St John Vianney's Primary School, WARAMANGA

Annual Improvement Plan

2017

St John Vianney's Primary School is a Catholic Systemic Co-educational School located in Waramanga which is part of the St Jude and St John Vianney Parish in Weston Creek. The school caters for students from Kindergarten to Year 6 and has a current enrolment of 197 students. St John Vianney's Primary School was founded by the Sisters of Mercy in 1971. Currently, classes are structured in multi-age groupings beyond Kindergarten combining Years 1 and 2, Years 3 and 4 and Years 5 and 6. An Early Learning Centre has been established on the grounds of St Jude's school – our sister school in the parish. St John Vianney's enjoys a warm relationship with the Early Learning Centre with parents and staff reciprocally supporting one another in the context of it being a regional centre. St John Vianney's school accepts in area enrolments from the ELC.

In recent years, many changes have occurred to the physical appearance of the school as a result of internal refurbishments and improvements to external spaces. The school has responded to educational trends over time through works undertaken to bring learning and outdoor spaces up to date. The contemporary spaces that have been created lend themselves to pedagogical practices of the 21st century in which technologies play a major part. The learning spaces allow for individual, whole class and group work that is child-centred and facilitated by the teacher. The openness and transparency of the general learning areas creates a sense of community whilst maintaining class boundaries. With the generous support of parents over time, in terms of both fundraising and physical labour, the school has seen the central courtyard transformed and a large sandpit and bright, contemporary additional fixed play equipment installed.

The parent community is highly active and involved in the total life of the school and their contributions are highly valued by the staff. There are many opportunities for parents to be involved including: membership of the Community Council; leading or working within Focus Groups for school improvement; pastoral care and social and community events; participation in prayer celebrations, Masses and assemblies; volunteering in the canteen or assisting with classroom, library, clubs, carnivals, specific sports, enrichment or extra-curricular programs.

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.*

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CATHOLIC EDUCATION
Archdiocese of Canberra & Goulburn

Improvement Area 1	Principles of Pedagogy	National Reform Directions	
3. A culture that promotes learning	4. Positive relationships are at the heart of effective teaching	☒ Quality Teaching	☒ Meeting Student Needs
Key Improvement Goal 1 *What do you want to achieve?* *What change do you want the see?*	Using the School Wide Positive Behaviour Program to create a consistent uniform approach to Behaviour management.	☒ Quality Learning ☐ Empowered School Leadership	☐ Transparency and Accountability

Success Measures/Targets	Evidence	Strategies
What is the specific, measurable target you want to meet?	*What types of data will be collected as evidence?* *(student learning; demographic; perceptual/observational; school process)*	*What specific strategies will be used to achieve Improvement Goal 1?* *Who are the key personnel?*
To attend and fully participate in Professional Learning – School Wide Positive Behaviour Program	Attendance sheet	January professional development day Follow –up staff meetings Personnel : CEO Consultant: Carol Lamont School executive Staff Parents
To reduce the amount of behaviour modification reflection sessions spent with executive.	Reduced number of reflection forms issued to children. Reduced notification of behaviour incidents to parents. Increased teacher observed appropriate school wide behaviour.	Teachers and Executive
Reduced executive conversations with all staff regarding consistent approach to behaviour management.	Observational	Executive Update school wide agreed policy
Review *What processes will be used*	Evaluation of annual plan. Internal School Review, School wide satisfaction survey.	

Focus Area: COSA ☐ School Improvement Project 4. Positive relationships are at the heart of effective teaching Wellbeing Project ☐ NSW State Literacy and Numeracy ☐

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Improvement Area 2	Principles of Pedagogy	National Reform Directions	
3. A culture that promotes learning	2. A deep understanding of curriculum provides content and context for learning	☒ Quality Teaching ☒ Quality Learning ☐ Empowered School Leadership	☒ Meeting Student Needs ☐ Transparency and Accountability
Key Improvement Goal 1 *What do you want to achieve?* *What change do you want the see?*	For the school to develop excellence in teaching through a focus on STEM (Science, Technology, Engineering and Mathematics).		

Success Measures/Targets	Evidence	Strategies
What is the specific, measurable target you want to meet?	*What types of data will be collected as evidence?* *(student learning; demographic; perceptual/observational; school process)*	*What specific strategies will be used to achieve Improvement Goal 1?* *Who are the key personnel?*
To attend and fully participate in Professional Learning – Questacon.	Attendance sheet. New teaching strategies embedded in program. Observation evidence provided by teachers focusing on student engagement.	Whole school professional development in PD week.
Facilitate whole staff meetings, workshops and one-on-one teacher training.	Establish the process of embedding a CSIRO scientist to work collaboratively with classroom teachers.	A selection of staff member s to attend workshop 2 and 3.
Using BYOD and associated applications as a resource for STEM education.	Classrooms utilising personal devices to enhance learning.	Implement the BYOD program in Year 5/6 classroom. Ensure technology is utilised across the school. Establish *MAKE A SPACE* areas throughout the school.
Review *What processes will be used to review the results?*	Evaluation of annual plan. Internal School Review, School wide satisfaction survey.	

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

CATHOLIC EDUCATION
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Literacy/Numeracy Improvement	Principles of Pedagogy	Key Focus	
2. Analysis and discussion of data	3. Assessment informs teaching and learning	☒ COSA+	☐ Wellbeing Project
		☐ Learning & Teaching Facilitator	☐ NSW State Literacy & Numeracy
Inquiry Focus *What do you want to achieve?* *What change do you want the see?*	For teachers to continue to learn to use data effectively to diagnose foci for teaching and learning and to reflect this in their programming; especially in Mathematics.	☐ School Improvement Project	

Success Measures/Targets	Evidence	Strategies
What is the specific, measurable target you want to meet?	*What types of data will be collected as evidence?* *(student learning; demographic; perceptual/observational; school process)*	*What specific strategies will be used to achieve Improvement Goal 1?* *Who are the key personnel?*
Increase Numeracy growth for middle and high achieving students to reveal the potential of each student	- NAPLAN Analysis - SENA and LAF data - Perceptual and Observational data - ePart - Effective Teaching and Learning programs - Explicit evidence of Mathematical proficiencies in programs	Investigate consistency in effective weekly planning proformas Implementing agreed practice to ensure whole school consistency Further explore what the Numeracy Block needs to look like in practice Consistent practice to embed ongoing use of SENA and LAF data to inform teaching, with collegial support for administration
To continue to embed Investigations in mathematics as formative assessment for learning	Evidence of Mathematical investigations in programs	Professional development with CE officer to extend staff knowledge of mathematical investigations
To make mathematical language and problem solving processes evident	Evidence of investigations, open-ended problem-solving, higher order thinking skills and inquiry processes	Maths 300 and Calculating Changes COSA+ School-wide explicit Teaching of Problem Solving Strategies Classroom visual displays to support learning
Review *What processes will be used to review the results?*	Evaluation of annual plan. Internal School Review, School wide satisfaction survey.	

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