



ACT
Government
Education



Narrabundah
Early Childhood **School**

Narrabundah Early Childhood School

Network: South/Weston

School Improvement Plan 2018-2022

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. 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 participates in School Review as an integral component of its five-year improvement planning cycle. Review findings support annual improvement planning (Action Plan) and are an important component of Directorate monitoring and support of 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: At NECS we work collaboratively to provide a secure foundation for a community of lifelong learners that enables all members to reach their potential in all aspects of their life.

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: Our mission is to create secure, solid foundations from which a lifelong love of learning, curiosity, creativity, and innovation enables the development of compassionate citizens under the umbrella of respect for country, self, family, community and others.

Values

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

School's values are represented through our NECS 'Signature Behaviours'

- Respect for Self

- Respect for Others
- Respect for the Environment

At Narrabundah Early Childhood School, we **RISE** above any challenges by showing **Respect, Inclusion, Safety and learning Excellence.**

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)
- 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: Improved wellbeing for each child

Wellbeing in this context is measured through self-awareness and self-management.

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

Student outcomes to be achieved through this priority include: Students are empowered, confident and resilient learners, equipped with skills to succeed in a rapidly changing world.

Targets/Measures to be achieved by 2022

Perception data

Target or measure: By 2022, 95% of parents will report that their *child feels safe at this school*. The target was set by averaging the percentages for agree or strongly agree for parents of similar system schools over 2016 to 2019.

Source: Parent Satisfaction Survey

Starting point: Baseline data of 91% was determined by averaging percentages of parents who agree or strongly agree with this item over 2016 to 2019.

Target or measure: By 2022, 83% of parents will report that *student behaviour is well managed at this school*. The target was set by averaging the percentages for agree or strongly agree for parents of similar system schools over 2016 to 2019.

Source: Parent Satisfaction Survey

Starting point: Baseline data of 80% was determined by averaging percentages of parents who agree or strongly agree with this item over 2016 to 2019.

Target or measure: By 2022, 87% of staff will report that *students feel safe at this school*. The target was set by averaging the percentages for agree or strongly agree for staff of similar system schools over 2016 to 2019.

Source: Staff Satisfaction Survey

Starting point: Baseline data of 63% was determined by averaging percentages of school staff who agree or strongly agree with this item over 2016 to 2019.

Target or measure: By 2022, 73% of staff will report that *student behaviour is well managed at this school*. The target was set by averaging the percentages for agree or strongly agree for staff of similar system schools over 2016 to 2019.

Source: Staff Satisfaction Survey

Starting point: Baseline data of 62% was determined by averaging percentages of school staff who agree or strongly agree with this item over 2016 to 2019.

School program and process data

Target or measure: By 2022, 95% of children in year two will demonstrate their ability to negotiate and resolves conflict effectively.

Source: SAS Academic Report (Personal and Social Capabilities)

Starting point: SAS Academic Reports were introduced in Semester 2, 2019 at NECS. The baseline data of 68% was determined by analysing the number of year 2 students who achieved *consistently* or *usually* on the end of semester 2 SAS Academic Report in 2019.

Target or measure: By 2022, 95% of children will usually or always works towards learning goals.

Source: SAS Academic Report

Starting point: SAS Academic Reports were introduced in Semester 2, 2019 at NECS. The baseline data of 79% was determined by analysing the number of year 2 students who achieved *consistently* or *usually* on the end of semester 2 SAS Academic Report in 2019.

Priority 2: Maximize the growth in learning for each child

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

Student outcomes to be achieved through this priority include *each child will show growth in learning in Mathematics and English.*

Targets/Measures to be achieved by 2022

Student learning data

Target or measure: By 2022, 73% of kindergarten children will achieve expected growth or high growth in **reading** in BASE (PIPS) at the end of kindergarten. The target was set by averaging the percentage of ACT students achieving expected growth and high growth in BASE (PIPS) reading over 2014-2019.

Source: BASE (formerly PIPS data)

Starting point: Baseline data of 64% was determined by averaging the percentages of students at the school who achieved expected growth or high growth for PIPS (BASE) reading over 2014-2019

Target or measure: By 2022, 76% of kindergarten children will achieve expected growth or high growth in **mathematics** in BASE (PIPS) at the end of kindergarten. The target was set by averaging the percentage of ACT students achieving expected growth and high growth in BASE (PIPS) mathematics over 2014-2019.

Source: BASE (formerly PIPS data)

Starting point: Baseline data of 71% was determined by averaging the percentages of students at the school who achieved expected growth or high growth for PIPS (BASE) mathematics over 2014-2019.

School program and process data

Target or measure: By 2022, 85% of children will reach the **ACT Reading Benchmark** at the end of year two.

Source: Reading Benchmark data

Starting point: Baseline data of 77% was determined by averaging the percentages of year 2 students at the school who achieved at standard or above in reading over 2016-2018 on the school based end of year report.

Target or measure: By 2022, 85% of children receive a grade of at standard (meeting year level expectations) or above in **Mathematics** at the end of year two

Source: SAS Academic Report

Starting point: SAS Academic Reports were introduced in Semester 2, 2019 at NECS. The baseline data of 100% was determined by analysing the number of year 2 students who achieved *at standard* or *above standard* on the end of semester 2 SAS Academic Report in 2019.

Target or measure: By 2022, 85% of children receive a grade of at standard (meeting year level expectations) or above in **English** at the end of year two.

Source: SAS Academic Report

Starting point: SAS Academic Reports were introduced in Semester 2, 2019 at NECS. The baseline data of 89% was determined by analysing the number of year 2 students who achieved *at standard* or *above standard* on the end of semester 2 SAS Academic Report in 2019.

Endorsement

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

Principal

Name: Julie Dixon

Date: 23 July 2020

Director School Improvement

Name: Julie Cooper

Date: 28.7.2020

Board Chair

Sophie Harper

Name: Sophie Harper

Date: 23 July 2020