

Lyneham Primary School

North Gungahlin Network

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.

School's vision: A collaborative community that inspires lifelong learning, integrity and wellbeing for each individual.

Mission

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 to copy and paste existing school mission after consideration of Directorate's mission.

School's mission:

Values

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

School's values: Learn, Progress, Serve

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: Increase literacy achievement for each student

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

Students will:

- Experience a consistent approach to literacy instruction
- Benefit from the collective expertise of their teachers
- Possess the dispositions and capacity to apply literacy learning to all areas of the curriculum.

Targets/Measures to be achieved by 2027

Student learning data

Target or measure:

Increase the proportion of students in the top two bands in NAPLAN for Year 3 Writing.

Increase the proportion of students in the top two bands in NAPLAN for Year 5 Writing.

Source: NAPLAN data available through SCOUT (% of students in bands category)

Starting point: Baseline data of 52% was determined by averaging the percentage of year 3 students in the top two bands of NAPLAN Writing for the school over 2019 -2022 (Data not recorded for 2020).

Baseline data of 25% was determined by averaging the percentage of year 5 students in the top two bands of NAPLAN Writing for the school over 2019 -2022 (Data not recorded for 2020).

Target or measure:

Decrease the proportion of students in the bottom two bands in NAPLAN for Year 3 Writing.

Decrease the proportion of students in the bottom two bands in NAPLAN for Year 5 Writing.

Source: NAPLAN data available through SCOUT (% of students in bands category)

Starting point: Baseline data of 10% was determined by averaging the percentage of year 3 students in the bottom two bands of NAPLAN Writing for the school over 2019 -2022 (Data not recorded for 2020).

Baseline data of 15% was determined by averaging the percentage of year 5 students in the top two bands of NAPLAN Writing for the school over 2019 -2022 (Data not recorded for 2020).

Target or measure:

Across demographic groups, increase the proportion of within school match students achieving at/above expected growth

Source: NAPLAN data available through SCOUT, School Data, SAS

Starting point: See table below

	2021 Starting Point <i>*sample size may be <5 students per year. Annual reporting on these subgroups requires analysis of each individual within the group to determine impact.</i>								
	Less than 2 years	Boys	Girls	EALD	SES*	Trauma *	ILP*	AITSI	All
2021		(49%)	(73%)	(68%)	0	2/9	6/15	0	

Target or measure: Decrease the proportion of students in Bands 8 and 9 for Year 6 in PAT Reading.

Source: PAT Reading Data

Starting point: Baseline data of 14.09% was determined in 2021.

Target or measure: Increase the proportion of students in Band 9 for Year 4 PAT Reading.

Source: PAT Reading Data

Starting point: Baseline data of 28% was determined in 2021.

Target or measure: Decrease the proportion of students in Bands 5 and 6 for Year 2 PAT Reading.

Source: PAT Reading Data

Starting point: Baseline data of 12.07% was determined in 2021.

Target or measure: Decrease the proportion of students starting Year 1 in Red (60% and under).

Source: Multitilt assessment data

Starting point: Baseline data of 31% was determined in 2022.

Target or measure: Increase the proportion of Year 1 and Year 2 students starting in Green (80% and above).

Source: Initialit Screener Assessment Tool

Starting point: Baseline data of 67% for year 1 and 70% for year 2 was determined in 2022.

Perception data

Target or measure: Increase the number of students who demonstrate that they feel positive about writing.

Source: School-based Student Writing Perception Survey- Google Survey

Starting point: Baseline data of 87% determined in week 8, term 3 2022.

Students who answered – “Overall I Love It” 11.2%

Students who answered – “Overall I Enjoy It” 38.1%

Students who answered – “It’s OK” 38.1%

Target or measure: Increase the proportion of parent respondents who agree or strongly agree with the following statements:

My child is making good progress at this school

My child’s learning needs are being met at this school

Source: Annual Satisfaction and Climate Survey

Starting point: Baseline data of 77.2% for *My child is making good progress at this school* and 71% for *My child’s learning needs are being met at this school* were determined by averaging parent responses over the past three years.

