



St Gregory's Primary School, QUEANBEYAN

Annual Improvement Plan 2017

In 2017 every St. Gregory's student will achieve at least one year's growth

St Gregory's: great learning, great community.

School Context:

St Gregory's Primary School is a Catholic Systemic Co-educational School located in Queanbeyan. St Gregory's Primary school is located over two campuses, one for our Kindergarten and Year 1 students and the other for our students from Years 2 - 6. Our students come from a variety of cultural and socioeconomic backgrounds. The school has strong links to the local parish of St Gregory's with many of our staff being active and contributing members of the parish through their participation in a variety of ministries.

St Gregory's uses the School Wide Positive Behaviour program, a whole school approach to creating a safe and supportive environment that has a strong evidence base and is used in many schools. The three school rules - Stay Safe, Be Fair and Show Respect form the foundation in teaching our students the acceptable and appropriate ways to interact with others.

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	
3. A culture that promotes learning		4. Positive relationships are at the heart of effective teaching	<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
Key Improvement Goal 1 <i>What do you want to achieve?</i> <i>What change do you want to see?</i>	Improve student engagement and sense of wellbeing.			

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>
<p>To ensure a supportive and connected school culture using KidsMatter Framework.</p> <p>Review policies, structures and procedures around School Wide Positive Behaviour Support.</p> <p>Build student wellbeing and engagement by implementing a SAT – Student Action Team.</p>	<p>Data from the Student MySchool Survey which will include additional questions directly related to Social and Emotional Learning.</p> <p>SEL pilot group to complete pre and post self-reflection</p> <p>Demonstrated improvement in Social and Emotional Skills from Pilot Group</p> <p>Uptake by other teachers</p> <p>Students knowing and understanding the 3 School Rules</p> <p>Students and teachers valuing the Band Reward system.</p> <p>Effective SAT in operation before the end of Term 1 with representatives from each class Years 2-6.</p> <p>Addressing at least 2 issues identified by SAT</p>	<p>Wellbeing coordinator to conduct workshops around Social and Emotional learning with a pilot group – Year 5 boys demonstrating anger management issues. The program to be trialled with the view to use school wide in following years is from KidsMatter -The Heart Masters program is designed to promote emotional intelligence and resiliency in school children. Key aspects of emotional intelligence that are addressed include the ability to read and take into consideration the feelings of others; awareness of our own feelings; the ability to regulate and calm our feelings and a sense of contentedness and belonging.</p> <p>Updated posters designed and printed for each room.</p> <p>Teachers use the 3 school rules are integrated into the classroom behaviour guidance strategies.</p> <p>Regular information around rules and recognising positive behaviours to be communicated to parents and teachers.</p> <p>A Student Action Team (SAT) is a group of students who form and tackle a school issue to improve the quality of school life. The team identifies relevant issues and then takes action on an issue of importance to the school. Student Action Teams engage students in purposeful, authentic activities which are valued by students.</p>
<p>Review <i>What processes will be used to review the results?</i></p>	<p>Evaluation by teachers of the Heart Masters Program</p> <p>Increased numbers from across all bands achieving Gold Bands including Gold Band Profiles.</p> <p>Celebration and display of the SAT initiatives.</p>	

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

Improvement Area 2		Principles of Pedagogy	National Reform Directions	
10. Catholic identity and faith formation		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 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>	Develop a school plan as a Phase 1 school in the implementation of the new Religious Education 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>
As a Phase 1 school we will: <ul style="list-style-type: none"> Understand the Shape of Religious Education The worlds of the Text (understanding Scripture) Inquiry learning and RE Learners and learning in the RE classroom Understanding the structure of the RE Curriculum 	Inquiry Learning will begin to be used in Religious Education lessons in some classes. Attendance at Professional Learning opportunities. Adoption of some components of the new curriculum by some teachers in some grades	Religious Education Team will begin exploring the Canberra Goulburn RE Portal Religious Education Coordinator to support individual teachers who wish to trial new curriculum
Review <i>What processes will be used to review the results?</i>	Review and evaluation by the RE Team in Term 4.	

Focus Area: COSA ☐ School Improvement Project ☐ 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"/> Wellbeing Project
Inquiry Focus <i>What do you want to achieve? What change do you want to see?</i>		Teachers to use data to inform teaching and learning	<input checked="" type="checkbox"/> Learning & Teaching Facilitator	<input checked="" type="checkbox"/> NSW State Literacy & Numeracy
			<input checked="" type="checkbox"/> School Improvement Project	

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>
<p>Using literacy and numeracy continuum and data to inform teaching and learning.</p> <p>Teachers programming fortnightly based on data analysis (Agreed Practice)</p> <p>STARS data to align with agreed practice and CE requirements for assessment across all Year levels.</p> <p>Staff to establish individual goals, pedagogy to align with the goals.</p> <p>Transformation of the current library into an inquiry-learning centre.</p> <p>Aboriginal and Torres Strait Islander Students are engaged and promote the identity of their culture.</p>	<p>Plotting of students on literacy and numeracy continuum.</p> <p>Clear Assessment Schedule from K-6.</p> <p>STARS to have all relevant and current data</p> <p>Conferencing Booklet</p> <p>TLC 1- Interpreting SMART data- Using SMART data to inform teaching practice.</p> <p>Professional Teaching Standards to align with goals and Principles of Pedagogy.</p> <p>Librarian's to expose staff and students to different types of literature, Inquiry learning.</p> <p>MacQuoid Street- Librarian to facilitate AR across 4-6 in conjunction with Classroom Teachers and Parents.</p> <p>Literacy and Numeracy data to show evidence of growth.</p>	<p>Formative and summative assessment to determine what the students know and don't know</p> <p>Peer mentor observation and teaching to support and provide feedback to colleagues</p> <p>Teachers to analyse student profile to distinguish student's strengths and areas for development.</p> <p>Professional Development on how to administer assessment tools.</p> <p>Identify what individual and whole class explicit teaching is needed.</p> <p>Program fortnightly according to the response from data analysis</p> <p>Regular reminders in Staff News.</p> <p>Staff Meeting allocation to update data.</p> <p>AP- to monitor STARS and input of Data.</p> <p>TLC meetings used to develop, direct, drive formulation and interpretation of data and assessment.</p> <p>Staff developing mentor/buddies to share goals and check list with each other.</p> <p>Buddy to provide feedback and action.</p> <p>TLC meetings, professional dialogue to share and develop individual goal.</p> <p>Librarians to lead one staff meeting each term based around the inquiry-learning centre.</p> <p>Targeted groups to work with the Aboriginal contact officer in conjunction with the classroom teacher to support specific students.</p>
<p>Review <i>What processes will be used to review the results?</i></p>	<p>NAPLAN results</p> <p>E-Part Data Analysis</p> <p>SLNAP and COSA Data</p> <p>TLC Working groups</p>	

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