

# School Review Report

Anula Primary School



**Anula**  
Primary School

<b>Review</b>	School Review Report
<b>Review Dates</b>	25 – 27 August 2020
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<b>Document review</b>	2024

<b>Acronyms</b>	<b>Full form</b>
ACARA	Australian Curriculum, Assessment and Reporting Authority
ACER	Australian Council for Educational Research
AITSL	Australian Institute for Teaching and School Leadership
ASIP	Annual School Improvement Plan
DoE	Department of Education
EAL/D	English as an Additional Language/Dialect
EAP	Educational Adjustment Plan
LBOTE	Language background other than English
NAPLAN	National Assessment Program Literacy and Numeracy
NCCD	National Consistent Collection of Data
NMS	National Minimum Standard
NMT	Neurosequential Model of Therapeutics
NT	Northern Territory
PAT – M/R	Progressive Achievement Test – Mathematics / Reading
PDPs	Professional Development Plans
PLP	Personalised Learning Plan
SDAP	Strategic Data Action Plan
SIP	Strategic Improvement Plan
SOLE	Self-Organised Learning Environments
SSIU	School and System Improvement Unit

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## School Context

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

Staff	A. Number within School	B. Number interviewed	C. Percentage • $(B/A) \times 100$
School Leaders	6	6	100%
Permanent teachers*	25	23	92%
Teaching support staff	18	15	83%
Parents	N/A	33	N/A
Students	447	83	N/A
Others	N/A	-	N/A

\* A minimum of 85% of staff interviewed is recommended



# Domains 1 - 9

## 1. An explicit improvement agenda

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

Low	Medium	High	Outstanding
<p>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.</p> <p>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.</p> <p>Expectations for significant school improvement are low and staff tend to 'explain' current achievement levels in terms of students' socioeconomic backgrounds and/or geographical location.</p> <p>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.</p>	<p>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).</p> <p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>There is evidence of a school-wide commitment to every student's success and staff of the school tell stories of significant student improvement.</p>	<p>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.</p> <p>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.</p> <p>There is a strong and optimistic commitment by all staff to the school improvement strategy and a clear belief that further improvement is possible.</p> <p>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.</p>

## Domain 1 Findings:

- Anula Primary School's Strategic Improvement Plan 2017-2019 (SIP) identified four key priorities for improvement: shifting the middle 60% of students upwards in literacy and numeracy; whole-of-school approaches for literacy and numeracy; data literacy; and a performance and feedback culture. This plan included baseline data from 2016 and school targets to be reached by 2019.
- Targets in the SIP were set for A-E learning area results; the percentage of students at or above National Minimum Standard (NMS) for reading, writing and numeracy in Year 3; and for PAT-R<sup>1</sup>.
- There is evidence of whole-of-school approaches to the teaching of literacy and numeracy; a number of strategies are now in place to support professional growth; and a continued focus on building data literacy.
- The 2019 Annual School Report to community included a visual representation of school priorities and targets for the year. It also provided a summary of targets met and those the school is still working towards.
- The 2020 Annual School Improvement Plan (ASIP) identifies a two-year gain in NAPLAN writing as a goal for improvement. Leaders described how qualitative and quantitative data analyses led to the decision that writing needed to be a school-wide focus.
- All teachers identified improved writing skills as a key priority for improvement. The whole- of-school approach to the teaching of mathematics using Meaningful Mathematics<sup>2</sup> was also identified. Teachers described how the Walker Learning<sup>3</sup> pedagogy and its associated teaching practices is a deeply embedded way of working for the school and remains an ongoing priority. Parents nominated this as a reason for choosing Anula Primary School.
- Staff expressed a commitment to improving writing and described how they have refined their practice as a result of school-wide discussions and agreed expectations about pedagogical approaches.
- Two signature strategies from the Northern Territory (NT) Department of Education (DoE) Improvement Guides have been selected to improve practice across the school. These are 'assessment for, as, and of learning' and 'the use of data to inform teaching'. Improvement actions in the 2020 ASIP are linked to these two strategies. These areas of focus are highly visible in key school documentation and in visual displays throughout the school.
- The principal provides regular written reports to the school council and gives an annual presentation which articulates the school's priorities. Members of the school council expressed a desire to learn more about how to be actively involved in the development and implementation of SIPs.
- Leaders have clearly defined roles that demonstrate alignment to school priorities and practices.
- The ASIP, Annual Report, and NAPLAN results are available on the school website. There is reference to the improvement agenda in newsletters.
- Anula Primary School actively networks with a range of other schools within the NT DoE and beyond to share and improve practice. Instructional models are underpinned by a strong research base.

