



**ACT**  
Government  
Education

**EXTERNAL REVIEW  
REPORT for  
MILES FRANKLIN PRIMARY**

**2016**

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## Introduction: Overview of the School Review Process

As part of the Territory's school improvement approach, public schools and colleges in the Australian Capital Territory are required to participate in an external review process every five years. This document captures the findings of the review team during this cycle of school review.

In broad terms, the review team sought to determine, through evaluation and validation, 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 review was conducted over three days and involved a wide variety of data gathering approaches including observations, interviews and documentation. This approach provided evidence for the review team to consider against the nine inter-related domains in the National School Improvement Tool that informed our commendations and recommendations.

## Section A: School Context

Miles Franklin Primary School is situated in the suburb of Evatt and was established in 1980. The current School Principal, Mr Chris Jones, has been at the school since 2011 and was joined by the current Deputy Principal Mrs Sandra Hall in 2012. Over the period of the school's latest Strategic Plan there has been a significant amount of variation within the school leadership team, with a number of executive teacher positions being changed

Similarly the school has seen a large number of new classroom teachers throughout the life of the plan for various reasons, including teachers' personal circumstances and the introduction of the International Baccalaureate (IB) Primary Years Programme (PYP). The school leadership feel that the significant staff renewal has galvanised the existing staff and brought in staff dedicated to being a part of their journey to deliver real and authentic improvements for children.

The most significant change over the life of the school's strategic plan has been the adoption of the International Baccalaureate (IB) Primary Years Programme (PYP). This programme was chosen by the school to improve student outcomes and have a strong focus on inquiry based learning and international mindedness. The school wanted to ensure that improvement was designed and created rather than occur by chance, and also for greater consistency of practice across the school. Aligned with this the school also developed Mission and Vision statements to highlight their new intent.

Miles Franklin Primary School's Priority Enrolment Area (PEA) encompasses just half of Evatt and therefore they take enrolment from beyond their PEA. The schools ICSEA score has remained relatively stable over the past four years. Over the period of the Strategic Plan the school's enrolments have risen steadily; in 2012 enrolments were at 469 and currently (May 2016) they stand at 538. There was a slight slowing of expected student enrolments in 2014 and 2015 however these places have now been filled and a total increase of 42 enrolments in 2016 was the highest over the life of the plan. The school has seen an increase in the number of Aboriginal and Torres Strait Islander and EAL/D students enrolled at the school as well as an increase in the number of students who are identified as having a disability.

As a result of increases to the student population Miles Franklin Primary School currently has 21 classes from Preschool to year six, a specialist French teacher who also provides extension classes in Indonesian, a combined specialist music role and PE teacher, and three part time staff providing targeted support in EAL/D, MiniLit and a targeted Early Reading program. Moreover, the school has transformed their learning assistance program from general support in class to an

evidence based approach around the PM benchmark level of children. In 2016 the school also gained an additional counsellor day, increasing these days to three days from two days.

There have been some infrastructure changes to the school over the course of the plan. The front office was upgraded in 2014, the Deputy's office has been moved closer to the front office and the wall between the former Deputy office and the Executive office was removed and this is now one large room to house all three Executive. A third set of playground equipment was added to the grounds. The largest infrastructure change has been the addition of the 'small portable' due to increased enrolments.

## **Section B: School Performance**

During the four year improvement cycle, the review team found that Miles Franklin Primary School as a means of improving student learning outcomes has allocated significant time and resources to gain authorisation as an International Baccalaureate World School that is able to deliver the Primary Years Programme. The school has worked hard on ensuring they have whole school practices, procedures and process aligned to delivering a comprehensive Transdisciplinary Curriculum from P-6. The leadership team recognises in their data, a significant reduction in students' performance in 2013 as measured by the National Assessment Program -Literacy and Numeracy (NAPLAN) and has worked diligently with the school staff and community to improve student learning outcomes in English and mathematics.

In 2014 and 2015 years 3 and 5 NAPLAN data show an improvement in all areas assessed when compared to 2013 NAPLAN results, excluding 2014 year 5 writing data.

Miles Franklin Primary School's 2014 and 2015 year 3 NAPLAN results have shown improvement in reading, writing, grammar and punctuation and numeracy from their results in 2012 and 2013. The school achieved their year 3 NAPLAN targets taking into account confidence intervals in 2014 and 2015 for both reading and numeracy and for numeracy only in 2012. The school achieved their year 5 targets for reading and numeracy taking into account confidence intervals in 2012, 2014 and 2015. The school did not achieve their set targets for either year 3 or 5 in 2013.

As a result of analysis of the school's NAPLAN data the school leadership team identified in 2015 that spelling was an area in which they had shown the most limited growth. Consequently they began a new spelling initiative in 2015 to improve professional practice. This resulted in professional learning for all teaching staff on the Tessa Daffern Triple Word Form Theory, the annual assessment of children using PAT Spelling to collect baseline data and a renewed drive and emphasis on spelling in collaborative planning, team meetings and whole staff meetings.

Student growth from 2013-2015 as measured by the NAPLAN assessment in the five domains of reading, writing, spelling, punctuation and grammar and numeracy was higher than the Australian and the Belconnen regions average. Considering the school's year 3 students were below the Australian average in all areas in 2013, their year 5 results in 2015 are a significant achievement where they were only behind the Australian average in spelling.

Performance Indicators in Primary School (PIPS) results from 2012 to 2015 show that the Miles Franklin Primary School students have better or similar statistical results to the ACT average on the initial implementation of the assessment in term 1. By term 4 when the assessment is again administered the students remain statistically ahead of their ACT peers, with an ever increasing growth evident in most cases. Students are making expected or better than expected growth

over the four years in mathematics with an average of 91% and in reading with an average of 88%.

The review team noted that the school has used NAPLAN and PIPS results in their 2013-2016 Strategic Plan as the main means of identifying improvement (trend data) over time and believes that the Miles Franklin Primary School could invest further in professional learning and resources that will allow them to track other rich data sets that they collect over the life of their next school improvement cycle. This would support the school to triangulate data as a means of identifying areas of strength and development.

### **Evidence cited**

- Miles Franklin Primary School Board Report 2012
- Miles Franklin Primary School Board Report 2013
- Miles Franklin Primary School Board Report 2014
- Miles Franklin Primary School Board Report 2015
- Miles Franklin Growth Data 2012 - 2015
- My Schools Website
- NAPLAN Smart Data 2012-2015
- PIPS Data 2012-2015.

## **Section C: School Improvement Planning and Implementation**

### **Priority Areas**

Miles Franklin Primary School's school improvement priorities were selected post the 2012 validation cycle. During 2012 Miles Franklin recognised that the 2012 Annual Operating Plan would not reflect future school directions, making reporting requirements to the Education Directorate difficult. In consultation with the community and the Education Directorate the school made the decision to reappraise its strategic goals. The four key improvement priorities for the 2013-2016 Strategic Plan were:

- Achieve International Baccalaureate Authorisation
- Improve and strengthen student outcomes
- Strengthen the positive school culture
- Foster collaborative partnerships.

### **Achievements**

#### **Strategic Priority 1: Achieve International Baccalaureate Authorisation**

The targets set for this priority for the end of 2016 included:

- Achieve International Baccalaureate authorised status

Miles Franklin Primary School achieved an International Baccalaureate authorised status in October 2015 after demonstrating that specific practices and programme requirements were in place. This authorisation was achieved as part of a verification visit that saw the school meet 106 out of 112 standards (they were required to meet 29 as part of the verification process) and received commendations in four areas.

The review team evidenced the significant change journey that the Miles Franklin Primary School staff and community have undertaken including the mapping of a P-6 Inquiry Curriculum aligned to the Australian Curriculum, the provision of professional learning in the delivery of an IB curriculum, an increase in collaborative planning using consistent formats and the creation of consistent policies and procedures aligned to IB standards and practices.

