



Fadden Primary School

Network: Tuggeranong

School Improvement Plan 2022-2026



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 and 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 student)

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: Fadden Primary School community will prepare and empower its students for a rapidly changing world by instilling critical thinking skills, personal and social capabilities, and confidence to lead and take responsibility for their own future, in a supportive, respectful and inclusive environment that promotes a love of learning.

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: Empower learners to be tomorrow's active citizens.

Values

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

School's values: Respect, Responsibility, Confidence.

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: All students will make academic growth

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 this priority will look like for our students:

- students that are engaged and motivated learners
- seamless journey from Preschool to Year 6 with consistent effective pedagogical practice
- a school with high expectations and a commitment to their academic growth
- celebrating academic growth each and every year, regardless of their starting point
- taking ownership of their learning by understanding where they are at and what they need to do to improve
- differentiated support and descriptive feedback to assist them in meeting their learning goals

Work our school will undertake will include:

- development of a clear and shared Curriculum Delivery Plan, Data Plan and Professional Learning Plan
- development of collaborative teaching teams working as Professional Learning Communities (PLCs)
- establishing practices which prioritise the use of multiple sources of data that are shared and used to target teaching and monitor student growth
- consistent implementation of Formative Assessment practices

Targets/Measures to be achieved by 2026

Student learning data

Target or measure: The growth in PAT Maths and PAT Reading Median Scaled Scores for students from year 1 to year 6 is at or above the growth in the National PAT Maths and PAT Reading Median Scaled Scores for the corresponding time period.

Source: Progressive Assessment Test (PAT) for mathematics and reading, Australian Council for Education Research.

Starting point: To be determined in 2023 once growth data baseline has been established in 2022.

Target or measure: Increase the percentage of 'in-school matched' students across year 3 and 5 achieving expected growth or greater in NAPLAN Reading, Writing and Numeracy.

Source: NAPLAN (Scout)

Starting point:

	2018	2019	2020	2021	2022	Combined Average
Reading	80.0%	50.0%	No NAPLAN collected in 2020	57.7%	No Year 3 comparison data for Year 5	62.6%
Writing	39.4%	56.8%		71.4%		55.8%
Numeracy	60.0%	41.7%		40.0%		47.2%

Perception data

Target or measure:

Year average, meets or exceeds the average of similar ACT schools in the following Student Satisfaction & Climate Survey questions:

Student Satisfaction and Climate Survey	2020		2021		2022	
	School	SS	School	SS	School	SS
<i>Teachers give useful feedback</i>	63%	74%	49%	72%	73%	71%
<i>I am satisfied this school has high expectations in all that it does</i>	57.1%	70.8%	45.2%	70.8%	57.4%	68.7%
<i>Overall, I am satisfied I am getting a good education at this school</i>	68.1%	79.5%	53.6%	77.6%	68.9%	75.3%

SS = Similar Schools

Source: 2020, 2021 and 2022 Satisfaction & Climate Survey

Starting point: see above

Target or measure:

Year average, meets or exceeds the average of similar ACT schools in the following Parent Satisfaction & Climate Survey questions:

Parent Satisfaction and Climate Survey	2020		2021		2022	
	School	SS	School	SS	School	SS
<i>My child is making good progress at this school</i>	72%	82%	72%	81%	76.4%	81.5%
<i>The school works with me to support my child's learning</i>	71.1%	79%	76%	77%	72.2%	73.3%

SS = Similar Schools

Source: 2020, 2021 and 2022 Satisfaction & Climate Survey

Starting point: see above

Priority 2: All students will be equipped for the future

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 this priority will look like for our students:

- students with an understanding of their own and other's emotional needs and the skills to manage relationships with respect, support and understanding
- students with a growth mindset
- students equipped with skills for the future
- active student leaders owning and driving change

Work our school will undertake will include:

- embedding the Positive Behaviour for Learning (PBL) framework, with consistency of language and high levels of community engagement
- linking authentic real-world contexts and the Five C's – future skills of Critical thinking, Creative thinking, Communication, Collaboration, and Citizenship skills to the Fadden Curriculum Development Plan
- developing strong partnerships with family and community to support students to be confident and creative global citizens

Targets/Measures to be achieved by 2026

Perception data

Target or measure:

Year average, meets or exceeds the average of similar ACT schools in the following Student Satisfaction & Climate Survey questions:

Student Satisfaction and Climate Survey	2020		2021		2022	
	School	SS	School	SS	School	SS
<i>I feel safe at this school</i>	55.4%	71.4%	46%	71%	59%	69%
<i>I feel I can talk to teachers about problems at school</i> OR <i>I can talk to my teachers about my concerns</i>	45%	60%	33%	57%	56%	57%

SS = Similar Schools

Source: 2020, 2021 and 2022 Satisfaction & Climate Survey

Starting point: see above

Target or measure:

Year average, meets or exceeds the average of similar ACT schools in the following Parent Satisfaction & Climate Survey questions:

Parent Satisfaction and Climate Survey	2020		2021		2022	
	School	SS	School	SS	School	SS
<i>Student behaviour is well managed at this school</i>	57.8%	72.6%	69%	74%	69.4%	70.2%
<i>Community partnerships are valued and maintained</i>	55.1%	72.4%	57%	70%	53.5%	66.1%
<i>Students at this school are being equipped with the capabilities to learn and live successfully.</i>	71.9%	81.3%	Not included in 2021 survey.		76.1%	79.1%

SS = Similar Schools

Source: 2020, 2021 and 2022 Satisfaction & Climate Survey

Starting points: see above

Endorsement

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

Principal

Name: Jo Jefferson

Date: 14/11/2022

Director School Improvement

Name: Sue Norton

Date: 8/5/2023

Board Chair 2022

Name: Kate Gascoyne

Date: 14/11/2022