Arawang Primary School

Network: South/Weston

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:

<div align="center">

Analysis ⇨ Priorities ⇨ Strategies ⇨ Actions ⇨ Impact (for students)

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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:	Every child and young person receives an excellent education, delivered and supported by highly skilled and valued professionals.
School's Vision:	We are a caring and collaborative school with engaged and curious learners

Mission

Directorate's mission:	We lead and deliver excellent, inclusive and equitable education where all are safe, valued and able to flourish.
School's mission:	We empower each person within our Arawang Primary School community to learn for life.

Values

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

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.

The school embraces the principles of the strategy:

- **Equity:** student achievement sets aside economic, social, and cultural barriers. Equity requires a differentiated approach, recognising that students have different backgrounds and starting points in their learning.

- **Student Agency:** students make decisions about their learning and how their learning environments operate.

- **Access:** supports for learning and wellbeing are available and provided to all students. Access means that each student has the supports they require because educators know them and can respond to their individual experience.

- **Inclusion:** diversity is embraced, all students are accommodated, and a universal sense of belonging fostered. Inclusion means embracing diversity in all its forms, as well as specifically ensuring students with disability and their families are included in a way which suits them.

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.

Analysis → **PRIORITIES** → Strategies → Actions → Impact (for student)

Our improvement priorities

Priority 1: Increase students' connection to learning.

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

Students will:

- Demonstrate increased agency in learning.
- Establish, engage and review personalised learning goals through feedback.
- Co-construct and learn from inquiries designed to foster knowledge and curiosity.
- Exhibit the skills, attitudes and understandings to apply and connect learning to all areas of the curriculum and their everyday lives.

Targets/Measures to be achieved by 2027

Student learning data

Target or measure: Increase the percentage of students who 'consistently' *Work towards learning goals* in Self-Awareness and Self-Management of the Personal and Social Capability.
Source: End of semester Student Academic Reports
Starting point: Baseline to be determined by analysing Sem 1 2024 Student Academic Report data.

Perception data

Target: Increase the percentage of students with strong Emotional Engagement to 77%. This target was set by taking the highest score for the school over the past four years (2019). Emotional Engagement includes concepts such as students enjoying the work they do in class and feeling excited about their work. It also addresses levels of student interest in what they are learning and their perceptions of how much fun learning in class is.
Source: Annual Satisfaction and Climate Survey: Students

Starting Point: The percentage of students with strong Emotional Engagement in 2022 was 62.6%. The average over the last four years is 70%.

Target or measure: Increase the percentage of students who agree or strongly agree with the statement "Teachers give useful feedback" to 80%. This target was set by taking the highest score for the school over the past four years (2019).
Source: Annual Satisfaction and Climate Survey: Students
Starting point: Baseline data of 72% was determined by averaging the percentage of students who agree or strongly agree over 2019 to 2022. 2022 school data was 59.3% with system data 71.4%.

Target or measure: Increase the percentage of students who agree or strongly agree with the statement "My school gives me opportunities to do interesting things" to 83%. This target was set by taking the highest score for the school over the past four years (2019).
Source: Annual Satisfaction and Climate Survey: Students
Starting point: Baseline data of 78% was determined by averaging the percentage of students who agree or strongly agree over 2019 to 2022.

Target or measure: Increase the percentage of students who answer in agreement with the school-based target items:
- *I make decisions about what I learn at school*
- *I make decisions about where I learn at school*
- *I make decisions about how I learn at school*

Analysis → **PRIORITIES** → Strategies → Actions → Impact (for student)

Source: School Based Survey: Students
Starting point: baseline to be determined in Term 1 2024

School program and process data
Target or measure Increase average score from 'emerging' to 'embedding' in 'Empowering students and building school pride' based on self-evaluation against the Professional Learning Communities Maturity Matrix.
Source: Professional Learning Communities Maturity Matrix
Starting point: baseline to be determined Term 1 2024

Analysis → **PRIORITIES** → **Strategies** → **Actions** → Impact (for student)

Priority 2:   Increase students' numeracy growth

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

Students will:

- Become confident and curious mathematicians.
- Establish, engage, and review personalised learning goals through feedback to support their numeracy understanding.
- Exhibit the skills, attitudes, and understandings to apply and connect numeracy learning to all areas of the curriculum and their everyday lives.
- Utilise a range of strategies to engage with learning opportunities including rich numeracy discourse.

Targets/Measures to be achieved by 2027.

Student learning data

Target or measure: To increase the percentage of Kindergarten students achieving at expected or above expected growth in Numeracy in BASE to 87%.
Source: BASE data available through Analytics and Evaluation Branch
Starting point: Baseline of 84% was determined by averaging the percentage of students achieving at expected or above expected growth in Numeracy in BASE over2019-2022.

Target or measure: To increase the percentage of Year 5 students in the *Strong* and *Exceeding* proficiency levels in NAPLAN Numeracy to 83%.
Source: NAPLAN
Starting point: Baseline of 78% was determined by analysing the 2023 Year 5 NAPLAN Numeracy results.

Target or measure: To increase the percentage of Year 3 students in the *Strong* proficiency level in NAPLAN Numeracy to 55% to align with like schools.
Source: NAPLAN
Starting point: Baseline of 48% was determined by analysing the 2023 Year 3 NAPLAN Numeracy results.

Target or measure: The growth in PAT Maths scaled scores for students from year 1 to year 6 is at or above in the national Maths Median Scale score for the corresponding time period.
Source: Progressive Assessment Test (PAT) for Mathematics, Australian Council for Education Research.
Starting point: Baseline to be determined 2024.

Perception data -

Target or measure: Increase the percentage of students answering positively to questions in school based Student Maths Survey.
Source: School Based Student Maths Survey
Starting point: Baseline to be determined in Term 4 2023.

Target or measure: Increase the percentage of teachers answering positively to questions in school based Maths Educator Survey.
Source: School Based Maths Educator Survey
Starting point: Baseline to be determined in Term 4 2023.

Analysis → **PRIORITIES** → **Strategies** → **Actions** → **Impact (for student)**

School program and process data – PLC work

Target or measure: Increase the average proficiency level of staff to provide effective feedback to students using school-based classroom observations based on the Classroom Practice Continuum of the AITSL standard *5.2 Provide feedback to students on their learning* (1= Beginning, 2= Proficient, 3 = Highly accomplished, 4 = Lead).
Source: Classroom Practice Continuum of the AITSL standard
Starting point: to be determined Term 1 2024

Endorsement

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

Principal
Name: Jacqui Chapman
Date: 11 September 2023

Director School Improvement
Name: Cindie Deeker
Date: 13 September 2023

Board Chair

Name: Mick Roberts

Date: 11 September 2023