



Sts Peter & Paul Primary School, GARRAN

Annual Improvement Plan

2017

School Context:

Saints Peter and Paul is a Catholic school located in the inner south suburb of Garran, close to the Canberra Hospital. Gospel values are taught and lived in our community. Ours is one of two schools in the Catholic Parish of the Transfiguration, our sister school, Holy Trinity, being located in Curtin. The staff and students at Saints Peter and Paul Primary School pride themselves on belonging to a school of *'Inspired Teaching - Inspired Learning'*. We are an inclusive Catholic community, where all are welcome and each individual is valued. All staff members work to ensure that every child has the opportunity to develop his or her potential in a supported and welcoming environment. Academic rigour combined with state of the art teaching and learning are keystones of our educational philosophy. Our use of Learning Technologies is integrated into classroom programs so that opportunities for independent and collaborative learning are enhanced. Our Kids' Pantry is used by all students who cook delicious meals based on seasonal produce from our vegetable garden and eggs from our chickens. Weekly lessons in our Environmental unit are based on sustainability and care for our environment.

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

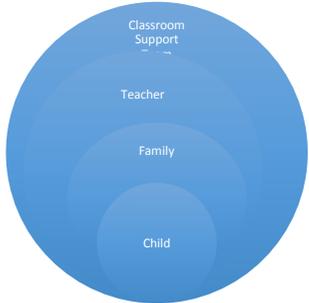
These guiding principles are achieved by implementing a school improvement plan that is based around the *National School Improvement Tool*.

Annual Improvement Plan 2017

Improvement Area 1		Principles of Pedagogy	National Reform Directions	
8. Effective pedagogical practices		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>	During 2017 we will develop a consistent approach to the structure and delivery of Literacy blocks for Kindergarten to Year 6 classes.			
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>		
TBA	Implementation of 'KL' Literacy blocks Class libraries of 100-200 books Bulk library loans each term Timetables Formative data, summative data, anecdotal data Adjustments to programs Library program, meetings between Librarian and teachers Team charters All teachers will participate: one invitation to my room, one visit to another room Teachers released to plan: pre-observation/observation/post observation	Teachers will work as an Early Learning Intervention school and in partnership with Kaye Lowe Literacy blocks will run from 9.00am – 11.00am Literacy Blocks in K-2 will be timetabled 5 days a week; 3-6 will be timetabled at least 4 days a week Teachers will use anecdotal, formative and summative data to inform their teaching Library RFF will link to literacy Each team will develop a charter for team meetings (K-2, 3-4, 5-6) Observation and feedback in terms 1 and 3 linked to either the literacy or the STEM goal		
Review <i>What processes will be used to review the results?</i>	TBA			

Focus Area: COSA 1. Everyone can learn School Improvement Project Wellbeing Project NSW State Literacy and Numeracy

Improvement Area 2		Principles of Pedagogy	National Reform Directions	
7. Differentiated teaching and learning		1. Everyone can learn	<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>	During 2017 we will move towards a more inclusive model of classroom support based on 'keeping my students in my classroom'			

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>
TBA	<p>Role descriptions reviewed</p>  <p>Personalised Plans in programs and a copy sent to parents Adjustments in classroom programs Transition: <ol style="list-style-type: none"> 1. Social stories 2. Formal visits 3. Meeting with new teacher and seeing new classroom New teacher to make contact with parents in week 10 of term four</p>	<p>Role of Classroom Support Coordinator defined (CSCoord) Role of Classroom Support Administrator defined (CSAdmin) Role of Classroom Support Assistant defined (CSA) Child-centred model of learning adopted so that CSAs work primarily in classrooms alongside teachers with the support of CSCoord Teachers to write Personalised Plans in collaboration with CSAdmin and parents Teachers to write adjustments for students with PPs Agreed practice for transition process for validated and PP students as needed</p>
Review <i>What processes will be used to review the results?</i>	TBA	

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 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>		During 2017 we will use the introduction of STEM as the basis for extending our use of Maths investigations as we examine our pedagogy		

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>
TBA	<p>Classroom practice and programs</p> <p>Use of Apps and programs as evidenced in programs</p> <p>PL delivered by Questacon</p> <p>Scientists in the school collaborating with teachers and students</p> <p>Other schools visiting to see STEM in action Showcase for parents</p> <p>Code Club</p> <p>Class programs Year 3 boys engaged and committed to SPP for 4-6</p>	<p>Investigations/inquiry based approach to continue in Maths</p> <p>Real world problems used</p> <p>Personalised learning</p> <p>Technology used to serve best practice in teaching and learning</p> <p>Knowledge and Skills of teachers developed</p> <p>Partnership with Questacon</p> <p>Partnership with CSIRO</p> <p>Partnership with CE</p> <p>Showcase at the end of term one involving students in years 3-6</p> <p>Scratch introduced</p> <p>Examination of BOSTES units to find units which have connections across the STEM curriculum</p> <p>Boys STEM Club – to target year 3 boys in particular</p>
Review <i>What processes will be used to review the results?</i>	TBA	

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