



ACT
Government
Education

HUGHES PRIMARY SCHOOL

Review Report 2017

This page left intentionally blank.

Contents

Introduction: Overview of the External School Review process	2
Section A: School context	2
Section B: School performance.....	2
Section C: School improvement planning and implementation	5
Strategic Priority 1: Improve student outcomes as an issue of equity	5
Strategic Priority 2: Strengthen connections with families as partners	7
Section D: National tools self-evaluation results	9
National School Improvement Tool (NSIT)	9
<i>DOMAIN 1: An explicit improvement agenda</i>	9
<i>DOMAIN 2: Analysis and discussion of data</i>	9
<i>DOMAIN 3: A culture that promotes learning</i>	10
<i>DOMAIN 4: Targeted use of school resources</i>	11
<i>DOMAIN 5: An expert teaching team</i>	12
<i>DOMAIN 6: Systematic curriculum delivery</i>	13
<i>DOMAIN 7: Differentiated teaching and learning</i>	14
<i>DOMAIN 8: Effective pedagogical practices</i>	14
<i>DOMAIN 9: School-community partnerships</i>	15
National Safe Schools Framework: School Audit Tool	16
Section E: Affirmations, commendations and recommendations	17
Section F: Record of school review process	19

Introduction: Overview of the External School Review process

As part of the Australian Capital Territory's school improvement approach, public schools and colleges in the Australian Capital Territory (ACT) are required to participate in an External School Review every five years. This document captures the findings of the External Review Panel during this cycle of school review.

In broad terms, the panel sought to determine, through evaluation against the National School Improvement Tool (NSIT), the extent to which the school is meeting its agreements, achieving its priorities, and addressing its challenges in the context of a continuously improving educational environment.

The External School Review was conducted over three days and involved a wide variety of data-gathering approaches, including desktop review, observations, interviews and documentation. This approach provided evidence for the panel to consider against the nine inter-related domains in the NSIT to inform the affirmations, commendations and recommendations for this school improvement cycle.

Section A: School context

Hughes Primary School has 459 students from preschool to year 6 - 252 male and 207 female.

The school hosts the Southside Primary Introductory English Centre and the Learning Support Unit – Autism Specific. In total, 157 students come from an English as an Additional Language or Dialect background, with 46 different languages spoken across the entire student body.

The last two years have been marked with a large turnover in the leadership team. Of significance was the principal moving on mid-2016. She was temporarily replaced ahead of the substantive appointment of the current principal at the beginning of 2017. One School Leader C has been on extended placement for 18 months and has been temporarily replaced. Another School Leader C is acting deputy principal. The school is currently one member short in its executive team.

Despite the changes within the leadership team, only three new teachers commenced at the beginning of 2017 and the remainder of the workforce has remained stable.

Section B: School performance

The school has examined longitudinal system data from the National Assessment Program – Literacy and Numeracy (NAPLAN) and Performance Indicators in Primary Schools (PIPS), school-based data from PM (Progress with Meaning) Benchmarks, and stakeholder perception data (School Satisfaction Survey, and the Feelings About Yourself and School Survey) in preparation for the review.

NAPLAN

With the exception of reading in 2016, Hughes Primary School has consistently met the Directorate National Assessment Program – Literacy and Numeracy (NAPLAN) targets, set each year, over the past four years of the school plan.

In reading, with the exception of year 3 in 2016 and year 5 in 2014, the school has achieved mean scores above ACT means in all years of the plan. In writing, with the exception of year 3 in 2015 and year 5 in 2016, the school has achieved at or above the ACT mean scores in all years of the plan.

In spelling, apart from 2013 and year 5 in 2016, the school has achieved less than the ACT mean scores during the life of the plan. In grammar and punctuation, year 3 has been consistently below the ACT mean scores however, apart from 2014, the school has exceeded the ACT mean in year 5.

In numeracy, apart from 2013, the school has exceeded the ACT mean scores in both year 3 and year 5.

What is not immediately apparent in the NAPLAN analysis is that the school has a proportion of students who graduate from the Southside Primary Intensive English Centre and then enter mainstream classes at Hughes Primary School. While many Intensive English Centre students are eligible for exemption, some sit various NAPLAN assessments. The majority form part of a highly transient population and will only stay at the school for two to three years before returning to their country of origin.

To look at the transiency in perspective, growth data from year 3 to year 5 have been examined to provide an example of value-add provided by the school. This is compared with schools of similar students (like-schools) and students with the same year 3 NAPLAN score (students with the same starting point).

In reading, the school growth in 2013–15 was greater than like-schools and students with the same starting point. In 2014–16, growth was consistent both for like-schools and for students with the same starting point.

In writing, the school growth in 2013–15 was equal to that of like-schools and greater than that of students with the same starting point. In 2014–16, growth was below both like-schools and students with the same starting point.

In numeracy, the school growth in 2013–15 was less than that of like-schools and equal to that of students with the same starting point. In 2014–16, growth was greater than that of like-schools and of students with the same starting point.

Trend data using comparison with like-schools over the four years show a gradual decline in school performance.

PIPS

Performance Indicators in Primary Schools (PIPS) data show that in reading, students in kindergarten from 2013–16 had less growth than the ACT mean scores, although the gap between the school and the ACT mean scores was diminishing each year.

In mathematics, students in kindergarten from 2013–16 had growth greater than the ACT mean scores in 2013–15. In 2016, growth was equal to the ACT mean scores.

SCHOOL SURVEY

Over the life of the plan, parent survey data have generally exceeded ACT mean scores in all questions within the survey.

Responses from students in years 5 and 6 exceeded ACT means in most questions, in most years. However, in 2016 52% for the item 'Student behaviour is well managed' represents a drop from previous years.

Staff surveys were only conducted in the last two years. In 2016 the responses to the item 'Student behaviour is well managed' has dropped for staff to 64 percent and this correlates with student opinion. Answers to other questions remained above the ACT mean scores.

ATTENDANCE

Attendance in 2016 averaged out at 92 percent. A breakdown of this is 92 percent for non-Indigenous and 77 percent for Indigenous students.

In examining attendance for more than 90 percent of the time, the average is 76 percent, with a breakdown of 76 percent for non-Indigenous and 15 percent for Indigenous students. It was noted that there were only 7 Indigenous students enrolled in 2016. This has fallen to 4 students in 2017.

Evidence cited

- My School website
- SMART data
- survey data
- NAPLAN and PIPS data.

Section C: School improvement planning and implementation

Priority areas

The Strategic Plan 2014–17 contained two strategic priorities:

1. Improve student outcomes as an issue of equity.
2. Strengthen connections with families as partners.

Each priority had three key improvement strategies. In line with Directorate requirements, the strategic plan did not have specified targets. The Annual Operating/Action Plans for 2014 and 2015 contained specific targets for each strategic priority. The targets and values within the targets changed from 2014 to 2015.

In 2016 and 2017, the targets reverted to the ‘performance measures’ of the original strategic plan and targets were embedded in the key improvement strategies. These targets did not correspond to the targets in 2014 and 2015.

Annual school board reports accurately reflected the work and targets of the school from the previous year as school priorities were adjusted.

The school has provided commentary on achievements in each strategic priority and associated information on targets. This has been verified and summarised below.

Strategic Priority 1: Improve student outcomes as an issue of equity

Targets

1. *The proportion of within-school matched students achieving expected growth or better in all NAPLAN tests rises by 3%. The target was not met in 2014 but met in 2015. No specific target was set in 2016.*
2. *88% of students achieve expected growth or better in PIPS reading. The target was not achieved in 2014, however, a higher target of 90% was achieved in 2015. No specific target was set in 2016.*
3. *99% of students achieve expected growth or better in PIPS maths. The target was not achieved in 2014 but a lower target of 94%, in 2015, was met. No specific target was set in 2016.*
4. *60% of year level class-based assessments show annual growth of 0.4 [effect size] in literacy and numeracy. This target was not found by the school to be a practical measure.*
5. *55% of students achieve expected stanine level in PAT Maths and PAT Science at the end of year assessment. This target was not found by the school to be a practical measure.*

Achievements

Hughes Primary School has achieved several outcomes in relation to this strategic priority. These include:

- establishment of a data plan using PAT Reading, PAT Mathematics, PAT Science and the Otis-Lennon School Ability Test
- implementation of professional learning on data analysis, and staff use of the PAT Teaching Resources Centre
- initiation of professional learning in Teaching English as a Second Language for Students in Mainstream Classes and the Mini Certificate of Gifted Education
- use of an expert partner in the development of a concepts-based curriculum
- implementation of visible learning
- participation in the Principals as Literacy Leaders strategy.

