

2017 ANNUAL SCHOOL IMPROVEMENT PLAN

Success Indicators



It takes a village to raise a child

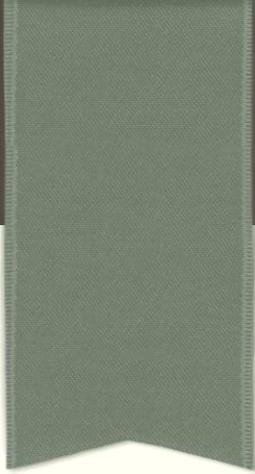
The community of St Jerome's believes very strongly that success in school is possible for all students.

This is reflected even more clearly this year in our 2017 ASIP.

While our five key directions for learning are based on faith, numeracy, literacy, technology and curiosity in learning, underpinning all of this is our key mantra that, "It takes a village to raise a child and every child CAN learn."



Five Key Directions for 2017



It takes a village to raise a child and every child **CAN** learn

Digital Technology

Differentiated deep learning, explicit, repeated, gradual release "I can do it!"

Faith in Action

Mathematics Pedagogy

Writing Pedagogy

Technological Integration

Curiosity in Learning

LEAD

Learning

Curiosity in Learning

Mathematics Pedagogy

Writing Pedagogy

Technological Integration

Engagement

Faith in Action

Curiosity in Learning

Accountability

Mathematics Pedagogy

Writing Pedagogy

Discipleship

Faith in Action

Success Indicators - Learning

SMART Goals	Success Indicators	Actualisation	Future Focus
To gather data on the resiliency of our students so that future foci can be considered.	We will use this data to target high profile students with the support of our school psychologist through appropriate programs such as 'Rock & Water' 'Rainbows' etc. We can also tap into outside support services such as those provided by the City of Cockburn or Anglicare for Families.	We are currently running the programs Rock and Water. This program is facilitated by our school psychologist. We have a strong connection to outside support agencies in particular for our students with special needs.	A whole school well-being survey still has to be considered.
Everyone has ownership of data	Teachers becoming increasingly effective at using data to drive instruction.	We are using a variety of data sources along with NAPLAN and Common Assessment Tasks. Teachers are getting better at using data to drive instruction particularly for our CAP (Curriculum Adjustment Plan) students.	Consider Data Walls Consider rubrics for CATs (Common Assessment Tasks) in line with SCASA (School Curriculum & Standards Authority) requirements.
Inquiry based learning throughout the school.	Child initiated play with teacher guided activities presented in playful and creative ways.	Veggie gardens have been established in PP and Year 2. Year 6 have taken on Sphero's. Kindergarten teachers have taken on 'Little Scientists' and run a professional development for the rest of the staff.	Extend STEM (Science, Technology, Engineering, Mathematics) focus through an integrated approach throughout the school.

Success Indicators - Learning

SMART Goals	Success Indicators	Actualisation	Future Focus
<p>To work towards the embedding of the concepts of VCOP (Vocabulary, Connectives, Openers, Punctuation) at the whole school level with an aim to improving the quality of student's writing.</p>	<p>We should see an improvement in our whole school writing results reflected in NAPLAN.</p>	<p>Teachers were introduced to the program and allowed to trail what ever aspect of the program they felt the most comfortable with for this year. Most teachers have adopted the VCOP charts and the introduction of these concepts. Some classes have gone further and trailed different aspects of the program. We have decided against the VCOP Criterion Scale as they are not aligned with SCASA and 'Cold Write Assessments' have not been introduced.</p>	<p>Consider a non-negotiable focus for VCOP next year with clear expectations on a term by term basis for implementation. Consider an assessment 'Cold Write Cycle' at the end of Term 1 and the beginning of Term 4 and the development of an assessment rubric based on the SCASA (School Curriculum and Standards Authority) Judging Standards.</p>
<p>To develop teacher's understanding of the four proficiencies in the mathematics learning area.</p>	<p>We should see growth in our whole school NAPLAN and ACER Data.</p>	<p>PRIME Maths has been implemented in Years 2 to 6. Several staff surveys have been conducted throughout the year to ascertain staff uptake of the program. Some teachers are using the program very effectively with excellent results. Others find that the program is too difficult for their students. If the program is taught well the four proficiencies are covered in the program. Maths Word Walls have not really been implemented in every classroom.</p>	<p>Make a decision on the implementation of PRIME into 2018 based on staff surveys and action research.</p> <p>Embed the use of Maths Word Walls in the classroom.</p>

Success Indicators - Learning

SMART Goals	Success Indicators	Actualisation	Future Focus
To use a synthetic phonics approach to the explicit teaching of phonological awareness and spelling.	We should see growth in our NAPLAN data and in the South Australian Spelling Assessment.	Diana Rigg is embedded throughout the school and the junior primary scope and sequence is now in place together with the accompanying assessment schedule.	The analysis of the South Australian Spelling Assessment data has not yet been completed to ascertain whether our students are improving in their spelling. This needs to be followed through.
To enhance the use of digital learning in the classroom.	Embed the use of Google Apps for Education in the middle to upper primary classes.	Google Apps has been taken up in various degrees across the year 3 to 4 classes. One PD day this year was allocated to digital learning. Teachers were asked to share with their colleagues how digital learning was used in their teaching. This was very successful as teachers learnt from each other.	Timetabled blocks in classrooms for IT support have not yet happened. Consider how this can be facilitated next year.