Target or measure: Increase the proportion of parents with strong Academic Emphasis score.

Source: Annual Satisfaction and Climate Survey

Starting point: Baseline data of 75% was determined by averaging parent responses from the past three years.

School program and process data

Target or measure: 100% of teams identify they are *embedding* or *excelling* in 'Building practice excellence' in relation to the implementation of Literacy programs.

Source: Professional Learning Community (PLC) Maturity Matrix team discussion and identification. School data, % of teachers trained and implementing the program

Starting point: 100% of teams have identified themselves as *emerging* in 2022.

Priority 2: Increase numeracy achievement for each student

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

Students will:

- Experience a consistent approach to numeracy instruction
- Benefit from the collective expertise of their teachers
- Possess the dispositions and capacity to apply numeracy learning to all areas of the curriculum.

Targets/Measures to be achieved by 2027

Student learning data

Target or measure:

Increase the proportion of students in the top two bands in NAPLAN for Year 3 Numeracy.

Increase the proportion of students in the top two bands in NAPLAN for Year 5 Numeracy.

Source: NAPLAN data available through SCOUT (% of students in bands category)

Starting point:

Baseline data of 42% was determined by averaging the percentage of year 3 students in the top two bands of NAPLAN Numeracy for the school over 2019-2022 (Data not recorded for 2020).

Baseline data of 29% was determined by averaging the percentage of year 5 students in the top two bands of NAPLAN Numeracy for the school over 2019-2022 (Data not recorded for 2020).

Target or measure:

Decrease the proportion of students in the bottom two bands in NAPLAN for Year 3 Numeracy.

Decrease the proportion of students in the bottom two bands in NAPLAN for Year 5 Numeracy.

Source: NAPLAN data available through SCOUT (% of students in bands category)

Starting point: Baseline data of 11% was determined by averaging the percentage of year 3 students in the bottom two bands of NAPLAN Numeracy for the school over 2019 -2022 (Data not recorded

for 2020).

Baseline data of 10% was determined by averaging the percentage of year 5 students in the top two bands of NAPLAN Writing for the school over 2019 -2022 (Data not recorded for 2020).

Target or measure: Increase the proportion of students in the higher bands for each year level in PAT Maths.

Source: PAT Maths (Norm Reference Report and Band Analysis)

Starting point: Baseline data of 22% for year 6, 38% for year 4 and 34% for year 2 was determined in 2021.

Target or measure: Across demographic groups, increase the proportion of within school match students achieving at/above expected growth

Source: NAPLAN data available through SCOUT, School Data, SAS

Starting point: See table below

	2021 Starting Point <i>*sample size may be <5 students per year. Annual reporting on these subgroups requires analysis of each individual within the group to determine impact.</i>							
	Boys	Girls	EALD	SES*	Trauma *	AITSI	ILP*	
2021	25 (63%)	12 (41%)	12 (46%)	1	2/9	0	6/15	

Perception data

Target or measure: Increase the number of students who demonstrate that they feel positive about Numeracy.

Source: School-based Student Numeracy Perception Survey- Google Survey

Starting Point: Baseline data to be determined in Term 1 2023.

Priority 3: Increase student connection to learning and the learning environment

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

Students will:

- Experience consistent expectations around their behaviour, wellbeing and participation
- Learn from a whole school curriculum designed to ensure knowledge and curiosity
- Benefit from the collaborative expertise of teachers built through the professional coaching and development
- Opportunities for their families to be engaged in learning
- Benefit from learning and playing in spaces designed to reflect contemporary knowledge and practices.

Targets/Measures to be achieved by 2027

Student learning data

Target or measure: Increase the proportion of students in Year 3, 4, 5 and 6 who receive the outcome of consistently in each of the Personal and Social Capabilities.

Source: SAS Student Reporting data

Starting point: See table below.

Social Awareness and Social Management

	2022 Semester 2 % Years 3 to 6
Demonstrates respect for others	86%
Appreciates different points of view	88%
Develops respectful relationships	84%
Collaborates with peers	84%
Negotiates and resolves conflict	87%

Self-Awareness and Self-Management

Recognises and expresses emotions appropriately	84%
Seeks assistance when required	74%
Works towards learning goals	86%
Manages time effectively	71%
Works independently and shows initiative	73%

Perception data

Target or measure: Increase the proportion of students who agree or strongly agree to the statements identified.

