

# Mount Stromlo High School

Network: South/Weston

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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 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: Mount Stromlo High School is a collaborative team that focuses on learning for all students. Using evidence to inform classroom practice we meet individual needs to ensure all students leave our school with the skills and knowledge to succeed.

### 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: We provide a quality education for every child.

### Values

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

School's values: Respect, Learning, Endeavour, Pride

## 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

## Our improvement priorities

**Priority 1:** Increase growth in student performance in writing across all year levels

*Teachers will use system and school data to expertly deliver evidence based teaching and learning that ensure classrooms are engaging and all students are making substantial growth in their writing skills and knowledge.*

### Targets/Measures to be achieved by 2023

#### *Student learning data*

Target or measure: 70% of students will achieve at or above expected growth in writing

Source: NAPLAN data

Starting point: Year 9 – 57.5% achieved at or above expected growth

Year 7 – 60.8% achieved at or above expected growth

#### *Perception data*

Target or measure: 70% of students agree or strongly agree that “Teachers give useful feedback” and “Teachers set high standards for learning in their classes”

Source: Annual Student Satisfaction Survey

Starting point: “Teachers give useful feedback” – Agree/Strongly Agree - 51.75%

“Teachers set high standards for learning in their classes” – Agree/Strongly Agree – 65.07%

#### *School program and process data*

Target or measure: All staff will have a strong awareness of school-wide writing strategies

Source: School PL, observations, PLT process

Starting point: Identification and embedding of writing strategies across all faculties

## Priority 2: Increase growth in student performance in reading across all year levels

*Teachers will use system and school data to expertly deliver evidence based teaching and learning that ensure classrooms are engaging and all students are making substantial growth in their reading skills and knowledge.*

### Targets/Measures to be achieved by 2023

#### *Student learning data*

Target or measure: 70% of students will achieve at or above expected growth in reading

Source: NAPLAN data

Starting point: Year 9 - 60.5% achieved at or above expected growth

Year 7 - 54.1% achieved at or above expected growth

#### *Perception data*

Target or measure: 100% of staff agree or strongly agree that “Teachers from this school use results from system testing and system processes to inform planning”

Source: Annual Staff Satisfaction Survey

Starting point: Agree/Strongly Agree – 76.81%

#### *School program and process data*

Target or measure: Full implementation of school wide reading strategies

Source: School PL, observations, PLT process

Starting point: Identification of school wide strategies required

## Priority 3: Develop self-awareness and self-management skills in all students

*Teachers will use system and school data to expertly deliver evidence based social and emotional learning programs that improve school climate and develop students’ personal and social capabilities. Students will learn about themselves and others, how to manage their relationships, lives, work and learning more effectively. Our students will find it easier to manage themselves, relate to others, develop resilience, resolve conflict, engage in teamwork and feel positive about themselves and the world around them (ACARA).*

### Targets/Measures to be achieved by 2023

#### *Student learning data*

Target or measure: 95% of Yr 10 achieve level 6 on the Personal and Social Capabilities ACARA

95% of students are achieving at or above expected grade level

Source: Semester grades

Starting point: Personal and Social capabilities not currently assessed

89.3% of year 7, 82% of year 8 and 9 and 84% of year 10 students achieve at or above expected grade level (semester 2 2018)

#### *Perception data*

Target or measure: Curriculum is developed and systematically delivered to all year groups

60% of students report strong positive relationships with staff

50% of students report strong positive relationships with their peers

Source: Student Climate Survey

Starting point: Student report strong positive relationships with staff at 44% and peers 33%

*School program and process data*

Target or measure: 75% of students agree the health and pastoral care curriculums are developing their self-management and self-awareness skills and knowledge  
All staff can identify the Health and Wellbeing program aims and reinforce these in their classroom practice

Source: Student survey to be developed and administered quarterly

Staff survey to be developed and administered annually

Annual emersion by school leaders from other sites and/or school staff walk-through

Starting point: Baseline to be determined

## Endorsement

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

### Principal

Name: Mrs Kate Marshall

Date: 24 March 2019

Signature: \_\_\_\_\_



### Director School Improvement

Name: Mrs Julie Cooper

Date: 24 March 2019

Signature: \_\_\_\_\_



### Board Chair

Name: Mrs Louise Newey

Date: 24 March 2019

Signature: \_\_\_\_\_

