St Joseph's Primary School, ADELONG

Annual Improvement Plan
2017

School Context: St Joseph's is a Co-educational, Catholic Primary school located in Adelong, NSW. The school caters for students from Kindergarten to Year Six, and has a current enrolment of 39 students. This number is an increase from the last few years where the school numbers were consistently in the mid 20's. We are delighted with the increase in numbers and put this down to our community creating a welcoming and vibrant school where all families and students feel comfortable and students are engaged in challenging but supportive classrooms. In Literacy and Numeracy, the staff have continued to work with the most up-to-date teaching techniques and research-based strategies to provide a modern education focussing on Literacy and Numeracy. Throughout 2016 we have developed Literacy and Numeracy programs that challenge students through Inquiry Learning, the use of Conferencing and feedback, Rich Mathematical Tasks and Problem Solving. We are delighted with the manner in which students have accepted these challenges and showing wonderful development in Literacy and Numeracy. The school purchased more i-pads throughout the year to allow the children to access technology more readily. Technology is another learning tool that is integrated into all Key Learning areas, with a big focus on enhancing literacy and numeracy skills. The school introduced a Facebook page to keep parents, families and the wider community informed of the many activities that the school participates in such as school assemblies and special events. St Joseph's school was opened in 1884 by the sisters of St Joseph - the first school opened by the Sisters outside the Mother House in Goulburn. The school catered to the large number of children of the miners in the area during the height of the Adelong gold rush. Over the years the school has added classrooms and office areas to cater to the changing nature of education in Australia. We are proud to continue the traditions of the Sisters of St Joseph in our rural setting.

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.*

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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	☒ 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?*	Initiate student well-being programs that recognise the importance of whole school well-being to school improvement and student achievement..		

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?*
School-based programs that promote school-wide wellbeing will be initiated throughout the school to assist in student-centred teaching and learning..	* Students will develop personal resilience in order to adapt to change. * The school community will engage in a wellbeing program aimed at promoting community and student wellbeing. * Students will become more aware of their responsibilities when using ICT in order to keep safe in an online world. * Student well-being adds to the data to create student-centred learning based on student need and how they best learn. These will be included in teacher programs as a class outline.	* Introduction of Mind Matters for the whole school. * Introduce a Cyber-safety program to promote save ICT usage for all students
Review *What processes will be used to review the results?*		

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

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Improvement Area 2	Principles of Pedagogy	National Reform Directions	
6. Systematic curriculum delivery	2. A deep understanding of curriculum provides content and context for learning	☒ 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 school develops coherent and sequenced plans for curriculum delivery that meets the needs of the school's current teaching practices and syllabus documents.		

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?*
By the end of 2017, the school's Core Curriculum Document communicates the core beliefs of staff and scope and sequences for the teaching and learning at St Joseph's.	* Revise and update the school's Core Curriculum Document to reflect the current core beliefs of teaching and learning and up-to-date Scope and Sequences for each learning area. *Classroom teaching programs will reflect the core beliefs and scope and sequences. *Integrated Studies units will be developed around an Inquiry approach to assist in delivering History, Geography and Science to the students. * The school responds to the introduction of the new RE Curriculum and plans for its introduction and Scope and Sequence.	* Professional Learning to develop Integrated Studies units of work. * Dedicate staff meetings to the development of core beliefs of staff for teaching and learning for all subject areas.
Review *What processes will be used to review the results?*		

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

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CATHOLIC EDUCATION
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Literacy/Numeracy Improvement	Principles of Pedagogy	Key Focus	
1. An explicit improvement agenda	2. A deep understanding of curriculum provides content and context for 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?*	Develop a set of Agreed Practices for Literacy and Numeracy that focus on student development and improvement.		

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?*
All students achieve a year worth of growth in a year of teaching.	* Plotting of all students on the NSW Literacy and Numeracy Continuum or equivalent that will replace these. * Teacher's class programs reflect individual need and targets. * The use of Formative Assessment contributes to the student data set to inform teaching for individual need. *Collaborative planning for teachers to assist in the development of teaching strategies to meet individual need. * Whole staff analysis of student data. * Instructional Leadership assists the development of pedagogy. * Peer observations and collegial feedback supports the development of all teachers to improve pedagogical practice. * School Core Curriculum Document is reviewed and updated to reflect current classroom practice. * Differentiation is planned and documented for all students at the point of need.	* Core Curriculum Document is updated to reflect current Agreed Practices and is known by all staff. * Accessing Professional Learning through COSA Program and COSA Officer. * The Principal is a key Instructional Leader and Pedagogical coach for staff. * Establish a system of Professional Learning Conversations where staff are active in their own development and the development of others as a teaching team. * Teachers monitor learning and reflect on this to assist learning for all. * Evidence based programs that support student progress and need. *Initiatives and interventions that improve student outcomes.
Review *What processes will be used to review the results?*		

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