



**ACT**  
Government  
Education

# **Miles Franklin Primary School**

Report of Review, 2021

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## Publication and independent Review Team details

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Date of School Review: 17, 18, 19 and 20 May 2021

Principal of Review School: Chris Jones

*National School Improvement Tool Review Report* prepared by:

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Report Date: 20 May 2021

***Report of Review, 2021*** prepared by:

ACT Government Education Directorate  
Education Services Division, School Improvement Branch

Report Date: 02 June 2021

## Overview of the School Review process

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Approximately a fifth of all ACT public schools are reviewed each year. Reviews provide quality, independent, feedback tailored to individual school contexts. Findings from Review support annual implementation of a school's 5-year School Improvement Plan.

Reviews are undertaken by a team of experienced educators trained in the use of the *National School Improvement Tool (NSIT)* and are led by a Lead Reviewer from the Australian Council of Educational Research. Review Team size depends upon a range of factors, including the size and context of a school.

Through the lens of the NSIT, an internationally recognised framework for reviewing teaching and learning practices, reviewers gain an accurate picture of current school practices. During Review evidence provided by schools is considered alongside evidence gathered through consultation with staff, students, parents and community members.

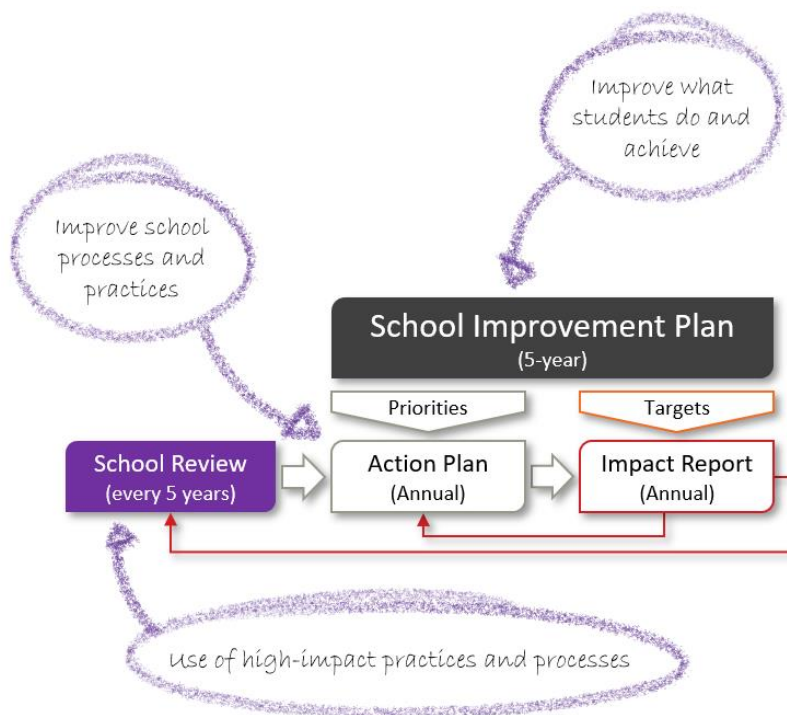
Following Review, the school receives a planning report, which is used as an internal working document, outlining key findings and recommended strategies for continued school improvement. The Education Directorate uses this planning report as a basis for the final *Report of Review* provided to school communities.

The *Report of Review* includes detailed findings for each of the nine Domains of the National

School Improvement Tool, as well as Commendations, Affirmations and Recommendations for continued school improvement.

## Where does Review sit within the school improvement cycle?

ACT public schools utilise systematic integration of evidence and data collection, access and analysis to inform sharp and narrow 5-year School Improvement Plans. Annually, all schools utilise a suite of tools to expand, monitor and report on these priorities. Additionally, schools are provided differentiated support and feedback by internal and external experts. School Review is one way that this differentiated feedback is provided and typically occurs at the end of the 5-year school improvement cycle.



## What are Commendations, Affirmations and Recommendations?

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### Commendations

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

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

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 effectively implementing its 5-year School Improvement Plan.

# NSIT Domain 1: An explicit improvement agenda

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## Domain descriptor

*The school leadership team and/or governing body have established and are driving a strong improvement agenda for the school, grounded in evidence from research and practice and expressed in terms of improvements in measurable student outcomes. Explicit and clear school-wide targets for improvement have been set and communicated to parents and families, teachers and students, with accompanying timelines.*

## Findings

- Miles Franklin Primary School has been accredited as an International Baccalaureate (IB) World School since 2015 and offers the Primary Years Programme (PYP).
- The Miles Franklin Primary School Strategic Plan 2017-2021 identifies three strategic priorities: to improve student engagement and learning behaviours; improved outcomes in writing; and improved mathematical understanding and skills.
- Leaders describe the strategic plan as being informed by whole school data, the 2015 IB Authorization report and 2016 school review. Recommendations from the 2019 IB evaluation report have also informed the development of more recent annual action plans.
- Key strategies articulated in this plan include developing and embedding agreed evidence based pedagogical practices for the teaching of mathematics and writing; improving the use of data to inform teaching; reflecting on the impact of enhanced school-community partnerships; and strengthening a supportive learning environment.
- Improvement strategies and key actions in each of the annual action plans align to the priorities of the strategic plan. The school also has an IB PYP Action Plan 2020-24 which captures strategies across the IB standards and practices of purpose, culture, environment, and learning.
- A range of targets were set in relation to NAPLAN, PAT, and stakeholder perception survey data. Progress towards the achievement of targets is reported on in Impact Reports and Annual School Board Reports. These documents as well as the strategic plan and annual action plans are available on the school website.
- Leaders reflected that the targets originally set did not serve them well as they were not always derived specifically from baseline data or were not easily measured and/or achievable. Therefore, leaders and teachers reported that target setting has not impacted significantly on their work.
- The school introduced additional measures (in the latter years of the planning cycle) through the use of process data to monitor the implementation of improvement strategies. For example, levels of teacher confidence in teaching the craft of writing were captured through school developed surveys and reported on in Impact Reports.
- There is evidence of analyses of key school performance data during this strategic planning cycle that led to the identification of numeracy as an area of focus. Sustained and systematic routines and processes that enable the school to reflect on how achievement levels have changed over time is less evident.
- Representative committees were established for each of the three priorities and all

teachers belong to one of these teams. Each team was encouraged to use data to assess the strengths and challenges, source professional learning and support to drive the implementation of the key improvement strategies. A number of staff described their contribution to the work of these teams.

- Members of the school Board and Parents & Citizens Association (P&C) have a clear understanding of the strategic goals of the school and described the ways in which they partner closely with school staff to implement the strategic plan. This is particularly evident regarding the goals set in the strategic plan in relation to refurbishing and improving learning spaces, both indoors and outdoors. Parents who are not members of one of these groups were less clear about strategic priorities and school performance data.

## NSIT Domain 2: Analysis and discussion of data

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### Domain descriptor

*A high priority is given to the school-wide analysis and discussion of systematically collected data on student outcomes, including academic, attendance and behavioural outcomes, and student wellbeing. Data analyses consider overall school performance as well as the performances of students from identified priority groups; evidence of improvement/ regression over time; performances in comparison with similar schools; and, in the case of data from standardised tests, measures of growth across the years of school.*

### Findings

- The commitment of leaders to the discussion and analysis of data is evident through the way in which they have been supporting teachers to use data to inform teaching. Most teachers could share, in their conversations with reviewers, how they use diagnostic data to monitor gaps in student learning. Of particular note was the manner in which staff have embraced the use of PAT data and could, in the main, describe how analysis has helped them to target their teaching to student need.
- A yearly schedule captures required assessments by cohort. A broad range of assessments are being used to monitor student learning for literacy and numeracy. This is accompanied by an assessment and reporting policy that articulates beliefs about the purpose of assessment, describes the range and balance expected, including the five essential elements of the PYP.
- A data plan that captures the multiple sources of evidence collected and analysed to monitor whole school performance is not yet evident.
- Some behaviour data is captured. This is monitored enabling the school to consider whether or not incidents are reducing as a result of the focus on positive relationships through the school's social and emotional learning focus. The number of incidents has reduced across the life of the plan.
- Attendance is also monitored with strategies in place to support a small number of students whose attendance is irregular.
- Leaders describe how they review stakeholder perception survey data to identify areas of strength and opportunities for improvement and share this with staff.
- In 2021, for the first time, the school is using the ACER Social-Emotional Wellbeing survey (SEW) to gauge wellbeing.
- The school has revised its approach to regular meeting structures and their purpose in 2021. This has resulted in Professional Learning Community (PLC) teams meeting regularly and, using a spiral of inquiry approach, developing hunches, interrogating data, and taking action to consistently refine practice and target their teaching.
- Professional learning in how to use data effectively supports the work of PLCs.
- There is some use of software to support analysis and to measure growth in learning. Teachers are accessing PAT data online and use Excel spreadsheets to capture cohort data.
- School performance data is reported to the school Board and published in annual Impact Reports/Annual School Board Reports to the community.

## NSIT Domain 3: A culture that promotes learning

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### Domain descriptor

*The school is driven by a deep belief that every student is capable of successful learning. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents. There is a strong collegial culture of mutual trust and support among teachers and school leaders and parents are treated as partners in the promotion of student learning and wellbeing. The school works to maintain a learning environment that is safe, respectful, tolerant, inclusive and that promotes intellectual rigour.*

### Findings

- The school's vision and mission statement align with the IB philosophy of globally minded students who inquire, are compassionate, and lifelong learners.
- A strong learning culture is evident. Students are encouraged through units of inquiry and transdisciplinary themes to be curious and have agency in their learning to engage and challenge them in their learning. A school wide commitment to focused and successful learning is evident in all classrooms. Students are able to clearly articulate the desirable attributes of an IB learner and provide examples of how they demonstrate these.
- Staff, students, and parents alike articulate a deep sense of connection to the school, pride in the school's achievements and the way that they are supported in a welcoming and nurturing environment.
- In keeping with IB expectations teachers use Essential Agreements to set the expectations for behaviour and learning. The expectations are clearly displayed in all classrooms.
- The school's approach to building positive relationships through social and emotional learning is founded on the Friendly Schools Plus program. Teachers are expected to explicitly teach key concepts, use circle time and restorative conferencing to resolve conflict.
- The Social and Emotional Learning (SEL) committee has recently developed behaviour support guidelines that includes classroom and playground behaviour flowcharts. This document is yet to be shared with all staff. Some staff reported that further development and clarity of consistent behaviour guidelines would support them in their work.
- The use of classroom walls that teach are evident throughout and include reading strategies, IB Learner Profiles, word walls and strategies to support students as writers.
- Learner agency and student voice is fostered through student leadership opportunities including membership of the Student Representative Council, School and House Captains as well as the Green Team.
- A buddy program (preschool and year 5, kindergarten and year 6) promotes social and support networks for students.
- Support staff report high levels of collegiality and appreciation for their work in the school. Agreed guidelines support them in their roles.
- Parent communication is maintained through regular emails, newsletters, goal setting interviews, the Seesaw application, school website and Google Classroom. Many parents



report they feel well informed and connected to the school.

- Strategies to connect parents to their child's learning include three-way goal setting interviews, information sessions, PYP exhibitions and learning journeys.

## NSIT Domain 4: Targeted use of school resources

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### Domain descriptor

*The school applies its resources (staff time, expertise, funds, facilities, materials) in a targeted manner to meet the learning and wellbeing needs of all students. It has school-wide policies, practices and programs in place to assist in identifying and addressing student needs. Flexible structures and processes enable the school to respond appropriately to the needs of individual learners.*

### Findings

- The school's approach to identifying and responding to student learning and wellbeing needs is underpinned by a Response to Intervention (RTI) model. Leaders describe their approach to targeting resources as 'agile and responsive'.
- The school has a well-developed special needs process which includes weekly meetings with the leadership team and school psychologist to discuss and respond to student needs.
- At the beginning of each year teachers are allocated time in the special needs meeting to discuss students of concern and collaboratively identify supports and adjustments to enable students to engage successfully in learning. Whenever a student or family need is identified, the school responds quickly in a tailored manner to address this.
- There is an emphasis on successful reading progress and with significant investment in providing sustained intervention. The MiniLit and MacqLit (Macquarie University) intervention programs support targeted students with their reading. Two teachers have been funded to deliver these. Students stay in the program until they reach reading benchmarks and then are monitored to ensure sustained progress.
- Additional school funded human resourcing, through the provision of Learning Support Assistants (LSAs), supports targeted intervention strategies.
- Students who meet English as an Additional Language or Dialect (EAL/D) criteria are supported by a dedicated teacher, who works with students and teachers to support English language acquisition. 45 students receive individual or small group instruction.
- Significant resources are allocated to engage all staff (teaching and support) in professional learning about the IB PYP.
- The school is working towards the centralisation of student records through the School Administration System (SAS). Currently learning and wellbeing data are stored through a range of online tools and systems.
- To support the mathematics focus, the school has invested in a range of resources that support these inquiries.
- A 1:1 ratio of Chromebook devices for students from years 2 to 6 has been achieved.
- A significant number of students have Individual Learning Plans (ILPs) to target their learning and wellbeing needs. These are co-developed with families and other relevant professionals and closely monitored. Three ILP meetings are held each year to construct, review, revise and culminate learning goals.
- The P&C actively fundraises and works closely with the school to identify priorities. Funds have enabled improved facilities and the provision of classroom resources.

## NSIT Domain 5: An expert teaching team

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### Domain descriptor

*The school has found ways to build a school-wide, professional team of highly able teachers, including teachers who take an active leadership role beyond the classroom. Strong procedures are in place to encourage a school-wide, shared responsibility for student learning and success, and to encourage the development of a culture of continuous professional improvement that includes classroom-based learning, mentoring and coaching arrangements.*

### Findings

- The Principal and other school leaders identify the development of staff into an expert and coherent teaching team as central to improving outcomes for students.
- Expectations in relation to staff development are articulated in the Professional Learning Plan (PLP), and in the Staff Handbook. The annual professional pathways process, how new educators are supported and opportunities for school based and external professional learning are articulated. A budget supports the implementation of the PLP.
- Professional learning is aligned to school priorities. A significant amount of in-school professional learning is facilitated by staff who have expert knowledge. The school has also accessed external consultants and Education Directorate-led professional learning. As an IB school, leaders must ensure that teachers and leaders engage in IB recognised professional learning and staff have engaged in a range of IB approved workshops.
- Teacher Performance and Development Plans (TPDP) provide the basis for formal professional discussions with staff. Examples provided demonstrate a link between individual goals and school priorities, and alignment to the Australian Institute for Teaching School Leadership (AITSL) standards.
- A diagrammatic representation of mentoring and coaching provides evidence of a differentiated model to support staff at their point of need. Great care is taken in matching mentors with teachers. The coaching model, introduced in 2020, is facilitated by a team leader with teachers able to request access. Feedback from participating teachers indicates the experience contributes strongly to their professional learning and growth.
- Leaders seek to build a teaching team with diverse backgrounds, experience, and knowledge, and are also proactive in sourcing staff with a strong affinity to inquiry learning. Leaders and staff are actively encouraged and supported to pursue formal study and/or accreditation through AITSL.
- School leaders and teachers engage in PYP networks beyond the school to share practice and in particular, deepen the knowledge of and teaching practices for inquiry learning.
- Learning Support Assistants articulated a desire to continually improve their skills to meet learners' needs through regular opportunities to undertake professional learning.
- There is a strong culture of collaboration and teamwork across all cohorts of teachers, demonstrated through planning, sharing of ideas and resources and the willingness to support colleagues in and across teams.
- School leaders place strong emphasis on creating teaching teams that are well balanced

in terms of depth and diversity of teacher experience and knowledge. This assists teachers to further develop and expand their knowledge and to support induction.

- Professional Learning Communities (PLCs), refined in 2021, provide regular opportunities for teachers to develop knowledge and skills to support the implementation of school priorities. This initiative has been received positively by teachers, who report how effective the PLCs are in building knowledge and capability through team collaboration.
- Teaching teams access regular coaching from the PYP coordinator during their collaborative planning sessions.

## NSIT Domain 6: Systematic curriculum delivery

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### Domain descriptor

*The school has a coherent, sequenced plan for curriculum delivery that ensures consistent teaching and learning expectations and a clear reference for monitoring learning across the year levels. The plan, within which evidence-based teaching practices are embedded, and to which assessment and reporting procedures are aligned, has been developed with reference to the Australian Curriculum or other approved curriculum and refined collaboratively to provide a shared vision for curriculum practice. This plan is shared with parents and families.*

### Findings

- Miles Franklin Primary School has a clear vision for teaching and learning underpinned by the IB philosophy. The school delivers the IB PYP aligned to the Australian Curriculum and the Early Years Learning Framework.
- The school has documented and is enacting a whole school plan for curriculum delivery. Comprehensive planning is evident which makes clear what teachers should teach and students should learn. There is clear evidence of vertical and horizontal alignment ensuring continuity of learning for students.
- A whole school Programme of Inquiry supports the strategic mapping of curriculum outcomes across learning areas to enable transdisciplinary learning. Curriculum design ensures students explore different concepts and big ideas within and across the years of schooling. This is monitored to ensure authenticity and currency of inquiries, maintain high levels of engagement and deep learning. The PYP essential elements (knowledge, skills, taking action, concepts, learner profiles) are addressed through units of inquiry. These transdisciplinary units of inquiry are reflected upon annually, adjusted and refined to maintain curriculum delivery that is contemporary and engaging.
- The mapping of all elements of the Achievement Standards of the Australian Curriculum in the learning areas for each year level is evident. This is used to design units of inquiry and single learning area teaching. To ensure comprehensive coverage of learning in English and mathematics, teachers develop standalone planners to support the explicit teaching of concepts and skills that are not easily integrated.
- IB curriculum rubrics assess the PYP essential elements and relevant Australian Curriculum Achievement Standards. Rubrics are developed early in the teaching and learning cycle and shared with parents. They are written in a way that supports young learners to understand expectations and their progress. Teachers are building their knowledge of literacy and numeracy progressions to map student progress.
- Students work towards an Exhibition in their final year of PYP which provides them with the opportunity to explore, document and share a significant personal inquiry.
- Many teachers use emails to parents to share the learning journey. Overviews of inquiry units are provided and include information about how parents can support learning.
- The Approaches to Learning (ATL) and IB learner profile attributes are embedded concepts across the school. Tightly linking them to the Australian Curriculum General Capabilities is an area of future work.
- In keeping with the IB philosophy, across the curriculum there are multiple learning

opportunities for students to explore local, national and global contexts.

## NSIT Domain 7: Differentiated teaching and learning

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### Domain descriptor

*The school places a high priority on ensuring that, in their day-to-day teaching, classroom teachers identify and address the learning needs of individual students, including high-achieving students. Teachers are encouraged and supported to monitor closely the progress of individuals, identify learning difficulties and tailor classroom activities to levels of readiness and need.*

### Findings

- Staff have engaged in professional learning about differentiation. There is evidence of presentations that support a deeper understanding of differentiated teaching and learning.
- Leaders describe that through collaborative planning, PLC meetings, the special needs process, coaching and mentoring, teachers have been supported to differentiate learning.
- IB documentation makes clear the expectations of teachers in tailoring learning to student need. The embedding of differentiation strategies in teacher planning and how teachers tailor their teaching to provide multiple opportunities to learn is evident.
- Through inquiry-based learning students are encouraged to have agency in their learning, pursue their wonderings and follow their interests.
- There is clear evidence that teaching teams use formative and summative assessment to monitor growth in learning, and to adjust and differentiate learning for students.
- There is some evidence that high-achieving students are challenged and extended by the design of appropriate learning activities to meet levels of readiness, interests and motivations. Opportunities to participate in the Magellan program at Melba Copland Secondary School (MCSS) support some students to follow their interests and talents, particularly in Science, Technology, Engineering and Mathematics (STEM).
- The ACER General Ability Tests (AGAT) are used to identify students with potential gifts and talents. Identified students have an individual plan and there have been examples of curriculum and year level acceleration.
- Some students indicated that a higher level of challenge in their learning would be beneficial in supporting them to grow and develop at their own pace.
- Parents report they value the three-way goal setting process, focused on ATLs at the beginning of the year and the review meetings throughout the year. Progress over time is shared during these meetings and other opportunities such as Learning Journeys and in written reports.
- Students are expected to set individual goals for writing and mathematics. They also identify a personal goal. Some students were able to articulate their goals, and what they needed to do to achieve these. Conversations indicated that implementation of student goal setting across the school is variable. There is evidence that some teachers are using the ACARA learning progressions to inform goal setting.
- Evidence of written feedback was apparent in some student workbooks.

