



St Joseph's Primary School, BOMBALA

# Annual Improvement Plan

2017

## School Context:

St Joseph's School is a Catholic Primary School located in Bombala in the Snowy Mountains region of NSW. The school caters for students in Kindergarten - Year 6, and has a current enrolment of 67 students.

Students attending St Joseph's come from a variety of backgrounds with many from rural communities. There are no indigenous students at the school.

The school employs nine staff comprising of one principal, five teachers and three non-teaching staff, the latter being employed in a variety of capacities including learning support, school administration and school maintenance. At present, the school employs no staff of Indigenous descent.

St Joseph's has shown a continual increase in enrolments over the last few years. In 2015, the school began the year with three class groups, for the first time in over 10 years. In 2017, we will extend this to five classes.

Stability and growth have been hallmarks of St Joseph's in 2015 and this is largely due to the dedication and hard work of the teachers and support staff. Throughout the year, staff have been actively engaged in professional learning to ensure their programming and pedagogy reflect current best practices and align with NSW syllabuses. With the support of Catholic Education, ICT has been further integrated into classroom practice.

In an effort to negate any disadvantage due to geographic isolation, the students at St Joseph's have been provided with a broad range of curricular and co-curricular activities during 2015. With its identity based on the spirit of St Mary of the Cross MacKillop, St Joseph's proudly emphasises religious education and prayer in its daily practices. One of St Joseph's greatest strengths is its parent body. The generous support of the parent body and wider community of Bombala is significant and further enhances the education of the students at St Joseph's.

The school's website can be found at [www.stjbombala.nsw.edu.au](http://www.stjbombala.nsw.edu.au)

## 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*.

## Annual Improvement Plan 2017

Improvement Area 1		Principles of Pedagogy	National Reform Directions	
1. An explicit improvement agenda		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
<b>Key Improvement Goal 1</b> <i>What do you want to achieve?</i> <i>What change do you want to see?</i>	For all students to develop the quantity and quality of their writing			

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>
Implementation of uninterrupted 100-minute Literacy Block  All students reading for minimum 20 minutes per day  All students writing for minimum 20 minutes per day  Regular conferencing on writing constructive feedback to students	Students writing showing increased understandings and skills  NAPLAN -review of previous results and identify trends and gaps  Classroom observations – What are teacher identified areas of need in individual classrooms?  Is the Literacy Block uninterrupted? Are the students engaged Are these practices being followed? Are we providing regular feedback to students?  Celebration of published works	Develop procedures for monitoring growth-conferencing notes  Develop agreed practices- Writing expectations Writing samples – grade expectations- In Stage Teams Develop writing rubrics  Build parent and community knowledge through: Information night- development of writing Publication Days – parents can see firsthand the work done by the children School newsletter- Literacy page  Classroom observations to encourage professional dialogue, developing ideas for strategies that can be used in own classroom
<b>Review</b> <i>What processes will be used to review the results?</i>		

Focus Area: COSA  School Improvement Project  Wellbeing Project 1. Everyone can learn NSW State Literacy and Numeracy 5. Holding high expectations of all learners is a commitment to justice

## Annual Improvement Plan 2017

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	<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 checked="" type="checkbox"/> Transparency and Accountability
<b>Key Improvement Goal 1</b> <i>What do you want to achieve?</i> <i>What change do you want to see?</i>	Teachers developing a thorough understanding of curriculum			
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>		
Teaching programs will show a good understanding of curriculum.  Programs will include planning of quality learning experiences	Teaching and Learning Programs showing a clear understating of relevant curriculum  Programs including stage statements to provide guidelines of expectations.  Project Learning units will be developed for the local context using expertise of parents and community  Evidence of differentiation in learning experiences- support and enrichment	Introduction of new school timetable: English, Mathematics, Religion, Project Learning, PDHPE and CAPA  Interdisciplinary K-6 Project Learning units developed incorporating outcomes and content from Science and Technology, History and Geography syllabuses  Instructional leaders provide PL to develop teachers' understanding of the components of English and Mathematics curriculum  Teachers developing an understanding of stage statements and using the language of curriculum in reporting to parents  Professional learning communities will provide opportunities for sharing ideas and planning learning		
<b>Review</b> <i>What processes will be used to review the results?</i>				

Focus Area: COSA 2. A deep understanding of curriculum provides content and context for learning School Improvement Project 3. Assessment informs teaching and learning Wellbeing Project  NSW State Literacy and Numeracy

Literacy/Numeracy Improvement		Principles of Pedagogy	Key Focus	
2. Analysis and discussion of data		3. Assessment informs teaching and learning	<input checked="" type="checkbox"/> COSA+ <input type="checkbox"/> Learning & Teaching Facilitator <input type="checkbox"/> School Improvement Project	<input type="checkbox"/> Wellbeing Project <input checked="" type="checkbox"/> NSW State Literacy & Numeracy
<b>Inquiry Focus</b> <i>What do you want to achieve?</i> <i>What change do you want to see?</i>		Teachers using students' literacy and numeracy data to develop effective teaching and learning programs		
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>		
Students' data in Literacy and Numeracy being collected, analysed and closely monitored from K-6  Teachers using student data in Literacy and Numeracy as the basis for all teaching and learning.	Student growth as evidenced in Early Literacy and Numeracy assessments and NAPLAN Years 3 and 5  Observation of student engagement in literacy and numeracy learning  Teaching programs aligned to K-2 literacy and numeracy data  Kindergarten Best Start data collected and used to inform practice  Student's writing samples K-6 collected and analysed by teachers on a monthly basis  Teaching programs 3-6 reflecting areas of concern as identified through analysis of NAPLAN	Positions of Instructional leaders created K-2, Years 3-6- responsible for building teacher capacity in analysing data, developing learning programs and teaching practice.  Analysis and monitoring of Early Literacy and Numeracy data (SLNAP)  Effective use of data walls to track student growth in literacy and numeracy  Use of NSW Literacy Continuum to guide grade expectations in reading and writing  Running records conducted and analysed monthly  Writing samples collected and analysed monthly  Student Learning Files K-6 kept, inclusive of writing samples, running records and other diagnostic testing  Formative assessment in Literacy and Numeracy provided frequently through conferencing and the use of quality feedback.  Teacher PL in writing expectations/rubrics		
<b>Review</b> <i>What processes will be used to review the results?</i>				



Focus Area: COSA 3. Assessment informs teaching and learning School Improvement Project 2. A deep understanding of curriculum provides content and context for learning Wellbeing Project 4. Positive relationships are at the heart of effective teaching NSW State Literacy and Numeracy 3. Assessment informs teaching and learning