Southern Cross Early Childhood School

Network: Belconnen

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 in 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.

<p style="text-align:center; color:red;">Analysis → Priorities → Strategies → Actions → Impact (for student)</p>

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:**
> *We will inspire a passion for learning across our whole community and provide opportunities for children to play, learn and grow.*

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 recognise children as being capable, creative and competent learners. We partner with their family and our community to nurture their development. We prioritise relationships, play experiences, quality practice and inclusive environments with meaningful connections to Country. We respect and value everyone as learners.*

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, resilience, kindness and creativity

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.

Having completed the sections 'Identifying key themes' and 'The school's challenges' in your data summary, commence the process of identifying priorities.

Our improvement priorities

Priority 1: To develop student agency and confidence to improve writing and spelling (in context).

Vision:

Our children will
- have opportunities to speak and listen and see oral language as a foundation for writing
- be confident writers and spellers
- understand the purpose and structure of writing including grammar and punctuation.
- understand their goals and how to improve their writing.
- understand that writing is a powerful form of communication.
- understand that writing can be used in a range of contexts
- enjoy of writing
- build their understanding of language and spelling (meaning, morphology, etymology etc)

Our families will
- understand the importance of oral language development for writing
- understand how they can support our children to improve their writing

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 Increasing the proportion of students achieving at or above standard in writing by 6%. (C and above)
Source: Student semester reports (A-E data)
Starting point: Baseline determined from average of A-E grades across Years 1 and 2 and is 84%

Target or measure Increasing the proportion of students achieving to be above standard in writing by 10% (A and B)
Source: Student semester reports (A-E data)
Starting point: Baseline determined from average of A-E grades across Years 1 and 2 and is 69%

Perception Data
Target or measure - Measure the perception of students in understanding what good writers do, how students can improve their writing, knowing where they are at and knowing how to improve.
Source: Teacher observation
Starting point: Baseline data to be calculated in 2019 from initial survey data

Target or measure - Measure parent satisfaction of students understanding of what good writers do, how students can improve their writing, knowing where they are at and knowing how to improve by 5%.
Source: Parent Satisfaction Survey data using the survey question "Teachers at the school provide my child with useful feedback about his or her school work."
Starting point: 2015 -2018 Survey data average and the baseline is 87%

Target or measure - Measure teaching staff confidence levels in teaching writing and spelling and how well supported they feel to teach writing and spelling as expected.
Source: School Based Teacher Survey
Starting point: School Based Survey to commence in 2019

School program and process data
Target or measure By 2023, we will have an agreed and implemented set of principles which guide curriculum planning for writing and spelling.
Source: School based documentation and planning – team and individuals planning, and school based Teacher survey
Starting point: Currently there is variability in teaching approaches, school survey to commence in 2019

Target or measure Consistency in pedagogical practice in the teaching of writing and spelling.
Source: Observations (Learning Walk and Talks and emersion visits) and school based Teacher survey
Starting point: Currently there is variability in teaching approaches and school based Teacher survey

Target or measure Evidence of long-term team planning aligned to a developed scope and sequence for spelling and writing.
Source: Teacher planning documents
Starting point: The phonological scope and sequence has been developed.

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

PRIORITY 2: To develop student agency and confidence to improve numeracy and understanding of the language of mathematics.

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

Our children will have mathematical experiences that
- are hands on learning using concrete materials
- are enjoyable and fun
- focus on solving problems
- link to a range of real-life experiences
- provide connections with other curriculum areas
- enable children to see maths visually and link to maths provide connection to see maths visually and connect to maths language

Our children will be creative, confident, curious and adaptive learners who adopt a growth mindset to learning in maths. Our children will know where they are up to, know what are their next steps and how to get help if required.

Maths will be delivered in a range of ways with connection to the environment and other curriculum areas.

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 By 2023 x 72% of students will be achieving at or above expected growth in PIPS numeracy.
Source: PIPS
Starting point: Average of the last four years is 66%

Target or measure Increasing the proportion of students achieving at or above standard in numeracy (C and above) by 8%.
Source: Student semester reports (A-E data)
Starting point: Baseline determined from average of A-E grades across Years 1 and 2 and is 77%

Target or measure Increasing the proportion of students achieving to be above standard in numeracy (A and B).
Source: Student semester reports (A-E data)
Starting point: Baseline determined from average of A-E grades across Years 1 and 2 and is 69%

Perception Data
Target or measure Teacher satisfaction with our Effective Target Setting Guide (to be developed 2019)
Source: School Based Teacher Survey

Starting point: School Based Survey to commence in 2019

School program and process data

Target or measure By 2023, we will have an agreed and implemented set of beliefs which guide curriculum planning for numeracy.
Source: School based documentation and planning – team and individuals planning
Starting point: We have a draft set of beliefs.

Target or measure Consistency in pedagogical practice with a particular focus on mathematical language and problem solving.
Source: Observations (Learning Walk and Talks and immersion visits)
Starting point: We are lacking consistency in mathematical language.

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

Endorsement

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

Principal

Name: Lyndall Read

Date:

Director School Improvement

Name: Kris Willis

Date:

Board Chair

Name: Sujit Mukherjee

Date: