

# Lyons Early Childhood School

Network: South/Weston

## School Improvement Plan 2023-2027



## 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 [Future of Education](#) and [Set up for Success](#) strategies alongside system-level and school-based analysis of [Multiple Sources of Evidence \(MSoE\)](#). Analysis of MSoE 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, providing valuable opportunities for self-reflection, planning and improvement. Reviews provide schools with quality and independent feedback, tailored to the school's context. The findings and recommendations of the Review in conjunction with school performance and perception data support the development of the annual Action Plan. 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 students)

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 Vision, Mission, and Values

### Vision

Directorate's vision: We will be a leading learning organisation where people know they matter.

School's vision:

Our school is a welcoming, colourful place where we love to learn and challenge ourselves. We strive for excellence in all we do, empowering all learners through innovative, evidence-based practice in a seamless birth to 8 setting. We develop and nurture resilient individuals, collaborative partnerships with our community, and a strong connection to Country.

### 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 provide high quality education and care for birth to 8 children in a safe and secure environment. Our children actively engage in play-based learning that supports their academic, social and emotional development.

### Values

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

School's values:

Kindness: being gentle, considerate and thinking about others

Respect: treating everyone and everything in the school community well

Collaboration: working together, cooperating and helping others

Resilience: taking risks, persisting with challenges, being optimistic and positive

Our PBL expectations are:

We are safe

We are friendly

We are explorers

### Education Directorate's *Future of Education* and *Set up for Success* Strategies

The *Future of Education* and *Set up for Success* Strategies outline the plan for education and care from birth to 18 years for all children and young people in the ACT. These two strategies are based on four foundations:

1. A fair start for every child, Students at the centre
2. Valuing educators, values children, Empowered learning professionals
3. Every child has a story, Strong communities for learning
4. Working together for children, Systems supporting learning

These foundations emphasise the importance of focusing on individual needs within a coordinated and collaborative context, supported by strong educators, community partners and families, and a service design approach.

### Multiple Sources of Evidence

Evidence informing this School Improvement Plan includes:

- Findings and recommendations from School Review
- Analysis of system and school-based student learning data
- Analysis of perception data
- Consideration of school programs and processes
- Preschool setting - Quality Ratings from assessment against the National Quality Framework. The Quality Improvement Plan (QIP) is revised each year as part of the annual planning process.

## Our improvement priorities

### Priority 1: Increase student agency

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

At the end of our five year plan

- Students will use learning dispositions that enable them to think, wonder, explore and innovate
- Students will be empowered with knowledge and skills to pursue individual and collective passions and interests
- Students will codesign their learning paths and goals
- Students will engage in play-based learning

### Targets/Measures to be achieved by 2027

#### *Student learning data*

**Target or measure:** Personal and Social Capabilities: increase in students consistently demonstrating one or more capability/habits or a particular capability/habit.

- Works towards learning goals
- Works independently and shows initiative
- Collaborates with peers

**Source:** End of Semester School Reports

**Starting point:** Baseline to be determined in 2023.

**Target or measure:** Increase the percentage of students demonstrating the ability to generate ideas, possibilities and actions.

**Source:** Classroom based assessment using the Critical and Creative Thinking Capability

**Starting point:** Baseline to be determined in 2023.

#### *Perception data*

**Target or measure:** Improve the percentage of students who agree with the statements:

- *I make decisions about what I learn at school*
- *I set learning goals with my teacher*
- *Inquisitive: I think I can learn most things if I try*
- *Adventurous: I'm willing to have a go at something new*
- *Imaginative: My brain comes up with lots of creative ideas*
- *Crafting: I enjoy working on improving what I've done*
- *Collaboration: I enjoy learning new things with other people*

**Source:** School based Year 1 Student Survey in 2023. Year 1 and 2 Student Survey in 2024.

**Starting point:** Baseline to be determined in 2023.

**Target or measure:** Increase the frequency teachers plan for and explicitly teach about learning dispositions throughout their learning and teaching programs.

- *Inquisitive: I foster a questioning and wondering classroom*
- *Adventurous: My students are encouraged to take learning risks and 'have a go' when facing new challenges*
- *Imaginative: I provide opportunities for students to explore creative ideas and possibilities*
- *Crafting: Students have opportunities to improve student work and develop skills through feedback and questioning*

- Collaboration: *Students in my class articulate their thoughts and discuss ideas with peers, staff and parent/carers.*

**Source:** School based Staff survey

**Starting point:** Baseline to be determined in 2023.

## Priority 2: Improve learning outcomes in numeracy

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

At the end of our five year plan

- Students will demonstrate mathematical proficiency (fluency, conceptual understanding, reasoning and problem-solving) across all strands of mathematics
- Students will be numerate thinkers who actively engage in mathematics with enjoyment
- Students will understand and use mathematical language
- Students will extend their mathematical thinking through play

### Targets/Measures to be achieved by 2027

#### *Student learning data*

**Target or measure:** Increase the percentage of kindergarten students achieving *expected* or *high growth* in mathematics in BASE to XX%

**Source:** BASE data available through Analytics and Evaluation Branch

**Starting point:** Baseline data of XX% was determined by averaging the percentage of students achieving expected and high growth in BASE numeracy for the school over 2019-2022

**Target or measure:** Increase the percentage of year 1 and 2 students at or above the 2022 PAT Maths mean score

**Source:** PAT Maths data

**Starting point:** Baseline to be determined in 2023

#### *Perception data*

**Target or measure:** Improve the percentage of students who agree with the statements:

- *I am good at maths*
- *I like maths*
- *There are several ways to work out a maths problem*
- *Maths is important*
- *Maths is fun*

**Source:** School based student survey

**Starting point:** Baseline to be determined in 2023

#### *School program and process data*

**Target or measure:** Increase the average proficiency level of staff to establish challenging learning goals using school-based classroom observations based on the Classroom Practice Continuum of the AITSL standard (1 = Beginning, 2 = Proficient, 3 = Highly accomplished, 4 = Lead).

**Source:** AITSL standard 3.1 *Establish challenging learning goals* and 3.3 *Use teaching strategies*

**Starting point:** Baseline to be determined in 2023.

## Endorsement

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

### Principal

Name: Robyn Strangward

Date: 29 November 2022

### Director School Improvement

Name: Angela Spence

Date: 2 December 2022

### Board Chair

Name: Beth Sebesfi

Date: 29 December 2022