Source: Annual Satisfaction and Climate Survey

Statement	Starting point: (Average 2019-2021)
I feel I can talk to teachers about problems at school.	56%
I am interested in what I am learning at school.	65%
Staff and students who uphold the values of the school are recognised and celebrated.	56%
I am satisfied this school has high expectations in all that it does.	64%
Overall, I am satisfied that I am getting a good education at this school.	77%

Target or measure: Increase the proportion of staff who agree or strongly agree to the statements identified.

Source: Annual Satisfaction and Climate Survey

Statement	Starting point: (Average 2019-2021)
Student behaviour is well managed at this school.	76% (39% in 2021)
Staff get quality feedback on their performance.	61%
The way decisions are made in the school are appropriate.	70%
Staff have a consensual approach to managing issues within the school.	74%
I am satisfied that the school has high expectations in all that it does.	84%
Community partnerships are valued and maintained.	80%

Target or measure: Increase the proportion of parents who agree or strongly agree to the statements identified.

Source: Annual Satisfaction and Climate Survey

Statement	Starting point: Average 2019-2021
Student behaviour is well managed at this school.	73%
This school is active in seeking parents' opinions and ideas for making important decisions.	56%
The achievements of students are celebrated at my child's school.	78%
The school works with me to support my child's learning.	74%
I am satisfied that the school has high expectations in all that it does.	72%
Community partnerships are valued and maintained.	74%
My child feels safe at this school.	87%
This school is well maintained.	68%

Target or measure: All students and staff indicate they have a positive sense of safety and wellbeing at school.

Source: School-based Wellbeing survey and "Be you" Wellbeing survey

Starting point: Survey to be implemented in Term 4 2022 to develop baseline data. “Be you” survey to be implemented in Term 1 2023.

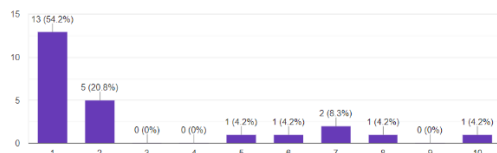
Target or measure: All teachers agree that Quality Teaching Rounds have had a positive impact on student outcomes and teaching practice.

Source: Quality Teaching Teacher Perception Survey. QT Data, Leadership Meeting Minutes

Starting point: See graph below.

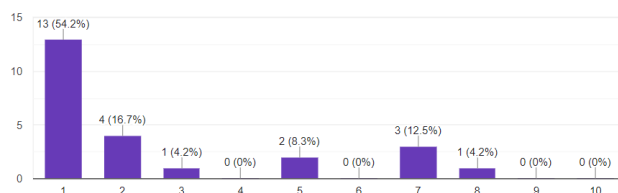
In this school, Quality Teaching Rounds have had a positive impact on TEACHING PRACTICE
24 responses

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In this school, Quality Teaching Rounds have had a positive impact on STUDENT OUTCOMES
24 responses

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Target or measure: Students, staff and parents reflect that the built environment allows for contemporary learning and supports wellbeing.

Source: Building Masterplan, Annual Satisfaction and Climate Survey (School specific question 2023) School-based Google Survey 2022.

Starting point: 2022 discussion and consultation with P and C, Board and community and development of building Maintenance plan and Masterplan. Planning and development of spaces for small group learning including upgrading toilets, courtyards, indoor and outdoor learning areas.

Target or Measure: Increase the Positive Behaviour for Learning (PBL) School Evaluation Tool Assessment to at least 90%.

Source: PBL School Evaluation Tool assessment. (conducted in collaboration with the external PBL coach.)

Starting point:

2023- Baseline Determined

Endorsement

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

Principal

Name: Merryn O'Dea

Date: 17/02/23

Director School Improvement

Name: Stephen Gwilliam

Date: 14/03/23

Board Chair

Name: Tiffany Karlsson

Date: 14/03/23