#### **Evidence cited**

- IB Primary Years Programme Authorisation Report; Miles Franklin Primary School
- Miles Franklin Primary School Board Report 2015

#### **Strategic Priority 2: Improve and strengthen student outcomes**

The targets set for this priority for the end of 2016 included:

- Proportion of kindergarten students who achieve expected progress or better in PIPS for reading and maths
- NAPLAN mean scores with improvement loading

Miles Franklin Primary School's 2014 and 2015 year 3 NAPLAN results have shown improvement in reading and numeracy from their results in 2012 and 2013. In 2013 the results were below that of previous years. The school achieved their year 3 targets that they set when taking into

account confidence intervals in 2014 and 2015 for both reading and numeracy and for numeracy only in 2012. Similarly the school year 5 NAPLAN results in reading and numeracy have shown improvement from their 2013 results. The school achieved their year 5 targets taking into account confidence intervals in 2012, 2014 and 2015. The school did not achieve their set targets for either year 3 or 5 in 2013.

In 2013 and 2015 Miles Franklin Primary School achieved their set targets for the percentage of kindergarten students making expected growth or better in both PIPS reading and PIPS mathematics assessments. While the percentage of student achieving expected growth or better was high in 2014 the school did not achieve the target that they set in that year's annual operating plan.

It was unclear to the review team (from board reports and school visit) what and how specific actions within this priority helped to achieve the performance measures set as targets.

### **Evidence cited**

- Miles Franklin Primary School Board Report 2012
- Miles Franklin Primary School Board Report 2013
- Miles Franklin Primary School Board Report 2014
- Miles Franklin Primary School Board Report 2015
- Miles Franklin Growth Data 2012 - 2015
- NAPLAN Smart Data 2012-2015
- PIPS Data 2012-2015.

### **Strategic Priority 3: Strengthening the positive school culture**

The targets set for this priority for the end of 2016 included:

- Proportion of students who agree with student safety items within the Belconnen student survey
- The proportion of students who agree or strongly agree to the following items:
  - o Teachers at my school treat students fairly
  - o I feel safe at my school
  - o I can talk to my teachers about my concerns
  - o Student behaviour is well managed at my school
  - o My school takes students' opinions seriously
  - o My teachers motivate me to learn.

Student satisfaction data collected over the life of the school improvement cycle has fluctuated, with an overall decrease in satisfaction of students in a number of the targets used to measure the success of the priority over time.

The review team recognises the work done in 2013 and 2014 with the implementation of circle time and restorative practices as well as the construction of a student relationship policy. This resulted in a significant improvement in student perception of "behaviour being managed well" from 2014 to 2015. Further the review team commends the school on the improvement seen in

students' perception that "their teacher motivates them to learn" over the improvement cycle aligning with the implementation of the IB Primary Years Programme. The review team found evidence through conversations with students and parents a true joy of learning and coming to school by students.

### **Evidence cited**

- Miles Franklin Primary School Board Report 2012
- Miles Franklin Primary School Board Report 2013
- Miles Franklin Primary School Board Report 2014
- Miles Franklin Primary School Board Report 2015
- Schools Satisfaction Survey Data.

### **Strategic Priority 4: Fostering collaborative partnerships**

The targets set for this priority for the end of 2016 included:

- Proportion of parents who agree or strongly agree:
  - o community partnerships are valued and maintained
  - o the school takes parents opinions seriously
- Proportion of staff who have reciprocal visits with other ACT IB schools

The review team evidenced a significant effort by the school to engage community in understanding the International Baccalaureate's Primary Years Programme through parent forums and workshops. A significant reduction in parent satisfaction in 2014 was recorded as a result of the significant change agenda at Miles Franklin. Throughout 2015 the school demonstrated their commitment to engaging the community in developing a common understanding including the benefits of the PYP. Discussions with community members in 2016 as part of the review process strengthened the review team's view that there was a significant increase in parents' satisfaction with the school and the learning that was being provided.

While Miles Franklin Primary School saw a significant improvement from 2014 to 2015 in regards to the proportion of parents agreeing that "community partnerships are valued and maintained" a 2 percentage point decrease in parents' satisfaction over the life of the school improvement cycle was recorded. Furthermore, the school saw significant improvement from 2014 to 2015 in regards to the proportion of parents that felt the school "took parents opinions seriously". The school also evidenced a 1 percentage point increase over the life of the school improvement cycle.

