

Place school



Choose an item.

Annual Improvement Plan 2017

School Context:

Insert School Profile from Annual Report Here

School Review Process

The School Improvement Framework seeks to integrate the statutory requirements for the Registration of Archdiocesan schools with a cyclical model for school development. The program operates within a cycle and has a focus on schools being engaged in a model of self-review, using the *National School Improvement Tool*.

Internal School Review (ISR) is an evaluative process for regular reflection and review of the school. The ISR process is coordinated by the School Leadership Team, with input from staff and members of the school community. It is underpinned by evidence and making judgments about the school's capacity in 10 inter-related domains.

The 10 domains are 1. An explicit improvement agenda 2. Analysis and discussion of data 3. A culture that promotes learning 4. Targeted use of school resources 5. An expert teaching team 6. Systematic curriculum delivery 7. Differentiated teaching and learning 8. Effective pedagogical practices 9. School-community partnerships 10. Catholic identity and faith formation

Verification of the self-review will be provided by personnel from the Catholic Education Office.

The Aboriginal and Torres Strait Islander Education Action Plan

The Aboriginal and Torres Strait Islander Education Action Plan is a national plan that commits all schools to a unified approach to close the gap in education outcomes between Aboriginal and Torres Strait Islander students and non-Aboriginal and Torres Strait Islander students. The plan contains six principles and from, these principles the following outcomes are most significant for our school. The outcomes are achieved by implementing a school improvement plan that is based around *the National School Improvement Tool*.

- All compulsory school-aged Aboriginal and Torres Strait Islander children and young people are enrolled in school and progressing through schooling at the same rate as non-Indigenous students.
- Aboriginal and Torres Strait Islander students are engaged in and benefiting from schooling.
- Aboriginal and Torres Strait Islander students and communities are empowered through the promotion of their identity, culture and leadership in community partnerships with providers of early childhood and school education.

- Aboriginal and Torres Strait Islander students are meeting basic literacy and numeracy standards and overall levels of literacy and numeracy achievement are improving.
- High performing principals and teachers are effective in supporting Aboriginal and Torres Strait Islander students to become successful learners, confident and creative individuals and active and informed citizens.
- Aboriginal and Torres Strait Islander students benefit from school leaders who have a strong understanding of their students' cultural and linguistic backgrounds.

National Safe Schools Framework

The *National Safe Schools Framework* provides Australian schools with a vision and a set of guiding principles that assist school communities to develop positive and practical student safety and wellbeing policies.

The vision is supported by guiding principles for safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing for effective learning in all school settings.

Australian schools:

- commit to developing a safe school community through a whole-school and evidence-based approach
- affirm the rights of all members of the school community to feel safe and be safe at school
- acknowledge that being safe and supported at school is essential for student wellbeing and effective learning
- accept responsibility for developing and sustaining safe and supportive learning and teaching communities that also fulfill the school's child protection responsibilities
- encourage the active participation of all school community members in developing and maintaining a safe school community where diversity is valued
- actively support young people to develop understanding and skills to keep themselves and others safe

These guiding principles are achieved by implementing a school improvement plan that is based around the *National School Improvement Tool*.

Improvement Area 1		Principles of Pedagogy	National Reform Directions	
2. Analysis and discussion of data		3. Assessment informs teaching and learning	<input checked="" type="checkbox"/> Quality Teaching <input type="checkbox"/> Quality Learning <input type="checkbox"/> Empowered School Leadership	<input checked="" type="checkbox"/> Meeting Student Needs <input checked="" type="checkbox"/> Transparency and Accountability
Key Improvement Goal 1 <i>What do you want to achieve?</i> <i>What change do you want to see?</i>	Interpreting our assessment data as a whole school and collaboratively design teaching and learning intervention.			

Success Measures/Targets	Evidence	Strategies
<i>What is the specific, measurable target you want to meet?</i>	<i>What types of data will be collected as evidence? (student learning; demographic; perceptual/observational; school process)</i>	<i>What specific strategies will be used to achieve Improvement Goal 1? Who are the key personnel?</i>
The school aims to establish a systematic plan for the collection, analysis and use of a range of student achievement data. Test data in areas such as literacy, numeracy and are the key elements to be targeted.	Specific dates for the collection of individual student data. Scheduled staff meetings to interpret and analyse data One staff member to co-ordinate the collection of data and ensure it is being systematically recorded. Differentiated teaching and learning for all students at point of need. Collaborative planning by whole staff for effective strategies to support student learning needs eg goal setting on PPs Support staff eg CAs and AEWs to be regularly included in professional conversations around the teaching and learning program. Parents to be regularly included in professional conversations.	Week 3 of Term 1 and Week 2 of Terms 2, 3 and 4 devoted to sharing collected data at Staff Meeting by designated staff member. Data on ALL students to be collected at the start of the year. Eg Running Records, SA Spelling, Waddington, SENA 1 and SENA 2, LAF, YARK, Writing samples In Terms 2 and 3 Writing Samples collected in the first week of every term, Running Records for under the 30 benchmark, ongoing running records for students who are below benchmark in Years 2-6. Maths data could include ongoing assessment evidence and summative assessment In Term 4, SENA data, LAF, YARK and SA Spelling to be updated by Week 5

Review
What processes will be used to review the results?

The designated staff member to review data collected by the end of each term and report to staff meetings.
 Review notes to be collected after each staff meeting designated to Data collection
 Monitoring of data collection from Weeks 3-10 by designated staff member

Focus Area: COSA School Improvement Project Wellbeing Project NSW State Literacy and Numeracy

Improvement Area 2		Principles of Pedagogy	National Reform Directions	
3. A culture that promotes learning		6. Positive educational environments empower learning	<input checked="" type="checkbox"/> Quality Teaching <input checked="" type="checkbox"/> Quality Learning <input checked="" type="checkbox"/> Empowered School Leadership	<input checked="" type="checkbox"/> Meeting Student Needs <input type="checkbox"/> Transparency and Accountability
Key Improvement Goal 1 <i>What do you want to achieve?</i> <i>What change do you want to see?</i>	To further implement a school wide Well Being program-Kids Matter			

Success Measures/Targets	Evidence	Strategies
<i>What is the specific, measurable target you want to meet?</i>	<i>What types of data will be collected as evidence? (student learning; demographic; perceptual/observational; school process)</i>	<i>What specific strategies will be used to achieve Improvement Goal 1? Who are the key personnel?</i>
<p>For staff to develop an explicit understanding of the Kids Matter program.</p> <p>To implement aspects of the program that promotes and develops a school wide positive well-being</p> <p>To improve and promote an environment of wellbeing where all students will learn successfully</p> <p>To establish a culture of collaborative partnership and cooperative learning</p> <p>To promote a culture of inquiry and innovation where creative exploration and independent learning are valued</p>	<p>Parent, teacher and students KidsMatter surveys pre and post</p> <p>Teacher, parent and student perceptions of wellbeing</p> <p>Teachers embracing IT and implementation into pedagogy</p> <p>Teacher programs</p> <p>Embedding of Student Welfare and Anti-Bullying Policy with clear agreed practices on responses and consequences for inappropriate student behaviour</p> <p>Improved student learning outcomes</p>	<p>Staff will be provided with professional development to review the implementation of Kidsmatter</p> <p>MJR and Whole School Prayer sessions will be utilised to assist with the development of positive and mutually respectful relationships across the school community collaborative relationships and cooperative learning</p> <p>Clear understandings of the processes used to manage student behaviour.</p> <p>Review of School Pastoral and Well Being Program</p> <p>Review of Apple Tree system</p> <p>Teacher and Exec Team to meet at least twice per term to develop anecdotal records on students of concern.</p>
<p>Review <i>What processes will be used to review the results?</i></p>	<p>One staff meeting per term dedicated to Well Being PD</p> <p>Updates on new ideas and resources</p> <p>Regular meetings with Well Being Staff member to support students with concerns</p>	

Focus Area: COSA School Improvement Project Wellbeing Project NSW State Literacy and Numeracy

Literacy/Numeracy Improvement		Principles of Pedagogy	Key Focus	
8. Effective pedagogical practices		1. Everyone can learn	<input checked="" type="checkbox"/> COSA+ <input type="checkbox"/> Learning & Teaching Facilitator <input type="checkbox"/> School Improvement Project	<input type="checkbox"/> Wellbeing Project <input checked="" type="checkbox"/> NSW State Literacy & Numeracy
Inquiry Focus <i>What do you want to achieve?</i> <i>What change do you want to see?</i>		To continue refining and implementing our approach to Literacy Blocks. To implement an Inquiry approach to Numeracy.		

Success Measures/Targets	Evidence	Strategies
<i>What is the specific, measurable target you want to meet?</i>	<i>What types of data will be collected as evidence? (student learning; demographic; perceptual/observational; school process)</i>	<i>What specific strategies will be used to achieve Improvement Goal 1? Who are the key personnel?</i>
<p>The data, collected in a range of formats in literacy and numeracy results indicates growth.</p> <p>To continue implementing and refining the literacy block particularly the Inquiry focus.</p> <p>To implement the numeracy block and specifically develop whole school pedagogy to inquiry learning.</p> <p>For staff to include the pedagogy of setting learning intentions and cognitive closure in literacy and numeracy blocks.</p> <p>Teachers work to ensure that all students-including high achieving students-are appropriately engaged, challenged and extended by</p>	<p>Formative and summative assessment</p> <p>NAPLAN</p> <p>Semester 1 & 2 reporting</p> <p>PM Benchmark levels</p> <p>Waddington</p> <p>YARK Reading assessment</p> <p>Teacher programs and assessment</p> <p>EPart</p> <p>SENA 1 & SENA 2</p> <p>Pre & Post survey on student perception of literacy and numeracy Yrs 2-6. Sample collection from K/1</p> <p>Post Survey Monkey on parent's perception of their children's engagement of reading, writing and numeracy engagement at home.</p> <p>Teachers working in partnership with parents to assist with understandings of BYOD and technology</p>	<p>To continue to implement the 90 minute Literacy Block and 60 minute Numeracy Block.</p> <p>To refine these guidelines with professional conversations.</p> <p>Teachers engage in professional learning focused on literacy and numeracy with staff meetings with the CE COSA person to develop clear understandings of the NSW English and NSW Maths syllabus.</p> <p>Professional learning opportunities for staff and parents on literacy and numeracy.</p> <p>Teachers will engage in mentoring to improve and enhance pedagogy and teacher performance.</p> <p>Teachers plan collaboratively to improve teaching strategies and differentiation of student learning to ensure consistency with literacy and numeracy blocks.</p> <p>Teaching and learning programmes are to demonstrate how aboriginal students are being supported.</p> <p>Programming and records regarding the role of the Aboriginal Education Worker to be monitored and registered.</p> <p>Professional development provided through CE, COSA+ SIP and external</p>

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Review

What processes will be used to review the results?

Regular review with CE support person
 Priority in staff meetings and for professional development sessions
 Literacy and Numeracy to be highly promoted through newsletter and Parent/ teacher opportunities eg info nights, reporting, interviews etc

Focus Area: COSA School Improvement Project Wellbeing Project NSW State Literacy and Numeracy X