

# Gilmore Primary School

Network: Tuggeranong

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## 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. 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 will be a community hub where children, staff and families know they matter.

### 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 equip children with the capabilities to learn and live successfully.

### Values

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

School's values: At Gilmore Primary School, we value relationships and learning. We value courage, kindness and respect.

## 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: **Develop individual children's knowledge, skills and dispositions to confidently engage in their learning**

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

#### VISION for CHANGE

Children will:

- take responsibility for their own learning;
- be connected with, and contribute to, their world;
- use information and communication technologies to access information, investigate ideas and represent their thinking;
- demonstrate creative and critical thinking skills;
- interact verbally and non-verbally with others for a range of purposes;
- build and maintain positive relationships;
- become socially responsible and show respect for the environment;
- value their own cultures, languages and beliefs, and those of others;
- reflect on their learning and know where to go next; and
- express ideas and make meaning using a range of media.

### Targets/Measures to be achieved by 2024

#### *Student learning data*

**Target or measure:** % of Year 4 students achieving stage expectations within the General Capabilities continua (identified elements)

**Source:** General Capabilities continua (identified elements)

**Starting point:** New in 2020 (\*target to be generated from 2020 baseline data)

#### *Perception data*

**Target or measure:** Year average meets or is above average of P-6 same ACT school type in the following Satisfaction & Climate Survey questions.

*Digital technologies are an integral part of learning and teaching*

*I am confident using digital technologies in my teaching practice*

**Source:** Satisfaction & Climate Survey

**Starting point:** -17.6% below in 2019 (Parents/Carers), -24.5% below in 2019 (Staff)

**Priority 2: Increase individual student growth in reading across all year levels.**

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

**VISION for CHANGE**

Children will:

- know that reading is a tool for understanding their world;
- read, view and navigate a range of texts;
- read for a range of purposes;
- successfully use a range of reading strategies to make meaning from text;
- read with increasing fluency specialised learning area vocabulary and terminology;
- borrow regularly from the school library; and
- engage with reading as an activity of choice.

**Targets/Measures to be achieved by 2024**

*Student learning data*

**Target or measure:** The percentage of students showing expected or high growth in PIPS will remain at or above the starting points,

**Source:** PIPS

**Starting Points:** 51.5% (based on the 2016-19 four-year average).

**Target or measure:** 75% of students make At or Expected Growth between Years 3-5 in Reading.

**Source:** My School - SCOUT

**Starting point:** 60% Average over two years (2018-2019).

*School program and process data*

**Target or measure:** 60% or greater of Year 2 students achieving PM reading benchmark

**Source:** School data base

**Starting Point:** 48.5% Average over two years (2018-19)

### Priority 3: **Increase individual student growth 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.

#### **VISION for CHANGE**

Children will:

- know that numeracy is a tool for understanding their world;
- have the capacity, confidence and disposition to use mathematics in daily life;
- demonstrate new mathematical understandings through engaging with problem solving;
- have an increased vocabulary to accurately describe and explain mathematical ideas;
- respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently; and
- develop numeracy capability as they learn discipline-specific knowledge across the curriculum.

### Targets/Measures to be achieved by 2024

#### *Student learning data*

**Target or measure:** The percentage of students showing expected or high growth in PIPS will remain at or above the starting points.

**Source:** PIPS

**Starting Points:** 63.2% (based on the 2016-19 four-year average).

**Target or measure:** 75% of students make At or Expected Growth between Years 3-5 in Numeracy.

**Source:** My School - SCOUT

**Starting point:** 60% Average over two years (2018-2019).

#### *Perception data*

**Target or measure:** Year average meets or is above average of P-6 same ACT school type in the following Satisfaction Survey question.

*I am regularly informed about my child's progress  
Teachers get quality feedback on their performance*

**Source:** Satisfaction Survey

**Starting point:** -5.2% below in 2019 (Parent/Carers), -11.45% in 2019 (Staff)

## Endorsement

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

### Principal

Name: Vicki Lucas

Date:

### Director School Improvement

Name: Sue Norton

Date:

### Board Chair

Name: Lauren Conron

Date: