



Taylor Primary School

Network: Tuggeranong

School Improvement Plan 2019-2023



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 Strategic Plan and system-level and school-based analysis of multiple sources of evidence including our School Review findings. 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 undertakes a school review as an integral component of its five-year improvement planning cycle. The reviews are an important part of how the Directorate supports and monitors 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 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 Strategic Plan

Vision

Education Directorate vision: *We will be a leading learning organisation where people know they matter.*

How will the Education Directorate's vision gain life within your school's context?

School vision:

Every student is a powerful learner who has the opportunity to achieve personal best and contribute to all aspects of life.

By the end of 2023 we will observe the following:

- *there is a buzz in the classroom, every student is absorbed in the task they are working on*
- *students are working harder than the teachers*
- *learning intentions are a question not an answer*
- *on all classroom walls there is student work*
- *environmental print is co-created by students and teachers*
- *teachers and students are giving feedback on learning*
- *every child has a say in how and what they learn*
- *safe and respectful interactions*

Mission

Education Directorate mission: *We develop and deliver educational services to empower each child and young person in the ACT to learn for life.*

How will the Education Directorate's mission gain life within your school's context?

School mission:

At Taylor Primary School our mission is for all students to be:

- confident lifelong learners
- problem solvers
- equipped with skills, knowledge and understanding
- able to relate to others well

Values

Education Directorate Values: *Respect, Integrity, Collaboration, Innovation.*

How will the Education Directorate's values gain life within your school's context?

School values:

At Taylor Primary School we expect that all children are:

- Safe
- Respectful
- Responsible
- Learners

Education Directorate 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 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 will annually publish progress against its strategic indicators. Each school's contributions to these strategic indicators will be provided to our school for inclusion in our Impact Report.

Multiple sources of evidence

Evidence informing this School Plan includes:

- analysis of system-level data
- analysis of school-based evidence over time (past 4/5 years)
- recommendations from School Review
- 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.***

Having completed the sections 'Identifying key themes' and 'The school's challenges' in your data summary, commence the process of identifying priorities.

Our improvement priorities

PRIORITY 1: Improve growth in student performance in writing achievement standards across all year levels

VISION for CHANGE

- *Reading and Writing are interconnected*
- *Writing for a purpose*
- *Collaborative Writing*
- *Children enjoy writing*
- *Individual writing goals*
- *Growth mindset 'I can do this' 'I will have a go' 'I will do MY personal best'*
- *Confident writers*
- *A culture of feedback; teacher to student and student to student, teacher to teacher*

Targets/Measures to be achieved by 2023.

Student learning data

Target or measure: 25% of students (K-6) are achieving above standard for writing

Source: School based student reports where student are assessed against their grade level Australian Curriculum Achievement Standard. (C = expected/satisfactory achievement of the standard)

Starting point: 12.31% of students achieving above the standard in 2018

Target or measure: % of students in the tops two bands is equal to similar schools based on a three year average.

Source: NAPLAN (System Data)

Starting point: Year 3 - 30.6 % avg over 3 years Vs similar schools avg 3 years 35% , Year 5 - 3.3% avg over 3 years Vs Similar schools avg 3 years 14.4%

Perception Data

Target or measure: 3 year average meets the 3 year average of P-6 same school type of the ACT for the question 'My teacher's provide me useful feedback about my school work'

Source: School Satisfaction Survey (Student)

Starting point: 3 year average of 75.58% for Taylor Primary versus 82.52% of same school type of the ACT

School program and process data

Target or measure: For all students, you would see evidence of goal setting that is appropriate to their individual ability in writing.

Source: Teacher Survey, Evidence using AC continuum/ACARA modifiers of individual student writing goals and what are the next steps for learning

Do you have evidence of individual goals for writing for all students?

if yes, what evidence do you have?

Can you name the next step to progress writing learning for every child in your class?

