



**ACT**  
Government  
Education

# **Kaleen Primary School**

Review Report 2017

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## Introduction: Overview of the External School Review process

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As part of the Australian Capital Territory's school improvement approach, public schools and colleges in the Australian Capital Territory 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 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

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Kaleen Primary School is located in the north of Canberra in the Belconnen Network of Schools. The school was founded in 1976 and has had a consistently outstanding reputation for academic rigour and success, in particular, with its provision of extension and enrichment opportunities for years K–6.

The Kaleen Primary School community is made up of families from 26 countries and the school prides itself on its multicultural focus. Currently the school has an enrolment of 605 students from preschool to year 6. These students belong to approximately 423 families. Of these students, 263 come from an English as an Additional Language/Dialect background. The school currently has an ICSEA (Index of Community Socio-Educational Advantage) score of 1115, which is above the national mean. Of the student population at Kaleen Primary School, 69.7 percent of students are drawn from within the Priority Enrolment Area.

At Kaleen Primary School, staff focus on providing quality learning experiences to improve and grow the achievement of every student, every day. This is achieved through provision of a safe, supportive and engaging learning environment in which students are encouraged to be creative, curious and confident individuals as well as active, informed citizens.

The current principal, Laurie Campbell, commenced at the school in 2014 and the current deputy principal, Robert Maccioni, commenced in 2015. In 2016 the school also welcomed 11 new teaching staff. The new leadership team led staff in an internal review using the National School Improvement Tool in 2015 and amended the existing 2013–2017 Strategic Plan to reflect the needs and direction of the school based on teaching, learning and stakeholder data.

The school board chair commented on the systematic way in which the school has worked towards raising standards and improving the consistency of curriculum delivery across the school. This has involved teaching teams using evidence-based approaches to teaching and learning programs.

## Section B: School performance

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For the years 2013–2016 the school's year 3 mean scores in:

- reading were 463, 468, 473 and 428 respectively.
- numeracy were 442, 435, 436 and 410 respectively.

The dip in mean scores for 2016 was attributed to the cohort not developing foundation skills in literacy and numeracy when in Kindergarten and year one. This cohort did not reach school benchmarks for growth and improvement and this resulted in a renewal in programs and practices and staffing (early childhood).

NAPLAN (National Assessment Program – Literacy and Numeracy) targets set by the Education Directorate for year 3 were not met in the period of 2013–2016. Mean scores varied by up to -6 in reading and -50 in numeracy.

In year 5, the mean score for reading in 2013 was 550 and in 2016 this mean score had decreased by 19 points to 531. In numeracy, the mean score in 2013 was 539 and in 2016 this had decreased by 6 points to 533. Mean scores over the period of 2013–2016 for year 5 remained within a variance of 20 points in reading and 13 points in numeracy.

NAPLAN targets set by the Education Directorate for year 5 were exceeded in 2013 in both reading and numeracy and met in reading in 2015. Mean scores for reading varied by up to -18 and in numeracy by up to -15. The My School website indicates that Kaleen Primary School has achieved at a similar rate to like schools across Australia in both reading and numeracy from year 3 to year 5.

Performance Indicators in Primary School (PIPS) mean raw scores from 2013–2016 were consistently close to Australian Capital Territory (ACT) mean raw scores throughout the four-year period of the strategic plan. Mathematics mean raw scores were close to ACT means with a variance of -2 to +2 for beginning of year testing and matching or exceeding the mean scores for the end of year testing. Reading showed a wider variance with mean scores varying by -10 to +8 for start of year testing and -10 to +4 for end of year testing.

Student satisfaction data from 2013 to 2016 indicated stability in students feeling that teachers expected them to do their best (average 96.75 percent satisfied) and that they received useful feedback about their school work (average 86.25 percent satisfied). In areas of wellbeing, student responses exceeded the ACT mean significantly in a number of areas and also demonstrated stability or growth over the time of the strategic plan. For example, students felt that teachers treat students fairly (average 82.5 percent satisfied compared to 72.75 percent satisfied across the ACT) and they feel safe at their school (average 87.5 percent compared to 79 percent satisfied across the ACT).

Staff satisfaction data varied across the period of the amended strategic plan; this was expected due to the systematic change processes undertaken within the school. In 2016, 11 of the 12 questions matched or exceeded the ACT mean. One hundred percent satisfaction was noted against statements: students feel safe at this school, students can talk to their teachers about their concerns, the school looks for ways to improve and teachers at this school motivate students to learn.

The number of Parent/Carer responses to School Satisfaction Surveys increased significantly during the life of this strategic plan because of intentional engagement strategies. A total of

67 parents responded to the survey in 2014, whilst responses from 407 were collected in 2015 and 374 in 2016. Significantly high satisfaction results were noted for statements: my child likes being at this school, my child feels safe at this school and I can talk to my child's teacher all scoring 96 percent.

#### *Evidence cited*

- School Strategic Plan 2013–2017
- School Action Plans 2013–2017
- School Board Reports 2013–2016
- NAPLAN data 2013–2016
- PIPS data 2013–2016
- School Satisfaction Survey data 2013–2016
- My School website.

## Section C: School improvement planning and implementation

### Priority areas

The original Strategic Plan 2013–17 listed several priorities as its focus. These priorities were to:

1. maintain high standards of student achievement and progress
2. provide preschool education of a national quality
3. maintain a supportive and connected school community.

In 2015, the strategic plan was amended after broad community input. The original priorities were then updated. These three new priorities were to:

1. maintain high standards of student achievement and progress
2. provide an education service for preschool students of a national quality standard
3. maintain a supportive and connected school community.

The amended strategic plan provided clear targets. The key improvement strategies relating to each priority described actions and performance indicators.

#### *PRIORITY 1: Maintain high standards of student achievement and progress*

The targets set to be achieved by the end of 2016 were designed to:

- increase the proportion of students achieving expected growth or better by 5 percentage points or greater in PIPS reading from 85 percent in 2015 to 90 percent in 2016
- increase the proportion of students achieving expected growth or better by 5 percentage points or greater in PIPS numeracy from 85 percent in 2015 to 90 percent in 2016
- maintain or increase the proportion of students who reach PM (Progress with Meaning) or Fountas and Pinnell benchmark level by end of semester 2, 2016
- increase the proportion of within school match students making equal or expected growth in NAPLAN test domains by 2 percentage points from the 2015 data
- achieve the NAPLAN mean score target set by the Education Directorate for year 3 and 5 in reading and maths.

*PRIORITY 2: Provide an education service for preschool students of a national quality standard*

The targets by the end of 2016 were set to:

- have 100 percent of all quality areas meeting or exceeding the National Quality Standard (NQS) when externally assessed
- increase the percentage of preschool parents who were satisfied with their child's education at the school, from 79 percent in 2015.

*PRIORITY 3: Maintain a supportive and connected school community*

The targets by the end of 2016 were set to:

- increase the proportion of parents who feel that the school takes parents' opinions seriously from 76 percent in 2015 to 81 percent in 2016
- increase the percentage of parents who indicated they were satisfied or highly satisfied with the education provided by the school from 93 percent in 2015 to 95 percent in 2016
- increase the percentage of parents who agree that community partnerships are valued and maintained from 74 percent in 2015 to 80 percent in 2016.

## Achievements

### PRIORITY 1

*Key Improvement Strategy 1: Develop whole-school approaches to literacy*

In 2015, a draft literacy scope and sequence document was developed using evidence-based and reflective practices including First Steps. In 2016, this work was continued with detailed scope and sequence documents developed for each year level in reading, writing and spelling. All staff engaged in professional learning to enhance their knowledge, skills and confidence in teaching reading, writing and spelling. Internal survey data indicated that 90 percent of staff felt that the professional learning undertaken had made them more confident in teaching literacy.

*Key Improvement Strategy 2: Develop an expert teaching team*

In 2015, a staff expertise register was compiled and used to inform the coaching and mentoring model within the school. An open-door approach was adopted and shared protocols developed for classroom visits and formal feedback. During 2015, 90 percent of teachers engaged in at least three classroom visits and follow-up discussion with colleagues.

In 2016, 100 percent of teachers engaged in at least two classrooms visits and follow-up discussions. Six teachers also engaged in visits to other schools to observe classroom practice.

In 2017, teaching and learning teams were established with the purpose of discussing student progress, curriculum design and curriculum delivery. Each team is supported by a school leader.

### *Key Improvement Strategy 3: Strengthening quality learning practices*

In 2015, the allocation of shared release from face-to-face teaching time was provided to teachers across the school to enable collaborative planning. This aligned with the school's priority to deliver consistent curriculum planning, design and delivery. Shared planning, assessment and moderation have now become a norm at Kaleen Primary School.

Targeted, needs-based professional learning was offered throughout 2016 with a priority to improve alignment of whole-school practices including formative and summative assessment practices.

### *Key Improvement Strategy 4: A culture of analysis and discussion of data*

A series of professional learning sessions, presented in 2015 by Dr Tony Shaddock from the University of Canberra, provided opportunities for teachers to enhance their skills and understanding in using data to improve student outcomes.

Junior and senior data rooms were established in 2016 for regular use by teachers as they accessed data for planning purposes. Teachers provide updated evidence of learning each term for the areas of reading, writing, spelling and numeracy. This process has been overseen by each school leader. Feedback from staff indicates a strong culture of data use for the improvement of teaching and learning.

### *Key Improvement Strategy 5: Close the gap for Aboriginal/Torres Strait Islander students—Literacy*

A targeted reading program was introduced in 2015 for all students identified as below benchmark in the Aboriginal or Torres Strait Islander cohort as well as other senior students. Growth in reading was evident for all students. The assessment information from this targeted program was triangulated with NAPLAN and other school-based data and indicated that some student's achievement remained below benchmark. This was attributed to low self-confidence. A case management approach has been introduced to continually monitor student progress.

## PRIORITY 2

### *Key Improvement Strategy 1: Improve educational programs and practices by ensuring documentation about children's programs are accessible and available to all families*

In 2015, the Kaleen Family Handbook was updated and a parent hub trialled as a tool for families to access information about children's day-to-day learning. This hub was further enhanced in 2016 and provided families with information on daily programs as well as reflections on their child's learning.

### *Key Improvement Strategy 2: Improve preschool educational programs and practices through improvement in assessment and reflective practices on individual children's learning and development*

During 2015 and 2016, the preschool report template was updated to be more reflective of the child-centred pedagogy used within the preschool program. Individual portfolios were

included as part of the reporting process, with inclusion of children's input and voice, parent voice and reflections. These changes to reporting resulted in an increase in satisfaction data within the parent population with growth from 80 percent in 2015 to 89 percent in 2016.

*Key Improvement Strategy 3: Improve the preschool's physical learning environment to support inclusivity, promote competence, independent exploration and learning through play*

Significant financial resourcing was allocated to the improvement of indoor and outdoor environments within the preschool. This involved a co-contribution model totalling \$44,000 in partnership with the Education Directorate. Over 2015–2016, enhancements included a digging pit, mud kitchen, music station, weighing station, raised stage, artificial grass area, garden beds, bird feeders and storage areas. Staff and parents collaborated to design the new spaces for children's learning and development.

*Key Improvement Strategy 4: Families have opportunities to be involved in the preschool and contribute to decision making*

During 2015–2016, parents had opportunities to be engaged in feedback sessions and contributed to the development of the new Quality Improvement Plan. This involved discussion at a meet and greet, feedback on sticky notes and a feedback form on the new reporting format.

### PRIORITY 3

*Key Improvement Strategy 1: Deliver a strong safety and wellbeing curriculum*

The KidsMatter Primary Resource, Component 2: Social and Emotional Learning, remained a focus for the school in 2015. The social and emotional learning program, Bounce Back, was implemented in years K–6. In 2016, staff moved through a series of professional learning sessions on implementing Positive Behaviour for Learning as the next step in their journey of implementing a whole-school social and emotional learning program. School Satisfaction Survey data indicated that 90 percent of students in years 5 and 6 feel safe at school.

*Key Improvement Strategy 2: Enhance the partnerships with parents and carers and find further ways to engage the community*

In 2015 and 2016, a variety of parent information sessions were offered. These sessions covered reading, information and communication technology (ICT), numeracy, social and emotional learning, an introduction to the personal development program, nutrition, reporting, transitioning to kindergarten and transitioning from year 6 to year 7. Other parental engagement opportunities included a parent helper breakfast, Mother's and Father's Day stalls, market day, working bees, fundraisers and a very successful school fete.

Data was collected on volunteering hours and activities within the school as well as the number of parents attending school-based events. Data indicated an increase in parental participation in school events as well as an increase in volunteer hours across a range of activities.

### *Key Improvement Strategy 3: Strengthen and improve transitions*

In 2015, transition processes were formalised and documented for entering preschool, the transition from preschool to kindergarten and from year 6 to year 7. Transitioning into preschool included three sessions of a paint and play program in the term prior to commencing preschool as well as parent–teacher getting to know you interviews. During these visits, preschool children visited kindergarten for their transition program to become familiar with the staff, environments and routines in kindergarten.

The year 6 to 7 transition offered information sessions about local high schools at the school and personal invitations for a tour with the principal at the local high school. Kaleen High School noted a 30 percent increase in year 7 enrolments in 2016.

### *Key Improvement Strategy 4: Identify and engage with potential community partners based on their capacity to contribute to improved student achievement and/or wellbeing*

Throughout 2015–2016, many partnerships were established to enhance the learning programs offered to students at Kaleen Primary School. These included:

- teacher exchange programs
- enrichment programs (e.g. Australian Mathematics Trust)
- arts programs
- extension learning opportunities in literacy and science
- music enrichment program (e.g. drumming)
- Kaleen Men’s Shed (building furniture for the preschool)
- after-school robotics clubs through Systemic Innovations
- after-school literacy and ICT extension programs
- Science, Technology, Engineering and Maths (STEM) night, including involvement in the Australian National University engineering games
- in-school enrichment programs (e.g. Questacon, Planetarium and partnerships with CSIRO scientist/s)
- student wellbeing enrichment (e.g. ANU Psychology partnership, Danielle Miller-Enlighten Education, Boys to Men and Franco – Kulture Break, Fresh Tastes (ACT Health), author visits, Commonwealth Bank financial literacy sessions and St Johns First Aid for students).

## Reflections

### PRIORITY 1

#### *Achievements against targets*

- The number of students achieving expected growth in PIPS reading in 2016 was 81 percent compared to 85 percent in 2015. This was 9 percent under the target.
- The number of students achieving expected growth in PIPS mathematics in 2016 was 78 percent compared to 95 percent in 2015. This was 12 percent under the target.
- The following number of students maintained or increased the PM or Fountas and Pinnell benchmark level percentage by end of semester 2, 2016:
  - Year 1: 78% of students
  - Year 2: 86% of students
  - Year 3: 83% of students
  - Year 4: 84% of students
  - Year 5: 81% of students
  - Year 6: 91% of students.
- The target to increase the proportion of within school match students making equal or expected growth in NAPLAN test domains by 2 percentage points from 2015 to 2016 was not met. In grammar and punctuation, a 0.48 percent growth was noted. In reading, spelling and numeracy decreases of -22.06 percent, -4.28 percent and -4.11 percent were noted.
- The year 3 cohort did not achieve the NAPLAN mean score target set by the Education Directorate in 2016. An analysis of 2016 NAPLAN results highlighted that our year 3 cohort did not achieve expected levels of growth. This drop was a result of this student cohort not establishing core/foundation literacy and numeracy knowledge and understandings. Programs and practices were assessed and renewed resulting in significant staff restructure to ensure early childhood approaches were practiced with a focus on improvement and growth.
- The year 5 cohort achieved the NAPLAN mean score target set by the Education Directorate in 2016.

#### *Evidence cited*

- PIPS data
- NAPLAN data
- reading level data
- staff expertise register
- English scope and sequence documents
- case management schedule and records
- MultiLit (Making Up Lost Time In Literacy) timetable
- professional learning schedules
- junior and senior data rooms.

## PRIORITY 2

### *Achievements against targets*

- The target of 100 percent of all quality areas meeting or exceeding in the National Quality Standard when externally assessed was achieved with three quality areas assessed as 'meeting' and four quality areas assessed as 'exceeding' national standards.
- A small number of parents responded to the question about satisfaction with the preschool program. Of these parents, 100 percent were satisfied with the preschool program.

### *Evidence cited*

- Kaleen Family Handbook
- preschool statement of learning (report)
- Quality Improvement Plan
- School Satisfaction Survey data
- preschool information board.

