



Wanniassa School

Network: Tuggeranong

School Improvement Plan 2021-2025

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: We are a collaborative team that focuses on making learning engaging, lifelong and visible. We use evidence to inform classroom practice and tailor learning so that all students feel connected to our school and graduate with the skills and knowledge to succeed.

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 will do whatever it takes to ensure our students love to learn and achieve success.

Values

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

School's values: Respect, Responsibility and Resilience

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 growth in writing across all year levels

Students will articulate the characteristics of good writing, be able to assess their own writing and know the next steps to improve.

Targets/Measures to be achieved by 2025

Student learning data

Target or measure: 10% improvement in number of students achieving at or above expected growth NAPLAN Writing across years 5, 7, and 9. This target was set by considering the variation in at/or above expected growth compared with SSSQ data over the last 3 years (2015-17, 2016-18 and 2017-19) and growth achieved by similar schools.

Source: NAPLAN data from Scout.

Starting point: Averaged (across previous three years) percentage of students achieving at or above growth in writing; Year 5 - 62% Year 7 - 48% Year 9 - 57%

Perception data

Target or measure: 80% or more students agree in the School Satisfaction survey that “Teachers explain what we are learning about and why”. This target was set by considering the scores for this measure over the previous two years in the school satisfaction survey.

Source: School Satisfaction Survey

Starting point: P-10 School satisfaction data shows the average of the last two years was 69% of students report as agreeing that “Teachers explain what we are learning about and why” .

Target or measure: 65% or more students agree in the School Satisfaction survey that “Students at this school are being equipped with the capabilities to learn and live successfully”. This target was set by considering the scores for this measure over the previous two years in the school satisfaction survey.

Source: School Satisfaction Survey

Starting point: P-10 School satisfaction data shows the average of the last two years was 56% of students report as agreeing that “Students at this school are being equipped with the capabilities to learn and live successfully” .

School program and process data

Target or measure: To increase the percentage of students in the Goal and Working Beyond for K-6.

Source: ACT Marking guide for writing

Starting point: Baseline to be determined in 2021

Priority 2: Increase growth in numeracy across all year levels

Students will apply their mathematical knowledge and skills to understand and solve problems in a real world context. Students will be able to assess their own numeracy skills and know the next steps to improve.

Targets/Measures to be achieved by 2025

Student learning data

Target or measure: 10% improvement in number of students achieving at or above expected growth in NAPLAN Numeracy across years 7 and 9. 20% improvement in number of students achieving at or above expected growth in NAPLAN Numeracy for year 5. This target was set by considering the variation in at/or or above expected growth compared with SSSQ data over the last 3 years (2015-17, 2016-18 and 2017-19) and growth achieved by similar schools.

Source: NAPLAN data from Scout.

Starting point: Averaged (across previous three years) percentage of students achieving at or above growth in writing; Year 5 - 24% Year 7 - 43% Year 9 - 53%

Perception data

Target or measure: 80% or more students agree in the School Satisfaction survey that “Teachers explain what we are learning about and why”. This target was set by considering the scores for this measure over the previous two years in the school satisfaction survey.

Source: School Satisfaction Survey

Starting point: P-10 School satisfaction data shows the average of the last two years was 69% of students report as agreeing that “Teachers explain what we are learning about and why” .

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Source: School Satisfaction Survey

Starting point: P-10 School satisfaction data shows the average of the last two years was 56% of students report as agreeing that “Students at this school are being equipped with the capabilities to learn and live successfully” .

Endorsement

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

Principal

Name: Kate Marshall

Director School Improvement

Name: Sue Norton

Board Chair

Name: Andrew Vella