

# Isabella Plains Early Childhood School

Network: Tuggeranong

## School Improvement Plan 2018-2022



Isabella Plains  
Early Childhood School



## 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: A place of learning where all young children thrive and belong.

### 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: Learning and development through collaboration

### Values

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

School's values: Play, Respect, Integrity, Diversity, Effort

## 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: Maximise growth in writing and reading for all children

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

By the end of 2022 you will see all staff working seamlessly as professional learning communities. Staff will assume collective accountability for all children in the school and use data and evidence to track children's growth in reading and writing. 90 percent of interactions between educators will be about teaching and learning. All staff will have a deep understanding of the Australian Curriculum in English and be guided by achievement standards and principles of the early years learning framework. Staff will use knowledge of curriculum and children's learning data to identify next steps in children's learning. Instructional coaches will be working side by side with classroom teachers with a focus on the 10 essential literacy instructional practices.

Every teacher will appear focused on the individual rather than the whole group with each child having individual learning goals in reading and writing. Children will be able to talk about the goals and their progress towards achieving them. The start and finish of each lesson will focus on the achievement of these learning goals with learning intentions for each lesson clearly displayed and articulated to children. Formative assessment strategies will be embedded in reading and writing instruction and learning will be visible and accessible to children in the classroom environment. Individual and small group reading and writing support will be provided within the classroom by expert teachers.

By the end of 2022 you will see parents and community organisations working directly with children in partnership with the school. You will see one or more parents working with children in most lessons. In some lessons, partner organisations work with children to provide more specialist support and guidance. All parents will be connected online and know what they can do to assist their child's learning. Parents and educators will collaborate by offering programs, discussion groups and other forums.

By the end of 2022, all members of our school community will feel that they as individuals are accepted, celebrated and cherished as integral to the success of IPECS.

### Targets/Measures to be achieved by 2022

#### *Student learning data*

**Target or measure:** By 2022, 75% of preschool children will achieve one year of growth on oral language skills

**Source:** Creola and Devine Oral Language Assessment

**Starting point:** Baseline data of 61% was determined by averaging the percentages of students at the school who achieved one year of growth on the oral language skills over the last two years)

**Target or measure:** By 2022, 81% of K-2 children will be reading at or above reading benchmark

**Source:** Reading benchmark levels

**Starting point:** Baseline data of 76% was determined by averaging the percentage of students at the school who achieved reading benchmark over the last two years.

**Target or measure:** By 2022, 60% of children will achieve the grade level outcomes in writing

**Source:** IPECS Writing Assessment Rubric

**Starting point:** Kindergarten – 46%; Year 1 – 55%; Year 2 – 55% (data began to be collected in 2019)

**Target or measure:** By 2022, 85% of year 2 children and 78% of year one children achieve a C grade or higher in English

**Source:** A-E grades

**Starting point:** Baseline data of 73% for year 1 and 80% for year 2 was determined by averaging the percentages of students at the school who achieved a C grade or high in English as indicated by the end of year A-E report.

**Target or measure:** By 2022, 73% of kindergarten children will achieve expected growth or high growth in reading in BASE (PIPS) at the end of kindergarten. The target was set by averaging the percentage of ACT students achieving expected growth and high growth in BASE (PIPS) reading over 2014-2019.

**Source:** BASE (formerly PIPS data)

**Starting point:** Baseline data of 61% was determined by averaging the percentages of students at the school who achieved expected growth or high growth for PIPS (BASE) reading over 2014-2019

#### *Perception data*

**Target or measure:** By 2022, 75% of staff will report that they *get quality feedback on their performance*. The target was set by averaging the percentages for agree or strongly agree for staff of similar system schools over 2018 to 2019 (previous years data was excluded due a decrease in percentages from 2018 to 2019).

**Source:** Parent Satisfaction Survey

**Starting point:** Baseline data of 69% was determined by averaging percentages of staff who agree or strongly agree with this item over 2018 to 2019.

**Target or measure:** By 2022, 62% of staff will report that *there is effective communication amongst all staff*. The target was set by averaging the percentages for agree or strongly agree for staff of similar system schools over 2016 to 2019.

**Source:** Parent Satisfaction Survey

**Starting point:** Baseline data of 50% was determined by averaging percentages of staff who agree or strongly agree with this item over 2016 to 2019.

**Target or measure:** By 2022, 81% of staff will report that *staff are well supported at this school*. The target was set by average the percentages for agree or strongly agree for staff of similar system schools over 2018 and 2019 (previous years data was excluded due a decrease in percentages from 2018 to 2019).

