The Woden 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 in 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 will be leaders in authentic personalised learning pathways, ensuring all students are empowered, able and connected through and beyond their schooling

## 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: All learners will achieve success in their learning pathways with:

* Access to highly engaging curriculum and pedagogies
* Genuine voice and agency in all aspects of their learning
* Deeply embedded student-centred learning communities

## Values

Directorate’s Values: Respect, Integrity, Collaboration, Innovation

School’s Values: Respect, Integrity, Collaboration, Innovation

## 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: Increase student growth in reading

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| --- |
| The Woden School is a place where all students love to learn. The curriculum is highly engaging and personalised, delivered by expert educators using consistent pedagogies. Students will have access to engaging curriculum and pedagogies |

Targets/Measures to be achieved by 2026

Student learning data

**Target or measure:**

90% of students will demonstrate growth in reading over the course a year

**Source:**

Abilities Based Learning and Education Support (ABLES) Reading

**Starting point:**

ABLES baseline data to be determined in 2022

**Target or measure:**

90% of students will demonstrate growth in reading over the course a year

**Source:**

PM Benchmark Reading

**Starting point:**

PM Benchmark baseline data to be determined in 2022

### Perception data

**Target or measure:**

Proportion of staff with strong Academic Emphasis scores will increase to 80%

**Source:**

School Climate & Satisfaction Survey

**Starting point:**

70% staff have strong Academic Emphasis scores (2021)

**Target or measure:**

Proportion of parents and carers with strong Academic Emphasis scores will increase to 72.5%

**Source:**

School Climate & Satisfaction Survey

**Starting point:**

62.5% parents and carers have strong Academic Emphasis scores (2021)

### School program and process data

**Target or measure:**

Average increase from ‘emerging’ to ‘embedding’ in all areas

**Source:**

Self-evaluation against the Education Directorate Professional Learning Community Maturity Matrix

**Starting point:**

Average self-evaluation baseline to be set in 2022

**Target or measure:**

On average, teachers will implement reading strategies at a ‘highly accomplished level’

**Source:**

Classroom Observation feedback against the classroom practice continuum of the AITSL standards

**Starting point:**

Average baseline to be set in 2022

Priority 2: Increase student voice and agency in their learning

|  |
| --- |
| We work with students, families and the community to develop authentic learning pathways through and beyind school. Students have a geniune voice and agency in all aspects of their learning.  |

Targets/Measures to be achieved by 2026

Student learning data

**Target or measure:**

Proportion of students who have demonstrated growth in two individual communication goals over the course of the year

**Source:**

Roadmap of Communicative Competencies (ROCC)

**Starting point:**

Baseline ROCC data will be determined in 2022

### Perception data

**Target or measure:**

Proportion of parents and carers with strong School & Family Connections score will increase to 65%

**Source:**

School Climate & Satisfaction Survey

**Starting point:**

50% parents and carers have strong School & Family Connection (2021)

**Target or measure:**

The number of staff who agree or strongly agree with the statement ‘Staff get quality feedback on their performance’ will increase to 65%

**Source:**

School Climate & Satisfaction Survey

**Starting point:**

50% staff agree or strongly agree with the statement ‘Staff get quality feedback on their performance’ (2021)

### School program and process data

**Target or measure:**

On average, teachers will implement strategies to support students with a disability through communication at a ‘highly accomplished level’

**Source:**

Classroom Observation feedback against the classroom practice continuum of the AITSL standards

**Starting point:**

Average baseline to be set in 2022

# 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: