



ACT
Government
Education

Franklin Early Childhood School

Review Report Summary, 2018

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Overview of the school review process

Approximately a quarter of all ACT public schools are reviewed each year. The reviews are an important part of how the Directorate supports and monitors school improvement. Reviews provide schools with quality and independent feedback, tailored to the school's context. Each school is reviewed at least every five years, providing valuable opportunities for self-reflection, planning and improvement.

Reviews are undertaken by experienced educators trained in the use of the *National School Improvement Tool* (NSIT), a nationally recognised framework for reviewing teaching and learning practices. Each review team generally consists of two to three reviewers, however, the number of reviewers and length of review depends upon a range of factors, including the size and context of the school.

Reviewers closely consider each school's performance data and speak with a wide range of staff, students, parents and community members to get an accurate picture of the school. Following the review, the school receives a comprehensive report. The report outlines the key findings and recommended improvement strategies to maximise student outcomes. The report concludes with a set of commendations, affirmations and recommendations to assist in future planning and to support school-wide improvement planning.

The following summary contains the commendations, affirmations and recommendations from the review report.

Commendations

The commendations highlight positive actions the school has taken over its last improvement cycle. Typically these actions are either complete, or embedded in school practice.

Affirmations

The affirmations verify specific actions being undertaken by the school that are impacting positively on school improvement. These actions are typically either not yet complete and/or not yet embedded.

Recommendations

The recommendations provide the school with evidence-based advice regarding high-value areas for future school improvement efforts. Drawn from the NSIT, recommendations are key to the school developing a sharp and narrow improvement plan.

Commendations

Franklin Early Childhood School is commended for the following.

- Parents describe Franklin Early Childhood School as the 'centre piece of the community'. The school opened in 2013 and has positioned itself as the hub of the local community. The school is commended for the way in which it has forged strong relationships with families and united a community which is committed to its vision 'to provide an engaging environment with learning experiences that nurture, challenge and stimulate the potential of every learner'.
- Franklin Early Childhood School presents as a welcoming, happy and inclusive learning environment where there are caring and strong relationships. Parents hold the principal and staff in high esteem and expressed their appreciation for the way in which staff work tirelessly to meet the needs of each child.
- Franklin Early Childhood School is commended for the collaborative learning team culture which has built a professional team of teachers who are provided with opportunities to work together and learn from each other's practices. The review team particularly commends the school leadership's decision to create the learning resource team, which is a significant investment in responding to student needs and improving learning outcomes.
- The school is commended for the quality of curriculum planning demonstrated by teachers across the school. Exemplary rigour in planning was displayed within teaching teams, which showed clear alignment to the Australian Curriculum and the Early Years Learning Framework and prioritised learning experiences that are accessible and engaging for all students.
- Franklin Early Childhood School is commended for fostering a culture of celebrating diversity and catering to the needs of EAL/D students. The school has demonstrated its strategic intent to embrace the cultural backgrounds of their families in all areas of the school, including learning and environments, community events and partnerships.
- Franklin Early Childhood School leadership is commended for its united commitment to professional learning and the way that resources are targeted to support teachers to meet the needs of their students.
- Franklin Early Childhood School is commended for its decision to establish a community co-ordinator position. This has supported the school in implementing a broad range of strategies that strengthen the partnership between home and school. This service provides a range of programs and events to support all families. Because a significant number of families are new arrivals to Australia, the school strategically offers services which connects families to each other and breaks down the potential barriers of language. An array of information sessions, effective communication strategies and community events support parents/carers in partnering in authentic and meaningful ways with their children's education.

Affirmations

The Review Team offers the following affirmations for Franklin Early Childhood School.

- The school has developed a *Visible Learning Action Plan for 2018-2021* to support a consistent approach to the use of Visible Learning strategies in all classrooms. Leaders and teachers are leading the implementation of this action plan. Teachers are participating in professional learning about the key strategies expected, and this work will be a focus in future school improvement.
- Discussion about student learning data is most prominent in scheduled team meetings and this informs curriculum planning and supports teachers in identifying and responding to individual student need, particularly in literacy and numeracy. The school encourages the use of data as meaningful evidence to inform student learning, and has developed an assessment schedule for literacy and numeracy.
- The school has implemented a school-wide positive classroom and playground behaviour support plan. This plan is aligned to the school values of respect, excellence, resilience and collaboration and are well known across the school.
- At Franklin Early Childhood School, leaders actively encourage and support teachers to employ personalised learning practices. There is an emerging whole-of-school approach to individualised goal setting, particularly focussed on reading, writing and personal/emotional goals.
- It is evident that the school places a high priority on creating an authentic, shared, intentional, and supportive print-rich environment in all classrooms. This is supporting and encouraging learning in a range of curriculum areas.
- Resources have been allocated to create attractive and stimulating indoor and outdoor physical environments that support engagement in learning.
- LSAs and preschool educators are seen as an integral part of each child's learning, and work in close partnership with teachers. The leadership team has a clear strategic focus on supporting its professional learning needs and ensuring that the team has the opportunity to collaborate with teachers on curriculum planning and the development and implementation of ILPs.
- Franklin Early Childhood School is acknowledged for its commitment to cultural integrity and the way in which it celebrates Aboriginal and Torres Strait Islander histories and culture.

Recommendations

The Review Team recommends Franklin Early Childhood School pays attention to the following opportunities for school improvement during the next planning cycle.

- Develop an explicit school improvement plan in close partnership with the wider school community which identifies the specific improvements in student learning and wellbeing to be achieved. These improvements should be well defined, time-bound and measurable. Build a shared ownership of this plan ensuring that teachers have a clear understanding of the changes in practice required to achieve school targets.
- Determine which data sets will best inform the school about student learning and wellbeing outcomes. Ensure that data collected support the school in monitoring academic performance, attendance, behaviour, and student wellbeing. Develop and document a school plan and timetable for the annual collection of these data sets. Give consideration to how software can be used to support analysis and how data are stored electronically and centrally to provide ease of access. Continue to build the capability of all teachers to use data effectively to identify and respond to individual need.
- Continue to identify the pedagogical practices that are expected in all classrooms and draw these together in a way that supports teachers in clearly understanding what is expected of them. Build the capability of teachers in implementing these practices by providing opportunities for regular sharing of practice through modelling, classroom observations, feedback, mentoring, and coaching.
- Ensure that 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 development of the General Capabilities across the school.
- Continue to support teachers in catering for individual differences by designing learning experiences to meet students' learning needs, levels of readiness, interests, aspirations and motivations across all KLAs.
- Ensure that periodic review processes are in place to support the school in collecting evidence on a regular basis to evaluate whether or not partnerships are having their intended impact.