



# Torrens Primary School

Network: South/Weston

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## 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 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 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

**Education Directorate vision:** *We will be a leading learning organisation where people know they matter.*

How will the Education Directorate's vision gain life within your school's context?

#### **School vision:**

*Torrens Primary School, while valuing elements of traditional educational approaches, recognises the need to incorporate current advances in curriculum development, teaching and learning styles and strategies and educational resources in order to develop quality educational programs to meet the needs of our students in a constantly changing world.*

### Mission

**Education Directorate's mission:** *We develop and deliver educational services to empower each child and young person in the ACT to learn for life.*

How will the Education Directorate's mission gain life within your school's context?

#### **School mission:**

*Torrens Primary School provides a purposeful, productive and comprehensive education of the highest quality, working in partnership with the school community. The school aims to provide quality experiences that empower students to live in, and contribute to, a changing society. Torrens strives to develop in students, the ability to work as members of a team in cooperative learning environments, and to appreciate the worth of individual differences, with the capacity to act as responsible, independent citizens who care about themselves and their environment.*

## Values

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

How will the Education Directorate's values gain life within your school's context?

### School values:

*Teamwork and tolerance.*

## 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 will annually publish progress against its strategic indicators. Each school's contributions to these strategic indicators will be provided to our school for inclusion in our Impact Report.*

## Multiple sources of evidence

Evidence informing this School 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: Increase student outcomes in reading across all year levels

*What will the experience of students be like through implementation of this priority at the completion of our five-year school improvement cycle?*

At the end of the plan our classrooms will have:

- Quality conferencing with individual feedback and student goal setting;
- Purposeful data sets that are used to inform teaching and learning;
- Learning differentiated for each student through content, process, product, and environment;
- Consistency of practise across the school; and
- Explicitly taught and transferable skills applied to real life experiences.

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

Using the multiple sources of evidence approach as a guide, what measures will inform and demonstrate impact for students and staff through implementation of this improvement priority?

Targets/Measures to be achieved by 2028.

#### *Student learning data*

**Target or measure:** 80% of Yr 3 students are at strong or exceeding in reading.

**Source:** NAPLAN – Scout/Myschool

**Starting point:** 72% of Yr 3 students are at strong or exceeding in reading.

**Target or measure:** Increase the mean scaled score to 120 for Yr 3 students in PAT Reading.

**Source:** ACER Online Assessment and Reporting System - PAT Reading

**Starting point:** Mean scaled score for Yr 3 PAT students in reading is 117. Yr 3 norming sample has the mean scaled score at 113.

#### *School program and process data*

**Target or measure:** 100% of classroom teachers are intentionally teaching the Torrens Primary School 10 Essential Literacy Practices.

**Source:** Team programmes

**Starting point:** 0% of classroom teachers are intentionally teaching the Torrens Primary School 10 Essential Literacy Practices.

## Priority 2: *Increase student outcomes in writing across all year levels*

*What will the experience of students be like through implementation of this priority at the completion of our five-year school improvement cycle?*

At the end of the plan our classrooms will have:

- Quality conferencing with individual feedback and student goal setting;
- Purposeful data sets that are used to inform teaching and learning;
- Learning differentiated for each student through content, process, product, and environment;
- Consistency of practise across the school; and
- Explicitly taught and transferable skills applied to multiple texts and audiences.

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

Using the multiple sources of evidence approach as a guide, what measures will inform and demonstrate impact for students and staff through implementation of this improvement priority?

Targets/Measures to be achieved by 2028.

### *Student learning data*

**Target or measure:** 95% of Yr 3 students are at strong or exceeding in writing.

**Source:** NAPLAN – Scout/Myschool

**Starting point:** 90% of Yr 3 students are at strong or exceeding in writing.

### *School program and process data*

**Target or measure:** 100% of classroom teachers are intentionally teaching the Torrens Primary School 10 Essential Literacy Practices.

**Source:** Team programmes

**Starting point:** 0% of classroom teachers are intentionally teaching the Torrens Primary School 10 Essential Literacy Practices.

### PRIORITY 3: *Increase student outcomes in mathematics across all year levels*

*What will the experience of students be like through implementation of this priority at the completion of our five-year school improvement cycle?*

At the end of the plan our classrooms will have:

- Quality conferencing with individual feedback and student goal setting;
- Purposeful data sets that are used to inform teaching and learning;
- Learning differentiated for each student through content, process, product, and environment;
- Consistency of practise across the school; and
- Explicitly taught and transferable skills applied to real life experiences.

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

Using the multiple sources of evidence approach as a guide, what measures will inform and demonstrate impact for students and staff through implementation of this improvement priority?

#### Targets/Measures to be achieved by 2028.

##### *Student learning data*

**Target or measure:** 80% of Yr 3 students are at strong or exceeding in numeracy.

**Source:** NAPLAN – Scout/Myschool

**Starting point:** 76% of Yr 3 students are at strong or exceeding in numeracy.

**Target or measure:** Increase the mean scaled score to 118 for Yr 3 students in PAT Maths.

**Source:** ACER Online Assessment and Reporting System - PAT Maths

**Starting point:** Mean scaled score for Yr 3 PAT students in Maths is 115. Yr 3 norming sample has the mean scaled score at 114.

##### *School program and process data*

**Target or measure:** 100% of classroom teachers are intentionally teaching the Torrens Primary School 10 Essential Numeracy Practices.

**Source:** Team programmes

**Starting point:** 0% of classroom teachers are intentionally teaching the Torrens Primary School 10 Essential Numeracy Practices.

## Endorsement

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

### Principal

Name: Rachel Matthews

Date: 4 December 2023

### Director School Improvement

Name: Cindie Deeker

Date: 4 December 2023

### Board Chair

Name: Leila Hopkins

Date: 4 December 2023