

Giralang Primary School

Network: Belconnen

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: We will be a leading learning organisation where people know they matter.

School's vision: To become a connected learning community that treasures the past while preparing students to inquire for their future.

Within five years' time, students at Giralang Primary school will be enjoying leading their own learning alongside expert teachers who've extensive curriculum content knowledge. The multipurpose physical learning environments will be flexible and responsive to student needs. The school will be suitably resourced to allow students to be agile in response to advancing technologies. Students and teachers will be using these technologies to support and enrich their learning across the curriculum.

Students will be inquiring with real life purpose and connection. The school will facilitate relationships with subject specialists to deepen this inquiry and provide opportunities for exploring personal interests and passions.

Students will have the capabilities and strategies to participate in learning collaboratively with others. Students and teachers will be communicating effectively both face to face and with ICT. Students will demonstrate their social abilities to interact positively, recognising and respecting other opinions. Students will feel safe and free to express their thoughts and ideas at school.

When you walk into our 21st century school, learning will be visible. You will see the impact each student has had on their learning environment. The expert teaching team will have created safe, risk-taking environments that promote a growth mindset. Students will happily move beyond their comfort zones to try different things within their learning, they will not be afraid to fail. Learning will be rigorous and paired with mindfulness as a daily practice in all classes, P-6.

Diverse methods of parent and carer engagement will be evident and hallmarked by effective communication strategies from school to home. Parents and carers will be authentic partners in their child's education. Giralang Primary School will be a strong, connected multicultural community focused on working together to create successful and resilient learners who are creative thinkers, inquisitive researchers, excellent communicators, willing/interested collaborators, capable self-managers and socially responsible citizens.

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: Giralang Primary School encourages students from Preschool to Year 6 to be creative and confident learners within a safe learning environment. Students, teachers and staff are friendly and fun and use the three school values of caring, cooperation and courtesy. Teachers are innovative in their teaching approaches and design of flexible learning spaces as well as their use of advancing technologies.

Values

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

School's values: Caring, Cooperation, Courtesy

School's expectations: We are Safe, Respectful, Learners

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 academic outcomes.

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

At the end of our 5 year plan:

- Student will benefit from teachers using the Essential Instructional Practices in Literacy, Formative Assessment and the ACARA Literacy and Numeracy Learning Progressions to inform their planning, teaching and assessment.
- Students will benefit from agreed practices with consistent non-negotiables being explicit in planning and evident in all classroom practice.
- Students will benefit from PLCs being high functioning, dynamic and driven by student data in the spiral of inquiry.
- Students will be provided with opportunities to develop their critical and creative thinking skills across all learning areas.

Targets/Measures to be achieved by 2028

These measures will continue to evolve to align with the school's specific focus.

Student learning data

P1.1 Target or measure: The portion of Year 5 students in the Exceeding Proficiency Level for spelling will increase to 10%

Source: NAPLAN proficiency levels through SCOUT

Starting point: The portion of Year 5 students in the Exceeding Proficiency Level for spelling is 3% in 2023.

Year 5 Spelling Proficiency Levels		
	2023	32 students present for testing purposes
Exceeding	3%	
Strong	56%	
Developing	31%	
Needs additional support	9%	

P1.2 Target or measure: The portion of Year 3 students in the Developing or above Proficiency Level for spelling will increase to 85%.

Source: NAPLAN proficiency levels through SCOUT

Starting point: The portion of Year 3 students in the Developing or above Proficiency Level for spelling is 80% in 2023.

Year 3 Spelling Proficiency Levels		
	2023	45 students present for testing purposes
Exceeding	7%	
Strong	42%	
Developing	31%	
Needs additional support	20%	

P1.3 Target or measure: The portion of Year 5 students in the Exceeding Proficiency Level for reading will increase to 25%.

Source: NAPLAN proficiency levels through SCOUT

Starting point: The portion of Year 5 students in the Exceeding Proficiency Level for reading is 19% in 2023.

