

Gordon 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: Learn, grow, thrive | every person, every day.

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 deliver leading, contemporary practice, that is inclusive and enables every child to be a successful learner.

Values

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

School's values:

We are safe, respectful, responsible learners.

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: Improve student achievement in reading and writing

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

At Gordon Primary School children are actively involved in learning conversations so that they know the purpose of what they are learning and why.

Children co-construct their personal learning goals, and student agency is nurtured through managed choice and inquiry mindset.

Students know what good readers and writers do and engage in sustained daily practice of reading and writing for real purposes that happen beyond the classroom.

Targets/Measures to be achieved by 2026

Student learning data

Target or measure: To increase the average score for Year 3 Reading to 419 mean scaled scores or more. The target was set by averaging the Year 3 Reading mean scale scores for similar schools over 2017 – 2021.

Source: NAPLAN average scores over time data available through SCOUT

Starting point: Baseline data of 400 mean scaled scores was determined by averaging the mean scaled scores for Year 3 Reading over 2017 – 2021.

Student learning data

Target or measure: To increase the percentage of Year 3 students in the top two bands of Writing to 49% (approx. 28 students) or more. The target was set by averaging the percentage of students in the top two bands of Writing for similar schools over 2017-2021.

Source: NAPLAN % in bands available through SCOUT

Starting Point: Baseline data of 30% (approx. 17 students) was determined by averaging the percentage of students in the top two bands of Year 3 Writing for the school over 2017 -2021.

Student learning data

Target or measure: To increase the percentage of students achieving high growth in Reading in PIPS/BASE to 25% (approx. 15 students) or more. The target was the highest percentage of students achieving high growth at the school over 2014-2019.

Source: PIPS/BASE data available through Analytics and Evaluation

Starting Point: Baseline data of 16% (approx. 9 students) was determined by averaging the percentage of students achieving high growth in PIPS/BASE Reading for the school over 2014 -2019.

Student learning data

Target or measure: To increase the percentage of students at or above the English achievement standard.

Source: A - E distribution Sentral reports

Starting Point: Baseline data TBC at end of 2022.

Perception data

Target or measure: 90% or more students agree or strongly agree that 'teachers give useful feedback'. The target was set from the average percentage of agree or strongly agree for MY SCHOOL.

Source: Annual School Satisfaction Survey - students

Starting Point: Baseline data of 80% of students agree or strongly agree that 'teachers give useful feedback' (3 year average 2019 – 2021)

Priority 2: Improve personal and social capabilities of all children

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

At Gordon Primary School children are actively involved in learning conversations so that they know the purpose of what they are learning and why.

Children co-construct their personal learning goals, and student agency is nurtured through managed choice and inquiry mindset.

Students understand, establish and build positive relationships. They make connections with new and familiar people to build on their social and personal capabilities, the foundation for learning and citizenship.

Dispositions for learning (being) and assets (doing) for life long learning are embedded across the curriculum, where students share a common language in their learning conversations with their teachers and peers.

Targets/Measures to be achieved by 2026

Student learning data

Target or measure: 85% or more students agree/strongly agree that 'they feel safe at school'

Source: Student Satisfaction Survey - 3 year average (2019-2021) Students

Starting point: Baseline data of 74% was determined by averaging the agree/strongly agree responses over three-year period.

Student learning data

Target or measure: 85% or more students agree/strongly agree that 'they can talk to teachers about their concerns,

Starting Point: Baseline data of 75% was determined by averaging the agree/strongly agree responses over three-year period.

Student learning data

Target or measure: 80% of students in years 3-6 CONSISTENTLY '*negotiate and resolve conflict*'

Source: 2021 Semester 2 end of Year Student (CENTRAL) academic reports.

Starting Point: Baseline data of 64% of years 3-6 students CONSISTENTLY negotiate and resolve conflict.

Student learning data

Target or measure: 70% of students in years 3-6 CONSISTENTLY '*recognises and expresses emotions appropriately*'.

Source: 2021 Semester 2 end of Year Student (CENTRAL) academic reports.

Starting Point: Baseline data of 56% of years 3-6 students CONSISTENTLY recognises and expresses emotions'

Student learning data

Target or measure: 70% of students in years 3-6 CONSISTENTLY '*works independently and shows initiative*'

Source: 2021 Semester 2 end of Year Student (CENTRAL) academic reports.

Starting Point: Baseline data of 53% of years 3-6 students CONSISTENTLY work independently and shows initiative.

Endorsement

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

Principal

Name: Belinda Fenn

Date: April 2022

Director School Improvement

Name: Sue Norton

Date: April 2022

Board Chair

Name: Claire Clode

Date: April 2022

