



St Mary's Primary School. YOUNG

Annual Improvement Plan

2017

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	
3. A culture that promotes learning	4. Positive relationships are at the heart of effective teaching	<input checked="" type="checkbox"/> Quality Teaching	<input checked="" type="checkbox"/> Meeting Student Needs
Key Improvement Goal 1 <i>What do you want to achieve?</i> <i>What change do you want to see?</i>	The school ethos is built around trust, high expectations, a commitment to excellence and all members of the community feel a sense of belonging and pride in the school.	<input checked="" type="checkbox"/> Quality Learning	<input type="checkbox"/> Transparency and Accountability
		<input checked="" type="checkbox"/> Empowered School Leadership	

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>A clear, comprehensive policy for promoting positive behaviour and for dealing with complex and disruptive behaviours</p> <p>Parents and families are encouraged as partner's in their children's learning. (Louise)</p> <p>There are agreed guidelines on greeting guests, responding to queries promptly and respectfully.</p> <p>The school provides an attractive, stimulating physical environment inside and outside the classroom that supports and encourages learning.</p> <p>Digital learning is available to all students at St Mary's</p>	<p>Continue to track trends in student behaviour using tools such as the STOP card notification spreadsheet, frequency of issuing of Behaviour Reflections and for what reasons</p> <p>Maintaining MJR and Virtues processes K-3 and developing for St 3.</p> <p>Schedule and purpose of Celebrations of Learning, opportunities for sharing of children's writing and opportunities for parents to collaborate on and observe children's learning</p> <p>Data gathered from Annual School Survey and other observational data will be used to gauge how effective implementation of policies and practices have been.</p> <p>Feedback from staff, students and parents on quality and suitability of learning environments. Calming spaces established as part of flexible learning environments in St Mary's classrooms. Developing 'zones' in the playground to maximise space available.</p> <p>Planning for staff PD</p> <p>Feedback from staff, students and parents</p>	<p>Through the implementation of Kidsmatter, policies and agreed practices developed for:</p> <ul style="list-style-type: none"> - Promoting positive behaviours (MJR and Virtues) - Managing disruptive and complex behaviours - Student well-being <p>Develop further tools for tracking trends in student behaviour.</p> <p>Commitment to scheduling opportunities for parents to collaborate on and observe children's learning to be scheduled in to the year group plan for each semester.</p> <p>Teachers share experiences they have offer with faculty.</p> <p>Policies and agreed practices developed and implemented in these areas.</p> <p>Written records of meetings, phone calls etc with parents shared with relevant personnel to ensure effective communication and a high standard of pastoral care.</p> <p>School policies developed and adopted on WHS.</p> <p>Continued development of the school playground</p> <p>Continued development of the veranda's</p> <p>Continued development of the kitchen garden</p> <p>Fence to be reinstated at front of the school</p> <p>Staff PD, Resourcing for coding, iPads, laptops, etc</p> <p>Resourcing – for coding, additional iPads, laptops and replacing</p>
Review <i>What processes will be used to review the results?</i>	<p>Parent, Student and Teacher Surveys</p> <p>Evaluation of MJR, Virtues STOP data and other processes to encourage positive behaviours for 2017</p> <p>Schedule for parent participation</p> <p>Evaluation of how children are accessing a wide range of digital learning opportunities</p>	

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

Improvement Area 2		Principles of Pedagogy	National Reform Directions	
8. Effective pedagogical practices		2. A deep understanding of curriculum provides content and context for 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>	Teachers at St Mary's confidently deliver the curriculum using a range of effective pedagogical practices to meet the children's needs.			

