

School Review Report Summary

Wagaman Primary School



Review	School Review Report Summary
Review Dates	26 – 28 May 2021
Principal	Mandy McKinnon
Reviewers	Noel Strickland, ACER Lead Reviewer Julie Perry, Principal Howard Springs Primary School, Co-Reviewer Kylie Murphy, Assistant Principal Casuarina Senior College

Acronyms	Full form
AIEW	Aboriginal and Islander Education Worker
ASIP	Annual School Improvement Plan
ASC	Assessment of Student Competencies
ACER	Australian Council for Educational Research
DoE	Department of Education
EAP	Educational Adjustment Plan
EIA	Explicit Improvement Agenda
FELA	Foundations of Early Literacy Achievement
GloSS	Global Strategy Stage
IKAN	Individual Knowledge Assessment of Number
JAM	Junior Assessment of Mathematics
LBOTE	Language background other than English
LLI	Levelled Literacy Intervention
MM	Meaningful Mathematics
NAPLAN	National Assessment Program Literacy and Numeracy
NCCD	National Consistent Collection of Data
PGP	Professional Growth Plan
PLC	Professional Learning Community
PAT-R / M	Progressive Achievement Test – Reading / Mathematics
SSIU	School and System Improvement Unit
SAMS	School Attendance Management System
STEAM	Science, Technology, Engineering, Arts and Mathematics
SESA	Special Education Support Assistants
SSP	Student Support Plan

School Context

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

Staff	A. Number within School	B. Number interviewed	C. Percentage • $(B/A) \times 100$
School Leaders	5	5	100%
Permanent teachers*	20	19	95%
Teaching support staff	11	9	81%
Parents	-	-	-
Students	310	-	-
Others	-	-	-

* A minimum of 85% of staff interviewed is recommended

Commendations

Wagaman Primary School is commended for:

- Teachers' use of comprehensive assessment processes to establish where all students are in their learning journey and to identify gaps in learning so that re-teaching can take place and that future learning activities can be planned.
- Developing a formal partnership with Camp Australia and Milestones Early Learning which has resulted in the school acquiring funding that is used to supplement the programs to support students with special needs.
- The leadership provided to the whole school community by the principal and leadership team.
- The development of schoolwide processes which are used to identify students with special needs and the range of strategies implemented to meet these needs.
- The whole-school commitment to continual learning and the expectation that all students will perform to the best of their ability.
- The creation of a culture that highly values data use which provides extensive opportunities for colleagues to gather, discuss and utilise data across mathematics, English, Social Emotional Learning, and wellbeing. This is supported with ongoing professional development in data analysis.
- The commitment to the wellbeing of every child and the learning culture of the school through the embedding of the values, Tribes Agreements and learner assets.
- The positive and caring relationships between staff, students and parents as evidenced in the comments of students, parents/carers, and staff. Parents and visitors value the cheery welcome they receive when they enter the school.
- The development of a strong sense of belonging and pride in the school, along with the positive and supportive environment that reflects the staff belief that all students can learn and grow as individuals.
- The high levels of trust across staff and leadership that supports the learning culture in the school and models continuous learning for students.
- The clean and well-maintained gardens and facilities which contribute to the positive school atmosphere and a variety of interactive learning opportunities.

Affirmations

Wagaman Primary School is affirmed for:

- The development of a school-based maths scope and sequence chart based on the Australian Curriculum and New Zealand Maths Framework.
- Communicating student performance and wellbeing data to the school community.
- Developing a focus on the general capabilities and cross-curriculum priorities from the Australian Curriculum in teacher planning.
- The emerging appetite of staff to be involved in school-wide coaching and mentoring programs.
- The implementation of software that will enable the triangulation of longitudinal testing results, to support teachers identifying gaps in student learning and tracking these gaps back to the Australian Curriculum.
- Promoting and developing 'student voice' by joining the Northern Territory Learning Commission. This has resulted in the school investigating the feedback teachers give students.
- The work that has begun to extend cultural awareness from one-off whole-school events to being embedded in regular classroom activities.
- The development of a range of partnerships with parents, families, local businesses and community organisations which improve opportunities and outcomes for students.
- Using class newsletters, three-way conferences and the online application Seesaw to share the curriculum with parents.
- The commitment of staff to the future development of mentoring and coaching to provide feedback to support and improve teaching and learning.
- The implementation of professional development programs to support teachers to deliver the signature strategies identified in the ASIP.
- The training of staff through engaging experts in the inquiry pedagogy and the writing and reading process.
- The involvement and commitment of all teachers to ASIP implementation teams.
- Linking with neighbouring schools to share expertise to enhance teaching and learning.
- The way teams work collaboratively to plan, reflect on, and share practice.
- The commitment of the leadership team to support teachers in their understanding and implementation of the effective teaching methods, to ensure that there is consistency of practice evident in every classroom, every day.
- The willingness of staff to accept leadership roles throughout the school.

Recommendations

It is recommended that Wagaman Primary School:

- Develop an explicit improvement agenda (EIA) which is consistent with the school's vision for teaching and learning, provides a narrow and sharp agenda focused on student outcomes, incorporates explicit targets for student achievement and wellbeing, is monitored regularly and is evaluated for effectiveness.
- Establish a data plan that incorporates the schedule for collection of school data and describes the responsibilities for collecting, analysing, using, and monitoring data at individual, cohort, and schoolwide levels. Continue to build data literacy of parents/carers, students and teachers so they understand and use the data to its fullest extent.
- Clarify and document the school's explicit and agreed position on the research-based teaching practices that need to be evident in every classroom.
- Develop a whole-school professional learning plan which is reflective of the explicit improvement agenda (EIA), linked to the professional and personal goals of all staff and informed by the school's evidence-based pedagogical practices.
- Document partnership agreements that explicitly outline student outcomes that the agreements are seeking to improve.

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Department of **Education**
School and System Improvement
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