Annual School Improvement Plan 2018

St Jerome's Catholic Primary School

Teachers know their learners			
Quality Relationships are at the centre of all learning			

CEWA Strategic Intent	**LEARNING** It takes a village to raise a child and every child CAN learn. Curiosity in learning and technological integration.	**ENGAGEMENT** Differentiated deep learning, explicit, repeated, gradual release, "I can do it!"	**ACCOUNTABILITY** Health and well-being of students and staff: *Providing learning environments where everyone feels safe and can flourish.*	**DISCIPLESHIP** Faith in action: *Engaging with the most vulnerable and marginalized in our society*

Focus Area *Indicate which LEAD intent is met through the focus. Ideally each would be met at least once.*	Informed by Evidence *Qualitative and quantitative*	Specific *Performance & development goal to be achieved (stated simply)*	Measurable *Evidence that will be used to demonstrate progression and goal*	Achievable *What actions will I take to achieve the goal?*	Relevant *How does the goal connect to the school's strategic plan (and/ or other plans)?*	Time Bound *What are the timeframe milestones? Timeframe within which the goal will be achieved*	Resources *Support/resources that will be required to achieve the goal.* <u>Key personnel</u>: *who is responsible / ensuring we are on track*	Success Criteria *How will you know you have been successful (quantitative and measurable)?*
Focus 1 Maths **L** **E** A D	Curriculum Plan shows teachers in junior primary are not happy with the use of the Prime Text Book in the maths learning area as it goes against best paedogical practices in early childhood.	Prime text books will only be used in Years 3 to 6 with a transition in Semester 2 of Year 2 to Book B for the Year 2 year level. Extension of our top students in numeracy across the school	In junior primary focus on student progression through the MAI Growth Points. In middle to upper primary ACER and NAPLAN Data whole school growth over time.	We are a Prime school from PP to 6 and therefore base our pedagoy in the teaching of mathematics on the Concrete-Pictorial-Abstract model and the Prime philosophy of whole-part-whole. Numeracy word walls to be reinforced in each classroom so that	Curriculum Plan QCS Domain 3 Education Component 306 Systematic Curriculum Delivery 307 Differentiated Teaching and Learning	Throughout the year staff will use the Prime Maths Scope and Sequence from which to program. Word walls will be evident from Term 1, 2018 and change throughout the year reflecting the content of the curriculum.	The Prime Scope and Sequence from PP to Year 6 will be adopted by the staff. While PP to Year 2 Semester 1 students will not use a Prime text book teachers will still be accountable to the PP to 6 Prime Scope and Sequence and have access to the Prime Digital Hub	Analysis of MAI from Year 1 to Year 2 for the same cohort demonstrating progression in Growth Points for each Domain. Analysis of ACER data should demonstrate one years' growth on average for the class.

				we get the language right. The explicit teaching of Mental Computation Strategies across all year levels K to 6. Focus on a different mental computation strategy in a 3 weekly cycle across the year. This should be documented in the SJ Program Overviews		Mental computation strategies evident in teacher's programs.	Concrete resources suggested by the Prime Program have been purchased for each year level. The Libray has an audit list of all purchased resources.	Analysis of NAPLAN should demonstrate a higer proportion of our students in the top 20%
Focus 2 Writing L E A D	Our Curriculum Plan shows that we are doing well in Writing. In 2017 our Year 3 cohort achived a mean of 428.5 in NAPLAN. The Australian mean was 413.6. Our Year 3 students are 14.8 higher. Our Year 5 cohort achieved a mean of 492.9 which is 20.4 points higher than the Australain mean of 472.5. This year we have trialed the Big Write and VCOP Program however we want this	A focus on VCOP (Vocabulary, Connectives, Openers and Punctuation) will continue into 2018 with the expectations that teachers will use the Student Assessment Criteria of VCOP and the VCOP Pyramid to help students set personal goals to upskill their writing. Introduce the program model of 'warm' and 'cold' writes, with a 'cold'	Use the NAPLAN Style Marking Guide based on the SCASA Judging Standards for assessment and moderation of the 'Cold Writes' Teaching NAPLAN Type Writing Skills (Ready Ed Publication)	GANTT Chart of clear expectations for implementation of the program in each year level. 'Cold' writes will be incorporated into the existing St Jerome's Testing Schedule. With a common topic for each year level in line with the existing Genre's of Writing Scope and Sequence. PP – 2 Recounts 3 – 6 Narrative Teachers work in year level teams to create their own assessment criteria for assessment of the 'Cold Writes' based on the	Curriculum Plan QCS Domian 3 Education 308 Effective Pedagogical Practices	Assessment and Moderation of 'Cold Writes' towards the end of Terms 1 and 3 2018 NAPLAN data analysis	Adaption of the NAPLAN Writing Guide for St Jerome's Springboards into Comprehension Scope and Sequence linked to the existing Genres of Writing Scope and Sequence. A Diana Rigg Spelling Scope and Sequence to be developed for Years 3 to 6 building upon the existing Junior Primary Scope and Sequence	The comparison of the 'Cold' writes should demonstrate at least 6 months growth 2018 NAPLAN data should continue to demonstrate growth

