



**ACT**  
Government  
Education

# **Telopea Park School**

Report of Review, 2022

This page left intentionally blank.

## Publication and independent Review Team details

---

Date of School Review: 17, 18, 19, 20 and 21 October 2022

Principal of Review School: Jason Holmes

*National School Improvement Tool Review Report* prepared by:

- Lead Reviewer: Diane Pekin, *ACER Senior School Improvement Consultant*
- ACT Review Team members:
  1. Wayne Prowse, *ACT Education Directorate, Co-reviewer*
  2. Gai Beecher, *ACT Education Directorate, Co-reviewer*
  3. Chris Jones, *Principal of Miles Franklin Primary School*

Report Date: 22 October 2022

***Report of Review, 2022*** prepared by:

ACT Government Education Directorate  
Education Services Division, School Improvement Branch

Report Date: 1 November 2022

## Overview of the School Review process

---

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.

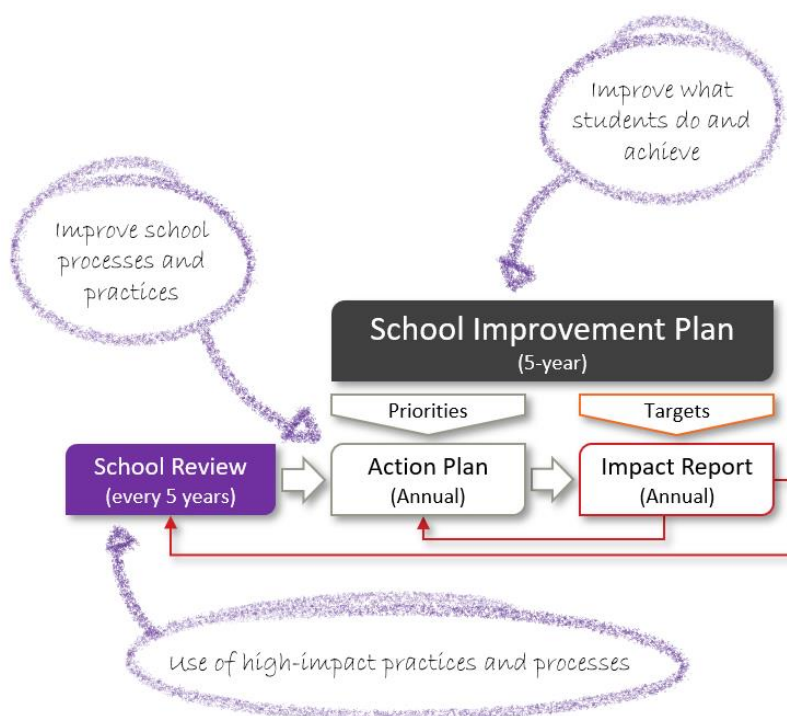
Following Review, the school receives a planning report, which is used as an internal working document, outlining key findings and recommended strategies for continued school improvement. The Education Directorate uses this planning report as a basis for the final *Report of Review* provided to school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

### 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

---

### 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

- Telopea Park School / Lycée Franco-Australien de Canberra is a unique bi-national Kindergarten to Year 10 co-educational government school. As a French-Australian school, it operates under the terms of an agreement between the governments of Australia and the Republic of France.
- The school's executive leaders developed a 2018-2021 school improvement plan (SIP) which includes its vision, mission, beliefs and values, available on the website in English and French. It was shared with the Board and staff and referenced within leaders' roles and responsibilities. Key improvement strategies were expressed across the three broad priority areas: maximise growth in learning for all students; develop a culture of inquiry; and strengthen communication and collaboration.
- The school's French proviseure and director of pedagogy have developed their three-year strategic plan following data analysis, consultation and feedback. This plan has been shared with the Board. French leaders and teachers are working to operationalise goals in the plan directly tied to improvements for French language and curriculum outcomes.
- School leaders have continued their focus on the SIP priorities during 2022. There is an expectation that leaders use the plan with their faculties and teams to guide the implementation of Positive Behaviour for Learning (PBL), writing across the school and the use of data.
- Outcome targets are expressed as percentage improvements in NAPLAN, Progressive Achievement Tests (PAT)<sup>1</sup> and wellbeing survey outcomes for the school and cohort groups. Baseline data are evident in measuring progress. Annual impact reports are aligned to the SIP. Leaders have limited understanding of the school's progress against targets as expressed in these reports. The 2021 impact report is yet to be shared with the Board, leaders and staff.
- Trends in the school's perception data are known by parents who genuinely wish to help Telopea Park and see change, especially in streamlining communications. This is an area the school is aware of and has made some progress towards.
- The principal expresses his intention in the development of the next strategic plan to collaborate widely and share the improvement strategies and targets with parents and students. The school has worked towards building the data literacy skills of leaders and teachers, enabling the use of data to inform teaching. Many teachers report that PBL and differentiation are the 2022 focus areas.

---

<sup>1</sup> PAT is an integrated approach to improving learning by measuring a student's knowledge, skills and understanding in a subject. For example: PAT-M – mathematics, PAT-R – reading, PAT-S – science.

- Telopea Park is recognised by the wider community as a high-achieving school offering academic challenge to students through its K-6 bilingual French and Australian curricula, the study of French curriculum to Year 9 Brevet examination level and the International Baccalaureate Middle Years Program (IB MYP). Students study a range of French subjects to Year 12 at Narrabundah College.
- Primary French and English teachers are predominantly positive about the bilingual program and Secondary teachers mainly report that the rigour of the Australian curriculum with the MYP framework content and assessment regime is providing academic challenge for the majority of their highly aspirational students.
- The 2017 bi-national review report is available on the school's website.

## NSIT Domain 2: Analysis and discussion of data

---

### 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

- Leaders have used school-based and external data to inform decisions about student programs and supports.
- The school is beginning to utilise data and evidence for planning and decision making through the annual collection of data.
- Team and faculty data collection includes NAPLAN, PAT Reading and Maths (PAT-R, PAT-M), French National Evaluation, Otis-Lennon School Ability Test, Cognitive Abilities Test and BASE,<sup>2</sup> as well as semester grade, survey and attendance data. These data sets are housed in a range of places, and access can be problematic.
- The evaluation of French language skills and the French curriculum is systematic.
- Teachers are developing expertise in data collection and analysis, through professional learning (school-based and the engagement of a consultant). Year 7-10 staff are in the early stage of developing and using class placemats.<sup>3</sup>
- Some teachers report academic data are collected and triangulated. They reference NAPLAN, PAT and semester grades.
- A consistent approach to the collection, collation and use of whole-school student academic, attendance and wellbeing data is yet to be embedded.
- The annual school satisfaction survey is used to monitor staff, student and parent perceptions, as well as to track learning, teaching and wellbeing trends. This has been shared with staff. An action plan to respond to staff wellbeing is yet to be developed.
- The Secondary data team of three teachers, established in Term 1, maintains and manages student academic data and is developing a professional learning approach for the school in its analysis and use.
- The cultural integrity team, represented by faculties and teams, collates and tracks Aboriginal and Torres Strait Islander student academic, attendance and wellbeing data with the intention of further developing interventions and supports.
- Executive leaders, student services and welfare teams collate data to inform interventions and support for learners with complex needs (tiers 2 and 3).
- Transition data from local Primary schools to Year 7 are collected to identify and place

---

<sup>2</sup> BASE **captures baseline data at the beginning of the year**, supplies data on the expected and actual progress of a student at the end of the year, and provides the classroom teacher with concrete evidence on the spread of abilities within a class.

<sup>3</sup> A **class placemat** summarises key class data for the teacher's review.

students in targeted extension or support classes.

