St Anne's Central School, TEMORA

Annual Improvement Plan

2017

School Context:

St Anne's School is a Catholic systemic Co-educational School located in Temora. St Anne's is a Catholic systemic school located in Temora. The school caters for students from Kindergarten - Year 10 and has a current enrolment of 241 students attending this school come from a variety of backgrounds and nationalities consisting of 109 males and 132 female students; 8 indigenous students; and 7 from a Language Background other than English (LBOTE). The school strives to challenge students to achieve their potential. For this reason a wide range of sporting and extra-curricular activities are provided. Activities provided include, Aspirations Program, Chess and public speaking, Duke of Edinburgh and a variety of excursions.

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.*

CATHOLIC EDUCATION
Archdiocese of Canberra & Goulburn

Improvement Area 1	Principles of Pedagogy	National Reform Directions	
9. School-community partnerships	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?*	Ensure that student, staff and family wellbeing has a high priority across the school		

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?*
Surveys indicating improved satisfaction by staff, students and families in this area Effective regular delivery of wellbeing programs Proportion of classes using meditation on a regular basis Attendance at parent e Authentic Catholic Christian values are clearly articulated and consistently communicated through school policy, practice and regular communications evenings/events COSA Showcase presentation	Surveys issued in 2016 will be issued again with students and staff to note changes. Perceptual observation of student responses/changes after meditation process In dealings with teachers, students and parents common school values are referred to and used as the basis for productive and meaningful resolution	Successful application for CE Wellbeing Grant for 2017 Continued development of MindMatters and KidsMatter Frameworks through programs such as Bounce Back, MJR and Senseability *MJR, Bounce Back* and *Senseability*, along with school vision is used as basis for development of common values Values are clearly publicised and unpacked for the community Continued promotion of staff wellbeing teams Clear presentation of common school values through the use of posters, banners, etc Specific times set aside in timetable for teaching from programs Clearer understanding of support agencies available within the local and wider community – continue to liaise with local agencies to develop partnerships and to develop support networks Regular Wellbeing articles in newsletter Continued staff PL in wellbeing approaches Parent events to promote wellbeing and positive mental health. In 2017 we hope to invite Michael Carr-Gregg to speak to parents from our school and the wider community
Review *What processes will be used to review the results?*	Surveys will be repeated Students and staff will also be interviewed	

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

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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	☐ Meeting Student Needs
Key Improvement Goal 1 *What do you want to achieve? What change do you want the see?*	Developing a professional learning community	☐ 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?*
Confidence of others visiting classes Proportion of staff who agree that they get effective feedback about their practice Evidence of effective pedagogical practices being implemented across the school Teachers apply their contemporary and professional knowledge to establish highly effective learning environments Staff meetings being mainly focused on non-administration issues All staff attending PL throughout each year	PLPs having classroom visits/observations as a target area Walkthroughs to gain data on pedagogy and physical classroom design Teachers having conversations about pedagogy	Classroom visits of classes within the school and in other schools Regular walkthroughs by principal and executive Videoing of lessons for self-evaluation and evaluation by others using iPads or Swivl camera Teacher collaboration time as part of RFF Timetabling to allow for delivery of subjects across the stage at the same time to improve collaboration opportunities Continued development of flexible learning spaces

Review *What processes will be used to review the results?*	Staff and student interviews. Observations of change in pedagogy Frequency of teachers either team teaching or visiting other classrooms

Focus Area: COSA ☐ School Improvement Project 7. Learning is inspired and celebrated in community Wellbeing Project ☐ NSW State Literacy and Numeracy ☐

![Catholic Education – Archdiocese of Canberra & Goulburn]

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Literacy/Numeracy Improvement	Principles of Pedagogy	Key Focus	
6. Systematic curriculum delivery	2. A deep understanding of curriculum provides content and context for learning	☒ COSA+	☐ Wellbeing Project
Inquiry Focus *What do you want to achieve? What change do you want the see?*	Development of an agreed practice of what a numeracy block should look like through the exploration of rich and engaging maths tasks	☐ Learning & Teaching Facilitator ☐ School Improvement Project	☐ NSW State Literacy & 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?*
Agreed practice of numeracy block for primary Increased use of concrete materials Teacher confidence in using open--ended tasks Assessment tasks which are open-ended COSA Showcase presentation	Use of non-textbook resources such as Maths 300, Calculating Changes Assessment tasks both formative and summative At least one year's growth for each student from K-10	COSA Numeracy Project Collaboration with COSA Officer and Numeracy Officer Staff interviews Classroom observations Exploration of Growth Mindset philosophy/learning pit for teachers and students in maths Purchase of maths resources for each classroom PL in open-ended tasks in an inquiry based classroom for all primary teachers delivered at both school and CE level Subscribing to AAMT, YouCubed website
Review *What processes will be used to review the results?*	Data at beginning and end of year – student and staff surveys, staff interviews Analysis of assessment tasks before and after the process	

Focus Area: COSA 2. A deep understanding of curriculum provides content and context for learning School Improvement Project ☐ Wellbeing Project ☐ NSW State Literacy and Numeracy ☐