Namadgi School

Tuggeranong Network

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 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:

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 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.

Namadgi School Vision:

We strive to create a collaborative culture that fosters educational partnerships throughout our community. Our staff are passionate about their professional knowledge and view learning as accessible and achievable for all.

Mission

Directorate's mission:

We lead and deliver excellent, inclusive and equitable education where all are safe, valued and able to flourish.

Namadgi School Mission:

Deliver high quality learning that is inclusive of everyone, everyday.

Values

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

Namadgi School Values:

At Namadgi School the Values are embedded and are a part of the restorative language when working through student concerns. They are also part of the Positive Behaviours for Learning approach.

- Learning: I am an active learner, I am willing to try new things, I ask for help when I need it, I reflect on my actions
- Positive Attitude: I do my best, I am positive, I participate fully, I praise others, I take responsibility for my actions
- Caring: I help others, I am friendly, kind and considerate, I share and include others, I am a good friend
- Respect: I treat everybody with respect, I listen carefully, I use good manners, I treat others the way I like to be treated, I tell the truth

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: Increase student growth in Writing

- Students will experience high-quality research-based **pedagogy and practice P-10.**
- Students will benefit from the **differentiated teaching** of writing based on their **individual capabilities.**
- Students will be confident and reflective writers acting on explicit and individualised **feedback** from teachers.
- Year and faculty PLC's will collect analyse and use **learning data** to set purposeful **learning goals**, to **track and monitor individual learning** for students.
- Students will benefit from enhanced **teacher efficacy** through engagement in the schools **instructional coaching and feedback approach**.

Targets/Measures to be achieved by 2028.

Student learning data

Target or measure: Increase the proportion of students demonstrating proficiency (strong and exceeding) in NAPLAN Writing by 5% over the life of the plan.

Source: NAPLAN data available through SCOUT 2023

Starting point:

Year 3	Year 5	Year 7	Year 9
43% strong or exceeding	26% strong or exceeding	42% strong or exceeding	27% strong or exceeding

Perception data

Target or measure: Increase proportion of students who overall agree/strongly agree that '*Teachers give useful feedback',* by 10% over the life of the plan.

Source: School Satisfaction Survey

Starting point:

Teachers give useful feedback	2017	2018	2019	2020	2021	2022	2023
	63%	46.8%	56.5%	50.9%	58.8%	60.8%	50.0%

Target or measure: Increase of proportion of teachers who get quality feedback on their practice to 50% over the life of the plan.

Source: School Satisfaction Survey
Starting point:

Staff get quality feedback on their performance	2020	2021	2022	2023
	32.7%	34.4%	50.9%	32.7%

School program and process data

Target or measure: Increase from 'emerging' to 'embedding' in all areas of the Professional Learning Community Maturity Matrix.

Source: Self evaluation against Education Directorate Professional Learning Community Matrix.

Starting point: Average self-evaluation baseline in 2023 = 'Emerging'

Priority Two: Improve student wellbeing and engagement.

- Students will feel **safe and supported** at school.

- Student wellbeing and engagement will be enhanced through **targeted intervention** and **individualised supports**.

- Student wellbeing and engagement will be enhanced through Positive Behaviour for Learning: **positive acknowledgement system**.

Targets/Measures to be achieved by 2028:

Demographic data

Target or measure: Increase overall student attendance (82.5%) by over 5% the life of the plan.
Source: SAS attendance data

Starting point: School-Wide Percentage Attendance- Discrete by Term

Year 2023	Attendance % K-10
Term 1	86.3%
Term 2	80.93%
Term 3	81.22%
Term 4	82.77%

Perception data

Target or measure:
Increased proportion of student satisfaction responses (agree and strongly agree), '*I feel safe at my school'*, by 10%' over the life of the plan.

Source:
School Satisfaction Survey

Starting point:

'*I feel safe at my school'*	**2020**	**2021**	**2022**	**2023**
	40.3%	53.2%	51.1%	43%

School program and process data

Target or measure: Decrease in minor behaviour incidents (during core learning time), by 10%.

Source: PBL dashboard

Starting point:

Year	Number of Minor Incidents during learning time
2020	196
2021	554
2022	720
2023	479

Perception data

Target or measure:

Increased proportion of student satisfaction responses (agree and strongly agree), '*I like being at my school',* by 10%' overt the life of the plan.

Source:

School Satisfaction Survey

Starting point:

'*I like being at my school'*	2020	2021	2022	2023
	36.4%		51.0%	43.5%

Perception data

Target or measure:

Increased proportion of student satisfaction (agree or strongly agree*) 'I can talk to my teachers about my concerns'*, by 5% over the life of the plan.

Source:

School Satisfaction Survey

Starting point:

I can talk to my teachers about my concerns	2019	2020	2021	2022	2023
	49.2%	28.9%		47.9%	49.1%

School program and process data

Target or measure:

Increase positive behaviour acknowledgements in years 7-10 by 10% over the life of the plan.

Source:

School based data tracking system years 7-10

Starting point:

2023 Positive behaviour acknowledgements years 7-10	296

Endorsement

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

Principal

Name: Gareth Richards

Date: 12/12/2023

Director School Improvement

Name: Kim McCormack

Date: 12/12/2023

Board Chair

Name: Catherine McLachlan

Date: 12/12/202