

Neville Bonner Primary School

Annual Action Plan Report 2017

Context

2017 is Neville Bonner Primary School's fifth year of operation, having opened as a new school in 2013. The school's enrolment in 2017 reached approximately 790, comprising preschool to Year 6 students. Our school enjoys a culturally diverse population. Over 44 percent of the students speak English as their second, third or fourth language. Our student body speaks approximately 64 languages.

The school is situated in a new and vibrant suburb where families continue to move in throughout the year and all children have relatively short educational histories with the school. The staffing requirements have increased to match the growth in enrolments and the staffing profile includes a large number of teachers in their early years of teaching. Their enthusiasm for both teaching and the nurturing of the well-being of the children is a marked asset for the school.

Creating a strong sense of connectedness and belonging for all students has been an important feature of the school's work as we develop our school as a community of learners. As a new school, all aspects of school life and organisation continue to undergo formation. On occasions, some of these aspects need to take priority over the planned outcomes of the 2016 Annual Action Plan.

Methodology

The information provided in the 2017 School Operating Plan Report derives from a range of sources. These include:

- school based academic data
- preschool self evaluation tool
- staff/student/parent/carer school satisfaction surveys,
- staff self evaluation guided by the *National School Improvement Tool*,
- *PIPS* and *NAPLAN* Assessments
- Community feedback
- *School Climate Survey*
- school survey and data records.

All members of staff contributed to the gathering of information contained in the Report.

Evaluation of Performance

Priority

Develop a contemporary educational environment to ensure successful learning for all students within a respectful relationships framework

Desired Outcomes: Students will have been exposed to a contemporary and rigorous program that is inclusive of all and will achieve high outcomes and growth in their learning. The students and their families will feel valued as part of the learning community.

Targets

By the end of 2017:

- 40% or more year 3 students achieve in the proficiency bands (bands 5 and 6) in NAPLAN writing
- 14% or more year 5 students achieve in the proficiency bands (bands 7 and 8) in NAPLAN writing
- 30% or more year 3 students achieve in the proficiency bands (bands 5 and 6) in NAPLAN reading
- 20% or more year 5 students achieve in the proficiency bands (bands 7 and 8) in NAPLAN reading
- 20% or more year 3 students achieve in the proficiency bands (bands 5 and 6) in NAPLAN mathematics
- 12% or more year 5 students achieve in the proficiency bands (bands 7 and 8) in NAPLAN mathematics

There will be an increase in the proportion of students who show value added progression in PIPS data:

- 70% of kindergarten students to make expected growth or better in PIPS reading assessment
- 65% of kindergarten students to make expected growth or better in PIPS mathematics assessment

School based assessment in English will show:

- one percentage point increase from 2016 of students achieving stated school reading benchmarks in each year level
- one percentage point increase from 2016 of students achieving spelling ages \pm six months of their chronological age or better in each year level

Progress

In 2017, the school furthered its work through the key improvement strategies by a continued focus on:

- Implementing an inclusive and rigorous curriculum
- Enacting contemporary teaching and learning practices consistent with the Australian Curriculum and current research
- Establishing the Aboriginal and Torres Strait Islander priority of the Australian Curriculum as a central lens of the school's curriculum
- Developing and foster parent/carer partnerships in the education of their children
- Developing the school as a professional learning community, supported by effective leadership strategies

Neville Bonner Primary School staff participated in high quality and contemporary professional learning. Prior to the commencement of the school year, the whole staff participated in dedicated professional learning, in the following areas:

"I like the fact that even for small gestures like helping peers in the class, use of thank you etc., the kids are awarded in the assembly. This is extremely important and I really like that about Neville Bonner school."

- Parent

- Cultural diversity
- Evidence informed teaching and learning at Neville Bonner Primary School
- Gender in education
- 'Triple Focus' - Coleman and Senge
- Aboriginal and Torres Strait Islander perspectives



Torres Strait Islander perspective.