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<sup>1</sup> Progressive Achievement Tests in Reading to reflect students' reading comprehension skills, vocabulary knowledge and spelling skills described in the Australian National Curriculum for English.

<sup>2</sup> A program that uses student problem-posing and inquiry as the central objective.

<sup>3</sup> Walker Learning is an evidence based pedagogy which uses play-based learning, investigative learning and inquiry based learning as key educational tools (from <https://earlylife.com.au/walker-learning/>)

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## 2. Analysis and discussion of data

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

Low	Medium	High	Outstanding
<p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>An ad-hoc approach exists to building staff skills in the analysis, interpretation and use of classroom data.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>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.</p> <p>There is a documented school plan and timetable for the annual collection of data on student achievement and wellbeing.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>The principal and other school leaders clearly articulate their belief that reliable data on student outcomes are crucial to the school's improvement agenda. The school has established and is implementing a systematic plan for the collection, analysis and use of student achievement and wellbeing data. Test data in literacy, numeracy and science are key elements of this plan.</p> <p>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).</p> <p>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.</p>

## Domain 2 Findings:

- Leaders are deeply committed to evidence-based decision making and continuously improving their data literacy skills.
- The school has developed a *Strategic Data Action Plan* for 2020 (SDAP). This plan clearly articulates the purpose of each assessment tool, how it is used, and key responsibilities for collections and analyses. It includes a range of literacy and numeracy data sets and also includes tools for monitoring wellbeing, attendance, and English proficiency for EAL/D learners.
- An assessment schedule for each year level supports the implementation of the school's SDAP, which includes benchmarks for student achievement in reading and mathematics.
- The school is trialling the Neurosequential Model of Therapeutics (NMT) for Educators as part of the Berry Street Education Model<sup>4</sup> to monitor students' social and emotional wellbeing. Staff shared reflections on the importance of these data in addition to existing measures of growth and achievement.
- Student data are captured and accessed on the student information system 'GradeXpert' platform. The employment of 'eDash' (the DoE data platform) by teachers has increased following targeted professional development into the use of this platform to analyse student achievement and growth.
- Leaders meet with teachers for data coaching conversations as part of their program feedback, and 'Stage of Schooling' teams use evidence of student learning and regularly undertake assessments to target teaching to student need.
- In 2020 the school is working towards the systematic collection of writing samples to better monitor student growth in writing. Pre- and post-assessments have been introduced and teams have used these data to frame writing goals for students.
- Learning Sprints<sup>5</sup> have been enacted and have focused on key areas of writing, for example, word choice, and ideas. These focus on a small group of students in each class whose progress is monitored over a five-week period.
- Professional learning aimed at building data literacy skills has been identified as a priority, with a particular focus on using NAPLAN, PAT, A-E, and NCCD data.
- School leaders have identified an opportunity to further develop the data literacy of their coaching team and have taken steps to address this in 2020. Leaders shared with reviewers the importance of this work to the continued improvement of the school.
- The school is collecting data from teacher reflections on how they are integrating technology to measure the impact of the engagement of a consultancy service 'Culture Tech' in coaching staff and building capability through project work.
- Anula Primary School was named among the five highest performing Northern Territory (NT) schools for growth in NAPLAN performance during 2019. The school regularly celebrates significant improvements in student learning outcomes (for example, students making considerable gains as a result of the sprint process).

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<sup>4</sup> NMT promotes a holistic and ecological approach to interventions with the child – targeting not only the individual child, but their caregiver relationships, broader family networks as well as school and community (from <https://learning.berrystreet.org.au/focus-areas/take-two/nmt-flagship>)

<sup>5</sup> A model of using evidence-informed practice that allows educators to “plan, act and evaluate their impact” (from <https://learningsprints.com/>)

### 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
<p>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.</p> <p>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.</p> <p>Some teachers appear to work in isolation from colleagues. Staff morale is low and staff turnover is high.</p>	<p>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.</p> <p>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.</p> <p>Most parents take an obvious interest in their children's learning. Engagement is primarily through regularly scheduled parent-teacher interviews.</p> <p>Staff morale is satisfactory.</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Staff morale is generally high.</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>