Reflections

A mathematics survey, undertaken by staff in 2015, revealed that 74 percent of teachers gave little or no weight to standardised (objective) tests, such as PAT, SENA (Schedule for Early Number Assessment) and NAPLAN; rather, emphasis was placed on (subjective) observations of students and student responses in class. This resulted in a need to deviate from the original annual action plan in order to build teacher capacity. This has been an ongoing strategy. Executive members continue to conduct and mark some standardised tests and share results with staff.

Over the last four years, the school has undergone a considerable period of change, including transition to new leadership (a new deputy principal each year, three changes to School Leader C positions and, in Semester 2, 2016, the promotion of the school principal out of the school).

Staff members have continued to develop and refine a concepts-based curriculum using the Australian Curriculum. Professional learning continues to concentrate on differentiation with, most recently, a focus on the following: the effectiveness of pre-testing of the core outcomes to establish prior understandings and skills of students; post-testing to be able to measure learning growth; determining 'acceptable evidence' of student understanding and proficiency; developing benchmarks for assessment; and ensuring that teachers provide many opportunities for students to show what they know. Teachers continue to embrace this differentiated curriculum journey, although there appears there continues to be the need to build capacity in this area and have an explicit succession plan.

Strategic Priority 2: Strengthen connections with families as partners

Targets

Achieve 10% of families from a Language Background Other Than English connecting with a range of experiences offered by the school. This target was surpassed in the first year and data continued to show increased engagement in following years.

Achievements

The school has achieved the following outcomes in relation to this strategic priority.

- An adult conversation class was established in 2014 for Language Background Other Than English parents, in partnership with the Woden Community Services, which provides trained facilitators. The goal of these classes is to provide the opportunity for parents to participate in learning to speak everyday English while transitioning into the school and community. Over time, this has expanded to incorporate cultural cooking experiences.
- The school moved to a weekly email that was sent home by teachers in years P–6, as requested by community members in lieu of the detailed fortnightly newsletter. Teachers provided information regarding notes, upcoming events, study focuses in classrooms and in specialist lessons, resources needed, messages, reminders, fun anecdotes and photos, celebrations and awards.
- A school Facebook page was established.
- The gifted and talented parent working committee created a ‘placemat’ that identified the ways in which the school meets the needs of gifted and/or talented students to ensure quality of learning.
- The school participated in Harmony Day (held every year) and the Food and Wine Extravaganza (held every second year), which have established a strong sense of community and a celebration of diversity by showcasing the multicultural essence of the school.
- A partnership was forged with Kids Hope that resulted in a large number of one-on-one mentors for students across the school.
- There was an increase in the frequency and breadth of information sessions across K–6 in literacy, numeracy and information and communication technology (ICT), to demonstrate teaching methodologies, to encourage parent/carer volunteers in classrooms and to provide ways for parents to actively support their child/children at home.
- Intensive English Centre (IEC) staff developed a series of IEC workshops for parents/carers to support student language acquisition, to provide an introduction to Australian schooling, to demonstrate teaching methodologies used in the IEC and to ‘unpack’ school-based events.
- The English as an Additional Language or Dialect (EAL/D) team provided sessions to explain the role of the EAL/D team in the school, demonstrate how children can be supported at home, identify contact points in the school for families with Language Backgrounds Other Than English, and build a positive sense of community.
- A new student leadership model, Student Voice, was developed to ensure that year 6 students have an active role in the decision making of the school.

Reflections

Hughes Primary School is very much about the whole child. Inclusivity matters, particularly as it has a preschool that is offsite, an autism-specific learning support unit, an Intensive English Centre and a large population from Language Backgrounds Other Than English. The school deliberately seeks ways to enhance student learning and wellbeing by partnering with families.

There is acknowledgment that as a school community it is essential to continue to build the engagement of families as partners in the school, and that it needs to continue to acknowledge and celebrate diversity within the school community. The school has positive partnerships and effective communication to enhance student learning outcomes and student wellbeing.

Evidence cited

- school year book
- summative report
- School Strategic plan 2014–17
- annual operating/action plans
- school board reports
- PIPs data
- PM Reading and Mathematics data.

