

Miles Franklin Primary School

Network: Belconnen

School Improvement Plan 2022-2026

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: To be a globally-minded community of inquiring, compassionate and lifelong learners

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 recognise, value and celebrate the academic and social needs of every student. Working collaboratively and respectfully we will enrich the learning of all students.

Values

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

School's values: Kindness, curiosity, resilience, confident, capable and creative

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: Improve the social and emotional engagement of students in their learning

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

There will be:

- 1. Improved resilience of our students*
- 2. Improved emotional and social regulation of our students through practising mindfulness*
- 3. Smoother transitions for each student as they move through year levels*
- 4. Greater knowledge and understanding of staff in supporting student diversity*

Targets/Measures to be achieved by 2026

Perception data

Target or measure: 67% (approx. 141 students) or more students agree or strongly agree that they enjoy and are excited about the work they do in class. It also addresses levels of student interest in what they are learning. This was determined by averaging the data for all ACT P-6 schools over 2017-2020.

Source: Climate survey data from Qualtrics

Starting point: Baseline data of 59% (approx. 123 students) of students at the school agree or strongly agree that they enjoy and are excited about the work they do in class. This was determined by averaging the school data for the school over 2017-2020.

Target or measure: 82% (approx. 173 students) or more students agree or strongly agree that Students starting at this school are supported. The target was set by averaging the percentages of agree or strongly agree over 2019-2020 for all ACT P-6 schools.

Source: Annual Student Satisfaction Survey

Starting Point: Baseline data of 76% (approx. 159 students) agree or strongly agree that Students starting at this school are supported was determined by averaging student responses for the school over 2019-2020.

School program and process data

Target or measure: To improve the average percentage of students who agree with the following social emotional wellbeing items so the average equals or is more positive than the national mean:

- I worry a lot about my schoolwork or what others think about me*
- When I do badly in my schoolwork, I think "I'm stupid".*
- When I do not understand something, I give up easily.*
- I can calm down quickly when I feel bad.*
- I love to learn.*

Source: ACER Social Emotional Wellbeing (SEW) Survey

Starting point: Baseline data was determined by averaging the percentages of student agreement across years 2 – 6 for each item over 2021 and comparing this with the national mean.

	<i>I worry a lot about my schoolwork or what others think about me.</i>		<i>When I do badly in my schoolwork, I think "I'm stupid".</i>		<i>When I do not understand something, I give up easily.</i>		<i>I can calm down quickly when I feel bad.</i>		<i>I love to learn</i>	
	School	National Mean	School	National Mean	School	National Mean	School	National Mean	School	National Mean
Year 2	32.5	35.5	19.3	18.2	21	16.5	62	73	94.2	90.1
Year 3	45.9	36.6	30.1	20.5	16	15	70.5	71	85.8	89.0
Year 4	43.1	38.5	29.2	20.0	22.5	15	56.5	69	87.7	88.3
Year 5	48.5	42.3	35.4	28.3	22	17.5	57	68.5	68.0	89.3
Year 6	48.0	48.7	39.0	28.5	23	18.5	60	69	75.8	88.6
Total	43.6	40.3	30.6	23.1	20.7	16.8	63.8	69.8	82.3	89.1

(Please note: our SEW survey data came at the end of the home-learning period before children returned to face-to-face teaching and learning in 2021. This might have resulted in the lower-than-expected results above).

Priority 2: Increase the percentage of students making at or above expected growth in numeracy.

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

There will be:

- *Differentiated learning for each student*
- *Explicit use of the ATs (Approaches to Learning) and the Maths proficiencies*
- *A focus on numeracy concepts, explicit skills, transdisciplinary learning and problem solving*
- *Students who are positive and optimistic in their numeracy skills*

Targets/Measures to be achieved by 2026

Student learning data

Target or measure: 61% (approx. 36 students) or more students will be making at or above expected growth in numeracy. The target was set by averaging the percentages of students making at or above expected growth in all ACT P-6 schools from 2017 to 2021.

Source: NAPLAN data on school level growth chart available on SCOUT

Starting Point: Baseline data of 46% (approx. 27 students) was determined by averaging the % of students making at or above expected growth at the school from 2017 to 2021.

Target or measure: To increase the percentage of year 5 students in the top two bands of Numeracy to 24% (approx. 13 students) or more. The target was set by averaging the Year 5 students in the top two bands of Numeracy for similar schools over 2017-2021.

Source: NAPLAN % in bands available through SCOUT.

Starting Point: Baseline data of 11% (approx. 6 students) was determined by averaging the percentage of Year 5 students in the top two bands of Numeracy for the school over 2017-2021.

Perception data

Target or measure: 82% (approx. 173 students) or more students agree or strongly agree that Students starting at this school are supported. The target was set by averaging the percentages of agree or strongly agree over 2019-2020 for all ACT P-6 schools.

Source: Annual Student Satisfaction Survey

Starting Point: Baseline data of 76% (approx. 159 students) agree or strongly agree that Students starting at this school are supported was determined by averaging student responses for the school over 2019-2020.

School program and process data

Target or measure: To increase the percentage of students from Years 2-6 who achieve in Stanines 7-9 in PAT Maths Term Three assessment to 33%. The target was set by averaging the data for PAT Maths from 2019-2021.

Source: PAT Maths data 2019-2021

Starting point: 2019-2021 PAT average was 28.2%

Endorsement

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

Principal

Name: Chris Jones

Date: 23/3/22

Director School Improvement

Name: Kris Willis

Date: 23/3/22

Board Chair

Name: Erin Selmes

Date: 23/3/22