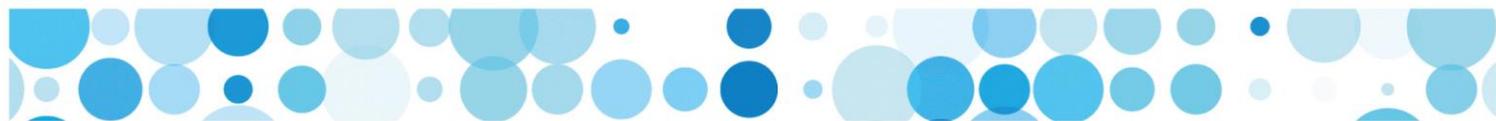


Australian International School Papua New Guinea

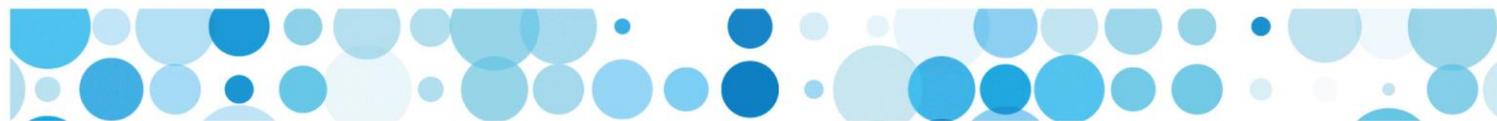
Executive Summary





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1.2 School context

Location:	Greathead Drive, Section 18, Goroka, Papua New Guinea
Year opened:	1998
Year levels:	Early Years to Year 8
Enrolment:	42
Students with disability enrolment percentage:	nil
Year principal appointed:	2009
Full-time equivalent staff:	6
Significant partner schools:	Pinewood Elementary, Goroka International School, Goroka Grammar School.
Significant community partnerships:	University of Goroka, Pacific Gardens Hotel, Lihir International Primary School, Monpi Coffee Exports.
Significant school programs:	School musicals, variety shows, Australian Curriculum (AC), sporting programs, annual school camps



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- School director, principal, curriculum head, four teachers, teacher assistant, facility officer / bus driver, officer administrator, domestic staff, cleaner, 14 parents and 25 students.

Community and business groups:

- Manager/Owner Pacific Gardens Hotel.

Partner schools and other educational providers:

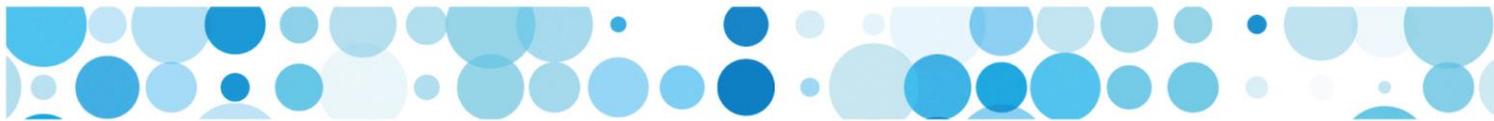
- Four early years trainees - University of Goroka (UOG).

Government and departmental representatives:

- Former Eastern Highlands Local Member - National Parliament of Papua New Guinea.

1.4 Supporting documentary evidence

AIS-PNG 2017–2020 Strategic Plan	Management meeting minutes
Curriculum Framework	2011-2015 NAPLAN results
Explicit Improvement Resources	EQI Partnership Agreement
Curriculum planning documents	EQI Licence Agreement
Responsible Behaviour Plan	ACARA annotated samples
Year level term overviews	Student portfolios
School accounts records	Newsletters
School Opinion Survey	Website
Student portfolios	



2. Executive summary

2.1 Key findings

School leaders, teachers, parents and students have high expectations for student achievement.

The school is characterised by a strong learning culture where high expectations are held for the achievement of every student. The school community is proud of the way in which the school works to prepare students for further learning and successful life outcomes. Students articulate confidence with the way in which they receive individualised attention from their teachers.

The school's vision is to provide *'International quality education for the 21st Century where all will succeed'*.

The school has a broad improvement agenda and is working to embed a range of school-wide initiatives and programs. The school has a strategic plan (2017-2020) that identifies broad improvements in teaching practice, school performance, successful learners and school and community partnerships. In 2018 the school is additionally identifying improvements in the teaching of mathematics and English. A school-wide focus, where all students, parents and staff members understand their role in the improvement agenda, is yet to be developed.

The school has a documented curriculum framework that identifies classroom teaching and learning expectations for students and teachers.

A comprehensive curriculum framework is documented and provides direction for students and teachers regarding alignment with the Australian Curriculum (AC), pedagogical practice, assessment requirements and planning expectations. Teachers, students and parents are proud that the school's learning program is based on the AC. School leaders have identified the need to further embed curriculum Quality Assurance (QA) processes into collaborative teacher curriculum planning sessions.

Teachers utilise a range of diagnostic and classroom-based assessments to inform individualised student learning contracts and starting points for teaching.

Teachers work with students to design individualised learning contracts. These contracts are informed by diagnostic tests including PM Reading Benchmarks and the South Australian Spelling Test (SAST). A school data and assessment plan is yet to be documented.



Teachers are committed to the development of their teaching practice.

Teachers value the opportunity to share and reflect on their teaching practice. Classroom pedagogical practice is supported through cycles of observation and feedback, walkthroughs and opportunities to visit buddy classrooms. A pedagogical framework, based on the work of Archer and Hughes¹ is published and artefacts to support Explicit Instruction (EI) are displayed in most classrooms. School leaders are beginning to focus on the teaching of subject specific pedagogies, particularly in mathematics.

Classroom learning is orderly and a positive learning environment is highly apparent.

Students describe their school as being a very friendly place and their teachers as very caring. Few interruptions to learning are apparent in classrooms and small class sizes foster cooperative learning. Classroom and whole-school expectations are clear and are regularly reinforced.

¹ Archer, A. L., & Hughes, C. A. (2011). *Explicit instruction: Effective and efficient teaching*. Guilford Press.



2.2 Key improvement strategies

Sharpen and narrow the school's improvement agenda to include specific strategies, targets and milestones for improvement. Ensure that the agenda and the role of teachers, staff, students and parents is documented, widely communicated and understood across the school.

Establish curriculum QA processes to ensure alignment between the AC content descriptors, achievement standards, school planning documents and classroom teaching programs.

Collaboratively develop a school-wide data and assessment plan. Clearly identify key targets and benchmarks to monitor the learning progress of cohorts and individual students. Use this data as a basis for discussions regarding student learning progressions and teaching practice.

Continue to work alongside teachers to develop whole-school and consistent approaches to teaching using subject-specific pedagogies. Ensure that the introduction of the Prime Maths program is accompanied by classroom based Professional Development (PD) and support for teachers.