



ACT
Government
Education

CHARLES CONDER PRIMARY SCHOOL

Review Report 2017

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Introduction: Overview of the External School Review process

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

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

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

Section A: School context

Charles Conder Primary School is a preschool to year 6 school in the Tuggeranong network in southern ACT. It has two preschool units: one at Charles Conder and the other at Tharwa, 11 kilometres away. Both preschools were assessed against the National Quality Standard in 2016; both received a rating of exceeding the Standard.

At the beginning of Semester 2, 2013 there was a change of principal, which saw the original Strategic Plan revised and modified so that there are now two key priorities. These are to:

- ensure success and improve outcomes for students, in particular with literacy and numeracy
- strengthen the school culture and values through partnerships with all stakeholders.

The school self-assesses against the National School Improvement Tool (NSIT) and the Safe School's Audit Tool to inform and review its strategies each year, ensuring that it has evidence to support their assessment and inform future actions.

Charles Conder has a current Index of Community Socio-Educational Advantage value of 1003, just above the national average. Since 2013, the student enrolment has stayed around the mid-300s. There has been an average enrolment of 3.6% of Aboriginal and Torres Strait Islander students over the life of the plan, and an average of 16% of students from a Language Background Other Than English (LBOTE). In-area enrolments have averaged at 36% between 2014 and 2016 (no data supplied for 2013).

The attendance from kindergarten to year 6 has ranged from 90% to 95% over the four years. In 2016, the average attendance was 92%. Within this figure, 73% of all students attended more than 90% of the time, and 76% of Indigenous students attended more than 90% of the time.

The school has been focusing on increasing its percentage of students who stay in the kindergarten program after preschool. This figure has ranged from 33% in 2014 to 68% in 2016.

Evidence cited

- School Summative Report 2013-2017
- My School website

Section B: School performance

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

NAPLAN:

The Strategic Plan spanned the period 2013 to 2016. During this time the NAPLAN means scores have been consistently below the ACT average in all domains, for both year 3 and 5; with a notable exception in 2016 with reading for year 3 being above the mean for the ACT. Over the life of the strategic plan the school has demonstrated that it is getting closer to the ACT mean in reading, spelling and numeracy for both year 3 and 5. In 2016, the year 5 results for reading and spelling were above the mean for the Tuggeranong network.

NAPLAN targets for reading, as set by the Directorate, have been met with the exception of year 5 Reading in 2015. In numeracy, the year 3 targets were met in 2014, 2015 and 2016, and the year 5 targets were met in 2016.

In comparison to 'like-schools', Charles Conder has grown from being below or significantly below in year 3 and 5 for writing, spelling, grammar and punctuation, and numeracy in 2013, to above, close to and below for year 3 and 5 in all areas. There has been significant growth in the year 3 results particularly. Writing has remained an area for development since 2013, and the school has focused on this in 2015–16 with the development of individual student goals, multilayered capacity matrices for self, peer and teacher assessment, mapping of levels of adjustment required, learning intentions and success criteria. Moving on from here, the school will be part of the Writing Project network in 2017–18.

PIPS:

PIPS data shows that students in kindergarten from 2013–16 started and ended below the ACT average in both reading and mathematics, with the notable exception of 2016, when they equalled the mean for mathematics and reading at the end of the kindergarten year. The added growth in 2016, however, for both reading and mathematics has been better than that of the ACT average.

SATISFACTION SURVEY DATA:

Charles Conder has had a deliberate focus within the life of the strategic plan on building a positive school culture to facilitate student wellbeing and learning, having a clear shared vision, values and practices, and on strengthening relationships with all stakeholders. As a result, there has been a significant shift in the perception of students and parents in their feelings of connectedness with the school and their trust that the school is providing an engaging and relevant education for its students. Of note from students is the significant improvement in perception of relationships with staff and their enjoyment of being at

school. The parents and carers have highlighted their perceptions of the improvement of teachers' expectations of students, and that their child's learning needs are being met, as well as a significant improvement in the partnerships in learning. Although there has been transference in focus from the staff from student behaviour to student learning, the satisfaction survey data indicated there is still some perception from parents and students that student behaviour is not well managed at the school. During the review, when the panel met with two groups of parents, this view was not validated. They noted the journey that the school had been on, the emerging work with the Positive Behaviours for Learning Framework and how well the parents had been informed and engaged with this process.

Staff satisfaction from 2013 to 2016 has made a noteworthy improvement in many items, and particularly so in the areas of communication between colleagues, between school and parents, and between teachers and leadership (2013–14) and the perception that they receive useful feedback about their work (2015–16).

Evidence cited

- NAPLAN data 2013–16
- My School website
- PIPS performance and growth data 2013–16
- School Satisfaction Survey data 2013–16
- School Summative Report 2017
- demographic data 2013–16
- student attendance data 2013–16

Section C: School improvement planning and implementation

Priority areas

In the first year of the current Strategic Plan (2013) there were four strategic priorities that were not connected with the priorities of the Annual Action Plan 2013 and were not endorsed by the school board. With a change in principal mid-2013, these priorities were modified and narrowed so that by 2015–16 there were two priorities. These were to:

1. ensure success and improvement for all students in each learning area, in particular with literacy and numeracy
2. strengthen the school culture and values through positive partnerships with all stakeholders

For the purpose of this review, the panel has focused only on the 2015–16 priorities.

In 2013 and 2014 the targets of the annual action plans were written as performance indicators and not as specific and measurable. In 2015 the targets for Strategic Priority 2 have also been written as performance indicators. In 2016 there were clearly articulated and measurable targets for both priorities.

For the purpose of this review, the panel has focused only on the 2015–16 priorities.

Strategic Priority 1: Ensure success and improvement for all students in each learning area, in particular with literacy and numeracy

Targets

In 2015, the school achieved the Education and Training Directorate's NAPLAN mean score targets in reading and numeracy in year 3 but not in year 5. The school was unable to achieve the self-assigned target of 75 percent of students achieving at or above their respective year level school PM Reading Benchmarks.

In 2016, the school achieved all Education and Training Directorate's NAPLAN mean score targets in reading and numeracy in year 3 and in year 5. A target in relation to PM Benchmarks was not set.

Achievements

Key Improvement Strategy 1: Embed a culture of analysis and discussion of data to inform teaching

- There is a Professional Learning Team (PLT) model that focusses on the analysis of student work samples and the discussion of class data.
- An Assessment for Learning schedule and online centrally stored database has been developed; this is currently under review.
- The development of data walls for literacy and numeracy has matured into adjustment matrices for both class and school level, disciplined dialogue discussions at team levels, individual goals for reading, writing, mathematics and social and emotional learning, and regular student conferencing.

- Strategic resourcing to support the improvement of literacy and numeracy, specifically in the creation of a pedagogy coach.
- A range of formative and diagnostic tools are used to inform learning and teaching.
- Formation of instructional groups in key literacy and numeracy workshops for K–6; these are directly linked to individual goals and team planning as a result of disciplined dialogue discussions.

Key Improvement Strategy 2: Develop an expert teaching team

- The pedagogy coach works with teachers to build their capacity in planning, teaching, assessment and moderation.
- There is a rigorous mentoring and coaching model in place, which provides teachers with individual meetings with the pedagogy coach and sometimes the team leader, to help them identify their learning goal related to Strategic Priority 1. An agreement is formulated that articulates the goal, what experiences might help them build capacity to achieve the goal, and how coaching might support them.
- Teaching teams engage with a yearly action learning project (ALP) (as part of the Lanyon cluster of schools work); the focus of this is also around improving literacy and/or numeracy outcomes for students.
- Fortnightly walk-throughs develop teacher capacity as teachers observe and provide feedback to peers. Walk-throughs are targeted to support the development of individual teacher goals, and to identify predetermined 'look fors' or to evidence school-wide agreements.

Key Improvement Strategy 3: Embed differentiated teaching and learning across the school

- A Response to Intervention (RTI) model has been established and processes have been developed for all teachers to use class and school adjustment matrices, which articulate the levels of adjustment individual students will need to access and participate in learning.
- Teacher interviews and a school case conferencing model are used throughout specific times of the year to identify students at risk and those requiring extension.
- Student learning goals for reading, writing and numeracy and social and emotional learning are visible in all classes, and are used by students and teachers to discuss student progress, and determine future learning.
- Students and teachers engage in a conferencing model where individual student goals are developed, reviewed, adjusted or further developed. This system personalises learning and develops a differentiated approach, in particular with reading, writing and numeracy.
- Teacher planning emphasises formative assessment practices that inform daily, how teachers scaffold, differentiate and adjust learning in order to improve outcomes for each child.

Key Improvement Strategy 4: Ensure systematic delivery of Australian Curriculum

- A scope of learning for inquiry, which includes humanities and social sciences (HASS), science and technology, has been developed.

- An inquiry model of thinking is emerging across the school, from teacher analysis of data and planning, to the development of integrated inquiries using the Asset of Life model; teachers are now examining how they can translate inquiry thinking into numeracy and literacy.
- A Scope and Sequence for Social and Emotional Learning (SEL) has been developed and is being implemented from preschool to year 6.
- Scheduled team planning days each term supplemented by regular planning sessions, sometimes daily, start with disciplined analysis of student data and translate to detailed term and weekly learning and teaching plans.
- A dedicated learning and teaching committee focuses on actions in the annual action plan, such as moderating planning documents across teams to ensure vertical alignment of curriculum skills, and processes.

Key Improvement Strategy 5: Embed learning technologies in a variety of curriculum areas

- Over the life of the plan, considerable financial resources have been channelled towards the purchase and maintenance of Chromebooks and interactive whiteboards (IWBs) so that students from year 1 to 6 have ready access to technology and teachers are able to use it for explicit teaching purposes.
- Workshops highlighting the use of Google Drive for teacher planning, student observations and goal tracking, and to support learning and teaching have been facilitated to build teacher capacity.
- All students from year 1 to 6 have individual logins and Google Classrooms is used extensively by students.
- Students in kindergarten access digital technology using iPads.
- Staff administration tools, such as daily notices, room booking forms, timetables and major playground incidents, are all uploaded onto Google Apps, and staff are expected to interact with this platform.
- A teacher who has been leading the use of digital technologies across the school has been identified and is supported to attend information and communication technology network meetings and complete school-wide tasks as required.
- The school partnership with two neighbouring primary schools has been successful in securing a Digital Literacies Schools Grant to further progress the work already begun. A champion team of staff from across the school has been identified to support digital technologies moving forward across the school.

Evidence cited

- responses to disciplined dialogue questions
- moderation matrices
- adjustment matrices
- capacity matrices
- coaching and mentoring timetable and agreements
- walk-through checklist 'look fors'
- Scope and Sequence documents
- case conference notes
- Individual Learning Plans

- student achievement and readiness data – NAPLAN, PIPS, Australian Early Development Census and PM
- student goal placemats and tracking sheet

Strategic Priority 2: Strengthen the school culture and values through positive partnerships with all stakeholders

Targets

2016	5%-point increase in the proportion of parents who indicate satisfaction in relation to 'community partnerships are valued and maintained and the school takes parents' opinions seriously' compared to 2015.	Not achieved
	5%-point increase in the proportion of students who indicate 'an overall satisfaction of a good education at the school' compared to the previous year.	Not achieved
	10%-point increase in the proportion of students who indicate satisfaction in relation to 'my school takes students' opinions seriously' compared to the previous year.	Achieved
	10%-point increase in the proportion of parents who indicate satisfaction in relation to 'student behaviour being well managed and that their child feels safe at school' compared to the previous year.	Not achieved

Achievements

Key Improvement Strategy 1: Systematically strengthen the positive school culture

- The Know the Child, Grow the Child vision is clearly visible both physically and through the daily work of the school staff.
- Parents attest to the notable changes in school culture over the life of the plan, and in the past two years particularly.
- An extensive preschool to kindergarten transition program has been developed, which has seen a growing number of students selecting Charles Conder as their school of choice.
- Parents reported that they had a sense of purpose within the school, that they had a voice in terms of school improvement and they were kept well informed of where the school was headed and why.

Key Improvement Strategy 2: Embed a focus on social and emotional learning P–6

- A Scope and Sequence for Social and Emotional Learning has been developed and is being implemented from preschool to year 6.
- The school collects, tracks and analyses a range of student wellbeing data through the School Satisfaction Survey, Australian School Climate Measuring Tool and Feelings About Yourself and School Survey.
- A range of external partnerships exist (or have existed) that are directly impacting on improving students social and emotional growth (for example, Red Cap, Girls Group, Buoyed Up and Reading Café).

- A range of SEL practices are being used across the school, including daily check-ins, mindfulness and Circle Time.
- A student support team comprising of the school psychologist, a disability education coordinator, and members of the leadership team has been established and utilises a case conference approach to supporting individual student need.
- A variety of outdoor learning spaces have been created or enhanced including a sensory garden, tiered learning area, kitchen garden and chicken coop.

Key Improvement Strategy 3: Strengthen a culture of mutual trust and maximise opportunities for students and parents to participate as partners in learning

- Parents reported that they have multiple opportunities to engage with their child's learning (e.g. Learning Journeys, inquiry showcases, three-way interviews, information sessions, family nights and the See Saw app).
- Parents also reported that there is an open-door policy at the school and they are always made to feel welcome in classrooms and to meet with the leadership team.
- The Enhance and Enrich at Home program has been designed to assist families support and develop inquiry learning in the home context.
- Student engagement/community engagement committees are in place.
- A range of workshops and information sessions have been offered to parents.

Reflections

The panel notes the changing emphasis of the school's Strategic Plan 2013–16 and how the priorities and key improvement strategies have developed to better reflect the school's direction. From 2015 there has been clarity of strategic intent that was felt strongly during the review visit. For the purpose of this review, the panel has reflected on the journey over the four years of the plan, but note that there was no school review in 2016, and therefore 2017 has continued the journey articulated in the annual action plan using the same two priorities.

The panel noted the strong support of the school and staff as expressed by the parents, and the mutual trust they feel as partners in learning. Teachers made note of the high levels of collaboration and trust they experience, and the collegial and executive support, particularly through coaching and mentoring, they receive. The staff demonstrated strong passion for their job and commitment to their students and to school improvement. They are eager to stay on the journey, and be rewarded for their efforts.

The panel also noted the strategic use of community partnerships designed to support the growth of students, in particular their social and emotional development.

In 2017, the school embarked on the Positive Behaviours for Learning Framework aimed at strengthening further whole-school practices for student wellbeing, safety and relationships.

Evidence cited

- School Satisfaction Surveys of parents, students and staff
- Australian School Climate Measuring Tool results
- Feelings About Yourself and School Survey results

- Social and Emotional Learning Scope and Sequence
- staff, student and parent interviews
- panel observation
- preschool to kindergarten transition timetable

Section D: National tools self-evaluation results

National School Improvement Tool (NSIT)

DOMAIN 1: An explicit improvement agenda

- *The school improvement agenda has been effective in focusing, and to some extent narrowing and sharpening, the whole school's attention on core learning priorities.*
- *The school has developed an agenda for improvement in partnership with parents and the community and school leaders can describe the improvements they wish to see in student behaviours and outcomes. This agenda is communicated in staff meetings, school newsletters, parent-teacher meetings and on the school website using a variety of formats to suit local needs.*
- *The leadership team has analysed school performance data over a number of years and is aware of trends in student achievement levels.*
- *The school leadership team is clearly committed to finding ways to improve on current student outcomes. This is reflected in an eagerness to learn from research evidence, international experience and from other schools that have achieved significant improvements.*
- *There is evidence of a school-wide commitment to every student's success and staff of the school tell stories of significant student improvement.*

