

Isabella Plains Early Childhood School

Network: Tuggeranong

School Improvement Plan 2023-2027



Isabella Plains
Early Childhood School



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: Every child and young person receives an excellent education delivered and supported by highly skilled and valued professionals.

School's vision: Our school vision is to be reviewed in 2023 following extensive consultation with our children, staff and parent and carer community.

Mission

Directorate's mission: We lead and deliver excellent, inclusive and equitable education where all are safe, valued and able to flourish.

School's mission: A place of learning where all young children thrive and belong.

Values

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

School's values: Perseverance, Respect, Integrity, Diversity, Excellence

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: Maximise the growth in literacy learning of all children

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

- Literacy learning will be personalised and differentiated for all children. Feedback will be targeted and specific in relation to children's learning goals and aspirations.
- Children will be creative and confident communicators, imaginative thinkers and informed citizens
- Teaching will be responsive to children's literacy development and based on teachers' sophisticated understanding of student assessment and data concepts
- Children's literacy learning will be enhanced through the recognition of parents and carers and community as partners in children's learning.

Targets/Measures to be achieved by 2027

Student learning data

Target or measure: By 2027, 75% of preschool children will achieve at least one year of growth on oral language skills.

Source: Creola and Devine Oral Language Assessment

Starting point: Baseline data of 59% was determined by averaging the percentage of children at the school who achieved one year of growth on the oral language skills over the last five years.

Target or measure: By 2027, 85% of kindergarten to year 2 children will achieve at least one year of growth in reading.

Source: Kindergarten to year two Reading Benchmark data

Starting point: Baseline data of 77% was determined by averaging the percentage of children at the school who achieved one year of growth in reading over the last four years.

Target or measure: By 2027, 72% of kindergarten children will achieve expected growth or high growth in reading in BASE at the end of kindergarten. The target is the highest percentage of children achieving either expected growth or above expected growth in BASE reading over 2018-2022.

Source: BASE data

Starting point: Baseline data of 47% was determined by averaging the percentage of children at the school who achieved expected growth or above expected growth for PIPS (BASE) reading over 2018-2022.

Target or measure: By 2027, 77% of children will achieve expected or above predicted growth in reading from BASE to Year 3 NAPLAN. This target is the highest percentage of children achieving either expected or above predicted growth over 2018-2022.

Source: BASE to NAPLAN Year 3 Reading Growth data

Starting point: Baseline data of 68% was determined by averaging the percentage of children at the school who achieved expected growth and above predicted growth in reading from BASE to Year 3 NAPLAN over 2018-2022.

Perception data

Target or measure: By the end of 2027, 73% of staff will report that they *get quality feedback on their performance*. The target was set by averaging the percentages for agree or strongly agree for staff of similar system schools over 2018-2022.

Source: Annual School Satisfaction and Climate Survey – Staff

Starting point: Baseline data of 56% was determined by averaging percentages of staff who agree or strongly agree with this item over 2020-2022.

Target or measure: By the end of 2027, 83% of staff will agree or strongly agree that “Students’ learning needs are being met at this school.” This target was set by averaging the percentage of staff who agree or strongly agree with this statement over 2018-2022.

Source: Annual School Satisfaction and Climate Survey - Staff

Starting point: Baseline data of 73% was determined by averaging percentages of staff who agree or strongly agree with this item over 2020-2022.

Target or measure: By the end of 2027, maintain or increase by 5% the percentage of parents/carers that report “This school works with me to support my child’s learning”.

Source: Annual School Satisfaction and Climate Survey - Parents/Carers

Starting point: Baseline data of 85% was determined by averaging percentages of parents/carers who agree or strongly agree with this item over 2018-2022.

Target or measure: By the end of 2027, maintain or increase by 5% the percentage of parents/carers that report “Community partnerships are valued and maintained”.

Source: Annual School Satisfaction and Climate Survey - Parents/Carers

Starting point: Baseline data of 85% was determined by averaging percentages of parents/carers who agree or strongly agree with this item over 2019-2022.

Target or measure: By the end of 2027, 79% of staff will report that “Community partnerships are valued and maintained”. This target was set by averaging the percentage of staff who agree or strongly agree with this statement over 2018-2022.

Source: Annual School Satisfaction and Climate Survey - Staff

Starting point: Baseline data of 65% was determined by averaging percentages of staff who agree or strongly agree with this item over 2021-2022.

School program and process data

Target or measure: By the end of 2027, increase the average proficiency level of staff to establish challenging learning goals using school-based classroom observations (learning walk and talk) 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

Starting point: Baseline to be determined in 2023.

Target/measure: By the end of 2027, average increase from 'evolving to 'excelling in *Data used to focus and drive collaborative improvement and evaluate impact on learning* using self-evaluation against the Professional Learning Community Maturity Matrix.

Source: Self-evaluation against the Education Directorate Professional Learning Community Maturity Matrix.

Starting point: Baseline to be set in 2023.

Priority 2: Strengthen the personal and social learning capabilities of all children

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

- Children will establish and maintain healthy and supportive relationships and effectively navigate settings with diverse individuals and groups
- Children will understand themselves as learners and possess the dispositions which enable them to learn and grow and inquire into the world around them
- Children will have a strong sense of belonging, identity and wellbeing that allows them to make positive contributions
- Children will become strong in their social and emotional wellbeing
- Children will demonstrate an increasing capacity to understand, self-regulate and manage their emotions in ways that reflect the feelings and needs of others
- Children will understand, acknowledge and celebrate the diversity and richness of Aboriginal and Torres Strait Islander histories and cultures

Targets/Measures to be achieved by 2027

Student learning data

Target or measure: By the end of 2027, increase the percentage of children who consistently *develop respectful relationships*.

Source: Preschool to year 2 School based-report – personal and social capability

Starting point: Baseline data of 54% was determined by averaging the percentages of kindergarten to year two children who consistently *develop respectful relationships* over 2021-2022.

Target or measure: By the end of 2027, increase the percentage of children who consistently *recognise and express emotions appropriately*.

Source: Preschool to year 2 School based-report – personal and social capability

Starting point: Baseline data of 53% was determined by averaging the percentage of kindergarten to year two children who consistently *recognise and express emotions appropriately* over 2021-2022.

Target or measure: By the end of 2027, increase the percentage of children who consistently *work towards learning goals*.

Source: Preschool to year 2 School based-report – personal and social capability

Starting point: Baseline data of 46% was determined averaging the percentage of kindergarten to year two children who consistently *work towards learning goals* over 2021-2022.

Target or measure: By the end of 2027, increase the percentage of kindergarten children that achieve expected growth or high growth in personal, social and emotional development as indicated by BASE at the end of kindergarten. The target was set by averaging the percentage of ACT students achieving expected growth and high growth in BASE (PIPS) personal, social and emotional development over 2018-2022.

Source: BASE data

Starting point: Baseline data to be determined.

Perception data

Target or measure: By the end of 2027, maintain or increase the percentage of parents/carers who report that they agree or strongly agree that “Diversity is recognised and celebrated at this school”.

Source: Annual Satisfaction and Climate Survey – Parents/Carers

Starting point: Baseline data of 89% was determined by averaging percentages of parent/carers who agree or strongly agree with this item over 2019-2022.

Target or measure: By the end of 2027, maintain or increase the percentage of parents/carers who report that they agree or strongly agree that “Students at this school are being equipped with the capabilities to learn and live successfully”.

Source: Annual School Satisfaction and Climate Survey - Parents/Carers

Starting point: Baseline data of 92% was determined by averaging percentages of parent/carers who agree or strongly agree with this item over 2019-2022.

Target or measure: By the end of 2027, maintain or increase the percentage of staff who report that they agree or strongly agree that “Students at this school are being equipped with the capabilities to learn and live successfully”.

Source: Annual School Satisfaction and Climate Survey - Staff

Starting point: Baseline data of 91% was determined by averaging percentages of staff who agree or strongly agree with this item over 2019-2022.

School program and process data

Target or measure: By the end of 2027, increase the percentage of children who receive acknowledgement for the PRIDE values

Source: School Administration System (SAS) wellbeing data (positive incidents)

Starting point: Baseline data to be determined at the end of 2023.

Endorsement

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

Principal

Name: Simon Barker

Date: 15 February 2023

Director School Improvement

Name: Sue Norton

Date: 10 March 2023

Board Chair

Name: Shannon Pickles

Date: 16 March 2023