## Domain 3 Findings:

- The ethos of the school reflects a deep commitment to every child learning successfully, evidenced by how well staff know each student, their interests, and their learning and wellbeing needs. The commitment to every child having a personal learning plan (PLP) is evidence of the deep investment in a learning culture that promotes high expectations and excellence.
- Staff are united in their belief that strong and productive relationships with students are critical to successful learning. Students reported that their teachers know them well and are caring and friendly. Staff and students alike express a great sense of pride and belonging.
- The *Student Engagement and Wellbeing Policy* outlines the school's mission and beliefs, including a clear statement about the close link between wellbeing and student achievement. The school has a vision for learners who are persistent, resilient, curious, and risk-takers. Students are able to describe these learning attributes and the strategies they use as learners.
- A high priority is given to building a calm and positive learning environment and reviewers observed this across all open plan classrooms. The development of Ready to Learn plans in every classroom is further evidence of how the school actively supports students to be meaningfully engaged in their learning. The implementation of the first stages of the Berry Street Model is supporting positive behaviour and the development of self-regulation skills to support learning.
- Students can also access the 'Engine Room' which supports students to be ready for learning by reducing over stimulation or restoring under stimulation.
- The physical environment of the school provides a welcoming and stimulating setting for positive learning, and staff and students expressed their appreciation of their learning environment.
- Parents feel welcome and state that staff are responsive to their needs when they raise issues or require clarification or support. The welcoming culture of the school, particularly for families in the intensive English units, is recognised by school council as a strength.
- A range of opportunities are in place to provide feedback to families about how their child is progressing. Examples include three-way conferencing twice a year, twice-yearly written reports and regular conversations with teachers throughout the year. Teachers also send home introductory letters at the beginning of the year in addition to term-by-term updates. The Seesaw communication platform is emerging as a means of sharing student achievement with families.
- Parents have an interest in further opportunities to engage as learners and partners in their children's learning.
- Communication with the school is valued by parents with multiple strategies in place to inform parents of school activities including the school stream platform which is available in multiple languages to cater for the diverse community.
- There is considerable evidence of a strong culture of learning amongst staff. This is reflected in their willingness to work regularly with coaches to improve their practice. Many teachers described to reviewers how the explicit feedback provided to them by coaches and peers has enabled them to better meet individual student learning needs.
- The Walker Learning pedagogy promotes a culture of inquiry and innovation, fosters engagement in learning, and values the interests of all students.
- Staff demonstrate strong mutual respect for both their colleagues and leadership in the school. They view the leadership team as open, responsive and caring to the needs of staff.

- An attendance policy has been developed. It includes attendance procedures which articulate monitoring requirements and key intervention strategies, including home visits and correspondence with families.

## 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
<p>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).</p> <p>There is very little, if any, systematic testing of students to identify individual learning needs.</p> <p>The school does not always make best use of available staff expertise.</p> <p>School leaders have developed very few, if any, school-wide policies or programs to address individual needs, which are left to classroom teachers.</p> <p>School learning spaces tend to be used traditionally, with limited flexibility to support different kinds of learners and learning.</p>	<p>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.</p> <p>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).</p> <p>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).</p> <p>School leaders encourage teachers to address individual learning needs in classrooms, but there are very few agreed school-wide strategies for doing this.</p> <p>Physical learning spaces are used creatively, and technology is accessible to the majority of staff and students.</p>	<p>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.</p> <p>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.</p> <p>Programs to meet individual learning needs (e.g., programs for gifted students, students with learning difficulties, students for whom English is a second language, Indigenous students, and refugees) are prioritised, where possible, in the school budget.</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>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).</p>