Section D: National tools self-evaluation results

National School Improvement Tool (NSIT)

DOMAIN 1: An explicit improvement agenda

- *The school has developed an agenda for improvement in partnership with parents and the community and school leaders can describe the improvements they wish to see in student behaviours and outcomes. This agenda is communicated in staff meetings, school newsletters, parent–teacher meetings and on the school website using a variety of formats to suit local needs.*
- *The leadership team has analysed school performance data over a number of years and is aware of trends in student achievement levels.*
- *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.*

Comments and findings

- The school has a strategic plan reflecting two priority areas. This agenda is reflected in its summative report and annual school board reports. Parents and staff communicate their understanding of the improvement agenda during interviews with the school review team.
- Annual action plans support the school to operationalise this plan.
- Strengthening pedagogy, assessment, differentiated teaching and learning, and the refinement of a concepts-based curriculum are reflected in the plan as strategies to support improvement.
- Staff describe how ICT is making a significant difference to the communications landscape at Hughes Primary School. Practices include weekly emails to families, the use of a school Facebook page, and the introduction of the Google Classrooms platform. Parent conversations verified the positive impact of technology on the communication of learning intentions and classroom operations.
- The leadership team is driving a conversation to develop an agenda for the future of education in the ACT. Community input is being captured through forums and a public display.

DOMAIN 2: Analysis and discussion of data

- *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.*
- *Time is set aside (e.g. on student-free days and in staff meetings) for the discussion of data and the implications of data for school policies and classroom practices. These discussions occur at whole-school and team levels. The school can illustrate through case studies, meeting minutes and project plans how data have been used to identify priorities, take action and monitor progress.*

- *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.*
- *An ad hoc approach exists to building staff skills in the analysis, interpretation and use of classroom data.*
- *Software may be used for the analysis of school results, including the performances of priority groups, but analyses generally do not extend to studies of improvement or growth.*

Comments and findings

- There is a schedule for the collection, analysis and use of data for reading, writing, spelling, aspects of numeracy, and a measure of potential performance through the use of the Otis-Lennon School Ability Test.
- GradeXpert software has been phased out in preparation for the roll out of the soon to be released Student Administration System (SAS).
- A school leader takes responsibility for collection and analysis of standardised testing.
- The analysis of data presented in the summative report is thorough, though the intention of the data collection needs to be sharpened.
- Documentation on school performance records that some data targets based on PAT Maths and PAT Reading were not considered practical measures.
- Teachers use a range of data collection methods including BEE Spelling, SENA (Schedule for Early Number Assessment) and PM (Progress with Meaning) Benchmarks.
- Some teacher conversations reflected intelligent use of assessment tools. They noted some limitations with respect to the cultural bias of some instruments.
- During interviews, parents and staff confirmed that discussions about whole-school data take place through school board, Parents and Citizens Association and staff meetings.

DOMAIN 3: A culture that promotes learning

- *The 'tone' of the school reflects a school-wide commitment to purposeful, successful learning. There are very few obvious behavioural, attendance or engagement problems and behaviour management takes up very little, if any, time of school leaders and classroom teachers.*
- *There is a strong focus on quality learning and on the creation of a culture in which all students are expected to learn successfully, in their own ways and at their own pace. Individual talents are valued. Class 'busy work' is kept to a minimum, and an attempt is made to ensure that all students are engaged in challenging, meaningful learning.*
- *Respectful and caring relationships are reflected in the ways in which staff, students and parents interact and in the language they use in both formal and informal settings.*
- *Parents and families are encouraged to take a genuine and close interest in the work of the school and are welcomed as partners in their children's learning. There are agreed guidelines on such matters as greeting visitors, taking messages, and responding to queries promptly and respectfully.*
- *Staff morale is generally high.*

Comments and findings

- The school's website presents a positive learning culture at Hughes Primary School.
- The school handbook and teacher conversations reflect an emerging focus on promoting Positive Behaviour for Learning and the KidsMatters framework.
- The school has identified Courage, Achievement, Resilience and Engagement (CARE) as its key values. These are reflected in the school's Relational Policy. Teacher conversations reveal that there is a need for a more consistent plan for behaviour management in the school.
- Stakeholder perception data has remained generally high during the life of the plan, particularly among students whose positive response to survey items has been consistently above the ACT percentage. Exceptions were in 2016, on the items 'I can talk to my teachers about my concerns', and 'My teachers motivate me to learn'. There was a decreased percentage in positive staff perception for the items 'Student behaviour is well managed' and 'This school takes staff opinions seriously'.
- Student leadership is encouraged through the year 6 program. The school's 2016 yearbook reflects student achievements.

DOMAIN 4: Targeted use of school resources

- *The principal and other school leaders have introduced programs and strategies to identify and address the needs of students in the school, and are sourcing and applying available resources to meet those needs.*
- *The school has developed processes (e.g. systematic testing and assessment) for identifying student learning needs, although there may not always be good school records of student achievement and progress.*
- *Programs to meet individual learning needs (e.g. programs for gifted students, students with learning difficulties, students for whom English is a second language, Indigenous students, refugees) are prioritised, where possible, in the school budget.*
- *Physical spaces and technology are used effectively to maximise student learning. Learning spaces are organised for whole group work, small group work and individual work.*

Comments and findings

- The school's data plan supports the identification of student learning needs. Teacher conversations reflect variance in the way that student performance data is analysed and applied at the classroom level.
- The Otis-Lennon School Ability Test is used to identify giftedness in students, and identified students have Individual Learning Plans.
- Specialist teachers lead programs in the arts, technology, Japanese, and health and physical education.
- The business manager demonstrated the school's budgeting processes to allocate funds to needs.
- There has been a significant investment in capital works. Refurbishment and renovation of the facilities has enhanced learning spaces to support differentiation.
- Flexible use of facilities is a feature of the school. Teachers make use of corridor spaces and furnishings to create learning settings that accommodate different learning styles.

Glass doors and windows provide a line of sight for teachers as students work independently, in small groups and with volunteers.

- Three volunteer ICT professionals provide support for staff and extension programs for students. Their contributions include coding and robotics groups, and the school's STEM (science, technology, engineering and mathematics) challenge.

DOMAIN 5: An expert teaching team

- *The school undertakes professional learning activities, although these may not always focus on the development of knowledge and skills required to improve student learning and there may not be a coherent, documented learning plan.*
- *The principal and leadership team are seen as supportive of, but not generally involved in, the day-to-day practice and learning of teachers.*
- *Teachers are open to constructive feedback and provide feedback to colleagues, although there may not be formal mentoring or coaching arrangements in place.*
- *The school is implementing a formal process for conducting professional discussions with staff.*
- *The school's professional learning agenda is made explicit to staff at induction, and in staff handbooks.*

Comments and findings

- Whole-of-staff professional learning during the life of the current plan has included PAT Maths, PAT Science and PAT Reading, Teaching English as a Second Language for Students in Mainstream Classes, the Mini Certificate of Gifted Education, and Principals as Literacy Leaders institutes.
- The school has engaged a consultant to build teacher capability in differentiating teaching and learning.
- The school's executive team has invested in developing teacher capability to enact the curriculum delivery model.
- The school leadership team describe interactions with cluster schools for sharing of strategies and pedagogy, coaching and celebrating achievements occurring in previous years within the life of the strategic plan.
- Staff and the school leadership team describe their participation in expert groups that have focused on aspects of the strategic agenda of the school, including spelling, writing, ICT and numeracy.
- Teacher conversations and observations of practice reveal a commitment to team teaching across the school. Staff reflect positively on the culture of sharing and support.
- Teachers report that induction processes are effective, noting that positive and welcoming interactions with colleagues is a feature. Formal observations occur for new educators, teachers changing context, and those interested in gaining Highly Accomplished or Lead Teacher certification. While the structure of observations was not apparent, teachers described how the Quality Teaching Model and the Australian Professional Standards for Teachers were loosely referenced in performance development conversations.

DOMAIN 6: Systematic curriculum delivery

- *The school's curriculum delivery plan identifies curriculum, teaching and learning priorities and requirements. The curriculum delivery plan reflects a vision (by the school's governing body, principal, school leadership team, and teachers) for the school, and provides a context for delivering the curriculum as detailed in the Australian or other approved curriculum and, where relevant, system curriculum documents.*
- *The school curriculum plan and curriculum delivery (including the time allocated to particular learning) balance requirements to address all learning areas, to give priority to English, mathematics and science, and to embed the fundamental skills of literacy, numeracy and higher order thinking in all school subjects.*
- *The school leadership team ensures that the enacted curriculum remains a focus for discussion among, and collaboration between, teachers, and that the curriculum plan is the reference against which assessment tasks are developed and student learning is reported. Curriculum delivery is designed to meet the needs of the range of students within each year level as well as those with disabilities and other particular needs.*