- Staff input data to the student administration system (SAS). This information is used by year coordinators who monitor student behaviour, attendance, performance and wellbeing.
- Some unit evaluations are conducted by year 7-10 teachers to inform future curriculum delivery.



## NSIT Domain 3: A culture that promotes learning

---

### 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

- Telopea Park's vision statement commits the school to excellence in education and in all fields of endeavour by challenging students to develop the skills and personal qualities needed to live successfully in a complex world. The school aims to value and celebrate linguistic and cultural diversity, with students achieving their personal best through a broad range of educational experiences.
- This vision is accompanied by underpinning values of respect, fairness, cooperation and honesty. These values are communicated to students and staff through written and verbal messaging, along with visuals in some areas of the school. Some students convey awareness of these values and the implications for their learning.
- The SIP reflects these expectations through inclusion of priorities to maximise growth for learning for all students and to strengthen communication and collaboration across the school.
- Staff survey data over time has indicated some challenges to staff morale. A wide variety of responses has been received to questions about professional relationships and morale. Some staff report deep levels of dissatisfaction about transparency of decision making, communication, having a voice and contributing expertise. The most positive reports of collegial practice relate to working relationships within learning teams.
- Interviewed students mostly describe teachers as caring about their learning, with the additional message that strong relationships between students and staff vary considerably. Many students convey their appreciation that their wellbeing is an important focus for the school. Similarly, students embrace the cultural diversity within the school as important for their social interaction and learning. The school has an international character, with more than 70 nationalities represented.
- Some interviewed parents report a lack of clarity and timely response following contact with the school and teachers. They would welcome expanded opportunities and time to discuss their child's learning.
- A PBL flowchart has been developed and shared with staff. Implementation of the two areas which define processes for class and non-class incidents is planned. Further development of attendance and behaviour expectations is expected to flow from this recently commenced PBL work.
- The school has a documented years 7-10 inclusion policy.
- Most teachers, students and parents convey general satisfaction with the school's behavioural tone. Some students and teachers convey concern about a lack of

transparency and consistency about responses and consequences for inappropriate behaviour, while some entrenched staff habits appear to contradict current leadership expectations and procedures.

- The student representative council meets regularly, reports to the executive and shares information at assemblies. The council would welcome greater consideration of suggestions.

## NSIT Domain 4: Targeted use of school resources

---

### 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

- Telopea Park School has processes in place to identify student needs and prioritise human and physical resources to support learners and teaching. The school uses its budget to prioritise initiatives for improved access and outcomes for groups of students.
- Over the life of the plan, the school has provided a range of approaches to support access and engagement, including the establishment of: cultural integrity approaches; the Bonus class to support French curriculum in the primary school; MiniLit;<sup>4</sup> year 7-10 literacy and numeracy intervention classes; the Waratah Program to support curriculum access for identified students; and initial steps to introduce PBL.
- Executive staff provide expertise and guidance to teachers to support them in identifying and differentiating individual needs. Diagnostic and psychometric assessments are used to identify and monitor student participation.
- Individual learning plans and safety plans are established for students with identified learning, access and/or wellbeing needs. Learning support assistants are allocated flexibly from K-10. The school supplements ACT Education Directorate funding for identified students.
- The school's intention to create a greater whole-of-school ethos is recognised in the recent restructure of leadership roles to bring clarity and focus.
- The K-6 teachers co-teach across the French and English language program. Additionally, English teachers provide class release to enable team teaching.
- A range of roles is resourced from years 7-10 to support student engagement and wellbeing, including three school leader Cs, year coordinators, a school psychologist (0.8 FTE), careers teacher, student support officer and drug and alcohol counselling service.
- The school's library has been developed to incorporate information and communications technology (ICT) facilities, audio-visual access, repair and maintenance of Chromebooks, first-aid facilities, and a separate K-6 library. Some staff report a lack of ICT resources for student learning.
- Most teachers report that their classrooms are well resourced for learning materials.
- Few learning spaces have the capacity to provide for whole and small-group learning due to increasing enrolment impacting class size and building limitations.
- The *Teacher Handbook for Student Management and Support* (in English and French)

---

<sup>4</sup> MiniLit is an **evidence-based, explicit and effective literacy intervention program for teaching reading skills to children**. MiniLit stands for "Meeting Initial Needs in Literacy".

provides easy access for teachers through direct links for referral procedures, resources and to the personal and social school website.

- A clearly articulated budget process is in place, providing opportunity for staff input through executive leaders.

## NSIT Domain 5: An expert teaching team

---

### 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

- A cohort of about 45 French teachers working at Telopea Park School and Narrabundah College meet regularly with their French proviseur and director of pedagogy who have oversight of the teaching and learning of the French National Curriculum. These leaders share responsibility with Telopea Park leaders for the orientation and induction of new French teachers to an ACT public school and to the Australian Curriculum.
- The Telopea Park School meeting schedule outlines the expected content for two weekly meetings for K-6 and years 7-10. Opportunities for professional learning at these meetings align to priority strategies where possible. Face-to-face meetings have only resumed recently (due to pandemic pressures). Team and faculty meetings are the mechanism for sharing the executive meeting minutes, resources and logistical arrangements, and more recently for the discussion of some cohort placemat data sets. The years 7-10 French stream teachers attend these meetings if on site at those times.
- Some French teachers find the logistics of working across Telopea Park School and Narrabundah College challenging.
- Teachers in the English streams reflect positively on the opportunities they had prior to the pandemic for shared practice in professional learning teams – learning with and from each other through observation and feedback. Assessment-driven discussions in K-6 are reported to have been a feature of those past meetings. There is an appetite for teachers to be involved in more well-designed observation and feedback activities supporting their ongoing professional reflection and improvement in practice.
- Support staff also express the desire for more professional feedback and development.
- An annual professional learning plan that provides coordination and direction to the provision of school-wide professional growth, mentoring and coaching opportunities is yet to be developed.
- Variability is reported by ACT teachers new to the profession and the school in the provision of, and access to, a quality comprehensive induction program and identified mentors.
- Since the pandemic, some teachers report they would appreciate increased emphasis on a more personalised approach to building relationships and developing a sense of belonging.
- Opportunities for teachers to take on leadership roles outside the classroom include participation in personal projects, lunchtime clubs, committee leadership, project-based learning, sports, arts and enrichment co-curricular activities.

- K-6 bilingual stream teachers learn with and from each other, sharing responsibility for learners through the harmonised delivery of French and Australian curricula.
- Teacher professional development plans (TPDP) is a requirement for every staff member. They are monitored and supported by the principal, school leader Cs and deputy principals who meet with all teachers three times a year. TPDP goals are aligned to strategic plan priorities.
- Primary and Secondary teacher handbooks outline school procedures.
- Unsatisfactory performance is managed according to ACT Directorate of Education guidelines. For teachers of French, similar arrangements are in place.

## NSIT Domain 6: Systematic curriculum delivery

---

### 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

- Telopea Park School operates with three streams: a K-6 bilingual stream; an English-French stream in years 7-10, leading to the French Baccalaureate; and a comprehensive years 7-10 English stream. All Secondary students in the years 7-10 English stream undertake the MYP.
- K-6 students study harmonised French/Australian curricula, receiving instruction in different proportions according to year levels.
- In years 7-10, the bilingual program continues, with a separate French stream providing instruction for the Brevet examinations in Year 9. Students study four subjects in French and three in English. French teachers also teach at Narrabundah College where many of the English for foreign students (EFS) continue their bilingual education through to Year 12.
- The year 7-10 English stream provides an educational program meeting the requirements of ACT comprehensive Secondary education. A wide range of electives is offered. All students are also expected to study at least one other foreign language, of which seven are offered. All students are eligible to attain an ACT School Certificate in Year 10.
- While strengths in the documented plans for each team are evident, most staff are unclear of the vertical development of the curriculum over years of schooling.
- Most parents report they would welcome more information in relation to the continuum of learning across subjects and the progress of their child's learning.
- There is a strong focus on the MYP approaches to learning in years 7-10.
- Some enrichment activities have intentional curriculum links and provide service learning and outreach opportunities. Teachers also offer activities based on their areas of interest.
- The MYP Personal Projects are an opportunity for students to extend their understandings in an area of their choice. Time is allocated for the support of this program.
- It is clearly evident the school has comprehensively mapped the one to seven MYP grade descriptors and scores to convert to the ACT Education Directorate A-E<sup>5</sup> grade requirements.
- There is variability between faculties and teams on how curriculum planning supports

---

<sup>5</sup> The **A to E** grading scale allows teachers report student academic achievements at any point in time using clear standards.

assessment and moderation practices. There is not a clear line of sight by the school executive over the planned and delivered curriculum in the year 7-10 English stream.

- There is strong collaboration between the K-6 teachers to enact opportunities to further harmonise the differences in delivery, philosophy and content between the French and Australian curricula.



## NSIT Domain 7: Differentiated teaching and learning

---

### 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

- Leaders encourage the use of data for differentiation, which has been a school priority for improving student learning outcomes over the life of the SIP. Faculties and teams have taken responsibility for ensuring differentiated practices occur in the classroom. Time has been allocated to teachers for training and reflection on pupil-free days and during staff, faculty and team meetings.
- Professional learning has occurred to increase teacher capability and confidence to make specific curriculum and assessment adjustments to meet the needs of identified students. Individual support has been provided to some French teachers.
- In years 7-10 MYP, rubrics are used to inform learning expectations and assessment and differentiation is evident in planning. Some students report difficulty in understanding the language and direction provided by these rubrics.
- Most interviewed parents convey an appreciation of the broad range of educational, linguistic and co-curricular opportunities provided at Telopea Park. These parents are less positive about the school's efforts to ensure the personal-best performance of every student – particularly those requiring learning adjustment.
- Additional learning support is provided to students through the years 7-10 literacy and numeracy intervention classes, the K-10 Bonus classes and the MiniLit program.
- In 2022, the Waratah Program was introduced for students with additional needs.
- Individual learning plans and adjustment agreements are developed for students requiring additional support in their learning. Differentiated learning and assessment tasks are integral to these plans.
- Sentral houses a range of student performance data, enabling the production of class data placemats.
- There is evidence that faculties and teams are beginning to use systematically collected data to inform learning and teaching. Some teachers are able to demonstrate how they analyse these data to discuss impact of specific interventions on outcomes.
- Most parents value having written comments in student reports. They report difficulty this year in understanding their child's progress and engagement since the change from ManageBac6 and the ACT Education Directorate advice regarding years 7-10 report comment parameters.
- Planning documents demonstrate attempts to identify differentiation in delivery and

---

<sup>6</sup> ManageBac is a curriculum-first learning platform to manage all aspects of teaching, learning and assessment.

assessment of learning.

- Career and vocational education opportunities are offered from Year 9, including work experience and Australian school-based apprenticeships for a small group of students.

## NSIT Domain 8: Effective pedagogical practices

---

### 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

- The school is yet to develop and clearly communicate the expected evidence-based pedagogical strategies to be used, recognising these strategies might differ between stages of learning.
- There is some congruence of expectation and agreed approaches to build effective instructional practices to learning within some teams and faculties.
- 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 are evident within most faculties and teams.
- There is a high expectation that students develop independent learning skills. Students report this would benefit their education journey post-school.
- The current SIP prioritises development of a culture of inquiry including independent learning informed by International Baccalaureate (IB) practice and design principles.
- A consistent school-wide approach to providing feedback on student learning is yet to be articulated. Some teachers are able to provide evidence of a range of feedback approaches. Some students comment that feedback is not always given in a timely manner to progress their learning.
- Learning intentions and success criteria are evident to some students but not in a unified systematic form throughout the school.
- Significant reference to pedagogical expectations during induction is not reported by staff.
- The explicit teaching of skills and content is documented in planning throughout the school.
- Conversations with teachers indicate an openness to observation and feedback on pedagogy. Teachers report further opportunity to engage in a well-scaffolded process to support continuous improvement would be valued.
- Some professional learning to maintain MYP requirements for years 7-10 teachers in the Australian stream is available. Maintaining knowledge of the MYP pedagogical approach has been challenging.

