



Campbell Primary School

Network: North/Gungahlin

School Improvement Plan 2020-2024

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 including our School Review findings. 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 undertakes a school review as an integral component of its five-year improvement planning cycle. The reviews are an important part of how the Directorate supports and monitors 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: It is our vision that Campbell Primary School:

- Is a safe and respectful learning community, which recognises and celebrates diversity.
- Offers innovative, engaging and varied curriculum and programs.
- Meets the needs of all students with relevant and personalised learning and support.
- Ensures everyone feels supported and respected with a strong sense of belonging.
- Demonstrates positive and productive relationships among all: students, staff and parents.

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: The purpose of Campbell Primary School is learning. We develop socially, emotionally and academically capable individuals who contribute actively to their community.

Values

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

School's values: At Campbell Primary School we embed learning in our school SCARFFF values.

- Support – help and encourage each other to learn.
- Cooperation – Work together and share learning, skills and knowledge.
- Acceptance – Be tolerant and understanding of each other's learning styles and abilities.
- Respect – Show respect for yourself, each other, property and the environment by allowing all to learn without interruptions.
- Friendship – Be kind and caring to each other as we learn together.
- Forgiveness – Know how to be generous of spirit.
- Fun – Share in the joy of learning.

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)
- recommendations from School Review
- 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: Increase growth in student performance in numeracy across all year levels

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

Every student has a mathematical mind
All students are entitled to experience the joy of mathematics
Risk-taking is celebrated
Professional learning is researched, and evidence based
Students will investigate and understand how to apply mathematical concepts to real life
Students will experience consistent high-quality practice across Preschool to Year 6

Targets/Measures to be achieved by 2024

Student learning data

Target or measure: 65% or more of our year 5 students will be achieving at or above expected growth in numeracy. The target was set by averaging the percentages of students achieving at or above expected growth in similar schools over 2015-2019 (65%).

Source: NAPLAN growth data available through SCOUT

Starting Point: Baseline data of 61% was determined by averaging percentages of students achieving at or above expected growth over the previous five years at your school i.e. 2015-2019

Perception data

Target or measure: 95% or more students agree or strongly agree that 'My teachers motivate me to learn'. The target was set by averaging the percentages of agree or strongly agree over 2016-2019 for all ACT P-6 schools (85%) plus an additional 10% points.

Source: Annual Student Satisfaction Survey

Starting Point: Baseline data was determined by averaging student responses for 'My teachers motivate me to learn' over 2016-2019, 90% agree or strongly agree.

School program and process data:

Student learning data

Target or measure:

75% or more of our year 5 students will be achieving at or above stanine 5

Source: PAT Maths

Starting point: Compared to the 2016 PAT National Norm Sample, 68% of Year 5 met achievement level (stanine 5) by the end of the year.

Perception data

Target or measure:

From 2020 collect perception data from students about the teaching and learning of maths.

Source: School based surveys

Starting point: To be established in 2020

Priority 2: Increase growth in 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.

Everyone can be a writer (shared, scaffolded, modelled)
Students will engage in sustained writing every day
Writing should be fun, engaging and have meaning
Connections to reading and a text rich environment should support writing

Targets/Measures to be achieved by 2024

Student learning data

Target or measure: To increase the percentage of year 5 students in the top two bands of writing to 31% or above. The target was set by averaging the percentage of students in the top two bands of writing for similar schools (31%) over 2015-2019.

Source: NAPLAN % in bands available through SCOUT

Starting Point: Baseline data of 17% points was determined by averaging the percentage of students in the top two bands of writing for the school over 2015 -2019.

Target or measure: 62% or more of our year 5 students will be achieving at or above expected growth in spelling. The target was set by averaging the percentage of students achieving at or above expected growth in similar schools over 2015 – 2019 (62%).

Source: NAPLAN data available through SCOUT

Starting Point: Baseline data of 60% was determined by averaging percentages of students achieving at or above expected growth in the school over the previous five years i.e. 2015-2019

Perception data

Target or measure: 73% or more of our staff agree or strongly agree that 'Staff get quality feedback on their performance'. The target was set by averaging the percentages of agree or strongly agree over 2016-2019 for similar schools (73%).

Source: Annual School Satisfaction Survey

Starting Point: Baseline data of 64% agree or strongly agree for 'Staff get quality feedback on their performance' determined by averaging the school data for staff over 2016-2019.

Target or measure: 89% or more of our parents agree or strongly agree that 'My child's learning needs are being met at this school. The target was set by averaging the percentages of agree or strongly agree over 2016-2019 for similar schools for parents (83%) plus 6%.

Source: Annual School Satisfaction Survey

Starting Point: Baseline data of 86% agree or strongly agree for that 'My child's learning needs are being met at this school' determined by averaging the school data for parents over 2016-2019.

School program and process data:

Perception Data

Target or measure: 80% of our teachers are confident when setting personalised writing goals for students. The target will be set by averaging the percentages of teachers who scale themselves either a 4 or 5 on the question 'Setting individual writing goals.'

Source: School based survey

Starting point: Baseline data of 57% of our teachers are confident when setting personalised writing goals for students. The target will be set by averaging the percentages of teachers who scale themselves either a 4 or 5 on the question 'Setting individual writing goals.'

Endorsement

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

Principal 

Name: Paula Kinsman

Date: 09/12/2019

Director School Improvement

Name: Judith Hamilton

Date:

Board Chair

Name: Joshua Ryan

Date: 09 DEC 19

