School Improvement Unit
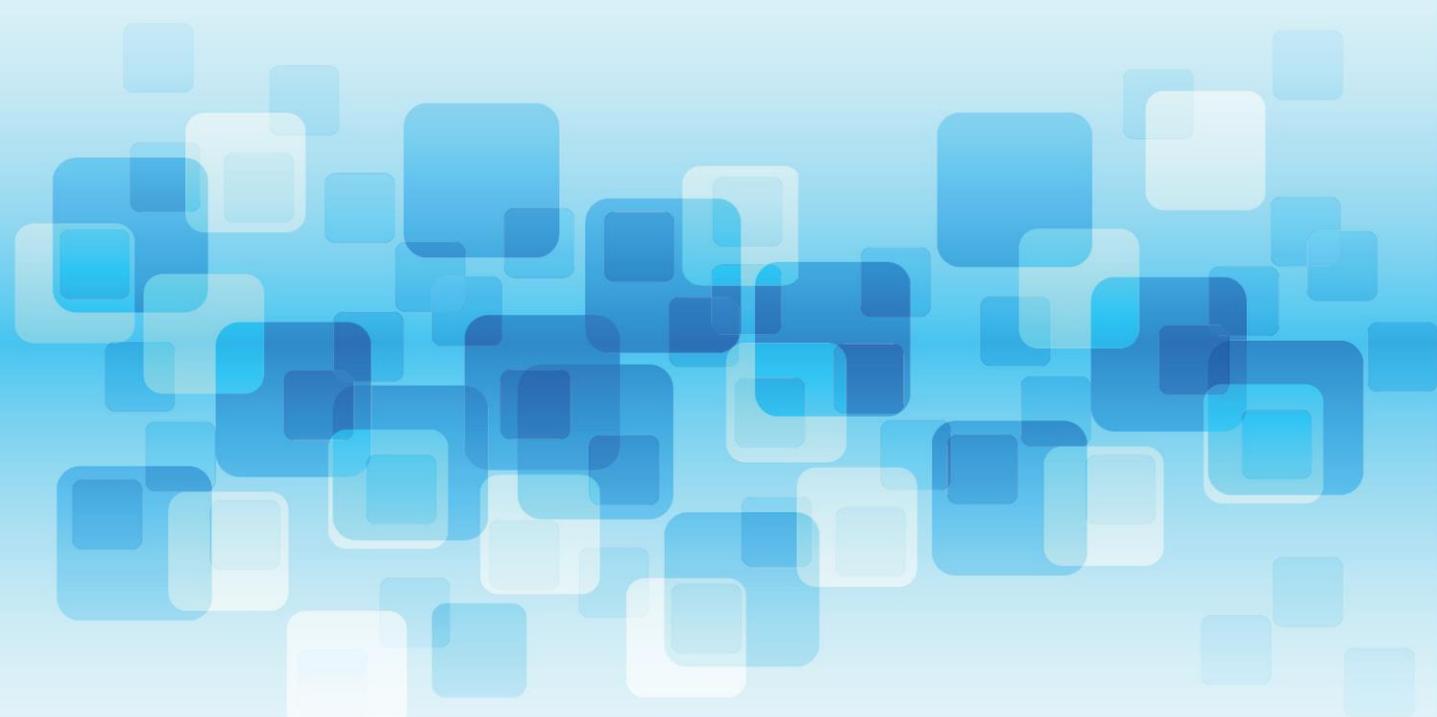## Report

Tallebudgera Beach Outdoor Education School

1. Contents

1. Introduction

1.1 Background

This report is a product of a review carried out at Tallebudgera Beach Outdoor Education School from 17 to 19 August 2015. It provides an evaluation of the school's performance against the nine domains of the *National School Improvement Tool*. It also recommends improvement strategies for the school to consider in consultation with its regional office and school community.

The review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) website.

1.2 School context

Location:	1525 Gold Coast Highway, Palm Beach
Education region:	South East
The school opened in:	1966
Year levels:	Prep to Year 12
Current school enrolment:	310 visiting students per day (average) Residential 88 per cent, Day visit 12 per cent
Indigenous enrolments:	N/A
Students with disability enrolments:	N/A
Index of Community Socio-Educational Advantage (ICSEA) value:	N/A
Year principal appointed:	2015
Number of teachers:	12.8 Full-time equivalent
Nearby schools:	Palm Beach State School, Burleigh Heads State School, Eleanora State High School
Significant community partnerships:	Visiting Schools, Royal Society for the Prevention of Cruelty to Animals (RSPCA), David Fleay Wildlife Park, Indigenous Community Partnership, Tallebudgera Active Recreation Centre

Unique school programs:	Surf-Awareness Camp Program, Day Visit Program, Currumbin Community Farm School Program, Outdoor Environmental Sustainability Training.

1.3 Review methodology

The review was conducted by a team of three reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information

- a school visit of three days

- interviews with staff, students, parents and community representatives, including:

  - Principal, two Deputy Principals, Head of Department (HOD) and Head of Campus (HOC)

  - Nine teachers

  - Business Services Manager (BSM), administration officers and caretaker

  - Project Officers, Unit Support Officers (USO) and teacher aide

  - A selection of visiting teachers, students and volunteers

  - Parents and Citizen' Association (P&C) president and School Council chair

  - Business development officer and manager from Tallebudgera Active Recreation Centre (TARC)

  - Councillor McDonald

1.4 Review team

Judy Dale	Internal reviewer, SIU (review chair)
Peter Mc Kenna	Peer reviewer
Glyn Thomas	External reviewer

1.5 Reading the report

The executive summary outlines key findings from the review. The key improvement strategies prioritise future direction for improvement. The executive summary should be read along with the findings and improvement strategies outlined in the nine domains which provide a strategic view for improvement.

2. Executive summary

2.1 Key findings

- The school offers a broad range of outdoor experiences for visiting students with a focus on student success and wellbeing.

  The school's four distinct program areas include the Surf Awareness Camp Program, Day Visit Program, Currumbin Community Farm School Program and Outdoor Environmental Sustainability Training. The school leadership team is currently working with staff from across these sectors to develop a shared vision and improvement agenda for the school focused on student learning.

- The school's ethos is built around high expectations and a commitment to student and staff well-being.

  There is a happy and optimistic feel to the school, underpinned by an expectation that all students will actively participate and learn. Staff across all sectors of the school are committed to utilising their expertise and energy to provide safe, well-organised, positive and memorable experiences for students. Visiting teachers and students value the programs offered and reflect positively on their experiences at the school.

- Approaches to curriculum planning vary across the four distinct sectors of school with the attributes of personal and social capability developing as a common thread across programs.

  In some sectors of the school, learning experiences are developed with strong connections to the Australian Curriculum; Queensland curriculum and Vocation Education and Training registered training packages. Cross-curricular skills and attributes including Indigenous perspectives and sustainability are integral to programming. An overarching curriculum framework is yet to be developed.

- The school applies its funds, generated through the program areas in a flexible manner to maximize the number of students who are able to participate in a wide range of programs.

  The student visitation capacity data indicates that the school is operating at levels well above maximum capacity. The school leadership is currently drawing on the range of available data including visitation capacity, exit survey, financial and work force data to review school operations and programming.

- Collaborative planning processes and reflective teaching cycles designed to support the identification and consistent use of high yield pedagogical practices are yet to be consistently enacted across all sectors the school.

  The school has a documented pedagogical framework. There is an opportunity to review this with staff to identify signature teaching practices. The school does not currently have a professional learning plan linked to the pedagogical framework and improvement agenda.

- The school has established a range of partnerships with other educational and training institutions, local business and community organisations that enhance opportunities and outcomes for students.

  Positive partnerships have been formed with a significant number of visiting schools as evidenced by the number of schools who visit annually and include the school's program as an integral element of their school planning. The school draws on the expertise of community partners to enrich curriculum programs.

2.2 Key improvement strategies

- Establish a clear and shared understanding of the overarching vision of the school across all sectors and the role that the explicit improvement agenda has in achieving this vision.

- Develop and implement a whole school explicit improvement agenda that is accompanied by targets and timelines, appropriate resourcing and professional development for all staff.

- Develop and implement a curriculum framework that clearly documents the whole school plan for curriculum delivery with links to Australian and Queensland curriculums which makes explicit what teachers should teach and students should learn.

- Revise the existing pedagogical framework, in consultation with teaching staff, to focus on key theories and principles that will inform teaching practice and optimise learning for all students.

- Review the use of resources with a focus on maximising student learning outcomes and to ensure sustainable levels of quality service delivery across the four sectors of the school.

- Develop and implement a professional learning plan, which includes a mentoring, coaching and feedback cycle linked to the school's improvement agenda and pedagogical framework to ensure quality teaching practices are enacted consistently across all sectors of the school.

3. Findings and improvement strategies against the domains

3.1 An explicit improvement agenda

Findings

The school offers a range of programs across the two campuses of Tallebudgera and Currumbin Valley. It currently operates four distinct sectors and program areas. These include the Surf-Awareness Camp Program, the Day Visit Program, the Currumbin Community Farm School Program and the Outdoor Environmental Sustainability Training Registered Training Organisation (OEST RTO).

The four sectors of the school work largely independently of each other. There is limited evidence of a shared vision or common purpose consistently being understood or enacted across the school.

The school leadership team articulate a commitment to school improvement and have commenced a review of practice and operations to inform the development of an explicit improvement agenda. This improvement agenda is yet to be fully developed and the implications for all sectors of the school have not yet been clearly determined.

A number of school leaders and staff identify the need for a stronger focus on student learning outcomes. Similarly a number of staff identify the need for the school to move from a recreational focus to a greater focus on education.

Personal growth and fun for students are identified by a number of staff as the central focus of the school's agenda. The five attributes of confidence, persistence, organisation, getting along and resilience are described by a number of staff as the underpinning foundations of school operations and programs.

There is an expressed commitment by most staff to improving teaching and learning however this commitment is not consistent across all sectors of the school. Some staff demonstrate a high level of enthusiasm for personal reflection and change. The degree to which staff have or take opportunities to engage in professional development and learn from other schools is limited.

There is some use of data to guide school decision making at an operational level, with some evidence of exit survey data being collected and analysed to inform curriculum programing and teaching practice. There is limited evidence of explicit targets being used to inform school improvement.

As an Independent Public School, the school operates under a school council governance model. A formalised governance and leadership framework with defined role statements linked to the school's improvement agenda is yet to be developed.

Supporting data

Strategic Plan 2012-2015, Annual Implementation Plan 2015, Headline Indicators, Annual Report 2014, school website, budget overview, pedagogical framework, school professional development days, program timetables, exit survey data, school program

overviews, lesson plans, induction program, peer evaluation checklists, Responsible Behaviour Plan for Students, lesson and activity observations, staff, student, leadership team and community member interviews.

Improvement strategies

Establish a clear and shared understanding of the overarching vision of the school across all sectors and the role that the explicit improvement agenda has in achieving this vision.

Develop and implement a whole school explicit improvement agenda that is accompanied by targets and timelines, appropriate resourcing and professional development for all staff.

Draw on external sources to identify evidenced-based strategies for improvement linked to the school's explicit improvement agenda.

3.2 Analysis and discussion of data

Findings

A high priority has been given by school leaders to the analysis of data of school performance in the areas of financial performance and student visitations.

The school is implementing system-wide data collection processes designed to measure school performance in relation to student visitation capacity and visiting staff satisfaction.

There is some evidence that data is used to build a culture of self-evaluation and reflection across the school. This primarily occurs through program evaluation meetings that are scheduled at the end of each program. There is limited evidence of regular in-depth staff discussions of achievement data and of strategies for the continuous improvement of student outcomes.

Some teachers provided examples of the collection and analysis of student learning data to inform teaching in some sectors of the school.

School leaders are currently investigating a systematic student learning data collection and reporting process linked to the development of a clearly defined and articulated curriculum.

There is strong evidence of the collection, analysis and discussion of data to inform school-level decisions, interventions and initiatives and to improve teaching practice through the recent time-in-motion study.

Some teachers described the benefit of collecting information in regards to the starting points for student learning through direct contact with visiting teachers in the planning phase of the program.

There was little evidence of professional development to build staff skills in collecting and interpreting student learning data.