Comments and findings

- The Strategic Plan 2013–16 was revised in 2014. There was some variance in strategic priorities and improvement strategies in 2013 and 2014. In 2015 and 2016 there was a clearer and more uniform strategic view around the two priority areas. Targets for both priorities were clarified in 2016. Timelines are annual.
- The school is currently reworking its vision for the new 2018–2022 plan. This includes a review of values and beliefs. From discussion with parents and staff, the mission statement of Know the Child, Grow the Child is well known and understood. Students had less of an understanding of the mission.
- All staff and most parents in interviews were able to describe the school's improvement agenda.
- All parents interviewed reported involvement in planning and discussion of the performance data through committees, forums, newsletters and/or general conversations. Relevant newsletters were viewed by the panel.
- Meeting minutes confirm that staff regularly review whole-school performance data.
- 'Change stories' were evidenced through records of staff reflection sessions and staff interviews demonstrating the success of the improvement agenda.
- The improvement agenda around inquiry is driven by the work of Kath Murdoch. The collaborative teams work is led by Steve Francis. The Australian National University is also a source of expertise.

DOMAIN 2: Analysis and discussion of data

- *Data are used throughout the school to identify gaps in student learning, to monitor improvement over time and to monitor growth across the years of school. A high priority has been given to professional development aimed at building teachers' and leaders' data literacy skills. Staff conversations and language reflect a sophisticated understanding of student assessment and data concepts (e.g. value-added; growth; improvement; statistical significance).*
- *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 timetable for the annual collection of data on student achievement and wellbeing.*
- *The school has ensured that appropriate software is available and that at least these assigned staff have been trained to undertake data analyses.*
- *Time is set aside (e.g. on student-free days and in staff meetings) for the discussion of data and the implications of data for school policies and classroom practices. These discussions occur at whole-school and team levels. The school can illustrate through case studies, meeting minutes and project plans how data have been used to identify priorities, take action and monitor progress.*

Comments and findings

- A school data schedule was provided that gave a description of the data to be collected and an accompanying timeline. The wellbeing data included socio-emotional data but not behavioural data.
- Every teacher was able to demonstrate a deep understanding of level achievement of every child through a range of data sources. Teachers then use this information to enable goal setting that was unique for every child. In a Plan, Act, Revise cycle, student goals were discussed on a regular basis at the individual level and at the team level to inform the type of direct instruction required.
- GradeXpert is being used as a data system with the school waiting for the new school administrative system to become available.
- Every teacher knows their students in all areas with well documented data and analysis of individual student performance at the house (two-year groups) level. Every teacher was able to identify current levels of student attainment and progress.
- The school has analysed, NAPLAN, Performance Indicators in Primary Schools (PIPS), PM (Progress with Meaning) benchmarks, Childhood Autism Rating Scale (CARS), Schedule for Early Number Assessment (SENA), Middle Years Mental Computation (MYMC) and school surveys. Year-level reading targets have been set by the school using PM Benchmarks.

DOMAIN 3: A culture that promotes learning

- *High levels of trust are apparent across the school community. Interactions are focused on the learning and wellbeing of students and on continually improving the school's ability to meet the needs of all students. Parents and families are valued as partners in*

student learning, and parents, school leaders and teachers work together in mutually supportive ways. There is a strong sense of belonging and pride in the school.

- *A strong collegial culture has been established. Teachers have an overt and shared commitment to the improvement of teaching and an openness to critique by colleagues. This is reflected in the fact that teachers regularly invite leaders and colleagues to visit their classrooms to observe their teaching.*
- *The 'tone' of the school reflects a school-wide commitment to purposeful, successful learning.*
- *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.*
- *Parents and families are encouraged to take a genuine and close interest in the work of the school and are welcomed as partners in their children's learning. There are agreed guidelines on such matters as greeting visitors, taking messages, and responding to queries promptly and respectfully.*
- *Staff morale is generally high.*