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	embedded during 2018.	write at the end of Terms 1 and 3 prior to Parent / Teacher Interiews		Judging Standards and the NAPLAN Writing Marking Guide Time for teachers to moderate 'cold' writes will be allowed for in the Meeting Roster				

Focus 3
 	
Explicit Improvement Agenda
 	
L E A D
	A review of the 2017 Annual School Improvement Plan. One of our SMART goals in this ASIP was for more dedicated time to be given for opportunities for professional sharing, reading and problem solving. While this was achieved in a small measure during 2017 we would like to expand on this for 2018.
	
	Our Curriculum Plan states that teachers use the Judging Standards and annotated work samples to moderate and assess student work and make an on-balanced A to E (or an
		A strong and optimistic commitment by all staff to the school improvement strategy and a clear belief that further improvement is possible. Teachers take responsibility for changes in practice required to achieve school targets and are using data on a regular basis to monitor the effectiveness of their own efforts to meet those targets.
		
		To make the learning visible for parents by setting clear expectations for the end of each year level.
			Staff and EA Appraisal Process
			
			Learning Walks
			
			We use an evidence based approach and year level teachers create Common Assessment Tasks (CATs) which are completed by all children, except those on an IEP.
			
			CATs are done each term for Literacy
			    Reading and Writing
			Numeracy
			    Number and one other strand
			RE
			    Two per term
			
			In 2018 year level teachers will be required to do a 'Rubric' for each literacy and numeracy CAT based on the Judging Standards to provide clarity for students so that students can work
				Review the current Appraisal Process and rename to 'Professional Growth Plan' incorporating the AITSL Teacher Performance and Devleopment Framework
				
				Review of mentoring process for new staff to St Jerome's. Use information from AITSL Support Beginning Teachers. This process to include a periodic meeting model. Mentors for new staff to SJ will be released from class one day early in Semester to work in class with their mentee.
				
				The establishment of a meeting structure that incorporates a 3 to 4 weekly cycle of PLC Meetings
					Review of 2017 ASIP
					
					Curriculum Plan
					
					QCS Domian 3 Education 301 An Explicit Improvement Agenda
					
					303 A Culture that Promotes Learning
						Appraisal Process will be reviewed in preparation for the beginning of 2018
						
						Mentoring Process for new staff to St Jerome's will be reviewed and implemented at the beginning of 2018
						
						Meeting structure will be changed prior to the commencement of 2018 to incorporate the PLC model
						
						A structure for Learning Walks will be established prior to 2018
						
						A structure for CATs and the accompanying rubric
							Use the HITS (High Impact Teaching Strategies) as a basis for guiding PLC Meetings.
							
							Challenge PPK (Personal Prior Knowledge) with research
							-Hattie
							-Sharrat
							-Fullen
							
							Investigate other school's models for 'Learning Walks' St Anthony in Wannaroo and St Simon Peter
								A PLC is a group of educators that meets regularly, shares expertise, and works collaboratively to improve teaching skills and the academic performance of students. Use 365 Tool TEAMS for PLC accountability.
								
