



St Jude's Primary School, HOLDER

Annual Improvement Plan 2017

School Context:

St Jude's Primary School is a Catholic systemic co-educational school located in Holder. The school caters for students in Preschool - Year 6, and has an enrolment of 66 students in the Preschool and 344 in the Kindergarten - Year 6 part of the school. Students attending Kindergarten-Year 6 come from a variety of backgrounds and nationalities consisting of one hundred and fifty two male and one hundred and ninety two female students; four Indigenous students; and eight with a Language Background other than English (LBOTE). The school employs thirty one staff comprising twenty three teachers and eight non-teaching staff, the latter being employed in a variety of capacities including: cleaner; front office staff; learning support assistant; canteen manager. No staff identify as Indigenous. There is a strong sense of community at St Jude's with a high level of support and involvement from parents and friends. Parents support teachers and families through classroom contacts, classroom helpers, care meals, working bees, school sporting events and fundraising. Our staff is committed to adding value in co-curricular activities, such as: chess club; senior students organising activities for the younger students; Student Representative Council; Sustainable Schools group and debating. We are especially pleased with how we support students with learning needs. Our Butterfly Room program is acknowledged as being of the highest quality. The staff, students and parents are delighted with the success experienced in this key area within the school. Equally, Butterfly Room programs cater for the more able students as well through: Maths extension groups for Years 2-6 and thinking skills groups providing enrichment activities for Years 1-6. There is an enormous amount of pride evident amongst former and present parents, staff and students. The continuing promotion of St Jude's Gems (our values in action) supports inclusion and acceptance and is noticed by many in our daily operation.

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	
9. School-community partnerships		6. Positive educational environments empower learning	<input type="checkbox"/> Quality Teaching <input 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>	How can we support social development of students who play solo?			

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>Identify students who play 'solo' for all or a good portion of lunch and recess breaks.</p> <p>Initiate play scenario using play pod which offers structured support for students who play solo.</p> <p>Develop a comprehensive social skills program which is consistent with CE strategic plan.</p>	<p>Data is gathered from a survey of students and staff to identify student play groups on the playground. Duty teachers conduct perceptual/observational survey at recess and lunch for a set period to identify candidates who play alone and may be suitable for the play pod. Survey designed by social skills committee.</p> <p>We were successful in gaining \$8000 for our Wellbeing Project from CE in 2016 for the purchase of a container plus equipment. A data gathering tool is designed to measure expectations and experience of students invited to the play pod. Perceptual/observational data from class teachers re student involvement is sought.</p> <p>Social skills program produced using BEST program. St Jude's Gems (values) of acceptance and inclusivity, respect and courtesy, honesty, forgiveness, endeavour, compassion, team work and hope are more recognisable on the playground.</p>	<p>Staff social skills committee formed. Survey of whole staff and students to identify children who play solo. All duty teachers conduct survey and committee gathers and analyses data. Analysis and data is fed back to parents at P/T conference time if not before and in semester reports.</p> <p>An application for a CE Wellbeing Grant 2016 was successful. Play pod support material/instructions/suggestions used to implement program. Targeted skill development at play pod is developed using Behavioural Emotional Social Skills Training program (BEST).</p> <p>Social skills development program for K-6 which includes: bullying, cyber safety, protective behaviours, etc. is produced. It will take in to account the needs of our students, our playground set up, ACARA requirements and framed around the BEST program.</p>
<p>Review <i>What processes will be used to review the results?</i></p>	Executive meeting / staff meeting / surveys / observations / focus group parent feedback (TBA)	

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

Improvement Area 2		Principles of Pedagogy	National Reform Directions	
2. Analysis and discussion of data		3. Assessment informs teaching and 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 2 <i>What do you want to achieve?</i> <i>What change do you want to see?</i>	To adapt our assessment practices and reading program to improve the reading culture at St Jude's			

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 2? Who are the key personnel?</i>
<p>We want to:</p> <p>Improve NAPLAN results as they currently indicate that boys are not progressing at the same rate as the girls in reading.</p> <p>See teachers up-skilled in assessment instruments that effectively inform them in ways to improve and to develop knowledge surrounding reading practices at St Jude's.</p> <p>Adapt our reading program to include the whole school (rather than just K-2) with self-choice, good-fit books with a focus on igniting the passion for reading.</p>	<p>Student Learning Data- We will collect data from NAPLAN, assessment tasks around reading (both pre and post), semester reports, PM reading records, students reading questionnaire and surveys (both pre and post).</p> <p>Demographic Data- Parent survey and questionnaire about reading in the home (both pre and post), our school context and ideas surrounding reading practices at our school, our teachers skills, strengthen areas for improvement around reading practices, demographics and the impact that this has on reading in the home (i.e. are our parents late to arrive home resulting in reading taking place late at night?)</p> <p>Perceptual/Observational Data- Parent, teacher, student questionnaires, questioning students about reading material, discussion points from staff meetings around adaptations to the reading program, evaluations from reading diary's, learning walks around the school.</p> <p>School Process Data- We will be updating: -policy and procedures, agreed practice surrounding assessment and reading strategies, reading program, teaching programs to incorporate goal setting in junior and upper primary.</p>	<p>It was determined that there was a need to make adaptations to our reading program here at St Jude's because NAPLAN data indicated that whilst our students were achieving 'above' mean in reading there was a significant gap between boys and girls.</p> <p>1)Adaptations to the reading program have been a big focus throughout '16 and will be in '17. These results will be analysed. These results will be published and available at our COSA presentation and to parents at our Reading Information Night and will also be published at regular intervals in our newsletters in 2017.</p> <p>2)NAPLAN data- staff meeting to analyse NAPLAN data. Staff has the opportunity to discuss the results, agree on areas of need, further development in reading.</p> <p>3)COSA project, average grade reading levels analysed and compared to that of 2015. This will continue into 2017 and beyond.</p> <p>4)Data gathered from all Kinder testing at beginning and end of year is uploaded onto the Intranet.</p> <p>5)Butterfly Room enters EPART data.</p> <p>6)Currently trials are being run in our K-3 classes for the Early Literacy Initiative (ELI).</p>
<p>Review <i>What processes will be used to review the results?</i></p>	<p>NAPLAN, surveys and questionnaires, observations, stamina increased for independent readers, design of assessment instruments to effectively achieve reliable and valid assessment experiences.</p>	

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

Literacy/Numeracy Improvement		Principles of Pedagogy	Key Focus	
8. Effective pedagogical practices		2. A deep understanding of curriculum provides content and context for learning	<input checked="" type="checkbox"/> COSA+ <input type="checkbox"/> Learning & Teaching Facilitator <input checked="" type="checkbox"/> School Improvement Project	<input 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>	How does self-selection empower young readers? Can/does literacy assessment practice (impact, develop, effect, improve) a schools reading culture?			

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>
The leadership team will have clarity around what effective teaching might look like.	<p>Where required mentor demonstrates lessons and invites teachers to watch teaching practices. This will be a focus in 2017.</p> <p>Specialist teachers have been modelling effective teaching practices (Kaye Lowe, Karen Western, COSA officer Therese Nolan and Katie Smith) in classes to model and share knowledge of effecting teaching strategies with teaching staff.</p> <p>Staff invited to share information from professional learning days with wider staff in our weekly Thursday admin. meeting. This will be given more emphasis in 2017.</p> <p>Program development- Staff will be given the opportunity to address the Core Document programming expectations and requirements. Discussions will take place on the relevance of the expectations as they currently stand and adaptations required to ensure effective teaching and learning programming is taking place in relation to new direction in teaching literacy.</p>	<p>Mentoring support</p> <p>Mentor demonstration lessons</p> <p>Input by visiting experts – Kaye Lowe / COSA support officers / Karen Western</p> <p>Professional sharing</p> <p>Implement revised programming expectations</p>

Review
What processes will be used to review the results?

NAPLAN, surveys and questionnaires, observations, design of assessment instruments to effectively achieve reliable and valid assessment experiences.

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