Behaviour data is collected however there is little evidence this data is analysed and used to inform school practice.

Supporting data

Strategic Plan 2012-2015, Annual Implementation Plan 2015, Headline Indicators, Annual Report 2014, school website, budget overview, program timetables, exit survey and time-in-motion study data, visitation capacity data, school program overviews, lesson and activity observations, staff, student, leadership team and community member interviews.

Improvement strategies

Develop and implement a school data plan that aligns with the school improvement agenda and clearly defined curriculum to ensure data is purposefully compiled, analysed and discussed in a responsive and timely manner to inform school planning and teacher practice.

Provide planned, multiple opportunities for staff to develop skills in the effective collection and analysis of meaningful student learning data.

3.3 A culture that promotes learning

Findings

The school's ethos is built around high expectations and a commitment to student and staff well-being. There is a happy and optimistic feel to the school, underpinned by an expectation that all students will actively participate and learn.

There is a collegial culture of trust and mutual support amongst staff members. There is strong evidence all staff across all sectors are committed to utilising their expertise and energy to provide a safe, well-organised, positive and memorable experiences for students.

Staff morale is generally high as evidenced by School Opinion Survey satisfaction levels. Most teachers are open to sharing and demonstrate a commitment to improvement in teaching.

The five attributes of confidence, persistence, organisation, getting along and resilience are used by most staff to promote the school's focus on personal growth and success. A number of staff questioned the relevancy of school's motto of the *4Cs - Courtesy, Cooperation, Consideration, and Common Sense.*

Visiting teachers and students interviewed spoke positively of their experiences at the school and attributed this to clear expectations, caring staff and fun activities. Exit data reflects very positive satisfaction levels from visiting staff, students and parents with the organization, safety and variety of programs.

Analysis of the results of a recent time-in-motion study identified an imbalance of teaching time spent on operational processes rather than on active engagement of students in challenging, meaningful learning. Large group sizes were identified as a factor contributing to this imbalance. A number of staff interviewed acknowledged student engagement as an area for improvement.

The school has well-established processes and practices to ensure that the student safety and well-being are central to all activities.

Staff undertake periodic professional development to ensure currency of knowledge and skills related to safety and outdoor adventure activities.

Behaviour data is collected however there is little evidence this data is analysed and used to inform school practice.

The school's Responsible Behaviour Plan for Students is due for review and updating to reflect best practice and system requirements.

Strategies for promoting appropriate behaviour, responses to and consequences for inappropriate behaviour vary across the sectors of the school.

School staff demonstrate a commitment to active student engagement in the variety of physical environments available. Some staff interviewed expressed frustration at limited access to resources caused by the shared site arrangements.

Facilities and equipment are well maintained. Significant work has been undertaken at the farm campus to upgrade facilities and create a positive learning environment.

Supporting data

Strategic Plan 2012-2015, Annual Implementation Plan 2015, Headline Indicators, Annual Report 2014, school website, pedagogical framework, program timetables, exit survey and time-in-motion study data, school program overviews, lesson plans, peer evaluation checklists, Responsible Behaviour Plan for Students, lesson and activity observations, staff, student, leadership team and community member interviews.

Improvement strategies

Undertake an analysis of school behaviour data to inform a review of the school's Responsible Behaviour Plan for Students to ensure currency and reflect best practice.

Develop and implement a planned and explicit approach to reflect on and improve programing and teaching practices aimed at maximising student engagement in challenging and meaningful learning.

3.4 Targeted use of school resources

Findings

The school has four program areas: the Camp School; the Farm Campus; the Day Program and OEST RTO. The Farm Campus operates as a separate campus in the Currumbin Valley. The Camp School; Day Program and OEST RTO operate as tenants within the Tallebudgera Active Recreation School (TARC).

The school applies its funds generated through the program areas in a flexible manner to maximize the number of students who are able to participate in the wide range of programs. The balance of the school account was $793 919.

A memorandum of understanding between the school and TARC has been developed identifying the arrangements for the hire, cost and use of accommodation and onsite teaching areas. It is predicted that in 2015 TARC will be paid approximately $600 000 for the hire of 250 beds for 170 nights.

Staff are deployed in ways to ensure the generation of funds to meet cost recovery objectives. In 2015, it is anticipated that $84 000 per month will be required to fund the wages of school-funded 4.8 Full Time Equivalent (FTE) teaching staff and 8.3 FTE non-teaching staff employed by the school to assist in the delivery of student programs.

There is some evidence of recent workforce planning to provide guidance for the professional development and training of program support staff. A workforce plan linked to the school's improvement agenda is yet to be developed.

The school has successfully attracted funds from a range of partners for the delivery of educational services.

Some staff indicated concern over the effect on the quality of teaching and learning of the large number of students allocated to some activity groups and the dominance of the cost recovery business model.

A number of staff expressed concern about the impact of teaching in public spaces and at a multi-user site, which is under the control of a separate organization.

The school is working collaboratively with TARC and Gold Coast City Council to ensure sustainable access to the physical environment and facilities.

The student visitation capacity data indicates that the school is operating at levels well above maximum capacity. Some school leaders and staff express concerns regarding this and its impact on the quality of student learning outcomes.

It is uncertain to what extent the use of program officers and unit support officers in the delivery of student program is distorting the student visitation capacity figures. A review of this data indicates that the figures are elevated.

Supporting data

Strategic Plan 2012-2015, Annual Implementation Plan 2015, Headline Indicators, Annual Report 2014, school website, budget overview, pedagogical framework, school professional development days, program timetables, visitation capacity data, exit survey and time-in-motion study data, school program overviews, lesson plans, induction program, peer evaluation checklists, lesson and activity observations, staff, student, leadership team and community member interviews.

Improvement strategies

Review the use of resources with a focus on maximising student learning outcomes and to ensure sustainable levels of quality service delivery across the four sectors of the school.

Develop a workforce plan to manage the transition from a business cost recovery model to a student learning focus.

3.5 An expert teaching team

Findings

The teaching team across all sectors of the school deliver programs that are valued by visiting students and teachers as evidenced by the positive feedback provided through exit surveys.

Staff speak positively of their work in the school and staff retention and attendance levels are high.

All teaching staff have undertaken the development of individual development plans using the Australian Institute for Teaching and School Leadership (AITSL) self-assessment tool. Some staff expressed concerns regarding the relevancy of this tool to their field of teaching. There is limited evidence that individual development plans are aligned to the school's improvement agenda.

There is no documented professional learning plan. Staff report the majority of professional development is undertaken at the end and beginning of the year and is largely focussed on mandated, procedural and safety requirements.

In some sectors of the school, there is limited opportunity for teachers to demonstrate and build their expertise due to the repetitive nature of programing.

There is some evidence of reflective practice through the discussion and analysis of exit survey data and peer feedback however there is limited evidence of a planned and timely approach to building teacher expertise and improving teaching being consistently enacted across all sectors of the school.

School leaders have provided some opportunities for teachers to work together to share teaching practices. Some teachers interviewed described the benefit of informal professional sharing on their teaching.

The school has an induction program which includes components of peer modelling and feedback. Teachers who have participated in this program spoke positively of the supportive and explicit nature of this process.

There is some evidence of a commitment to building leadership capabilities of staff. This is yet to be implemented in a formalised and planned way. There is currently no documented leadership model with clearly defined role statements linked to the school's improvement agenda.

Supporting data

Strategic Plan 2012-2015, Annual Implementation Plan 2015, Headline Indicators, Annual Report 2014, individual development plans, pedagogical framework, school professional development days, exit survey data, school program overviews, lesson plans, induction program, peer evaluation checklists, lesson and activity observations, staff, student, leadership team and community member interviews.

Improvement strategies

Develop and implement a professional learning plan linked to the school's improvement agenda that includes a coaching, observation and feedback cycle to create a culture of continuous professional improvement.

Ensure alignment between the individual development planning process and the school's pedagogical framework and improvement agenda.

3.6 Systematic curriculum delivery

Findings

The school offers a broad range of outdoor experiences that engage students in enjoyable activities with a focus on student success and wellbeing.

The school curriculum includes a strong focus on the development of the cross curricula skills and attributes of personal and social capability. There are numerous examples of the inclusion Indigenous perspectives and sustainability in program activities.