								Encouragement of a mini-'action research' with a focus on data informed impact on one learning area between PLCs with the aim of improving the educational achievement of students
								
								Student use of rubrics for setting personal goals
								
								Term Overiews available on our website

	equivalent 5 point scale) judgement.		towards their own improvement. These are clearly linked back to the outline and form the basis of moderation discussion between teachers. Lists of end of year level expectaions for automatic responses available on our website for parents to access.	The establishment of a clear structure for 'Learning Walks' incorporating; ***Capacity Building Walks***-Leadership collecting data with a focus on the ASIP goals ***Instructional Round Walks***-where a team of teachers will visit a classroom ***Collaborative Walks***- LT providing feedback Teachers to work together in year level teams to develop the St Jerome's 'Term Overview' lists of year level expectations.		Use of 365 Tool 'Forms' for one CAT each semester (age appropriate) 'Term Overiews' should be on our website by week 2 of each term		
Focus 4 Digital Learning L E A D	The TUPS (Technology Use and Perception Survey) conducted this year indicates that 80% of our teachers would like training on applications used by students and 90% of our teachers would like more training in the use of	An increase in the use of technology to enhance student learning Technology is accessible and readily available for the task at hand Technology tools are a seamless part of the learning process	Teachers use the TIM (Technology Integration Matrix) to plot their learning throughout the year https://fcit.usf.edu/matrix/	We have released our Key Teacher in Digital Learning from the classroom at an FTE of 0.4 with the intention that he support the rest of the staff to: One integrate specific technologies into their teaching helping to increase teachers level of confidence and two, to support teachers to implement and teach the	Curriculum Plan QCS Domain 3 Education 308 Effective Pedagogical Practices	By the end of the year teachers should be able to demonstrate student centered technology pedagogy through progression on the TIM Evidence of student use of technology through Capacity Building Walks. Evidence should demonstrate successful	Teachers will be given time to consult with the Digital Support Teacher on what specific technology software can integrated into their curriculum Coding will be one aspect of digital learning support and funds have been allocated in this year's budget to resource this	Teachers are effectively integrating technology tools into the curriculum, and extending student learning by: Providing access to up-to-date, primary source material Exposing students to methods of collecting/recording data Enabling students to collaborate with

	technology in their teaching.			Technologies Digital Learning Area.		technology integration where the use of technology is routine and transparent.		students, teachers and experts around the world Providing students with opportunities for expressing understanding via multimedia Providing students with learning that is relevant and assessment that is authentic Providing students with training for publishing and presenting their new knowledge Redo the TUPS at the end of the year and compare data to the exisiting TUPS to investigate whether there is any differences in teacher perception.

Informed by evidence from: **ONGOING EVALUATION**

- LEAD system intent
- Evangelisation Plan
- Curriculum Plan
- Data analysis of
- Quality Improvement Plan
- Aboriginal Education Plan
- Quality Catholic Schooling
- School Cyclic Review
- School Climate Surveys
- Student Data e.g. Appraise, attendance, wellbeing
- AEIM: Aboriginal Education Improvement Map
- TIM: Technology Integration Matrix
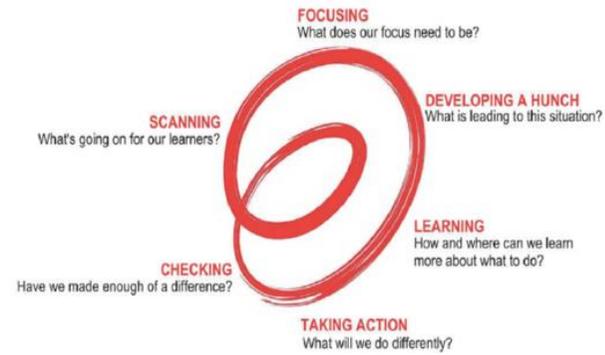
Spiral of Inquiry (Timperley, Halbert & Kaser 2014)