Comments and findings

- Parents report that they are engaged in the learning process. They know where their child is and are given strategies to move them forward. For example, the Enhance and Enrich at Home program is used to help parents understand inquiry and how they can assist.
- The Australian School Climate and School Identification Measurement Tool confirmed a strong tone around academic expectations, behaviour and staff morale. In interviews, parents and students reported that student behaviour had improved significantly over the four years. Some disruption to learning still occurs at times.
- Staff morale is very high.
- The current behaviour management plan is under revision as the school transitions from responsive behaviour management to being proactive and evidence based in its Positive Behaviour for Learning model.
- Some learning support aides reported they would like more training/involvement in the whole-of-school Positive Behaviour for Learning initiative.
- Guidelines on interacting with parents is generally understood by staff but not documented.
- Staff report being focussed on the strategic priority to 'strengthen the school culture and values through positive partnerships with all stakeholders', particularly with students and parents.

DOMAIN 4: Targeted use of school resources

- *The principal and other school leaders have given a very high priority to understanding and addressing the learning needs of all students in the school. This is reflected in the*

implementation of systematic strategies for identifying student needs and the development of creative school-wide solutions for addressing those needs.

- *A school-wide process has been established for identifying specific student learning needs. This process includes systematic testing to establish learning gaps and special needs. School records of individual student needs, achievements and progress are maintained centrally and shared across year levels.*
- *Physical spaces and technology are used effectively to maximise student learning. Learning spaces are organised for whole group work, small group work and individual work.*

Comments and findings

- Targeted reading support is provided for students. A timetable was sighted by the review team.
- Examples of Individual Learning Plans and Personalised Learning Plans were visible.
- The review team viewed an example of the adjustment matrix, which class teachers use to establish students with significant learning needs. The support team on a regular basis, tracks and adjust resources for students with special needs. Case management files are maintained.
- Workshops focused on explicit teaching in literacy and numeracy for individual needs are held regularly in each learning house.
- Mathematics and science extension classes provide support to extend students.
- A pedagogy coach, science teacher, physical education and special needs teacher were appointed to support teachers and students. A new staff member with inquiry-centred learning experience was appointed to enrich understanding of this.
- Outside learning spaces have been enhanced over the last few years with students reporting they are satisfied with the changes.

DOMAIN 5: An expert teaching team

- *Teachers and school leaders take personal and collective responsibility for improving student learning and wellbeing, working together and learning from each other's practices. The sharing and showcasing of best practice are common. In team meetings, there is an emphasis on the joint analysis of student work and on teaching strategies for improving student learning. Teachers collaboratively plan, deliver and review the effectiveness of lessons.*
- *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.*
- *Teachers visit each other's classrooms and welcome opportunities to have principals and other school leaders observe and discuss their work with them.*

- *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.*

Comments and findings

- All teachers are expected to have leadership opportunities in the school through involvement in committees. Minutes demonstrate that teachers take responsibility for leading elements of the committee strategies.
- Learning house teams analyse, plan, enact and reflect together. Team minutes and evidence displayed in team areas and staff interviews demonstrate collaborative planning to improve individual student outcomes in their house.
- Professional Learning Teams (PLTs) are the conduit for professional learning and sharing in the school. While there is no documented evidence around a strength analysis, it is evident in discussion with leaders that staff know who has strengths in various areas and utilise those strengths.
- Evidence suggests that teachers complete a cycle of performance development planning (PDP) each year. Personal learning goals form the focus of 'walk-throughs' through classrooms.
- In teams, teachers use an explicit checklist of expected classroom practices to 'look for' during their walk-throughs and provide verbal/and or written feedback to others. A schedule for class visits has been prepared.
- Professional learning plans are in development for some staff.
- A staff induction in the form of a staff file currently exists for new arrivals.
- The central storage system of documents is being updated to gain quicker access.

DOMAIN 6: Systematic curriculum delivery

- *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. Curriculum delivery is designed to meet the needs of the range of students within each year level as well as those with disabilities and other particular needs.*
- *The school has a documented plan for curriculum delivery that includes year level and term plans, but the progression of learning from year to year is not always obvious and the relationship between the pieces of the plan (the year, term and unit plans) would benefit from further clarification.*

Comments and findings

- The review team note through teacher programs that inquiry is becoming embedded in the planning for reading and writing but only emerging in mathematics.
- Little evidence at this stage exists of how the general capabilities and cross-curricular priorities are being fully integrated, through the inquiry model, across daily teaching.
- A current submission evidences that the school has a clear future intention with respect to the integration of digital technologies across the curriculum.
- Moderation practices are in place within year levels. Vertical curriculum alignment is also evident through the year levels.
- Schema describe the curriculum to be taught in every year aligned to the Australian Curriculum for English and Mathematics but in development for other areas. A capacity matrix drawn from the documents is used to create student learning goals.
- A Social and Emotional Learning curriculum is sequenced across the school with a designated time in the timetable.
- A whole-of-school curriculum delivery plan that provides a structure for curriculum planning, delivery and assessment is evidenced in part but not yet fully developed.
- Languages are not explicitly taught at the school. Learning about different cultures is embedded in other curriculum areas within the inquiry model.

DOMAIN 7: Differentiated teaching and learning

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

Comments and findings

- The review panel witnessed 1:1 teacher student conferences where goals in English and mathematics were established and reviewed. Peer review is in place in the older year groups. The goals are established at points of need, reviewed at least weekly and in some circumstances more often.
- Explicit teaching in the timetable for mathematics and English was targeted to students with similar learning goals.
- Teachers map students at start of the year based on their previous year's attainment to determine the levels of adjustment required. Students that exhibit extensive or substantial needs have Individual Learning Plans that target their social, emotional or

academic need. Meeting notes demonstrate that a school wide panel looks across the school to allocate resources to support remedial strategies and review progress.

- Mathematics and science extension groups for more able students are a routine part of timetabling.
- Guided reading and writing was evident in each of the houses.
- Leading for Inquiry Learning, by Kath Murdoch, is used by teachers to support differentiation across the school.
- Three-way conferencing, the See Saw app and the preparation of report cards clearly outline student progress and suggest ways parents can help students. Parents report that they feel very aware of how they can assist in the learning process.
- Teams are released one day each term to review and target programs based on student need.
- A learning support class of 14 students, one teacher and one learning support aide has been established to support student need. An integration model has been developed that allows a range of students to access both mainstream and support group sessions. Mainstream and learning support class teachers work together to plan for a differentiated and individualised program.

DOMAIN 8: Effective pedagogical practices

- *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, although the principal and other senior leaders may not themselves have clear positions on the kinds of teaching they wish to see occurring across the school.*
- *There is a particular focus on improved teaching methods in reading, writing and mathematics, and professional learning activities are focused on building teachers' understandings of highly effective teaching strategies in these areas.*
- *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.*

Comments and findings

- The school has the mission Know the Child, Grow the Child and it is evident that this underpins its pedagogical practices across the school.
- The school aims to provide a rich, authentic student-centred curriculum experience through the Inquiry Learning model. Curriculum documents demonstrate that Inquiry Learning is embedded in English and humanities, is relatively new in mathematics and science, and developing in other curriculum in other areas.
- Staff use of technology for learning is emerging and growth will be supported by a recent digital literacy grant. Some teachers request assistance around embedding capabilities in the curriculum.

- Students and parents report that there are high expectations for learning and this comes from personal challenges arising from individual goal setting.
- The school has a 'principal expectations statement' and a checklist of classroom practice that together seek to inform shared pedagogical practice. A school-wide framework articulating evidenced based, high impact pedagogical practices is not evident at this stage.
- Leading for Inquiry Learning, by Kath Murdoch, is used by teachers to support inquiry thinking across the school.
- A pedagogy coach is in place to provide and/or coordinate professional learning, mentoring and coaching for teaching staff. Other staff expressed a desire to have more targeted professional learning program to support specific practices under implementation by teachers.