## PRIORITY 3

### *Achievements against targets*

- The number of parents who indicated in the School Satisfaction Survey that the school takes parents options seriously increased from 76 percent in 2015 to 85 percent in 2016, exceeding the target of 81 percent.
- School Satisfaction Survey data indicated a decrease in the percentage of parents who were satisfied or highly satisfied with the education provided by the school from 93 percent in 2015 to 89 percent in 2016.
- The number of parents who indicated in the School Satisfaction Survey that community partnerships were valued and maintained increased from 74 percent in 2015 to 83 percent in 2016, exceeding the target of 80 percent.

### *Evidence cited*

- 2015 and 2016 Annual School Board Reports
- School Satisfaction Survey data
- parent information session notes
- community partnership information.

## Section D: National tools self-evaluation results

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### National School Improvement Tool (NSIT)

#### *DOMAIN 1: An explicit improvement agenda*

- *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.*
- *Expectations for significant school improvement are low and staff tend to ‘explain’ current achievement levels in terms of students’ socioeconomic backgrounds and/or geographical location. There is little evidence that the staff of the school have a shared commitment to improving outcomes for every student, and this appears to be contributing to a culture of underperformance. There is little evidence that the school is looking to external sources to identify evidence-based strategies for improvement.*

#### **Comments and findings**

- The strategic plan 2013–17 was amended in 2015 with updated priorities and key improvement strategies.
- A new vision statement has been developed in the last two years with the staff, students and community and is a documented driver for school improvement. School values have also been updated.
- There is a shared understanding of the strategic priorities in the school, however, the review team did not generally hear the vision or school-level targets talked about in discussions.
- The school has short-term targets generated by school-level data and longer-term targets generated by the system.
- The staff, students and parents are regularly involved in the planning processes as evidenced by newsletters, staff meeting minutes and meetings with student representatives.
- Staff tell stories about student success, particularly in English and mathematics.
- Professional development is linked to school priorities.

#### *DOMAIN 2: Analysis and discussion of data*

- *The principal and other school leaders clearly articulate their belief that reliable data on student outcomes are crucial to the school's improvement agenda.*
- *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.*
- *There is a documented school plan and timetable for the annual collection of data on student achievement and wellbeing.*
- *One or more members of staff have been assigned responsibility for implementing the annual plan, analysing the full range of school data, and summarising, displaying and communicating student outcome data for the school.*
- *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 plan is in place, including an assessment schedule.
- School leaders and other staff share responsibility for overseeing data collection and analysis.
- Junior and senior school data walls are in place to show data for each student in reading, writing and numeracy. Shared planning time is allocated to teams to analyse this data to inform teaching and learning.
- Regular staff meetings and executive team meetings are scheduled to analyse data.
- School Satisfaction Surveys were conducted and targets were established in some areas.
- The school is waiting for the new school administrative system to be released to better facilitate data collection and analysis.
- School committees are responsible for collecting and analysing data pertinent to their area and take responsibility for sharing this with other staff.

### **DOMAIN 3: A culture that promotes learning**

- *The 'tone' of the school reflects a school-wide commitment to purposeful, successful learning. There are very few obvious behavioural, attendance or engagement problems and behaviour management takes up very little, if any, time of school leaders and classroom teachers.*
- *There is a strong focus on quality learning and on the creation of a culture in which all students are expected to learn successfully, in their own ways and at their own pace. Individual talents are valued. Class 'busy work' is kept to a minimum, and an attempt is made to ensure that all students are engaged in challenging, meaningful learning.*
- *Respectful and caring relationships are reflected in the ways in which staff, students and parents interact and in the language they use in both formal and informal settings.*
- *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**

- Reflection Room records and other behavioural data are regularly analysed by all staff.
- Positive Behaviour for Learning was introduced to the school in late 2016 and the review team, through their conversation with students, found all staff have started its implementation. Other elements remain in the planning phase.
- Classroom environments are child centred with work displayed with clear learning intentions/success criteria. There a strong focus on learning.
- The school has made purposeful upgrades to outdoor learning spaces
- Respectful and caring relationships are displayed between stakeholders
- Regular workshops are being held to engage parents in education.
- Teachers report a strong collegial culture.
- School behavioural data has demonstrated a reduction in negative behaviours.
- Report Cards demonstrate both a summary of current progress and a path to improvement.

### **DOMAIN 4: Targeted use of school resources**

- *School records of individual student needs, achievements and progress are maintained centrally and shared across year levels.*
- *The principal and other school leaders have introduced programs and strategies to identify and address the needs of students in the school and are sourcing and applying available resources to meet those needs.*
- *The school has developed processes (e.g. systematic testing and assessment) for identifying student learning needs.*
- *Programs to meet individual learning needs (e.g. programs for gifted students, students with learning difficulties, students for whom English is a second language, Indigenous students, refugees) are prioritised, where possible, in the school budget.*
- *Physical spaces and technology are used effectively to maximise student learning. Learning spaces are organised for whole group work, small group work and individual work.*

### **Comments and findings**

- There is alignment between strategic priorities, professional learning, resource purchasing and targeted support.
- An additional school leader was employed in 2017 to enable a targeted support program for students in reading and mathematics.
- The school is adjusting from a move away from segregated Gifted and Talented classes to meeting the needs of all students within every class.
- Several staff members report that they would like more support for EAL/D students.
- A case management approach has been established in late 2016 to help meet the

academic and social needs of students.

- An Integrated Play Program has been implemented to support the social and emotional development of targeted students.
- The MultiLit program has been established to advance Indigenous students literacy and support students below benchmark in reading.
- Staff are generally satisfied with the level of ICT resources available to them given financial restraints.

#### *DOMAIN 5: An expert teaching team*

- *There is evidence that the principal and other school leaders see the development of staff into an expert and coherent school-wide teaching team as central to improving outcomes for all students.*
- *There is a documented professional learning.*
- *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.*
- *Teachers are open to constructive feedback and provide feedback to colleagues, although there may not be formal mentoring or coaching arrangements in place.*

#### **Comments and findings**

- A staff expertise register has been developed. Professional learning is facilitated by a range of staff members based on areas of strength. Outside resources are used as necessary.
- Staff have been recruited to meet particular needs within the school (e.g. teachers with early childhood and gifted and talented qualifications).
- There is not a dedicated plan for professional learning but the essential planning elements are located in the 2016 and 2017 Annual Action Plans.
- A Teacher Performance and Development Plan has been implemented across the school this plan includes discussions, observation and reflection about practice.
- Teachers are on at least one committee and take a leadership role in that area.
- Teaching learning teams have been established for the analysis of writing, reading, spelling and numeracy and their impact is evident in providing a vehicle for professional dialogue on student growth, collegial discussion and teaching practice.
- Coaching and mentoring is emerging in the school and is a natural extension to the formation of teams and the work of committees.

#### *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 whole of school English and Mathematics scope and sequence documents are available for all teams to use. Work on other Key Learning Areas (KLAs) is in progress.
- A Digital Technology scope and sequence document has been established and in implementation. Digital technology is seen as enabling the general curriculum and is not an add-on nor separate KLA.
- The general capability of Critical and Creative thinking is not explicitly planned across the school.
- Classroom timetables include an appropriate time allocation for all KLAs. Teachers reported a need for a common language, sequencing and strategies in Critical and Creative Thinking to inform their teaching practice.
- The school curriculum is generally consistent with the Australian Curriculum but lacks detailed clarity to show vertical progression up the school and horizontal consistency of units, termly plans and agreed assessment standards across a year level.

### **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. Students' workbooks also illustrate differentiated tasks and feedback.*
- *Reports to parents show progress over time and include suggestions for ways in which parents can support their children's learning.*

### **Comments and findings**

- Staff allocations are made for targeted support for students during literacy and numeracy lessons.
- There is a range of grouping strategies for instruction, including conferencing, small

- groups within a class, year level streaming and small group withdrawal.
- Teachers are encouraged and strive to cater for individual differences in their classes. The strategies vary from class to class.
- Teachers report that they know their students and plan accordingly.
- Reporting to parents was enhanced in 2017, providing parents with an opportunity for early intervention. This was widely appreciated by parents.
- Individual Learning Plans (ILP) and Personalised Learning Plans (PLP) are in place as needed and are regularly reviewed.
- Harmony Day is celebrated; however, the review team was not able to verify many other ways in which cultural differences were celebrated.

#### *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 improving, 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 or be 'hands on' in driving improved teaching practices.*
- *There is a particular focus on improved teaching methods in reading, writing, 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 uses evidenced-based research in pedagogical practice.
- Teachers are committed to professional learning to enhance outcomes for students.
- Teachers feel they are exposed to appropriate pedagogical support from colleagues, both from within the school and outside of the school, to meet their needs.
- There are common approaches to reading, writing, spelling, numeracy and science throughout the school.
- There is a shared focus on learning intentions and success criteria. These practices are applied differently across the school.
- The use of rubrics is emerging in the school.
- Inquiry units are one way that the school has begun implementation of curriculum integration.
- Learning goals are established for all students at all levels.
- Both summative and formative feedback is regularly given to students.

#### *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**

- The school has a significant number of partnerships.
- The review team heard evidence of the success of many of the partnerships although not always described in terms of student outcomes or formalised in an agreement.
- The Kaleen Family Handbook was updated as part of quality assessment process in preschool.
- The school has a focus on developing the parent partnership in education.
- Parents report that the Skoolbag app is effective.
- The school has a strategic focus on maintaining a supportive and connected school community.
- The Parents and Citizens (P&C) Committee reported a renewed positive connection with the school.

## National Safe Schools Framework: School Audit Tool

In 2017 the School Board, leadership team and staff teams discussed the nine elements of the National Safe Schools Framework and mapped where they saw current practice at Kaleen Primary School using the Safe Schools audit tool. Overall the audit tool results indicated the following:

### 1. *Leadership commitment to a safe school*

- All statements rated as mostly or definitely true.

### 2. *A supportive and connected school culture*

- Most statements rated as mostly or definitely true.
- A future focus may include addressing 'the needs of specific groups (e.g. Aboriginal or Torres Strait Islander or refugee and immigrant communities, people with a disability) in the school community, which was rated as partially true.

### 3. *Policies and procedures*

- All statements rated as mostly or definitely true.

### 4. *Professional learning*

- Professional learning opportunities are provided for staff and leadership to address gaps in knowledge and skills, which was rated as mostly true.
- A future focus may include a focus on ensuring 'information is available about the knowledge and skills of staff on student safety and wellbeing, and non-teaching and casual/specialist/visiting staff are included in relevant professional learning opportunities', which were both rated as partially true.

### 5. *Positive behaviour management*

- All statements were rated as definitely true.

### 6. *Engagement, skills development and safe school curriculum*

- All statements were rated as mostly or definitely true.

### 7. *A focus on student wellbeing and student ownership*

- All statements were rated as mostly true.

### 8. *Early intervention and targeted support*

- All statements were rated as mostly true.

### 9. *Partnerships with families and community*

- All statements were rated as mostly or definitely true.

## Section E: Affirmations, commendations and recommendations

### Affirmations

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

1. Efforts by all staff in the areas of reading and writing, in particular, are having a positive impact on student outcomes and has the potential for improvement in the future.
2. Whole-school commitment and planning about learning with and through digital technologies, is a major step forward in identifying and enacting appropriate and timely use of ICT, to value add learning in all Key Learning Areas.
3. Parents and families feel valued as integral members of the school community and partners in the education process.
4. Staff are highly committed to implementing quality classroom practices to ensure every child is engaged, challenged and learning successfully.
5. Students feel a sense of pride in their school and an ability to make a difference in how the school operates.

### Commendations

Kaleen Primary school is commended for the following.

1. Teachers are using relevant data and evidence to understand where students are in their learning and identify highly effective strategies for teaching and learning.
2. Staff are to be commended on the support given to each other in all aspects of school operations. A high priority is given to building and maintaining positive, caring and respectful relationships in a period of significant change.
3. Strong evidence exists that leadership groups across the school are driving various aspects of the school's improvement agenda.
4. Teachers and other support staff have a high commitment to improving professional practice.
5. Staff are to be commended on building quality early childhood practices including the achievement of meeting or exceeding the National Quality Standard in a recent assessment.

### Recommendations

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

1. In the development of the new strategic plan for 2018–2022, it is recommended that consideration be given to embedding the school vision and strengthening the alignment of targets and timelines.
2. Strengthen the Pedagogical Framework so that clear and consistent guidelines are in place for how teaching and learning occurs at this school.

## Section F: Record of school review process

The following people were members of the External Review Panel for Kaleen Primary School conducted on 18–21 July 2017.

**Name:** Ron Bamford External Review Panel – Chair

**Name:** Liz Wallace External Review Panel – Principal Member  
Fadden 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:** 26/07/2017

I, Laurie Campbell, as Principal of Kaleen Primary School accept this Review Report on behalf of the school community.

**Signature:** 

**Date:** 26/07/2017