Starting point: 50% of teachers surveyed responded YES with various pieces of evidence

Priority 2: **Improve growth in student performance in reading comprehension, across all year levels, maximising the potential of learners.**

VISION for CHANGE

- *Reading and Writing are interconnected*
- *Reading for Purpose ; learning to read, reading to learn*
- *Deep understanding of texts*
- *Readers make connections with text and self*
- *Children choose to read for enjoyment*
- *Learning to read is about making meaning*
- *Readers use, apply and transfer reading strategies*
- *Confident readers*
- *Individual reading goals*
- *Growth mindset 'I can do this' 'I will have a go' 'I will do MY personal best'*
- *A culture of feedback; teacher to student and student to student, teacher to teacher*

Targets/Measures to be achieved by 2023.

Target or measure: 50% of students (K-6) are achieving above the standard for reading

Source: School based student reports where student are assessed against their grade level Australian Curriculum Achievement Standard. (C = expected/satisfactory achievement of the standard)

Starting point: 28.25% of students achieving above the standard in 2018

Target or measure: NAPLAN achievement places the school in the second quartile of 'like' schools

Source: NAPLAN (System Data)

Starting point: Bottom quartile

Target or measure: 3 year average meets the 3 year average of P-6 same school type of the ACT for the question 'I receive useful feedback about my work at this school'

Source: School Satisfaction Survey (Staff)

Starting point: 3 year average of 71% for Taylor Primary versus 77% of same school type of the ACT

Target or measure: For all students, you would see evidence of goal setting that is appropriate to their individual ability in reading. / ACARA modifiers around reading rubric

Source: Teacher Survey, Evidence using AC continuum/ACARA modifiers of individual student writing goals and what are the next steps for learning

Do you have evidence of individual goals for reading for all students?

If yes, what evidence do you have?

Can you name the next step to progress reading learning for every child in your class?

Starting point: 50% of teachers surveyed responded YES with various pieces of evidence

PRIORITY 3: Improve growth in student wellbeing (K-6) with a focus on personal and social capabilities.

VISION for CHANGE

- *Everyone feels safe at our school*
- *We are safe, respectful, responsible learners*
- *Children, Staff and Parents are proud of Taylor Primary School*
- *Children confidently engage in resolving conflict*
- *All relationships are respectful*
- *The school is calm yet energetic*
- *Diversity is celebrated*
- *Communication is respectful*
- *Partnerships with families and school are valued*

Targets/Measures to be achieved by 2023

Student learning data

Target or measure 60% of students in years 3-6 'negotiate and resolve conflict' ALWAYS

Source: School based report / personal and social capabilities continuum

Starting point: 45.59 % in 2018

Target or measure 65 % of students in years 3-6 develop respectful relationships ALWAYS .

Source: School based report / personal and social capabilities continuum

Starting point: 52.94 % in 2018

Perception Data/ School Based

Target or measure: 3 year average is higher than the 3 year average of P-6 same school type of the ACT for the question 'I feel safe at my school'

Source: School Satisfaction Survey (Student)

Starting point: 3 year average of 72% for Taylor Primary versus 78% of same school type of the ACT

Target or measure: School wide use of Restorative Practice approach. Maintain and continue to increase the number of students who can effectively engage in 'fixing social problems'

Source: Student survey - Years 1,3,5 stratified sample. 5 groups of five - random selection, set questions, questions robust

Have you had a problem with a friend this week?

What did you do?

Did you know how to fix the problem?

If you can't fix the problem, where can you get help to solve a friendship problem?

Starting point:

40% of students surveyed 'had a problem with a friend in that particular week'

89.3% of students surveyed responded YES 'they know how to fix a problem with a friend'

70% of students reported 'they will get help from a teacher to solve a friendship problem'

Endorsement

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

Principal

Name: Belinda Fenn

Date: 25 March 2019

Director School Improvement

Name: Kate Smith

Date: 25 March 2019

Board Chair

Name: Melanie Selems

Date: 25 March 2019