



**NEVILLE  
BONNER**  
PRIMARY SCHOOL

# Neville Bonner Primary School

Network: North/Gungahlin

---

## School Plan 2019-2023



## The purpose of school improvement planning

This plan establishes a strong improvement agenda to be driven by school leaders over the next five years. It was informed by the Directorate's Strategic Plan and system-level and school-based analysis of multiple sources of evidence including our School Review findings. Analysis of these multiple sources of evidence is supported by an annual provision to each school of a data summary as a key enabler of our improvement planning and implementation.

Each school undertakes a school review as an integral component of in its five-year improvement planning cycle. 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. The school improvement planning process is below. This representation is used in the footer of all school-based improvement documents to indicate the stage of planning or implementation.

**Analysis → Priorities → Strategies → Actions → Impact (for student)**

Our school planning is grounded in evidence from research and practice and expressed in terms of improvements in measurable student outcomes. Explicit five-year targets for improvement have been set and will give life to monitoring, evaluation and communication of progress to teachers, families and students.

## Our school's improvement agenda positioned within the Directorate's Strategic Plan

### Vision

**Education Directorate vision:** *We will be a leading learning organisation where people know they matter.*

How will the Education Directorate's vision gain life within your school's context?

**School vision:**

*Neville Bonner Primary will be an inclusive and respectful place of learning, providing opportunities for children to grow their unique gifts and talents.*

### Mission

**Education Directorate's mission:** *We develop and deliver educational services to empower each child and young person in the ACT to learn for life.*

How will the Education Directorate's mission gain life within your school's context?

**School mission:**

*Yumalundi –  
here we belong  
and here we learn*

## Values

**Education Directorate's Values:** *Respect, Integrity, Collaboration, Innovation.*

How will the Education Directorate's values gain life within your school's context?

### **School values:**

*Culture of Learning, Respect and Kindness, Embracing Diversity, Sense of Place and Identity on Ngunnawal Land*

## Education Directorate's Strategic goals for 2018-2021

- *Schools where students love to learn*
- *Investing in early childhood*
- *Evidence informed decisions*
- *Learning culture*
- *United leadership team*

## Education Directorate's Strategic indicators for 2018-2021

- *To promote greater equity in learning outcomes in and across ACT public schools*
- *To facilitate high quality teaching in ACT public schools and strengthen educational outcomes*
- *To centre teaching and learning around students as individuals*

*The Directorate will annually publish progress against its strategic indicators. Each school's contributions to these strategic indicators will be provided to our school for inclusion in our Impact Report.*

## Multiple sources of evidence

Evidence informing this School Plan includes:

- analysis of system-level data
- analysis of school-based evidence over time (past 4/5 years)
- recommendations from School Review
- for schools with a preschool setting, Quality Ratings from assessment against the National Quality Framework.\*

***\*For schools with a preschool setting their Quality Improvement Plan (QIP) is revised each year as part of the annual planning process.***

Having completed the sections 'Identifying key themes' and 'The school's challenges' in your data summary, commence the process of identifying priorities.

## Our improvement priorities

Priority 1: *To improve learning outcomes in Mathematics*

*What will the experience of students be like through implementation of this priority at the completion of our five-year school improvement cycle?*

<p>Students will love Mathematics!</p> <p>Students will investigate and understand how to apply Mathematical concepts to real life</p> <p>Students will be competent in knowledge of number</p> <p>Students will have a good understanding and use of Mathematical language</p> <p>Students will pursue their interests by learning through investigations</p> <p>Students will set and achieve their Mathematical goals</p> <p>Students will experience consistent high quality practice across Preschool to Year 6</p>
--

*What measurable targets will support progress and monitoring of the impact of this priority?*

Using the multiple sources of evidence approach as a guide, what measures will inform and demonstrate impact for students and staff through implementation of this improvement priority?

Targets/Measures to be achieved by 2023.

*Student learning data*

**Target or measure:** By 2023 the proportion of students at or above expected growth in NAPLAN Numeracy will increase to within 5% SSSG schools.

**Source:** NAPLAN SCOUT

**Starting point:** NBPS average 2016-18: 58.5% SSSG average 2016-18: 64%

**Target or measure:** By 2023 we will have increased the proportion of students in the top two NAPLAN bands of Numeracy in Year 5 to be closer to (within 15%) SSSG schools.

**Source:** NAPLAN SCOUT

**Starting point:** NBPS average 2016-18: 18.6% SSSG average 2016-18: 46.2%

**Target or measure:** By 2023 74% of children will have made expected growth or better in PIPS Numeracy

**Source:** PIPS

**Starting point:** NBPS average growth (2015-2017\*): 67%

*Perception Data*

**Target or measure:** Twice yearly survey data (parent question: I am satisfied my that child is making progress in Mathematics)

**Source:** School-based survey

**Starting point:** *Established in 2019*

**Target or measure:** Twice yearly survey data (student question: I am satisfied that I have made progress in Mathematics)

**Source:** School-based survey

**Starting point:** *Established in 2019*

*School program and process data*

**Target or measure:** A broadened repertoire of pedagogical practices and content that teachers bring to the teaching and learning of Mathematics

**Source:** School-based data on feedback, evidence observed in practice and differentiated programming documents

**Starting point:** Whole school planning documents (teaching programs, scope and sequence), Circle of Practice comparisons.

**PRIORITY 2:** Students will improve reading skills with a particular focus on deep comprehension

*What will the experience of students be like through implementation of this priority at the completion of our five-year school improvement cycle?*

Students will love reading!  
Reading will be an interactive experience  
Students will have opportunities to read quality literature  
Students will be confident to read a range of literature from a variety sources including STEAM interest areas  
Students will understand and apply effective reading strategies  
Students will engage and respond to feedback about their reading  
Students will vocalise the reading strategies and skills that they use to comprehend  
Students set goals about their learning in reading  
Teachers to expose students to a wide variety of strategies

*What measurable targets will support progress and monitoring of the impact of this priority?*

Using the multiple sources of evidence approach as a guide, what measures will inform and demonstrate impact for students and staff through implementation of this improvement priority?

Targets/Measures to be achieved by 2023.

*Student learning data*

**Target or measure:** By 2023 the proportion of students at or above expected growth in NAPLAN Reading will be equal to or above SSSG schools.

**Source:** NAPLAN SCOUT

**Starting point:** NBPS average 2016-2018: 63.56% SSSG average 2016-2018: 64.4

**Target or measure:** By 2023 we will have increased the proportion of students in the top two NAPLAN bands of Reading to be close to SSSG schools. In Year 3 (within 10%) and Year 5 (within 5%)

**Source:** NAPLAN SCOUT

**Starting point:** NBPS average 2016-2018: Year 3 46.9%, Year 5 32.3%, SSSG average 2016-2018: Year 3 61.0%, Year 5 44.7%

**Target or measure:** By 2023 78% of children will have made expected growth or better in PIPS Reading

**Source:** PIPS

**Starting point:** NBPS average growth (2015-2017\*): 72%

*Perception Data*

**Target or measure:** Survey data (parent question: I am satisfied that my child is progressing in Reading)

**Source:** Perception survey data

**Starting point:** Established in 2019

**Target or measure:** Survey data (student question: I am satisfied that I am progressing in Reading)

**Source:** Perception survey data

**Starting point:** *Established in 2019*

*School program and process data*

**Target or measure:** A broadened repertoire of pedagogical practices and content that teachers bring to the teaching and learning of Reading

**Source:** School-based data on feedback, evidence observed in practice and differentiated programming documents

**Starting point:** Whole school planning documents (teaching programs, scope and sequence), Circle of Practice comparisons.

## Endorsement

*This School Plan has been endorsed electronically by our Principal, Director School Improvement and Board Chair.*

### Principal

Name: Fran Dawning

Date: 12 April 2019

### Director School Improvement

Name: Judy Hamilton

Date:

### Board Chair

Name: Amani Kerr

Date: 26 June 2019