



ACT
Government
Education

Neville Bonner Primary School

Review Report Summary, 2018

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Overview of the school review process

Approximately a quarter of all ACT public schools are reviewed each year. The reviews are an important part of how the Directorate supports and monitors school improvement. Reviews provide schools with quality and independent feedback, tailored to the school's context. Each school is reviewed at least every five years, providing valuable opportunities for self-reflection, planning and improvement.

Reviews are undertaken by experienced educators trained in the use of the *National School Improvement Tool* (NSIT), a nationally recognised framework for reviewing teaching and learning practices. Each review team generally consists of two to three reviewers, however, the number of reviewers and length of review depends upon a range of factors, including the size and context of the school.

Reviewers closely consider each school's performance data and speak with a wide range of staff, students, parents and community members to get an accurate picture of the school. Following the review, the school receives a comprehensive report. The report outlines the key findings and recommended improvement strategies to maximise student outcomes. The report concludes with a set of commendations, affirmations and recommendations to assist in future planning and to support school-wide improvement planning.

The following summary contains the commendations, affirmations and recommendations from the review report.

Commendations

The 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

The 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

The 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 developing a sharp and narrow improvement plan.

Commendations

Neville Bonner Primary School is commended for the following.

- Neville Bonner Primary School's rich cultural integrity and focus on Aboriginal and Torres Strait Islander peoples is evident in the rituals, symbols, policies, and teaching practices at the school. The school leadership team has created an environment where teachers are supported to teach the cross-curriculum priority of Aboriginal and Torres Strait Islander histories and cultures, and perspectives are included in planning.
- The culture of the school is underpinned by an ethos of respect and regard for one another and this is the foundation for building relationships. The values and ways of working are highly visible, well regarded and deeply embedded. Students have an obvious sense of belonging and are welcoming and respectful towards peers and visitors.
- The vision established when Neville Bonner Primary School opened in 2013 has remained, and become deeply embedded and highly visible to parents, staff and families as the school has moved into the next phase of its journey.
- Parents, staff and students see the school as inclusive and embracing of all cultures. This is evidenced in school events, curriculum delivery, artefacts and in peer-to-peer conversations that champion the diversity of cultures represented in the school.
- Teaching team identity is very strong at Neville Bonner Primary School. Teachers share the development of curriculum plans and this is supported by their leaders. The quality and detail in teacher planning is to be commended.
- Teachers have created print-rich learning environments to scaffold learning particularly for literacy and numeracy and this was evident in every classroom. Students are involved in the authoring of the resources and are making use of them to support their learning.
- School leaders have a set of clear statements about the importance of differentiation as a driver of student learning and growth, and their actions in support of staff reflect this.
- The school teacher profile has a high proportion of new educators. The quality in their curriculum planning, how they strive to cater for the range of learners, and their deep commitment to professional growth is highly commended.

Affirmations

The Review Team offers the following affirmations for Neville Bonner Primary School.

- In a context of rapid growth, Neville Bonner Primary School has paid attention to how it welcomes new families. Newly enrolled students are supported to become part of the school community as quickly as possible. The 'Getting to Know You' yarning circles invite families to also connect with the school.
- The BERRA model of developing teacher capacity is deliberate and formalised. It is positively viewed by participants and could be leveraged to provide ongoing support.
- The school's leadership team has made a deliberate decision to build teachers' repertoire of practice and to draw on evidence-based pedagogical practice rather than being overly reliant on upon proprietary programs and resources to grow student learning, although programs are astutely accessed as resources.
- The school is in the early stages of implementing explicit learning intentions in classrooms and this is building upon the focus teachers have on individual students.
- There are leadership opportunities for staff.
- A range of strategies for sharing records of student achievement and progress is evident. Opportunity exists to build a systematic approach to this to ensure that all records of individual student needs, achievements and progress are shared as students move from one learning group to the next and into high school.
- The preschool has been positioned as an integral part of the school community and there is a firm focus on the implementation of the Early Years Learning Framework. Considerable attention has been paid to ensuring a seamless transition between preschool and kindergarten.
- The school works to share student learning with their families through the 'Getting to Know You Yarns', 'Three Way Yarns' and Learning Journeys. In preschool there has been deliberate intent to build stronger connections between a child and their family so that learning can be regularly shared and celebrated.

Recommendations

The Review Team recommends Neville Bonner Primary School pays attention to the following opportunities for school improvement during the next planning cycle.

- Develop an explicit local school improvement plan in close partnership with the school community which identifies specific improvements in student learning and wellbeing. These improvements should be well defined, time-bound and measurable. Build a shared ownership of this plan, ensuring that teachers have a clear understanding of the changes in practice required to achieve school targets.
- Develop a school data plan that articulates the data to be collected, analysed and used to best inform the school about outcomes to be improved. Ensure this plan includes the collection of academic performance, attendance, behaviour, and student wellbeing data.
- Give consideration to how ongoing staff professional learning can support analyses of data sets that reflect sophisticated understandings of student assessment and data concepts. Continue to support teachers in using data to inform their practice as well as building their repertoire of practice to respond effectively to the learning needs of individual students.
- Further develop staff capability to support students with complex needs and ensure that resources, both human and financial, are deployed in ways that best address the learning needs of all students.
- Ensure that in curriculum planning and delivery, high priority is given to the progressive development of students' deep understandings of concepts and principles within and across learning areas, as well as to the ongoing development of the General Capabilities.
- Continue to develop a culture of professional growth by providing opportunities for deep and rigorous coaching that will support teachers to implement the teaching strategies as articulated in the school's pedagogical framework.
- Ensure that resources are allocated to provide access to technology and that technology is used in business practices and contemporary pedagogies.
- Intentionally build partnerships that will strategically contribute to improved student achievement and/or wellbeing. Ensure that the outcomes to be achieved are identified and that partnerships are regularly monitored and refined as required.
- Develop a whole-of-school approach to providing explicit and timely feedback to students about their learning.