



Alfred Deakin High School

Network: South/Weston

Amended 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: Every child and young person receives an excellent education, delivered and supported by highly skilled and valued professionals.

School's vision:

Alfred Deakin High School will enrich student lives through excellence in learning and innovation in education. Alfred Deakin High School guides children to become creative and critical thinkers - confident, cared for and valued.

Mission

Directorate's mission: We lead and deliver excellent, inclusive and equitable education where all are safe, valued and able to flourish.

School's mission:

Our mission is to achieve high levels of student motivation, involvement, commitment and achievement.

Values

Directorate's values: The way we work is underpinned by the ACT Public Service values of Respect, Integrity, Collaboration, and Innovation.

School's values: Respect; Excellence; Community; Responsibility

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 student growth and learning outcomes in writing

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

Throughout the five-year plan there will be a clear focus on improving students' writing and associated learning outcomes. Driven by data informed practice, evidence-based pedagogies, and discipline-based literacy strategies, students will improve vocabulary, ideas, concepts and themes unique to each subject. In doing so, students will improve subject specific terminology, creative use of language and their ability to respond to the various disciplinary literacy demands in a more complex manner.

Targets/Measures to be achieved by 2027

Student Learning Data

1. Improve student growth from year 7-9 in NAPLAN Writing

Target: To increase the average student growth in writing scaled score by 55 points between year 7 and year 9. This target was set by taking a realistic approach around expected growth compared with similar schools from 2023 data.

Source: NAPLAN growth percentages in SCOUT

Starting Point: Our average scaled writing score in 2023 was 551 for year 7 students

2. Improve year 9 student performance in NAPLAN Writing

Target: To increase the percentage of year 9 students in the exceeding proficiency band of writing to 20% or more. The target was set by a realistic increase between the year 7 and year 9 proficiency level for this band.

Source: NAPLAN growth percentages in SCOUT

Starting Point: Baseline data of 18% was determined by taking the year 7 exceeding proficiency score in 2023.

Perception Data

3. Increase average percentage score in Academic Emphasis

Target: 83% of students and 92% of staff have a strong academic emphasis score. This target was set for students by taking the highest score over the past 6 years (2018). For staff, this target was set based on the average 6 year score in this domain. The Academic Emphasis domain measures student perceptions of the extent to which teachers encourage independent thinking, give extra help, set high standards and want every student to work hard and to do their best. It also includes the provision of useful feedback to students and the belief by teachers that every student can be a success.

Source: School Climate and Satisfaction Survey - Qualtrics

Starting Point: Proportion of students with a strong Academic Emphasis score in 2022 was 72%. The ADHS average over the last 6 years is 76%.

School Program or Process Data

4. Increase staff self-evaluation scores relating to data informed practice and practice excellence

Target: Increase average score from 'emerging' to 'excelling' in both *building practice excellence* and *data used to focus and drive collaborative improvement and evaluate impact on learning*. This target is set using self-evaluation against the Professional Learning Communities Maturity Matrix statements.

Source: [PLC Professional Maturity Matrix](#)

Starting Point: Baseline to be established in 2023 for PLC Maturity Matrix.

Priority 2: Increase students' sense of belonging and connection with school

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

By the end of our 5-year plan students will experience a stronger sense of belonging and connection to the school and will display a deeper level of school identification, improved behavioural engagement and higher levels of effort and application in the classroom. Students will show improvements in their self-reported levels of belonging to the school as well as their perceived ability to consistently work to the best of their ability in the learning environment. Additionally, teacher reported levels of student effort in class will trend upward throughout the life of the plan. As a result, student engagement and interest in learning, student wellbeing and connection with the school will be enhanced.

Targets/Measures to be achieved by 2027

Perception Data

1. Increase percentage of students reporting a strong School Identification

Target: The proportion of students with a strong School Identification score will increase to 68%. Students who identify strongly with their school are more likely to engage in learning and to behave in line with school norms and values. Concepts measured include whether a student is happy to be part of their school, feel a strong connection with their school, and whether they feel they belong. This target was set using the average domain score over the last six years.

Source: School Climate and Satisfaction Survey - Qualtrics

Starting Point: Overall, strong student identification with school in 2022 is 63%, down from 75% in 2017.

2. Increase percentage of students reporting strong Behavioural and Emotional Engagement

Target: The proportion of students with a strong Behavioural and Emotional Engagement score will increase to 84% and 60% respectively. These targets were set based on the six year high point for each measure. Students with high emotional engagement scores are interested and enjoy the work they do in class and in what they are learning. Behavioural engagement describes how intensely a student tries 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 and effort.

Source: School Climate and Satisfaction Survey – Qualtrics

Starting Point: Behavioural and Emotional Engagement is 74% and 44% respectively.

Student learning data

3. Improved student effort and participation in the learning environment

Target: 90% of students will achieve a score of 75% or greater in their effort point average (EPA), as calculated by students' interim work habit grades. Likewise, the portion of students who achieved an EPA score lower than 65% will decrease by 3%. Effort is an integral component of student progress, ongoing improvement, and achievement. Students with higher EPA scores are more engaged and connected to their learning in the class setting, display higher levels of grit and resilience, and more likely to experience improved learning outcomes.

Source: Interim Reports - Effort grade in Attitudes to Learning, ADHS Data Portal

Starting Point: 83% of students were at or above an EPA of 75%. 9% of students had an EPA score below 65%. A score of 65% equates to 3 *rarely* and 4 *sometimes* attributes awarded within their effort to learning interim report grade.

Endorsement

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

Principal

Name: Brian Downton

Date:

Director School Improvement

Name: Belinda Fenn

Date:

Board Chair

Name: Trevor Hickman

Date: