



Majura Primary School

Network: North/Gungahlin

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 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: Majura Primary will be a school where each students' and educators' individual talents and needs are recognised, valued and developed.

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: *"Our school is here to ensure we all learn so that we are prepared for our future."*

Majura Primary aims to provide a caring environment where students enjoy learning, develop skills, make friends and establish social connections with their community.

Values

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

School's values: Respect, Excellence, Responsibility.

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: Improve student resilience and self-efficacy.

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

Students will be able to identify and use a range of strategies to:

- Make responsible decisions
- Establish positive relationships
- Handle challenging situations

Targets/Measures to be achieved by 2024

Perception data

Target or measure: Increase *'Students show understanding to each other'* to 75% 'agree/strongly agree' by 2024.

Source: Student satisfaction survey, system survey undertaken each year.

Starting point: Baseline data established in 2018 is 51% 'agree/strongly agree' responses. Note: 33% of students responded, 'neither agree nor disagree'.

School program and process data

Target or measure: Decrease the proportion of students in the *Emerging* and *Low* bands in the ACER Social-Emotional Wellbeing Survey to 5% in years 2-6.

Source: ACER Social-Emotional Wellbeing Survey: Primary

Starting point: The proportion of students in the *Emerging* and *Low* bands reported in 2018 ranged from 12% to 19%.

School program and process data

Target or measure: Increase the proportion of students responding *always* or *mostly* to 85% to the question *Are you ready and organised for your learning* by 2024.

Source: Majura Primary Student Voice survey

Starting point: The percentage of students responding *always* or *mostly* was 74% in 2019.

Priority 2: Improve student growth in reading and writing

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

- Students read with fluency and comprehension
- Students write with impact for authentic purposes
- Students will understand and use language conventions appropriately in the context of their writing

Targets/Measures to be achieved by 2024

Student learning data

Target or measure: 70% of our students will be achieving at or above expected growth from year 3 to year 5 in reading. This target was set by considering the gain performance of a sample of ACARA “similar schools”.

Source: NAPLAN

Starting point: Our baseline data point is 66%, determined as the average of the last three years of year 3 to 5 growth in reading.

Student learning data

Target or measure: 66% of our students will be achieving at or above expected growth from year 3 to year 5 in writing. This target was set by considering the gain performance of a sample of ACARA “similar schools”.

Source: NAPLAN

Starting point: Our baseline data point is 61%, determined as the average of the last two years of year 3 to 5 growth in writing.

Priority 3: Improve student growth in mathematics

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

- Students use mathematics with impact for authentic purposes
- Students will be able to apply their mathematics knowledge and skills to understand and solve problems

Targets/Measures to be achieved by 2024

Student learning data

Target or measure: 64% of our students will be achieving at or above expected growth from year 3 to year 5 in numeracy. This target was set by considering the gain performance of a sample of ACARA “similar schools”.

Source: NAPLAN

Starting point: Our baseline data point is 58%, determined as the average of the last three years of year 3 to 5 growth in numeracy.

School program and process data

Target or measure: Increase the proportion of students responding *always* or *mostly* to 75% to the question *Do you feel your learning has relevance to the real world*, by 2024.

Source: Majura Primary Student Voice survey

Starting point: The percentage of students responding *always* or *mostly* was 56% in 2018.

Endorsement

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

Principal

Name: Daniel Zobel

Date: 27 November 2019

Director School Improvement

Name: Judith Hamilton

Date: 27 November 2019

Board Chair

Name: Carolyn Godwin

Date: 27 November 2019