Committed to Quality

Curtin Primary School

Network: South/Weston

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: We will be a collaborative learning community that maximises skills, passion and wellbeing for each child.

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: To inspire life long learning, consistent and collaborative teacher practice provides explicit teaching of skills to enable learning through a global inquiry process. Teachers ongoing professional inquiry ensures the best outcomes for each student and inspires teachers to share their strengths and enhance their skills.

Values

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

School's values: Integrity, Determination, Innovation

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:

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

All students are capable and successful writers

Targets/Measures to be achieved by 2023

Student learning data

Target or measure: *Increase the proportion of students in the top two NAPLAN bands.* (Consider PIPs match, NAPLAN within school match and students enrolled for at least 2 years)
Source: SMART/Scout (band distribution and median scores)
Starting point:
Average of 2015-2018 Year 3 is 48%
Average of 2015-2018 Year 5 is 26%

Target or measure: *Decrease the proportion of students in the bottom two NAPLAN bands.* (Consider PIPs match, NAPLAN within school match and students enrolled for at least 2 years)
Source: SMART/Scout (band distribution and median scores)
Starting point:
Average of 2015-2018 Year 3 is 4%
Average of 2015-2018 Year 5 is 9.2%

Target or measure: *Across demographic groups, increase the proportion of within school match students achieving at/above expected growth*
Source: SMART/Scout
Starting point:

Average of 2017 & 2015								
sample size may be <5 students per year. Annual reporting on these subgroups requires analysis of each individual within the group to determine impact.								
WSM	CoGAT 8/9*	Boys	Girls	EALD	SES*	Trauma *	ILP*	All
69	74	67	68	58	13	28	15	69

Target or measure: *Decrease the proportion of students below grade level. (Consider the consistent cohort and students enrolled for more than two years).*
Source: Semester reports with focus on writing strand (verified by assessment results), English A-E
Starting point: Build on % identified per cohort in 2018 reports
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Target or measure: *School based tools demonstrate yearly growth for all students that is equivalent to one year's progress or meeting G/ILP goals.*
Source: Data analysis summaries, ILP analysis, Teacher estimated growth for students and reflections on progress based on assessment of PAT-W, writing rubric, ACARA Literacy Progression, and new tools.
Starting point: To be determined from annual starting point.

Analysis → PRIORITIES → Strategies → Actions → Impact (for student)

Target or measure*: Reduce the proportion of students in each cohort actively avoiding writing*
Source: Teacher Handover Survey, SAS behaviour incidents, time out records
Starting point: To be determined from annual starting point.

Perception Data

Target or measure*: Across the demographic, increase the proportion of students who perceive they are competent and confident as writers*
Source: Student Writing Survey
Starting point: To be determined from annual starting point.

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Target or measure*: Across the demographic, increase the proportion of students who perceive they know how to improve as writers*
Source: Student Writing Survey
Starting point: To be determined from annual starting point.

School program and process data

Target or measure*: All teachers collaboratively collect and analyse evidence to inform teaching*
Source: Staff Practice Survey, Data analysis summaries, team programs, Data analysis Schedule
Starting point: Build on % identified in 2018 Staff Practice Survey

Target or measure*: All teachers know how to identify a child's current capacity, what to teach next and how to achieve student growth*
Source: Staff Practice Survey, Data analysis summaries, team programs, ILP analysis, Teacher estimated growth for students and reflections on progress based on assessment of PAT-W, writing rubric, ACARA Literacy Progression,
Starting point: Build on % identified in 2018 Staff Practice Survey

Target or measure*: Preschool teachers design and implement early literacy program*
Source: Evidence of program, implementation in classrooms, teacher assessments
Starting point: A list of common prewriting activities exists from teacher reflection on 2018

Analysis → **PRIORITIES** → **Strategies** → **Actions** → **Impact** (for student)

Priority 2:

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

All students are capable and successful in number

Targets/Measures to be achieved by 2023

Student learning data

Target or measure: *Increase the proportion of students in the top two NAPLAN bands.* (Consider PIPs match, NAPLAN within school match and students enrolled for at least 2 years)
Source: SMART/Scout (band distribution and median scores)
Starting point:
Average of 2015-2018 Year 3 is 53%
Average of 2015-2018 Year 5 is 37%

Target or measure: *Decrease the proportion of students in the bottom two NAPLAN bands.* (Consider PIPs match, NAPLAN within school match and students enrolled for at least 2 years)
Source: SMART/Scout (band distribution and median scores)
Starting point:
Average of 2015-2018 Year 3 is 9.1%
Average of 2015-2018 Year 5 is 6%

Target or measure: *Across demographic groups, increase the proportion of within school match students achieving at/above expected growth*
Source: SMART/Scout
Starting point:

Average of 2017, 2016 & 2015 *sample size may be <5 students per year. Annual reporting on these subgroups requires analysis of each individual within the group to determine impact.*								
WSM	**CoGAT 8/9***	**Boys**	**Girls**	**EALD**	**SES***	**Trauma ***	**ILP***	**All**
60	62	60	60	62	75	58	58	69

Target or measure: *Decrease the proportion of students below grade level. (Consider the consistent cohort and students enrolled for more than two years).*
Source: Semester reports with focus on number strand (verified by assessment results), Maths A-E
Starting point: Build on % identified per cohort in 2018 reports

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Target or measure: *School based tools demonstrate yearly growth for all students that is equivalent to one year's progress or meeting G/ILP goals.*
Source: Data analysis summaries, ILP analysis, Teacher estimated growth for students and reflections on progress based on assessment of PAT-M, SENA/MYMC growth, ACARA Numeracy Progression.
Starting point: To be determined from annual starting point.

Target or measure: *Reduce the proportion of students actively avoiding number tasks*
Source: Teacher Handover Survey, SAS behaviour incidents, time out records
Starting point: To be determined from annual starting point.

Analysis → PRIORITIES → Strategies → Actions → Impact (for student)

Perception Data

Target or measure: Across the demographic, increase the proportion of students who perceive they are competent and confident in number
Source: Student Number Survey
Starting point: To be determined from annual starting point.

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Target or measure: Across the demographic, increase the proportion of students who perceive they know how to improve in number, with both written and mental strategies
Source: Student Writing Survey
Starting point: To be determined from annual starting point.

School program and process data

Target or measure: *All teachers collaboratively collect and analyse evidence to inform teaching*
Source: Staff Practice Survey, Data analysis summaries, team programs, Data analysis Schedule
Starting point: Build on % identified in 2018 Staff Practice Survey

Target or measure: *All teachers know how to identify a child's current capacity, what to teach next and how to achieve student growth*
Source: Staff Practice Survey, Data analysis summaries, team programs, ILP analysis, Teacher estimated growth for students and reflections on progress based on assessment of PAT-M, ACARA Numeracy Progression, SENA/MYMC
Starting point: Build on % identified in 2018 Staff Practice Survey

Target or measure: *Preschool teachers design and implement early numeracy program*
Source: Evidence of program, implementation in classrooms, teacher assessments
Starting point: A list of common number sense activities exists from teacher reflection on 2018

Priority 3:

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

> **All students display dispositions for wellbeing and learning**
> *Dispositions include social-emotional capability, self-regulation, thinking skills and competence in the general capabilities of the Australian curriculum.*

Targets/Measures to be achieved by 2023

Student learning data

Target or measure: *Increase the proportion of students with longer than two years at Curtin achieving at grade level in the skills strands inquiry subjects*
Source: Achievement standard assessments, A-E grades
Starting point: To be determined from 2018.

Target or measure: *Reduce the overall number of major and minor behaviour incidents*
Source: SAS entries/purple slips, Teacher Handover Surveys, Playground Survey
Starting point: Positive trend on playground survey from 2016, 2017, 2018 continues. (As PBL implementation can increase recording of incidents, SAS records are insufficient in measuring change to playground)

Target or measure: *Decrease referrals to the Thinking Room*
Source: Referral records, SAS entries
Starting point: Average per week from Term 4, 2018 & number of students involved

Perception Data

Target or measure: *Students, parents and staff agree CPS is a safe learning environment*
Source: School Satisfaction Survey
Starting point:

Statement	Average 2015-2018		
	Staff	Par	St
Student behaviour is well managed	89.4	68	55.6
Students feel safe	94.7	88	73.4
Students like being at school	99	92.1	83.1
Teachers treat students fairly	99	86.9	70.7

Target or measure: *Increase the proportion of parents who report they feel connected to student learning*
Source: School Satisfaction Survey (parent) trends increases over time.
Starting point:

Statement	*Average 2015-2018*
Teachers expect students to do their best	90.5
I can talk to teachers about my concerns	92.73
My child is making good progress	81.15
My child's needs are met	76.89
Teachers give good feedback	62.26
Teachers motivate my child	84.98
The school works with me	77.6
Overall, I am satisfied with education	82.41

Analysis → PRIORITIES → Strategies → Actions → Impact (for student)

Target or measure: *Considering subgroups, maximise the proportion of students who are motivated to learn at CPS*
Source: School Satisfaction Survey, Staff Handover Survey, considering subgroups (Renzuli scale also a possible new tool)
Starting point: Increase 2018 % per year level in Staff Handover Survey

Statement	Average 2015-2018
My school gives opportunities to do interesting things	83.5
Teachers motivate me to learn	87.8

Target or measure: *Increase the proportion of graduating students who report they feel equipped to succeed in secondary school*
Source: Student survey
Starting point: Build on 2018 proportion

Target or measure: *Increase the proportion of 1yr + graduating students who reflect they were equipped to succeed in secondary school*
Source: Survey of graduate students, Network high school year 7 year coordinators
Starting point: Build on 2017 proportion

School program and process data

Target or measure: *A variety of social emotional learning interventions are embedded within the school and through partnerships*
Source: Records of participation and programs
Starting point: In 2018, one partnership program and one school based program were implemented.

Target or measure: *Increase student self-assessment and assessment as learning tasks*
Source: Work sample anecdotes, culminating event artefacts, programs & tasks, student goals present in learning, observations of classrooms, QT coding analysis, walkthrough records, immersion visits, Staff Practice Survey, Student Writing Survey, Student Number Survey
Starting point: 2018 survey results, average of Explicit Criteria QT coding

Target or measure: *All teachers know how to teach and assess questioning and thinking*
Source: Evidence of program, implementation in classrooms, teacher assessments
Starting point: To be determined in 2018

Target or measure: *All teachers deliver social emotional learning and refer students to interventions*
Source: Friendly Schools Plus scope completed by all teams, observations of classrooms, QT coding analysis, walkthrough records, immersion visits, Staff Practice Survey,
Starting point: 2018 Friendly Schools, Staff Practice Survey, Student Support referrals.

Target or measure: *All students regularly set goals with teachers and parents, with follow through to achievement*
Source: Goal setting records, evidence of goal achievement, student self assessments
Starting point: To be determined from 2018 surveys.

Endorsement

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

Principal

Name: Merryn O'Dea

Date: 28 Nov 2018

Director School Improvement

Name: Kris Willis

Date: 28 Nov 2018

Board Chair

Name: Myles Cronin

Date: 28 Nov 2018