



*'A great place to grow up'*

# Theodore Primary School

Network: Tuggeranong

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## School Improvement 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 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 school environment encourages curiosity, collaboration, critical and creative thinking. By 2023, our students and teachers will be working together, students and teachers questioning and noticing, and students and teachers displaying a sense of wonder. In 2023, you will see shared beliefs and consistent teaching and learning practices based on current research and data. You will consistently see students given the time to talk, to share and clarify ideas and provide feedback. Students will participate in purposeful and authentic writing and reading opportunities using quality literature. Students will engage in and connect with conceptual understandings across the curriculum, developing deep understanding of concepts in authentic context. Students, staff and parents/carers will be actively engaged and positive productive contributors of a strong learning and wellbeing culture that promotes a growth mindset through high expectations and strong learning dispositions. Theodore will continue to be a place where students love to learn, where there is a strong culture of purposeful and creative learning and where students, staff and families are happy and engaged as a vibrant learning community.

## 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:

Theodore Primary is a school of excellence committed to developing a learning community engaged in quality learning. We will achieve this by having differentiated inquiry-based education that is purposeful and challenging and where high expectations are set and individuals are supported in their learning. The whole learning community will work in a safe, nurturing inclusive environment where respectful relationships are valued. Our school will be acknowledged by the wider community for our commitment to having everyone engaged in quality learning.

## Values

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

School values: Respect, Integrity, Compassion, Personal Best

## 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: Provide a positive learning environment for all stakeholders

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

The school is a safe and supportive environment in which learning is the focus. High expectations are set for all stakeholders and there is a sense of belonging and connectedness to the school.

Student outcomes to be achieved through this priority include:

- Increase the amount of time on task for learning by minimising negative behaviour disruptions.
- Increase student satisfaction with behaviour management approach.
- Increase in staff who agree that they receive feedback about their performance.
- Increase parent satisfaction that their opinions are valued.
- Increase in parent satisfaction that their child is safe at school.

#### Targets/Measures to be achieved by 2023

##### *Student learning data*

**Target or measure:** Decrease in the number of negative incidents that interrupt learning time.

**Source:** Sentral

**Starting point:** Term one 2019 data

##### *Perception data*

**Target or measure:** 55% of students agree that student behaviour is well managed.

**Source:** School Satisfaction Survey

**Starting point:** In 2018 the percentage of students who agreed that behaviour was well managed was 25%, a drop of 20% from the previous year. An average of 46.39% was measured across 2015 – 2017 compared to an average of 56% in ACT P-6 schools during the same period.

**Target or measure:** 92% of staff agree that they get quality feedback on their performance.

**Source:** School Satisfaction Survey

**Starting point:** An average of 72% measured across 2016-2018.

**Target or measure:** 80% of parents agree that the school values parent opinions.

**Source:** School Satisfaction Survey

**Starting point:** An average of 75% measured across 2016 – 2018 compared to an average of 81% in ACT P-6 schools in the same period.

**Target or measure:** 92% of parents agree that their child is safe at school.

**Source:** School Satisfaction Survey

**Starting point:** In 2018 the satisfaction rate of parents responding to this question dropped by 11.14%. An average of 87% was measured across 2016 – 2018 compared to an average of 91% in ACT P-6 schools in the same years.

##### *School program and process data*

**Target or measure:** Staff and students articulate school values and what these mean in day to day school life.

**Source:** School survey to be developed in 2019

**Starting point:** 2019 baseline data

**Target or measure:** Embed universal systems and practices aligned to Positive Behaviours for Learning in classrooms and around the school.

**Source:** PBL implementation and evaluation data

**Starting point:** 2019 baseline data

## Priority 2: Improve student learning outcomes in reading and writing

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

Students read and write capably and confidently for authentic purposes. They know what good readers and writers do and each student knows what they need to do next in developing their reading and writing skills.

Student outcomes to be achieved through this priority include:

- Increase the number of students achieving at or above expected growth in writing in NAPLAN from years three to five.
- Increase engagement in reading.
- Increase growth in reading of Kindergarten students as measured by PIPs
- Increase the number of students achieving at or expected growth in reading In NAPLAN from years three to five.
- Increase the number of students agreeing that they receive helpful feedback.
- Increase the number of parents who agree that their child's needs are being met by the school.

### Targets/Measures to be achieved by 2023

#### Student learning data

**Target or measure:** 53% of year five students will be achieving at or above expected growth in writing from years three to five.

**Source:** NAPLAN and school writing rubrics

**Starting point:** In 2018 the number of students achieving at or above expected growth was 32.3%. The average growth for 2017-2018 was 41% compared to an average growth in statistically similar schools of 53% in the same time period.

**Target or measure:** 65% of year five students will be achieving at or above expected growth in reading from years three to five.

**Source:** NAPLAN and PAT Reading

**Starting point:** In 2018 the number of students achieving at or above expected growth was 59.4%. The average growth for 2016-2018 was 54.6% compared to an average growth in statistically similar schools of 56.2% in the same time period.

**Target or measure:** 50% of Kindergarten students will be achieving at or above expected growth in reading.

**Source:** PIPS

**Starting point:** In 2018 the number of Kindergarten students achieving at or above expected growth was 43%. The average growth for 2016-2018 was 46.3% compared to an average growth from 2013-2018 of 52%.

Perception data

**Target or measure:** 85% of students agree that teachers give quality feedback.

**Source:** School Satisfaction Survey

**Starting point:** An average of 80% measured across 2016 – 2018.

**Target or measure:** 87% of parents who agree that their child's learning needs are met at the school.

**Source:** School satisfaction Survey

**Starting point:** An average of 83% measured across 2016 – 2018.

**Target or measure:** 75% of students from K-6 indicate that they are improving as readers.

**Source:** In school survey

**Starting point:** 2019 baseline data. School program and process data

**Target or measure:** Students K-6 articulate the strategies they are using when reading new material.

**Source:** in school survey / conferencing question

**Starting point:** 2019 baseline data

## Endorsement

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

### Principal

Name: Debbie Martens

Date:

  
12/8/2019

### Director School Improvement

Name: Sue Norton

Date: 13.8.2019



### Board Chair

Name: Alison Yialeloglou

Date: 8.8.2019