DOMAIN 9: School-community partnerships

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

Comments and findings

- Partnerships are in place with: the Salvation Army (Red Cap, girls self-esteem), Menslink (Science is Deadly), the Young Women's Christian Association (YWCA) (food), the YWCA (transition) and the Anglican Church (Kids Hope).
- The school has a documented formal partnership with three other schools for developing digital literacy.
- The school has networked extensively in the area of trauma and presented at conferences.
- Some partnerships are documented with student outcomes to be achieved. End-dated agreements confirm some review timelines.

- A successful preschool to kindergarten transition program is resulting in a higher transition rate.
- There is a real push to engage parents in their child's learning through See Saw and the Enhance and Enrich at Home program.

National Safe Schools Framework: School Audit Tool

Charles Conder Primary School reviewed itself against the nine elements described in the National Safe Schools Framework: School Audit Tool.

Of the nine elements, the report indicated that they were doing well in seven areas and were provided with recommended actions in two of the elements:

- Policies and Procedures: Protocols for the induction of casual staff, new staff and new students and families into the school's safety and wellbeing policies and procedures
- Engagement, Skill Development and Safe School Curriculum: Teaching of skills and understandings related to personal safety and protective behaviours.

Section E: Affirmations, commendations and recommendations

Affirmations

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

1. The school is transitioning from one concerned with reactive behaviour management towards one directed at developing positive behaviours for all students.
2. The leadership team is developing a clarity around the purpose of schooling at Charles Conder Primary School and is engendering whole-school community support.
3. Outside learning spaces are being renewed as places of learning.
4. The school is continually thinking about how to best use human resources to provide targeted support for learning and expertise for staff development.
5. A successful preschool to kindergarten transition program is resulting in a higher transition rate.
6. The Professional Learning Teams, walk-throughs and coaching and mentoring models are building capacity of teachers.
7. There is a systematic implementation of an integrated model of inquiry that is providing students with a richer, more authentic learning experience.
8. The school is growing partnerships for learning by seeking out resources located in the wider community.
9. There is a real push to engage parents in their child's learning through See Saw and the Enhance and Enrich at Home program.

Commendations

Charles Conder Primary School is commended for the following.

1. Staff regularly review data at the school or house level and plan accordingly.
2. There is a clear sense of ownership of the school and its progress.
3. There is an authentic commitment to underpin academic learning with the structured implementation of social and emotional learning.
4. All staff members knows their students and are committed to supporting student growth.
5. Over the life of the plan, and in particular the last two years, there has been a notable improvement in the school culture.
6. There is a high level of trust in the school from the parent community and they feel involved in the learning process.
7. One-to-one conferencing empowers individual student learning and reflection and drives curriculum delivery in this school.

Recommendations

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

1. Confirm an explicit improvement agenda for the school. Develop plans expressed in terms of specific improvements sought in student performances, aligned with national and/or system-wide improvement priorities. Commit staff and community to purposeful, measurable targets with accompanying timelines that are rigorously actioned and supported at every level of the school.
2. Develop and implement a systematic plan for the collection, analysis and use of student achievement and wellbeing data. Test data in literacy, numeracy and science are key elements of this plan.
3. Develop and implement a documented professional learning plan that includes professional learning, mentoring and coaching of all staff and is aligned closely to the student learning improvement priority identified above.
4. Continue to develop and implement the school-wide plan for behaviour management that incorporates the work already in progress on social and emotional learning and the Positive Behaviours for Learning model.
5. Further develop and implement a curriculum delivery plan that reflects the shared vision 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. Use the plan as a point of reference for the review of the effectiveness of the inquiry model and other curriculum decisions in serving both the school's vision and systemic expectations.
6. Progressively develop and implement a pedagogical framework that outlines the clear and agreed positions on the kinds of teaching considered most appropriate and effective for the aspirations of the school.

Section F: Record of school review process

The following people were members of the External Review Panel for Charles Conder Primary School conducted on 1–3 August 2017.

Name: Ron Bamford External Review Panel – Chair

Name: Liz Bobos External Review Panel – Principal Member
Latham Primary School

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

Signature: 

Date: 15/09/2017

I, Jason Walmsley, as Principal of Charles Conder Primary School accept this Review Report on behalf of the school community.

Signature: 

Date: 15/09/2017