Ngunnawal Primary School

Network: North/Gungahlin

School Improvement Plan 2023-2027

NGUNNAWAL PRIMARY SCHOOL
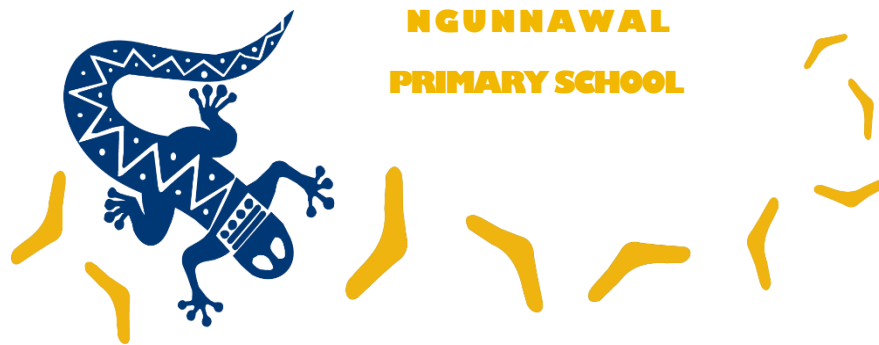
The purpose of school improvement planning

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:

<p align="center">Analysis ⇨ Priorities ⇨ Strategies ⇨ Actions ⇨ Impact (for students)</p>

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.

School's vision: We will be an inclusive learning community with high expectations for

growth and achievement for all students.

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 empower resilient learners who are self-managers and problem solvers

through a dynamic educational environment.

Values

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

School's values: Our Positive Behaviours for Learning (PBL) expectations are:

Be safe

Be respectful

Be a responsible learner

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.

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

Our improvement priorities

Priority 1: Improve growth in reading and writing for all students.

NB reading and writing are both included as the school is now 3 years into a reading improvement priority and the goal is to improve the reading and writing connection.

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

Students will:

1. experience a consistent approach to reading and writing instruction throughout their years of schooling

2. have knowledge of the behaviours and dispositions that assist them to become effective readers and writers

3. manage their own learning to be self-sufficient and work harmoniously with others

4. benefit from regular quality and targeted feedback about their learning

5. have responsibility for creating, reflecting on, and redesigning learning goals

6. be confident and motivated to demonstrate reading and writing behaviours and dispositions across the curriculum and through the general capabilities

Targets/Measures to be achieved by 2027

Student learning data

Target or measure: Reduce the percentage of students achieving low expected growth to approximately 25% and increase above expected growth to 25% for Reading.

Source: Kindergarten BASE and Year 3 NAPLAN Reading

Starting Point: On average 48.5% of students achieve at expected growth and 20% of students achieve at above expected growth.

Student learning data

Target or measure: Maintain 75% or above year 3 to year 5 growth in NAPLAN Reading and work towards consistent levels of growth at or above 70% for NAPLAN Writing.

Source: NAPLAN Percentage of students who have expected growth from Year 3 to Year 5

Starting Point: Baseline data of 66% was determined by averaging the percentage of students who achieved at expected growth in NAPLAN Reading in the past 4 years and baseline data of 44% was determined by averaging the percentage of students who achieved at expected growth in NAPLAN Writing over the past 4 years.

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

Target or measure: Increase the proportion of students who overall agree/strongly agree that they are getting a good education to 75% to align with the Statistically Similar School Group (SSSG).

Source: Annual Satisfaction & Climate Survey (Students)

Starting Point: In 2022, 70% of students overall agreed/strongly agreed that they are getting a good education.

School Program and process data

Target or measure: Self-evaluation against the Professional Learning Community Maturity Matrix – with 80% or more of staff at the embedding phase for *Curriculum planning and assessment and data is being used to drive collaborative improvement and evaluate impact on learning* for Reading and Writing.

Source: Professional Learning Community Maturity Matrix Staff Self-Evaluation

Starting Point: Self-evaluation in 2022 shows staff have rated practice in relation to reading and writing inconsistently across the four phases of the matrix.

Priority 2: Improve growth in mathematics for all students.

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

Students will:

1. experience a consistent approach to mathematics instruction throughout their years of schooling

2. have exposure to mathematical understanding, fluency, problem solving and reasoning throughout their years of schooling

3. develop resilience and perseverance to support mathematics achievement

4. possess the dispositions and capacities to use mathematical knowledge and skills purposefully.

Targets/Measures to be achieved by 2027

Student learning data

Target or measure: Increase the percentage of students achieving at expected growth in Mathematics to approximately 50% and at above expected growth to 15%.

Source: Kindergarten BASE

Starting Point: Baseline data of 47% was set by averaging the percentage of kindergarten students who achieved at expected growth in the past 3 years and baseline data of 6.5% was set by averaging the percentage of kindergarten students who achieved at above expected growth in the past 3 years.

Student learning data

Target or measure: Increase the percentage of students achieving at expected growth to 68% in 2026. This will reflect the commencement of this strategy in 2024.

Source: NAPLAN Year 3 to Year 5 Growth Trends

Starting Point: Baseline data of 58% was determined by averaging the percentage of year 5 students who achieved at expected growth over the past 3 years.

School Program and process data

Target or measure: Self-evaluation against the Professional Learning Community Maturity Matrix – average increase from 'emerging and evolving' to 80% of staff at evolving or above in *Curriculum planning and assessment* and *data being used to drive collaborative improvement and evaluate impact on learning* in Mathematics.

Source: Professional Learning Community Maturity Matrix Staff Self-Evaluation

Starting Point: Self-evaluation from the end of 2022 indicates 80% of staff believe practice in relation to mathematics sits within the emerging and evolving phases.

Endorsement

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

Principal

Name: Rebecca Turner

Date: 29/11/22

Director School Improvement

Name: Stephen Gwilliam

Date: 31/01/23

Board Chair

Name: Stehpen Tokley

Date 13/12/22

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