

Southern Cross Early Childhood School

Network: Belconnen

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 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:	Every child and young person receives an excellent education, delivered and supported by highly skilled and valued professionals.
School's vision:	We will inspire a passion for learning across our whole community and provide opportunities for children to play, learn and grow.

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 recognise children as being capable, creative and competent learners. We partner with their family and our community to nurture their development. We prioritise relationships, play experiences, quality practice and inclusive environments with meaningful connections to Country. We respect and value everyone as learners.

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, resilience, kindness and creativity

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: Strengthen learning growth for all learners.

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

During the implementation of this school improvement priority, children will experience:

- Teaching and learning cycles that are responsive to each child's needs.
- Learning that is differentiated for each child.
Quality feedback delivered through informal and formal ways, including conversations, goal setting and conferencing.
- Explicit teaching and learning of dispositions for lifelong learning.
- Explicit teaching and learning of social skills and an increased capacity to self-regulate and manage emotions.
- Opportunities to demonstrate their skill and knowledge of literacy and numeracy to learn, communicate and problem solve that will allow them to successfully participate and contribute in the world around them.

Targets/Measures to be achieved by 2028

The measures below will continue to evolve and shift as each focus is identified in the Action Plan each year. These foci will be determined by learning evidence and there may be differing foci across cohorts of children.

Student learning data

Target or measure: Strengthen the percentage of kindergarten students achieving *expected or above expected* growth in BASE Reading at or above 80%.

Source: BASE data available through Analytics and Evaluation Branch.

Starting point: Baseline data of 72% was determined by averaging the percentage of students achieving *expected or above expected* growth in BASE Reading for the school over 2019-2022.

Target or measure: Strengthen the percentage of kindergarten students achieving *expected or above expected* growth in BASE Numeracy at or above 82%.

Source: BASE data available through Analytics and Evaluation Branch.

Starting point: Baseline data of 78% was determined by averaging the percentage of students achieving *expected or above expected* growth in BASE Numeracy for the school over 2019-2022.

Target or measure: Increase the proportion of students achieving *at standard or above standard* in mathematics from semester 1 to semester 2 each year (using selected outcomes for each year level).

Source: Semester 1 and Semester 2 Academic Reports.

Starting point: Baseline to be determined in 2023.

Target or measure: Increase the proportion of students achieving *at standard or above standard* in writing from semester 1 to semester 2 each year.

Source: Semester 1 and Semester 2 Academic Reports (specific writing outcomes to be identified).

Starting point: Baseline to be determined in 2023.

Target or measure: Strengthen the proportion of students in kindergarten, year 1 and year 2 *achieving at or above* in school-based running record data, using the ACT Benchmark Guidelines.

Source: School-based running record data.

Starting point: Baseline determined from 2019 school-based running record data.

Perception data

Target or measure - 87% or more staff agree or strongly agree that 'Students learning needs are being met at this school'.

Source: Annual School Satisfaction Survey (staff)

Starting point: Baseline data of 84.4% was determined by averaging the percentage of staff who agree or strongly agree with 'Students learning needs are being met at this school' from responses in 2022/2023.

Target or measure - 85% or more parents/carers agree or strongly agree that 'Students learning needs are being met at this school'.

Source: Annual School Satisfaction Survey (parents/carers)

Starting point: Baseline data of 83.6% was determined by averaging the percentage of parents/carers who agree or strongly agree with 'Students learning needs are being met at this school' from responses in 2022/2023.

School program and process data

Target or measure: Using the Screening Tool to Identify Focus Areas in School-Wide Literacy and Mathematics Essentials, increase the proficiency of the leadership team to embed implementation of the Essential Practices across the school.

Source: GELN Screening Tool – Identify Focus Areas in the School-Wide and Centre-Wide Literacy and Mathematics Essentials.

Starting point: Baseline to be determined in 2024 and each year a specific practice will become a focus area for improvement.

Target or measure: Using the Professional Learning Community Maturity Matrix, increase proficiency of the Key Elements 'Curriculum planning and assessment' and 'Data used to focus and drive collaborative improvement and evaluate impact on learning.'

Source: Self-evaluation against the ACT Education Directorate's Professional Learning Community Maturity Matrix.

Starting point: Baseline to be determined in 2024.

Endorsement

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

Principal

Name: Kelly Booker

Date: 01 December 2023

Director School Improvement

Name: Sam Seton

Date: 04 December 2023

Board Chair

Name: Jasmine Glover

Date: 01 December 2023