



Evatt Primary School

Network: Belconnen

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:

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: We will be a leading learning organisation where people know they matter.

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: Every one, every day at Evatt.

Values

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

School's values: Sustainability, Optimism, Acceptance, Resilience

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: Improve individual student outcomes

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

Key Strategy 1: Effective Teaching & Curriculum

- Our teachers will demonstrate consistent, high impact teaching practices across all learning areas
- Our students will receive targeted, specific feedback that supports them in where to next
- Our school will embed contemporary curriculum plans, programs and resources that reflect the most recent Australian Curriculum
- Our teachers will have access to relevant professional learning and use Essential Instructional Practices in Literacy, Formative Assessment, and the Australian Curriculum General Capabilities to inform their planning, teaching, and assessment
- Our teachers will regular collect, analysis and use data to understand what is happening for our learners
- The school will function as a Professional Learning Community and demonstrate strong collaboration and collective impact through professional learning teams

Key Strategy 2: Student Centred Learning

- Our students will feel a strong sense of belonging with Evatt Primary School, reflected in high rates of engagement and attendance
- Our students learning will be guided by data informed decision making
- Our students will experience consistent and differentiated teaching that targets their point of need
- Our students will have opportunity to develop their critical and creative thinking skills to design, create and evaluate
- Our students will utilise effective resources, systems and structures to support them to be self-directed learners
- Our students will experience diverse, intentional learning experiences through structured and unstructured play opportunities

Key Strategy 2: Engaged Families & Communities

- Our families will feel a greater sense of co-ownership of student outcomes
- Our parents/carers will be well equipped to support and extend their child's learning at home
- Our parents/carers will be meaningfully informed of their child's progress and the schools learning programs
- Our families will feel a greater connection with the school before formal schooling begins

Targets/Measures to be achieved by 2027

Student learning data

Source: NAPLAN (Reading, Writing & Numeracy)

Target or measure: A 5% averaged increase in students demonstrating above average growth when compared to students of a similar background and who had the same starting score on their previous NAPLAN test.

Starting point: Percentage of students with above average growth:

- Reading: 52% of students
- Writing: 49% of students
- Numeracy: 50% of students

Baseline determined by average of past five-year growth index.

Source: PAT Assessments (Reading, Maths, Spelling Skills, Grammar, Maths & Reading Adaptive)

Target or measure: To be set at the beginning of a school year as part of the school's Annual Action Plan.

Starting point: To be determined at the beginning of a school year as part of the school's Annual Action Plan.

Perception Data

Source: Annual School Climate & Satisfaction Survey (Parents)

Target or measure: The proportion of parents and carers with strong Parent Involve at School score will increase to 75%

Starting point: 65%

Baseline determined by average of past three years scores.

School program and process data

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

Target or measure: Average increase from 'emerging' to 'embedding' in all areas of Professional Learning Communities.

Starting point: Average: Emerging

Priority 2: A Community United

A “Community United” aims to provide intensive and targeted support for our students and families to enhance the ability for teachers to address these needs within a general classroom setting through strong community partnership. This will allow teachers more time and greater focus on their core role of teaching the Australian Curriculum while leveraging the skills of external experts to ensure each student has their needs met.

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

Key Strategy 1: Develop and progress a community school framework aligned with the Future of Education Strategy - Foundation: Strong Communities for Learning

- The school will have systems, structures and processes in place that enable a community school to thrive

Key Strategy 2: Increase wrap-around support services that address the health and wellbeing needs of students and their families

- Teachers will have a greater focus on their primary role of leading teaching and learning
- Families will have a greater understanding of services available, and how to access them
- There will be improved connections between school and services, as well as interrelationships between services

Targets/Measures to be achieved by 2027

Student learning data

Source: Australian Early Years Development Census [AEDC] (2024)

Target or measure: A 5% decrease in students considered vulnerable in two or more domains within the local community of Evatt & McKellar

A 5% decrease in students considered vulnerable in physical health and wellbeing.

Starting point: Vulnerable in two or more domains (2021 census): 31.9%
Vulnerable in physical health & wellbeing (2021 census): 30.6%

Perception data

Source: Annual School Climate & Satisfaction Survey (Staff)

Target or measure: A 5% averaged increase in staff agreeing/strongly agreeing with the statement “Community partnerships are valued and maintained at the school.”

Starting point: 84%
Baseline determined by average of past four years scores.

Source: Internal school data collection

Target or measure: Decrease teachers time spent on” duties not directly related to teaching and learning.”

Baseline: Internal survey to be conducted

Endorsement

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

Principal

Name: Michael Hatswell

Date: 20 February 2023

Director School Improvement

Name: Sam Seton

Date: 20 February 2023

Board Chair

Name: Laura Gilbert

Date: 20 February 2023