

Red Hill Primary School

Network: South/Weston

School Improvement Plan 2016-2020



Open hearts • Inquiring minds



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: We will create a positive inquiry-based learning culture that encompasses all aspects of teaching and learning, meets the needs of all members of our school community (children and adults) and is driven by evidence-based practice.

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 prepare students to become active, caring, lifelong learners who demonstrate respect for themselves and others and have the capacity to participate in the world around them with open hearts and inquiring minds. We focus on the development of the whole child.

We create collaborative partnerships with parents and the community that foster intercultural understanding and develop inquiring, knowledgeable, compassionate and resilient young people who are able to make a difference in our world.

Values

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

School's values: We are committed to the attributes of the IB learner profile, which help all members of the school community learn to respect themselves, others and the world around them.

The profile aims to develop learners who are:

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced
- Reflective

The learner profile is underpinned by these values and attitudes:

Respect, Integrity, Creativity, Cooperation, Empathy, Tolerance, Curiosity, Appreciation, Confidence, Commitment, Resilience, Enthusiasm, Independence and Courage.

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: To improve learning and achievement for all students

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

Our vision for this priority is that:

- we develop a whole school approach to intervention and enrichment that responds to the learning needs of all students
- teachers understand and confidently use data to inform differentiated approaches to teaching and learning, and
- teachers will increasingly integrate and use learning technologies to enhance teaching and learning.

It is anticipated that these changes will result in an improved experience of school for our students and increased growth in their performance in literacy and numeracy over time.

Targets/Measures to be achieved by 2020

Student learning data

Target or measure: The average scaled score growth for year 5 students in NAPLAN will be increased to equal the regional and state scaled score growth.

Source: Scout (NAPLAN)

Starting point: School: reading 76.3; writing 56.5; spelling 84.5; grammar 63.8; numeracy 92.7 (2015)

Perception data

Target or measure:

- 85% of staff agree/strongly agree that *the use of learning technologies is an integral part of teaching and learning at this school.*
- 90% or more of parents agree/strongly agree that they are satisfied with the education provided by the school
- 80% of parents agree/strongly agree that *learning technologies is an integral part of learning and teaching at my child's school, and*
- 95% of students agree/strongly agree that *they have access to computers, internet and digital cameras.*

Source: System Satisfaction Survey

Starting point:

- Parent satisfaction: 80% (mean 2012-2015)
- Learning technologies (staff): 73% (mean 2012-2015)
- Learning technologies (parents): 61% (mean 2012-2015)
- Learning technologies (students): 93% (mean 2012-15)

School program and process data

Target or measure: 75% of students' individual learning goals are achieved.

Source: School records of goals (set and achieved)

Starting point: Baseline of 60% set Dec. 2016: literacy 53%; numeracy 56%; ILP(Disability) 77%; ILP (G&T) 55%

Priority 2: Develop an expert teaching team

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

Our vision for this priority is that:

- teachers will demonstrate highly effective teaching to improve student learning throughout the school
- school leaders will demonstrate a high level of instructional leadership skills, and
- teachers will effectively use peer coaching, mentoring and feedback techniques that result in the building of individual and collective capacity.

Targets/Measures to be achieved by 2020

Perception data

Target or measure:

- 100% of executive staff agree/strongly agree that *the school's instructional leadership model effectively supports quality teaching.*
- 95% of staff agree/strongly agree that *the school's instructional leadership model effectively supports quality teaching, and*
- 90% of staff agree/strongly agree that *they get useful feedback about their performance.*

Source: System Satisfaction Survey (including system and school questions)

Starting point:

- Instructional leadership (executive staff): Baseline of 100% set Dec. 2016
- Instructional leadership (teachers): Baseline of 87% set Dec. 2016
- Feedback about teacher performance: 76% (mean 2012-15)

School program and process data

Target or measure: 100% of staff demonstrate improvement in individual teaching practice as measured against the National Teacher Quality Standards.

Source: Teacher records of self-assessment against AITSL 'Classroom Practice Continuum'

Starting point: Baseline of 100% set December 2016

Priority 3: A safe, inclusive and respectful school culture

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

Our vision for this priority is that:

- all members of the school community understand and consistently implement restorative and relational practices
- all members of the school community feel safe, included and respected, and
- parent participation, satisfaction and trust in the school is increased.

Targets/Measures to be achieved by 2020

Student learning data

Target or measure: 90% of students demonstrate increased understanding of wellbeing.

Source: Student wellbeing reflections.

Starting point: Baseline identified in 2019.

Perception data

Target or measure:

- 90% of parents agree/strongly agree that they feel respected in the school environment
- 85% of students agree/strongly agree that they feel respected in the school environment
- 95% of staff agree/strongly agree that they feel respected in the school environment
- 90% of students agree/strongly agree that *I feel safe at school*
- 90% or more of parents agree/strongly agree that *my child feels safe at school*, and
- 85% of parents agree that *community partnerships are valued and maintained at the school*.

Source: System satisfaction survey (system and school questions)

Starting point:

- Respect in the school environment (parents): Baseline of 92% set December 2016
- Respect in the school environment (students): Baseline of 82% set December 2016
- Respect in the school environment (staff): Baseline of 89% set December 2016
- Student safety at school (students): 77% (mean 2012-15)
- Student safety at school (parents): 85% (mean 2012-15)
- Community partnerships: 75% (mean 2012-15)

School program and process data

Target or measure: Mindfulness lessons are observed in 100% of classrooms.

Source: Classroom observations.

Starting point: Baseline identified in 2019.

Endorsement

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

Principal

Name: Louise Owens

Date: 28.1.19

Director School Improvement

Name: Julie Cooper

Date: 28.1.19

Board Chair

Name: Katherine Keenan

Date: 28.1.19