



ACT
Government
Education

Namadgi School

Report of Review, 2023

This page left intentionally blank.

Publication and independent Review Team details

Date of School Review: 27, 28, 29 and 30 March 2023

Principal of Review School: Gareth Richards

National School Improvement Tool Review Report prepared by:

- Lead Reviewer: Dianne Pekin, *ACER Senior School Improvement Consultant*
- ACT Review Team members: 1. Peter Radford, *Principal of Mount Stromlo High School*
2. Megan Altenburg, *Principal of Harrison School*

Report Date: 1 April 2023

Report of Review, 2023 prepared by:

ACT Government Education Directorate
Education Services Division, School Improvement Branch

Report Date: 12 April 2023

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.

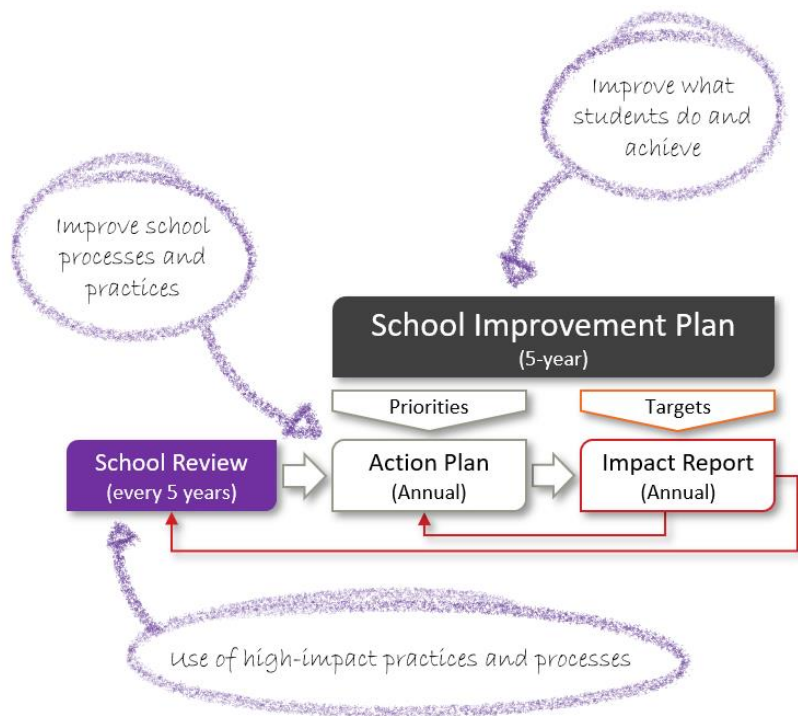
Through the lens of the NSIT, an internationally recognised framework for reviewing teaching and learning practices, reviewers gain an accurate picture of current school practices. During Review evidence provided by schools is considered alongside evidence gathered through consultation with staff, students, 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

- Namadgi Preschool to Year 10 (P-10) has been consistent in the attention paid to implementing the 2018-2022 School Improvement Plan (SIP) which was based on recommendations from a significant number of domains in the 2017 NSIT review.
- The two broad priority areas identified were: Priority 1 – Academic Improvement; and Priority 2 – Wellbeing/Engagement. Priority areas were broad due to the imperative to develop environments conducive to learning. The school has built on key improvement strategies each year in its Action Plans (APs), identifying aligned strategies, responsibilities, outcomes and resources for three strategies in Priority 1 and two strategies in Priority 2. Impact Report data shows evidence of the successful implementation of this improvement agenda.
- Targets in plans are reflected on annually in leadership meetings and a planning day. That informs the collaborative development of the AP each year. A range of school targets has been set using outcome growth and perception data. Leaders are diligent in sharing plans with all stakeholders.
- The focus of the school's 2023 AP includes strategies for Preschool, Kindergarten to Year 6 (K-6), years 7-10 and P-10. This remains consistent with SIP priorities while the school transitions to a new five-year plan. In 2023, the areas that have arisen for focus are: deepening school professional learning community (PLC) approaches, student agency and providing meaningful feedback to staff.
- Namadgi has highly embedded its mission, vision and values which are now part of the fabric of the school, evident in signage and known by all stakeholders. The school's overarching mission: "Everyone is a powerful force for change" is lived in the work of leaders and staff. Namadgi School has developed a graduate profile statement.
- Leaders report that the full implementation of the improvement agenda was impacted by the pandemic and staffing shortages, and especially by the turnover of school leaders and administration staff over the life of the SIP.
- Leaders understand how the school is performing compared with others with similar students. Their deep understanding of NAPLAN trend and growth data for the past two years is impacted by low year 7 and 9 student participation rates.
- Communication of the SIP and AP to the community occurs through Board and Parents and Citizens' Association (P&C) meetings. Minutes reflect how the Board is informed of actions which are tightly aligned to SIPs and APs. The SIP and Impact Reports are available to parents on the school's website.
- Teachers are informed of the improvement agenda at the beginning of each year, during

induction and in the staff handbook. Leaders reference their work to improvement strategies in an ongoing way during the year.

- P-6 leaders and staff have strategically visited another school to learn from best practice in literacy. They work in very close association with Directorate instructional mentors to inform spirals of inquiry¹ and the work of teachers implementing Readers' Workshops.²

¹ The spiral of **inquiry** is a tool for changing mindsets and fundamental approaches to what it is to teach and lead in schools. Because of its intention to make these fundamental shifts, it works when everyone is involved, starting with the learners.

² Readers' Workshop is an **extended period of time each day where students participate in authentic reading experiences**, which target skills and strategies students need to develop as readers. A Readers' Workshop lesson will usually begin with a teacher reading aloud, modelling the sounds of fluent reading. A mini-lesson usually follows. After the mini-lesson, students have time to read independently from their chosen books while practising the skills learned during the mini-lesson.

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

- Namadgi School uses systematic assessment tools identified in its data tracker and assessment schedule, such as: performance indicators in Primary school, running records and most recently Progressive Achievement Test – Reading, Vocabulary and Numeracy (PAT-R/V/N).³
- School wellbeing data – including Indigenous attendance, input and feedback from students, staff and parents in the satisfaction and climate surveys – are regularly analysed. These data enable the school to inform policies, identify the need to target intervention-support priorities and celebrate achievements.
- Namadgi has developed a P-10 assessment and reporting schedule for academic data. The inclusion of wellbeing, attendance and behaviour evidence collection into a school data plan is yet to be evident. There are many examples of the systematic collection and use of wellbeing data already in the school.
- Data are clearly summarised, displayed and communicated to teachers regularly in P-6, but less so in some year 7-10 faculties.
- Preschool staff access and analyse Brigance⁴ screening tool data to measure individual progress in physical, academic and wellbeing development. These data are also used as part of a handover document for the next year. The handover document is highly valued by staff.
- Readers' Workshop data are collected and analysed to inform teaching in a formative manner. Data to show improvement in student reading growth in K-6 are shared and regularly analysed. Success in the introduction of this graduated release of responsibility model is being transferred to improve writing, using the Ontario Writing Assessment⁵ to inform teaching.
- The data literacy of teachers is built primarily through their action research work in spirals of inquiry. There are pockets of excellent practice where teams and faculties regularly review and moderate student assessment and cohort progress data. This is strongly evident in the Primary school, especially in relation to the use of information in the data tracker.

³ 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.

⁴ **The Brigance test of basic skills is given to children to determine their psychometric skill levels at certain tasks, based on every other child their age in a surrounding area, group or nation.**

⁵ **Ontario Writing Assessment for Grades K-8 allows teachers to determine each student's strengths and needs in writing.** The results from this assessment can be used to help plan and deliver appropriate programming, and to target instruction to specific student needs.

- All staff have recently been upskilled in the implementation and the analyses of PAT testing. This work is in the early stages.
- Leaders have evidenced multiple ways they use data to inform their decision making: for example, the use of perception survey data to support a change proposal for wellbeing pastoral care home groups.

