



St Monica's Primary School, EVATT

Annual Improvement Plan

2017

School Context:

St Monica's is a child-centred Catholic learning community, supporting families in the Canberra suburbs of Evatt, Melba, Spence and McKellar. St Monica's is among the larger Catholic primary schools in Canberra enrolling over 450 boys and girls, with two or more classes in each year from Kindergarten to Year 6.

We believe our school community is unique promoting a strong values program and offers all children many opportunities to enable them to reach their full potential. St Monica's is committed to providing innovative, state of the art learning facilities where parental involvement is encouraged and valued.

As a learning community, the staff at St Monica's provides an enriched, holistic, integrated curriculum in which the gospel values are central to all learning experiences, thus integrating faith and life, in cooperation with our Parish. St Monica's strives to enable all students to achieve a high standard of learning and individual achievement by differentiating the curriculum to meet the various learning needs of students.

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	
5. An expert teaching team		5. Holding high expectations of all learners is a commitment to justice	<input checked="" type="checkbox"/> Quality Teaching <input checked="" type="checkbox"/> Quality Learning <input checked="" type="checkbox"/> Empowered School Leadership	<input 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>	Build leadership within the teaching staff to improve student engagement and the quality of learning			

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>Increased in number of teachers taking on leadership roles based on skill set and expertise including Number of teachers moving toward becoming HAT/Lead teachers</p> <p>Increased time given to student learning and teaching strategies in team meetings</p> <p>Increase use of formative assessment based collaborative planning for teaching</p> <p>Use of technology K – 6 incorporated into more areas of the curriculum</p>	<p>Staff perceptions through Staff Annual Survey</p> <p>Classroom observations recorded through mentoring program</p> <p>Collaborative team planning – agenda/minutes – evident in programs (units of work)</p> <p>Purpose and conduct of professional development days and staff meetings – more teachers taking the lead presenting</p> <p>Teacher goal setting – TQI/myPad</p> <p>NAPLAN analysis</p> <p>Team meeting agenda items – discussion focus on T & L</p>	<p>Re-structure of Professional Learning Teams to continue and in 2017 to have two nominated leaders (Exec member and a Lead Member) RE, English, Maths</p> <p>Implemented staff wellbeing program (Wellbeing Grant) - Time for Team Planning</p> <p>Technology / STEM initiative/grant Developing a ‘learning technologies’ program to assist with implementation of the Australian Curriculum Technologies</p> <p>Develop HAT/LEAD group of interested teachers working towards accreditation to share and network</p> <p>Develop structure for WINN (What I Need Now) - individual student needs based on formative assessment to form flexible learning groups</p> <p>Structure RFF times to ensure (where possible) teams are released together to foster a more collaborative planning session to occur</p> <p>Building capacity of classroom support team with coaching/training of new staff member</p> <p>Re energise the mentor/mentee program to allow teachers to visit each other’s room for classroom observations and encourage team teaching across grades</p> <p>Continued development of ELI Literacy and introduction of ELI Numeracy</p> <p>Set up additional teams including Aboriginal Education Working Team, KidsMatter/Restorative Practices Action Team, Arts & Sports Team</p> <p>Implementation and use of the aitsl ‘Class Practice Continuum’</p>
<p>Review <i>What processes will be used to review the results?</i></p>	<p>Staff feedback collected throughout the year – PLTS, Mentor/Mentee program</p> <p>Annual survey – staff, student and parent comments</p>	

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

Improvement Area 2		Principles of Pedagogy	National Reform Directions	
10. Catholic identity and faith formation		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 type="checkbox"/> Empowered School Leadership	<input 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>	Develop teachers capacity and knowledge of best practice in teaching Religious Education			

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>
RE programs display a high quality inquiry approach based on needs of the learner at our school Teachers confidence and capacity to teach RE – reflect a deeper understanding on content and Scripture Assessment tasks in RE programs are authentic	Student learning outcomes in RE across classes – comparison on semester grade distributions Classroom observations Staff, student and parent annual surveys Feedback from all stakeholders including Parish Priest on religious identity of the school Parent perception on the classroom teaching of RE Calendar of prayer and liturgical celebrations and events Teaching programs including annotations Assessment tasks – differentiated – including evidence of formative assessment occurring	Development of a RE Professional Learning Team with REC and another lead member leading Staff meeting each term – focus on ‘best practice’ in RE with focus on inquiry – CoSA focus Strengthen Values promotion throughout the school Review ‘prayer’ practice across the school Modifying class prayer tables to include Liturgical colours and items relating to the Liturgical season Encourage involvement in the Catholic life of the school and build community connections – promotional material, events offered including St Monica’s Celebration 40 Years Social Justice Student Leadership Team with development of Mini Vinnies Staff social justice program/event introduced Staff PD Day
Review <i>What processes will be used to review the results?</i>	Executive members to lead teams and school analysis of RE curriculum and learning outcomes in RE. Involvement of COSA Officer.	

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

Literacy/Numeracy Improvement		Principles of Pedagogy	Key Focus	
3. A culture that promotes learning		1. Everyone can learn	<input type="checkbox"/> COSA+ <input type="checkbox"/> Learning & Teaching Facilitator <input checked="" type="checkbox"/> School Improvement Project	<input type="checkbox"/> Wellbeing Project <input 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>		Build a professional team of teachers who have a deep understanding of inquiry learning and encourage a shared responsibility for student learning and growth		

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>
Student growth in literacy and numeracy diagnostic results – ePart and PAT Assessment results – Feb to Nov Improved results in middle and upper bands in NAPLAN Increase level of engagement across the school through development of flexible learning spaces	Analysis on student achievement on assessment tasks including NAPLAN Feedback from staff, students and parents – annual survey Class programs – units developed and evaluation comments Schedule and purpose of Professional Learning Teams Layered/differentiated tasks are evident in programs Student work samples Classroom observations Mentoring feedback from peer teachers Classroom structure – layout of rooms / timetables Use of technology – evident – programs- classrooms School policies, procedures and agreed practices	Inquiry focus across all curriculum areas Action Research undertaken through the Professional Learning Teams (PLTs) Structure of Learning Support with focus on Kindergarten and Year 1 Introduction of ACER – Progressive Assessment Tests (PAT) – Years 2-6 Professional Development Day – Inquiry Approach AITSL standards and Principles of Pedagogy identified at the start of each PLT meeting Technology / STEM initiative/grant - Increase use of Learning Technologies (including coding) across the school Kaye Lowe Approach for Reading and Writing blocks – strengthen consistency of approach ELI Literacy & ELI Numeracy Teachers Consistent approach to spelling across the school including the development of SoundsWrite & review Sounds Waves Review and modification of teaching programs across the school – programming and practice Development of PPs and Goal setting for students - teachers and Classroom support teacher Monitoring Aboriginal students through PLPs and promotion of Aboriginal Perspectives Redesigning of learning spaces to foster student voice and student choice Showcase Learning Days for each grade including Project Based Learning and GRASPS tasks to highlight student learning and achievement

Review

What processes will be used to review the results?

Time given for teams to collaboratively plan and analyse data collected to review student growth and engagement

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