On the journey to becoming an IB authorised school the school leadership provided opportunities for a significant percentage of staff to visit other IB authorised schools as part of the improvement agenda. Moreover, a stronger relationship was forged with Melba Copland Secondary School, providing students with extension in language, science and arts education. In 2013 and 2014 the school achieved their target for increasing the proportion of staff that had reciprocal visits with other ACT IB Schools. No evidence was provided to the review team in regards to this target for 2015.

## **Evidence cited**

- Miles Franklin Primary School Board Report 2012
- Miles Franklin Primary School Board Report 2013
- Miles Franklin Primary School Board Report 2014
- Miles Franklin Primary School Board Report 2015
- Schools Satisfaction Survey Data.

## **Reflections**

The review team commends the school on their achievement of gaining IB authorisation ahead of its planned schedule and recognises the hard work and dedication of the leadership team and teachers in the development of quality Primary Years Program Units of Inquiry and mapping against the Australian curriculum. Furthermore the review team recognises the significant effort the leadership and teaching team has gone to, to improve the engagement and satisfaction of the parent community after the initial implementation of the PYP.

The review team confirms from evidence provided and their School Review visit that the Miles Franklin Primary School could benefit from support and professional learning around the setting of specific measurable targets that can be used throughout the life of the next strategic plan to clearly measure the improvement agenda that they set for the school. Furthermore the review team believes that the creation of a data tracking tool would allow the school to more effectively use the rich data that they already collect so that they can carefully analyse future trend data. This may also help them to clearly set specific milestones within their annual operating plans.

## Section D: National Tools Self-Evaluation Results

### National School Improvement Tool

The review team can confidently validate the school's own self-assessment against the National School Improvement Tool. The external review team assessment undertaken by 2 reviewers over 3 days came to very similar conclusions as the school.

At Miles Franklin Primary School the combined time reviewers spent in conversations with the Principal, leaders, teachers, learning support assistants, students, parents and board members was approximately thirty four hours. Another nineteen hours was spent on reviewer moderation, writing and preparation for school leadership team feedback. The school requested review team observations and interviews be conducted with teams of teachers. As a result 'group think' was evident on occasion. Also the availability of teachers during classroom observations was limited because they were mostly engaged in instruction, which in turn made it difficult to quickly obtain clear line of sight across domains and school priorities down to the classroom level.

Reviewers found that every teacher spoken to knew about the Tool and leaders, teachers and board members all spoke about their experience in the process the school undertook to both understand the Tool domains and to complete their self-assessment.

We had evidence through reading, questioning and observing that across all domains and domain descriptors Miles Franklin Primary School's beliefs, values and vision were espoused and enacted across the whole school community.

The panel noted the following in relation to the **Explicit Improvement Agenda** domain.

- *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*
- *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.*
- *The principal and other school leaders articulate a shared commitment to improvement. Plans for improvement do not appear to have impacted significantly on teachers' day-to-day work. Targets for improvement are not specific (eg, not accompanied by timelines).*

### Comments and Findings

Annual Action Plans indicated milestone target analysis, however due to the changed school strategic plan agenda in 2013 only 3 years of outcome data was able to be used to track improvement agenda progress. Reporting the proportion of students in relation to benchmarks across the life of the plan would enable full analysis during Miles Franklin's next planning cycle.

The review team found clear evidence that supports Miles Franklin's achievement of its procedural goal of achieving IB accreditation. IB accreditation indicated there were only 6 out of

112 areas identified as requiring further attention. Conversations from parents, teachers and students spoken to all attest to the benefits and positive change noticed in student engagement in learning since using a Preschool to year 6 inquiry approach to learning.

Expressing school based targets (in addition to Directorate targets) in the next Strategic Plan in terms of a comprehensive analysis of student learning and wellbeing information will enable consistent milestones to be identified. This will align the improvement agenda and will enhance teachers and teams to drive programs and improve teaching practice. It should clearly enable teachers to know what the impact on teaching and learning has been.

Within the **Analysis and Discussion of Data** domain, the panel verified the following.

- *There is evidence that the principal and other school leaders view reliable and timely student data as essential to their effective leadership of the school. There is a documented school plan and timetable for the annual collection of data on student achievement and wellbeing.*
- *One or more members of staff have been assigned responsibility for implementing the annual plan*
- *Time is set aside (e.g., on pupil free days and in staff meetings) for the discussion of data and the implications of data. 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) 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.*

## **Comments and Findings**

Executive team interviews demonstrated that data is used to identify trends for improvement.

There was evidence that team leaders had also used data in team meetings. In the main conversations with teachers they did not reflect their use of systemic data or knowledge of the strategic plan achievement areas and/or targets. The setting and monitoring of short term learning achievement measures around key improvement actions and outcome data should enable its use by team leaders and teachers in daily programs.

Teachers commented that they would welcome further professional learning and support from leaders in relation to the analysis and use of data.

Miles Franklin provided a comprehensive project plan to evidence the establishment of a whole school analysis of a range of student achievement spelling data. This improvement initiative in 2015 was based on data analysis of a range of student assessments. At this stage only baseline data has been collected.

With respect to **A Culture that Promotes Learning** domain, the panel noted the following.

- *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.*
- *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.*
- *Classrooms are orderly, although some are more so than others.*
- *The school effectively implements its policies, for example, by ensuring that disruptive behaviour, bullying and harassment are dealt with promptly.*

### **Comments and Findings**

The care and compassion of leaders and staff for students, is identified universally as a strength of the school. Students spoken to and interviewed reported most positively on the fact that they feel welcomed and acknowledge the efforts of staff to engage them in learning.

Interview evidence supports the need for a consistently implemented school approach to behaviour management, rights and responsibilities in the playground. A small number of students specifically identified they noticed the inconsistent implementation of behaviour consequences.

Alignment of team essential agreements, strong student voice and teacher consistency around consequence implementation could be elements to be considered by the school.

There are clear processes for the identification of students requiring support and extension. Further learning support assistance for year 3 to 6 students was mentioned as an important priority by the Principal, executive team and teachers.

Detailed 'Place Mats' exist for the 9 identified Aboriginal and Torres Strait Islander student in 2016.

Parents spoken to felt that they were able to easily engage with the school in regards to their child's learning.

The panel noted the following in relation to the **Targeted Use of Resources** domain.

- 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 (eg, systematic testing and assessment) for identifying student learning needs.
- Programs to meet individual learning needs (eg, programs for gifted students, students with learning difficulties, students for whom English is a second) 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.
- Specialist diagnostic testing is organised for a small number of students with special needs.

## Comments and Findings

Teachers felt they had autonomy over their learning spaces to support arrangements for team teaching and flexible learning structures. The creation of print rich learning environments to a consistently high level in every classroom will support scaffolded learning.

Evidence supports that Directorate and discretionary funds, expertise, facilities and time are in place to assist in addressing individual student learning needs.

Significant school resourcing has been provided by an extremely active and successful P&C.

The school timetable caters for the flexible grouping of students eg: Multi-lit classes, English as an additional language. Team teaching in open plan learning areas is also identified as a school wide approach used to address the needs of individual learners.

Miles Franklin is being proactive in its investigation of the most appropriate wellbeing program to support student social and emotional development across the school.

There are high expectations of teachers to communicate with parents in a range of ways including blogs, homework helper sheets and PYP community assistance requests.

Within the **An Expert Teaching Team** domain, the panel verified the following.

- *There is evidence that the principal and other school leaders see the development of staff into an expert and coherent school-wide teaching team as central to improving outcomes for all students.*
- *There is a documented professional learning plan and the school has arrangements in place for mentoring.*
- *Attention is paid to strengths and weaknesses in the school-wide team, with strategies in place to recruit staff with particular expertise, to train staff to address particular needs, and to support staff who find it difficult to commit to the school's improvement agenda.*
- *The school provides opportunities for teachers to take on leadership roles outside the classroom.*
- *The principal and leadership team are seen as supportive of, but not generally involved in, the day-to-day practice and learning of teachers.*

## Comments and Findings

Without exception teachers felt that both the Principal and the executive team would and do provide support to them unreservedly.

Teacher pathway goals could be more closely linked to team goals that are based on the school's annual key improvement strategies.

A culture of shared professional practice has been fostered through curriculum development, the use of inquiry learning routines and collaborate planning expectations. This is evident in timetables, minutes and documents evidencing progress towards the achievement of the Strategic Plan priority - high quality teaching, collaborative and a strong learning culture. It was mentioned that more cross team collaboration opportunities would be welcomed.

