

# Fraser Primary School

Network: Belconnen

## School Improvement Plan 2020-2025

### 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.

Fraser Primary School is a safe, friendly and supportive environment that encourages students to become lifelong learners. We provide a high-quality education and support students to develop academic, social and emotional skills that prepare them for a life outside school. We work hard at developing positive relationships with students. We implement a relevant and innovative curriculum that develops the whole child.

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

Our students will be given opportunities to be active, happy and effective citizens in their local and global community. We work in collaboration with students and families to ensure that

students are able to access learning at their level and ability and have a voice within our school community.

## Values

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

School's values: Fraser's school values are referred to as the SCARF values:

<b>Support</b>	We care for, help and encourage others
<b>Cooperation</b>	We listen, participate, learn and work collaboratively with each other
<b>Acceptance</b>	We treat others how we would like to be treated; we value difference and celebrate diversity
<b>Respect</b>	We are considerate, respectful, honest and inclusive
<b>Friendship</b>	We are friendly and kind and welcome others into our community

## 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 school's approach to inquiry and professional learning communities

Professional Learning Communities at Fraser Primary School provide opportunities for teachers to work and learn collaboratively to improve all students' achievement. Using the Action Plan as a starting point, PLCs investigate the individual and group data for an area of practice and collaborate on achievable goals for improvement. PLCs meet weekly to devise goals, learn new skills to meet student need, analyse data and reflect on data, teaching and learning.

PLC activity is supplemented by whole school collaboration and sharing. Regular learning walks provide opportunities for teachers to share practice and the school's Register of Expertise allows teachers to receive (or provide) coaching on an area of need.

## Our improvement priorities

### Priority 1:

*Improve the percentage of students making expected growth in numeracy.*

Fraser Primary School values numeracy learning. Our approach to numeracy is aligned across the school, with all Mathematics lessons following a similar structure and supporting materials in consistent and accessible formats across the school.

By 2025, this priority will look like:

- Differentiated Mathematics learning experiences, planned to meet individual student
- A consistent common language and approach across the school for the teaching of mathematics
- Opportunities for students to apply their mathematical learning in practical real-life contexts
- Students working with teachers to receive quality feedback and set individual goals
- Purposeful collection and analysis of data that tracks individual students and allows teachers to target teaching and monitor growth

## Targets/Measures to be achieved by 2025

### *Student learning data*

**Target or measure:** 59% (or more) of students will be at or above expected growth in numeracy. The target was set by averaging the 2016 to 2019 data of students from similar schools making at or above expected growth. Students are being compared to students from similar schools in ACT and NSW.

**Source:** NAPLAN data on student expected growth available on SCOUT.

**Starting point:** Baseline data of 45% was determined by averaging the % of students making at or above expected growth over the previous four cohorts at your school i.e. 2016 cohort to -2019 cohort.

**Target or measure:** To increase the percentage of students achieving high growth in mathematics in PIPS/BASE to 41% 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 34% was determined by averaging the percentage of students achieving high growth in PIPS/BASE mathematics for the school over 2014 -2019.

### *Perception data*

**Target or measure:** 95% or more students agree or strongly agree that *'My teachers provide me with useful feedback about my school-work'*. The target was set by averaging the percentages of agree or strongly agree over 2017-2020 for Fraser Primary School.

**Source:** Annual Staff Satisfaction Survey

**Starting Point:** Baseline data of 91.75% agree or strongly agree was determined by averaging student responses for *My teachers provide me with useful feedback about my school-work*.

### *School program and process data*

**Target or measure:** Increase the 3-year rolling average of improvement between Year 3 Pat Maths Assessment and Year 5 Pat Maths Assessment to 7.5, using the Maths scales score means for each student. This represents a 50% increase.

Pat Maths is a Norm Referenced Assessment.

**Source:** ACER PAT Maths Assessment (Years 2-6)

**Starting point:** Currently the 3-year rolling average of growth between Year 3 and Year 5 using Path Maths scaled scores is 5.02.

## **Priority 2:**

### *Improve student performance in Reading and Writing across all year levels*

By 2025, this priority will look like:

- A consistent common language and approach across the school for the teaching of reading and writing
- Students working with teachers to receive quality feedback and set individual reading and writing goals
- A clear and strong connection between early childhood literacy learning and upper primary literacy learning
- A visible connection in classrooms to the General Capabilities and Cross Curriculum Priorities

## **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 20% or more. The target was set by averaging the percentage of students in the top two bands of writing for similar schools in the ACT and NSW over 2016-2019.

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

**Starting Point:** Baseline data of 17% was determined by averaging the percentage of students in the top two bands of writing for the school over 2016 -2019.

