets inclusive of academic, behaviour, wellbeing and attendance data.

A high priority is given to the school-wide analysis and discussion of systematic collected reading data.

The School is implementing processes for all teachers to access and use student data in a systematic manner. Teachers are released for three hours each term, prior to curriculum planning conversations, to meet with the PLL, ST:IEs and Principal to participate in a data analysis process to assist in tracking student growth to inform the next phase in learning. The process guides discussions of data to identify trends in year levels, classes and individual students requiring targeted or strategic intervention. The Panel notes a clear line of sight between data analysis meetings, class planning documentation and the allocation of human resources. School leaders and the Schools Student Support and Learning Team (SSALT) prioritise the discussion of data at various meetings and identify trends and anomalies between data sets. School leaders and teachers indicate that the data discussion process is predominantly focused on the analysis of reading data to support the EIA and is yet to include a detailed analysis of other data sets. Conversations with a range of teachers indicate minimal evidence of skills in the triangulation of data. Triangulation reports from the Business Intelligence (BI) tool support this, with a number of inconsistencies evident between NAPLAN, PAT R, PAT M and teacher A-E judgements. There is an opportunity to enhance staff data literacy capability inclusive of the triangulation and analysis of data.

The School is actively engaged in reviewing their behaviour support processes.

This includes a review of the Positive Behaviour 4 Learning (PB4L) framework to support consistency in behaviour responses from staff and clarity for students around expectations with their behaviour choices. The school rules (Be a STAR; the Francis 4) and Program Achieve Five Keys to Success are highly visible around the School, with artefacts displayed in most classrooms. Some students are unable to comment on the school rules when asked. The LT commented that staff are entering behaviour incidents into Engage which they are then able to unpack into interventions based on the behaviour data. The School's PB4L Team, comprising a number of leaders, teachers and support staff, attended the recent PB4L conference which has provided direction and energy to the review process. It is evident that the School has commenced a process to refine and embed a more consistent approach with their practice and shared language when responding to student behaviour. Leaders articulate that this review process is to be inclusive of student, staff and parent voice. Many staff members articulate the belief that it is timely to review school behaviour practices.

There is an opportunity for the School to prioritise and support the continued collaborative review of the existing PB4L framework.

The tone of the School reflects a commitment to fostering an inclusive culture that promotes a strong sense of belonging.

The staff across the School are clearly dedicated to creating an environment where positive and caring relationships are central to successful learning, and interactions between staff, students and families appear caring, polite and inclusive. School leaders ensure communication is a priority with staff commenting on the clear lines of communication provided at various levels. The School works to create an attractive and stimulating physical environment, with various facilities promoting and encouraging a culture of learning. The Panel notes the purposeful creation of spaces across the School, with many visible artefacts and iconography clearly articulating the School's strong Ignatian charism and engagement with indigenous culture and spirituality. Leaders identify the importance of developing the School's Reconciliation Action Plan (RAP) in consultation with the community as a further means to strengthen the cultural awareness of all stakeholders. There is an opportunity to prioritise the completion and implementation of the School's RAP.

The School effectively utilises human and physical resources to support the learning needs of students.

The School heavily invests in human resources to support the implementation of the curriculum and provide support and intervention for students. The School's support personnel include 20 School Officers (SOs), 3.6 ST:IEs, a full-time Guidance Counsellor, School Based Speech Pathologist, a Chaplain and two post-graduate university psychology students. Teachers and parents value the work and expertise offered by the members of the support team. Specialist teachers are responsible for the delivery of Languages (French), Physical Education, Music, Drama, Digital and Design Technology, library studies and learning extension program. The School is well-resourced with regards to technology with a 1:1 laptop program from Year 4, devices in the early years and interactive screens in all learning spaces. Significant school funds are invested into technology and facilities including classrooms and play environments. Leaders articulate systems and processes that enable the School to make judgements about the impact of programs and resources that are continuing to develop. There is an opportunity for the School to further develop quality assurance processes to determine if the distribution of resources is providing improved learning and wellbeing outcomes for all students.

Leaders prioritise strategies to build the capability of all staff.

The School has a Professional Development Learning Plan (PDLP) that aligns with the School's EIA of reading and includes other priority areas of mandatory and compliance training, Catholic Identity, Wellbeing, Our People, and Diversity and Inclusion. Teachers work with members of the LT to develop individual learning goals which are reviewed at junctures across the year. Recently staff involved in mentoring Early Career Teachers (ECTs) have attended coaching training. Members of the LT and the ST:IEs will model expected practices and encourage staff members to take the opportunity to watch other teachers teach. The PDLP is yet to fully detail the full suite of professional development available to staff members aligning individual goal setting, teacher expertise and the School EIA's and priority agendas. There is an opportunity for the School to redefine the PDLP to enable a differentiated approach to build staff capability in school priority areas and personal learning agendas. The PDLP could include a range of opportunities such as sharing of best practice, mentoring and coaching agreements.