**Source:** School Satisfaction Survey

**Starting point:** Baseline data of 69% was determined by averaging percentages of staff who agree or strongly agree with this item over 2018 to 2019.

#### *School program and process data*

**Target or measure:** Increase the staff confidence interval regarding Learning walk and talks

**Source:** Staff Confidence Interval Survey

**Starting point:** 1.8

**Target or measure:** By 2022, increase the staff confidence interval regarding spirals of inquiry (staff confidence interval)

**Source:** Staff Confidence Interval Survey

**Starting point:** 1.5

**Target or measure:** Increase the staff confidence interval regarding data analysis (staff confidence interval)

**Source:** Staff Confidence Interval Survey

**Starting point:** 2.3

## Priority 2: Maximise growth for all students in learning assets, skills and dispositions required for 21st century global citizens

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

Children in all years are actively engaged in learning 90 percent of the time in every session. Educators will be curious about children's behaviour and whole expectations will be clearly articulated to children and be consistent across all areas of the school. Children will feel a strong sense of belonging to the school. The PRIDE values and learning dispositions will be integrated across birth to 8 and learning dispositions will be explicitly taught. All students will display curiosity and a passion for learning actively questioning the world around them. All students will actively and appropriately seek answers from teachers, parents and other resources. All students P-2 will be able to use technology to explore the world around them and work collaboratively with peers and educators to find the information that they seek.

All children will demonstrate respect for others and their opinions, recognise and express emotions appropriately and negotiate and resolve conflict. Staff will have a deep understanding of the Australian Curriculum personal and social general capability and will be confident in using data to identify additional supports and strategies to ensure the individual needs of every child is catered for in inclusive learning environment. Children's achievements will be celebrated and shared with families. Systems and structures will support the inclusive nature of the school. The Family and Community Engagement Officer will collaborate with families to access essential services and support.

### Targets/Measures to be achieved by 2022

#### *Student learning data*

**Target or measure:** By the end of 2022, 90% of children will exceed the level of competence in *recognising and expressing emotions appropriately*

**Source:** School based-report – personal and social capability

**Starting point:** 85%. This was determined by calculating the percentages of children who are consistently *recognising and expressing emotions appropriately* as indicated on 2018 end of year report.

**Target or measure:** By the end of 2022, 86% of children will exceed the level of competence in *demonstrating respect for others*

**Source:** School based-report – personal and social capability

**Starting point:** 81%. This was determined by calculating the percentages of children who are consistently *demonstrating respect for others* as indicated on 2018 end of year report.

**Target or measure:** By the end of 2022, 97% of children will exceed the level of competence in *negotiating and resolving conflict*

**Source:** School based-report – personal and social capability

**Starting point:** Baseline data of 94%. This was determined by calculating the percentages of children who are consistently *demonstrating respect for others* as indicated on 2018 end of year report.

### *Perception data*

**Target or measure:** By 2022, 83% of parents/carers will report that *student behaviour is well managed at this school*. The target was set by averaging the percentages for agree or strongly agree for parents/carers of similar system schools over 2016 to 2019.

**Source:** Parent Satisfaction Survey

**Starting point:** Baseline data of 80% was determined by averaging percentages of staff who agree or strongly agree with this item over 2016 to 2019.

**Target or measure:** By 2022, 83% of parents/carers will report that *student behaviour is well managed at this school*. The target was set by averaging the percentages for agree or strongly agree for parents/carers of similar system schools over 2016 to 2019.

**Source:** Parent Satisfaction Survey

**Starting point:** Baseline data of 80% was determined by averaging percentages of staff who agree or strongly agree with this item over 2016 to 2019.

**Target or measure:** By 2022, 91% of parents/carers report that “Community partnerships are valued and maintained”. The target was set by averaging the percentages for agree or strongly agree for parents/carers of similar system schools over 2016 to 2019.

**Source:** Parent/Carer Satisfaction survey

**Starting point:** Baseline data of 89% was determined by averaging percentages of staff who agree or strongly agree with this item over 2016 to 2019.

### *School program and process data*

**Target or measure:** Decrease the number of negative incidents entered on SAS and increase the number of positive incidents entered on SAS

**Source:** SAS Incident Tally

**Starting point:** Negative incidents – 122; Positive Incidents – 236

**Target or measure:** Growth across all domains within the Cultural Integrity Continuum, advancing from 2017 benchmark of ‘culturally aware’ to Developing.

**Source:** Cultural Integrity Continuum

**Starting point:** Culturally aware