There is evidence in some sectors that learning experiences have been developed with strong connections to the Australian Curriculum; Curriculum into the Classroom and Vocation Education and Training registered training packages. An overarching curriculum framework is yet to be developed.

In some sectors of the school the plan for curriculum delivery is developed in conjunction with teachers from the visiting school and input is sought on ways to make the curriculum responsive to the needs of the students.

Staff of the school are familiar with the localised curriculum concepts of *The 5 Keys, The 4 Cs* and *The 3 Pillars* however there was little evidence of a common, shared understanding of the student learning focus underpinning these concepts. Some teachers interviewed indicated that an increase of clarity in the school's curriculum plan would enhance teaching focus.

In some sectors of the school there is strong evidence of sequenced plan which makes clear what (and when) teachers should teach and students should learn.

The school places a priority on making the curriculum locally relevant through the use of the unique local learning environment and through community partnerships such as Royal Society for the Prevention of Cruelty to Animals (RSPCA), David Fleay Wildlife Park and Jellurgal Indigenous Cultural Centre.

Supporting data

Strategic Plan 2012-2015, Annual Implementation Plan 2015, Headline Indicators, Annual Report 2014, school website, pedagogical framework, school professional development days, program timetables, exit survey data, school program overviews, lesson plans, lesson and activity observations, staff, student, leadership team and community member interviews.

Improvement strategies

Develop and implement a curriculum framework that clearly documents the whole school plan for curriculum delivery with links to the Australian and Queensland curriculums, which makes explicit what teachers, should teach and students should learn.

Provide multiple opportunities for staff to engage in collegial planning professional development to build staff skills in curriculum knowledge and delivery.

3.7 Differentiated teaching and learning

Findings

The school offers a range of unique programs to complement the curriculum of visiting schools and provides positive outdoor experiences for the range of visiting students. There is some evidence that adjustments are made to school programs in response to requests from visiting schools.

Pre-program communications with program co-ordinators from visiting schools identify the special needs of students who will be participating. Where possible, contingency plans are made to optimise participation for all students. Staff from the visiting school play a significant role in providing support for the individual needs of students.

Teaching practices in each sector of the school acknowledge that students have varying degrees of confidence and capability.

There is some evidence that lessons and activities are modified by teachers to accommodate the needs of students as those needs become apparent. Some teachers described using strategies to determine student knowledge and skill level at the beginning lessons and adjusting teaching strategies and lesson pacing accordingly.

School staff are committed to the successful participation of all students however there is limited evidence of a planned and consistent approach to differentiated programing to meet student learning needs across all sectors of the school.

Some innovative use of resources is occurring to enable all students to participate to their best of their ability. More capable and/or confident students are encouraged by some teachers to assist their peers with their participation and development, effectively assuming the role of the 'more knowledgeable other'.

Some alternate pathways for students to transition to further studies and the workforce are provided through the programs provided by the OEST sector of the school.

Supporting data

Strategic Plan 2012-2015, Annual Implementation Plan 2015, Headline Indicators, Annual Report 2014, school website, pedagogical framework, school professional development days, program timetables, exit survey data, school program overviews, lesson plans, peer evaluation checklists, lesson and activity observations, staff, student, leadership team and community member interviews.

Improvement strategies

Ensure the school's professional development program provides opportunities for all teaching staff to identify and share strategies to differentiate teaching and improve the learning outcomes for all students.

Develop strategies to identify and address individual students' needs in the development of programs and lesson delivery.

3.8 Effective pedagogical practices

Findings

The school has a documented pedagogical framework that draws on well-established learning theories to articulate the principles that underpin desired teaching practices. However, many teaching staff are not able to articulate how the framework informs their teaching practice.

The Registered Training Organisation (RTO) sector of the school has provided professional development to teachers across the school on effective facilitation strategies to improve learning outcomes in experiential education programs.

Data from exit surveys and time-in-motion studies have been used to reflect on aspects of teaching practice in some sectors of the school and identify areas for improvement.

In some sectors of the school, large group sizes of more than 40 students per teacher make the implementation of aspects of the pedagogical framework difficult as opportunities for student engagement and learning are negatively impacted.