## Domain 4 Findings:

- The school has made a significant investment in a broad range of programs and services to support learning and wellbeing, including Meaningful Mathematics, Writers' Workshop, Read Write Inc<sup>6</sup>, Walker Learning, Inquiry Learning, Self-Organised Learning Environments (SOLE), Engine Room, enrichment, a range of interest clubs, play therapy and Berry Street, special needs initiatives, and in-classroom support.
- Systematic and regular assessments including standardised tools and teacher-developed instruments, combined with a comprehensive process for identifying students with potential additional learning needs has resulted in every student being closely monitored and supported.
- School records of individual student needs and progress are maintained centrally in the School Sentral student management system, as well as in the GradeXpert platform which is accessible to all staff.
- The *Whole of School Approach to Student Support* document outlines how support will be provided. A clear referral process is evident to support teachers in identifying and responding to students presenting with potential additional learning and wellbeing needs.
- The school is active in securing grants to augment its resources. Examples include the Government Solar Grant, and the Department of Environment and Natural Resources Award for sustainability initiatives.
- Digital technologies has been a focus and the school has funded mentoring opportunities for staff through the engagement of an external consultancy. There has been a school-wide focus on using the Apple Native apps. and ensuring digital technology is integrated across all learning areas. The school has set a target of being an Apple Distinguished School by the end of 2020. There is clear intent to move from consumers of technology to be creators' - with a strong focus on pedagogical change. Coaches from Culture Tech have supported teachers in planning for and using technology authentically.
- Anula Primary School offers an intensive English program for students newly arrived in Australia.
- Significant human resources have been allocated to provide coaches to lead the implementation and strengthening of pedagogical practices.
- Open plan classroom learning environments and outdoor play spaces support and encourage learning and wellbeing. They are well resourced, aesthetically pleasing and designed with clear intent to support the school's pedagogical approach. Open plan learning areas are used creatively and flexibly with a number of breakout spaces employed with specific purpose.
- The special education program supports a variety of programs including play therapy, speech therapy, and occupational therapy to provide targeted support to students who have additional needs.
- Targeted funding has been budgeted to employ staff who support learning in classrooms, particularly for those students who have been identified as having additional needs.
- Significant resourcing has been allocated to implementing Walker Learning which is valued by parents and staff as a pedagogical approach for students in the early years.
- The leadership team is committed to resourcing and timetabling collaborative planning to allow for the systematic analysis of data to enable staff to meet the individual needs of students in literacy and numeracy.

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<sup>6</sup> A whole-of-school approach to teaching systematic synthetic phonics (from <https://www.oup.com.au/primary/phonics/read-write-inc>).

## 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
<p>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').</p> <p>There is little evidence that school leaders are proactive in the recruitment and retention of staff.</p> <p>There is little sense of a whole-school coordinated approach to professional learning and a low priority is given to enhancing staff performance.</p>	<p>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.</p> <p>The principal and leadership team are seen as supportive of, but not generally involved in, the day-to-day practice and learning of teachers.</p> <p>Teachers are open to constructive feedback and provide feedback to colleagues, although there may not be formal mentoring or coaching arrangements in place.</p> <p>The school is implementing a formal process for conducting professional discussions with staff.</p> <p>The school's professional learning agenda is made explicit to staff at induction, and in staff handbooks.</p> <p>Where it is necessary to manage unsatisfactory staff performance, this is done professionally and effectively, and in accordance with agreed guidelines.</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>The school provides opportunities for teachers to take on leadership roles outside the classroom.</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>School leaders participate in professional learning activities, learning alongside teachers, and the school supports teachers to continue formal study and celebrates professional success.</p>

## Domain 5 Findings:

- There is extensive evidence of the high priority placed on building a strong professional growth culture. The *Whole School Approach to Professional Learning* document captures the values and beliefs about the importance of continuous improvement in teaching and articulates the intended strategies for how staff will be supported to further strengthen practice.
- This professional growth culture is characterised by individualised goals for staff; regular opportunities for professional learning targeted to need and aligned to the school improvement agenda; and multiple opportunities for mentoring and coaching.
- The 2019 staff opinion survey describes a 21% improvement in levels of satisfaction from 2018 for staff involvement in Professional Development Plans (PDPs). Staff participate in conversations with leaders twice a year, focusing on personal reflection and planning for professional learning and growth with reference to school priorities.
- Teachers report ease of access to a range of school coaches who negotiate target areas of improvement with teachers to build capability in the expected pedagogical practices of Assessment Capable Writers, Meaningful Mathematics, Read Write Inc, Walker Learning, and the effective use of technology. Teachers describe in-class coaching support which includes modelling expected practices, co-teaching, observations, and feedback loops. Written feedback to teachers includes recognition of strengths of practice and recommendations for refinement.
- The school is starting to develop a bank of videoed exemplars of practice to share and learn from.
- Coaches reflected that additional professional learning would support them in further developing their coaching skills.
- Teachers are members of across year-level professional learning communities (PLCs). These have focused on inquiry-based peer observation and feedback opportunities, particularly in relation to the school writing improvement priority. In 2020 the focus has deliberately shifted to the effective embedding of technology. Plans are in place to initiative peer observations that focus on students using technology creatively for their learning.
- Leadership team members describe the benefits of engaging an external leadership coach to support them to align their roles more closely to the school improvement agenda.
- Teachers new to the school or commencing their teaching career described a structured induction program that quickly and effectively supported them to implement agreed shared school teaching approaches with confidence.
- Teachers and support staff speak of support for formal study and celebration of professional growth. Examples of staff pursuing or gaining further qualification and accreditation include teachers currently applying for highly accomplished/lead teacher status, as well as the Walker Learning pedagogy accreditation process. Support staff are also supported to achieve qualifications in the areas of supporting students with disabilities and early childhood education.
- The school is active in building networked interschool relationships that support teacher and leader development. Examples include the Meaningful Mathematics network and the Walker Learning partnership.
- Leaders are strategic in their recruitment strategies, ensuring that selected staff are committed to and/or have experience in the areas that support the school in achieving its priorities. Staff are deployed in a way that maximises their expertise.

## 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
<p>School leaders and teachers have limited familiarity with national or system- wide curriculum documents.</p> <p>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.</p> <p>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).</p>	<p>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.</p> <p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>The school leadership team ensures that the enacted curriculum remains a focus for discussion among, and collaboration between, teachers and that the curriculum plan is the reference against which flexible delivery is designed, assessment tasks are developed, and student learning is reported. Curriculum delivery is designed to meet the needs of the range of students within each year level as well as those with disabilities and other particular need.</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>

## Domain 6 Findings:

- Anula Primary School curriculum planning documentation has been developed with reference to the Australian Curriculum and Early Years Learning Framework. Long- and short-term planning includes evidence of backward mapping from the Australian Curriculum Achievement Standards, the scoping of content and skills development, and reference to the General Capabilities and cross-curriculum priorities.
- Scope and sequencing documentation is evident for writing, science, spelling, and mathematics. Science curriculum scope and sequence documentation includes links to the learning continuum for the General Capabilities and includes direct reference to the cross-curriculum priorities. The scoping of some other learning areas is less clear.
- Science, HPE, Mandarin Chinese and elements of the arts are delivered by specialist teachers. The Australian Curriculum, Assessment and Reporting Authority (ACARA): Digital and Design Technologies curriculum is integrated across learning areas.
- There are documented and detailed expectations for curriculum planning and leaders share responsibility for providing detailed written feedback to teachers about their programs.
- Teachers in the early years develop statements of intent for the Walker Learning pedagogy as an expected approach to planning.
- Planning teams use a curriculum map which contains a summary of all content descriptions to guide their planning and coverage of the expected curriculum across learning areas. These teams also scope the learning across the year, term-by-term.
- Leaders have recently introduced processes to check for gaps in the delivery of the intended curriculum. Teachers are now reflecting on the enacted curriculum and ensuring that any gaps are clearly identified so that they can be addressed in future planning.
- Highly detailed literacy and numeracy term planners for all year levels include: an overview; identification of key formative and assessment tools; clearly documented summaries of data that have informed small group work and targeted teaching; individual student learning goals for reading and writing, as well as adjustments for students with an Education Adjustment Plan (EAP). Week-by-week plans include learning intentions.
- Teaching teams work collaboratively to develop and deliver the curriculum. They meet every five to seven weeks to reflect on teaching and learning programs and to make adjustments where necessary according to student progress. Leaders are providing support for teachers in making connections across learning areas.
- The school website has links to the parent information brochures developed by ACARA for each learning area. Teachers provide families with details of the key learning for each term.
- Clarifying and confirming practices both within the school and across schools for literacy and numeracy is embedded practice. There are clearly documented and enacted guidelines to support the development of quality assessment tasks and consistency of judgement.
- The school has been trialling the SOLE inquiry approach for students in Years 3 and 4. The intent is to provide a provocation (open-ended question to trigger curiosity) and encourage students to take ownership of their learning and work collaboratively to inquire and respond to that provocation.
- The school has identified developing quality assessment tasks as a priority area for focus for 2020 and beyond.

## 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
<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Reports to parents generally do not show progress or provide guidance to parents on actions they might take.</p>	<p>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.</p> <p>Planning shows how the different needs of students are addressed, and how multiple opportunities to learn are provided, including multiple pathways for transition to external studies (e.g., apprenticeships) for students in Years 10-12. Students' workbooks also illustrate differentiated tasks and feedback.</p> <p>Reports to parents show progress over time and include suggestions for ways in which parents can support their children's learning.</p>	<p>The school leadership team actively promotes the use of differentiated teaching as a strategy for ensuring that every student is engaged and learning successfully. It is recognised throughout the school that some students require significant adjustments to their learning programs (e.g., accelerated programs, special support) if they are to be optimally engaged and challenged, and individual learning plans have been developed for those students requiring them. Differentiation is a priority of the school and a feature of every teacher's practice.</p> <p>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.</p> <p>Reports to parents and carers include details of how learning opportunities have been tailored to individual needs and of the progress individuals have made.</p>

