



Forrest Primary School

Network: South/Weston

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: We are a collaborative learning community who bring hearts and minds together to make the world a better place.

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: Forrest Primary School helps all of our students reach their full potential in a safe, loving, inspiring and challenging learning environment.

We strive to develop confident, compassionate, responsible children who are lifelong learners and can make the world a better place.

Our community is culturally diverse and we value and celebrate the perspectives, knowledge, skills and abilities all bring to our school.

Values

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

School's values: Respect, Integrity, Authenticity, 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 student performance in writing across all year levels.

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

Students are confident and effective writers who write for different purposes in meaningful and authentic contexts. They are exposed to explicit instruction of sentence and text structure as well as language features to develop our tool kit to write. Students have agency in their writing and choose appropriate text types to communicate their ideas. They make links between reading and writing. Student growth is supported by providing constructive and timely feedback based on success criteria.

Targets/Measures to be achieved by 2025

Student learning data

Target or measure:

To increase the percentage of Year 5 students in exceeding to 12% in NAPLAN Writing.

Source: NAPLAN Proficiency Bands

Starting Point: 2023-11% of Year 5 students are in the exceeding band.

Target or measure:

To decrease the percentage of students in 'needs additional support' and 'developing' to 15% by Year 5 in NAPLAN Writing.

Source: NAPLAN Proficiency Bands

Starting Point: 2023-17% of Year 5 students are in needs additional support and developing.

Perception data

Target or measure: 97% or more staff agree or strongly agree that 'Teachers at this school expect students to do their best'.

Source: Annual Staff Satisfaction Survey

Starting Point: Baseline data of 94% agree or strongly agree was determined by averaging staff responses for Teachers at this school expect students to do their best over 2019-2020.

School program and process data

Target or measure: To increase the amount of staff teaching explicit writing lessons, 3 – 4 times per week, to 50%.

Source: Internal Staff Survey – Writing, walkthroughs/observation

Starting point: 2022 – 29% of teachers teach 3 – 4 explicit writing lessons per week.

Priority 2: Improve student performance in numeracy

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

Students are confident, curious and competent mathematicians who make connections. They will be exposed to meaningful and authentic contexts for problem solving. Students will learn to read and reason through applying mathematics in context. They will be provided with challenges that promote higher order thinking. Through classroom observations and assessment tasks, students will be provided with constructive and timely feedback.

Targets/Measures to be achieved by 2025

Student learning data

Target or measure: To decrease the percentage of students in NAPLAN Numeracy, in both Years 3 and 5, to 25% in 'needs additional support' and 'developing'

Source: NAPLAN Proficiency Bands

Starting Point: Baseline data 2023

2023 Year 3 = 27.1%

2023 Year 5 = 25.6%

Target or measure: To increase the percentage of students achieving above expected growth in mathematics in BASE to 23% or more.

Source: BASE data available through Analytics and Evaluation

Starting Point: Baseline data of 15% was determined by averaging the percentage of students achieving high growth in BASE mathematics for the school over 2015 -2019.

Target or measure: To increase the percentage of students above expected growth in mathematics in BASE to Year 3 to 28% or more.

Source: BASE data available through Analytics and Evaluation

Starting Point: Baseline data of 27% was determined by averaging the percentage of students achieving above expected growth in mathematics BASE to Year 3 for the school over 2014 -2022.

Target or measure: To decrease the percentage of students in below average stanines in PAT Maths to 15% or less.

Source: PAT Maths

Starting Point: 19.5% of students achieving below average stanines in 2022 end of year PAT Maths

Perception data

Target or measure: 92% of staff agree or strongly agree 'use results from system testing and system processes to inform planning' for learning

Source: Staff Satisfaction Survey

Starting point: Baseline data of 87% was determined by averaging the percentage of agree or strongly agree for 'use results from system testing and system processes to inform planning' from 2018-2020.

Target or measure: To increase the percentage of staff members who feel they have fully embedded the PYP elements in their balanced maths classroom to 25%.

Source: Internal Staff Survey

Starting point: Baseline data of 21.7% of staff feel they have fully embedded the PYP elements in their balanced maths classroom in 2023. All staff were surveyed including specialists who make up

13% of our teaching staff who completed the survey.

Priority 3: Improve the wellbeing of students at school

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

Students feel safe and supported and can grow, learn and flourish. Children feel heard and have a voice. They are emotionally literate and live out the characteristics of the IB Learner Profile.

Targets/Measures to be achieved by 2025

Perception data

Target or measure: To increase the proportion of students with a strong emotional engagement to 82%

Source: Climate survey data

Starting Point: In 2022 73% of students had a strong emotional engagement to school.

Target or measure: To increase the proportion of students with strong perceived support and safety to 80%

Source: Climate survey data

Starting point: In 2022 70% of students had a strong perceived sense of support and safety.

Target or measure: To increase the percentage of girls who agree that they are a happy person in the PAT SEW to 93%

To increase the percentage of boys who agree that they are a happy person in the PAT SEW to 95%

Source: ACER School Online and Assessment Reporting

Starting point: 91.16% of girls agreed they are a happy person in 2021.

94.53% of boys agreed they are a happy person in 2021.

Endorsement

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

Principal

Name: Laurel Rodrigues

Date: 23/11/23

Director School Improvement

Name: Cindie Deeker

Date: 27/11/23

Board Chair

Name: Rob Nicol

Date: 27/11/23