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

- Namadgi prioritises wellbeing and positive relationships across the whole school community, ensuring a safe and supportive environment to enable learning to occur. This is being achieved through the implementation of Positive Behaviour for Learning (PBL) which is highly embedded in the Primary school and evident in the High school. Teachers report PBL is an effective strategy which has enhanced the learning culture.
- The school has developed positive behaviour expectations in P-10. These are evident in the majority of classrooms and known by students. Processes have been identified for behaviours in the yard and classrooms. Some staff report that they would like greater clarity around the implementation of follow-up by leaders. Some students report that they would like disruptions to be kept to a minimum to maximise learning time.
- Namadgi School has developed K-6 consistent rewards which acknowledge positive behaviours across nine tiers within the categories of “Be safe, be respectful, be a learner”. Tier 8 and 9 achievements are rewarded at school assemblies.
- Parental involvement is welcomed and active re-engagement of parents post-COVID is a priority. Parents are encouraged to attend assemblies which focus on celebrating and acknowledging student achievement with the school community, as well as parent/grandparent reading volunteers, regular community barbecues and performances.
- The student services team and the Engagement HuB for years 7-10 support individual student need through a case-management approach with a focus on the whole child and families. They work purposefully to reduce the impact on others and, importantly, to re-engage students in learning as soon as possible.
- Indigenous perspectives are being embedded in the curriculum, demonstrating appreciation of cultural integrity and building understandings. This is evidenced through the Week Zero Professional Learning at Birrigai Outdoor School and the work of the cultural integrity officer, which is highly valued across Namadgi.
- The staff handbook details expectations for communication and interaction with families to promote mutually respectful relationships.
- A decision was taken to allocate most year 7-10 teachers a dedicated home room, enabling the creation of stimulating classrooms. Environmental print to support learning is evident in most classrooms across the school. This creates a print-rich and attractive learning environment for students.
- Staff speak highly of and are deeply connected to the school, as evidenced by the very low turnover in 2022. Staff morale has increased over the life of the SIP. Teachers

recognise the change in learning culture that has been achieved through the dedication of leaders and all staff within a highly relational school. Collegiality, sincerity, trust and support are strong features of staff relationships.

- Learning in discrete areas of the school occur in villas. Within villas, teachers work in a highly collaborative manner. Teachers report they would welcome greater opportunities to get to know others working across the school.
- Board members and parents have high regard and trust in the principal.
- Relationships across P-10 are enhanced through passion projects and PLC activities.
- Social emotional learning programs include the Bounce Back!⁶ program in P-6 and a school-developed resource in years 7-10.

⁶ The award-winning **Bounce Back! program** was developed to support schools and teachers in their efforts to promote positive mental health, wellbeing and resilience in their students.

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

- Namadgi School buildings are contemporary and well maintained, facilitating the delivery of flexible, quality teaching and learning reflective of their agreed practices. There is also a Performing Arts Centre, dance studios, gymnasium and kitchen garden centre.
- Students and staff take great pride in maintaining Namadgi's internal and external learning areas in exceptionally good order. Quality signage and commissioned murals attractively reflect school values and beliefs.
- Technology is seamlessly integrated in all learning areas.
- School leaders have deliberately targeted resources to respond to and support the wide-ranging diverse needs of students and their families. This includes the allocation of significant funds to "make every attempt and do what is needed" for students at risk of disengagement and in support of vulnerable families and trauma-informed care.
- School and allied health assessments are used to allocate resources and inform intervention based on two quality Response to Intervention (RTI) frameworks: Wellbeing RTI and Academic RTI. Referral systems and support structures are clear. The wellbeing committee – comprising the principal, deputy principals, HuB coordinator and psychologist – meets weekly and has coordinated oversight of the resource provision to address the high levels of wellbeing, behaviour, attendance and academic needs.
- About 14 per cent of Namadgi families identify as Aboriginal or Torres Strait Islander, 22 per cent as Language Backgrounds Other than English (LBOTE) as well as higher incarceration rates of parents and students with Occupational Violence Risk Assessments greater than other ACT schools. The school attends diligently to the development of Individualised Learning Plans (ILPs) to meet the needs of about one-third of its students with complex needs.
- ILPs are developed collaboratively with reference to a range of data sets. These include a school data tracker, class check-in sheets which are emailed to all teachers, class profiles and the Brigance developmental scanner in Preschool. ILPs are centrally stored, developed in consultation with parents, guided by teacher judgment and regularly reviewed by Learning Support Assistants (LSA) and allied health professionals.
- The Wellbeing Engagement HuB is a safe, quiet, positive space staffed by the pastoral care team, a psychologist, careers teacher, youth workers, Indigenous education officer and the HuB coordinator. Students value the access they have to these staff and the space provided.
- The school employs 21 LSAs who work within the classroom setting and the six Learning Support Units, the Student Services HuB and the iNSpire Unit specifically for those year 7-

10 students at risk of disengagement and who significantly impact the learning of others.