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>Teachers confidently navigate the curriculum documents in each KLA to make discerning decisions about programmes based on curriculum requirements and the children's learning stages, interests, learning styles and needs</p> <p>School leaders collaborate with teachers providing feedback on teaching and partnering to provide effective teaching strategies</p> <p>Promoting deep learning by emphasising underlying principles, concepts and big ideas</p> <p>Continued focus on collection and analysis of data to inform student learning</p>	<p>Student work samples and results Teachers programmes and evidence of adjustments Classroom observations and walkthroughs Use of learning spaces Use of teacher reflection to guide practice A variety of pedagogies catering for learning styles PPs are in place Regular analysis of data</p> <p>Record of classrooms observations and walkthroughs Tally sheets from walkthroughs on various pedagogical practices Exec members feedback at Staff Meetings and team meetings</p> <p>Language of the 'Learning Pit' evident in classrooms and around the school Minutes from team collaborative planning Professional supervision of curriculum, assessment and pedagogy</p> <p>Data wall and class data wall Data wall for Reading progress Use of continuums</p>	<p>Analysis of results, e.g NAPLAN, SENA, LAF, etc. Feedback to teachers re programmes Emphasise focus on curriculum at staff meetings and team meetings Classroom observations and walkthroughs Developing tools to support teachers in reflective practices.</p> <p>Classroom Observations and walkthroughs Staff Meetings and Team Meetings Exec and Buddy Visits</p> <p>Staff Meeting focus on the 'Learning Pit' Whole school focus in the learning Pit Collaborative Planning Philosophy PD for remaining members of staff and whole school adoption of Philosophy</p> <p>Sharing of data Tools for synthesis of analysis</p>
<p>Review <i>What processes will be used to review the results?</i></p>	<p>Exec will adopt a cycle to monitor achievement towards the goal by reviewing data gathered during observations and walkthroughs, monitoring of programmes, etc</p> <p>Analysis of staff and students survey in relation to professional development opportunities offered</p> <p>Review and refine tools developed for synthesis of data analysis</p>	

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

Literacy/Numeracy Improvement	Principles of Pedagogy	Key Focus	
6. Systematic curriculum delivery	2. A deep understanding of curriculum provides content and context for learning	<input checked="" type="checkbox"/> COSA+	<input type="checkbox"/> Wellbeing Project
Inquiry Focus <i>What do you want to achieve?</i> <i>What change do you want to see?</i>	How will an explicit, coherent, sequenced plan for curriculum delivery and a set of agreed practices impact on student achievement at St Mary's?	<input type="checkbox"/> Learning & Teaching Facilitator	<input type="checkbox"/> NSW State Literacy & Numeracy
		<input checked="" type="checkbox"/> School Improvement Project	

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>Further explore the vision and mission of the school to achieve a shared vision for learning at St Mary's and a context for delivering the curriculum</p> <p>Scope and sequence are available and implemented in all key learning areas</p> <p>Agreed practices are outlined and adopted throughout the school in all KLAs and in all classrooms</p> <p>Explore ways of embedding Maths Framework in COSA to every classroom at St Mary's</p> <p>ATSI students are engaged in and benefit from schooling.</p> <p>Philosophy implemented K-6</p>	<p>Evidence of a commitment to "Empowering the Gifts Within" is visible in the vision for teaching and learning</p> <p>Evidence of program adjustments</p> <p>Student goal setting</p> <p>Curriculum plans and implementation statements</p> <p>Comprehensive scope and sequence with clear vertical and horizontal progression implemented throughout the school</p> <p>Agreed practices implemented by all teachers</p> <p>Use of assessment criteria and rubrics</p> <p>Evidence of shared understandings for how the expectations for school curriculum planning is conducted, made visible, reviewed and renewed.</p> <p>Resources aligned to curriculum and pedagogical needs.</p> <p>AMF principles embedded in every classroom. Teachers confidently plan for engaging, differentiated maths learning. Agreed practices in Maths implemented.</p> <p>Improved attendance rates and engagement for ATSI students</p> <p>Philosophy introduced</p>	<p>Staff Meetings</p> <ul style="list-style-type: none"> - unpacking and embedding vision and mission - collaboration on developing scope and sequence - collaborating to achieve agreed practices - focused on researching and sharing best practice <p>Team planning meetings</p> <p>Mentoring of new and ECT teachers</p> <p>PD at Staff Meetings. Feedback on walkthroughs and buddy visits.</p> <p>Feedback on programmes</p> <p>Ongoing focus throughout 2017 through COSA project in collaboration with Patrick Kelly.</p> <p>Targeted support from AEW</p> <p>K, 1, and 5 teachers participate in Philosophy PD. 1-hour weekly Philosophy sessions a feature of every classroom</p>
<p>Review <i>What processes will be used to review the results?</i></p>	Exec will share observations and data collected on implementation of agreed practices, scope and sequence, connection with vision and mission, Analysis of staff, parent and students surveys	

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