



SCHOOL BI-NATIONAL REVIEW REPORT

2013

TELOPEA PARK SCHOOL LYCEE FRANCO-AUSTRALIEN CANBERRA



Australian Government

This report is part of the review process identified through a Bi-National Agreement between the Australian and French Governments in relation to the establishment of a Bi-National School in the ACT.



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REPORT OF THE BI-NATIONAL SCHOOL REVIEW

TELOPEA PARK SCHOOL

LYCÉE FRANCO-AUSTRALIEN DE CANBERRA

2013

To

Commonwealth Department of Education

ACT Education and Training Directorate

French Ministry of Foreign Affairs, Embassy of France in Australia

Prepared by

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France

Telopea Park School is administered as part of the ACT public school system. It is officially accredited by the French Ministry of Education, is a participating school of the Agence pour l'Enseignement Français à l'Étranger (AEFE) - Agency for French Education Abroad. It is accountable to, and funded by, the ACT Education and Training Directorate as well the French and Australian Governments.

In 1983, the Government of Australia and the Government of the French Republic, through a Bi-National Agreement, established a bi-national school. The parameters (described in Article 2) within which the school operates to:

- provide bilingual education in English and French languages from kindergarten to year 10 for students aged from five years
- promote progressive bilingualism in its educational program and to enhance access by students to quality bilingual education
- foster respect for other cultures
- provide a normal Australian education at secondary level as a neighbourhood school
- contribute to French-Australian educational and cultural relations and in particular to support the achievement of the aims of the cultural agreement.

Within these parameters the school delivers:

- a bilingual harmonised curriculum -kindergarten to year 6
- education in both French and English to years 7 to 10.
- French Baccalauréat (year 11 and 12 in Narrabundah College)

In both the primary and secondary sectors the requirements of AEFE and the ACT Education and Training Directorate are met promoting bi-culturalism and student learning.

Context of the review

As articulated in Article 14 of the Agreement the operation of the school shall be reviewed by the Government of Australia and the Government of the French Republic at meetings of the Mixed Commission under Article 12 of the Cultural Agreement... Reviews shall be held at four-yearly intervals thereafter unless the two Governments decide to terminate the Agreement.

As the school is administered by the Australian Capital Territory Education and Training Directorate there is also a requirement that ACT schools conduct an end-of-cycle external review as part of their accountability requirements to Government. The school prepares a self-assessment report outlining the progress it has made towards achieving performance targets established in its four-year school plan. The self-assessment report provides an evidence-base upon which the school's claims can be externally validated.

These two processes will be aligned through this 2013 Bi-National Review to ensure accountability to all stakeholders is upheld and to provide an open and transparent process through which the school's performance can be evaluated and the school is provided with directions for the development of their new 2014-2017 School Plan.

Governance

To ensure the Bi-National Review of Telopea Park School is supported by an effective governance structure a Review Committee and a Bi-National Review Panel are convened.

The Review Committee:

- affirm the terms of reference for the Bi-National review
- objectively oversee the review process
- ensure the review process is rigorous and thorough and is undertaken in accordance with the terms of reference
- consider and validate the recommendations from the Bi-National Review Panel
- present the report to the School Board of Telopea Park and to the Director General of the ACT Education and Training Directorate.

The endorsed report will be provided to the French Embassy and the Australian Government.

The Bi-National Review Panel:

- attend a three-day school visit where they meet with community members, key stakeholders, and students as applicable to gain knowledge of their views
- examine evidence presented by the school to gauge the degree of success with which the school has met the Terms of Reference
- write a Bi-National Review Report which includes commendations and recommendations for the school and form the basis for the development of the school's new four year plan.

The Bi-National Review Panel consists of:

- an Australian consultant
- a French National Education Inspector (Inspecteur Général de l'Éducation Nationale – IGEN).

Terms of reference

In broad terms, this review seeks to determine, through evaluation, the extent to which the school is meeting its agreements, achieving its goals, and addressing its challenges; in the context of a continuously improving educational environment. In reviewing the school's performance the panel address the following terms of reference:

1. Analyse, under the requirements of article 2 of the Agreement, how well the school has achieved the objectives as they relate to:
 - the provision of bi-lingual education in the English and French languages from kindergarten to year 10 for students aged from five years
 - the promotion of progressive bilingualism in its educational program and how they have enhanced access by students to quality bilingual education
 - fostering respect for other cultures
 - provision of a normal Australian education at a secondary level
 - contributing to French-Australian educational and cultural relations in particular to support the achievements of the aims of the Cultural Agreement.

2. Analyse how educational programs (French and Australian) have been implemented to improve student learning and achievement.
3. Determine how successfully the school has addressed the priorities of the School Strategic Plan 2010-2013 and the extent to which the school is supporting student achievement through best practices applied across a range of elements within the four domains of schooling: learning and teaching, student engagement, leading and managing, and community engagement.
4. Gauge the degree to which the school has appropriately implemented recommendations from the previous review.
5. Contextualise the school's performance with respect to findings about community and stakeholder satisfaction with the school.

2013 Review committee

A Review Committee was formed to oversee the 2013 self-assessment and validation process following consultation with representatives of the ACT Education and Training Directorate and the French Embassy. The committee was staffed under the requirements of Article 10 of the Agreement as follows:

- Mr Wayne Prowse, South Weston Network Leader, ACT Education and Training Directorate
- M. Eric Soulier, Cooperation and Cultural Counsellor, French Embassy
- M. Bruno Delvallée, Agence pour l'Enseignement Français à l'Étranger
- Mr David Atkins, Australian Government Department of Education
- Ms Kerrie Blain, Principal, Telopea Park School
- M. Emmanuel Texier, Head of French Studies, Telopea Park School
- Dr James Pople, Board Chair, Telopea Park School
- Ms Dianne Grantham, Office for Schools, ACT Education and Training Directorate (Executive Officer to the review)

2013 Review panel

The Review Committee engaged two consultants to the Review Panel to conduct the review:

- Dr Jane Kovacs (Australian Consultant)
- Monsieur François Monnanteuil (Inspecteur Général de l'Éducation Nationale)

The Review Panel examined the evidence presented by the school to gauge the degree of success with which the school has met the Terms of Reference.

Methodology

The review was conducted over three and a half days and involved a wide variety of data gathering approaches including observations, interviews and documentation.

Observations included visits to:

- classrooms and other learning spaces
- playgrounds and recreational areas
- other campuses
- meetings and social activities
- school assemblies
- a School Board meeting
- staff meetings.

Interview schedules were arranged by the school following discussions about sampling and reliability. The schedule included interviews with:

- students from years 5 to 10 at Telopea Park School
- students from year 11 at Narrabundah College
- teaching staff
- randomly selected parents
- executives
- ancillary or support staff.

Documentation provided by the school staff included:

- a self-assessment report
- policies and information portfolios
- statistical data
- school performance information
- curriculum documents
- programs
- other paperwork considered relevant and useful.

As information was gathered, the consultants held regular debriefing sessions to explore their findings and agreed interpretation of the data.

A meeting was held with the Steering Committee to report the review findings on the final day of the school visit.

A draft of the report (in English) was provided on 22 November 2013 to the Steering Committee. The Steering Committee met to discuss the draft on 26 November 2013 and made recommendations for a few minor changes to be made to the report.

The final report was submitted by the 6th December 2013 and has been translated into French by the school.

Schedule of visits for consultant panel

TUESDAY 22 OCTOBER 2013

8.30 am	Panel arrives at Telopea Park School Meet and greet with Principal/Proviseur et al in Conference Room
9.00 am	Panel meet to consider evidence in Principal's office
10.00 am	Primary classroom visits by both consultants
10.40 am	Morning Tea
11.00 am	Meet with primary Student Representative Committee - Conference Room
11.50 am	Primary assembly
12.40 pm	Lunch in Principal's office
1.15pm	Panel deliberations
1.40 pm	Meet with primary students in mixed French/Australian group Conference Room
2.30 pm	Meet with Primary Executive in Conference Room
3.00 pm	Panel deliberations
4.15 pm	Panel debriefs with Principal/Proviseur et al in Principal's office
5.15 pm	Meet with School Board representatives in Conference Room
6.00pm	End

WEDNESDAY 23 OCTOBER 2013

8.30 am	Panel arrives at Telopea Park School Meet and greet with Principal/Proviseur et al in Principal's office
9.00 am	Secondary classroom visits on English class line
10.00 am	Secondary classroom visits on French class line
11.00 am	Morning Tea with all staff
11.20 am	Meet with Secondary Deputy, Executive Student Welfare and Executive Pastoral Care Coordinator in Conference Room
12.00 pm	Meet with Secondary Student Representative Committee and Délégués de classe in Conference Room
12.15 pm	Dr Kovacs meets with Secondary Student Representative Committee in Conference Room Mr Monnanteuil meets with Délégués de classe
1.00 pm	Lunch in Principal's office
2.00 pm	Dr Kovacs meets with secondary student groups in Conference Room Mr Monnanteuil is accompanied by Emmanuel Texier to Narrabundah College where he meets with French stream students and Narrabundah College Principal
3.00 pm	Panel deliberations
4.30 pm	Panel debriefs with Principal/Proviseur et al in Principal's office
5.00 pm	End

THURSDAY 24 OCTOBER 2013

8.30 am	Panel arrives at Telopea Park School Meet and greet with Principal/Proviseur et al in Principal's office
9.00 am	7-10 Teacher focus groups: French staff meet with Mr Monnanteuil in Conference Room Australian staff meet with Dr Kovacs in Room 19 as follows: 9.00-9.30 am – representatives from English/Science/PE/Arts faculties 9.30-10.00 am – representatives from Maths/Languages/Humanities/Technology faculties
10.00am	K-6 Teacher Focus Groups in combined French/Australian groups in Conference Room
10.30 am	Panel deliberations
11.00 am	Morning Tea
1.00 pm	Lunch at French Embassy
2.30 pm	Panel deliberations
3.30 pm	Primary Parent focus group # 1- Plenary Session with both consultants in Conference Room
4.00 pm	Secondary Parent focus group # 2 Plenary Session with both consultants in Conference Room
4.30 pm	Panel debriefs with Principal/Proviseur et al in Principal's office
5.00 pm	End of debriefing

FRIDAY 25 OCTOBER 2013

8.30 am	Panel arrives at Telopea Park School
9.00 am	Panel drafts interim report
4.30 pm	Panel debriefs with Steering Committee, school executive and presents interim oral report at Telopea Park School Conference Room
6.00 pm	End of school review

COMPARAISON DE NOS DEUX SYSTEMES D'ENSEIGNEMENT

COMPARISON OF OUR TWO EDUCATIONAL SYSTEMS

FRENCH SCHOOL SYSTEM

LE SYSTEME SCOLAIRE FRANCAIS

A.C.T. SCHOOL SYSTEM

LE SYSTEME SCOLAIRE DANS L'ACT

LYCEE	Terminale	Year 12	NARRABUNDAH
Second cycle du secondaire	Premiere	Year 11	Secondary college
	Seconde	Year 10	SECONDARY
COLLEGE	Troisième	Year 9	SECTION
Premier cycle du secondaire	Quatrième	Year 8	A bilingual
	Cinquième	Year 7	French/Australian
	Sixième	Year 6	Curriculum
ECOLE ELEMENTAIRE	CM2	Year 5	PRIMARY SECTION
Bilingue	CM1	Year 4	Bilingual
	CE2	Year 3	TELOPEA PARK SCHOOL
	CE1	Year 2	
	CP	Year 1	
ECOLE MATERNELLE	Grande Section	Kindergarten	
	Moyenne Section	PRESCHOOL	
	Petite Section		

Review Findings

SCHOOL CONTEXT

Telopea Park School / Lycée Franco-Australien de Canberra opened in 1923 and is the oldest government school in operation in the ACT. The school is unique in offering a kindergarten to year 10 bilingual education under the terms of an agreement established between the Governments of Australia and the French Republic in 1983. It is a partner school of the Agence pour l'Enseignement Français à l'Étranger (AEFE) (the Agency for French Teaching Abroad).

The school currently provides for the learning needs of 1175 students across its primary and secondary settings. The K-10 bi-lingual program has 601 student enrolments. There are three educational streams; a kindergarten to year 6 bilingual stream, a year 7 to 10 English-French stream, leading to the French Brevet in year 9, and a comprehensive year 7 to 10 English stream. The secondary setting has maintained accreditation to the International Baccalaureate Middle Years Programme since 2006.

