

# Theodore Primary School

Network: Tuggeranong

## School Improvement Plan 2024-2028



## 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: Everyone actively engaged in quality learning.  
Whole child, whole school, whole 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: Theodore Primary School is a school of excellence committed to developing a learning community engaged in quality learning. We achieve this by delivering differentiated, inquiry-based education that is purposeful and challenging. High expectations are set for students and individuals are supported in their learning.

Our school environment encourages curiosity, collaboration, critical and creative thinking. Our learning community works in a safe, nurturing, inclusive environment where respectful relationships are valued. We believe that learning is a partnership between home and school and greatly appreciate the active role that our parents and carers play in developing our students to be the leaders of tomorrow.

Our school is acknowledged by the wider community for our commitment to engaging students through curriculum that promotes high levels of intellectual quality and is significant to real life contexts in a quality learning environment.

## Values

Directorate's values: The way we work is underpinned by the ACT Public Service values of Respect, Integrity, Collaboration, and Innovation.

School's values: Personal Best, Respect, Integrity, and Compassion

## 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: To improve growth in spelling for all students.

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

Students will:

- Have a range of spelling strategies that they can apply and use independently.
- Experience a consistent approach to spelling instruction throughout their years of schooling as outlined in the Theodore pedagogical belief statement and schoolwide use of spelling strategies and metalanguage.
- Experience success by working towards challenging yet achievable personalised learning goals and receive ongoing specific feedback to further improve their learning.
- Will benefit from Professional Learning Teams (PLTs) that are designed to analyse, discuss and use student learning data to inform future learning in spelling.

### Targets/Measures to be achieved by 2028.

#### *Student learning data*

**Target or measure:** Increase the proportion of students in the 'strong' and 'exceeding' NAPLAN proficiency bands from year 3 to year 5.

**Source:** NAPLAN Spelling

**Starting point:** Year 3 2023: 'Needs Support' 26%, 'Developing' 41%, 'Strong' 33%, 'Exceeding' 0%.  
Year 5 2023: 'Needs Support' 27%, 'Developing' 10%, 'Strong' 47%, 'Exceeding' 17%.

#### *Student learning data*

**Target or measure:** Increase the median scaled score achieved by each cohort (years 1- 6) in PAT Spelling Skills

**Source:** PAT Spelling Skills

**Starting point:** Assessment introduced at the end of 2023. Baseline to be determined for the beginning of 2024.

#### *Perception data- Students*

**Target or measure:** Increase the proportion of students who indicate that they are improving in spelling.

**Source:** School developed survey

**Starting point:** Baseline data to be established in early 2024.

#### *Perception data- Staff*

**Target or measure:** Increase the proportion of staff who indicate that they are improving in the teaching of spelling.

**Source:** School developed survey

**Starting point:** Baseline data to be established in early 2024.

#### *School program and process data*

**Target or measure:** Increase average self-assessment from 'evolving' to 'embedding' in *using data to focus and drive collaboration for improvement* domain.

**Source:** Self-assessment against the PLC Maturity Matrix

**Starting point:** Self- evaluation against the PLC Maturity Matrix in 2023 indicates an average assessment at the 'evolving' phase across all Professional Learning Teams.

## Priority 2: Improve growth in mathematics (number) for all students.

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

Students will:

- Experience a consistent approach to mathematics instruction throughout their years of schooling as outlined in the Theodore pedagogical belief statement and schoolwide use of number strategies and vocabulary.
- Develop resilience and perseverance in maths learning through the application of the 'Theodore Maths Norms'.
- Experience success by working towards challenging yet achievable personalised learning goals and receive ongoing specific feedback to further improve their learning.
- Have exposure to mathematical understanding, fluency, problem solving and reasoning throughout their years of schooling.
- Benefit from Professional Learning Teams (PLTs) that are designed to analyse, discuss and use student learning data to inform future learning in numeracy.

## Targets/Measures to be achieved by 2028

### *Student learning data*

**Target or measure:** Increase the proportion of year 3 and year 5 students in the 'strong' and 'exceeding' NAPLAN proficiency bands from year 3 to year 5.

**Source:** NAPLAN

**Starting point:** Baseline data of 77% (year 3) and 64% (year 5) was determined by the number of students in the 'strong' and 'exceeding' proficiency bands in 2023 NAPLAN. As this is a new measure for 2023 we are unable to average the percentage of students at this stage.

**Target or measure:** Increase the median scaled score achieved by each cohort (years 1- 6) in PAT Maths Adaptive

**Source:** PAT Maths

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

### *Perception data*

**Target or measure:** Proportion of students indicate that they like maths and are good at it.

**Source:** School based survey

**Starting point:** Baseline to be established in 2024

**Target or measure:** Increase the proportion of parents who agree or strongly agree with the statement 'My child's learning needs are being met at this school'.

**Source:** School Satisfaction Survey

**Starting point:**

### *School program and process data*

**Target or measure:** Increase average self-assessment from 'evolving' to 'embedding' in *using data to focus and drive collaboration for improvement*.

**Source:** Self-assessment against the PLC Maturity Matrix

**Starting point:** Self- evaluation against the PLC Maturity Matrix in 2023 indicates an average assessment at the 'evolving' phase across all Professional Learning Teams.

## Endorsement

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

### Principal

Name: Nathan Pepper

Date: 15.12.2023

### Director School Improvement

Name: Kim McCormack

Date: 15.12.2023

### Board Chair

Name: Monique Little

Date: 15.12.2023