O'Connor Cooperative School

Network: North Gungahlin

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 Strategic Plan

Vision, Mission, and Values

Directorate's vision: 'Every child and young person receives an excellent education, delivered and supported by highly skilled and valued professionals.'

School's vision: O'Connor Cooperative School is committed to excellence in Early Childhood Education. We learn and grow together to create sustainable and cultural connections with self, each other, community and Country. We foster each child's creative, social, emotional, physical, language and cognitive identities.

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: Together we learn, together we grow as safe, respectful, responsible 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:

Our 'Engoori' Professional Learning Community Values, Rituals and Culture

The Engoori process involves **school communities in deep conversation** that reveals and questions the assumptions that underpin deficit and moves them into strength-based conversations. Engoori is a set of diplomatic protocols to create and maintain robust, trusting and challenging cultures (how our people relate to one another), that embrace diversity to enable forward movement with our school's priorities.

Analysis 🡲 **PRIORITIES** 🡲 Strategies 🡲 Actions 🡲 Impact (for student)
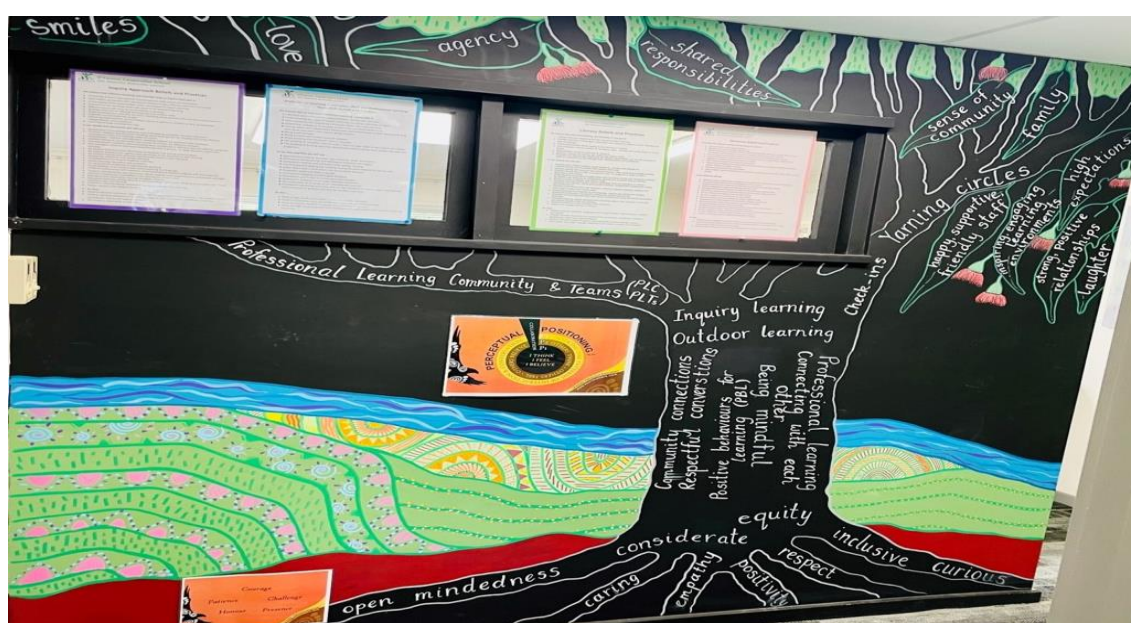
Education Directorate Strategic Plan 2022 - 2025 Focus Areas:

- Children and young people
- Our people
- Community partnerships, and
- Systems and supports.

Impact areas are: Learning, Belonging, Equity and Well-being.

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: Preschool to year 2
- Analysis of student, staff and community perception data
- School programs and processes data
- Preschool - The Quality Improvement Plan (QIP) is reflected on and actioned termly with staff and community

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

Our Improvement Priorities

Priority 1: Increase children's ability to demonstrate skills as global inquiry learners

At the end of our five year plan our learners will demonstrate being a self manager, a thinker, a researcher, a communicator, a collaborator, and a contributor through:

- using the language of inquiry and learner dispositions in their daily learning
- thinking critically about alternative explanations and actions
- talking and demonstrating their learning using meta cognitive language
- co-designing their learning inquiries, goals and actions
- learning and showing growth through inquiry and play-based learning
- setting directions, taking responsibility, and staying focussed to work toward personal goals
- demonstrating growth in assessments of learner dispositions

Targets/Measures to be achieved by 2028

Student learning data

Target or measure: Personal and Social Capabilities: 80% of students demonstrating 'consistently' in capabilities.
Source: End of Semester 2023 K- 2 Student Reports
Starting point: Baseline data of 65% of students from semester 2 2023 Student Reports was determined by averaging the % of students who received 'consistently' for their personal and social capabilities.

Target or measure: Increase the percentage of students demonstrating growth in their meta cognitive learner skills by XX%.
Source: Classroom based 'Student Inquiry Learner Dispositions Assessment Rubric' (using the Cross Curriculum Perspective: Critical and Creative Thinking) data.
Starting point: Baseline data of XX% will be established at the start of 2024.

Perception data

Target or measure: Increase the percentage of leaders and teachers achieving proficient/ leading in their teaching of inquiry pedagogy including learning dispositions to 90 - 100%.
Source: School based 'Staff Inquiry Pedagogy Self Assessment' data.
Starting point: Baseline data of XX% will be established at the start of 2024.

Target or measure: Increase the percentage of parents who agree/strongly agree with the statement '*Students at this school are being equipped with the capabilities to learn and live successfully'* to 95 - 100%.
Source: '*School Satisfaction/ Climate Survey'* data.
Starting point: Baseline data of 86% was established by averaging the percentage of parents who agree/strongly agree in 2022-2023.

Target or measure: Increase the percentage of students who agree/ strongly agree to the inquiry learning statements to 90 - 100%.
Source: School based 'K-2 Student Inquiry Learner Self Assessment' data.
Starting point: Baseline data of XX% will be established from Student Inquiry Learner Self Assessment Term 1 2024.

Target or measure: Increase the percentage of students who agree/strongly agree with the statement '*I get to make decisions about what I learn at school'* to 90 - 100%.
Source: School based 'K - 2 Student Satisfaction Survey' data.
Starting point: 2023 Baseline data of 77.5% was established by averaging the percentage of students who stated 'yes'/ 'sometimes'.

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

Priority 2: Increase the learning outcomes for children in writing and spelling

> At the end of our five year plan, children will:
>
> - engage in a range of daily literacy learning to develop essential skills and knowledge in writing and spelling to create confident communicators and informed citizens
> - engage in a range of opportunities for daily meaningful writing
> - receive regular specific feedback on their writing, linked to their learning goals
> - write across a variety of genres
> - build their knowledge and use of the writing cycle
> - increase their knowledge and use of a repertoire approach to spell a range of words
> - increase their knowledge of words, vocabulary and being word conscience
> - apply this word knowledge in their writing and reading

What measurable targets will support progress and monitoring of the impact of this priority?

Targets/Measures to be achieved by 2028.

Student learning data
Target: Increase the percentage of K- 2 students achieving above benchmark levels in writing and spelling to 40%**.**
Source: School based grades - Semester 1 and 2 2023, Student Reports K-2
Starting point: Baseline of 28% from Sem 1 & 2 2023 K-2 Student Progress Reports established by averaging the percentage of students receiving above benchmark level for writing and spelling.

Target: Increase the percentage of year three students in the 'Exceeding' proficiency level of NAPLAN: Writing to 20% over 5 years.
Source: NAPLAN: Writing proficiency levels
Starting point: Baseline data of 9% achieving the 'Exceeding' proficiency level was established using 2023 NAPLAN: Writing data.

Target: Increase the percentage of year three students in the 'Exceeding' proficiency level of NAPLAN: Spelling to 30% over 5 years.
Source: NAPLAN: Spelling proficiency levels
Starting point: Baseline of 27% of year three students achieving the 'Exceeding' proficiency level was established using 2023 NAPLAN: Spelling data.

School program and process data
Target: Increase the percentage of kindergarten students who recognise and name **all** 26 letters and their most common sound over five years, to 80 - 90%.
Source: Marie Clay letter/ sound Identification Assessment
Starting point: Baseline of 29% of kindergarten students recognised and named **all** 26 letters and their most common sound in 2023 (term 4).

Perception Data
Target: Increase the percentage of students who agree/ strongly agree with the statement 'My *teacher's feedback helps me to improve my writing'* to 90 - 100%.
Source: Annual 'K - 2 Student Writing Survey'
Starting point: Baseline of 57.7% was established by averaging the percentage of students who agree/ strongly agree in 2023.

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

Priority 3: Increase children's sense of identity and connectedness to their world

Learners will demonstrate this through:
- Understanding factors of wellbeing and identity, including awareness of strengths, perceptions, self-regulation, physical health, and how that has come to be -'**Who Am I?'**
- Knowledge of Australia's First Nations' histories, knowledge systems, cultures and languages: Indigenous ways of knowing, being and doing- **'Who am I with Country?'**
- Developing and maintaining positive relationships with other people, the environment and learning -' **Who am I in my relationships?'**
- Connecting with their community (immediate and wider) and taking responsibility to positively impact all - **'How are we together?'**

Targets/Measures to be achieved by 2028.

Student learning data

Target: Increase the percentage of K-2 students achieving above standard in HASS achievement standards by XX% **.**
Source: School based grades
Starting point: Baseline of XX% was established by averaging the percentage of students receiving an above standard grade of HASS semester 1 2024.

Target: Increase the percentage of K-2 students achieving above standard in Health achievement standards by XX% **.**
Source: School based grades
Starting point: Baseline of XX% will be established by averaging the percentage of students receiving an above standard grade semester 1 2024.

Perception Data

Target or measure: Increase the percentage of parents who agree/ strongly agree with the statement *'My child is happy at this school'* to 95 - 100%.
Source: 'School Climate and Satisfaction Survey' data.
Starting point: Baseline of 91% was established by averaging the percentage of parents who agree/strongly agree in 2022 and 2023.

Target or measure: Increase the percentage of parents who agree/ strongly agree with the statement *'Diversity is recognised and celebrated at this school'* to 95 - 100% over five years.
Source: 'School Climate and Satisfaction Survey' data.
Starting point: Baseline of 93% was established by averaging the percentage of parents who agree/strongly agree in 2022 and 2023.

Target or measure: Increase the percentage of students who state 'yes' that *'I feel connected to other children at my school' to* 90 - 100% over 5 years.
Source: School based 'K - 2 Student Satisfaction Survey' data.
Starting point: Baseline of 52% was established by averaging the percentage of students who stated 'yes' in 2023.

Target or measure: Increase the percentage of students who state 'yes' that *'I feel I belong in this school'* to 90 - 100%*.
Source: School based 'K - 2 Student Satisfaction Survey' data.
Starting point: Baseline of 69.4% was established by averaging the percentage of students who state 'yes' in 2023.

Target or measure: Increase the percentage of leaders and teachers achieving proficient/ leading in their teaching about cultural knowledge, histories and ways of being and doing to 90-100% over 5 years.
Source: School based 'Staff Cultural Integrity and Diversity Pedagogy' self assessment.
Starting point: Baseline of XX% will be established by averaging the percentage of leaders and teachers achieving proficient/ leading in 2024 (term 1).

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

Endorsement

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

Principal

Name: Debbie Lowrey

Date: December 2023

Director School Improvement

Name: Stephen Gwillam

Date: December 2023

Board Chair

Name: Jen McGann

Date: December 2023

Analysis ⯈ PRIORITIES ⯈ Strategies ⯈ Actions ⯈ Impact (for student)