The School is characterised by strong collegial teams.

Leaders, teachers and SOs describe a working environment where collaboration is encouraged and enabled through curriculum planning, data conversations, professional development and staff, year level and SOs meetings. Teachers discuss sharing planning responsibilities, resources and ideas. Staff articulate members of the LT are frequent visitors to classrooms providing informal and formal feedback on their practice. Most teachers express openness to watching others work and formal classroom visits. SOs appreciate their weekly meeting and professional development sessions. Some teachers are mentoring ECTs and teachers new to the School. Leaders articulate trialling a number of strategies for staff members to lead beyond their classroom including a Professional Learning Community (PLC) structure. There is an opportunity for the School to build on the expertise of staff members and current professional learning practices to enable teachers to build their talents, interests and leadership capability across the School and beyond to promote the EIA and improve student outcomes.

All members of the LT view the development and implementation of the curriculum as their core business.

A comprehensive Curriculum Delivery Plan (CDP) clearly outlines school expectations for curriculum delivery, assessment, reporting and pedagogical practices. The PLL facilitates curriculum planning sessions with the support of the ST:IEs and other LT members. Year-level teachers are released to collaboratively develop curriculum units of work. The School's curriculum planning cycle includes a preliminary data discussion to determine student progress and the next areas for improvement. The primary focus of this discussion is student reading data. A planning process document is available to support teachers navigate unit plan development. This process emphasises highlighting the parts of the Australian Curriculum (AC) Achievement Standard that will be covered, developing learning intentions and success criteria for a unit of work, and determining assessment and strategies for engaging students in their learning. Teachers reference Line of Sight overviews to support the vertical and horizontal alignment of the curriculum. Curriculum review meetings include year-level teams working with the PLL and leaders to review the units covered throughout the term, teacher and student successes and barriers for improvement. Leaders identify curriculum planning processes are continuing to develop and are focused on building teacher understanding of all aspects of the AC and ensuring students are accessing their intended curriculum. Planning documents indicate teachers have an increasing understanding of the elements of effective curriculum development. Leaders acknowledge the refinement of the CDP is an ongoing school priority. There is an opportunity to build on school planning processes and documentation to further support teacher understanding of all aspects of the AC including the AC Achievement Standard required.

Teachers articulate a range of assessments they utilise to determine student level of achievement.

Collaborative curriculum planning enables teachers to build an understanding of what students need to know and do to achieve the required standard. This understanding is translated into learning intentions and success criteria. Teachers develop formative and summative assessments to determine details of student learning and their progress across the years of schooling. Assessment tasks can be accompanied by checklists, and in some cases, rubrics to support the determination of student level of achievement and progression. Conversations with teachers and school documentation indicate the capability of teachers to develop authentic assessment tasks with associated marking rubrics is variable. School processes to support teachers to develop and quality assure A-E judgements on student achievement, including moderation are yet to be consistent. There is an opportunity to build teacher capability to develop authentic and rigorous formative and summative assessment tasks and marking rubrics aligned to the AC Achievement Standards. This will need to be supported by facilitated moderation practices.

The School employs processes to identify student needs and aspires to meet these through teaching adjustments and individual learning plans.

School leaders, teachers and the SSALT collaborate through data analysis processes to identify students' areas for development and starting points for teaching. School leaders and teachers report that the SSALT provide expertise, guidance and support to teachers in planning and implementing adjustments for students with identified needs. Parents concur with the School's approach to working with students needing support and speak positively about the support the School provides for these students. The School coordinates its many human resources to ensure that targeted, strategic and intensive responses can be provided to students identified through data review processes. The SSALT utilise their expertise to administer a range of assessments to identify needs. The School engages with Post Graduate students from Griffith University to provide additional support under the direction of the Guidance Counsellor (GC). Teachers requesting additional guidance and support for learning and behavioural needs complete a newly revised SSALT Referral Form. These requests are discerned by the LT and SSALT at a weekly meeting where learning needs from across the School are discussed and responsive actions are planned. Whilst processes are in place to support teachers in documenting adjustments in curriculum plans, some staff express there is a lack of consistency across the School. There is an opportunity to refine expectations and processes for the documentation and implementation of adjustments to support identified students to access the curriculum.

The LT and teachers work towards providing differentiated teaching and learning.

School leaders encourage teachers to tailor their teaching to student needs and readiness by implementing appropriate adjustments for students who require differentiated strategies to be successful learners. The School's Whole School Curriculum Delivery Plan states the School's commitment to differentiation via the implementation of BCE's Levels of Teaching Response. The LT and teachers can articulate strategies for supporting individual student learning, with planning documents reflecting some levels of adjustment and differentiation for learners. Short cycle planning is responsive to the needs of the students through the exploration of data to inform teaching. The School uses data to identify high potential learners (HPLs) from each cohort to participate in a Galaxy Club for one session each week, where a newly engaged Enhancement Teacher provides stretch and challenge opportunities connected to the curriculum. Students speak positively of the opportunity and enjoy the challenging learning activities provided. The LT

and teachers acknowledge that there are a number of HPLs within the School and there is a need to ensure that they are further stretched and challenged as learners through the day-to-day curriculum. Teachers express that they are more proficient in supporting students with identified learning needs rather than extending HPLs. There is an opportunity to develop a shared understanding of a whole-school approach to providing AC-aligned stretch and challenge in teaching and learning opportunities for all learners, with a focus on HPLs.

Members of the LT keep abreast of research on effective teaching practices.

Lyn Sharratt's 'Waterfall Framework' and recent research on the teaching of reading are informing the School's pedagogical approach. All staff members can discuss school pedagogical expectations including developing learning intentions, success criteria, Bump It Up Walls and feedback to students. School leaders and teachers report a shift of focus in the teaching of reading with further emphasis placed on the explicit teaching of decoding. Artefacts pertaining to school pedagogical expectations are visible in all classrooms. Conversations with teachers indicate enthusiasm for improvement and a willingness to try new approaches and strategies. Members of the LT provide feedback to teachers on their practice through Classroom Learning Walks and Talks. Teacher capability and understanding of the School's preferred pedagogies are continuing to expand and consolidate. There is an opportunity for the School to continue to build staff expertise in expected practices through modelling of best practice and differentiated professional development offerings.

The School aims to create an environment where all students are engaged, challenged and supported in their learning.

Many students identify the purpose of the Bump-It-Up Wall is to help them improve their outcomes. Some students identify the feedback they are provided by teachers helps them clarify misunderstandings and improve their work. Some students indicate they would appreciate further voice in what and how they are learning including hands-on learning, collaborating with their peers and problem-solving activities. Strategies to stretch and challenge HPLs are not as overt in classrooms as strategies to support learners not yet achieving benchmarks. Leaders identify a deliberate choice on prioritising practices aligned to explicit instruction. There is an opportunity for the School, over time, to broaden the expected pedagogies to include further opportunities for inquiry, event, project and play-based learning approaches.

Parents and staff articulate that the School has a strong sense of community.

After a disrupted couple of years, the School has engaged in a number of activities within the community to re-establish connections between home and school. These include working alongside the school Parents & Friends (P&F) Committee with events such as a parent date night, Mother's, Father's, Grandparent's Day activities and the School Disco. The P&F speak positively about the upcoming Day on the Green, where families will reconnect with each other and the School in a social setting. The School has expressed a desire to explore opportunities to re-engage with local early childhood education centres, primary schools, high schools and tertiary organisations to further enhance opportunities for student growth and engagement throughout their primary school years. There is an opportunity to explore partnerships to support the implementation of the EIA and other priority agendas.

Key recommendations

Leverage the current commitment and school-wide focus to the EIA by refining targets to be aspirational, specific and identified point-in-time measures for improvement to be rigorously monitored. Continue to strengthen the EIA by naming and monitoring the implementation of the agreed expected school-wide practices in literacy and pedagogical 'look fors'. Utilise BCE's Annual Improvement Plan (AIP) and EIA guides to assist in developing a roadmap to identify the School's future learning and teaching priorities.

Expand school curriculum planning sessions to include opportunities for teachers to build their capability to develop authentic and rigorous formative and summative assessment tasks and associated marking rubrics aligned to the AC Achievement Standards. Utilise the Queensland Curriculum and Assessment Authority Standard Elaborations to support teachers to develop A-E judgements against the AC Achievement Standard. Develop moderation processes to quality assure assessment tasks and teacher judgement in determining student level of achievement.

Prioritise and support the continued collaborative review of the existing PB4L framework. Make connections to the School's social-emotional and wellbeing strategies.

Build on school expected practices to include a range of pedagogical approaches such as inquiry, event, project and play-based to support differentiation for all students, including HPLs.

Evolve the current Data Plan to incorporate a range of data sets inclusive of academic, behaviour, wellbeing and attendance data. Prioritise professional learning opportunities for staff to enhance data literacy capability inclusive of the triangulation and analysis of a range of data sources, including A-E data.

Redefine the School's PDLP to enable a differentiated approach to building staff capability in school priority areas and personal learning agendas and include opportunities for sharing of best practice, mentoring and coaching agreements within the plan.

Performance summary

1. An explicit improvement agenda

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

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

2. Analysis and discussion of data

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

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

3. A culture that promotes learning

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

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

4.Targeted use of school resources

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

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

5. An expert teaching team

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

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

6. Systematic curriculum delivery

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

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

7. Differentiated teaching and learning

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

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

8. Effective pedagogical practices

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

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

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

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

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

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

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

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

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

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

9. School-community partnerships

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

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