



St Patrick's Primary School, GUNDAGAI

Annual Improvement Plan

2017

School Context: St Patrick's Parish Primary School is part of the Archdiocese of Canberra and Goulburn and situated at the Gateway of the Riverina, on the banks of the Murrumbidgee River at Gundagai, NSW.

St Patrick's is a welcoming family school. We provide a contemporary quality Catholic education for our students. The school caters for 90 students from Kindergarten to Year Six. The Catholic community of the Archdiocese challenges its schools and teachers to share with parents the sacred responsibility for the well-rounded development of the young people in its care. This responsibility is at the heart of St Patrick's school.

We are proud of the unique educational environment we offer. We also acknowledge parents as the first educators of their children. St Patrick's staff are committed to supporting parents in this vital education process. They are caring and are dedicated to ensuring that the school-home partnership is productive and successful; a strong partnership that makes certain the best interests of the children is realised. Our personal approach with each family is central to our mission. We endeavour to achieve this goal through our Catholic culture and traditions.

Our vision, 'Walk Together in Faith and Knowledge' calls us to nurture and challenge each other within a caring Catholic environment where the love of life and an intrinsic motivation for learning are fostered. We encourage all to participate in creating and maintaining a positive learning environment. We believe that every child is unique.

Our Vision is lived out through our involvement within our Parish, school and the wider community of Gundagai and surrounds. To realise this mission, we provide a contemporary, quality education for the children in our care in all aspects of life. At St Patrick's, education encompasses the spiritual, social, emotional, intellectual and physical aspects that are necessary to develop well rounded young people. We emphasise the uniqueness of each person. Our aim is to develop resilient, self-confident and informed individuals. Individuals who are able to voice their opinions in order to make a positive difference in society as young people and as adults. We achieve this by providing a rich curriculum and pedagogy that empowers the learner.

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	
8. Effective pedagogical practices.		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 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>		By the end of 2017 teachers will incorporate student learning intentions and success criteria into their pedagogical practices.		
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>	
<ol style="list-style-type: none"> All staff are to be explicit about what students are expected to learn by displaying learning intentions and success criteria. High expectations and teacher / student goal setting is an expectation at St Patrick's. A visible culture that promotes learning is evident in teacher ideology and practice. 	<ul style="list-style-type: none"> Teacher discussions will contain the language of John Hattie's "Visible Learning High impact" strategies. Learning intentions and success criteria will be displayed and discussed during the learning cycle. Students will use success criteria for self-monitoring and peer to peer feedback. Teachers will give students feedback / feed forward based on learning intentions and success criteria. Students will develop the skills to see and understand themselves as learners and develop personal learning goals. 		<ul style="list-style-type: none"> Professional development covering John Hattie's "Visible Learning High impact" strategies will guide teaching practice. Teacher walk throughs to observe student learning intentions and success criteria. Staff Memo resources will be available to staff to support this Key Improvement Goal. Teacher will be explicit about what students are expected to know and be able to do as a result of classroom activities. Promoting deep learning by emphasising underlying principles, concepts and big ideas that are developed over time. 	
Review <i>What processes will be used to review the results?</i>	Staff and student surveys in Term 1 and Term 3.			

Focus Area: COSA School Improvement Project 3. Assessment informs teaching and learning Wellbeing Project NSW State Literacy and Numeracy

Improvement Area 2		Principles of Pedagogy	National Reform Directions	
9. School-community partnerships		6. Positive educational environments empower learning	<input type="checkbox"/> Quality Teaching <input type="checkbox"/> Quality Learning <input checked="" type="checkbox"/> Empowered School Leadership	<input type="checkbox"/> Meeting Student Needs <input checked="" 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>	By the end of 2017 these is improved clarity around partner roles and responsibilities at St Patrick's Primary School.			

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>
1. Improvement in the clarity of the roles and responsibilities of the current operating partnerships.	1. A culture of shared leadership and reciprocal responsibility is evident amongst students, parents and teachers. 2. The school leadership team makes deliberate and strategic use of partnerships with families, local businesses and community organisations to access intellectual, physical and/or other resources not available within the school for the purposes of improving student outcomes. 3. School wide focus on students' needs, identifying appropriate partners to address those needs, planning the details of partnership programs and clarifying partner roles and responsibilities.	1. Review, gather evidence of the roles and responsibilities. 2. To pursue avenues that will give clarity to the roles and responsibilities. 3. Communicate the reviewed roles and responsibilities to our school community through staff meetings, newsletter and Community Council. 4. Monitor and evaluate the intended impacts of the school partnerships.
Review <i>What processes will be used to review the results?</i>	Staff and parent surveys.	

Focus Area: COSA School Improvement Project 6. Positive educational environments empower learning 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 checked="" type="checkbox"/> Learning & Teaching Facilitator <input 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>	To implement our whole school agreed practice for Literacy to maximise student 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>	
<ol style="list-style-type: none"> By the end of Term 3, 100% of teachers at St Patrick's School will be following the, "Literacy Blocks Agreed Practice Guidelines" line developed in 2016. During 2017, 90% of K-6 students at Saint Patrick's Primary will reach at/above end of year Archdiocesan Reading benchmarks, at/above BOSTES NSW K-10 Literacy Continuum Aspect 4 writing benchmarks and above NAPLAN NMS Band Achievement. 	<ol style="list-style-type: none"> A school based Scope & Sequence, aligned to syllabus and current context. Literacy Blocks Agreed Practice elements embedded into teaching and learning cycle. Using Google doc. Tracking of student achieved Reading Levels and growth. Tracking of student progress on the NSW Literacy Continuum. 2016 -2017 NAPLAN data. The Development of a collected understanding and practice in the teaching of spelling. During the 2017 school year, 100% of teaching staff will review current high impact pedagogical spelling approaches. Qualitative and quantitative data will be gathered to formulate whole school agreed practice of effective spelling; based on the Principles of Pedagogy and a research based, Inquiry Approach through COSA Literacy. A school wide understanding of "What is effective Spelling?" will be evident in classroom practice, programs and Professional Learning Team conferences. South Australian Standardised Spelling Assessment scores - Term 1 and Term 4. 	<ol style="list-style-type: none"> Review Literacy Blocks Agreed Practice Guidelines early in Term 1. Ensure the "Daily Practice "guidelines are being followed 80% of the time. Staff meeting PD on Writing and the feedback / feedforward conference. Continue to assess, record and track quantitative and qualitative reading, writing and spelling data. Walkthroughs, peer observations, Teacher programs reflecting inquiry learning, Learning Support Team discussions. Professional conversations around spelling lessons taught. What worked. What didn't. Photos, work samples, teacher and student surveys. Moderation (A-E) of students' writing samples to take place between Adelong, Batlow and Gundagai schools. 	
Review <i>What processes will be used to review the results?</i>	<ol style="list-style-type: none"> Continue to assess, record and track quantitative and qualitative reading, writing and spelling data. Effectiveness of teaching and learning strategies, Literacy Block effectiveness. student progression, future directions. 		

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