- Student services is located next to the HuB, responding to attendance and behaviour concerns.
- Funding of improvement priorities in curriculum design, delivery and outcomes is exemplified in staffing levels of teachers and support staff, release time for curriculum development, and the ready funding of professional learning.
- Class sizes in the Primary school are intentionally kept at low levels. This maintains consistency of learning by similar year-level teachers, absorbing extra students in their classes when absences cannot be covered.

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

- The school has documented a Professional Learning (PL) plan. It includes beliefs, a P-6 list of activities, Directorate new-educator offerings, PL application systems, meeting purposes, and Teacher Quality Institute and leadership opportunities. The plan is yet to include how PL related to Teacher Performance and Development Plans (TPDP) is addressed, how school improvement initiatives are contextualised for the year or how coaching is provided. PL is planned and referenced in the AP to progress improvement initiatives, including growth coaching this year for the executive and leadership team.
- Coaching is evident in K-6 with a focus on literacy through the Readers' Workshop model. Directorate instructional mentors have supported leaders and staff in this work. The result is highly evident throughout K-6. Walk-throughs have been undertaken and teachers are observed while undertaking Readers' Workshops and provided with feedback and reflection questions. There is consistent use of the workshop model in literacy lessons.
- Staff regularly meet in professional learning teams (PLTs). These PLT meetings analyse data and use spirals of inquiry to improve student outcomes. This was especially evident and highly regarded in the P-6 setting, as well as the maths and science faculty. Additionally, these teams support each other collaboratively in planning and refinement of teaching and learning. Teachers, as well as leaders, report that greater consistency between planning documents, within and across teams in P-10, would be beneficial.
- Classrooms are generally welcoming and open to visitors, including school leaders. The main classrooms are de-privatised and teachers welcome opportunities to learn with and from each other. Leaders are readily accessible and welcomed on an "as-needs" basis to support teaching and learning. Informal observations and mentoring occur for some staff. This year, a P-10 PLC action research team is working towards the development of a mentoring and coaching framework for the school.
- Distributed leadership opportunities are provided through PLC teams that meet fortnightly, with some using a spiral of inquiry model to research, analyse data and form a question to take action on. Last year, PLCs were conducted in teams and faculties. This year, to enhance connection across the school, PLCs comprise staff from across P-10.
- Namadgi School has developed a pre-service teacher guide and structure, including responsibilities of mentors and peer-observation protocols.
- The Professional Improvement Handbook 2020 outlines professional practice and improvement cycle expectations at the school. This includes a TPDP-cycle goal development, two peer-observation and feedback experiences, and mid- and end-cycle

meetings. Goals are aligned to the SIP and most staff speak positively about how TPDP experiences support their professional growth.

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

- Curriculum delivery at Namadgi is based on the Australian Curriculum and informed by the educational vision, mission and strategic priorities of the school.
- Staff identify they are provided with collaborative time to plan in year-group and faculty teams. A P-10 sequenced vertical progression of curriculum – including general capabilities, higher-order thinking and cross-curriculum priorities across all areas of learning – is yet to be evident.
- Common templates, scaffolds and resources are housed centrally in the Namadgi curriculum-planning Google site. There are pockets of excellent curriculum documentation which may be used as exemplars to further develop consistency across the school. Evidence supports high levels of variability in the depth of planning and scope and sequence development. Some planning documents identify assessment and curriculum links. Some map the learning week by week or lesson by lesson across the term with links to resources in varying depth.
- A clear assessment schedule has been developed in K-6. Assessment is used to inform planning, interventions and supports required. Informal coaching and modelling by leaders support teachers to analyse these data and plan curriculum to personalise student learning. Leaders model disciplined dialogue questions in these meetings.
- Some evidence of formative and summative assessment and links to achievement standards is evident in year 7-10 planning documents. Staff reference a range of formative assessment tools.
- A cohesive approach to literacy curriculum planning, supported by the strong understanding and use of the Readers' Workshop model, is evident in K-6.
- The school uses A to E⁷ elaborations progress against standards from limited to outstanding.
- PLCs have been established this year to develop the literacy and numeracy curriculum for P-10 and implement Version 9 of the Australian Curriculum.
- The school has previously attempted to develop a consistent approach to writing in years 7-10 where literacy is seen as the responsibility of all disciplines. This was not evident to reviewers.
- Assessment tasks are aligned to Australian Curriculum standards in written reports each semester. Moderation occurs across the school, prior to the reports being developed, to achieve consistency of teacher judgment.

⁷ The **A to E** grading scale allows teachers report student academic achievements at any point in time using clear standards.

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

- A strong understanding exists across the school that differentiation is a requirement and expectation in classrooms for all students to access learning. PL has been provided for staff to develop their understanding of this being the responsibility of all teachers.
- Reviewers have observed a range of differentiated teacher practice – such as extra supports, a variety of approaches, adjusted assessments, and multiple opportunities offered for students to show what they know and re-sit tasks with adjustments and extra support. This is more strongly evident in P-6.
- Differentiation by design in planning documents is variable. An adjustment matrix has been developed in P-6 for teacher use in planning content and teaching approaches reflective of the individual needs of students.
- Mathematics and science faculty planning for extension of more highly-able students is valued by learners and families.
- Formative assessment and use of the data tracker are widely evidenced in K-6 to identify starting points for teaching and to personalise learning.
- Passion projects enable students and staff opportunities to be engaged in their areas of interest and expertise. Students and parents express the need for greater opportunities within classes for deeper enrichment opportunities.
- Formal reporting home to parents is a summative point-in-time report. Parent/teacher interviews are based around communicating progress and building relationships to improve student outcomes. Learning journeys are also an opportunity for parental involvement in their child's educational progress.
- Communication home for students at risk of D and E grades in years 7-10 is well received by parents as an opportunity to collaboratively engage with their child.
- A school process to determine support for student access to pathway courses post-Year 10, called College Conversations, is effectively supporting this transition.
- Leaders are continually reflecting on structural system modifications to optimally engage all learners.
- The key improvement strategy of differentiation has been identified over a number of years in the SIP. One area where this is particularly evident is in the management of at-risk and disengaged students.
- Professional learning on trauma-informed practice, a strong focus on building relationships, the consistency of PBL implementation and quality RTI models of support for at-risk students reduce behaviour disruptions. Students are managed in a sensitive

and supportive way, minimising impact, through work to de-escalate situations.

- Some students report there is often disruption to their learning.

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

- Namadgi has separate, agreed pedagogical approaches in Preschool, K-6 and years 7-10. The Preschool uses play-based pedagogy, P-6 incorporates the gradual release of responsibility model primarily in literacy and numeracy, and years 7-10 reference the 10 Essential Skills⁸ as their model.
- The staff handbook also includes agreed pedagogical expectations.
- The P-6 Namadgi School How We do? What We Do? Why We do? Document outlines meeting norms, evidence-based teaching strategies, beliefs for literacy, and parent-communication expectations, as well as many other agreed practices. A year 7-10 complementary handbook is yet to be developed.
- Spirals of inquiry action research projects have been undertaken by staff over a number of years. Time is provided every second week for PLC teams to meet to progress their professional knowledge through identifying a problem of practice to look into and research, as well as reading and the use of data.
- This approach, as evidenced by the spirals of inquiry, is used in whole-school PLCs and in teaching teams.
- Namadgi School has been involved in PL by Corwin Australia to make learning visible. The use of learning intentions and success criteria, enabling students to understand what they are learning and how they can be successful, is still evident in most areas across the school.
- The school uses evidenced-based teaching strategies to improve student literacy in the Primary school. A consistent approach to teaching literacy across the High school is yet to be evident.
- Feedback to students is primarily described as verbal. Students in years 7-10 report they would appreciate more timely feedback on their assessment task. They value the ability to conference on draft work.
- Feedback to teachers on their instructional practice occurs through informal mentoring

⁸ The 10 Essential Skills for Classroom Management: **establishing expectations** – making rules; **giving instructions** – telling students what to do; **waiting and scanning** – stopping to assess what is happening; **cueing with parallel acknowledgement** – praising a particular student to prompt others; **body language encouraging** – smiling, nodding, gesturing and moving near; **descriptive encouraging** – praise describing behaviour; **selective attending** – not obviously reacting to certain behaviours; **redirecting to the learning** – prompting on-task behaviour; **giving a choice** – describing the student's options and likely consequences of their behaviour; **following through** – doing what you said you would.

and modelling by the leadership team and/or peers, as needed.

- The restorative justice⁹ pedagogy is embedded in staff/student relationships.
- The PBL lessons on expected behaviours are taught across the school to support students to feel safe to take risks and enable learning to occur.
- Social and emotional learning has been recently re-introduced into the High school using a program developed by the student services team. It is being taught consistently in the Primary school using the Bounce Back! Program.

⁹ Restorative justice resolves disciplinary problems in a cooperative and constructive way, focusing on mediation and agreement rather than punishment. Offenders must accept responsibility for harm and make restitution with victims.

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

- The Smith Family Learning for Life program is a long-standing and highly-valued partnership. The Smith Family program was developed after research from the foundation in 2016. It aligns to the SIP wellbeing priority and has been nurtured through the work of the school's Learning for Life coordinator since its inception.
- In 2022, The Smith Family provided scholarships for about 14 per cent of students and families experiencing disadvantage – a resource otherwise unable to be provided by the school. This includes financial assistance to access learning resources, tutoring, educational programs and connections to local opportunities. The iTrack mentoring program for 15 Year 10 students, matched with a mentor with expertise in their field of work interests, is conducted for an hour each week for 18 weeks through an online program. The year 8 and 9 inspiration programs, in association with the University of Canberra, inspire students to think diversely about possible career options.
- The Smith Family shares a range of participation status data, dependent on participant priorities, which is included in school records to inform engagement outcomes. Evidence of impact is through a range of measures: for example, pre- and post-surveys, attendance and achievement outcomes.
- The Stephanie Alexander Kitchen Garden has been established since 2014 with Namadgi being a pilot school for the program in Canberra. This long-standing partnership enables access to Stephanie Alexander Foundation resources at no cost to the school. The school's site has been used for professional learning by others. Namadgi has nurtured the garden, chicken sheds and program through school funding, enabling students from years P-6 an hour each week in the grow, prepare and share program.
- Extensive productive gardens are maintained through parent-volunteer working bees, work experience students and the dedicated work of kitchen garden staff. A breakfast program each day operates from the kitchen garden classroom and staff actively seek generous donations from families and local businesses in support. The school's focus to build the engagement of learners is enhanced through the expansive, well-maintained and highly cared-for environmental resources which kitchen garden staff would like to see more highly utilised in year 7-10 programs.
- Namadgi School employs a science teacher based within the kitchen garden for the provision of the K-6 science curriculum, which is closely aligned to the grow, prepare, share philosophy. Evidence of impact is through curriculum outcomes – specifically,

science and cross-curriculum priorities.

- Working within a community with complex needs, Namadgi has prioritised its relationships with a range of providers to enable connection to a wide range of essential services for students and families. Examples include: Menslink, Brumbies, PCYC, Birrigai Outdoor School, the Ted Knoffs Foundation, Lions Youth Haven Farm, the police liaison officer, the Directorate allied health workers and many external health agencies.
- The provision of pathway options for students in years 9 and 10 is extensive and highly personalised. Examples include: the strong relationship with Canberra Institute of Technology for students undertaking certificated courses, science and maths units being undertaken at year 11 and 12 colleges, and extensive business and industry work experience-partner relationships.

Commendations

- Namadgi, Preschool to Year 10 has been consistent in the attention paid to implementing the 2018 to 2022 SIP which was based on recommendations from a significant number of domains in the school's 2017 NSIT review.
- The school was aspirational in identifying broad and wide-ranging strategies due to the imperative to develop environments conducive to learning. It has achieved significant success, improving academic achievement, engagement and wellbeing.
- Namadgi has highly embedded its mission, vision and values which are now part of the fabric of the school, evident in signage and known by all stakeholders. The school's overarching mission: "Everyone is a powerful force for change" is lived in the work of leaders and staff.
- Leaders pay attention to communicating the SIP and AP to the community through Board and P&C meetings and sharing details with teachers.
- Students and staff take great pride in maintaining Namadgi's internal and external learning areas in exceptionally good order. Quality signage and commissioned murals attractively reflect school values and beliefs.
- Every attempt is made by the school to do what is needed for students at risk of disengagement and in support of vulnerable families and trauma-informed care.
- School leaders have deliberately targeted significant resources to respond to and support the wide-ranging diverse needs of students and families.
- Namadgi has nurtured its long-standing partnership with The Smith Family, Stephanie Alexander Kitchen Garden Foundation, Allied Health and community support agencies and educational institutions which provide a range of pathway experiences, aligned to the school's improvement priorities. The attention paid to making these resources available to the school is to be commended.
- The reading focus in P-6 is embedded through Readers' Workshops and coaching by leaders in close collaboration with Directorate instructional mentors.
- The establishment of an action research spiral of inquiry approach in PLCs is building the capacity of teachers across the school.
- The identification of a P-6 assessment schedule is used by teachers to differentiate their planning and practice.
- The establishment of a P-6 data-tracking tool provides central access to a range of assessments for each student, enabling academic progress to be monitored.
- The school prioritises analysis and sharing of perception survey data to take action, demonstrating the commitment to collaborative, positive relationships.
- The school has committed considerable resources to creating the right conditions for learning, including the provision of additional support for students who need it.
- The school has embedded Indigenous perspectives into the curriculum to enhance student learning, demonstrating appreciation of different cultures and building cultural competence.
- Staff and parents prioritise wellbeing and positive relationships across the whole school

community, ensuring an inclusive, safe and supportive environment to enable learning.

- Staff know students as individuals, as well as learners, and have respectful, nurturing and authentic relationships with them.
- Staff are deeply committed to meeting the wellbeing needs of their students. Staff dedicate considerable time and resources to ensuring that student needs are supported.
- Collegiality, sincerity, trust and support are strong features of staff relationships.
- The principal is highly trusted by Board members and parents.
- Leaders are accessible, supportive and responsive. They are seen in classrooms daily.

Affirmations

- The whole-school PLC approach that is embedded. This year, work to strengthen PBL, the curriculum and coaching are identified as relevant initiatives.
- The actions and strategies that build teacher connection and relationships across Primary and High school.
- The Google site for staff to develop collaborative and shared curriculum planning that has been established and is an essential resource for the school.
- The analysis of Primary school literacy data and implementation of writing workshops that will scaffold teacher knowledge of literacy instruction.
- The filtering of the gradual release of responsibility model from Readers' Workshops into other curriculum areas, as well as reading.
- The identification of relevant academic assessments to be collected in the school's data plan that can be built on with the addition of wellbeing, attendance and behaviour information.
- The recent engagement with the Ontario Writing assessment and PAT-R/N/V to determine academic starting points and to measure improvement over time.
- The SIP strategy to use data for differentiation that has enabled teachers to more-effectively tailor their practice to readiness and need.

Recommendations

- Continue to build a school data culture where the importance of using multiple sources of evidence to measure student growth and inform decision making is an ongoing priority.
- Document the timeline, purpose and responsibilities for analysis and sharing of academic, wellbeing, attendance and behaviour evidence collected in a P-10 data plan. Ensure leaders support and enable teachers to take responsibility for changes in practice required to achieve school targets, monitor learning improvement or regression over time, and growth across years of schooling for every student, based on triangulated evidence. Build a sophisticated understanding of value-added data concepts where differentiation is a feature of every teacher's practice. This will ensure that every student is appropriately engaged and challenged by teachers, using evidence to determine

starting points for teaching.

- Document Namadgi's sequenced plan for curriculum delivery that is contextualised to meet the needs of the school community and all students within each year level. Ensure that the curriculum delivery plan:
 - > is developmental across the years of schooling
 - > incorporates higher-order thinking, cross-curriculum priorities and general capabilities through all areas as active streams for learning.
- Review and document the guidelines, templates and processes that support staff to plan and deliver quality curriculum, including assessment practices, ensuring consistency and a focus on ongoing professional learning, collaboration, feedback and monitoring.
- Continue to embed the school ethos built around high-engagement levels and a commitment to excellence in the relentless pursuit of successful outcomes for every student. Focus on quality learning and academic rigour in creating a culture in which every minute for learning is important and where students learn successfully in their own ways, reflective of individual talents, interests and aspirations. Explore how more highly able students can be identified, further challenged and express their learning.
- Document P-10 evidence-based pedagogies and continue to build the capability of leaders and teachers to coach and provide ongoing quality feedback. The feedback should be based on classroom observations, reflecting student progress and school-wide agreed pedagogical practices. Support teachers in their implementation of effective teaching methods and changes of practice required to reach school targets. Monitor the implementation and effectiveness of these systems and structures to ensure there is consistency of agreed instructional practice evident in every classroom, every day.