



# Executive Summary

## *Commendations, Affirmations & Recommendations*

## Commendations

APS is to be commended for:

- the leaders, staff, students and the community sharing a passion and commitment to school improvement. This is showcased through highly committed and visible leaders, the collective commitment of all staff to the school goals, students who are greatly engaged in their learning and strong support from the parent community. This results in an optimistic and happy school community.
- the principal and school leaders nurturing the school-wide culture of quality learning, and all APS staff expressing a deep belief that all students will learn successfully. High expectations are evident across the school, creating a culture of learning.
- leaders having high expectations of curriculum implementation, resulting in consistency, well-known routines, highly competent teachers and successful students.
- teachers valuing the collaboration opportunities provided with their teaching teams and the professional collegiality and rigor that this provides for planning.
- the long-standing involvement in the MM network and its prestigious Tier 4 status. This has enabled the school to sustain teacher efficacy, student engagement and complex data analysis over time and develop connections with other schools in the network.
- the long-standing partnership with Early Life Foundations and the implementation of the Walker Learning Approach that is highly regarded in the community, and providing strong, evidence-informed practices that have allowed student agency and targeted explicit teaching for improved outcomes.
- the outstanding use of data for measuring impact across the school, in teams and classes and at an individual student level. This has allowed leaders to monitor and evaluate whole-school programs and teachers to adjust teaching and inform differentiation and interventions.
- the commitment of teachers to administering testing, entering data into the school's systems and skilfully triangulating and using that data to provide targeted learning for students.
- the commitment of teachers to developing comprehensive programs that include data, teaching and learning sequences, pedagogies and assessment, providing strong alignment to the teaching and learning process. Teachers value the feedback provided by school leaders and are committed to learning and improvement.
- the use of professional learning, coaching and mentoring, as well as program feedback, that builds the capacity of staff and allows collaboration, networking and leadership development opportunities.

- the dedication of leaders to brokering, maintaining and sustaining partnerships that impact positively on the opportunities for students and staff learning, providing rich experiences that enhance student outcomes.
- the outstanding approach to technology learning with the one-to-one iPad program enhancing student engagement and building capacity. This has led to recognition as an Apple Distinguished School and highly technologically competent and engaged learners.
- the partnership with Culture Tech that provides high-level training and ongoing support to achieve the exceptional quality-embedded technology program across the school.
- the BSEM, use of restorative practices, explicit teaching of school values, consistent approaches to teaching across the school and mandated non-negotiables that provide an orderly learning environment.
- the implementation of RWI to explicitly teach, monitor progress and provide interventions that give students the opportunity to be successful learners.
- the IEU that provides diversity and richness to the school environment and supports new arrivals to learn English in a supportive, nurturing environment.
- the identification and support process for students with additional needs that provides guidance for teachers, students and families and gives students the opportunity to engage and be successful learners.
- family members and staff reporting that every student is everyone's business, which contributes to the positive, calm, trusting environment that abounds across the school.

## Affirmations

APS is to be affirmed for:

- the work commenced with the NT Learning Commission in 2023 where students are contributing to the strategic direction through analysing items from the School Survey and academic data sets.
- the ongoing development of the data-tracking template for student goal creation that is developing a consistent approach to creating student learning goals.
- the implementation of the Elastik software that is supporting differentiation and identification of student areas of growth using AI technology.
- the introduction of the ECGO1 program that is building a professional learning platform, enabling teachers to build their own capacity through self-directed professional learning.
- the introduction of action groups that allows staff choice and voice to develop knowledge and understandings and conduct collective inquiry in areas of interest and school improvement.

## Recommendations

- Collaboratively develop an APS 2024-2027 Strategic Improvement Plan with the school community that:
  - is consistent with the school's vision for teaching and learning
  - provides a narrow and sharp agenda focused on student outcomes
  - includes explicit targets for improvement in student outcomes that are frequently monitored and shared with the school community.
  
- Create and implement a whole-of-school PL plan to promote the culture of lifelong learning, that considers all modes of PL opportunities and includes:
  - a systematic approach to the observation, feedback, mentoring and coaching of all staff
  - PL to support leaders and teachers in their understanding and implementation of whole-school pedagogical approaches and school improvement goals
  - alignment with individual professional growth plans.
  
- Enhance the teaching and learning proficiencies and expertise in the school to ensure all students are actively engaged, appropriately challenged and prepared to take risks in their learning by:
  - continuing to actively seek and act upon student voice and agency to facilitate change, improve learning outcomes and develop co-created student goals
  - addressing the general capabilities and the cross-curriculum priorities of the Australian Curriculum
  - collaboratively building and implementing an agreed understanding of the APS inquiry teaching and learning pedagogy that:
    - builds innovative and creative practices
    - embeds deep learning
    - provides explicit opportunities to build students' conceptual understandings, effective questioning and critical thinking skills.

## Sign-off

Noted by:

Principal:



Date: 16 / 4 /2024

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Melinda Kealy

Senior Director, Darwin,  
Regional Services:



Date: 09/05/2024

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Nigel Brito

A/ Executive Director,  
Quality Standards and  
Regulation:

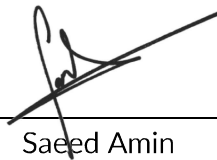


Date: 09/05/24

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Laura Lymer

Deputy Chief Executive,  
Regional Services:



Date: 14 / 05 / 2024

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Saeed Amin

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