

Garran Primary School

Network: South/Weston

School Improvement Plan 2023-2027

The purpose of school improvement planning

This plan establishes a strong improvement agenda for 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: Excellence in Education.

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 Values: **Versatility:** We can adapt to change (Growth mindset) and are willing to 'have a go' (courage) and bounce back (resilient) if things don't succeed. Versatility is also the school motto and is featured in the school song.

Respect: We treat everyone in a kind, friendly manner.

Responsibility: We care for our school and belongings, and always do our best.

School Aim: To continue to foster a cohesive and collaborative school learning community that values and celebrates cultural diversity, has active parent participation, and highly skilled teachers who implement quality teaching practices and personal care for every child.

Principal's Message

In this School Improvement Plan we reaffirm our commitment to deliver academic excellence. Further we champion the development of strong values, character and personal skills to empower every child to learn.

This School Improvement Plan with a focus on Mathematics for this planning cycle (writing was the focus of our last planning cycle) is designed to ensure our students are provided with a leading contemporary high quality Mathematics curriculum. Since 2015, Garran Primary School has placed increased focus on the four factors the research evidence shows have the greatest impact on increasing student learning outcomes. These factors include;

- The School's Instructional Leadership Model
- The quality and skill of the Individual Teacher
- The level of Collective Teacher Efficacy
- The level of Parent Involvement and Engagement

Teachers develop deep knowledge about one another's teaching through learning together collaboratively and co-constructing knowledge about effective teaching practices. Collective teaching efficacy refers to a shared belief that through collective action student outcomes can be positively influenced. Collaboration and self-reflection are the successful elements of Garran Primary high performing Professional Learning Communities.

Student wellbeing underpins everything at Garran Primary. Learning and wellbeing are inextricably linked. Staff place great emphasis on the creation of a supportive atmosphere where children feel safe, valued and have strong connections with their teachers. A consistent approach to promote positive behaviours and engagement in learning is driven by the school values and a learning culture of rigor and individual belonging.

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: Improve Student Achievement 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 you will see;

- Students using and understanding mathematical vocabulary appropriate to their age level.
- Students engaging in incidental mathematics learning every day.
- Students engaging in differentiated learning opportunities.
- Students benefiting from parents knowing what concepts are being taught each term and being equipped with strategies to support their child's learning at home.

Targets/Measures to be achieved by 2027

Student learning data

1. **Target or measure:** 45% or more of Year 5 students will achieve in the Top 2 Bands of Numeracy in Year 5.

Source: NAPLAN % of students achieving in Bands data available on SCOUT.

Starting Point: Baseline data of 45% was determined by averaging the percentage of Year 5 students achieving in the top 2 bands of Numeracy between 2019-2022.

2. **Target or measure:** 55% of Year 5 students will achieve at or above expected growth in Numeracy. This target was set by averaging the percentage of Year 5 students at Statistically Similar School Group (SSSG) achieving at or above expected growth in Numeracy between 2019-2022.

Source: NAPLAN growth data available through SCOUT

Starting Point: Baseline date of 55% was determined by averaging the percentage of Year 5 students achieving at or above expected growth in Numeracy between 2019-2020.

3. **Target or measure:** For each year level 1-6, 20% of students achieving Stanine 8 and 9 of ACER Progressive Achievement Test (PAT) Maths. Data collection for PAT is in the first year so ongoing collection and analysis of data will further inform this target.

Source: ACER PAT Maths.

Starting point: Percentage of students achieving Stanine 8 and 9 in 2022: Year 1: Not available, Year 2: 12.5%, Year 3: 13.7%, Year 4: 17.9%, Year 5: 13%, Year 6: 27.4%.

Priority 2: Strengthen the personal capability of all students with a focus on increasing student 'Adaptability' and 'Persistence'.

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 you will see;

- Students using the GPS Learning Habit language and visuals.
- Students using taught strategies when faced with unexpected setbacks, challenges or obstacles to increase their adaptability and persistence.
- Students self-assessing their work habits utilising the GPS Learning Habits.

Targets/Measures to be achieved by 2027

Student learning data

1. **Target or measure:** 80% of students are competent in their year level's "Perseverance and Adaptability" Australian Curriculum General Capability Sub-Element.

Source: GPS General Capability Assessment – Student Self Audit and Staff Assessment

Starting point: Baseline data to be determined in 2023.

Perception data

1. **Target or measure:** Increase the proportion of students with a high 'Resilience' score in the School Social and Emotional Wellbeing Survey.

Source: School Social and Emotional Wellbeing Survey.

Starting Point: Newly established in 2023. Whilst the school has previously collected data through this survey each year, the questions will be adjusted moving forward to focus on specific areas identified for improvement.

Endorsement

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

Principal

Name: Jenny Priest

Date: 24.04.2023

Director School Improvement

Name: Cindie Deeker

Date: 01.09.2023

Board Chair

Name: Eliza Strapp

Date: 28.04.2023