Following on from 2016, school staff furthered their understanding of how brain science can be used to inform best teaching and learning outcomes for students. Two members of the Leadership Team attended an interstate conference with other delegates from the Education Directorate on Mind-Brain Learning. Upon their return to school these staff members worked with a Senior School Psychologist to present this learning to the whole staff with the specific needs of Neville Bonner Primary. Evidence based on indicators of success demonstrates that 100% of teaching programmes show implementation and documentation directly linked to the Australian Curriculum and, in Preschool, the Early Years Learning Framework. Our school continues to have as central to its work, the critical curriculum lens of the Aboriginal and

In Term 2 our school was delighted to welcome a delegation from Tapatjatjaka Art and Craft, people of Titjikala near Alice Springs. It was the first time the group had left their land to travel interstate. The children enjoyed art workshops with our guests and benefitted deeply from engaging and sharing with a culture new to them.

In 2017, seventy three percent of parents/carers indicated that their children’s learning needs were being met, whilst eighty four percent (74% in 2016) of children reported that the school gave them opportunities to do interesting things.

During 2016, an element of our pedagogical framework was a focus for planning in the key learning areas of Mathematics and English. This took the form of our Circles of Practice, which outlined the fundamental elements of teaching in these areas of the curriculum, and acted as a guide to programming and lesson delivery.

Eighty two percent of students agreed that they are getting a good education at our school, a fourteen percent increase compared with 2016. Eighty seven percent of students (80% in 2016) surveyed responded that teachers motivate them to learn, whilst 96% reported that learning technologies were integral to their learning programmes. This is an increase of ten percent compared with 2016. The proportion of staff at Neville Bonner Primary who agreed that academic excellence was important at our school was one hundred percent.

The key improvement strategies of this first strategic priority were designed to assist in achieving six key targets in relation to NAPLAN, two key targets in relation to PIPS and a further two targets in relation to school based assessments.

NAPLAN targets for Year 3 focussed on achieving 40% or more in the proficiency bands (Bands 5 and 6) for writing

“The school continually improves on delivery each year e.g. internal programs and encouraging student participation in community events. A very forward thinking and inclusive environment.”

- Parent

and the Year 5 aimed to have 14% or more in Bands 7 and 8 proficiency. The Year 3 target was well exceeded with a 57.4% achievement level, whilst the year 5 level reached 6.1%.

The NAPLAN reading targets set by the school for Year 3 were that 30% or more students would achieve in proficiency bands 5 and 6 and that 20% or more of Year 5 students would achieve in the proficiency bands 7 and 8. The Year 3 targets were exceeded by ten percentage points reaching 40%. The Year 5 target was exceeded by 17.5 percentage points, reaching 37.5%.

In Mathematics, the NAPLAN targets set by the school were 20% or more of Year 3 students achieving in proficiency bands 5 and 6, whilst Year 5 were that 12% or more of Year 5 students would achieve in proficiency bands 7 and 8. The Year 3 targets were well exceeded, by more than twenty percentage points, with 41.3 % of students achieving in those bands. Year 5 almost achieved target, with 10% of students in proficiency bands 7 and 8.

It is significant to note that approximately 30% of the 2017 Year 3 student cohort enrolled at Neville Bonner in 2016/17 and as did 41% of the Year 5 cohort. The school's capacity to influence the children's formative early years' foundational learning will increase as the suburb's population stabilises.

Targets were set to measure growth in reading and spelling achievements in relation to school based data. Table 1 describes the percentage of children in each year level cohort who, at the end of Term 4, had achieved at or above the school reading benchmark. The data refers to the same cohort's progression, for example, Year 1 in 2016 to year 2 in 2017. Table 2 describes the percentage of students whose spelling ages at the end of term 4 was plus or minus six months in relation to their chronological age, and shows the progression within the same cohort from 2016 to 2017. Spelling targets in Years 4-6 exceeded expected growth, whilst there was negative growth in the Year 3 to Year 4 cohort. The years 5 to 6 cohort did not record positive growth, however reading targets were exceeded in Years 2 to 5 by between two and four percentage points.

Table 1 : Proportion of Students Achieving at or above Reading Benchmark

Year	2016*	2017*
Kindergarten	66	62
Year 1	69	60
Yr 1 2016 to Yr 2 2017	84	84
Yr 2 2016 to Yr 3 2017	85	89
Yr 3 2016 to Yr 4 2017	82	86
Yr 4 2016 to Yr 5 2017	83	85
Yr 5 2016 to Yr 6 2017	94	76

Source: School Data, December 2017

*Please note that the 2016 data represents percentage of children within benchmark range, 2017 data represents percentage of children at the upper threshold of the range.

Table 2: Proportion of Students Achieving within six months of Spelling Chronological Age

Year	2016	2017
Yr 1 2016 to Yr 2 2017	72	73
Yr 2 2016 to Yr 3 2017	75	75
Yr 3 2016 to Yr 4 2017	87	65
Yr 4 2016 to Yr 5 2017	76	84
Yr 5 2016 to Yr 6 2017	65	68

Source: School Data, December 2017

Priority

Establish administrative and human resource systems to support an effective school within the autonomous environment

Desired Outcomes: The school runs smoothly and effectively with all staff having a full understanding of all relevant policies and procedures. This is clear to the community who see the school as functioning effectively and consistently to deliver the best quality education.

Targets

By the end of 2017:

- 90% or more of all staff agree/strongly agree that students are getting a good education at this school
- 95% or more of all staff agree/strongly agree that the school has high expectations in all that it does
- 85% or more of all staff agree/strongly agree that they are satisfied with the school overall
- 86% or more of all staff agree/strongly agree that they are satisfied with their work at the school

Maintain or improve levels of parent/carer satisfaction survey results around high expectations and satisfaction:

- 78% or more of parents/carers agree/strongly agree that the school has high expectations in all it does
- 80% of parents/carers agree/strongly agree that, overall, they are satisfied with their child's education at the school

Improve levels of teacher satisfaction around communication to at least system average:

- 90% of staff agree/strongly agree that they have opportunities to participate in decision making (add explicit question to 2017 survey)
- 70% of staff agree/strongly agree that there is effective communication among all staff
- 90% of staff describe the leadership group and the procedures the leadership group have put in place, as both effective and supportive of staff (updated from climate survey)
- 100% of staff participates in performance management processes

Progress

2017 was the school's fifth year of operation, having opened to students in 2013. There has been rapid growth in enrolments over those five years. This level of growth (241% increase) was unanticipated by demographers and has resulted in a range of administrative challenges, not least being efficient and effective staffing across all roles in the school. An added challenge in 2017 was the increase in the number of Preschool sessions across the week, increasing capacity to 220 preschool students and ten sessions. An administrative position, dedicated to enrolments (Enrolments Officer) was established in response to the increase in workload associated with growing enrolment numbers.

Additionally, 2017 saw the arrival of two demountable buildings to accommodate the increasing enrolments in the Kindergarten to Year 6 component of the school. One Year 4/3 Learning Group and three Yr 6/5 Learning Groups were housed in the new buildings. As the year progressed, planning began for the arrival of four more two-classroom demountables for the commencement of the 2018 school year.

Supporting and managing staff in a manner consistent with Education Directorate policies and procedures, particularly in relation to beginning teachers, remains a high priority at Neville Bonner Primary School. In 2017, the staffing profile included 16 beginning teachers. The school is in the privileged position of developing and mentoring many teachers who are embarking on their teaching career.

Neville Bonner Primary remains committed also to the provision of consistency and predictability for our students in relation to the employment of relief staff. We aim to engage regular and familiar relief staff who become integral members of the school community. Our relief team members are well briefed, inducted and supported as members of the school team.

According to the 2017 Climate Survey, the proportion of staff members who perceive the leadership group and the procedures the leadership group have put in place are both effective and supportive of staff is 100%. This is greater than the ACT average.