## Domain 7 Findings:

- The school leadership team articulates a strong conviction that every child's learning needs must be identified and met. In the early years, using the Walker learning pedagogical approach teachers devote considerable time to knowing each child well. The 'focus children' strategy ensures that every child has a moment in the spotlight with their interests and needs identified and addressed.
- Teachers and families describe how the learning approaches and ethos of the school ensure that classroom activities are tailored to developmentally appropriate levels of student readiness and need.
- Expectations for responding to students' interests, needs and readiness to learn are embedded in the school's instructional models and other key documentation. There are 'non-negotiables' for expected whole-school teaching approaches.
- Every child has a PLP and these include key information about student progress in learning and co-constructed student goals which are shared with families and peers. Goals are for literacy and numeracy learning and reference school benchmarks. These plans provide feedback to parents on growth in learning.
- Examples of teacher planning and student workbooks provide evidence of the use of flexible student grouping based on an analysis of a range of available evidence. Planning is conducted collectively by teams in five-weekly cycles to ensure program design is responsive to student progress and identified need. Teachers speak highly of this approach. Teachers also complete a Statement of Intent in the early years every two weeks as part of the Walker Learning pedagogy.
- The school has commenced implementation of the Berry Street Model and has connected with local schools to seek support in this work. Teachers and staff describe a growing understanding of the model and its importance in responding to student wellbeing needs.
- Student reports are translated into multiple languages to support families from a range of language backgrounds other than English. Parents identified that they value student led conferences at the school and the use of PLPs and EAPs which include explicit feedback on learning goals.
- Transition programs from the intensive English unit are in place and this approach includes opportunities for students and families to receive support before, during, and post the transition period.
- The school has established a special education support team including a special education teacher, a full time special education administration officer and special education support officers to provide support to teaching staff in identifying and responding to the needs of students. This includes processes for moderating judgements for the NCCD, as well as providing access to external resources and specialist support.
- The school uses QR codes<sup>7</sup> which are widely displayed to allow special education support assistants to easily capture and record evidence of student progress towards established EAP goals. This approach is highly regarded and used regularly by staff at the school to support the review and adjustment of plans and goals for students. QR codes are also used to share evidence of other students' work samples.
- Students who are identified for further support in literacy participate in the Read Write Inc intervention program between Years 2 and 6. Currently 15 teachers and support staff across the school have been formally trained in this approach.
- Students participate in enrichment opportunities including the Tournament of the Minds and activities organised by Sanderson Middle School.

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<sup>7</sup> A machine-scannable image that can instantly be read using a smartphone camera.

## 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
<p>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.</p> <p>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.</p> <p>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’.</p>	<p>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.</p> <p>Discussions of specific teaching practices are rare and generally occur only in the context of concerns about a teacher’s performance.</p> <p>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).</p>	<p>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.</p> <p>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.</p> <p>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.</p>	<p>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.</p> <p>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).</p> <p>School leaders spend time working with teachers to improve their teaching practices, including modelling, evaluating and providing feedback on classroom teaching.</p>

## Domain 8 Findings:

- The principal and other senior leaders have clear, well-known, and documented positions on the kinds of research-based teaching strategies they wish to see occurring across the school. Leaders conduct professional learning about these practices, are highly visible around the school and 'hands on' in driving and modelling improved teaching practices.
- Instructional models have been developed, documented and are being implemented for all of the school's leading pedagogical approaches. Classrooms clearly displayed the instructional models for the teaching of mathematics and writing.
- Many staff demonstrate a deep understanding of the expected practices in the way they describe how they enact them in their classrooms. Reviewers were also able to observe a number of these practices across several classrooms. Leaders and some staff acknowledge that further support will enable further refinement of practice to build school-wide expertise.
- All staff spoke positively about the whole-of-school approach to writing. The writing coach described the collecting of pre- and post-writing samples to set student writing goals and track student progress, with a particular focus on improving the number of students receiving an A, B or C on their report card. Staff are still developing confidence in creating assessments to support judgements against the standards and effective evaluation of student learning growth.
- The school uses the Read Write Inc phonics program in early childhood for all students, those in the intensive English program and for students with identified additional learning needs in the later years to support a systematic approach to the teaching of synthetic phonics. Student groups are fluid and based on concept mastery data. A draft spelling pedagogical framework for Years 2-6 is being developed.
- The school has been featured in an Australian Institute for Teaching and School Leadership (AITSL) vignette and by the NT DoE for its expertise in Meaningful Mathematics pedagogy.
- Classroom walkthroughs by reviewers provided evidence of the use of Ready to Learn plans to support students in using self-regulation strategies throughout the school. These are communicated to parents through PLPs and during three-way conferences.
- The school describes 'Anula visible learners' who have individual learning goals, and have self-regulated their learning. There is an expectation of the explicit teaching of skills and content aligned to student interest. It is also expected that students will know what is required to be successful in their learning. Learning intentions and success criteria were evident in classrooms and embedded in planning. Students could describe what they are learning about and could also describe the ongoing feedback they are provided about their learning, and their progress towards the achievement of goals.