There is little evidence to indicate that the pedagogical framework is consistently used by school leadership across all sectors of the school to provide feedback to teachers on the effectiveness of their teaching.

Some teachers interviewed spoke positively of opportunities to engage in peer-to-peer observation and feedback however, a formal model of mentoring, coaching and feedback is yet to be implemented.

Collaborative planning processes and reflective teaching cycles designed to support the identification and consistent use of high yield pedagogical practices are yet to be consistently enacted across all sectors the school.

There are examples of innovative conceptual approaches to teaching and learning. These include *Murder in the Mangroves*, *Life on the Farm*, and *Water Watch*. The school is currently trialling a number of new programs including *The Heroes Journey* and the *Indigenous Education Project.*

Supporting data

Strategic Plan 2012-2015, Annual Implementation Plan 2015, Headline Indicators, Annual Report 2014, school website, pedagogical framework, school professional development days, program timetables, exit survey and time-in-motion study data, school program overviews, lesson plans, induction program, peer evaluation checklists, lesson and activity observations, staff, student, leadership team and community member interviews.

Improvement strategies

Revise the existing pedagogical framework, in consultation with teaching staff, to focus on key theories and principles that will inform teaching practice and optimize learning for all students.

Develop a professional learning plan, which includes a mentoring, coaching and feedback model linked to the pedagogical framework to ensure quality teaching practices are used consistently across all sectors of the school.

Refine, develop and implement programs to provide greater opportunities for students to be actively engaged in learning activities and to reflect on, and learn from, their experiences.

3.9 School and community partnerships

Findings

School leaders actively seek ways to enhance programing for student learning and to serve the community by partnering with other educational and training institutions, local business and community organisations. This is evidenced by the range of partnerships that have been established in all four sectors of the school.

Positive partnerships have been formed with a significant number of visiting schools as evidenced by the number of schools who visit annually and include the school's program as an integral element of their annual school planning. There is some evidence of pre and post visit collaboration between school staff and visiting staff to inform programing.

The school's Parents and Citizens' Association provides advocacy, funding through accessing grants and guidance to support the school's improvement agenda and is currently focussing on the acquisition of additional resources for the farm campus.

The farm sector has established a number of significant partnerships, which contribute to the effective day-to-day operations of the farm campus and enhance learning programs for students. These include partnerships with the RSPCA and Gold Coast City Council who provide education officers to deliver components of the learning program.

A significant number of volunteers work at the farm campus through partnerships including Gold Coast Volunteering and Centrelink. Staff and volunteers interviewed spoke positively of the mutual benefits of these partnerships.

The school is currently renewing its memorandum of understanding with Tallebudgera Active Recreation School (TARC). Staff from both the school and TARC spoke optimistically of the possibilities for the future. Similarly, school leaders are working collaboratively with the Gold Coast City Council to strategically manage the 'right of use' arrangements for public spaces.

The school has a documented Indigenous Community Partnership agreement. School staff work with staff from Jellurgal Indigenous Cultural School and Yugumbeh Museum to embed Indigenous perspectives in programming.

Through the school day program, a partnership that supports student learning has been established with David Fleay Wildlife Park. This partnership is currently being reviewed and new programs trialed with a view to expanding the partnership.

The OEST RTO has a number of partnership agreements for the delivery of training and assessment. This includes collaboration with the Outdoor and Environmental Education Centre (O&EEC) sector to deliver Certificate II in Skills for Work and Vocational Pathways and Certificate III in Indigenous Land Management for Indigenous students to close the gap in attainment of the Queensland Certificate of Education (QCE).

Supporting data

Strategic Plan 2012-2015, Annual Implementation Plan 2015, Headline Indicators, Annual Report 2014, school website, program timetables, exit survey data, school program overviews, staff, student, leadership team and community member interviews.

Improvement strategies

Review the effectiveness of current partnerships in enhancing student learning and wellbeing.

Explore ways to strengthen pre and post visit links with visiting and partner schools to enhance curriculum programming and responsiveness to student needs.

4. Follow-up timelines

- School to publish the executive summary on their website within two weeks.

- School to meet with Regional Director to discuss review findings and improvement strategies.