



St Mary's War Memorial School, WEST WYALONG

# Annual Improvement Plan

2017

## School Context:

St Mary's War Memorial School is a Catholic systemic Co-educational School located in West Wyalong. It is the students and their families that are the heart of this school and they are the reason why St Mary's staff foster genuine relationships with all members of the school community. We encourage a sense of co-operation among our members and this is demonstrated through courtesy, good manners and respect for one another. As professionals we treat each other with care and concern in all we say and do, and in doing so, provide excellent modelling for the students.

Our Vision and Mission statement guides us and dictates the culture of our school. It is as follows:

### **Plant the Seed**

- Sowing Christian Values and Nurturing Relationships

### **Nurture the Growth**

- Cultivating Excellence and Rising to Challenges

### **Celebrate the Harvest**

- Appreciating Success and Celebrating Achievements

St Mary's staff affirm the role of parents as the prime educators of their children. We promote involvement of parents in policy making and school activities. We support the desirability of a high co-relation between home and school values. Throughout the year the school offers opportunities designed to assist and affirm the role of parents.

Our school continues to achieve on the academic front, with the latest NAPLAN results indicating continued improved growth and strong performance relative to our peers. Teaching and learning continues to foster this growth. The move to embrace technology with the intuitive iPad platform continues to be well received by students and teachers.

As well as their scholarly achievements, our students perform extremely well in their extracurricular activities with fantastic participation and performances in basketball, athletics, football, choir, annual musical, at community events and the Aspirations program. This success occurs as a result of the dedication of the teaching and support staff and with the contribution of the families who organise, support and transport students all over the state to participate in these forums.

St Mary's School is part of the school system operated by the Archdiocese of Canberra and Goulburn. The Catholic Education Office employs staff. Our St Mary's staff, with the support of the Catholic Education Office Canberra, evaluates our structures and processes so that there is a strong link between the values the School espouses and its actual practice. St Mary's War Memorial School has Registration and Accreditation from the Minister of Education and Training and BOSTES. This means that regular accountability audits support St Mary's School as meeting all the requirements. At St Mary's War Memorial School teaching and learning meets the AITSL Standards and all teachers have accreditation that complies with BOSTES guidelines.

## 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	
1. An explicit improvement agenda	4. Positive relationships are at the heart of effective teaching	<input checked="" type="checkbox"/> Quality Teaching	<input checked="" type="checkbox"/> Meeting Student Needs

<p><b>Key Improvement Goal 1</b>  <i>What do you want to achieve?          What change do you want to see?</i></p>	<p>In 2017 the school will investigate ways to improve parent knowledge of the school curriculum, school improvement plans, projects and targets.</p>	<p><input checked="" type="checkbox"/> Quality Learning  <input checked="" type="checkbox"/> Empowered School Leadership</p>	<p><input checked="" type="checkbox"/> Transparency and Accountability</p>
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Success Measures/Targets	Evidence	Strategies
<p><i>What is the specific, measurable target you want to meet?</i></p>	<p><i>What types of data will be collected as evidence?          (student learning; demographic; perceptual/observational; school process)</i></p>	<p><i>What specific strategies will be used to achieve Improvement Goal 1?          Who are the key personnel?</i></p>
<p>Parents will be have improved knowledge of the curriculum which will result in more effective focusing and to some extent narrowing and sharpening the whole school's attention on core learning priorities.</p>	<p>Parent Satisfaction Survey 2017 will indicate a higher level of parental satisfaction with information on teaching and learning provided by the school.          School improvement plans, projects and targets will be a priority of the school budget.</p>	<p>School leadership staff will develop an explicit and detailed document that outlines 2017 school improvement plans, projects and targets. This document will be aligned with national and system wide priorities.</p> <p>Teachers will prepare information that will improve parental knowledge of the school curriculum, school improvement plans, projects and targets.</p> <p>The staff will investigate new and innovative ways to provide information and forums for discussion including the use of digital resources. eg videos uploaded to school web page, apps, use of digital and static displays.</p>
<p><b>Review</b>  <i>What processes will be used to review the results?</i></p>	<p>The processes and results will be reviewed by the school executive, staff and school board to determine sustainability of the information process provided to parents and how this will take shape in the future.</p>	