## 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
<p>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.</p>	<p>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.</p> <p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>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).</p> <p>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.</p> <p>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.</p>

## Domain 9 Findings:

- Two flagship partnerships, the Early Life Foundation and the Meaningful Mathematics network have been forged with strategic intent, and are both long standing arrangements.
- The partnership with Early Life Foundation (Walker Learning partnership) includes some reciprocal arrangements that benefit both parties. Anula school leaders coordinate study tours on behalf of the Foundation, and in doing so teachers new to the school participate in study tours free-of-charge. The Walker Learning pedagogy and associated teaching practices are deeply embedded, and the school is highly regarded for this approach across the Northern Territory and beyond. Although a documented agreement is not evident for this partnership, there is evidence of ongoing communication and discussion between both parties, and a commitment of resources and time to ensure its ongoing sustainability.
- The school is an integral member of the Meaningful Mathematics network, working collaboratively with 22 other schools. It is recognised as a leading member because of the school's progress in embedding this approach in the teaching of mathematics. Teachers from Anula Primary School regularly open their classrooms for observations by colleagues from other schools and the school hosts professional development for the network. A formalised agreement is in place for this network which includes goals, protocols, and processes for measuring impact on student learning outcomes.
- Anula Primary School also has a rich and varied suite of other partnerships with external agencies, businesses that provide particular expertise, and other schools. For example, the school works closely with Melaleuca Refugee Centre to support families new to Darwin to enrol in the intensive English unit and to access a range of agency services.
- There is evidence of close affiliation with neighbouring schools where cross-school clarifying and confirming sessions have been held and there are opportunities for sharing and showcasing of best practice across schools. This network of schools has planned their first writers' exposition.
- As part of its sustainability focus, the school has links with a broad range of businesses, educational institutions and other organisations that provide a range of locally and contextually relevant learning experiences for students.
- For the last three years Anula Primary School has linked with Save the Children to access social and emotional wellbeing programs including Kids Connect which is evaluated for impact. Wellbeing is also supported through the school's links with Berry Street.
- The school commenced a new partnership in 2019 with Child Australia for outside-school-hours-care. A partnership agreement is in place for this service. This followed the evaluation of a previous provider which informed the change.
- The brokering of a Chinese Associate Teacher program firstly through the Department of Education, and then through the Darwin Languages Centre, has supported the introduction of Mandarin language learning from Transition to Year 6.
- The school values the contributions that parents can make to the school. A high number of parent volunteers support an in-class reading program, breakfast club, working bees, and other school events. Parents are surveyed to identify particular skills that could be utilised to support learning and wellbeing.
- There is an established pre-school parent committee which meets regularly and has representation as part of the school council. Preschool parents spoke highly of the connection between the service and families from across the community.



# Recommendations, Commendations & Affirmations

## Commendations

- Walker Learning pedagogy is embedded across the school and teachers, leaders and families can describe its importance for knowing children, building strong relationships, and responding to student interests. It is highly valued by students who use the language of the approach confidently and can describe the role of investigations and their purpose.
- The intentional development of a positive, inclusive, and supportive environment has resulted in strong and productive relationships conducive to engaged and successful learning.
- High expectations and a commitment to excellence permeates the culture of the school. There is a strong sense of pride and belonging. Staff and families have selected Anula Primary School because of its reputation for these high expectations, support for the whole child and clarity about its direction. Staff, students, and parents all described 'The Anula Way'.
- There is a clear culture of learning for both students and staff. Students speak highly of how staff model a commitment to their own learning.
- The school is commended for the shared conviction that every child's learning needs must be identified and met. Every child has a PLP. Students take ownership of their goals, and share them with families, and this is having an energising effect on learning, motivating students to strive for excellence.
- An expectation that every child will learn is supported through the systematic identification of the needs of all students. Multiple strategies for intervention both in-class and through external support are enacted to meet individual needs.
- The school's quest to become an Apple Distinguished School is grounded in its belief that the embedded use of technology can deepen understanding, engagement, and challenge for learners. The commitment to this initiative is evident throughout the school.
- Learning environments are flexible and responsive to the needs, interests, and skills of students and provide multiple opportunities for differentiated learning experiences. Every available space in the school is used creatively to deliver positive outcomes for students. Outdoor spaces are vibrant, colourful and used creatively. Students are encouraged to take ownership of their environment through the explicit teaching of skills and routines that encourage them to maintain a tidy and organised classroom environment that is ready for learning.
- Ready to Learn plans across the school allow students to self-regulate their learning through a deeper understanding of the triggers for behaviour. This has had considerable impact on increased student engagement as a result of the reduction of incidences that can interrupt learning.
- At Anula Primary School, parents feel accepted and welcome in classrooms. Intentional spaces are in place in the pre-school to make parents an integral part of the learning environment. This open-door policy extends throughout the school and is actively encouraged through initiatives such as the parent skills surveys.
- The school is innovative in how it uses technology to capture learning. The use of QR codes enables the comprehensive instant capture of evidence of learning, and supports the tracking of individual achievement and progress so they can be easily shared with staff and family.
- Comprehensive processes are in place to transition students from pre-school to the main school and this supports students in developing relationships and a sense of belonging.
- The intentional recruitment of staff with unique skill sets to meet the needs of a very diverse community has resulted in a united and focused team who are well positioned to meet student learning and wellbeing needs.

- Leaders allocate significant resources strategically and effectively to support the school's improvement agenda. Of particular note is the significant investment in building a professional growth culture through the appointment of several coaches to drive this ethos.
- The principal and other senior leaders are united in their commitment to school improvement and work closely as a team to support the needs of staff and students. Their clear positions on the kinds of research-based best practice teaching and types of explicit instruction models they wish to see occurring, coupled with their in-class presence and support for teachers in enacting these practices and models, is resulting in consistent pedagogical practice.
- The school has a rich and varied suite of partnerships, two of which (Walker Learning and Meaningful Mathematics) are flagships for the school. These partnerships been forged with strategic intent, are sustainable, of mutual benefit to both entities, and are well recognised and supported by the wider school community.

## Affirmations

- The ongoing commitment to building increased data literacy and capability across the teaching and coaching teams. This includes the use of a range of data for analysis, including the triangulation of achievement, growth and wellbeing data.
- Staff willingness to participate in peer observations and feedback cycles.
- The deliberate intent to integrate the intensive language program into the school environment allowing students to be a part of the whole school culture and learning environment.
- The work of the special education team in supporting students, staff and parents, and especially case management through EAPs.
- The high value placed on support staff evidenced through the regular provision of training and inclusion in shared curriculum planning, particularly in transition and pre-school.
- The commitment to training all staff in the implementation of the Berry Street Model to develop a shared language across the school.
- The continued development of a range of strategies, such as using the Seesaw platform to share evidence of learning and to communicate regularly with parents.
- The emerging use of a suite of wellbeing data, including a data wall, to support the social and emotional needs of students.
- The way in which teams work collaboratively both within and across year/multi-age teams to plan, reflect on, and share practice.
- The highly detailed literacy and numeracy plans which explicitly capture and use data to plan for students at their point of need.

## Recommendations

- Continue to review and refine the school's plan for curriculum delivery to:
  - ensure continuity and progression of learning for students across their primary school years for all learning areas;
  - Raise the status of the general capabilities in the delivery of the curriculum; and
  - Provide opportunities for the progressive development of students' deep understanding of concepts, principles, and big ideas.
- In the next planning cycle, develop an improvement plan that includes explicit and clear targets expressed in terms of the specific improvements sought in measurable student learning and wellbeing outcomes. These targets should include accompanying timelines which are rigorously actioned. Build a shared ownership of the plan ensuring that teachers have a clear understanding of the changes in practice required to achieve targets.
- Continue the improvement focus on the regular use of student assessment data throughout the school to identify gaps in student learning, to monitor improvement over time, growth across the years of school, and to target teaching. Sustain a strong focus on the targeted professional development of staff to build teachers' and leaders' data literacy to support deeper understanding of data concepts and strategies for analysis.
- Build on the high levels of trust evident in the school community to encourage families to further engage with, and partner in, student learning.

## Sign off

**Noted by:**

Principal:

  
Melinda Kealy

Date: 23/09/2020.

Senior Director School  
Improvement and Leadership:

  
Paul Nyhuis

Date: 24/09/20

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Date: 5 /10 /2020

Finalised by SSIU:

Date: 5/10/2020

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