St Vincent's Primary School, ARANDA

Annual Improvement Plan

2017

School Context:

St Vincent's Primary School is a Catholic systemic Co-educational School located in Aranda. St Vincent's Primary School caters for students from Kindergarten - Year 6, and has a current enrolment of 180 students. Students attending this school come from a variety of backgrounds and nationalities. The school employs 18 staff, comprising of 14 teachers and 4 non-teaching staff, the latter being employed in a variety of capacities including Front Office, Learning Support, Information Technology and administration. We are developing our classrooms to reflect contemporary learning with a focus on positivity, engagement and thoughtfulness. The school motto, 'Caritas,' means love. Prayer is an integral part of life at our school. Each morning St Vincent's Primary School staff and students gather at a short assembly to recite the School Prayer. As a school community we see gathering together as an important time to build community, hear announcements, and celebrate birthdays and special events. A number of co-curricular programs were offered at St Vincent's Primary School in 2016 including music, Italian, sport, coding, band and cycling. Through many enriching initiatives, the students have the opportunity to be involved in varied activities including Science shows, Rostrum Public Speaking, Thinkfest, NRMA Road Safety day, Gymnastics, Primary School Sports Association competitions, an intensive Royal Life Saving Society water safety program and supplementary music tuition in piano and guitar. The Year 5/6 leaders are buddies to the junior students and have set up strong links throughout the school. The Year 6 students lead Peer Support sessions and belong to a leadership team with the purpose of providing opportunities for all students at St Vincent's. The school has extensive outside amenities with under cover areas and beautiful green ovals which provide ample opportunities for play and sport. Parents are welcome to become involved in a number of school activities and organisations, including the Community Council, Parents as Tutors program and Class Coordinators. Parents participate in classroom activities, assisting on excursions, transporting students, assisting in the library, providing hospitality for school functions and assisting at working bees. Using the KidsMatter framework we are working hard to make a positive difference to the lives of all students at St Vincent's.

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.*

Annual Improvement Plan 2017

Improvement Area 1	Principles of Pedagogy	National Reform Directions	
7. Differentiated teaching and learning	6. Positive educational environments empower learning	☒ Quality Teaching	☒ Meeting Student Needs
Key Improvement Goal 1 *What do you want to achieve?* *What change do you want the see?*	Teachers will program and deliver lessons that include specific Learning Intentions and Success Criteria; to move students from surface level knowledge to deeper level learning.	☒ Quality Learning ☒ Empowered School Leadership	☐ Transparency and Accountability

Success Measures/Targets	Evidence	Strategies
What is the specific, measurable target you want to meet?	*What types of data will be collected as evidence?* *(student learning; demographic; perceptual/observational; school process)*	*What specific strategies will be used to achieve Improvement Goal 1?* *Who are the key personnel?*
Learning Intentions are developed to inform students about what they learn. Success criteria are developed to help students structure their thinking so as to plan, set goals, monitor progress, evaluate and make adjustments. Formative Assessment is used effectively and appropriately to gauge student progress and revise learning intentions. Summative Assessment is developed for students to demonstrate initiative, creativity and critical thinking.	Teaching and learning programs and classroom practice will include Learning Intentions. Student feedback commentary on the effectiveness of Learning Intentions to assist their learning. Student work samples will have visible evidence of the Learning Intention. Program reflections: To support Assessment for Learning strategies, teachers evaluate teaching and learning plans. Records of anecdotal notes in teacher assessment books. Students work samples will reflect the Learning Intention. Methods of providing consolidation work for learners who need it The identification of learners' needs and how they are going to be applied to learners' work. Proportion of parents that indicate a percentage score of 90+% on the parent survey question: I am happy with the quality of teaching my child receives. Opportunities for learners to reflect on feedback provided and act accordingly Opportunities for peer assessment	Staff professional Learning plan to break open Learning Intentions; John Hattie's Visible Learning approach. Leadership team conduct Professional Programming conversations and provide feedback to teachers. Staff professional development, peer mentoring and school visits. Teachers plotting their proficiency against the domains on the Classroom Practice Continuum. Using this information teachers set goals to reflect on and improve teaching practices. Introductions to sessions which include the sharing of learning intentions with all learners and ensure their understanding is checked Teachers will develop a greater collection of Formative Assessment tools.
Review *What processes will be used to review the results?*		