Improvement Area 2	Principles of Pedagogy	National Reform Directions	
<p>2. Analysis and discussion of data</p>	<p>3. Assessment informs teaching and learning</p>	<p><input checked="" type="checkbox"/> Quality Teaching</p>	<p><input checked="" type="checkbox"/> Meeting Student Needs</p>

<p><b>Key Improvement Goal 1</b>  <i>What do you want to achieve?  What change do you want to see?</i></p>	<p>In 2017 the school will provide professional development opportunities for teachers aimed at improving the level of the data literacy skills of teachers and executive staff.</p>	<input checked="" type="checkbox"/> Quality Learning <input checked="" type="checkbox"/> Empowered School Leadership	<input checked="" type="checkbox"/> Transparency and Accountability
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<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 will have access to test data for their classes electronically and will be provided with, and expected to use, software to analyse, display and communicate data on individual and class performances and progress, including comparisons of pre- and post-test results.</p> <p>The teachers will have a sophisticated understanding of student assessment and data concepts (eg, value-added; growth; improvement; statistical significance) and will be able to plan future learning based on this data.</p>	<p>Planning for teaching and learning will be indicative of data collected and analysed and there will be clear links evident in teaching programs of this.</p>	<p>Opportunities for PD in data analysis will be provided at staff meetings and on PD days</p> <p>All teachers will have access to SMART</p> <p>All teachers will have access to parent, student and teacher satisfaction surveys.</p> <p>Teachers will be provided with release for face to face teaching to collect, access and evaluate data and plan.</p>	
<p><b>Review</b>  <i>What processes will be used to review the results?</i></p>	<p>Teachers and executive staff will participate in discussions to evaluate the effectiveness of the process undertaken and the results obtained. Clear guidelines for work in this area will be documented and implemented.</p>		

Literacy/Numeracy Improvement	Principles of Pedagogy	Key Focus	
5. An expert teaching team	2. A deep understanding of curriculum provides content and context for learning	<input checked="" type="checkbox"/> COSA+	<input checked="" type="checkbox"/> Wellbeing Project

<p><b>Inquiry Focus</b>  <i>What do you want to achieve?</i>  <i>What change do you want to see?</i></p>	<p>What is the inquiry process as it relates to teaching and learning in Mathematics?          What is the best way to improve early literacy outcomes?          What is the best way to promote positive playground wellbeing for all students?</p>	<p><input checked="" type="checkbox"/> Student Centred Learning  <input checked="" type="checkbox"/> School Improvement Project</p>	<p><input checked="" type="checkbox"/> NSW State Literacy &amp; Numeracy</p>
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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>That all students are engaged in inquiry learning in mathematics.</p> <p>That there is an improvement in the overall early literacy outcomes for our students.</p> <p>There will be an improvement in the wellbeing of students demonstrated in more positive behaviour.</p>	<p>Classroom observations and teacher programs will provide evidence that an inquiry approach is evident in the teaching and learning of Mathematics.</p> <p>All students in Kinder, Year 1 and Year 2 will have achieved Benchmarks.</p> <p>Discussions between students, teachers, parents and school counsellor to determine the level of positive playground wellness.</p>	<p>All teachers and executive staff will participate in workshops with our COSA+ coordinator at staff meetings and during additional release time to:</p> <ul style="list-style-type: none"> <li>• come to a whole school understanding of inquiry learning in mathematics that is based upon best practice</li> <li>• examine current student data on mathematics achievement</li> <li>• evaluate current practise in mathematics teaching and learning</li> <li>• plan and implement changes in everyday teaching and learning</li> <li>• collect data so as to evaluate inquiry learning in mathematics</li> </ul> <p>Implement CE Early Learning Initiative – Literacy</p> <p>Teachers, School Counsellor and other experts in the field explore playground facilities that promote growth in positive behaviour. And design and plan to incorporate these in our playground.</p> <p>Teacher to train in Seasons for Growth and implement the program.</p> <p>Budget appropriately.</p> <p>Complete necessary preparation work and install equipment and other resources.</p>
<p><b>Review</b>  <i>What processes will be used to review the results?</i></p>	<p>Teachers, executive staff and COSA+ coordinator will participate in discussions to evaluate the effectiveness of the process undertaken and to gauge the effectiveness on student outcomes of inquiry learning in mathematics. Teachers involved in ELI –Literacy will meet with the executive staff to evaluate the effectiveness of the program. Review the effectiveness of the playground resources and Seasons for Growth Program.</p>	