



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 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 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: Improve literacy growth for all learners.

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

Students at Southern Cross Early Childhood School will engage in literacy experiences daily that support them to develop the essential skills in both the receptive modes (reading, listening and viewing) and the productive modes (writing, speaking and creating).

Students are:

- provided with play opportunities that include literacy experiences.
- offered opportunities to speak and listen and see oral language as a foundation for writing.
- engaged in reading and writing daily.
- conferring with teachers about their reading and writing goals.
- motivated to read and write for a range of authentic purposes.
- learning about the purpose and structure of writing, including grammar and punctuation.
- building their understanding of language and spelling (meaning, morphology, etymology etc).

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: 57% or more students will be achieving at or above expected growth in PIPS/BASE reading. The target was set by selecting the highest percentage of students achieving at or above expected growth over the 2014-2019 time period.

Source: PIPS/BASE data available through Analytics and Evaluation.

Starting point: Baseline data of 44% was determined by averaging the percentage of students achieving at or above expected growth in PIPS/BASE reading for the school over 2014-2019.

Perception Data

Target or measure – 91% or more of our parents agree or strongly agree that ‘*My child is making good progress at this school*’. The target was set from the percentage of parents who agree or strongly agree with this item for all ACT P-2 schools in 2020.

Source: Annual School Satisfaction Survey (Parents/Families)

Starting point: Baseline data of 86% of parents who agree or strongly agree with ‘*My child is making good progress at this school*’ was determined from the parent response for this item in 2020.

Target or measure - 91% or more staff agree or strongly agree that ‘*Students learning needs are being met at this school*’. The target was set from the percentage of staff who agree or strongly agree with this item for all ACT P-2 schools in 2020.

Source: Annual School Satisfaction Survey (staff)

Starting point: Baseline data of 83% of staff who agree or strongly agree with Students learning needs are being met at this school was determined from the staff response for this item in 2020.

School based student learning data (School program and process data)

Target or measure Increasing the proportion of students achieving at or above in running record data, using the ACT Benchmark Guidelines.

Source: School-based running record data.

Starting point: Baseline determined from 2019 school-based running record data.

Target or measure Increasing the proportion of students achieving at or above in the *Crevola and Vineis Oral Language Assessment* in preschool.

Source: School-based oral language data.

Starting point: Baseline determined from 2020 start of school year data.

Target or measure Increase the proportion of students who meet or exceed the following using the evidence-based Noella Mackenzie Writing Analysis Tool:

Year 2 students: Level 5 (Level 4 for punctuation)

Year 1 students: Level 4 (Level 3 for punctuation)

Kindergarten: Level 2

Source: School-based assessment data and moderation processes.

Starting point: Baseline determined from 2019 school year data.

PRIORITY 2: Improve numeracy growth for all learners.

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

Students at Southern Cross Early Childhood School will engage in mathematics and numeracy experiences every day that will support them to develop the essential skills in number and algebra; measurement and geometry; and statistics and probability.

Students are:

- provided with play opportunities that include experiences in numeracy and mathematics.
- engaged in problem solving experiences that involve the exploration of manipulatives and hands on resources.
- engaged in numerate experiences daily.
- conferring with teachers about their mathematics/numeracy goals.
- using mathematics and numeracy for a range of authentic purposes.
- connecting mathematics in the classroom to real life experiences/events.

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 – Big Data

Target or measure 72% or more students will be achieving at or above expected growth in PIPS/BASE maths. The target was set by selecting the highest percentage of students achieving at or above expected growth over the 2014-2019 time period.

Source: PIPS/BASE data available through Analytics and Evaluation.

Starting point: Baseline data of 67% was determined by averaging the percentage of students achieving at or above expected growth in PIPS/BASE maths for the school over 2014-2019.

Perception Data

Target or measure – 89% or more of our parents agree or strongly agree with ‘*My child’s learning needs are being met at this school*’. The target was set from the percentage of parents who agree or strongly agree with this item for all ACT P-2 schools in 2020.

Source: Annual School Satisfaction Survey.

Starting point: Baseline data of 86% of parents who agree or strongly agree with ‘*My child’s learning needs are being met at this school*’ was determined from the parent responses for this item in 2020.

Target or measure - 97% or more of our staff agree or strongly agree that ‘*Teachers at this school motivate students to learn*’. The target was set from the percentage of staff who agree or strongly agree with this item for all ACT P-2 schools in 2019 – 2020.

Source: Annual School Satisfaction Survey.

Starting point: Baseline data of 93% of staff who agree or strongly agree with '*Teachers at this school motivate students to learn*' was determined from the staff responses for this item in 2019 - 2020.

School based student learning data (School program and process data)

Target or measure: Growth will be measured for all students through Count Me in Too – The Learning Framework in Number.

Source: SENA Assessment Data – SENA 1 and 2.

Starting point: Baseline determined from 2020 start of school year data.

Endorsement

This School Plan has been endorsed electronically by our Principal, Director School Improvement and Board Chair. Updated February 2021.

Principal

Name: Kelly Booker

Date: 16/3/21



Director School Improvement

Name: Kris Willis

Date: 16/3/21



Board Chair

Name: Robert Day

Date: 5 March 2021.

