

Chapman Primary School

Network: South/Weston

School Improvement Plan 2022-2024



# 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. 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 students)

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 aim to develop students who demonstrate resilience, respect, integrity and independence; and who are academically and socially prepared for the future.

## 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: We provide an exciting, innovative and holistic education to develop students who are:

* educationally prepared for the future;
* engaged and responsible lifelong learners;
* literate and numerate;
* able to problem solve and think critically and creatively;
* skilled in managing relationships;
* respectful to self, others and the environment;
* kind, caring and compassionate;
* resilient and adaptable;
* confident, happy and active local and global citizens.

## Values

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

School’s values: **F**riendship, **R**espect, **I**ntegrity, **E**veryone Cooperates, **N**ever-Give-Up Attitude, **D**iversity, **S**upport

## 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 2018-2022

* 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 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.*

Priority 1: Improve the rate of growth in writing for all students

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

|  |
| --- |
| Students will articulate we write for a range of purposes. Effective writers draw on a range of skills while writing: generating ideas for writing, organising ideas so that they are sequenced and coherent, selecting words carefully, writing sentences that make sense, are grammatically correct and flow, apply spelling knowledge, apply punctuation knowledge, editing checking spelling, punctuation and the writing makes sense and revising making changes to the text to improve the content and message. |

Targets/Measures to be achieved by 2024

*Student learning data*

**Target or measure:** 65.3% of our year 5 students will be achieving at/ or above expected growth from year 3 to year 5 in writing. The target was set by considering the gain performance of a sample of ACARA “similar schools”.

**Source:** NAPLAN growth data as available through SCOUT

**Starting point:** Our baseline data point is 54.8% determined as the average of the last 5 years of year 3 to year 5 growth in NAPLAN writing.

**Target or measure:** Reduce the average gap in percentage of students achieving in the top two bands in writing, by five percentage points, compared with ACARA “similar schools” for year 3 and year 5.

**Source:** NAPLAN top two bands in writing data as available through SCOUT

**Starting point:** Our baseline data point for year 3 is 62.9% determined as the average of the last five years of students in the top two bands in writing. ACARA similar schools average was 67.8%. The average gap was 4.9%.

Our baseline data point for year 5 is 16.8% determined as the average of the last five years of students in the top two bands in writing. ACARA similar schools average was 27.2%. The average gap was 10.4% from 2015 to 2019.

*Perception data*

**Target or measure:** Increase staff confidence and ‘use results from system testing and system processes to inform planning’ for learning to 90% by 2024.

**Source:** Staff satisfaction survey; school based survey undertaken at the end of each term

**Starting point:** Staff satisfaction survey average of 2015 – 2020 was 76%; Base for school developed confidence survey established in 2021.

*School program and process data*

**Target or measure**: Increase the proficiency level of staff to differentiate writing instruction to meet specific learning needs.

**Source:** School based survey based on AITSL standard 1.5; 1= Graduate, 2 = Proficient, 3 = Highly Accomplished, 4 = Lead.

**Starting point:** Baseline to be established 2022.

# Endorsement

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

## Principal

Name: James M. Barnett

Date: 4 August 2021

## Director School Improvement

Name: Angela Spence

Date: 4th August 2021

## Board Chair

Name: Rick Maier

Date: 4th August 2021