



# Aranda Primary School

Network: Belconnen

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## School Improvement Plan 2020-2024

## 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, 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 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 Strategic Plan

### Vision

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

School's vision:

Aranda School provides students with a quality education. Students learn both academic and social skills to become well rounded individuals who are prepared for life outside of school. Students become critical thinkers, self-confident and able to contribute to society. They learn how to learn, interact with others and have fun.

### 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:

Aranda School is a community of learners, working together to deliver an education that challenges all students to reach their potential.

### Values

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

School's values: Kindness & Respect

## 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: Increase growth in student performance in Numeracy across all year levels.

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

At the end of the 5 Year plan, in our classrooms this priority will look like:

- Learning differentiated for each student by product, process and content.
- An explicit connection between skills taught and real-life experiences.
- Opportunities for students to apply their mathematical learning in practical real-life contexts.
- A visible connection in classrooms to the General Capabilities and Cross Curriculum Priorities.
- Students benefiting from quality feedback involving goal setting and conferencing.
- A purposeful data set allowing for the tracking of individual students to target teaching and monitor growth.
- A consistent common language across the school for the teaching of mathematics.
- Students who are confident mathematicians who bring a positive attitude to their learning (growth mindset).
- A collaborative teaching team working as Professional Learning Communities to move all students forward.

### Targets/Measures to be achieved by 2024

#### *Student learning data*

**Target or measure:** 65% or more of our Year 5 students will be achieving at or above expected growth in numeracy.

This target was determined by averaging percentages of students in SSSG achieving at or above expected growth over the previous three years.

**Source:** NAPLAN growth data available through SCOUT

**Starting point:** Baseline data of 55% was determined by averaging percentages of Year 5 Aranda students achieving at or above expected growth in over the previous three years.

#### *Student learning data*

**Target or measure:** **Progressive Achievement Test (PAT)** Maths data - Growth in the median scaled score for each year level is above that of the PAT norm median scaled score. (Year 2: 9.8; Year 3: 7.9; Year 4: 6.5; Year 5: 5.3; Year 6: 4.3).

**Source:** ACER PAT Maths Longitudinal Report

**Starting point:** Growth in the median of the Aranda data for each year level from 2018 to 2019 (Year 3: 7.3; Year 4: 3; Year 5: -1.2; Year 6: 0.8).

#### *Perception data*

**Target or measure:** Target to be established at the beginning of each school year.

**Source:** Staff Survey - 2020. The survey will identify key areas of mathematics pedagogy. We will then identify common themes to target for improvement and measure the improvement of staff confidence levels over the course of the 5 year plan.

**Starting point:** Starting point to be established at the beginning of each school year.

*Perception data*

**Target or measure:** Target to be established at the beginning of each school year.

**Source:** Student perceptions about maths - "I like maths". School based class by class perception survey.

**Starting point:** Starting point to be established at the beginning of each school year.

## Priority 2: Improve student outcomes in Reading across all year levels.

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

At the end of the 5 Year plan, in our classrooms this priority will look like:

- Classroom libraries containing a breadth of age appropriate quality literature.
- Students benefiting from quality feedback involving goal setting and conferencing.
- Self-reflective learners who understand what they need to do to become a better reader.
- A purposeful data set allowing for the tracking of individual students to target teaching and monitor growth.
- A consistent common language across the school for the teaching of Reading.
- A visible connection in classrooms to the General Capabilities and Cross Curriculum Priorities.
- A collaborative teaching team working as a PLC to move all students forward.

### Targets/Measures to be achieved by 2024

#### *Student learning data*

**Target or measure:** Increase the number of students achieving in the top two bands for Reading in Year 5 NAPLAN to 65%.

65% is the SSSG average over the last three years.

**Source:** NAPLAN Reading

**Starting point:** 61% is the Aranda average over the last three years.

#### *Student learning data*

**Target or measure:** Increase the percentage of students achieving at or above reading benchmark from K-6 to 90%.

**Source:** Aranda School PM Benchmarks

**Starting point:** 82% of students K-6 at or above reading benchmark at end of year.

#### *Perception data*

**Target or measure:** 85% of parents believe that they know how to support their child to become a better reader. This target relates to parents with children in P-2.

**Source:** Parent survey

**Starting point:** 62% currently believe that they know how to support their child to become a better reader.

## Endorsement

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

### Principal

Name: Phil Gray

Date: 5/12/2019

### Director School Improvement

Name: Kris Willis

Date: 12/12/2019

### Board Chair

Name: Troy Heland

Date: 5/12/2019