The School Strategic Plan (developed in 2013) describes key target areas for the early years of our school's existence. In this Priority, these included staff's belief that students are getting a good education, that the school has high expectations, that there is overall satisfaction in the work of the school and that staff are satisfied with their work. In 2017, the final item, staff satisfaction with their work was not measured in Directorate surveys in 2017. 90% of staff (equal to the target), believed students were getting a good education; 88% agreed that the school has high expectations in all that it does, contrasting with the target of 95%. The target of 85% of staff expressing overall satisfaction was exceeded by five percentage points. One hundred percent of staff indicated adequate/excellent levels of shared values and approaches at the school whilst 98% indicated adequate/excellent levels of staff relations. One hundred percent of staff reported adequate/excellent levels of leadership, where leadership is defined as the degree to which staff perceive the leadership group and the procedures the group has put in place to be both effective and supportive of staff.

Leadership staff established and managed 17 formal panels to undertake the Directorate's mandatory procedures for contract and probation staff. In addition, the school employed a retired school principal to mentor all beginning teachers. The ePACT (Enhanced Planning and Coaching Time) model, where all teaching teams met together every week for planning and coaching purposes remains integral to the development and support of teaching staff in order to improve student outcomes.

Neville Bonner Primary enjoys an active and supportive Parents' and Citizens' Association. The Association contributed strongly to the life of the school, including the enhancement of Canteen functions and facilities as well as the promotion of a sense of community and a commitment to fundraising to support the learning outcomes of students. Parents'/Carers' survey indicated that 71% believed the school has high expectations in all that it does (target was 75%), whilst 78% of parents indicated overall satisfaction that the school is providing a good education (exceeded target by 3%).

Priority

Establish and foster production partnerships which define the school's place, identity and role in the community and beyond.

Desired outcome: The school is an integral part of the local community. Children, their families and staff continue to develop opportunities to engage with local organisations and programs. Children and their families will feel that community partnerships are valued at the school.

Targets

By the end of 2017:

- 79% of parents/carers agree that community partnerships are valued and maintained
- 75% of parents/carers agree that their child's needs are being met
- All preschool to year 6 students have access to quality programs in the Aboriginal and Torres Strait Islander Centre
- 50% of students indicate they feel included in decision making.

Neville Bonner Primary values its many and varied connections across the broad community, and its developing identity within the Gungahlin and Canberra landscapes. Our embedded beliefs that support learning in the Arts as both a valued experience in itself and as a conduit and support for learning in all areas of the curriculum, have ensured many opportunities for the children throughout 2017.

The children engaged in regular lessons with specialist staff in the fields of drama, visual arts and music. Additionally, they enjoyed a range of opportunities with arts organisations and visiting performers. These included:

- Both a year 5 and a Year 6 Woodwind band under the auspices of the ACT Education Directorate Instrumental Music Programme (IMP)
- Regular Combined Band rehearsals, involving up to ten Directorate schools
- Music Count-Us In (simultaneous singing across the country)
- National Art competition
- Student Artwork in the Minister's Christmas Card
- Musica Viva
- Music Tutor programme
- Music Education workshops 'Jam on Toast' with Jamie Madsen, an acclaimed Australian musician, composer and educator
- Canberra Symphony Orchestra excursion

The Autumn and Spring Soirees saw increasing numbers of children involved in 2017, with large numbers of family members present in the audience supporting and encouraging the children. The children's presentations included art works, dance, song, mime, magic and drama. The dynamic displays of children's artworks are ever present in the school corridors and act as reminder of the depth of talent and increasing interest in the Arts.

In 2017, the annual Concert took the form of a walk through the songbook of Disney. All Learning Groups performed through song/dance in an outdoor forum. The matinee and evening performances attracted large numbers of parents/carers and family members to the school. The Parents and Citizens' annual pre-Concert barbeque was enjoyed by many and contributed to a relaxed and family-focused community event.

Our school participated in a myriad community connected activities during 2017. Such activities serve to promote strong connections, broaden our identity and help the children to appreciate their roles in community. Some examples include:

- Cyber Safety Awareness programmes (families also participated in this)
- Rostrum Public Speaking – Grand final participant
- Gungahlin College Sports Programme
- University of NSW academic competitions
- One Walk for Diabetes Research
- Fresh Tastes Initiative
- Literacy for Life
- Basketball Canberra Sue Geh and Jamie Pearlman Cups (Yr 6/5 Girls' team reached the finals)
- Grandparents' and Special Friends' Day
- Jam on toast
- Michael Grose from *Parenting Ideas*

Our active Parents' and Citizens' Association (P&C) hosted a successful Book Fair, attracting community members from all over Canberra, as well as hosting a themed 'Out of This World' disco for the children. Our P&C generously donated funds for outdoor play equipment and sports uniforms. School banking and Book Club are valued services of our P&C.

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- Parent

Student led "Market Day", was an outstanding success in 2017. This event, in its second year, is organised and led by the students. They organised an array of 'stalls', creating the items for sale and running all aspects of their stalls. The excitement and joy evident on the day was a testament to the leadership of the students.

In 2017, five students from Neville Bonner Primary School attended the Minister's Student Congress. The purpose of the Minister's Student Congress was for student leaders to keep the Minister for Education, Ms Yvette Berry informed on issues that are important to them and to discuss and give advice on matters raised by the Minister. The Congress supports student leaders by providing a direct link to the Minister for Education. The children were very excited to be selected by their peers for this opportunity. Upon their return, the students reported their experiences in the school Newsletter, an extract is provided below.



We met the Minister of Education, Yvette Berry. She loved our uniforms! Later on, we did some fun activities to get to know the other representatives from other schools. After that, we split off into groups with different varieties of schools to talk about:

- What should a flexible learning environment look like?
- What do we want the future of education to look like?
- What does your dream classroom look like?
- What skills do we need to survive in our future?

Overall the Congress was great because we all had a say and could voice our opinions and ideas about the Education system and we got to meet people from other schools.

The success of this broad range of community partnerships and links is evidenced in the annual school survey where eighty four percent of students agreed that *'the school gives them interesting things to do'*. This was a ten percent increase on the same feedback in the previous year. Fifty eight percent of students felt that their opinions were taken seriously by the school, whilst ninety seven percent of students surveyed indicated that the school is important to them.

The school is valued as a community facility. We encourage the use of the school by the community and to this end it is hired/utilised every night of the school week and on weekends. Groups who share our school include martial arts clubs, church groups and our Out Of Hours Care programme (Communities@Work).

The Aboriginal and Torres Strait Islander Learning and Cultural Centre is a feature of our school. The Centre is utilised by students continually throughout the week, as they access the kitchen/garden/sustainability programmes. The Centre, in conjunction with our school's cross curriculum lens on the Australian Curriculum's Aboriginal and Torres Strait Islander perspective provides deeply enriched learning for the children, based on the Australian Curriculum's imperative: that *all Australian children will develop a deeper understanding and appreciation of Aboriginal and Torres Strait Islander histories and cultures and the impact they have had on Australia and the world*. One of the enriching opportunities for the children was when a visiting group of artists from Titjikala in the Northern Territory spent time with us. The artists shared their stories and talents with the children, leaving many mementos of their visit in the form of artefacts and a lifetime of memories. The Aboriginal and Torres Strait Islander Learning and Cultural Centre is also hired by community groups.

The Aboriginal and Torres Strait Islander Learning and Cultural Centre also featured in the making of a series of vignettes by Reconciliation Australia. These vignettes were created for use by schools across Australia to inform their work about reconciliation. Students and staff at Neville Bonner Primary were interviewed as part of this significant body of work.



(Source: <https://www.narragunnawali.org.au/rap/actions/18/curriculum-planning>)

Neville Bonner Primary values its role in the North/Gungahlin Network. Collaboration practices in 2017 include the Principals' Network, sporting networks, gifted and talented education network, transition networking/programmes with local schools, and professional partnerships amongst teachers with Palmerston District School and schools in the Belconnen Network. A highlight of 'cross school' partnerships in 2017 was our Network's Immersion Visits initiative, involving teams of school leaders visiting schools to observe practices and share in the children's learning programmes. These visits provided the opportunity to reflect, receive constructive feedback and collaboratively inform school improvement. Neville Bonner Primary was pleased to have the Director General, Ms Natalie Howson participate in the Immersion Visit to our school.

