

AUGUST, 2024

Franklin Primary School

External School Review Executive Summary 2024

1 Introduction

The Department for Education, Children and Young People is committed to supporting and improving the educational outcomes and achievements of Tasmanian Government school students. The purpose of External School Review (the Review) is to support schools to raise student achievement and sustain high performance.

The External School Review Framework underpinning the Review identifies the key levers for school improvement and has been shaped and informed by the School Improvement Tool. The School Improvement Tool brings together the findings from international research into the practices of highly effective schools and school leaders. The Framework focuses on the practices proven to impact positively on achievement outcomes for all students at the classroom level. It is not intended to document every aspect of the school's processes, programs, and outcomes.

The overarching review question is “how well does the school ensure students are known, safe, well and learning?”

This External School Review Report outlines aspects of the school's performance verified through the review process and provides recommendations for key improvement strategies.

In line with *Our Approach to School Improvement*, recommendations from the External School Review must be integrated into the School Improvement Plan.

This Review was conducted in August 2024 by:

- Maree Pinnington, External School Review Leader
- Louise Lynch, Principal Peer Reviewer
- Isobelle Loh, Shadow.

2 Disclaimer

The Department for Education, Children and Young People does not endorse any commercial organisation, product or service mentioned in this Report.

3 School context

Location	10 New Road, Franklin
Year levels	Kindergarten to Year 6
Enrolment	144.4 FTE
Year opened	1860
Principal	James Milne
Year principal appointed	2022
Indigenous enrolment percentage	17%
Students with a disability enrolment percentage	15.7%
Index of Community Socio-Educational Advantage (ICSEA) value	960
Full-time equivalent staff members	20.2 FTE

4 Contributing stakeholders

The Review took place over three days – Monday 12 to Wednesday 14 August 2024 – with one External School Review Leader and one Principal Peer Reviewer and a shadow.

All teachers who were present on the days of the Review were interviewed, along with non-teaching staff, families, and members of the School Association.

The leadership team presented to the panel on day one.

The panel visited all classrooms and learning spaces, and met with student groups from across the school, both formally during interviews and informally in the classroom setting.

The following table will guide percentages for statements made in this Report:

None	Few	Some	Many	Most	All
0%	1–20%	20–50%	50–75%	75–99%	100%

5 Supporting documentary evidence

School Improvement Plan	Progressive Achievement Tests (PAT)
School Annual Review	Attendance data
Student, staff and parent satisfaction and wellbeing surveys	National Assessment Program – Literacy and Numeracy (NAPLAN)
ASPIRE/Measuring School Progress	Student achievement data
Australian Curriculum Framework ratings	Kindergarten Development Check (KDC)

6 Effective school practices

During the Review process, the panel verified the following effective practices that are contributing significantly to school improvement at Franklin Primary School:

- Franklin Primary School is driven by a deep commitment and collective responsibility of all staff to ensuring all students are known, safe, well, and learning.
- The collegiality and genuine support of each other as a staff team are an impressive feature of this school.
- There are high levels of trust and respect, both personally and professionally, which fosters a positive culture where all staff feel valued and heard.
- There is a happy, optimistic feel to the school, with staff morale consistently high.
- The leadership team and staff are driving a strong improvement agenda which is known, understood, supported and is regularly shared and referenced in school communications and practices.
- The focus on wellbeing of students and their families by all staff has a significant impact on student capacity for learning and engagement.
- The Positive Behaviour Support (PBS) strategies have been well developed, embedded and fosters a calm and orderly learning environment.
- Franklin Primary School is held in high regard by its families and community, who speak highly of the inclusive culture, positive, caring and respectful relationships and approachability of staff.
- The principal and leadership team are intentional in the creation of a safe learning space for all members of the Franklin Primary School community.
- The attractive and well-maintained physical learning environment provides a welcoming space for all members of the Franklin Primary School community to work and learn.

7 Recommendations of the External School Review 2024

At Franklin Primary School the leadership team are driving a strong and coherent improvement agenda focussed on attendance, wellbeing and Reading.

The focus on professional learning communities, collaboration and use of data supports their improvement journey.

The school is driven by a deep commitment and collective responsibility of all staff that will ensure all students are known, safe, well and learning successfully.

The school is well placed to action the recommendations from this Review.

In line with *Our Approach to School Improvement*, recommendations from the External School Review must be integrated into the School Improvement Plan.

The External School Review makes the following recommendations to further improve student learning outcomes:

- 1. Establish an agreed set of evidence-informed pedagogical practices to be consistently implemented, informed by the DECYP pedagogical framework, and aligned to coherent and sequenced Franklin Primary School curriculum that would be visible in every classroom to ensure maximum impact on student achievement and engagement.**
 - Co-developing an evidence-informed observation and feedback framework, including peer observation, mentoring, and coaching to support reflection on teaching practice.
 - Monitoring and evaluating the effectiveness and impact of agreed evidence informed practices through analysis of student data.
- 2. Embed a culture of learning excellence at Franklin Primary School that is explicitly communicated, ensures high expectations for all students, and guarantees they are challenged and extended in their learning.**
 - Use student voice and agency to engage students in data-informed discussions about their own learning.
 - Incorporate a broad range of data to gather evidence and inform teaching and learning.