



Weetangera Primary School

Network: Belconnen

School Improvement Plan 2020-2024

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 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 improvement 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

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

School's vision: Our vision, as a community, is to inspire a passion for learning.

Mission

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

School's mission: To develop and deliver an education empowering each person at Weetangera School to be a successful learner, a confident and creative individual, and an active and informed globally minded citizen.

Values

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

School's values: Inclusion, Resilience, Respect, Responsibility.

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 annually publishes progress against its strategic indicators. Our school's contributions to these strategic indicators are detailed in our annual Impact Reports.

Multiple sources of evidence

Evidence informing this School Improvement 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.*

Our improvement priorities

Priority 1: Improve the rate of growth in writing for all students

The statement below details our vision for how this priority will change the experience of school for our students.

Students will articulate we write for a range of purposes, and when the purpose changes, so does the text form. Effective writers draw on a range of skills while writing: generating ideas for writing, organising ideas so that they are sequenced and coherent, selecting words carefully, writing sentences that make sense, are grammatically correct and flow, apply spelling knowledge, apply punctuation knowledge, proofreading checking spelling, punctuation and the writing makes sense and recrafting making changes to the text to improve the content and message.

Targets/Measures to be achieved by 2024

Student learning data

Target or measure: 64% of our year 5 students will be achieving at/ or above expected growth from year 3 to year 5 in writing. The target was set by considering the gain performance of a sample of ACARA “similar schools”.

Source: NAPLAN growth data as available through SCOUT

Starting point: Our baseline data point is 56% determined as the average of the last 3 years of year 3 to year 5 growth in NAPLAN writing.

Target or measure: Reduce the average gap in percentage of students achieving in the top two bands in writing, by five percentage points, compared with ACARA “similar schools” for year 3 and year 5.

Source: NAPLAN top two bands in writing data as available through SCOUT

Starting point: Our baseline data point for year 3 is 53% determined as the average of the last five years of students in the top two bands in writing. ACARA similar schools average was 67.64%. The average gap was 14.64%.

Our baseline data point for year 5 is 14.5% determined as the average of the last five years of students in the top two bands in writing. ACARA similar schools average was 27.98%. The average gap was 13.48% from 2015 to 2019.

Perception data

Target or measure: Increase staff confidence and ‘use results from system testing and system processes to inform planning’ for learning to 95% by 2024.

Source: Staff satisfaction survey; school based survey undertaken at the end of each term

Starting point: Staff satisfaction survey average of 2015 – 2018 was 80%; Base for school developed confidence survey established in 2020

School program and process data

Target or measure: Increase the proficiency level of staff to differentiate writing instruction to meet specific learning needs.

Source: School based survey based on AITSL standard 1.5; 1= Graduate, 2 = Proficient, 3 = Highly Accomplished, 4 = Lead.

Starting point: Baseline to be established 2020

Priority 2: Improve the rate of growth for numeracy in all students

The statement below details our vision for how this priority will change the experience of school for our students.

Students will articulate that we learn mathematics to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently. Effective mathematicians develop an understanding of the relationship between the 'why' and the 'how' of mathematics and learn to apply their mathematical understanding creatively and efficiently. They do this through developing sophisticated and refined mathematical understanding, fluency, reasoning and problem-solving skills.

Targets/Measures to be achieved by 2024

Student learning data

Target or measure: 62% of our year 5 will be achieving at/ or above expected growth from year 3 to year 5 in Numeracy. The target was set by considering the gain performance of a sample of ACARA "similar schools"

Source: NAPLAN growth data as available through SCOUT.

Starting point: Our base line data point is 52.2% determined as the average of the last 5 years of year 3 to year 5 growth in NAPLAN Numeracy.

Target or measure: To match and surpass the average gap in percentage of students achieving in the top two bands in year 3 Numeracy compared with ACARA "similar schools" and reduce the average gap in percentage of students achieving in the top two bands in year 5 Numeracy by 12 percentage points compared with ACARA "similar schools".

Source: NAPLAN top two bands in numeracy data as available through SCOUT.

Starting point: Our base line data point for Year 3 is 57% determined as the average of the last 5 years of students in the top two bands in Numeracy. ACARA similar schools average was 59.24%. The average gap was 2.24%.

Our base line data point for Year 5 is 35 % determined by the average of the last 5 years of the students in the top two bands in Numeracy. ACARA similar schools average was 47.5%. The average gap was 12.5% from 2015 to 2019.

Perception data

Target or measure: Increase staff confidence and 'use results from system testing and system processes to inform planning' for learning to 95% by 2024.

Source: Staff satisfaction survey; school based survey undertaken at the end of each term

Starting point: Staff satisfaction survey average of 2015 – 2018 was 80%; Base for school developed confidence survey established in 2020

School program and process data

Target or measure: Increase the proficiency level of staff to differentiate numeracy instruction to meet specific learning needs.

Source: School based survey based on AITSL standard 1.5; 1= Graduate, 2 = proficient, 3 = Highly accomplished, 4 = Lead.

Starting point: Baseline to be established 2020

Endorsement

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

Principal

Name: James M. Barnett

Date: 26.11.19

Director School Improvement

Name: Kris Willis

Date: 26.11.19

Board Chair

Name: Yehuwdiy Dillon

Date: 26.11.2019