## NSIT Domain 9: School-community partnerships

---

### 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

- Telopea Park School partners with the French Government to deliver the provisions of the French National Curriculum. The partnership is primarily managed between the school and the Agency for French Education Abroad (AEFE) as the lead agency for delivery of the French National Curriculum in accordance with the articles and obligations of the written agreement. The agreement provides for ongoing monitoring and evaluation of outcomes of the partnership, including delivery of programs, financial sustainability and evidence of successful outcomes for students. This partnership is strongly supported through the French Embassy staff and their significant involvement in the school.
- Associated with this foundational partnership with the French Government and AEFE is the authority from Australian Curriculum Assessment and Reporting Authority to deliver a harmonised K-6 curriculum and the French National Curriculum years 7-10, leading to the French Baccalaureate examination at Year 12 for students at Narrabundah College.
- The 2016 memorandum of understanding (MOU) with AEFE connects the school with a network of 540 others across 138 countries – all committed to providing educational services for French families living abroad, as well as promoting the French language, culture and values defining French education. The partnership provides about 45 French teaching staff and executive, along with financial support from the Australian Government.
- An MOU with Alliance Francaise de Canberra sets out arrangements for the provision of university internship recipients from France (trainee teachers) to be located at Telopea Park School. The agreement outlines the purpose, responsibilities and roles of the school and trainees for a 12-month period.
- Another partnership supported with an MOU between the school and Dante Alighieri Society Canberra enables the provision of Italian language teaching assistants to work in the school. The agreement outlines the purpose, responsibilities and roles for the school and trainees.
- The school participates in the L'Astrolabe Project (signed in 2018/2019), which provides opportunities for students in both French and English streams to undertake an interdisciplinary unit together.
- There is evidence of lines of communication with local Primary schools that feed into

Telopea Park, enabling effective transition and flow of student data – particularly for those with identified needs. Similarly, strong relationships with Narrabundah College are an enabler for successful transition.

- Parental involvement through activities such as class reading volunteers, the Telopea Park Parents and Citizens' Association activities, the fete, market day, the Board and alumni build family and school community connections.
- Relationships are nurtured with community wellbeing support agencies such as the Multi-cultural Hub Canberra,<sup>7</sup> Headspace, Menslink which conducts the PRIDE program<sup>8</sup> for year 8 and 9 students, and Ted Noffs' Street University.
- Multiple opportunities exist for students to engage within the wider community through a diverse range of co-curricular programs in the areas of sport and physical education, personal projects, enrichment, the arts and with local business and industry partners which offer work experience, traineeships and pathway opportunities.

---

<sup>7</sup> **Multicultural Hub** Canberra is a leading provider of services to the Canberra community, supporting migrants, refugees and asylum seekers to access the resources they need to thrive.

<sup>8</sup> *PRIDE enhances participants' social and emotional learning by challenging their view of the world and how they fit into it. PRIDE is delivered over eight sessions to small groups, allowing for deeper conversations and greater sharing.*

## Commendations

---

- The Telopea Park School / Lycée Franco-Australien de Canberra is the only one of its kind in Australia providing learning in the unique bi-national Kindergarten to Year 10 co-educational French and Australian national curricula, French Brevet and the French Baccalaureate.
- The construct and ongoing management of the school's partnership to deliver the French National Curriculum provides a unique educational opportunity for students. This partnership results in a bicultural, bi-national and language experience that extends in varying degrees to all staff, students and families in the broader school community.
- Telopea Park is recognised by the wider community as a high-achieving school offering academic challenge to students through their harmonisation of two curricula with the addition of the IB MYP.
- Staff display high levels of passion and commitment to the school.
- Telopea Park School prides itself on the high expectations of student achievement and attainment, as evidenced in outcome data.
- The school's ethos of high expectations and excellence in student achievement is strongly supported by a range of priorities to maximise access to learning and wellbeing for all.
- The provision of a wide range of choice between seven languages supports student pathway options and their ability to pursue areas of interest.
- There are many examples of expert teaching in faculties and learning areas across the school.
- Teachers and staff of small-group programs are able to clearly articulate the pedagogical adjustments made for individual students which enables them to thrive in these settings and across the school.
- Professional collaboration is a significant feature within faculties and teams.
- Students convey an appreciation that their wellbeing is an important focus of the school.
- A high proportion of students and families engages positively with education.

## Affirmations

---

- The school's French proviseur and directors of pedagogy have developed their three-year strategic plan after data analysis, consultation and feedback. This plan has been shared with the Board and is being operationalised with goals directly linked to expressed improvements in French language and curriculum outcomes. There is an intention to align these goals to the school's next strategic plan.
- Support staff and teachers express an appetite for more professional feedback and opportunities to learn with and from each other.
- The school allocates significant resources to the broad range of processes and staff. This enables positive engagement in learning across the school. Resourcing includes: extensive staffing of the welfare and student services suite; engagement and re-engagement approaches for French and English language and literacy; and cultural

inclusion events and collaboration to identify and design programs to provide curriculum access to students with additional needs. Opportunity exists for evaluation of effectiveness.

- The developing use of diagnostic and normative assessments to identify student learning needs has the potential to inform explicit planning and assessment “for, of and as” learning.
- Acting with deliberate intent, specialist teachers (for example, the Waratah Room and K-6 English as an Additional Language or Dialect teachers) have created modified curricula which afford an appropriate level of access and challenge to students requiring additional supports.
- There is a growing capacity and desire for sharing of pedagogy between French and Australian teachers across the school.
- The school has an established process for teacher professional development plans which are aligned to improvement priorities and a feature of staff members’ practice. There are monitoring practices to support the needs of staff.
- Over the life of the plan, the school has delivered programs aimed at building an inclusive environment through which social and cultural diversity are recognised and valued.

## Recommendations

---

- Document and communicate widely the evidence-based, agreed instructional practices and kinds of teaching the school consistently expects to implement. Ensure every teacher understands, uses and receives feedback on these expected pedagogies and any subject-specific pedagogies to maximise student learning.
- Establish and implement a documented professional learning plan, updated annually, which:
  - articulates professional learning processes, systems and structures tailored to meet the needs of all staff (including early career teachers) to effectively enact and enable the achievement of school improvement priorities and targets
  - establishes routines and protocols to enable all staff and leaders to learn with and from each other
  - builds the capability of every leader and staff member to model and provide ongoing quality coaching feedback based on classroom practice
  - identifies consistent and coherent strategies for positive learning behaviours.
- Develop and implement a documented comprehensive and systematic school data plan for the collection and analysis of academic, attendance, behaviour and wellbeing data. These data should be used to inform whole-of-school decision making, make judgments about individual needs, identify starting points for teaching and personalise teaching and learning activities. Ensure leaders support and enable teachers to monitor learning improvement or regression over time and growth across years of schooling for every

student.

- Continue to collaboratively refine, document and enact a coherent, sequenced plan for curriculum delivery that is: reflective of the values, expectations and needs of the school community; is widely accessible to all stakeholders; and summarises what is taught, assessed and reported on, based on standards for achievement. Ensure that the curriculum delivery plan:
  - is developmental within and across the years of schooling
  - meets the needs of all students within each year level.

Review and incorporate the guidelines and procedures that support staff to access, understand and deliver quality curriculum.