



CHARLES WESTON SCHOOL
Coombs



Charles Weston School

Network: South/Weston

School Improvement Plan 2020-2024



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 including our School Review findings. 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 undertakes a school review as an integral component of its five-year improvement planning cycle. The reviews are an important part of how the Directorate supports and monitors 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: Growing an inclusive community of globally minded problem solvers who act for a better world.

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: Education in our school for our world

Values

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

School's values: Growth Mindset, Respect, Organisation, Wellbeing

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)
- recommendations from School Review
- 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: All students are capable and successful mathematicians.

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

Students using mathematical vocabulary to articulate how they solve problems.
Students applying mathematical reasoning to formulate and solve problems across all strands.
Students operating with fluency and efficiency to solve mathematics calculations.
Students knowing how they are going and what to do next.
Students view themselves as capable mathematicians.

Targets/Measures to be achieved by 2025

Student learning data

Target or measure: 62% or more of our year 5 students will be achieving at or above expected growth in numeracy.

Source: NAPLAN

Starting point: Baseline data of 47% was determined by averaging percentages of students achieving at or above expected growth from 2016-2018.

Target or measure: 25% or more of kindergarten students will be achieving high growth in PIPS mathematics. The target was set by averaging the percentage of ACT students achieving high growth in PIPS mathematics over 2013 to 2018.

Source: PIPS growth data available through the PIPS database administered by UWA.

Starting point: Baseline data of 20% was determined by averaging percentages of students achieving high growth over 2016 to 2018 at our school.

Target or Measure: Growth in the Maths median scaled score for each year level at CWS is at or above the growth in the national Maths median scaled score for the corresponding time period. For the 2018-2019 time period the national growth scaled scores are: **Year 2:** 9.8 scaled scores, **Year 3:** 7.9 scaled scores, **Year 4:** 6.5 scaled scores, **Year 5:** 5.3 scaled scores, **Year 6:** 4.3 scale scores.

Source: ACER PAT Maths Longitudinal Report data

Starting Point: Growth in the Maths median scaled scores of the CWS for each year level for the 2018-2019 time period are: **Year 2:** 9.6 scaled scores, **Year 3:** 8.6 scaled scores, **Year 4:** 3.9 scaled scores, **Year 5:** 3.3 scaled scores, **Year 6:** 4.3 scaled scores.

Perception Data

Target or measure: Increase agreement from students who state 'Teachers explain what we are learning about and why' to at or above ACT system average.

Source: School Satisfaction Survey – students

Starting point: Baseline data of 74.3% in 2019 compared to system average of 85.3% in 2019

Priority 2: All students are capable and successful writers.

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

Students writing for an authentic audience and purpose.
Students identify themselves as writers.
Students have opportunities to write daily.
Student agency is evident in written pieces.
Students know how they are going and what to do next.
Students have the metalanguage to discuss writing with others.

Targets/Measures to be achieved by 2025

Student learning data

Target or measure: To increase the percentage of year 5 students in the top two bands of writing to 25% or more.

Source: NAPLAN

Starting point: Baseline data of 16% was determined by averaging percentages of students in top two bands of writing from 2016-2018.

Target or measure: To increase the Year 3 to Year 5 growth in mean scale scores in Writing to 57 mean scale scores or more.

Source: NAPLAN school-level growth data available through SCOUT.

Starting Point: Baseline data of 55 mean scale scores was determined by averaging the mean scale scores for Writing at the school over 2016-2019. The target was set by averaging the growth in mean scale scores in similar schools over 2016-2019.

Perception Data

Target or measure: 87% or more of our students agree or strongly agree that *'Teachers give useful feedback'*. The target was set by averaging the percentages of agree or strongly agree over 2016-2019 for system schools (79%) plus 8%.

Source: Student Satisfaction Survey

Starting Point: Baseline data of 84% agree or strongly agree for *'Teachers give useful feedback'* as determined by averaging the school data for students at the school over 2016-2019.

School program and process data

Target or measure: To increase the percentage of students achieving at or above year level expectation on the National Literacy Learning Progressions to 65% or more.

Source: National Literacy Learning Progressions - Writing

Starting point: Baseline data from semester two 2019 showed 45% of students were achieving at or above year level expectations. This was determined by averaging data from each cohort Kindergarten through to year 6.

Priority 3: All learners are safe, connected and academically challenged.

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

Students will be self-managers who demonstrate the attributes of the IB PYP learner profile.

Students demonstrate thinking that is productive, purposeful and intentional.

All learners are viewed from a strengths base and have potential for progress.

Students are confident and autonomous problem-solvers who demonstrate critical thinking skills through interpreting, analysing, evaluating, explaining, sequencing, reasoning, comparing, questioning, inferring, hypothesising, appraising, testing and generalising.

Students show creative thinking through generating and applying new ideas in specific contexts, seeing existing situations in a new way, identifying alternative explanations, and seeing or making new links that generate a positive outcome.

Students recognise and regulate emotions, develop empathy for others and understand relationships. They make responsible decisions, work effectively in teams, handle challenging situations constructively and develop leadership skills.

Students will have access to high quality teaching staff and aspiring leaders who are operating at their best capacity to meet the needs of all learners.

Students will have access to staff who are passionate and provide expertise in a range of learning areas.

Targets/Measures to be achieved by 2025

Student learning data

Target or measure: Increase percentage of students receiving Bs and As.

Source: School Based Academic Reports

Starting point: Baseline from semester 1, 2019 2% As and 22% Bs awarded for students in Years 1-6.

Perception Data

Target or measure: Improve percentage of students and staff who agree with the statement '*I/Students feel safe at this school*' to at or above the system average.

Source: School Satisfaction Survey

Starting point: Baseline data of students agreeing fell to 44.5% in 2019 compared to 72.1% system average. Staff agreement declined to 41% in 2019 compared to the system average of 87.2%.

Target or measure: Maintain or improve percentage of students in each cohort (years 2 – 6) who agree with the statement '*I love to learn*'.

Source: ACER Social Emotional Wellbeing Survey

Starting point: Baseline data of 85% of students was determined by averaging percentages of student agreement across years 2 – 6 with the statement '*I love to learn*'. (NB: boys were 74% and girls 97%)

Target or measure: Increase percentage of stakeholders who agree with the statement '*Students at this school are being equipped with the capabilities to learn and live successfully*' to at or above other P-6 ACT schools.

Source: School Satisfaction Survey

Starting point:

2019 data	CWSC	ACT P-6 schools
Staff	87.2%	91.3%
Students	66.4%	79.2%
Parents	86.1%	83.4%

Target or measure: Maintain or increase agreement from parents that *‘Students’ learning needs are being met at this school’*.

Source: School Satisfaction Survey – parents

Starting point: Baseline data of 87.2% was determined by averaging percentages of agreement from 2016-2019.

Endorsement

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

Principal

Name: Nicole Nicholson

Date: 10.02.2020

Director School Improvement

Name: Julie Cooper

Date:

Board Chair

Name: Karol Czarnota

Date: 16.06.2020