

# Caroline Chisholm School

Network: Tuggeranong

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## School Improvement Plan 2021-2025

## 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: CCS champions excellence and equity in our community. Our high expectations encourage perseverance and personal growth for staff and students. We empower respectful, responsible learners to meet the challenges of a changing 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: CCS collaborates P-10 to deliver holistic learning experiences for students, staff, families and our community.

### Values

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

School's values: Respect, Equity, Perseverance, Responsibility

## 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 students' academic, personal and social capabilities through holistic learning experiences.

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

Students will embrace challenges within the classroom and broader school setting. They will experience authentic learning from preschool to year 10, enabling them to become critically informed citizens and lifelong learners so that they can rise to the challenges of a changing world. Teachers will assess students' achievement in the personal and social capabilities learning continuum and provide feedback to learners. Case management will provide wraparound supports for all students with an identified need. School leaders and teachers will also focus on academic improvements which increase individual student growth in numeracy, reading and writing.

### Targets/Measures to be achieved by 2025

#### *Numeracy - Student learning data*

**#1 Target or measure:** 53% or more of year 5-7 students will be making above average progress in numeracy. The target was set by averaging the two highest percentages of students making at or above average progress at the school since 2012 compared to students of a similar background and those who had the same starting score on their previous NAPLAN test.

**Source:** NAPLAN data from My School on percentage of students making above average progress

**Starting Point:** Baseline data of 40% was determined by averaging the percentage of students making above average progress at the school since 2012.

**#2 Target or measure:** To decrease the percentage of year 9 students in the bottom two bands of numeracy to 22% or less. The target was set by averaging the percentage of students in the bottom two bands of numeracy for similar schools over 2017-2019.

**Source:** NAPLAN % in bands available through SCOUT

**Starting Point:** Baseline data of 32% was determined by averaging the percentage of students in the bottom two bands of numeracy for the school over 2017 -2019.

**#3 Target or measure:** To increase the percentage of year 5 students in the top two bands of numeracy to 21% or more. The target was set by averaging the percentage of students in the top two bands of numeracy for similar schools over 2017-2019.

**Source:** NAPLAN % in bands available through SCOUT

**Starting Point:** Baseline data of 14% was determined by averaging the percentage of students in the bottom two bands of numeracy for the school over 2017 -2019.

#### *Writing - Student learning data*

**#4 Target or measure:** To decrease the percentage of year 7 students in the bottom two bands of writing to 38% or less. The target was set by averaging the percentage of students in the bottom two bands of writing for similar schools over 2017-2019.

**Source:** NAPLAN % in bands available through SCOUT

**Starting Point:** Baseline data of 53% was determined by averaging the percentage of students in the bottom two bands of writing for the school over 2017 -2019.

**#5 Target or measure:** To decrease the percentage of year 9 students in the bottom two bands of writing to 45% or less. The target was set by averaging the percentage of year 9 students in the bottom two bands of writing for similar schools over 2017-2019.

**Source:** NAPLAN % in bands available through SCOUT.

**Starting Point** Baseline data of 58% was determined by averaging the percentage of year 9 students in the bottom two bands of writing for the school over 2017-2019.

#### *Reading - Student learning data*

**#6 Target or measure:** 64% or more of year 7-9 students will be making at or above expected growth in reading. The target was set by averaging the percentage of students from similar schools making at or above expected growth over the last three cohorts i.e. since 2017.

**Source:** SCOUT data on % students making at or above expected growth.

**Starting Point:** Baseline data of 54% was determined by averaging the percentage of students making at or above expected growth over the previous three cohorts at your school i.e. since 2017

**#7 Target or measure:** To increase the percentage of students achieving high growth in reading in PIPS/BASE to 30% or more. The target was set by averaging the two highest percentages of students achieving high growth over 2014-2019.

**Source:** PIPS/BASE data available through Analytics and Evaluation

**Starting Point:** Baseline data of 21% was determined by averaging the percentage of students achieving high growth in PIPS/BASE reading for the school over 2014 -2019.

### *Perception data*

**#8 Target or measure:** 68% or more of our students agree or strongly agree that student relations at the school reflect the extent to which students care about and are friendly to each other. It includes the willingness of students to show understanding, to go out of their way to help each other and to accept each other's differences. This was determined by averaging the data for ACT P-10 schools over 2019-2020.

**Source:** Climate survey data from Qualtrics

**Starting Point:** Baseline data of 54% of students at the school agree or strongly agree that students care and are friendly to each other at the school determined by averaging the school data over 2019-2020.

**#9 Target or measure:** 45% or more of our students agree or strongly agree that students try their best, both in completing work and undertaking work to the best of their ability. It includes student self-reported levels of hard work, active participation in learning and their perceptions that they can be a good student. This was determined by averaging the data for ACT P-10 schools over 2018-2020.

**Source:** Student engagement data from Qualtrics

**Starting Point:** Baseline data of 39% of students at the school agree or strongly agree that they undertake work to the best of their ability determined by averaging the school data over 2018-2020.

**#10 Target or measure:** 53% or more of our students agree or strongly agree that I like being at my school. The target was set by averaging the percentages of agree or strongly agree over 2019-2020 for ACT P-10 schools.

**Source:** Annual School Satisfaction Survey

**Starting Point:** Baseline data of 44% of students agree or strongly agree that I like being at my school determined by averaging the school data for students over 2019-2020.

**#11 Target or measure:** 61% or more students agree or strongly agree that Teachers explain what we are learning and why. The target was set by averaging the percentages of agree or strongly agree over 2019-2020 for all ACT P-10 schools.

**Source:** Annual Student Satisfaction Survey

**Starting Point:** Baseline data of 54% agree or strongly agree was determined by averaging student responses for the school for Teachers explain what we are learning and why over 2019-2020.

**#12 Target or measure:** 63% or more of our students agree or strongly agree that My school gives me opportunities to do interesting things. The target was set by averaging the percentages of agree or strongly agree over 2019-2020 for similar schools.

**Source:** Annual School Satisfaction Survey

**Starting Point:** Baseline data of 57% agree or strongly agree that My school gives me opportunities to do interesting things determined by averaging the school data for students over 2019-2020.

### *School program and process data*

**#13 Target or measure:** Essential learnings are being achieved, exceeded or worked to by 100% of students

**Source:** Common Formative Assessment tasks

**Starting point:** To be determined at the start of 2021

**#14 Target or measure:** 85% of students achieve year-level standards in self awareness, self management, social awareness and social management

**Source:** Personal and Social capabilities continuum of learning markbook

**Starting point:** To be determined at the start of 2021

**#15 Target or measure:** Increase student attendance rates to a minimum of 92% across all grade levels. Decrease truancies to 1% per student per day of attendance.

**Source:** Attendance data, truancy data

**Starting point:** 2020 attendance and truancy data

## Endorsement

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

### Principal

Name: Jennifer Howard

Date: November 2020

### Director School Improvement

Name: Sue Norton

Date: November 2020

### Board Chair

Name: Judith Bates

Date: November 2020