



St Michael's Primary School, KALEEN

Annual Improvement Plan 2018

School Context:

St Michael's Primary School is a Catholic Systemic School in the Kaleen and Giralang Parish, catering for 195 students and their families. Currently we have eight classes from Kindergarten to Year 6 with an average class size of 24.

At St Michael's, the staff, students and parish strive to provide an integrated approach to education. The community integrates their faith with contemporary life; and Gospel values are reflected in our policies, structures and relationships. We acknowledge parents as prime educators in their child's education. It is certainly our privilege to work with you and to share with you the responsibilities of educating your child in preparation for the future. It is when parents and teachers work together that education becomes meaningful.

St Michael's School Motto is 'Live In Harmony'. It symbolises our desire to live in harmony with God, self, others and our environment. Each member of the St Michael's community, including the Parish Priest and parishioners are encouraged to live in harmony by becoming directly involved in school activities and programs and sharing their unique gifts with the community. Harmony happens when people make a commitment to help one another and to work towards a common purpose.

Teaching and learning are the core business of our school. We acknowledge each individual's learning style, challenge each person to reach his or her potential, and appreciate that learning takes place in a myriad of ways, happens all the time, and is life-long. Our community designs, supports and nurtures a flexible, durable and effective learning environment, which will define a progressive future for our children.

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	
2. Analysis and discussion of data		3. Assessment informs teaching and learning	
Key Improvement Goal 1 <i>What do you want to achieve?</i> <i>What change do you want to see?</i>		Data to be used to drive learning to improve all student outcomes	<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

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 progress is monitored at key points of the year with expected growth noted with differentiation occurring to tailor learning	Staff TQI professional learning feedback Class programs demonstrating differentiation Rubrics / success criteria Team meeting agenda/minutes/discussion points Assessment data reflecting student need <ul style="list-style-type: none"> - ePART, PAT, spreadsheet Class teacher Assessment Books Whole School Assessment Plan <ul style="list-style-type: none"> - (eg PAT, Running Records, SENA, LAF) RE assessment tasks / programs Annual Survey - Parent comments Annual Survey - Student voice Catholic culture is evident throughout the school (displays, prayer/Masses, programs)	Targeted class support including Exec/Lead members Structured team meetings – exec members share minutes to Exec team Assessment Policies and Procedures to be reviewed <ul style="list-style-type: none"> - Data spreadsheets continued - Threading assessment through professional learning - Teacher professional learning on assessment tasks used - Revisit use assessment in programs - Develop protocols around assessment conversations as team groups - Review Whole School Assessment Plan to reflect current happenings - Increase accountability of assessment recording through consistent approach of assessment books - Implementation of a clear Assessment Expectations - Aligning teaching to data evidence reflected in programs - Programming activities directed to class groupings design for multiple entry and exit points Implementation of the 3 Worlds of the Text approach to teaching Religious Education Focus on Prayer with emphasis on Liturgical Year, daily prayer and resourcing
Review <i>What processes will be used to review the results?</i>		

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

Improvement Area 2		Principles of Pedagogy	
4. Targeted use of school resources		6. Positive educational environments empower learning	
Key Improvement Goal 2 <i>What do you want to achieve?</i> <i>What change do you want to see?</i>		Resourcing is student centered and future focused increasing student engagement and achievement.	
		<input type="checkbox"/> Quality Teaching <input type="checkbox"/> Quality Learning <input checked="" type="checkbox"/> Empowered School Leadership	<input checked="" type="checkbox"/> Meeting Student Needs <input type="checkbox"/> Transparency and Accountability

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 have access to quality resourcing that supports their learning	Students utilising multiple tools to showcase learning Decrease in behavioural issues during class times Increase in student outcomes Increase student engagement Teacher programs reflect social and emotional learning Timetables/calendars Feedback from all stakeholders in annual survey Classroom observations Teacher programs Observations Language used by teachers and students Annual Survey – student response to resourcing	Expansion of STEM approach across the school Attendance at Digital Literacy Professional Learning at SFX Increased Sustainability focus including Miss Jordan’s Garden and Fresh Taste to provide more authentic learning experiences High quality resources available in classrooms Flexible learning explored further including outside learning spaces Cultural perspective promoted through allocation of resourcing Support timetable structure to focus in areas of need and support fostering differentiation in classrooms particularly with extension Develop a shared understanding of wellbeing - whole community Wellbeing/ SWPB meetings to occur Berry Street Education Model to be explored Access external consultants to support student learning
Review <i>What processes will be used to review the results?</i>		

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

Improvement Area 3		Principles of Pedagogy	
5. An Expert Teaching Team		5. Holding high expectations of all learners is a commitment to justice	
Key Improvement Goal 3 <i>What do you want to achieve?</i> <i>What change do you want to see?</i>	Leadership within the teaching staff is enhanced to improve student engagement and the quality of learning	<input type="checkbox"/> COSA+ <input type="checkbox"/> Learning & Teaching Facilitator <input type="checkbox"/> School Improvement Project	<input type="checkbox"/> Wellbeing Project <input type="checkbox"/> NSW State Literacy & Numeracy

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>
A shared leadership approach is undertaken to increase teacher expertise and build capacity to improve the quality of student learning	Staff perceptions through Staff Annual Survey Classroom observations recorded through development of a mentoring program Collaborative team planning – agenda/minutes – evident in programs (units of work) Purpose and conduct of professional development days and staff meetings – more teachers taking the lead presenting Teacher goal setting – TQI/myPad NAPLAN analysis Team meeting agenda items – discussion focus on T & L	Development of Professional Learning Community (PLCs) Restructure of Leadership responsibilities Inquiry approach to learning is development across all curriculum areas, tapping into the expertise of staff, external consultants and available programs Developing a ‘learning technologies’ program to assist with implementation of the Australian Curriculum Technologies Develop HAT/LEAD group of interested teachers working towards accreditation to share and network Develop structure for WINN (What I Need Now) - individual student needs based on formative assessment to form flexible learning groups Structure RFF times to ensure (where possible) teams are released together to foster a more collaborative planning session to occur Continue to build capacity of classroom support team Explore mentor/mentee program to allow teachers to visit each other’s room for classroom observations and encourage team teaching across grades Continued development of ELI Literacy and introduction of ELI Numeracy Implementation and use of the aitsl ‘Class Practice Continuum’
Review <i>What processes will be used to review the results?</i>		

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