**Target or measure:** To increase the percentage of year 5 students in the top two bands of reading to 43% or more. The target was set by averaging the percentage of students in the top two bands of writing for similar schools in the ACT and NSW over 2016-2019.

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

**Starting Point:** Baseline data of 40% was determined by averaging the percentage of students in the top two bands of writing for the school over 2017 -2019.

**Target or measure:** To decrease the percentage of year 5 students in the bottom two bands of writing to 12% or less. The target was set by averaging the percentage of students in the bottom two bands of writing for similar schools in the ACT and NSW over 2016-2019.

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

**Starting Point:** Baseline data of 19% was determined by averaging the percentage of students in the bottom two bands of writing for the school over 2016 -2019.

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

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

**Starting Point:** Baseline data of 15.7% was determined by averaging the percentage of students in the bottom two bands of writing for the school over 2016 -2019.

**Target or measure:** 58% or more of year 5 students will be making above average progress in writing. The target was set by averaging the two highest percentages of students making above average progress at the school over the last six cohorts i.e. since 2012. Students are being compared to students with the same background and starting score on their previous NAPLAN test.

**Source:** NAPLAN data on student progress available on My School.

**Starting Point:** Baseline data of 47% was determined by averaging the % of students making above average progress over the previous three cohorts at your school i.e. 2015-2017 cohort to 2017-2019 cohort.

**Target or measure:** To increase the percentage of students achieving high growth in reading in PIPS/BASE to 51% or more. The target was set by averaging the three highest percentages of students achieving high growth over 2014-2019.

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

**Starting Point:** Baseline data of 42% was determined by averaging the percentage of students achieving high growth in PIPS/BASE reading for the school over 2014 -2019.

### *Perception data*

**Target or measure:** 96% or more of our staff agree or strongly agree that I encourage students to take responsibility for their own learning. The target was set by the highest response of agree or strongly agree over 2019-2020 for similar schools.

**Source:** Annual School Satisfaction Survey

**Starting Point:** Baseline data of 94% agree or strongly agree for I encourage students to take responsibility for their own learning determined by averaging the school data for staff over 2019-2020.

### *School program and process data*

**Target or measure:** Increase the percentage of students at or above benchmark to 75%.

**Source:** PM Benchmark Assessment data

**Starting point:** at the end of 2020 the 5-year rolling average of K-6 students at or above benchmark was 67%.

## **Priority 3:**

*Improve the wellbeing of students at school.*

By 2025, this priority will look like:

- Students displaying PBL expectations
- All members of the school community consistently displaying SCARF values
- Explicit learning in P-6 around values, behaviour expectations and social and emotional wellbeing
- Students will have a strong voice regarding their learning and learning environment
- Multiple connections between the school community and external organisations to enhance social academic and emotional outcomes.

## **Targets/Measures to be achieved by 2024**

### *Student learning data*

**Target or measure:** 35% or more of our students claim to be *very happy, a student wellbeing* measure determined by the highest result for the school over 2018-2020. Happiness together with life satisfaction is a student wellbeing measure that is an important predictor of student growth and learning. Note that it measures a student's sense of wellbeing at a particular snapshot in time.

**Source:** Climate survey data from Qualtrics

**Starting Point:** Baseline data of 30% of students at the school claim to be *very happy, a student wellbeing* measure determined by the school result in 2020.

### *Perception data*

**Target or measure:** Achieve a 4.5 score (out of 5) in the Staff Student Relations domain

*Note: The Staff Student Relations domain on the student dashboard relates to student perceptions of staff care and friendliness towards students, how staff treat students with respect and go out of their way to help students, how staff involve them in decisions and planning, taking their concerns seriously and showing them understanding.*

**Source:** Student Satisfaction Survey (Qualtrics)

**Starting point:** The school achieved a score of 4.4 in 2019 and 2020 in this domain.

### *Perception data*

**Target or measure:** 80% or more of our students will agree or strongly agree that *Student behaviour is well managed at my school*. The target was set by averaging the percentages of agree or strongly agree over 2017-2020 for Fraser Primary School.

**Source:** Student Satisfaction Survey (Qualtrics)

**Starting point:** Baseline data of 76% agree or strongly agree was determined by averaging student responses for *Student behaviour is well managed at my school*.

### *School program and process data*

**Target or measure:**

- 100% of students K-6 indicating that they feel safe in the classroom
- 100% of students K-6 indicating that they feel safe in the playground

**Source:** Safe and Supportive School's Survey

**Starting point:**

- 95.3% of students K-6 indicating that they feel safe in the classroom (2019 internal Safe and Supportive Schools Survey)
- 83.4% of students K-6 indicating that they feel safe in the playground (2019 internal Safe and Supportive Schools Survey)

## Endorsement

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

### Principal

Name:

Date:

### Director School Improvement

Name:

Date:

### Board Chair

Name:

Date: