

Learn Play Grow

Franklin n

Early Childhood School

Franklin Early Childhood 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 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:

" Our school is a place where learning is dynamic, fun, challenging and focused on success and achievement. Our students will be confident and involved learners who have a strong sense of identity and wellbeing"

Franklin Early Childhood School's vision was formulated through high level engagement with those who hold connections with the school. The vision aligns and reflects the ACT Education Directorate's vision where people are at the heart of our actions.

Satisfaction Survey results indicate that families feel that community partnerships are established and maintained. There are high levels of communication, through a variety of formats, including, but not limited to, school newsletters, parent teacher meetings and the school's online presence. These are appreciated by staff and parents and carers alike.

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:

We provide an engaging environment with learning that nurtures, challenges and stimulates the potential of every learner.

High quality and effective teachers see the school motto, in line with the ACT Education Directorate's motto come to life through the provision for students to be equipped with the knowledge and skills to lead to be productive and responsible for life.

By 2023, school targets, which have been developed in alignment with system and national priorities, will have been met. This achievement will have taken place due to the commitment by all staff who, through an in depth knowledge of students and curriculum will create targeted and systematic programs and pedagogy to enable success for all students.

Multiple sets of data will be referred to regularly and used effectively. The effective use of system level and school based data to monitor student growth will allow for high level discussions on the needs of students and the differentiation of programs and activities to meet those needs. Teachers will be supported in their learning to maintain a clear focus on how their skills will benefit the school.

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:

Respect Excellence Resilience Collaboration

Franklin Early Childhood School promotes the values of Respect, Excellence, Resilience and Collaboration each day. These values underpin a school environment and atmosphere where children and young people possess a positive sense of self and are confident and curious learners. Through a positive learning environment we aim to develop students who are motivated, engaged and resilient, and who contribute to the wellbeing of others.

In line with the ACT Education Directorate our School Values are supportive of children's educational and social development through the implementation of a consistent school wide approach.

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.***

Our improvement priorities

Given progression of the school from birth to yr2 to birth to year 6 a review of these targets will occur in 2020/21.

Priority 1: *To improve spelling and writing for all students.*

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

Students view themselves as a writer
Students know and define what good writers do and know (clearly define for teachers and for parents)
Students seek and receive feedback
Students write for different purposes
Students set and achieve writing goals
Students communicate effectively as writers
Students receive explicit feedback about writing via pedagogy such as conferencing
Students use a range of strategies and resources to spell words correctly

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

Based on the Australian Curriculum at least 80% of students achieve a C grade or above in A-E writing (years 1-6)

Source: A-E data

Starting point: The baseline was determined from the average of all A-E grades across all cohorts 2015-2018 and is 70%

Target or measure

To increase the proportion of students in bands 5 & 6 in NAPLAN year 3 writing and spelling to 70%

Source: Virtual NAPLAN data 2017/18 and the actual NAPLAN data from 2019 onwards

Starting point: 54% (writing) 57% (spelling)

Perception Data

Target or measure

For the staff satisfaction survey item, 'I receive useful feedback about my work at this school', the school result will be at or above system mean

Source: Staff satisfaction survey

Starting point: The school average 2015 to 2018 (64.5%); system average 2015 to 2018 77%

Target or measure

Results will increase each year for school-based student survey item “I feel confident when using my writing goals”:

1. I often ask for help from my teacher with my writing goals
2. I sometimes ask for help from my teacher with my writing goals
3. I know what good writers do and can work on my writing goals on my own
4. I can confidently share and explain my writing goals with my peers”

Source: school-based survey

Starting point: Baseline data determined 2019

School program and process data (data that measures instructional processes and programs)

Target or measure

Increase the proficiency level of staff to “know the teaching strategies (pedagogies) of the teaching area of writing.”

Source: School-based survey. Results to increase each year. Identified by following scale:

1. Use effectively in my class,
2. Mentor a colleague
3. Lead discussions with exemplars within a team
4. Lead whole school professional learning
5. Lead system, regional or national professional learning”

Starting point: Baseline data determined 2019

PRIORITY 2: *Improve mathematical outcomes for all students.*

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

Students can apply mathematical knowledge and skills to everyday life.
Students connect mathematical principles across the curriculum.
Students experience consistent, instructional practices in mathematics.
Students can demonstrate the depth and breadth of their understanding.
Students explain mathematical reasoning

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

Increase to 85% the proportion of kindergarten students achieving expected growth or better in PIPS (Number)

Source: EDU PIPS

Starting point: The average achievement 2015 to 2018 (77%)

Target or measure

To increase the proportion of students in bands 5 & 6 in NAPLAN year 3 numeracy to 70%

Source: Virtual NAPLAN data 2017/18 and the actual NAPLAN data from 2019 onwards

Starting point: 51%

Target or measure

Target or measure

Based on the Australian Curriculum at least 90% of students achieve a C grade or above in A-E number (years 1-6)

Source: A-E data

Starting point: The baseline was determined from the average of all A-E grades across all cohorts 2015-2018 and is 81%

School perception data

Target or measure

Results will increase each year for school-based student survey item "I feel confident to participate in mathematics lessons":

1. I often ask for help from my teacher so I can participate
2. I sometimes ask for help from my teacher so I can participate
3. I know what good mathematicians do and can work on my maths lessons independently
4. I can confidently share and explain my thinking in mathematics with my peers"

Source: school-based survey

Starting point: Baseline data determined 2019

School program and process data

Increase the proficiency level of staff to “know the content and teaching strategies (pedagogies) of the teaching area of mathematics.”

Source: School-based survey. Results to increase each year. Identified by following scale:

1. Use effectively in my class,
2. Mentor a colleague
3. Lead discussions with exemplars within a team
4. Lead whole school professional learning
5. Lead system, regional or national professional learning”

Starting point: Baseline data determined 2019

Priority 3: *To maintain and enhance student wellbeing during the expansion to year 6.*

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

Students possess well developed social and emotional skills Students possess well developed practical and physical skills Students use a range of strategies to build resilience Students have a voice in the shaping of the school Students feel safe and connected Students propose and be a part of changes Students will make decisions about things that affect them

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.

Perception Data

Target or measure

For the parent satisfaction survey item, ‘My child feels safe at this school’, the school result will be at or above system mean

Source: Satisfaction survey

Starting point: School average 2015-2018 (95.5%) System average 2015 to 2018 was 94%

Target or measure

For the parent satisfaction survey item, 'My child likes being at this school', the school result will be at or above system mean

Source: Satisfaction survey

Starting point: School average 2015-2018 (95%) System average 2015 to 2018 was 95%

Target or measure

For school-based student survey item "my school gives me opportunities to do interesting things" the result will increase each year

Source: school-based survey

Starting point: Baseline data determined 2019

Target or measure

For school-based student survey item "I can talk to my teachers about my ideas" the result will increase each year

Source: school-based survey

Starting point: Baseline data determined 2019

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

Principal 

Name: Kate Flynn

Date: 10/4/19.

Director School Improvement 

Name: Judith Hamilton

Date: 9.4.2019.

Board Chair 

Name: Lindy Kanar

Date: 10/4/19

