



ACT
Government
Education

Ainslie Primary School

Review Report Summary, 2018

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Overview of the school review process

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

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

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

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

Commendations

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

Affirmations

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

Recommendations

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

Commendations

Ainslie Primary School is commended for the following.

- Ainslie School is a school of choice with a long-standing reputation in the community. Parents, staff and students have an obvious sense of belonging, pride and connection to the traditions and history of the school. The school community has worked tirelessly to celebrate and preserve the history of the school and its heritage listed buildings.
- A strong and effective play-based learning approach is consistently implemented across the early years that allows children to link and connect their play experiences to learning. Parents highly value this approach.
- The school is well served by a committed and hardworking PCA, whose members work in partnership with the school to provide a nutritious canteen, quality out of hours care, the uniform shop, and family events. These services and events raise significant funds to augment resourcing for the school and build social capital.
- A school-wide music program is well established at Ainslie and supports all students in developing a love of the arts. The music program is delivered by a specialist teacher who links music learning to the wider curriculum of the school.

Affirmations

The Review Team offers the following affirmations for Ainslie Primary School.

- There has been a sharp and sustained focus on lifting the reading results of targeted students. Opportunities exist to reflect on the current model and consider a more holistic approach to identifying and responding to individual need.
- There is a strong focus on supporting the wellbeing needs of students and fostering caring relationships. Parents expressed that teachers know their children well.
- A model for PLTs has been established. The opportunity to engage in professional conversations has been valued by all staff.
- The broad engagement and strategic approach to embedding cultural competency and the celebration of Aboriginal and Torres Strait Islander history and perspectives was evident in the artefacts and rituals, explicit inclusion in curriculum, and the whole-school productions such as 'the Limelight' event. The collaborative approach with the Aboriginal and Torres Island community, the local high school, and the targeted personal development program, My Tracks, has made this a more prominent priority.
- The mentoring of teachers in their early years of the profession is highly valued. The leadership team is committed to finding ways in which teachers can learn from each other.
- The school has placed a high priority in providing a broad range of co-curricular activities to support the diverse needs and interests of students.

Recommendations

The Review Team recommends Ainslie Primary School pays attention to the following opportunities for school improvement during the next planning cycle.

- Develop an explicit and detailed local school improvement plan in partnership with the school community. Specific improvements should be expressed in measurable student learning and wellbeing outcomes. Build a shared ownership of this plan and ensure that explicit targets are set and communicated with accompanying timelines which are rigorously monitored.
- Develop a school data plan and timetable for the annual collection of a range of systematic data sets that will best inform the school about student outcomes. Ensure this includes the collection of academic performance, attendance, behaviour and student wellbeing data. Give consideration to how software can be used to support analysis and review how data are stored electronically and centrally to provide ease of access. Build the capacity of all teachers to use data effectively to identify and respond to individual student needs.
- Develop a whole-of-school curriculum plan that reflects a shared vision and ensures alignment between curriculum, assessment and reporting. Ensure that long-term planning documentation is developed and used to guide team planning and support the vertical alignment of the curriculum. Closely monitor planning across the school and ensure that mapping processes are in place to identify and address any gaps in the content and skills expected. Build the capacity of teachers to understand and explicitly develop the General Capabilities and cross-curriculum priorities at the appropriate level.
- Build a culture of continuous professional improvement through the identification of an agreed pedagogical approach for the school and consider how observations of practice, feedback, and coaching and mentoring models can align to these.
- Continue to build a school ethos of high expectations and a commitment to excellence with a particular focus on supporting high-achieving students. Develop processes to identify and support students with gifts and talents.
- Continue to explore how the school can effectively develop and use its physical environment and available facilities/technologies to maximise student learning.