



ST ANTHONY'S
PARISH PRIMARY SCHOOL

St Anthony's Parish Primary School, WANNIASSA

Annual Improvement Plan

2017

School Context:

St Anthony's Primary School is located in the beautiful Tuggeranong Valley in South Canberra. The school has well established and spacious grounds which were enhanced in 2015 with the opening of a sensory playground/garden. This unique space assists our student's cognitive development, social skills, their sense of self, their sense and respect of others, their physical and motor skills and their communication skills. The Sensory Playground/Garden is a tribute to the whole school community who worked together to bring this project to reality. The School Board have developed a Master Plan for its facilities to continually be upgraded to the highest standard and to meet the needs of its students and community. Various projects are planned for 2017.

In 2017 the St Anthony's Early Learning Centre opened with near capacity enrolment. The building itself is very impressive and our Director Sharon O'Brien and her amazing team provide a nurturing environment which enables your child to take their first step into Catholic Education. The Early Learning Centre provides a Pre-School Program for children who turn four years of age by 30 April of the year of enrolment who reside in the Wanniasa/Kambah Parish areas. The centre also provides long day care for students that are enrolled.

St Anthony's is blessed with a dynamic, professional and caring staff, together with modern resources enabling us to support the ongoing development of each individual. Curriculum initiatives being implemented across the school are improving teacher pedagogy, student engagement and higher student achievement at all levels. We value the partnership between staff, parents and the Parish, we are an inclusive school embracing Catholic values and faith.

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*.

Annual Improvement Plan 2017

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
Key Improvement Goal 1 <i>What do you want to achieve?</i> <i>What change do you want to see?</i>	To deepen staff understanding of the Australian 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>
<p>All aspects of the Australian Curriculum are implemented in a structured and uniform approach.</p> <p>All teaching aligned to the Australian Curriculum.</p> <p>Integration is clearly evident in teaching and learning.</p> <p>The terminology of the Australian Curriculum is used throughout the school.</p> <p>How students learn is as important as what they are being taught.</p>	<p>KLA's are programmed in an interdisciplinary way.</p> <p>Teachers cover the essential content in a way that shows it is being taught across various KLA's and/or in an Inquiry environment.</p> <p>The Australian Curriculum General capabilities and the habits of effective learners are front and foremost in documentation and practice.</p> <p>Staff and students know and can articulate the Australian Curriculum General Capabilities and habits of an effective learner, evidenced through professional conversations, self-reflection, peer mentoring and goal setting.</p> <p>Learners can identify the capabilities and skills they possess and benefit from utilising, evidenced through conferencing, self-assessment and assessment tasks.</p> <p>The Australian Curriculum is covered and clear measures are in place to show this and track implementation (Registration Report 10.0)</p> <p>Learning is fun and less stressful for all stakeholders, evidenced through classroom walk throughs, student and teacher interviews and surveys.</p>	<p>Whole staff professional learning day on the Australian Curriculum.</p> <p>All components of the Australian Curriculum are explored and professional dialogue fostered between staff.</p> <p>Allow teachers to trial program documentation and assessment models that effectively map their teaching and student learning experiences.</p> <p>Introduction of the MAPPEN tool across the school.</p> <p>The general capabilities and habits of successful learners are displayed around the school and regularly referred to by stakeholders.</p> <p>Re-design student feedback, reporting processes and student awards to reflect the general capabilities and habits of successful learners.</p> <p>Seek out student voice in relation to their preferred (or most productive) learning values, interests, assessment and learning environments.</p> <p>Develop teacher proformas that allow tracking of content taught/experienced, capabilities demonstrated and across curriculum perspectives covered over time – rather than predetermined at the beginning of units of work.</p>

Review

What processes will be used to review the results?

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

Improvement Area 2		Principles of Pedagogy	National Reform Directions	
3. A culture that promotes learning		6. Positive educational environments empower learning	<input checked="" type="checkbox"/> Quality Teaching <input checked="" 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? What change do you want to see?</i>	To create an environment and culture that empowers learners to be more independent, innovative and resourceful, particularly through greater utilisation of learning technologies.			

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>Inquiry learning is supported through the use of ICT. (Registration Report 10.2)</p> <p>Learning environments invite and motivate students to engage in learning. (Registration Report 14)</p> <p>Students have greater access to ICT that will allow them to interact with the most contemporary technology and platforms.</p> <p>Students are motivated learners, engaging willingly in tasks and exploring different methods to solve problems.</p> <p>Students interact meaningfully with others and show respect for others and their learning styles.</p>	<p>Teachers plan and facilitate tasks that allow students to be challenged and require various ways for them to be solved. (Registration Report 10.3).</p> <p>Student work, presentations and assessment reflect the effective use of ICT. (Registration Report 10.3).</p> <p>Students have access to ICT devices and infrastructure in a 1-1 environment e.g. BYOD and/or another form of equitable school program. (Registration Report 4.2.4).</p> <p>The school wireless network is coping with the demand required for a BYOD environment or increased number of ICT devices in use.</p> <p>Students are discerning learners, deciding when it is best to use ICT and other strategies to enhance learning.</p> <p>Classroom and shared areas are transformed to allow innovative use of ICT and other technologies/mediums. Before and after photographs provide evidence. Changing environments regularly, perhaps designed with student input.</p> <p>The wireless network is being utilised and student work is saved and retrieved from a cloud environment.</p>	<p>The 2017 School Improvement Project (SIP) to focus on instructional leadership and pedagogy, including the effective use of ICT.</p> <p>The expansion of the ICT Coordinator/Teacher role to include more time and scope to model and motivate teachers and students to embed the use of ICT.</p> <p>To engage fully with the educators in the T4C Committee to collaboratively progress our strategic actions in this area.</p> <p>Utilise the parent sub-committee of the School Board to collaborate on the needs of students and stakeholders and to support initiatives.</p> <p>Hold a parent information evening/workshop on the benefits of the use of ICT in a low ratio environment like BYOD 1-1 programs or similar.</p> <p>Staff visit other schools involved in BYOD or low ratio device programs.</p> <p>Establishment of staff committees in the areas of assessment and Information Communications Technology.</p> <p>Teachers enter into mentoring pairs/groups to share their initiatives in pedagogy, including the use of ICT.</p>
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

Literacy/Numeracy Improvement	Principles of Pedagogy	Key Focus	
3. A culture that promotes learning	1. Everyone can learn	<input checked="" type="checkbox"/> COSA+ <input type="checkbox"/> Learning & Teaching Facilitator <input checked="" type="checkbox"/> School Improvement Project	<input checked="" type="checkbox"/> Wellbeing Project <input type="checkbox"/> NSW State Literacy & Numeracy
Inquiry Focus <i>What do you want to achieve?</i> <i>What change do you want to see?</i>	To strengthen staff and student understanding of Inquiry teaching and learning so students gain a sense of self-worth and achievement through 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>
<p>Teachers are programming in a more flexible and purposeful way. (Registration Report 10.2)</p> <p>Connections are being made across subject areas and with content descriptors.</p> <p>Students are learning at a deeper level.</p> <p>Students are involved as decision makers about what and how they learn.</p> <p>Students are responsible learners who receive ongoing and constructive feedback from teachers and peers.</p> <p>Teachers use student data to provide challenging but achievable tasks (high expectations).</p>	<p>‘Free’ teachers up so they can display creativity and innovation!</p> <p>Learning is fun and less stressful for all stakeholders.</p> <p>The majority of content is not necessarily being delivered by the teacher but being discovered by the students through carefully planned and supported tasks, structures and environment. For example, teachers use stimulating and open-ended initiating activities to begin units and lessons.</p> <p>Students are not expected to complete learning in traditional lesson times but rather learning continues as students hypothesise and investigate scenarios.</p> <p>Teachers are able to sustain and extend learning through inquiry, evidenced through effective questioning and conferencing techniques. Can be measured through peer teacher mentoring and classroom observations. Teacher self-evaluation may be insightful.</p> <p>Teachers use formative assessment to inform their teaching. (Registration Report 10.3)</p> <p>All levels of student achievement are monitored to determine progress, including more capable and higher achieving students.</p>	<p>Checklists on prompts that promote sustained and substantive conversations between student to student, teacher to student.</p> <p>Model effective teacher responses they can give students and reciprocal conversation tips.</p> <p>Allow planning time for teachers to create rich and challenging initiating activities to promote inquiry. (Refer to examples from the expert presenters at the recent Year to Learn Conference).</p> <p>Teachers visit each other’s classrooms to professionally critique the elements of inquiry based teaching and learning.</p> <p>Build regular time into staff meetings for sharing of Inquiry experiences.</p> <p>Design our learning spaces, break out areas, corridors and school foyer in ways that promote, engage and demonstrate the learning power of Inquiry.</p> <p>Develop spaces that allow for students to express ‘THEIR VOICE’ in relation to learning and Inquiry experiences. Could this be in forums used by students online or in-house blogging, photographs, data walls, audience presentations, school newsletter and website.</p> <p>Review homework exploring use of an interactive student platform.</p>
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