Our students' talent has been represented at District swimming with fifteen Neville Bonner Primary students qualifying and we were delighted to have representation at Nationals level. Our school has continued to place an emphasis on improving the swimming skills of all students as a poor level of attainment was noted in our first year of operation (2013). A large proportion of students have participated in our school organised 'swim school' each year. In 2017, 221 students from Year 1 to Year 6 took part in the programme. Participation in District Cross Country and Athletics carnivals increased in 2017 involving fifty students in each event.



The range of community connections made in 2017 continues to be substantial and we look forward to the many benefits to the students as they are sustained into the coming years.

The school satisfaction survey data indicates that seventy three percent of parents/carers agreed that community partnerships are valued and maintained (target was 78%) and seventy three percent of parents/carers agree that their child's needs are being met (target 73%).

Priority

Establish the Preschool programme in alignment with the National Quality Standards

Desired outcome: The Preschool unit is an example of best practice in early childhood education where children are engaged in rich, challenging and open-ended play based learning experiences to engage their curiosity, wonder and creativity.

Targets

By the end of 2017, continue to maintain the 'exceeding expectations' rating across all areas of the National Quality Standards.

2017 School Board Report Information

Preschool hosted 10 sessions per week in 2017, with a capacity for 220 students. In addition to in-area students, Neville Bonner Primary also hosted some children from Amaroo and Harrison Schools' Priority Placement Areas (PPA). These children return to their PPA schools for Kindergarten in 2018. To support the transition for these students into Kindergarten, they were placed in clusters groups within our Preschool groups.

In 2017, the preschool staff comprised eight Early Childhood trained preschool educators and six preschool assistants, in addition to other teachers and assistants who provided 'release' for planning and coaching times. To support the growing number of staff and children into the Preschool, an additional School Leader C was employed to work alongside the Deputy Principal in leading the Preschool team.

The weekly ePACT (enhanced Planning and Coaching Time) sessions have remained integral to fostering consistency across the increased number of Learning Groups. These sessions include reflection and planning time as a team ensuring that all team members are working towards 'big picture' planning; lesson observations; examining student data; reflecting on National Quality Standards and in particular ensuring compliance across all elements; professional learning about

Educa; and walkthroughs of each learning space, both giving and receiving feedback, which in turn leads to improved outcomes for the students.

In February the Chief Minister Andrew Barr in conjunction with the Minister of Education , Ms Yvette Berry, signified the opening of the new Preschool learning spaces with a media event at our school. The ACT Government celebrated completion of 100 projects in 100 days of being in government.



At Neville Bonner Primary School, we are committed to developing positive, respectful, and open ways of including families in the learning happenings at school. In 2017, Preschool implemented an online family engagement platform, called *Educa*. This internet-based program is specifically designed for sharing images, video, and stories relating to a child in an individual ‘e-portfolio’. Through the *Educa* website and mobile app we are also able to share announcements, newsletters, Early Years Learning Framework resources, healthy lunch box ideas, current learning programs, and details about upcoming events. Parents and carers can access this at any time using home computers or mobile devices, and are invited to add comments, family stories and photos, feedback and suggestions.

Over the 2017 implementation period over 230 parents/carers visited the Educa website with some visiting up to 70 times. See graph below which outlines the parent/carer engagement for the implementation period

Feedback from the families and staff has been very positive. Some comments include:

- "How wonderful! It's fantastic that his home and school learning is linking up so well"
- "It was very interesting to read with all details. Thanks for writing stories of our children."
- "Thank you for sharing! We will have to do some picture and word matching games in class using some of the words we are learning"
- "Thanks teacher, because of this, there is a continuation of his dancing interest. Here in the house he chooses the upbeat songs that are easy to follow, I would say if he just be given an opportunity he can confidently dance and entertain the viewers."
- "So adorable. Wow, as a working mum I miss my kids at work. It is nice to be able to get these updates and see how they are doing at school. Very nice way to keep everyone engaged with the whole learning journey. Thanks Jen and everyone at school"
- The Educa app is a great tool in keeping up to date with what the kids are doing and learning.