Specific induction into IB procedures and routines for new teachers has been a priority and evidence indicates the school's policies and practices for teachers and learning support assistants new to the school are also embedded. There are consistent mentoring supervision procedure in place for new and contract teachers.

In the domain **Systematic Curriculum Delivery**, the panel noted the following.

- *The school has a clearly documented whole-school plan for curriculum delivery. This plan is aligned with the Australian or other approved curriculum and, where appropriate, system curriculum documents. The plan makes explicit what (and when) teachers should teach and students should learn. The curriculum delivery plan is being implemented throughout the school and is shared with parents and the wider community.*
- *Considerable attention has been given to ensuring 'vertical' alignment of the curriculum so that there is continuity and progression of learning across the years of school, with teaching in each year building on to and extending learning in previous years.*
- *The school's curriculum delivery plan identifies curriculum, teaching and learning priorities and requirements. The curriculum delivery plan reflects a shared 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 flexible delivery is designed, assessment tasks are developed and student learning is reported.*

## Comments and Findings

Every teacher and leader had a focus in 2015 on developing quality PYP Units of Inquiry, resulting in building mutual trust and commitment by teachers to enact the written curriculum.

Team leaders, supported by executive members take responsibility for reflection and tracking curriculum documentation.

Extra curriculum activities, especially in the arts, are reflected in a locally relevant curriculum.

Miles Franklin has found multiple ways to share curriculum with parents and families. Parents commented that they felt satisfied with the type and amount of curriculum information shared.

Reporting procedures are aligned to curriculum and assessment. Reporting practices include formal written reports, a 3 way conference, student reflection on learning goals and learning journeys. Parents also commented that they valued the opportunity students had to share their learning at 'expos.'

Observations show use of learning intentions, success criteria and inquiry questions by teachers.

In consideration of the domain **Differentiated Teaching and Learning**, the panel found the following.

- *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.*
- *Reports to parents show progress over time and include suggestions for ways in which parents can support their children's learning.*
- *School leaders are committed to success for all*
- *Some use is made of assessment instruments to identify individual strengths and weaknesses and starting points for teaching*

## **Comments and Findings**

Miles Franklin has rich sets of summative and formative outcome data and by building teacher capacity to understanding and use data, classroom activities can be better tailored to levels of student readiness and need, including high achieving students.

There was evidence of teachers assisting students to monitor their own learning e.g. the use of success criteria feedback by peers.

The panel noted the following regarding the domain **Effective Pedagogical Practices**.

- *All teachers and leaders are committed to identifying, understanding and implementing better teaching methods, and a high priority is given to evidence-based teaching strategies (strategies that have been demonstrated through research and practice to be highly effective).*
- *School leaders are committed to continuous improvement in teaching practices throughout the school and expect team leaders and teachers to identify ways of doing this*
- *Clarity about what students are expected to learn and be able to do, high expectations of every student's learning, explicit teaching of skills and content, individualised attention as required, and timely feedback to guide student action are key elements of the school's push for improved teaching and learning.*
- *School leaders are explicit about their desire to see effective teaching occurring throughout the school*

## Comments and Findings

Pedagogical principle's underpinning an inquiry approach to curriculum delivery are clear and explicit in the majority of learning spaces.

As the PYP program has just been established, these pedagogical principles will be further embedded over coming years.

Team teaching in open plan spaces is a feature of the school and supports the sharing of teacher practice.

Some teachers commented that close attention needs to be paid to the explicit teaching of literacy and numeracy skills within units of inquiry.

School leaders passionately drive school improvement, recognising that building highly effective teaching will improve student learning throughout the school.

In the final domain **School-Community Partnerships**, the panel found the following.

- *The school leadership team use of partnerships with families, local businesses and community organisations to access intellectual, physical and/or other resources not available within the school for the purposes of improving student outcomes.*
- *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 education or training institutions, local businesses and/or community organisations.*
- *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*

## Comments and Findings

The P&C at Miles Franklin manage the canteen, uniform shop, music programs, after school care and vacation programs. They raise important funds through an annual school fair.

Parents and community members provide extensive support to meet a range of academic and wellbeing needs otherwise not available to the school e.g. reading, market day, art show, harmony day, carnivals, science fairs, exhibitions, festivals, Tournament of the Minds.

Educational partners at Miles Franklin include private training providers, Australian Academy of Maths and English tutors, Primary School Sports Association and Canberra Youth Theatre.

Miles Franklin has an important partnership with the School Volunteer Program who coordinate regular mentor visits for a number of students.

Belconnen Community services Bungee Program is a wellbeing program valued by the school.

## **National Safe Schools Framework: School Audit Tool**

The National Safe Schools Framework Audit Tool was used to evaluate the school's performance. During a staff meeting staff worked in teams to reflect on the evidence available for each level then made a determination about which level the school was currently operating in. These reflections by staff were collated and used by the executive team to identify broad trends. The percentage of responses in the top 2 ratings identified the following as Miles Franklin's key strengths:

- Early intervention and targeted support
- A focus on student wellbeing and student ownership
- Supportive and connected school culture and
- Behaviour management.

Key areas for growth and improvement identified by the school include:

- Partnerships with family and community
- Professional learning
- Policies and procedures
- Engagement, skill development and safe school curriculum
- Leadership commitment to a safe school.

The review team noted that the school has provided some professional development eg Friendly Schools Plus program, and parent education to improve knowledge and skills of both staff and parents about student safety and wellbeing. Miles Franklin has also indicated their intention to 'further develop their systems for when an inclusive and caring environment is not enough.' Behaviour data evidence confirms this is an area for identified improvement.

## **Section E: Commendations and Recommendations**

### **Commendations**

Miles Franklin Primary School is commended for the following.

1. The International Baccalaureate (IB) authorisation of Miles Franklin School ahead of its planned schedule
2. The development of quality Primary Years Program units of inquiry and curriculum mapping against the Australian Curriculum
3. The high engagement of the school community in the journey to receive IB authorisation
4. The commitment of teachers to work collaboratively in teams
5. The willingness, expertise and experience of leaders to support teachers
6. The resilience of the Principal to drive and achieve the school priority of becoming an IB school
7. Student satisfaction, enjoyment and love of learning
8. Literacy Early Intervention and support programs

### **Recommendations**

The panel recommends Miles Franklin Primary School pays attention to the following opportunities for improvement during the next planning cycle.

1. Develop the next school improvement Strategic Plan that is grounded in evidence from research and practice and expressed in terms of clear and explicit improvement targets using measurable student outcomes. Ensure that goals set can be used by teachers to monitor individual student progress, aligning the schools beliefs, its key improvement strategies and all school policies and procedures.
2. Use data to build a culture of self-evaluation and reflection across the whole school.
3. Ensure that professional development is provided to build staff capacity in analysing and interpreting data, including triangulation and benchmarking.
4. Find ways for the Principal and school leaders to develop a formalised coaching program that is embedded in classroom practice and utilises the skill and knowledge of leaders and teachers within the school and across the system.
5. Ensure that the development of school wide pedagogies are collaboratively determined and are purposeful by design based upon best practice.
6. Ensure opportunities are created for teachers to work together and learn from each other's practices. Develop clear strategies that promote and develop the positive wellbeing of students – including agreed responses to manage student behaviour. Provide sufficient support for teachers to implement these strategies
7. Continue to enhance contemporary flexible learning spaces that help build the collaboration of students as they undertake their learning through the IBs Inquiry approach.

## Section F: Record of School Review Process

The following people were members of the external School Review Panel for Miles Franklin Primary School conducted on 26-28 July 2016.

<b>Name:</b> Dianne Pekin	<b>ACER:</b> Lead Reviewer
<b>Name:</b> Matthew Holdway	<b>School:</b> Principal, Theodore Primary School

As chair of the Panel I endorse that this is a true and accurate record of the findings from the external School Review process.

<b>Name:</b> Dianne Pekin	
<b>Signature:</b> 	<b>Date:</b> 6 1 9 2016

As Principal of Miles Franklin Primary School I accept the School Review Report on behalf of the school community.

<b>Name:</b> Chris Jones	
<b>Signature:</b> 	<b>Date:</b> 2 1 9 1 16