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	7. Learning is inspired and celebrated in community	☒ Quality Teaching ☒ Quality Learning ☒ Empowered School Leadership	☒ Meeting Student Needs ☒ Transparency and Accountability
Key Improvement Goal 1 *What do you want to achieve?* *What change do you want the see?*	The promotion of a supportive and connected school culture. Achieved through the alignment of the KidsMatter Framework and the St Vincent's vision and mission statements.		

Success Measures/Targets	Evidence	Strategies
What is the specific, measurable target you want to meet?	*What types of data will be collected as evidence?* *(student learning; demographic; perceptual/observational; school process)*	*What specific strategies will be used to achieve Improvement Goal 1?* *Who are the key personnel?*
Teachers will be actively engaged in the religious life of the school as living examples of the vision and mission statements. The promotion of a supportive and connected school culture achieved through further development, and alignment of the KidsMatter Framework with the school's vision and mission using collaboratively developed policies, plans and structures for supporting 'wellbeing' of all students, staff and community of St Vincent's Primary School.	Duty statement criteria are used by staff to set goals and reflect on practice and engagement with school life. Staff prayer will inform, form and transform. To achieve a percentage score of 90+% on the staff survey question: Prayer is important at this school. Formative data includes: information gathered from staff, parent and student surveys; adjustments made to Health/PE teaching programs by teachers with regard to student wellbeing (asking: Are the students better able to get along, persist, and demonstrate resilience, organisation and confidence?) and reflection on personal skill building and student goal setting (once a term). Summative evaluation will be in three parts: 1. A collection of a range of data and information which is analysed and adapted. This information may include photos, anecdotal observations, samples of the child's work, information shared by families. 2. The newest version of St Vincent's Student Welfare and Management policy. Student, staff and parent evaluations. 3. Staff program evaluations of the 'You Can Do It' SEL lessons.	Staff reflections address criteria from duty statements in professional learning goals. Term 1: explicit staff prayer coaching provided by school leaders to break open the 'inform, form, transform' philosophy. Support all teachers of RE to achieve accreditation. Develop and implement processes that enable staff and parents to deepen professional knowledge and practice: Action the CE and school specific policy and procedures in relation to student welfare and management and align KidsMatter framework to these. Ensure St Vincent's school's positive behaviour management approach is understood by all stakeholders and consistently implemented. Survey why behaviours are occurring and where hot spots around the school are located. Communicate (via newsletter, Parent KidsMatter Action team, Parent forums) behaviour expectations and procedures. Implementation of 'You Can Do It' SEL program to develop a common language about behavioural expectations. Two parent forums to break open components 3 and 4. Establishment of a community hub for families Continuation of parent representatives on the Action Team
Review		

Focus Area: COSA ☐ School Improvement Project 4. Positive relationships are at the heart of effective teaching Wellbeing Project ☐ NSW State Literacy and Numeracy

Choose an item.

CATHOLIC EDUCATION
Archdiocese of Canberra & Goulburn

Annual Improvement Plan 2017

Literacy/Numeracy Improvement	Principles of Pedagogy	Key Focus	
2. Analysis and discussion of data	3. Assessment informs teaching and learning	☒ COSA+ ☐ Learning & Teaching Facilitator ☐ School Improvement Project	☐ Wellbeing Project ☐ NSW State Literacy & Numeracy
Inquiry Focus *What do you want to achieve?* *What change do you want the see?*	How does the investigation of assessment data assist teachers to identify specific areas of need in numeracy?		

Success Measures/Targets	Evidence	Strategies
What is the specific, measurable target you want to meet?	*What types of data will be collected as evidence?* *(student learning; demographic; perceptual/observational; school process)*	*What specific strategies will be used to achieve Improvement Goal 1?* *Who are the key personnel?*
Programs will indicate a correlation between student data in number, learning intentions and teaching and learning activities. At least one year's growth, for one year's learning for every student on the whole school Numeracy Data Wall. Teachers will develop enabling and extending prompts to move students forward in their understanding of numeracy concepts.	• Teacher programs to include "Where are my students now?" "Where to for them next?" • Teacher programs to include adjustments ⬆ and ⬇ • Student self-assessment and output will determine whether the learning intentions have been met. • Student Learning data will be collected and displayed that shows: Where students are now, what targets will be set for them and by when, where to for them next? • Teacher programs will be annotated. Anecdotal notes recorded in Record of Assessment books. • Teachers and students will provide explicit feedback. • Teacher programs will identify specific language that is to be used when teaching mathematics concepts. Enabling and Extending prompts to be used when breaking open problems to solve.	Analysis of 2016 data as an overview for initial class groupings and indication of student capabilities in numeracy. Development of St Vincent's programming proformas, to include: learner profiles in number; open ended investigations, learning intentions, plans for teaching and learning. Numeracy data wall. This visual representation of school Numeracy data will: Show results over time, demonstrate alignment between set targets and results, guide teaching decisions, track progress, give teachers a snapshot of where students are in order to make groupings within their classroom, monitor student growth and celebrate Teachers to reflect on their lessons. "What did the students do, in response to what the teacher asked of them?" "What alternative instructional strategies might have increased students' learning during the lesson? Ensure teachers understand common misconceptions and errors students make in mathematics, listen carefully to student responses and make appropriate adjustments to their teaching based on how and what students think. (Hull et al 2009)
Review *What processes will be used to review the results?*		

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

Literacy/Numeracy Improvement	Principles of Pedagogy	Key Focus	
2. Analysis and discussion of data	3. Assessment informs teaching and learning	☐ COSA+	☐ Wellbeing Project
		☒ Learning & Teaching Facilitator	☐ NSW State Literacy & Numeracy
Inquiry Focus *What do you want to achieve? What change do you want the see?*	How can a structured, teacher-led inquiry Literacy Block lead to improved student engagement and achievement in Literacy?	☐ School Improvement Project	

Success Measures/Targets	Evidence	Strategies
What is the specific, measurable target you want to meet?	*What types of data will be collected as evidence? (student learning; demographic; perceptual/observational; school process)*	*What specific strategies will be used to achieve Improvement Goal 1? Who are the key personnel?*
A timetabled 100min Literacy Block in each classroom.	• Teacher timetables will demonstrate the following: ~ Minimum 20min a day independent reading ~ Minimum 20min a day independent writing ~ Student access to quality literature ~ Time for teachers to conference with each child on weekly basis around reading and writing.	Setting up conferencing time across the school to include all members on staff as well as parents and other visitors to the school. Look at a wide range of examples for the Literacy Block Structure eg '2 sisters daily 5' CAFÉ for Literacy Increased time for student independent reading.
Improved teacher understanding of the specifics surrounding an Inquiry led Literacy Block.	• Change in approach / pedagogy. 2 week plans, that are programmed based on specific student needs and assessment data (anecdotal notes, conferencing notes, RR, and student work samples) • Literacy Block proformas will include Learning Intentions and Success Criteria for the two weekly plan as well as individual lessons.	Explore suitable types of inquiry for the Literacy Block. All teachers to engage in professional reading around inquiry led literacy blocks. Regular Professional Learning and Discussion facilitated by Kaye Lowe Effective Questions that develop higher order thinking skills and strategic reading. Students choose stories at an appropriate level, there is no prescribed sequence. Student attitudinal survey, parent reading survey
A home reading programme that caters to the specific needs and interests of students	Students will take home texts they have chosen.	Increase the selection of home readers, based on students' readiness and interest, in consultation with Rita Evans and Susan Ashmore
Review *What processes will be used to review the results?*		