



ACT
Government
Education

North Ainslie Primary School

Review Report Summary, 2018

This page left intentionally blank.

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

North Ainslie Primary School is commended for the following.

- Parents, staff and students have an obvious sense of belonging, belief and connection to the values and traditions of the school. The relationships between parents, students and school staff are positive, supportive and highly valued. There is a tone of mutual respect between all members of the school community.
- School staff highly value the level of support provided by leaders, both within the classroom and through their active involvement in team meetings. A distributed leadership model has strengthened this support as well as providing leadership opportunities for a wider cohort of teachers. This model has also supported shared responsibility and commitment to the school's strategic direction and is enabling change to be driven throughout the school.
- There is a strong commitment to, and understanding of, the philosophy of the International Baccalaureate's® Primary Years Programme. Purposeful planning practices and recording of planning documentation shows concepts and big ideas that are developed over time which reflects the IB approach to learning.
- The school is well known for its sense of community spirit. Parents readily volunteer to help organise a range of school events and are often in classrooms supporting the learning. Reviewers noted the welcoming environment for parents and observed many parents coming and going each day.

Affirmations

The Review Team offers the following affirmations for North Ainslie Primary School.

- Focussed immersion visits, classroom walk-throughs and instructional rounds are providing opportunities for the sharing of practice and regular discussions about quality teaching and learning.
- There has been a sharp and sustained focus on improving the teaching of writing, and this focus is highly visible and has been sustained over the last 18 months. Opportunities exist to reflect on this approach and consider utilising the same strategies to effect change in other areas.
- The further development of the art, French, PACH, music programs has been welcomed by the school community. The school priorities quality learning, supporting access to a range of student activities to meet student interest. This alignment supports the transdisciplinary nature of the curriculum.
- The Board has a thorough understanding of the school's priorities and works closely with the school leadership team. The Board connects to the wider school community through consultation processes, information in the newsletter, and connections with the school's Parents and Citizens Association.

Recommendations

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

- Develop an explicit school improvement agenda for the next planning cycle which includes specific improvements in student learning and wellbeing to be achieved. These improvements should be well defined, time-bound and measurable. Develop clear targets, supporting teachers in taking responsibility for changes in practice required to achieve these.
- Determine which data sets will best inform the school about student learning and wellbeing outcomes. Ensure that data collected and analysed support the school in monitoring academic performance, attendance, behaviour and student wellbeing. Develop and document a school plan and timetable for the annual collection of these data sets. Give consideration to how software can be used to support analysis and how data are stored electronically and centrally to provide ease of access.
- Develop a common understanding of differentiated teaching and learning across the school and support teachers in using data on a regular basis to monitor learning and adjust the teaching in response to the progress that individuals are making. Support teachers in catering for individual differences by offering multiple means of representation, engagement and expression.
- Develop a common set of beliefs and values that underpin the way in which the school responds to student needs. Ensure systematic strategies are in place to identify needs and that school-wide programs and approaches are developed and resourced strategically.
- Continue to develop a whole-school plan for curriculum delivery with a particular focus on literacy and numeracy planning and delivery.
- Consider how the General Capabilities can be mapped against the transdisciplinary skills and attitudes to ensure that they are used as active learning streams for all students. Continue to support teachers in making on-balance judgments against the Achievement Standards.
- Continue to develop the school's vision for teaching and learning as articulated in the draft framework Designing Great Learning at NAPS, ensuring that the pedagogical practices that are expected in all classrooms are drawn together in a way that supports teachers in clearly understanding what is expected of them. Build the capability of teachers in implementing these practices by providing opportunities for regular sharing of practice through modelling, classroom observations, feedback, mentoring and coaching.