The school has a learning partnership with Narrabundah College with Telopea students transitioning to Narrabundah College to complete their year 11 and 12 studies. Students wishing to achieve the French Baccalauréat do so at the college supported by Telopea Park teachers. There are currently 28 students enrolled.

In the primary setting, all students learn in both French and English within a harmonised (Australian/French) curriculum. In years K-2, teaching is conducted in French for four days and in English for one day each week. From years 3 to 6, students are taught equally in both languages. In the secondary school, students in the French stream learn mathematics, science, humanities (history-geography) and French, with French teachers, speaking French. Other subjects, including English, a second foreign language, pastoral care, physical education, The Arts and technology, are learned in English together with students in the English stream.

The stakeholders of the school take pride in the school's diversity and multiculturalism. Students represent a broad socio-economic demographic of over 70 nationalities. More than half of the students are from a language background other than English. Twenty four students are of Australian Aboriginal and Torres Strait Islander origin.

Kindergarten enrolments are accepted from across the ACT. From year 1, children are accepted into the primary sector only if they have an acceptable level of French literacy. Students transition from the primary to the secondary school at the conclusion of year 6. In the secondary setting other students are accepted into the English stream from year 7 onwards. The school advised the panel of a decreasing number of student enrolments from outside the school's Priority Placement Area (PPA) as demand for a place at the school increases. More families are moving into the area to access the school.

The school employs 128 staff. Of these, 31 are French. The majority of French teachers are seconded from France through the French Ministry of Education. The balance are Australian residents. The executive team of 18 senior staff includes:

- the principal and proviseur (head of French studies)
- primary and secondary deputy principals
- the business manager
- executive teachers representing primary early and senior years and secondary faculties
- coordinators of staff welfare, student welfare, pastoral care and the French Baccalauréat at Narrabundah College.

Changes to senior leadership during this strategic planning cycle have included: the principal appointed in 2010, the proviseur appointed in 2012, the secondary deputy principal; appointed in 2011; and the primary school conseillère pédagogique appointed in 2010. Staff changes have been minimal over the last four years.

2013 is especially significant for the school in that it marks the thirtieth anniversary of the signing of the Bi-National Agreement. It is also the ninetieth anniversary of the opening of the school.

The school enjoys an excellent reputation.

ORGANISATION AND LEADERSHIP WITHIN THE BI-NATIONAL AGREEMENT

This section of the report discusses the degree to which the panel determined the school has progressed the objectives of the Cultural Agreement through this improvement cycle.

Objective 1: The provision of bi-lingual education in the English and French languages from kindergarten to year 10 for students aged from five years and

Objective 2: The promotion of progressive bilingualism in its educational program and how they have enhanced access by students to quality bilingual education.

The continuing high standards achieved by the school in both French and Australian national standardised testing, reflect the commitment of the school's leadership and teaching staff to quality teaching. There is a high degree of collaboration between French and Australian teachers to integrate French and Australian learning programs and curricula.

The French educational stream has achieved excellent results in the Diplôme National du Brevet (DNB) in year 9. This is especially impressive as over 70 per cent of the students in year 9 are Australians. The results of students who transition into the French stream in years 11 and 12 at Narrabundah College in the French Baccalauréat are also excellent. The standards achieved by these students exceed those of other AEFÉ schools in the Asia-Pacific region and parallel the highest achieving schools in France.

After enquiring, the panel was provided with evidence of graduating students going on to attend some of the most prestigious tertiary institutions in Paris. The panel feels this is a significant accomplishment worthy of further promotion by the school, one that might be used to increase senior student enrolments in the French stream of Narrabundah College. The benefits of bilingual education could also be further promoted by referencing the academic and professional pathways of former Telopea students. The panel suggests this could be facilitated with assistance from the school's alumni association, founded in 2011.

The panel found the bi-national culture to be a dominant feature throughout the school. The panel was very impressed with the fluency of Australian students. In answering the questions of the panel, primary students moved with ease between languages. Most students did not have a French family background yet could speak fluent French without the slightest accent.

When questioned as to the benefits of bilingualism, a year 10 "délégué de classe" (student representative) from the French stream, described how the knowledge brings with it an understanding of two kinds of literature. Other students described how having the capacity to explore their learning in the two languages provides a deeper understanding of language, content and people. Students from both the French and English streams shared how they enjoy time together learning in various disciplines. They reported how this collaborative learning provides opportunity for common reflection on subjects relevant to their everyday lives.

Objective 3: Fostering respect for other cultures

The panel believes the visible presence of the two languages across the school fosters the interest of all stakeholders in other cultures. School leadership, teachers, parents and students are proud of the many and diverse nationalities represented across the school. Parents expressed deep satisfaction with the opportunity to have their children exposed to other cultures and social backgrounds in a public school setting. Both parents and teachers commented on the non-judgemental nature of students and the high degree to which they live the values of the school (*Respect, Fairness, Cooperation, Honesty*). Students described how the bi-cultural, multi-national character of the school helps them to understand the world and to develop as global citizens.

Objective 4: Provision of a normal Australian education at a secondary level

The school's NAPLAN results demonstrate the high standard of Australian education achieved. Telopea is a lead school for the first phase of the implementation of the Australian Curriculum in History, Maths and Science. The English stream of the secondary setting is accredited to the Middle Years Programme of the International Baccalaureate. This provides a rigorous teaching framework for years 7 to 10. The approach includes the use of quality criteria and rubrics providing students with a framework for learning assessment. The secondary students were very positive about the use of this methodology to better support their learning. The panel found limited use of quality criteria and rubrics by students in the primary setting and believes the learning of younger students in the school would also benefit from the increased use of these methods. This is discussed later in the report.

The school is supportive of the learning needs of all students with specific strategies in place for students with special needs.

When parents described their reasons for selecting Telopea as the school of choice for their child, the bilingual program was a key factor in seeking enrolment in the primary school. The parents of secondary students also attributed the presence of the French stream as influencing their choice, even where their child was enrolled in the English stream. Parents consider the presence of French education in the school as a way to maintain and strengthen Australia's association with Europe.

Objective 5: Contributing to French-Australian educational and cultural relations in particular to support the achievements of the aims of the Cultural Agreement.

The school continues to engage in activity to promote and deepen its bi-national culture. This has included the celebration of various anniversaries: the foundation of Canberra centenary, the school opening, signing of the Bi-National Agreement, the opening of the Canberra Alliance Française, Bastille Day, Remembrance Day and ANZAC Day at the French Embassy.

During the panel visit the school was invited to host a 100-year anniversary celebration of World War I in 2014. This is to include a ceremony to be attended by both the French and Australian ministers of veteran's affairs. Students are accustomed to, and proud of, the many official visits to their school reflective of its high standing in the community and beyond. The activities of Telopea Park School are frequently reported in the local media and promoted on the French Embassy and AEFÉ websites.

Other cross-cultural activity includes students participating in an annual exchange with Nouméan students. In the primary school, French and Australian teachers share classes and in the secondary school they work in close cooperation in their faculties, to share strategies and exchange pedagogical tools. They highly value this unique professional environment. Telopea teachers will attend the AEFÉ professional learning conference later this year to share professional practice with colleagues from other French schools.

The panel commends the holistic approach to bilingual education developed by the school. It is bi-cultural education. The structure and operations of the school foster deep and positive stakeholder interest in the French language, French education, and the French culture.

SCHOOL PERFORMANCE

Teloepa Park students continue to perform well in French and Australian national standardised testing for learning achievement.

The panel found the level of performance compared to other schools in the French education system particularly impressive, with the school achieving levels of success similar to those of high performing French schools. The achievement of students in the French Diplôme National du Brevet (DNB) shows improvement across the four years 2010 to 2013, with students consistently achieving a 100 per cent pass rate. In 2012, 86 per cent of students were awarded Distinctions. The results of year 2 and 5 (CE1 and CM2) French national assessments demonstrate consistently high standards. Students may also qualify for the French Baccalauréat. Test results in this area reveal a similar pattern of continual improvement over the four-year cycle, with students achieving a 100 per cent pass rate. In 2012, 16 per cent of students obtained a “Mention Très Bien” which is equivalent to an Australian Tertiary Admission Rank (ATAR) of 99 per cent.

The panel highly commends the school and its students for their ongoing achievements with respect to French learning outcome assessment, which provides evidence of the continued success of the school’s bilingual program. The results are especially significant given 70 per cent of the students undergoing assessment are Australian.

Australia-wide standardised testing was commenced in 2008 with the establishment of the Australian National Assessment Program for Literacy and Numeracy (NAPLAN), conducted in years 3, 5, 7, and 9. The panel found that Teloepa Park School has continued to achieve above average performance in literacy and numeracy compared to other schools both nationally and across the ACT for all four year levels. The school has also continued to achieve above average NAPLAN scores across all year levels in most areas of literacy and numeracy, when compared to schools with a similar student demographic. The percentage of students achieving relevant year level performance bands compares favourably with statistically similar schools, and continues to be above the ACT and Australian national school average.

Despite these ongoing high levels of achievement in NAPLAN, the outcomes achieved have yet to demonstrate consistent improvement over time. The school is therefore encouraged to continue to focus improvement effort in the areas of literacy and numeracy, particularly in the area of student growth.

Learning achievement in literacy and numeracy in the primary years is also formally monitored in kindergarten using Australian Performance Indicators in Primary Schools (PIPS). These results reveal lower than expected student growth. This has been attributed to the intensive bilingual program of the early years (where 80 per cent of the curriculum is taught in French). The PIPS assessment is undertaken in English. In addressing this issue, the school has focussed on improving teaching practices to accelerate the learning progress of students in literacy and numeracy in English from year 2. By the time students reach year 3, the levels of literacy and numeracy achieved as indicated by NAPLAN, are above the national and ACT averages. The panel wishes to commend the primary school on this achievement.

Students identified as requiring additional support for learning have access to a range of tailored support strategies. Results show the school is making good progress with these students.

The overall satisfaction levels of parents, students and staff remain similar to, or above the average, of other P-10 ACT schools. The panel however noted only a small percentage of parents and staff submit a satisfaction survey each year. The panel acknowledges that obtaining survey-based feedback from parents in particular, remains a challenge for most schools. It is suggested, therefore, that the school explore other methods to obtain perception data from stakeholders to inform the continual improvement of stakeholder experience of the school. This is discussed later in the report specifically with reference to increasing student ‘voice’ in the school and classroom.

Enrolments have increased over the four years with the school now approaching capacity with 1175 students. Transition from the primary to the secondary school and college also remains high, with more than 90 per cent of primary students continuing on to the secondary setting.

The incidence of disciplinary incidents has halved during the four-year improvement cycle. The panel wishes to commend the school with this success, which is associated with applying considerable effort to establish and improve the methods associated with student wellbeing. This includes the introduction of pastoral care and restorative practice.

The school has used the ACT Education and Training Directorate's (ETD) *School Self-evaluation Matrix* and the recently adopted national *School Improvement Tool*, to monitor and inform the improvement of leadership and management systems and processes, at whole of school and classroom levels. The leadership team conducts a self-assessment on an annual basis in consultation with staff. The last round of self-assessment using the *School Improvement Tool* showed high levels of performance in most areas. The use of data to inform learning improvement was identified as the area presenting greatest opportunity for improvement. The panel agrees with this finding and recommends the school further develop its system of both *performance* and *process* measures over the next planning cycle. This includes improving the use of *performance* measures in the School Plan to monitor and report outcomes achieved, and overall improvement progress. Also, the development and systematic use of *process* measures to predict results and monitor, report and reflect upon the efficacy of leadership, learning and teaching systems and processes, provide feedback to enhance practice, and monitor improvements in individual and collective capacity over time.

Evidence

NAPLAN results 2008-2013

PIPS results 2010-2012

French DNB and Baccaauréat assessment results

ACT ETD Stakeholder satisfaction survey data

Discussions with the School Board, leadership, staff, students and parents.

SCHOOL IMPROVEMENT AND IMPLEMENTATION

This section of the report discusses the findings of the panel associated with the remaining Terms of Reference for the Review; numbers two, three and four as follows:

2. Analyse how educational programs (French and Australian) have been implemented to improve student learning and achievement.
3. Determine how successfully the school has addressed the priorities of the School Strategic Plan 2010-2013 and the extent to which the school is supporting student achievement through best practices applied across a range of elements within the four domains of schooling: learning and teaching, student engagement, leading and managing, and community engagement.
4. Gauge the degree to which the school has appropriately implemented recommendations from the previous review.

These items are discussed with respect to how the school planned, implemented and reflected upon its improvement activity through this strategic planning cycle.

PART 1: Improvement planning

The panel found evidence to support the undertaking of a comprehensive planning process by the school leadership team in developing the 2010 to 2013 School Plan. The School Board and staff were consulted during the planning process.

The School Plan was informed by the recommendations of the 2009 Review. Some of the recommendations were actioned immediately following the review, and were therefore not included in the new plan.

The priorities of the School Plan reflected the four domains underpinning the ACT Directorate school planning process. The priorities and key improvement strategies were:

1. Teaching and Learning

- Provide a curriculum which meets, and responds to, the needs of this bi-national school.
- Improve students' literacy and numeracy.
- To build the capacity of staff as instructional leaders.

2. Leading and Managing

- Enrich the relationship between incoming teachers and their colleagues.
- Review professional learning processes to foster bicultural approaches.
- Create and maintain structures and processes to enhance low-achieving students' educational outcomes.

3. Student Environment

- Strengthen student engagement in a safe and inclusive environment.
- Continue improving school facilities, including ICT.

4. Community Involvement

- Improve understanding of the school's unique bi-national nature.
- Improve communication within the whole community.

The School Plan was implemented and monitored through a series of specific actions described in four Annual Operating Plans, one for each year of the School Plan. Progress was reported to the School Board periodically at Board meetings, and more formally on an annual basis through the Annual Board Report.

The panel encourages the school to consider further enhancement of the school improvement planning process by:

- a. More explicitly reflecting the recommendations of the Review and objectives of the Bi-National Agreement in the School Plan. The panel feels this will facilitate the development of key strategies to achieve the objectives and focus the improvement activity of the school.
- b. Assigning (a few) critical measures to each of the priorities in the School Plan so progress might be more easily monitored. It is suggested this would improve both the Annual and School Board reporting processes, and better inform the Review process.
- c. Increasing the involvement of key stakeholders in the analysis, and action taken in response to stakeholder perception data. This could involve working with various stakeholder groups (staff, parent and student) to identify the strengths of the school, as well as opportunities for improvement. The use of a structured improvement process, including the analysis of causes, can lead to a greater return on improvement effort and the development of more sustainable solutions. For example, with respect to one of the improvement foci of this planning cycle – communication - direct stakeholder involvement could lead to a greater understanding of communication needs which would lead to more targeted action.
- d. Ensuring that the actions described in the Annual Operating Plans lead to the development of sustainable school policies and processes.

The panel has made recommendations reflecting these potential improvements.

PART 2: Improvement actions

This section of the report discusses the strategies deployed by the school to progress the improvement priorities of the School Plan and the impact of this improvement effort.

Priority 1 Teaching and Learning

Provide a curriculum which meets, and responds to, the needs of this bi-national school.

The school has applied considerable effort to meet the requirements of both the Australian and French curricula. It has worked hard in the primary setting to offer curricula that not only support the school's bicultural objectives, but also meet the diverse needs of the student population. It is reflected in the extensive curricula documentation that provides a comprehensive framework to guide teaching in the primary school.

Not only has the school overcome the challenge of tailoring learning to meet the learning outcomes associated with the French and Australian curricula, but has also continued to meet the rigorous requirements of the International Baccalaureate Middle Years (IB MYP) programme in the secondary setting. The last review panel recognised the effort required to maintain this high standard and recommended that the school review its commitment to the IB MYP. The school conducted a review involving parents and staff during this improvement cycle. It was unanimously agreed to maintain school accreditation with respect to the internationally recognised standard. The panel commends the school for doing so.

The panel also recognises the significance of the school being selected by the Australian Curriculum Assessment and Reporting Authority (ACARA) as a lead school in the implementation of the first phase of the Australian Curriculum in Mathematics, History and Science. This phase has yet to be fully integrated as part of the school's curricula in the primary school with respect to sequencing and

assessment standards. The panel therefore recommends that the school prioritise this as a focus of the next improvement cycle. This will be necessary to remain current with the requirements of the implementation agenda of the national curriculum, as subsequent phases of the curriculum are rolled out over the next four years.

Improve students' literacy and numeracy

The desired outcome associated with this priority was the achievement of a higher level of student literacy and numeracy, especially for low achieving students. The panel found evidence to support deployment of a number of strategies by the school in progressing this improvement priority. Specialist literacy and numeracy coordinators have continued to support the efforts of teaching staff and students in the primary and secondary school. Specific programs such as *Guided Reading* and *First Steps Writing* have been introduced to strengthen the approach to teaching.

In the primary school, students performing in the lowest 20 per cent with respect to literacy and numeracy are identified and provided with additional learning support by the teacher and literacy coordinator. The panel sighted evidence to support learning improvement in this area.

There has been effort applied by teachers in the primary school to overcome learning difficulties in numeracy identified through the analysis of learning performance data. This involved finding ways to improve student understanding of the differences in mathematical terminology in the French and English language. This was necessary to overcome performance issues identified in PIPS data so students might be successful in both English and French based assessments.

In the secondary school, *The Arches* program has been introduced to provide support to students performing at lower than expected levels of learning. A feature of this new program is that it allows for these students to maintain a connection with mainstream students. Previously students requiring this assistance were isolated from other students in the school. Teachers reported significant improvement to student wellbeing as a result of the new program.

As discussed previously, the school continued to perform above the national and ACT averages in all areas of literacy and numeracy, and achieved the majority of the targets set in this area of improvement endeavour. Maintained effort is required to achieve sustained improvement in literacy and numeracy.

The panel recommends that student growth in numeracy and literacy receive particular attention in the next cycle. With respect to numeracy; panel interviews with students, and observations of classroom teaching in the secondary setting, revealed opportunities for improvement in pedagogical practice. It appears learning in this area remains predominantly focused on book-based problem solving, supported by direct teaching methods. The panel recommends that teachers continue to work with their peers to improve teaching and learning in this area. Teachers are also encouraged to work with their students to identify and overcome barriers to learning. It is suggested that seeking ongoing student feedback as to the effectiveness of teaching strategies will provide additional insight into the improvement of practice. Giving students a 'voice' in the learning process and increasing their responsibility to actively reflect on the learning process, can lead to breakthrough improvement in teaching and learning.

It is suggested that dialogue with students as to the purpose for learning, and increasing student input to and understanding of quality criteria to track learning progress, can also improve learning performance in this (and other) areas of learning. Quality criteria and rubrics are used widely across the secondary setting. The panel encourages extending this practice into the primary classrooms.

The panel recommends that the school intensify its focus on identifying trends in learning performance over time, and the use of data to examine systemic performance and improvement. This will complement the excellent efforts applied currently by the school in the use of performance data to identify individuals and groups requiring additional learning support. The school can strengthen its approach to the use of data by asking both; '*Which students do we need to focus upon?*' as well as '*How are our systems and processes for learning and teaching performing?*' This will ensure those *individuals* requiring additional assistance are provided with support. Also, that attention is focused on the continual improvement of performance in learning for *all* students.

To build the capacity of staff as instructional leaders

The school has introduced ongoing teacher coaching and mentoring through the reflective process of instructional rounds. The *Quality Teaching* model (QTm) is used as a lens for teachers to learn from one another through observation and analysis of classroom practice. The model has been applied with the specific aim of providing opportunity for teachers to demonstrate instructional leadership, and to diversify pedagogical practice. All executive teachers have attended professional development in this area. The panel commends the school for embracing this structured and collaborative approach to the continual improvement of practice. The continued use of a recognised teaching and learning model creates shared language, and gives structure and purpose to professional dialogue. It supports building upon strengths, and focuses improvement effort.

The panel suggests there is opportunity to further strengthen and accelerate the embedding of this approach by translating the QTm into French to improve accessibility by French staff. Similar models are also being applied to affect improvement within the French education system. One such model is the "Référentiel des compétences professionnelles des métiers du professorat et de l'éducation 2013". It is recommended that the school research this and other French teaching models that reflect the School's vision for teaching and learning and complement the use of the Australian QTm. It is believed this will build upon the strengths of both system's approaches and further enrich and align the school's bicultural approach to teaching and learning. It will also assist with agreeing and making explicit what constitutes Telopea Parks School's 'best learning and teaching practice'.

Priority 2 Leading and Managing

Enrich the relationship between incoming teachers and their colleagues

The panel observed strong collegiality between the teachers of the school. The quality of the relationships established between staff was experienced firsthand by attending informal and formal staff sessions.

The strategies used to improve relationships have included the introduction of a new induction process in 2010. New staff members are assigned a mentor and/or supervisor to facilitate an easy and rapid settling into the school. A comprehensive handbook has been developed that describes the key policies of the school. The school's Parents and Citizens Association (P&C) issue each new teacher with a 'welcome to Canberra pack' to expedite the transition into their new community.

There was insufficient staff satisfaction data available (the perception survey has not been used for a sufficient period of time in the ACT) for the panel to draw conclusions as to the overall effect of this activity in improving relationships and the sense of belonging experienced by new staff. However, the panel received very positive feedback on the induction process during interviews with staff new to the school.

Review professional learning processes to foster bicultural approaches

The school has continued to apply considerable effort in the performance development and professional learning of teaching staff through its *Professional Pathways* process. Staff development is aligned to Annual Operating Plan priorities, and includes a faculty-based and personal priority. Most school-based professional learning is conducted in both English and French and key school documentation is available to staff in both languages. Australian teachers have attended French professional learning opportunities overseas.

Staff advised that the biculturalism of the school provides a most 'enriching professional environment'. There is ongoing opportunity to learn from one another and to inform the education practices of both the Australian and French systems. Staff are encouraged and supported by the leadership team to develop and share their practice and experiences through a variety of learning forums.

Create and maintain structures and processes to enhance low-achieving students' educational outcomes

The approach to supporting the learning needs of those students who do not progress as well as expected was discussed earlier in this report. Other strategies applied over the duration of this improvement cycle to support the needs of students with learning difficulties included the use of Individual Learning Plans. Personalised Learning Plans were developed to support the learning of twenty-four Aboriginal and Torres Strait Islander students. Specialist support is provided for students by outside agencies where required.

In 2011 Student Services was relocated and re-established as 'The Arches' program. This area of the school supports those students in the secondary school who are performing at lower than expected levels of learning. The program is staffed by specialists in the areas of pastoral care, youth work and Aboriginal and Torres Strait Islander learning. The support provided is multi-faceted and covers areas including literacy and numeracy, the building of self-esteem, and the scaffolding of learning.

The results achieved to date show that the majority of students supported by these strategies are responding well, and have made progress in relation to their academic achievements, behaviour and attendance.

Priority 3 - Student Environment

Strengthen student engagement in a safe and inclusive environment

The school has introduced a number of comprehensive strategies to effect improvement with respect to this priority. Staff have received training, and comprehensive student management documentation has been made available to guide the enacting of school policy on restorative practice. This involves developing student capacity for effective action in personal behaviour with respect to building relationships, a sense of community and preventing conflict.

The panel noted a high level of student awareness and pride in their multi-cultural environment. Many students commented on the culture of respect and tolerance evident throughout the school.

Pastoral care groups have been introduced for all secondary students. The groups comprise French and English stream students led by a French or Australian teacher to reinforce the bicultural nature of the school. Their purpose is to attend to the ongoing needs of students with respect to their wellbeing. This includes dedicated learning time to build capacity in personal and interpersonal skills.

The school values of *Respect, Fairness, Cooperation* and *Honesty* underpin the approach to behaviour management. The panel found all students could relate the values and talked positively about their experiences of the values being demonstrated across the school.

The Student Representative Council (SRC) provides an effective communicative link between the students and school leadership. The panel were very impressed by the wonderful example of student leadership demonstrated by this passionate and enthusiastic multi-aged team of students. Their efforts during this planning cycle have led to improvement in the area of student wellbeing through participation in a cross-school initiative. It is suggested that the school would benefit by increasing the involvement of its students in the broader improvement efforts of the school. In particular, exposing students to a greater extent in the analysis and actioning of the opportunities for improvement highlighted through the annual collection of student perception data. The panel feels this would also provide an excellent opportunity for student learning in areas such as problem solving, an essential skill for the 21st century learner. It could involve SRC members leading student improvement teams in a similar way to the approach used in the excellent interschool project to improve student wellbeing.

Continue improving school facilities, including ICT

The ICT environment of the school has been enhanced through installation of Smartboards in classrooms, and the purchase of more laptop computers to increase ICT accessibility in the classroom.

Physical enhancements to the school included the returfing of a grassed playing field and the installation of water bubblers (a recommendation of the last review).

The school has continued with its efforts to create a sustainable environment through the activity of its Sustainability Team. Ongoing projects include recycling, solar power and a vegetable garden in the primary school.

Priority 4 - Community Involvement

Improve understanding of the school's unique bi-national nature

The school implemented several strategies to effect improvement in this area including increasing bilingual signage and official school documentation. The panel sighted evidence of bi-cultural activity in student assemblies, staff meetings, other interactions with staff and students, and the close working relationship between the principal and proviseur.

The school has an active P&C whose fund raising efforts contribute to the bi-nationality of the school. Such projects include the purchase of French and other books for library.

Other strategies deployed to effect greater understanding include promotion of bi-nationality through school events, including students performing French plays, and supporting events such as the French Film Festival. The school enjoys active partnerships with other organisations with a French connection including Alliance Française.

Improve communication within the whole community

Strategies in this area of improvement included renewing the school website to increase accessibility by members of the school community. A French version of the website has been established for access by the French speaking community. This also further enhances the bi cultural standing of the school.

An on-line class diary has been introduced in the secondary school to facilitate the communication of classroom activity between teacher, student and parent. Data demonstrate increasing use of this facility.

The panel noted there is insufficient stakeholder satisfaction data with respect to communication to demonstrate improvement. The school is encouraged to seek ways to facilitate greater feedback from the school community, and involve stakeholders more directly in planning for improvement in this area. This was discussed earlier in the report.

A number of parents mentioned to the panel they had found it necessary to source tutors to support the learning needs of their children in the secondary school. It is suggested that information such as this is of value to the school in informing its improvement efforts. Another example was the number of parents who reported needing more guidance with respect to their child transitioning to the secondary college. Hence the panel recommendation mentioned earlier regarding increased effort in the seeking of stakeholder feedback. This would help to ascertain whether this finding is the experience of the broader parent population and the appropriate response required.

Evidence

Discussions with the School Board, leadership team, staff, students, SRC and parents

Panel tour of the school and visits to classrooms

Attendance at school assembly, staff and leadership meetings

ILP and PLP documentation

School website and documentation

NAPLAN results 2008-2013

PIPS results 2010-2012

French DNB and Baccalauréat assessment results

ACT ETD Stakeholder satisfaction survey data.

PART 3: Reflection

The school's flat and inclusive leadership structure supports a collaborative approach to planning, reflection and improvement. The School Plan, Annual Operating Plans and Annual Reports are used to document the school's improvement process. Inclusive executive, staff and other team meetings are conducted in a way that promotes engagement with, and invites feedback to school improvement activity.

As discussed earlier in this report, the panel recommends that this process be strengthened by aligning the School Plan to more closely reflect the recommendations of the Review and objectives of the Bi-national Agreement, assigning (a few critical) measures to each improvement priority to monitor progress and facilitate reporting. Also to ensure the activity described in the Annual Operating Plans leads to the development of documented and sustainable school policies and processes.

It is recommended the school develop methods to obtain ongoing data from stakeholders to better inform its improvement efforts. It is also recommended that students be included to a greater extent in the school improvement process.

The school continues to be a high achieving learning organisation, unique with respect to its resourcing. The panel believes the sustainability and continual improvement of the school, particularly with respect to the bilingual learning model, would be facilitated by the development of an explicit business model. The panel noted the absence of such a framework to inform the future direction and resourcing of the school's activities.

The panel believes the development of a business model will contribute to the ongoing success of the school by:

- describing a shared vision for the school underpinning the school's strategic planning process
- detailing the school's financial planning into the future. It is felt the school will benefit from having a clear rationale as to resource needs and expenditure. Especially in light of possible future constraints associated with government spending due to global financial influences
- ensuring the achievement of the objectives of the Bi-National Agreement
- providing for the development of well-structured documentation of school policy and agreed ('best') methods
- supporting the ongoing capacity building of staff and leadership succession planning.

The model would also support the school in achieving its objective of local leadership and accountability.

This approach would also benefit stakeholders beyond those of the school by providing an explicit framework for the future development of similar bi-national learning organisations within public systems of education in other jurisdictions.

Evidence

School Plan

Annual Operating Plans 2010-2013

School Board Reports and meeting minutes

Discussion with the School Boards, leadership team, students, staff and parents.

KEY COMMENDATIONS AND RECOMMENDATIONS

THE FOLLOWING ARE THE COMMENDATIONS AND RECOMMENDATIONS OF THE PANEL. THEY ARE RAISED FOR THE PURPOSE OF INTERNAL AND SCHOOL-COMMUNITY DIALOGUE TO FURTHER ENHANCE THE WORK OF THE SCHOOL AND CONTINUE TO ENRICH THE OPPORTUNITIES IT PROVIDES FOR STAFF AND STUDENTS.