Comments and findings

- The school has developed a scope and sequence document, based on conceptual understandings, to support its teachers in implementing the Australian Curriculum. A conceptual overview translates to frameworks and planners.
- During interviews, some teachers reflect that the curriculum model was restrictive and difficult to apply.
- The curriculum model is intellectually rigorous and therefore requires ongoing learning and support in order to develop teacher capacity and confidence.
- Teachers describe how the JASON Project is supporting curriculum delivery in their classrooms. A consultant has been engaged to bring a research base to curriculum design and differentiated teaching practice.
- Anchor charts are on display in classrooms to make concepts visual and support intentional teaching.
- Conversations with parents indicate that there is a need for more information about student progress, and that an additional reporting mechanism would be beneficial during Term 1.
- There are programs for transitions to high school, and parents report the success experienced by individual students.
- Preschool educators describe the seamless transition process for preschool students entering kindergarten at Hughes Primary School, and demonstrate how the Early Years Learning Framework and the school's conceptual framework are aligned in planning and practice.

DOMAIN 7: Differentiated teaching and learning

- *School leaders explicitly encourage teachers to tailor their teaching to student needs and readiness. This includes the systematic use of assessment instruments (standardised assessment tasks and teacher developed assessment tools) to establish where individuals are in their learning and to identify skill gaps and misunderstandings. Teachers also are encouraged to respond to differences in cultural knowledge and experiences and to cater for individual differences by offering multiple means of representation, engagement and expression.*
- *Planning shows how the different needs of students are addressed, and how multiple opportunities to learn are provided.*
- *Reports to parents show progress over time and include suggestions for ways in which parents can support their children's learning.*

Comments and findings

- Teachers' programs for inquiry reflect Structured, Core and Extended questions. Staff across the school describe benefits and challenges associated with this approach. Application of the approach was not consistent across all curriculum areas.
- Teachers Toolbox Strategies are used to support visible learning.
- Professional learning is underway to support the development of matrices, tiering and assessment.
- Team teaching arrangements are enabling student groupings for spelling with explicit instruction of small groups in some classes.
- Staff across the school reported how the Bring Your Own Device approach and the Chromebook loan system support access to technology for learning. Upper primary teachers describe how this technology is enabling targeted student feedback.
- Students' self-identified learning goals are on display in some classrooms.
- Parent conversations reflect confidence in how the needs of high performing students are met, and continue to be interested in gifted and talented programs at Hughes Primary School. They perceive that support of underperforming students could be a stronger focus.
- Portfolios provide evidence of personalised planning, tracking and monitoring in the preschool.

DOMAIN 8: Effective pedagogical practices

- *School leaders are committed to continuous improvement in teaching practices throughout the school, 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.*
- *There is a particular focus on improved teaching methods, and professional learning activities are focused on building teachers' understandings of highly effective teaching strategies in these areas.*
- *There is some clarity about what students are expected to learn.*

Comments and findings

- Staffing data reflects many changes within the leadership of Hughes Primary School during the current school improvement cycle. During interviews, the leadership team identify that this has an impact on consistency of pedagogy.
- Embedded implementation of play-based pedagogy was observed in the preschool context.
- English as an Additional Language or Dialect specialist teachers describe their focus on oral language development and acquisition through hands-on activities.
- Visible learning practices are evolving. Learning intentions are on display in most classrooms.
- ICT is transforming practice in many classrooms. Staff share stories of student engagement and learning beyond the school day, and describe the impact of assistive technology. This is supported by opportunities for professional learning and the intentional design of teaching teams.
- Specialist teachers note that timetabling can put constraints on their practice and student learning.

DOMAIN 9: School-community partnerships

- *The school has established one or more partnerships with families, local businesses and/or community organisations with the express purpose of improving outcomes for students. Partnerships have generally been initiated by the senior leadership team and have their support.*
- *Each partnership brings staff and students of the school together with external partners such as families, other educational 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.*
- *Attention has been given to communication and to the sharing of experiences within the partnership; however, there may be no formal plan for reviewing the partnership's outcomes and effectiveness.*
- *There is evidence that the school's partnerships are being implemented as intended. However, there may be limited evidence of improved student outcomes as a result of partnership activities – possibly because there has been insufficient time for the school to demonstrate an effect.*

Comments and findings

- Some students participate in the SPARK Reading program. This is a partnership between Hughes Primary School and member corporations of the Australian Business and Community Network: Minter Ellison, Ernst and Young, and Fuji Xerox.
- Work with the Woden Community Service team to develop and grow English conversation classes at Hughes Primary School has been recognised as a partnership of excellence by the ACT Education Directorate.
- Parents are encouraged to engage with the school through workshops and events, and they lead activities including choir and netball.
- Kids Hope mentors and Japanese exchange students work with students across the school.
- Agreements between the school and its partners in these programs were not cited.

National Safe Schools Framework: School Audit Tool

The Hughes Primary School staff completed the National Safe Schools Framework School Audit in Terms 2 and 3 of 2017. Data revealed that perceptions across the nine priority areas ranged from partially true to definitely true.

The audit indicated a number of strengths, in particular: the supportive and connected school culture; positive behaviour management; and engagement, skill development and safe school curriculum.

The school has identified the following priority areas for continuing action and review through the School Audit Tool:

- early intervention involving support, skill development and social restructuring
- data collection about harassment, aggression, violence and bullying
- accessing resources to support the development and maintenance of a safe and supportive school.

Section E: Affirmations, commendations and recommendations

Affirmations

The External Review Panel offers the following affirmations for Hughes Primary School.

1. The curriculum delivery model around a conceptual framework and inquiry-based learning has been a considerable professional journey of discovery that has involved all staff over a period of four years. The model provides a strong foundation for discussion on curriculum delivery into the future.
2. All teachers are engaging with strategies to make learning visible.
3. Technology has a positive impact on personalised learning throughout the school, and strengthening home/school communication.
4. There are many pockets of excellence in the school. Having a team of teaching experts will enable the formation of an expert teaching team in the future. All staff are eager to make the school the best it can be.

Commendations

Hughes Primary School is commended for the following.

1. One hundred percent of students indicate through perception surveys that teachers expect them to do their best. Parent survey data reflects a positive perception of catering to individual needs. This affirms the school's reputation as providing an environment that supports the development of the whole child, through caring relationships and activities beyond the classroom.
2. Parents, staff and students see the school as inclusive and embracing of all cultures. Staff are respectful of students and parents say teachers are very helpful.
3. Parents universally say that the executive and office staff are always available and focused on providing a welcoming and supportive reception.
4. Parents are highly trusting and supportive of the work of the education team at Hughes Primary School.
5. There is a culture of trust, support and sharing among staff at all levels.
6. The school draws upon many successful partnerships to support learning for students.

Recommendations

The External Review Panel recommends Hughes Primary School pays attention to the following opportunities for school improvement during the next planning cycle.

1. Develop a strategic agenda in the context of the school's vision, explicitly expressed in terms of narrow and sharp improvements sought in student performance, aligned with national and/or system-wide improvement priorities, and including clear targets with accompanying timelines that are rigorously actioned.
2. Make explicit the agreed policies and processes for student behaviour management and positive learning environments.
3. Build staff skills in collecting, analysing and interpreting qualitative and quantitative data to accurately plot starting points to deliver individualised learning experiences for the development of the whole child.
4. Continue to develop the curriculum delivery plan to ensure it reflects shared values and beliefs for the school while providing a practical and flexible context for delivering the

Australian Curriculum, including embedding the general capabilities and cross-curricular priorities.

5. Develop a professional learning culture that promotes a school-wide, shared responsibility for student learning.
6. Develop and implement a pedagogical framework that outlines agreed, clear positions on the kinds of teaching to occur across the school.

Section F: Record of school review process

The following people were members of the External Review Panel for Hughes Primary School conducted on 15–17 August 2017.

Name: Ron Bamford	External Review Panel – Chair
Name: Wendy Cave	External Review Panel – Principal Member Macquarie Primary School

I, Ron Bamford, as External Review Panel Chair endorse that this is a true and accurate record of the findings from the External School Review process.

Signature:  **Date:** 03/10/2017

I, Nina McCabe, as Principal of Hughes Primary School accept this Review Report on behalf of the school community.

Signature:  **Date:** 03/10/2017