

# Hughes Primary School

Network: South/Weston

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## School Improvement Plan 2023-2027



## 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 inspire lifelong learners with open hearts and inquiring minds.

### 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: We support every child to flourish. Through evidence based and future focused education we foster inquiring, knowledgeable and caring young people. We demonstrate intercultural understanding and respect and act to create a better and more peaceful world.

### Values

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

School's values: Our two school values are 'Be Kind' and 'Try Your Best.'

## 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 student growth in numeracy

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

At the end of our five-year plan:

- students will have a sense of self-efficacy as mathematicians
- students will be setting and achieving personal learning goals in mathematics
- students will demonstrate mathematical proficiency (fluency, conceptual understanding, reasoning and problem-solving) across all strands of mathematics, and
- students will be using mathematical vocabulary to articulate their mathematical thinking and solve problems.
- students will demonstrate the attributes of thinker, inquirer, knowledgeable, communicator, balanced, open-minded, risk-taker, reflective, principled, caring.

### Targets/Measures to be achieved by 2027

#### *Student learning data*

**Target or measure:** To increase the percentage of year 5 students in the top two bands of Numeracy to 50% (approx. 21 students) or more. The target was set by averaging the Year 5 students in the top two bands of Numeracy for similar schools over 2018-2022.

**Source:** NAPLAN % in bands available through SCOUT.

**Starting point:** Baseline data of 31% was determined by averaging the percentage of Year 5 students in the top two bands of Numeracy for the school over 2018-2022.

In 2022 12 students (28.6%) were in the top two bands for Numeracy.

**Target or measure:** 63% or more students will be making at or above expected growth in Numeracy. The target was set by averaging the percentage of students making at or above expected growth in similar schools from 2018 to 2021.

**Source:** NAPLAN data on school level growth chart available on SCOUT

**Starting Point:** Baseline data of 53% was determined by averaging the percentage of students making at or above expected growth in Numeracy at the school from 2018 to 2021.

**Target or measure:** To increase the percentage of students achieving expected growth and high growth in PIPS/BASE Numeracy to Year 3 NAPLAN to 91% or more. The target was set from the

highest percentage of students achieving expected growth and high growth in the school over 2015-2022.

**Source:** PIPS/BASE growth data available through Analytics and Evaluation

**Starting Point:** Baseline data of 83% was determined by averaging the percentage of students achieving expected growth and high growth in PIPS/BASE Numeracy for the school over 2018 -2022.

**Target or measure:** 82% of students will achieve growth annually using PAT Maths scaled scores

**Source:** PAT Maths scaled scores

**Starting point:** Baseline data of an average of 80.3% of students 2018 – 2022 achieved growth annually using PAT Maths scaled scores as stated in the Annual Impact Reports.

### *Perception data*

**Target or measure:** 72% or more students agree or strongly agree that *I am satisfied this school has high expectations in all that it does*. The target was set from the average percentage of agree or strongly agree for all ACT P-6 schools over 2018-2022.

**Source:** Annual Satisfaction and Climate Survey – Student

**Starting Point:** Baseline data of 64% agree or strongly agree was determined by the student response for the school for *I am satisfied this school has high expectations in all that it does* over 2018-2022.

**Target or measure:** 85% or more staff agree or strongly agree that *Teachers at this school use results from system testing and system processes to inform planning*.

**Source:** Annual Satisfaction and Climate Survey – Staff

**Starting point:** Baseline data of 78% of staff agree or strongly agree *Teachers at this school use results from system testing and system processes to inform planning* determined by the average school response in 2018-2022.

### *School program and process data*

**Target or measure:** Increase the proficiency level of staff to set challenging and achievable numeracy learning goals for all students, facilitate opportunities for mathematical inquiry and provide timely and appropriate feedback.

**Source:** School based survey based on the Australian Professional Standards for Teachers descriptors 3.1, 3.3 and 5.2 (1= Graduate, 2= Proficient, 3= Highly Accomplished, 4= Lead)

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

3.1 *Set explicit, challenging and achievable learning goals for all students.*

3.3 *Use teaching strategies*

5.2. *Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals*

Self-evaluation against the Professional Learning Community Maturity Matrix – average increase from ‘emerging’ to ‘embedding’ in ‘*Building practice excellence*’ and ‘*Curriculum planning and assessment*’.

## Priority 2: To increase student agency

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

By the end of our 5 year plan:

- Students will make informed decisions about their learning, how their learning environments operate and have a say in what and how they learn.

## Targets/Measures to be achieved by 2027

### *Student learning data*

**Target or measure:** Increase percentage of students demonstrating the ability to ‘*generate ideas, possibilities and actions*’ – Critical and Creative Thinking Capability.

**Source:** Classroom based assessment using the Critical and Creative Thinking Capability.

**Starting Point:** Baseline to be determined in 2023.

**Target or measure:** The proportion of students with a strong behavioural engagement score will increase to 92%. Behavioural Engagement describes how intensely a student tries their best, both

in completing work and undertaking work to the best of their ability. It also includes student self-reported levels of hard work, active participation and effort. It includes their perceptions that they are able to be a good student.

**Source:** Annual Satisfaction and Climate Survey – Student

**Starting Point:** Baseline data of 89% of students with a strong behavioural engagement score was determined by averaging the school data over 2018-2022.

### *Perception data*

**Target or measure:** 74% or above of students agree or strongly agree that *Teachers give useful feedback*.

This target was set by finding the average of the percentages of agree or strongly agree for like schools over the past 5 cycles.

**Source:** Annual Satisfaction and Climate Survey – Student

**Starting Point:** Baseline data of 78% for *Teachers give useful feedback* in the 2022 Student Satisfaction Survey

### **Target or measure:**

80% or more of our students agree or strongly agree that *My school gives me opportunities to do interesting things*.

85% or more of our students agree or strongly agree that *My teachers motivate me to learn*.

80% or more of our students, 90% or more of parents and carers, and 95% or more of our staff agree or strongly agree that *Students at this school are being equipped with the capabilities to learn and live successfully*.

**Source:** Annual Satisfaction and Climate Survey – Students, Parents and Carers, Staff

### **Starting Point:**

Baseline data of 72% of students agree or strongly agree that *My school gives me opportunities to do interesting things* determined by the average school response for students in 2018-2022.

Baseline data of 77% of students agree or strongly agree that *My teachers motivate me to learn* determined by the average school response for students in 2018-2022.

Baseline data of 73% of students, 87% of parents and carers, and 91% of staff agree or strongly agree that *Students at this school are being equipped with the capabilities to learn and live successfully* determined by the average school response for students in 2019-2022.

**Target or measure:** Increase the proficiency level of staff to set challenging and achievable learning goals for all students, use different forms of assessment including student led assessment, and provide timely and appropriate feedback.



**Source:** School based survey based on the Australian Professional Standards for Teachers descriptors 3.1 and 5.2 (1= Graduate, 2= Proficient, 3= Highly Accomplished, 4= Lead)

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

*3.1 Set explicit, challenging and achievable learning goals for all students.*

*5.2. Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals*

School based staff survey: *How frequently are you engaged in practices associated with increasing student agency and how many students (none, some, about half, most, or nearly all) have different types of learning opportunities?*

School based student survey: *I set learning goals with my teacher (always, sometimes, never)*

### *School program and process data*

**Target or measure:** Increase the proficiency level of staff to set challenging and achievable learning goals for all students, use different forms of assessment including student led assessment, and provide timely and appropriate feedback.

**Source:** School based survey based on the Australian Professional Standards for Teachers descriptors 3.1 and 5.2 (1= Graduate, 2= Proficient, 3= Highly Accomplished, 4= Lead)

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

*3.1 Set explicit, challenging and achievable learning goals for all students.*

*5.2. Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals*

School-based classroom observations based on the Classroom Practice Continuum of AITSL standards 3.1 *Establish challenging learning goals* & 5.2. *Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals*

(1=Beginning, 2 = Proficient, 3 = Highly accomplished, 4= Lead) – increase the average proficiency level of staff.

## Endorsement

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



### Principal

Name: Nina McCabe

Date: 20 March 2023

### Director School Improvement

Name: Lyndall Read

Date: 16 March 2023

### Board Chair

Name: Tony Cox

Date: 20 March 2023