



Wanniassa Hills Primary 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: Wanniasa Hills Primary School exemplifies:

- a positive school experience, that is inclusive of all, in a safe and supportive school environment
- reciprocal relationships where all feel welcomed, heard and valued
- twenty first century learning and teaching in which everybody leads and thrives

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:

To provide students with the skills and knowledge necessary to fulfill their ambitions, interests and potential. Our students succeed academically, socially and emotionally.

Values

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

School's values: COURAGE – COMMITMENT - COLLABORATION

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: Enable all students to become creative and critical thinkers

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

- Students engage productively in the generation, evaluation and improvement of ideas.
- Students create original and effective solutions.
- Students exhibit critical thinking skills that will enable them to interpret, analyse, criticize, reflect, and evaluate contexts for deeper understanding.
- Learning experiences, including the use of technology are differentiated for each student.

Targets/Measures to be achieved by 2025

Student learning data

Target or measure: Increase the percentage of students in the top two bands of NAPLAN so that they match or exceed the percentage in the top two bands for similar schools (same starting score, students with similar background).

Source: SCOUT

Starting point:

2019 Reading

- Year 3 Reading 43.6% in top two bands compared to 60.8% in top two bands for similar schools
- Year 5 Reading 33.3% in top two bands compared to 43.7% in top two bands for similar schools

2019 Writing

- Year 3 Writing 7.7% in top two bands compared to 53.6% in top two bands for similar schools
- Year 5 Writing 4.8% in top two bands compared to 18.6% in top two bands for similar schools

2019 Numeracy

- Year 3 Numeracy 42.5% in top two bands compared to 47.2% in top two bands for similar schools
- Year 5 Numeracy 11.9% in top two bands compared to 34.0% in top two bands for similar schools

Perception data

Target or measure: School satisfaction data will exceed Directorate average for type of school by 5 percentile points in the following questions.

Students:

- Overall I am satisfied I am getting a good education at this school
- I know how to be a good digital citizen
- My school looks for ways to improve

Source: School Satisfaction Survey data

Starting point: 2019 Student Data

| Item | Agreement for School | Agreement for School Type | Difference |
|---------------------------------------------------------------------|----------------------|---------------------------|------------|
| Overall I am satisfied I am getting a good education at this school | 57.5 | 78.6 | -21.1 |
| I know how to be a good digital citizen | 74.9 | 85.1 | -10.3 |
| My school looks for ways to improve | 77.1 | 81.9 | -4.8 |

School program and process data

To be developed first half of 2021 in conjunction with Directorate effective pedagogies work

Priority 2: Increase 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 understand and use language conventions appropriately.
- Learning experiences are differentiated for each student.

Targets/Measures to be achieved by 2025

Student learning data

Target or measure: 70% of our students will be making above expected growth from year 3 to year 5 in reading. This target was set by considering the gain performance of our students in reading across 2016 - 2019

Source: NAPLAN, SCOUT

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

Student learning data

Target or measure: 60% 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 our students in writing across 2016 - 2019.

Source: NAPLAN, SCOUT

Starting point: Our baseline data point is 45%, determined as the average of the last four years of year 3 to 5 growth in writing.

School program and process data

Reading

Target or measure: Progressive Achievement Test (PAT) Reading data - Growth in the mean scaled score for each year level is above that of the PAT norm median scaled score. (Year 2: 14; Year 3: 10; Year 4: 7 ; Year 5: 6; Year 6: 5).

Source: ACER PAT Reading

Starting point: Growth in the mean scaled growth score for each year level from 2019 - 2020 (Year 2: 5.2 Year 3: 7.7; Year 4: 13.3; Year 5: 4.7; Year 6: 7.3).

Writing

Target or measure: Progressive Achievement Test (PAT) Spelling data - Growth in the mean scaled score for each year level is above that of the PAT norm mean scaled score. (Year 3: 15; Year 4: 15; Year 5: 12; Year 6: 8).

Source: ACER PAT Spelling

Starting point: Growth in the mean scaled score for each year level from 2019 - 2020 (Year 3 16.8: Year 4: 16.9; Year 5:13; Year 6: 14).

NB - Subjective school-based Writing data (that is scalable and measurable) will be explored and communicated in conjunction with school Data Plan as per recommendation from Review

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 within authentic contexts.
- Students apply mathematical knowledge and skills to critically and creatively solve problems.
- Students have regular opportunities to challenge their understandings and demonstrate success across numerous mediums.
- Learning experiences are differentiated for each student.

Targets/Measures to be achieved by 2025

Student learning data

Target or measure: 65% 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 our students in numeracy across 2016 – 2019.

Source: NAPLAN, SCOUT

Starting point: Our baseline data point is 44%, determined as the average of the last four years of year 3 to 5 growth in numeracy.

School program and process data

Target or measure: Progressive Achievement Test (PAT) Maths data - Growth in the mean scaled score for each year level is above that of the PAT norm mean scaled score. (Year 2: 10; Year 3: 8; Year 4: 7; Year 5: 5; Year 6: 4).

Source: ACER PAT Maths

Starting point: Growth in the mean scaled growth score for each year level from 2019 - 2020 (Year 2: 12.71; Year 3: 5.84; Year 4: 6.53; Year 5: 5.6; Year 6: 4.4).

Endorsement

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

Principal

Name:

Date:

Director School Improvement

Name:

Date:

Board Chair

Name:

Date: