



St Mary's Primary School, CROOKWELL

# Annual Improvement Plan 2019

## School Context:

St Mary's Primary School is a Catholic Systemic Co-educational School located in Crookwell.

St Mary's Primary School is a close-knit rural community situated in the Southern Tablelands, close to the regional centre of Goulburn and within easy travelling distance of Sydney and Canberra.

St Mary's Primary School was established by the Sisters of Mercy in 1903 and this rich Mercy history is still embedded in our actions today. The Mercy values of Excellence, Compassion, Justice, Respect and Service underpin all we strive to achieve.

At St Mary's we have created a happy, safe and nurturing climate for the children in our care. This care permeates every aspect of our school life; it is based on Christian values and affirms the dignity and worth of each member of our school community. By coming together as a caring Christian community, we can nurture in our children a faith-filled relationship with Christ and with one another.

Teaching and learning is the core business of St Mary's. In addition to our Religious Education and values program, there is a strong emphasis on Literacy, Numeracy, Science, History, Geography, Information and Communication Technology, Physical Education, Personal Development, Health and the Arts. Through our rich programs we endeavour to assist the children develop skills for an enriching life.

We have a strong team of qualified Classroom Support Assistants, led by our Classroom Support Teacher, who respond to the individual needs of the children in our care. We are passionate about providing a dynamic and engaging curriculum for our students, which promotes best teaching practice and educational pedagogy. Above all, the staff of St Mary's excels in relating to the children in their care and in their ability to strive for excellence in teaching and learning.

At St. Mary's we have excellent facilities that feature a contemporary library, computer laboratory and multipurpose hall. Our classrooms are fitted with Interactive Whiteboards or SMART TV's and a high priority is given to the integration of technology into the curriculum through mobile technologies and use of Google Classroom.

Our motto, 'Together as One', reflects our commitment to working together with the Parish and wider community for the benefit of all.

## 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 Strategy

The Aboriginal and Torres Strait Islander Education Strategy sets the principles and priorities that act as a framework in developing and implementing policies and actions to improve education outcomes for Aboriginal and Torres Strait Islander students. The strategy contains six priority areas, schools will utilise the strategy's principles and priority areas to inform the development and implementation of both local and systemic-level actions.

Actions against the priority areas include:

- Culture & Identity
- Curriculum & Planning

## 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 2019

Improvement Area 1		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 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>		<b>Vision Connection:</b> Jesus Christ calls us as an inclusive community to live our faith, <i>engage in quality learning</i> and enrich our world for the future. <b>Goal:</b> To develop our understanding of inquiry learning and how this can be implemented into our teaching and learning 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>
1. Whole staff professional development on Conceptual Inquiry 2. Conceptual inquiry into one of our religious education teaching and learning programs by the end of the year 3. Whole staff Professional Development on Inquiry Learning (tied in with our Learning Values) 4. Units of work that demonstrate Inquiry Learning elements as well as with explicit instruction, worked examples and other high impact teaching strategies (HITS) 5. Review our Learning Values; <i>Discovering, Connecting, Challenging, Creating, Reflecting, Persevering</i> . Do they still fit? 6. Make our learning values evident	Inquiry RE units  Inquiry learning tasks in various KLA areas  Staff Meeting Plan with Conceptual Inquiry PD, Inquiry professional reading  Staff Development Day – Inquiry – Term 4  Our Learning Values evident in teaching and learning programs and tasks	Professional Reading and discussion on Conceptual Inquiry in RE  Therese to work with Lisa on developing an inquiry unit for Religious Education  Form Northern Region RE clusters to commence writing and collaborating about RE inquiry units  Provide professional take-home reading excerpts for staff: 'No-Tosh Curriculum Kitchen' (Ewan McIntosh), 'Solutions Fluency' (Lee Wantabe-Crocker), Kath Murdock  Investigate where does explicit instruction sit with inquiry learning? (Getting the balance right)  Research articles relating to cognitive load, explicit instruction and other high impact teaching strategies:  High-impact teaching strategies, Victorian Department of Education, The Science of Learning, Deans of Impact (2015), Rosenshine's 'Principles of Instruction', Rosenshine (2012), Cognitive Load Theory, Centre for Education Statistics and Evaluation, 2017, Putting Students on the Path to Learning: the case for fully guided instruction Clarke, Kirshner and Sweller (2012), Scaffolding and Achievement in Problem-Based and Inquiry Learning: A Response to Kirschner, Sweller, and Clark (2006)  Whole staff development day on developing inquiry learning units - Find facilitator for Inquiry Staff Development Day (Check with other principals to see if they have a staff member who may be able to do this)
<b>Review</b> <i>What processes will be used to review the results?</i>	Staff meeting sharing, teaching and learning programs, professional conversations and feedback <b>Focus Area:</b> COSA <input type="checkbox"/> School Improvement Project <input checked="" type="checkbox"/> Wellbeing Project <input type="checkbox"/> NSW State Literacy and Numeracy <input type="checkbox"/>	