COMMENDATIONS

1. The panel highly commends the school and its students for their ongoing and significant achievements with respect to the school's bilingualism. The school continues to perform both above the average for Australian schools *and* French schools with respect to learning achievement. These results of students undertaking the French DNB and Baccalauréat are especially significant; given 75 per cent of the students undergoing assessment are Australian. This provides evidence of the school being well advanced in the promotion and provision of progressive bilingualism and bi-lingual education – two key objectives of the Bi-National Agreement.
2. The results associated with NAPLAN testing in literacy and numeracy of year 3 students in the primary school continues to be above the national average. The school is to be congratulated on this achievement given 80 per cent of the teaching of students in the years preceding year 3; kindergarten through to year 2, is in French.
3. The efforts of leadership and teaching staff have been considerable as the school has continued to meet the rigorous requirements and high standards associated with maintaining accreditation of the International Baccalaureate Middle Years Program (IB MYP). This is in addition to managing the demands of facilitating the learning outcomes of both the French and Australian Curricula.
4. The panel congratulates the school on the progress made in applying the *Quality Teaching* model (QTm) as a foundation for teacher coaching and mentoring through instructional rounds. The QTm is used as a lens for teachers to learn from one another through observation and analysis of classroom practice. The panel commends the school on embracing the framework as a way to build a structured and collaborative approach to the continual improvement of teaching and learning. The panel sees this as an excellent process for the school to achieve a *blending* of the best practices of both the French and Australian school education systems.
5. The panel wishes to acknowledge and commend the establishment and improvement of methods to promote student wellbeing across the school. This includes pastoral care and restorative practices. The number of disciplinary incidents of the school has halved during the four-year improvement cycle.
6. The respect for other cultures is an outstanding feature of the school. This is one of the explicit objectives of the Agreement and was a consistent theme raised by all stakeholder groups in their praise of the school.

RECOMMENDATIONS

1. The panel identified the use of data to inform learning and school improvement as an opportunity for improvement. It is recommended that the school focus attention on improving the use of data in the following areas:
 - a. In the School Plan and Annual Operating Plans by assigning (a few) critical measures to each of the priorities. This will facilitate the monitoring of progress and improve the efficiency of the Annual and School Board reporting processes, and better inform the Review process.
 - b. The identification and systematic use of *process* measures to better monitor school performance with respect to student learning progress. It is recommended that the school intensify its focus on identifying trends in performance over time, and use data to examine and focus on systemic performance and improvement. This will complement the excellent efforts applied currently by the school in the use of performance data to focus upon individuals and groups who require additional learning support. It is felt the school's approach to data might be strengthened by attention to both those students requiring additional assistance, as well as improvement of the systems and processes that result in learning for all students.
 - c. The panel acknowledges that obtaining survey-based feedback from key stakeholders remains a challenge for most schools. It is recommended that the school investigate and establish other methods to obtain perception data from parents, staff and students. This is important to inform the continual improvement of stakeholder experience of the school. It includes teachers engaging students in conversations to identify and overcome barriers to their learning. Seeking ongoing student feedback as to the effectiveness of teaching strategies can provide additional important insight to the improvement of practice. Giving students a 'voice' and increasing their responsibility to actively reflect on the learning process, can assist with the improvement of learning.
 - d. Improving the analysis of, and action taken in response to data. This could involve working with the various stakeholder groups using an agreed improvement process which includes the analysis of causes. This would lead to a greater return on improvement effort and the development of sustainable solutions. For example in the area of communication, a greater understanding of stakeholder needs could lead to more targeted action and return on effort. The Student Representative Council and Délégués de Classe could take a lead role in the analysis and actioning of student perception data. This has the added benefits of building greater ownership of the solutions derived by students and developing student capacity in problem solving.
2. It is recommended that the School's planning and improvement cycle be further enhanced by aligning the School Plan to more closely reflect the recommendations of the Review and objectives of the Bi-National Agreement. This will facilitate the development of key strategies to more explicitly achieve the objectives and further focus the improvement activity of the school.

3. The panel recognises the efforts of the school in teaching both the French and Australian curricula in the primary school. Also, the significance of the school being selected by the ACARA as a lead school in the implementation of the first phase of the Australian Curriculum. This first phase of the new Australian Curriculum has yet to be fully integrated with respect to assessment and sequencing in the primary school. The panel recommends that the school prioritise this as a focus during the next improvement cycle. This will ensure the school meets the requirements of the implementation agenda of the Australian Curriculum, as subsequent phases are rolled out over the next four years.
4. The panel congratulates the school on the progress made with adopting the *Quality Teaching* model and believes there is opportunity to further strengthen and accelerate this process. The panel recommends that the school translate the *Quality Teaching* model into French to improve accessibility by French staff. Similar models are also being applied to affect improvement within the French education system. It is recommended that the school research and identify a French teaching and learning model that complements the Australian *Quality Teaching* model, and *align* these models. It is believed this will further strengthen the school's bicultural approach to teaching and learning, deepen understanding and enrich pedagogy.
5. The panel recommends the development of a business model to contribute to the ongoing success of the school. It is suggested the business model could include:
 - a shared vision for the school to underpin the school's strategic plan and achievement of the objectives of the Bi-National Agreement
 - a financial plan describing predicted resource needs and expenditure
 - key documentation pertaining to school policy and agreed best methods
 - detail as to the ongoing capacity building of staff and leadership succession planning.

The model would also support the school in achieving the Directorate objectives toward local leadership and accountability.

CONCLUDING STATEMENT

The panel congratulates the executive team, staff and students of Telopea Park School on their efforts and achievements through this four year improvement cycle. The panel feels the school's holistic approach to bilingual education goes much further than bilingualism. It is bi-cultural education.

The school is encouraged to consider the commendations and recommendations contained within this report to inform its next strategic plan, to build upon its many strengths, and continue to improve its standing and reputation as a high achieving bilingual, multicultural school. And most importantly; to continually improve the learning and wellbeing of its students.

The structure and operations of the Telopea Park School foster deep and positive stakeholder interaction and interest in the French language, French education, and the French culture. The panel considers the school an excellent model for other schools wishing to pursue similar outcomes.

STATEMENT OF REVIEW

The review panel for Telopea Park School thank the principal, executive, teaching and administration staff for the support it received throughout our visit.

The panel members examined all materials provided, spoke with teachers, students and parents and participated in several class and whole school activities.

The panel commend the efforts of Telopea Park School in providing a quality learning environment for students.

The Review Panel completed the review process at Telopea Park School on 25th October 2013.

Mr Francois Monnanteuil

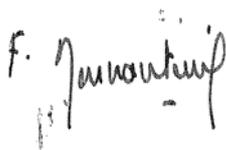
Dr Jane Kovacs

French National Education Inspector

Director, Quality Learning Australia

(Inspecteur Général de l'Education Nationale)

Signature



Signature



Accepted by

Ms Kerrie Blain

Mr Emmanuel Texier

Principal

Proviseur (Head of French Studies)

Signature

Signature