

Farrer Primary School

Network: South / Weston

School Improvement Plan 2022-2026

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 provide quality education for all students from their point of need.

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: At Farrer Primary School we value and provide an inclusive and supportive environment which encourages excellence and innovation in the development of lifelong learners.

We work together to promote sustainability by being active members of our local and global community.

We are safe, responsible, respectful learners.

Values

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

School's values: Excellence, innovation, sustainability, inclusion and support.

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 the social and emotional engagement of students in their learning

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

At the end of this five-year plan, this priority will look like:

- Learning is responsive to student needs and interests.
- Opportunities for student voice in learning programs.
- Student wellbeing needs are catered for.
- A purposeful data set allowing for the tracking of individual students to target teaching and monitor growth.
- A visible connection in learning to the General Capabilities and Cross Curriculum Priorities.
- Students benefiting from quality feedback.
- Confident learners who bring a positive attitude to their learning (growth mindset).
- A collaborative teaching team working as Professional Learning Communities to move all students forward.

Targets/Measures to be achieved by 2026

Perception data

Target or measure: 67% (approx. 101 students) or more students agree or strongly agree that they enjoy and are excited about the work they do in class. It also addresses levels of student interest in what they are learning. This was determined by averaging the data for ACT P-6 schools over 2017-2020.

Source: Climate survey data from Qualtrics

Starting Point: Baseline data of 59% (approx. 89 students) of students at the school agree or strongly agree that they enjoy and are excited about the work they do in class. This was determined by averaging the school data for the school over 2017-2020.

Perception data

Target or measure: 83% (approx. 125 students) 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 2019-2020 for all ACT P-6 schools.

Source: Annual Student Satisfaction Survey

Starting Point: Baseline data of 77% (approx. 116 students) agree or strongly agree that my teachers motivate me to learn was determined by averaging student responses for the school over 2019-2020.

Priority 2: Increase the percentage of students making at or above expected growth in numeracy

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

At the end of this five-year plan, this priority will look like:

- Learning is differentiated for each student by product, process, and content.
- An explicit connection between skills taught and real-life experiences.
- A visible connection in learning to the General Capabilities and Cross Curriculum Priorities.
- Students benefiting from quality feedback.
- A purposeful data set allowing for the tracking of individual students to target teaching and monitor growth.
- A consistent common language across the school for the teaching of mathematics.
- A collaborative teaching team working as Professional Learning Communities to move all students forward.

Targets/Measures to be achieved by 2026

Student learning data

Target or measure: 63% (approx. 24 students) or more students will be making at or above expected growth in numeracy. The target was set by averaging the percentages of students making at or above expected growth in similar schools from 2017 to 2021.

Source: NAPLAN data on school level growth chart available on SCOUT

Starting Point: Baseline data of 44% (approx. 17 students) was determined by averaging the % of students making at or above expected growth at the school from 2017 to 2021.

Perception data

Target or measure: 75% (approx. 113 students) or more students agree or strongly agree that teachers give useful feedback. The target was set by averaging the percentages of agree or strongly agree over 2019-2020 for all ACT P-6 schools.

Source: Annual Student Satisfaction Survey

Starting Point: Baseline data of 66% (approx. 99 students) agree or strongly agree was determined by averaging student responses for teachers give useful feedback over 2019-2020.

School program and process data

Target or measure: **Progressive Achievement Test (PAT)** Maths data - median scaled score for each year level within the PAT norm median scaled score. (Year 3: 110.9; Year 4: 117.4; Year 5: 122.7; Year 6: 127.0).

Source: ACER PAT Maths Longitudinal Report

Starting point: Growth in the median of the Farrer data for each year level from 2020 to 2021 (Year 3: 114.7; Year 4: 127.0; Year 5: 118.8; Year 6: 130.1).

Endorsement

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

Principal

Name: Liz Wallace

Date: 17 December 2021

Director School Improvement

Name: Angela Spence

Date: 17 December 2021

Board Chair

Name: Phillipa Northam

Date: 17 December 2021