Success Indicators - Engagement

SMART Goals	Success Indicators	Actualisation	Future Focus
Dedicated time to be given for opportunities for professional sharing, reading and problem solving.	Staff to have more input into the agendas of various meetings.	The 2017 Staff Meeting Roster reflects more time for cluster based meetings. A professional Development Day during the year was set aside for professional sharing. Teachers shared on, 'Little Scientists' Special Learning Needs and Digital Learning in the classroom.	This was very successful and we would like to expand on this next year. Still need to focus on one thing at a time for a period of time during cluster meetings. Consider introducing the PLC (Professional Learning Community) model.
To have all students setting their own goals for learning.	An improvement in student engagement where students not only set their own attainable learning goals but also self-evaluate their progress to the achievement of personal goals.	WALT (We Are Learning To) and WILF (What I'm Looking For) are established in the school. Teachers are getting better at setting SMART goals in CAPs. Middle and upper primary students are setting personal goals.	Embed the reviewing of student personal goals every three weeks so that students own their own growth as a learner.
To effectively use technology to enhance home / school communication.	More parent involvement in their child's education.	SEQTA is used extensively for home/school communication. Seesaw is used in all junior primary classes to make learning visible. Class blogs or Google Docs for Education is used in most middle and upper primary classes. New homework policy has been trialled and a survey was held to gather the opinions of parents and teachers.	New policy to be reviewed providing clarity for homework in the future.

Success Indicators - Engagement

SMART Goals	Success Indicators	Actualisation	Future Focus
To improve community engagement at St Jerome's	Families feel that they are valued members of the St Jerome's community.	A number of community events occur during the year which are well attended. Our P&F are strong and active in the school. The MAD volunteer program has been enhanced through the P&F and we have additional volunteers in the school from the community and from the parish supporting students at educational risk and running the Liturgical Dance Program.	Survey of families to gather data on the number of families where English is a second language.
To improve staff engagement and morale.	Improved attendance at staff events thus building collegiality.	Social Club is now the responsibility of year level teachers on a rotational basis. An event is held each term. Anecdotally there seems to be better attendance.	To improve the ambience of the staffroom.

Success Indicators - Accountability

SMART Goals	Success Indicators	Actualisation	Future Focus
To establish an ongoing cycle of reflection to improve upon what we are doing as a school.	Whole staff reflection and constructive feed back on whole school initiatives.	The staff reflected on school performance throughout the year through the use of the QCS Tool and the Strategic Planning Process.	Consider Action Learning through Spirals of Inquiry for next year.
To develop a more nurturing structure for all staff to reach their professional potential.	Teachers more accountable for their own professional growth and peer observations are embedded.	This is the second year of the new appraisal process which is in line with the AITSL Standards.	Re-establish a mentoring system for the new teachers to St Jerome's in line with the requirements of TRB (Teachers Registration Board). Staff survey of the new appraisal process still needs to be conducted. Review of the Appraisal process for EAs in line with AITSL (Australian Institute for Teaching and School Leadership).
To enhance mutual respect equity and recognition of all staff members' strengths and skills.	Year level teachers working as teams. EAs and teachers working as teams.	In 2017 we introduced a clearer process for EAs working with students on an IEP (Individual Education Plan). This has been in the format of an individual DWP (Daily Work Pad) for the IEP student linked directly to the goals of the IEP.	How to enhance year level teachers working as teams.

Success Indicators - Discipleship

SMART Goals	Success Indicators	Actualisation	Future Focus
<p>To promote an openness to the Christian message.</p>	<p>Continue to show improvement in the Bishops' Religious Literacy Assessment Results.</p>	<p>Scope and Sequence for the explicit teaching of formal prayers has been established. Meditation is occurring on a regular basis in a number of our classes. House Masses for our house heroes has been established. Focus on the Sunday Gospels each week as part of the Religious Education Lessons has been established. Easter Liturgy has whole school involvement. Christmas Carols in collaboration with the parish. Sacramental program is well established and in collaboration with the parish. The students led by the Student Council and supported by the APRE (Assistant Principal of Religious Education) actively support Catholic Charities such as Project Compassion and Mini Vinnies as well as various secular charities.</p>	<p>Review of the Evangelisation Policy is due in 2018.</p>
<p>To encourage students through the language of MJR (Making Jesus Real) to strive for the values that we encourage and promote in our school including care and compassion, respect, honesty and trustworthiness, understanding, tolerance and inclusion.</p>	<p>These values encourage students to do their best, treat others fairly, be responsible for their actions, follow principles of moral and ethical conduct and stand up for the rights of others.</p>	<p>The language of MJR is embedded in the school and sits alongside our Religious Education Program. MJR Certificates are awarded to students who display positive values. These are linked to House points and these students are acknowledged at school assemblies. Christian Living Award sponsored by the parish for a worthy Year 5 student has been established.</p>	<p>To highlight Christian living through the MJR certificates linked to House points by having the House with the most MJR certificates at the end of each term be given extra break time as a reward.</p>