- Teachers consult with parents and students to ensure that students with a disability are supported and reasonable adjustments are made through ILPs. Support is provided to students and teachers by support staff.



## NSIT Domain 8: Effective pedagogical practices

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### Domain descriptor

*The school principal and other school leaders recognise that highly effective teaching is the key to improving student learning throughout the school. They take a strong leadership role, encouraging the use of research-based teaching practices in all classrooms to ensure that every student is engaged, challenged and learning successfully. All teachers understand and use effective teaching methods – including explicit instruction – to maximise student learning.*

### Findings

- School leaders keep abreast of research on effective teaching practices and there is evidence of the engagement of consultant experts and the provision of professional learning targeted to expected practices. This is particularly evident in relation to inquiry-based learning, the signature pedagogy of an IB school. The school sets clear expectations that all students learn through cycles of inquiry.
- Concepts and big ideas connected to the current IB inquiry are visible and active student inquiry is evident in all classrooms.
- There has been an ongoing focus on improved teaching methods for writing and mathematics during this school improvement planning. Staff indicated they would like even further clarity around the expected processes and practices.
- The school has developed a literacy plan documenting a whole school approach. Whilst variability in literacy practices was observed across the school, a high degree of consistency in the school's approach to the teaching of spelling was evident.
- Students are encouraged to be linguistic inquirers who focus on the phonological, orthographic, and morphological features of words. Classrooms clearly display models that support the teaching of and focus on spelling development of students.
- There is clarity around what students are expected to know and be able to do in their units of inquiry and single learning area curriculum delivery. Visual displays including learning intentions, success criteria and bump it up walls to support learning are evident in classrooms.
- The school is involved in the Education Directorate's Finding the Balance mathematics project, enabling teachers to focus on evidence-based approaches.
- Not all students were able to articulate how they could improve their writing based on recent teacher feedback.
- Conversations with teachers indicated an openness to observations of their teaching practice and constructive feedback embedded in a whole school coaching model. More opportunity to engage in such a process of continuous improvement is considered to be very valuable.

## NSIT Domain 9: School-community partnerships

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### Domain descriptor

*The school actively seeks ways to enhance student learning and wellbeing by partnering with parents and families, other education and training institutions, local businesses and community organisations. Parents and families are recognised as integral members of the school community and partners in their children's education. Partnerships are strategically established to address identified student needs and operate by providing access to experiences, support and intellectual and/or physical resources not available within the school. All partners are committed to the common purposes and goals of partnership activities. Procedures are in place to ensure effective communications and to monitor and evaluate the intended impacts of the school's partnerships.*

### Findings

- A highly strategic partnership is evident between the school Board, P&C, and the school. Representatives from the school Board and P&C describe the high levels of trust between all parties and the way in which they collaborate strategically to support students and their families.
- Evidence of this collaboration and working with strategic intent to address student and school needs, is the way in which the P&C offers a suite of services. These include an out of hours school care program, the provision of a uniform shop, canteen, and a music tutor program.
- The out of hours school care program is not outsourced as is the case in most schools. The decision to take on this service was underpinned by a desire to provide a seamless experience for students and their families and like all of the services provided, build strong connections between home and school. This is achieved through a shared vision informed by the IB philosophy, connections to the school curriculum through themed activities and shared expectations for behaviour. There is evidence of regular communication between school staff, the manager who is employed by the P&C to manage these services, and members of the P&C. Mandated assessments form part of the compliance requirements and therefore this partnership is evaluated for effectiveness. Parent feedback through online surveys has also occurred. Large numbers of students access this program.
- The canteen, uniform shop and music programs are also offered as services with high levels of access and support from families.
- Miles Franklin has also been proactive in strengthening its partnership with MCSS, its local feeder high school, also an IB school. This has resulted in a significant increase in the numbers of students enrolling at MCSS enabling continuation of IB studies.
- Miles Franklin actively seeks school-based apprentices from MCSS. Currently there are four students on placements. This serves as a mutually beneficial arrangement, augmenting resources at the primary school and freeing teachers and leaders to direct their time more strategically. It also provides these students with a nearby workplace. All four Australian School Based Apprenticeships (ASBA) students who spoke with the review team described the comprehensive support, guidance, and constructive feedback they receive.
- Students from Miles Franklin Primary School also participate in the Magellan and Regional Arts programs and there has been some sharing of staff expertise between the schools.
- The school also reaches out to a range of organisations to provide co-curricular opportunities for students.

## Commendations

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- The positive tone at Miles Franklin Primary School is palpable. There is a happy and optimistic feel and teachers, students, and parents alike describe the pride they have in their school. Respectful and caring relationships are apparent right across the community. Students speak of their school being supportive and caring and describe their teachers as helpful and kind.
- The high level of trust and collaboration between the school Board, P&C and staff of the school has resulted in carefully planned and consistently refined services to families that supports the learning and wellbeing of their children. Careful consideration has been given to determining how each program can support the building of strong connections between families and the school. Regular communication, adequate resourcing and ongoing evaluation is supporting the sustainability of these services.
- The school recognises the important roles that parents/caregivers play in developing positive attitudes to learning and places a high priority on encouraging parents to be partners in student learning. There are multiple opportunities for parents to connect formally and informally.
- There is a strong culture of collaboration and teamwork across all cohorts of teachers, demonstrated through planning, sharing of ideas and resources and the willingness to support colleagues in other teams.
- Leaders seek to build a teaching team with diverse backgrounds, experience, and knowledge, and are also proactive in sourcing staff with a strong affinity to inquiry learning. Expertise gained in other systems both nationally and internationally is highly valued.
- The school makes a point of going above and beyond to provide wrap-around services for families with emergent needs.
- Over many years the school's commitment to the IB framework has resulted in a comprehensive whole school curriculum plan
  - which delivers contemporary and authentic learning. School leaders promote a strong culture of inquiry learning through the PYP, with high levels of student agency, independent learning, and innovation.
- There are multiple opportunities for deep learning through the exploration of concepts and big ideas that are developed over time through a transdisciplinary approach.
- The school has invested considerable resources to ensure that reading needs are identified early, addressed comprehensively, and monitored beyond intervention, thus enabling all students to become effective readers.

## Affirmations

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- Staff are embracing the use of data to inform teaching. Of particular note is the way in which PAT data is being used systematically across the school to monitor growth in learning. Professional learning has supported increasing confidence in knowing how to pinpoint particular gaps and make adjustments to planning.
- The committee structure aligned to school priorities has provided opportunities for teachers to play an active role in leading initiatives, thereby building ownership of the school's

improvement agenda.

- School leaders have placed a high priority on the introduction of Professional Learning Communities to enhance collaborative learning opportunities for teachers, focused on the school priorities.
- School leaders have created teaching teams that are well balanced in terms of depth and diversity of teacher experience and knowledge.
- There is a commitment to continuous professional improvement through learning opportunities, mentoring and support for further study.
- The school's approach to identifying and responding to students requiring additional support is well defined and effective.
- Support staff provide timely support to students and want to be active partners in student learning and growth across the school.
- Teachers are intentional in making learning visible particularly through learning intentions, success criteria and 'teaching walls'.

## Recommendations

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- In the development of the next Improvement Plan for Miles Franklin Primary School, set explicit targets for student achievement that can be measured, actioned by teachers, and rigorously monitored at regular intervals. These targets should be derived from a school-wide analysis of multiple sources of data. Ensure that targets are well communicated to the wider school community.
- Embed strategies that support students to monitor their own learning and regularly set goals for their next steps in learning that are challenging but achievable for all students.
- Continue to build a data culture where the importance of using multiple sources of evidence to measure impact, particularly in relation to whole school performance, is an ongoing priority. Initiatives and programs should be systematically evaluated for their effectiveness in achieving desired outcomes. Data should also be used to build a culture of self-evaluation with multiple opportunities for staff to reflect individually, within and across teams. Continue to build the data literacy of all staff.
- Continue to build a professional learning community characterised by a whole school approach to:
  - > classroom observations and feedback which supports teachers to critically reflect on their teaching
  - > multiple opportunities for coaching
  - > the leading and modelling of expected teaching practices.
- Clearly define and document expected effective teaching strategies and ensure these are communicated widely and regularly discussed. Align regular and timely teacher feedback to support the embedding of these strategies. Target coaching to individual needs.