



# Kingsford Smith School

Network: Belconnen

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## School Improvement Plan 2020-2024

## 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: Kingsford Smith School is a Professional Learning Community that uses evidence-based practices and works collaboratively to ensure each student has the skills and knowledge to lead fulfilling, productive and responsible lives.

### 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: As successful members of society, Kingsford Smith School students:

- Have a strong work ethic which demonstrates adaptability, flexibility and integrity
- Are open-minded, caring and demonstrate empathy in relation to others
- Have confidence in their abilities and are resilient in the face of life's challenges
- Understand the importance of a healthy and active lifestyle.

## Values

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

School's values: Harmony, Excellence, Respect, Optimism.

## 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: Increase individual student growth in writing across all year levels

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

Students will articulate what good writers do and will know what they need to do next to improve as a writer.

*What measurable targets will support progress and monitoring of the impact of this priority?*

Teachers will use research and evidence-based practice to deliver engaging, quality learning programs with high expectations for student growth in all areas of writing. Teachers will analyse both school and system data for growth and to plan next steps for individual students.

### Targets/Measures to be achieved by 2024

#### *Student learning data*

**Target or measure:** 60% of our year 5 and 7 students will be achieving at/or above expected growth from year 3 to year 5 and year 5 to year 7 in writing. The target was set by considering the at/above expected growth performance of KSS growth levels over the last three years compared to SSSQ growth data.

**Source:** NAPLAN growth data as available through Scout.

**Starting point (baseline):** Our baseline data point is 46.5% (Yr 5) and 50% (Yr 7), determined as the average of the last three years of year 3 to year 5 growth and year 5 to year 7 in NAPLAN writing.

Year 5 SSSQ growth data over last 3 years for at/above – 55%

Year 7 - SSSQ growth data over last 3 years for at/above – 60%

#### *Student learning data*

**Target or measure:** 60% of our Year 9 students will be achieving at/or above expected growth from year 7 to year 9 in writing. The target was set by considering the at/above expected growth performance of KSS growth levels over the last three years compared to SSSQ growth data.

**Source:** NAPLAN growth data as available through Scout.

**Starting point (baseline):** Our baseline data point is 47.2%, determined as the average of the last three years of year 7 to year 9 growth in NAPLAN writing.

Year 9 SSSQ growth data over last 3 years for at/above – 62.6%

#### *Perception data*

**Target or measure:** Increase staff confidence and “use results from system testing and system processes to inform planning” for learning to 85% by 2023 and 70% of students agree or strongly agree that “My teachers provide me with useful feedback about my schoolwork”. The targets were set at a 10 percentage point increase considering KSS baseline data was higher than SSSQ.

**Source:** Staff and student satisfaction survey.

**Starting point:** Staff satisfaction survey average of 2016 to 2018 was 76.7%, “My teachers provide me with useful feedback about my schoolwork” – agree/strongly agree 60% average of 2016-2018.

#### *School program and process data*

**Target or measure:** Increase the proficiency level of staff to “differentiate instruction to meet specific learning needs”.

**Source:** School based survey based on AITSL standard 1.5 (1= Beginning, 2= Proficient, 3 = Highly competent, 4 = Lead).

**Starting point:** Baseline to be established early 2020.

## Priority 2: Improve levels of wellbeing and connectedness for all stakeholders

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

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).

*What measurable targets will support progress and monitoring of the impact of this priority?*

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.

### Targets/Measures to be achieved by 2024

#### *Student learning data*

**Target or measure:** 70% of Yr 6 students will achieve level 4 on the Personal and Social capabilities ACARA. This target was set by anticipating 2019 Semester 2 reports.

**Source:** Semester reports for Personal and Social capabilities.

**Starting point (baseline):** Personal and social capabilities not currently assessed.

#### *Student learning data*

**Target or measure:** 70% of Yr 10 students will achieve level 6 on the Personal and Social capabilities ACARA. This target was set by anticipating 2019 Semester 2 reports.

**Source:** Semester reports for Personal and Social capabilities.

**Starting point:** Personal and Social capabilities not currently assessed.

#### *Perception data*

**Target or measure:** Increase students reporting they feel safe at KSS to 55%. Increase students reporting that they have a strong connection to KSS to 50%.

**Source:** Student Satisfaction survey.

**Starting point:** 2018 student satisfaction results indicate that 45.6% of students report feeling safe (3 year average from 2016-2018) and 39% of students feel they have a strong connection to school (2018 data).

*School program and process data*

**Target or measure:** 65% of students agree the Health and SEL curriculums are developing their self-management and self-awareness skills and knowledge. 85% of staff can identify the Health and Wellbeing program aims and reinforce these in their classroom practice.

**Source:** Be You student survey to be administered annually. Staff survey to be developed and administered annually.

**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: PAUL BRANSON *Paul A. Branson*  
Date: 31/10/19

### Director School Improvement

Name: *Kris Miller*  
Date: 5/11/19

### Board Chair

Name: *Manssa Donnelly McDonnell*  
Date: 4/11/19