Year 5 Reading Proficiency Levels		
	2023	32 students present for testing purposes
Exceeding	19%	
Strong	59%	
Developing	19%	
Needs additional support	3%	

P1.4 Target or measure: The portion of Year 3 students in the Developing or above Proficiency Level for reading will increase to 90%.

Source: NAPLAN proficiency levels through SCOUT

Starting point: The portion of Year 3 students in the Developing or above Proficiency Level for reading is 86% in 2023.

Year 3 Reading Proficiency Levels		
	2023	44 students present for testing purposes
Exceeding	27%	
Strong	43%	
Developing	16%	
Needs additional support	14%	

Perception data

P1.5 Target or measure: Increase the percentage of students with strong Academic Emphasis to 92.2% or higher. This target was set by taking the highest score for the school over the past four years (2020). The Academic Emphasis domain measures student perceptions of the extent to which teachers encourage independent thinking, give extra help, set high standards and want every student to work hard and to do their best. It also includes the provision of useful feedback to students and belief by teachers that every student can be a success.

Source: Annual Satisfaction and Climate Survey: Students

Starting Point: The percentage of students with strong Academic Emphasis in 2022 was 88.2%. The average over the last four years is 90%.

P1.6 Target or measure Target: Increase the percentage of parents with strong Academic Emphasis to 86.3% or higher. This target was set by taking the highest score for the school over the past four years (2021). The Academic Emphasis domain measures student perceptions of the extent to which teachers encourage independent thinking, give extra help, set high standards and want every student to work hard and to do their best. It also includes the provision of useful feedback to students and belief by teachers that every student can be a success.

Source: Annual Satisfaction and Climate Survey: Parents

Starting Point: The percentage of parents with strong Academic Emphasis in 2022 was 81%. The average over the last four years is 84.5%.

P1.7 Target or measure: Achieve at or above 85% students and 90% of parents agreeing that

'Students at this school are being equipped with the capabilities to learn and live successfully'.

Source: School Satisfaction Survey 'Student Agency'

Starting point: 2022 Survey Results - Students 79%, and Parents 86.2%.

	2019	2020	2022	Average
<u>Students</u> 'Students at this school are being equipped with the capabilities to learn and live successfully'.	82.2% - GPS 79.2% - SSSG	82.3% - GPS 76.8% - SSSG	72.6% - GPS 72.1% - SSSG	79% - GPS 76% - SSSG
<u>Staff</u> 'Students at this school are being equipped with the capabilities to learn and live successfully'.	92.6% - GPS 91.2% - SSSG	100% - GPS 89.9% - SSSG	100% - GPS 87.3% - SSSG	97.5% - GPS 90.1% - SSSG
<u>Parents</u> 'Students at this school are being equipped with the capabilities to learn and live successfully'.	85.2% - GPS 83.4% - SSSG	89.7% - GPS 81.3% - SSSG	83.6% - GPS 79.1% - SSSG	86.2% - GPS 81.3% - SSSG

P1.8 Target or measure: 80% of Staff self-assess as Proficient against all the Essential Literacy Practices in the Self-Reflection and Planning Guide.

Source: Essential Literacy Practices Self-Reflection and Planning Guide.

Starting Point: 58% of staff self-assessed as Proficient February 2023.School program and process data

School program and process data

P1.9 Target or measure: Increase average score from 'Evolving' and 'Embedding' to 'Embedding' and 'Excelling' across all elements of the Professional Learning Community Maturity Matrix.

Source: Professional Learning Communities Maturity Matrix

Starting point: PLCs self-assessed themselves as 'Evolving' and 'Embedding' in November 2022.

Endorsement

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

Principal

Name: Emma Aschenberger

Date: 27 November 2023

Director School Improvement

Name: Sam Seton (Belconnen Network)

Date: 14 November 2023

Board Chair

Name: Nathan Kruger

Date: 27 November 2023