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Improvement Area 2 (including Literacy & Numeracy)		Principles of Pedagogy	Key Focus	
5. An expert teaching team		7. Learning is inspired and celebrated in community	<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
<b>Inquiry Focus</b> <i>What do you want to achieve?</i> <i>What change do you want to see?</i>		<b>Vision Connection:</b> Jesus Christ calls us as an inclusive community to live our faith, <u>engage in quality learning</u> and enrich our world for the future. <b>Goal:</b> To engage in consistent and targeted staff professional 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>
1. To develop a clear understanding of the annual professional learning (PL) requirements 2. Staff managing their eTAMS requirements for NESA 3. Rich writing learning tasks for students 4. Implementable strategies to assist students with dyslexia 5. Building staff capacity with teaching numeracy 6. Ability to analyse PLAN2 data to inform teaching and learning 7. Stronger Principal capacity to lead school improvement 8. Shared understanding of research that supports best teaching practice e.g. cognitive load, high impact teaching strategies, explicit instruction and worked examples.	Staff Professional Learning Policy Annual PL budget Up to date ETAMS NESA records Review writing agreed practice Student writing Published student writing Writing Celebrations PLAN2 Data Dyslexia strategies evidenced in teaching and learning programs Staff Meeting Plan – evidence of PL sharing Professional readings	Staff Meeting discussion regarding inclusions in the policy e.g. frequency, costs, inclusions Discussion with Office Manager <u>eTAMS &amp; PL</u> NESA School Based PD Registrations – Sarah, NESA site PD review, Updating details, NESA Maintenance- Lyn Smith to present PL to staff Term 1 <u>PL - 7 Steps to Writing Success</u> Writing structures, Writing Publishing assistance, Review agreed practice around writing <u>PL – Learning Progressions – Madonna (Year1/2)</u> Creating texts assessment – PLAN2 Using learning progressions for writing assessment <u>PL – OLT – Dyslexia Course – Term 3</u> – Whole Staff <u>Numeracy Network Days (5/6, K/1/2)</u> – Sally & Dave, Sue and Alison <u>Evidence Forum</u> – Sarah Lowe <u>Data Analyst Network Days (PLAN2 – Supplementary School)</u> – Rachael Croker <u>Tutor Training</u> for online course– Nicola Spackman Staff Meeting PL sharing sessions – Termly <u>AP, REC, CST, Aboriginal and TSI Network Meetings</u>
<b>Review</b> <i>What processes will be used to review the results?</i>	Termly Meetings to update and review staffs eTams, Term 3 staff Professional Conversations, Termly Staff Meeting PL sharing <b>Focus Area:</b> COSA <input type="checkbox"/> School Improvement Project <input checked="" type="checkbox"/> Wellbeing Project <input type="checkbox"/> NSW State Literacy and Numeracy <input type="checkbox"/>	

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Improvement Area 1		Principles of Pedagogy	National Reform Directions	
4. Targeted use of school resources		6. Positive educational environments empower learning	<input checked="" type="checkbox"/> Quality Teaching <input checked="" type="checkbox"/> Quality Learning <input type="checkbox"/> Empowered School Leadership <b>NSW CBGA Project</b>	<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>		<b>Vision Connection:</b> Jesus Christ calls us as an inclusive community to live our faith, engage in quality learning and <i>enrich our world for the future.</i> <b>Goal:</b> To plan for refurbishment of our Mercy building general-purpose learning areas. To investigate and implement collaborative student centred learning spaces and furnishings.		

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. Develop a refurbishment plan. 2. Work with developer to create a safe worksite 3. Research collaborative learning/student centred general purpose learning area furnishings 4. Staff professional learning on collaborative student centred learning techniques 5. Purchase of student centred collaborative learning flexible furnishings for the Mercy building general purpose learning areas 6. Prepare and facilitate an Opening Ceremony for our newly refurbished Mercy Building	Architect Plans Relocated classes – reviewed fire evacuation plans GPLA's being used for collaboration and student centred learning New furnishings Opening Ceremony Invitation - special guest Federal Member Angus Taylor, CE - Ross Fox, Noel Hurley, Michael Andrew, School Board, P&F Exec, Gazette Journalist Building Plaque with specified inclusions Budget School loan Staff meeting plan with time for PL	Plans from other schools e.g. St Vincent's Aranda Meeting with Architect – 1 February 2019 Discuss with staff the 'must-have' inclusions e.g. heating/cooling, display space (Staff Meeting 29 January) Exploration of suppliers of flexible furnishings and cost comparisons School visits (e.g. St Michaels Kaleen) Investigation of plague suppliers Review budget for furnishings organise school loan with CDF Review strategic plan <b>Professional Learning</b> – Online courses & professional reading for staff - (Staff Meetings) Flexible Learning Spaces by Design – Futures Learning PL Flexible Learning Spaces- NSW DoE <a href="https://education.nsw.gov.au/teaching-and-learning/professional-learning/scan/past-issues/vol-33,-2014/flexible-learning-spaces">https://education.nsw.gov.au/teaching-and-learning/professional-learning/scan/past-issues/vol-33,-2014/flexible-learning-spaces</a> Collaborative Learning and Collaboration <a href="https://education.nsw.gov.au/teaching-and-learning/curriculum/learning-for-the-future/future-focused-learning-and-teaching/learning-modes/collaboration">https://education.nsw.gov.au/teaching-and-learning/curriculum/learning-for-the-future/future-focused-learning-and-teaching/learning-modes/collaboration</a> Challenges and Rewards of a Collaborative Teaching Environment <a href="https://education.nsw.gov.au/teaching-and-learning/professional-learning/scan/past-issues/vol-37/challenges-and-rewards-of-a-collaborative-teaching-environment">https://education.nsw.gov.au/teaching-and-learning/professional-learning/scan/past-issues/vol-37/challenges-and-rewards-of-a-collaborative-teaching-environment</a>

## Review

*What processes will be used  
to review the results?*

Opening Ceremony, viewing of new GLPA's, classes moving back in and using their new spaces

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