



St John the Apostle Primary School, FLOREY

Annual Improvement Plan

2017

School Context

St John the Apostle Primary School is a Catholic systemic co-educational School located in Florey.

St John the Apostle Primary School was opened in 1979. Within a few years there were over 600 students enrolled in twenty-one classes. With the changing demographics, the school now has 14 class groups from Kindergarten to Year Six. Over the years there have been a number of refurbishments. The most recent one, made possible by the Building the Education Revolution grant, has made a huge difference to the internal appearance of the school and is providing opportunities for teachers and students to work in a pleasant, collaborative and welcoming environment.

The community recognises the need to foster strong home-school partnerships with regular and varied forms of communication. This year's Community Council has taken an active role in developing communication channels with all families. Parent engagement at St John the Apostle Primary School continues to have a positive impact on the community. The variety of programs offered is possible because of the support of parents, including participation in a range of sporting activities, the Stephanie Alexander Kitchen Garden, choir, Dance Crew, Robotics Club, school camps, enrichment program and a myriad of classroom activities.

Students in Years 5 and 6 participate in camp programs. The Year 5 Camp aims to build teamwork and cooperative problem solving and the Year 6 Camp is based on achieving individual and team physical challenges. All classes attend Performing Arts (Dance, Music, Drama and Media Arts) as well Library each week. Students may participate in brass, woodwind, piano and guitar lessons or join either the school choir or the combined band with students from St Francis Xavier College across the road. Opportunities for performance are provided both in the school environment and in public. The Student Leadership program recognises the special role of each of the Year 6 students. At the beginning of the school year all Year 6 students are responsible for the Prayer and Mission leadership group and are elected as a member of one of the following groups: SRC, Events, Sports and Sustainability. Two school captains and sixteen peer captains are also elected.

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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Improvement Area 1		Principles of Pedagogy	National Reform Directions	
5. An expert teaching team		7. Learning is inspired and celebrated in community	<input checked="" type="checkbox"/> Quality Teaching	<input type="checkbox"/> Meeting Student Needs
Key Improvement Goal	Embed a strong culture of professional learning, leadership and collaboration aspiring to effective teaching and student growth.		<input checked="" type="checkbox"/> Quality Learning	<input checked="" type="checkbox"/> Transparency and Accountability
			<input checked="" type="checkbox"/> Empowered School Leadership	

Success Measures/Targets	Evidence	Strategies
<p>Teachers will articulate and engage in a rigorous process of professional learning and collaboration to develop effective teaching strategies for student growth.</p>	<ul style="list-style-type: none"> • Staff perception of professional learning and its impact through Staff Annual Survey. • Classroom observations recorded through instructional rounds. • Collaborative team planning evident in programs (units of work). • Purpose and conduct of professional development days and staff meetings – more teachers taking the lead in presenting at Staff Meetings. • Effective teacher goal setting and tracking of progress in myPad. • Regular meetings for assessment analysis and moderation. • Professional conversation records and validation at the end of the year. • Community perception of the professionalism of staff in Parent Annual Survey. • Executive Staff participating in Growth Coaching sessions with all staff. 	<ul style="list-style-type: none"> • Staff use MyPad to record Professional Learning Plans and maintain a record of the action and achievement related to professional goals. • Implement rigorous, positive mentoring program for Early Career Teachers. • Train Executive Staff on Growth Coaching strategies for use with all staff. • Clearly define goals of school for staff to align professional learning. • Structure RFF to allow time for teaching teams to plan collaboratively. • Develop HAT/LEAD group of interested teachers working towards certification; sharing ideas. • Build capacity of Classroom Support team with coaching/training of new staff members; building up their professional knowledge and defining Classroom Support roles. • Initiate instructional rounds peer observation program to create a collaborative professional learning community with shared focus for improvement. • Support effective team teaching strategies that positively impact on student achievement. • Develop and embed the ELI Literacy and ELI Numeracy roles as in class support for effective teaching. • Incorporate CE literacy and numeracy coaching into the professional learning inquiry focus in the school. • Set up additional teams including Aboriginal Education Working Team, KidsMatter/Restorative Practices Action Team, Arts & Sports Team. • Develop clear and concise role statements for all staff members. • Develop team charters to provide shared expectations for collaboration. • Develop and implement a sustainable Staff Wellbeing program.
Review	Annual survey; myPad.	

Focus Area: COSA , School Improvement Project , Wellbeing Project

Literacy/Numeracy Improvement		Principles of Pedagogy	Key Focus	
3. A culture that promotes learning		4. Positive relationships are at the heart of effective teaching	<input checked="" type="checkbox"/> Quality Teaching	<input checked="" type="checkbox"/> Meeting Student Needs
Key Improvement Goal	Embed a positive learning culture, founded on trusting relationships, that engages, challenges, affirms and supports growth for all.		<input checked="" type="checkbox"/> Quality Learning	<input type="checkbox"/> Transparency and Accountability
			<input checked="" type="checkbox"/> Empowered School Leadership	

Success Measures/Targets	Evidence	Strategies
<p>All students are engaged in highly challenging, inquiry-based learning opportunities across all areas of the curriculum.</p> <p>The school articulates a shared culture of high expectations for student achievement that celebrates student growth.</p>	<ul style="list-style-type: none"> For each student the assessment data reflects an expected year of growth for a year of student work in literacy and numeracy. Teachers model and structure teaching & learning strategies that provide high expectations for students. Conferencing notes that include specific feedback and future learning for each student. Teachers plan inquiry questions in both literacy and numeracy programs based on observed needs (data). Some teachers have developed inquiry based units of work in other curriculum areas. Whole school COSA numeracy action research project. COSA question and action will focus on growth mindset. Increased in engagement of students during all learning time observed through instructional rounds. Less teacher talk and more student talk in classrooms observed. Increased teacher confidence to provide opportunities for student voice. Increased planning for student centred learning – universal design principals in tasks, adjustments identified and monitored. Personal Plan goals are SMART and challenging. Case management notes for students. Observations notes and analysis from instructional rounds. Staff Meeting notes based on instructional rounds. COSA showcase for numeracy action research process. 	<p><u>Literacy</u></p> <ul style="list-style-type: none"> Collaborate with Kaye Lowe to review practices. ELI Teacher works with classroom to support and develop practice. Moderation discussions on expectations and assessment of writing. Instructional rounds on high expectations in Literacy. Develop skill in conferencing in literacy block. Develop opportunities for students to read a variety of texts for a variety of purposes. <p><u>Numeracy</u></p> <ul style="list-style-type: none"> COSA focus: <i>How can we embed a growth mindset in the Mathematics classroom?</i> Working with CE COSA Officer to develop, implement and review action research. Incorporate instructional rounds to evaluate and develop practice. ELI teacher works with classroom to support and develop practice. <p><u>Other</u></p> <ul style="list-style-type: none"> Professional Learning on Growth Mindset and implementation of this with students. Explore and implement inquiry based teaching & learning practices across all areas of the curriculum. Refine and articulate clearly the school vision for learning. What does teaching & learning look like at SJAPS. Professional learning for CSAs to build professional knowledge about literacy and numeracy learning. Use Facebook page and newsletter to celebrate teaching & learning. Establish a case management approach to support students with complex needs. Refine and implement a set of assessment tools K-6 to track and inform learning.

Review

COSA Action Research Project; Annual Survey; staff end of term program evaluations.

Focus Area: COSA , School Improvement Project , Wellbeing Project

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Improvement Area 2		Principles of Pedagogy	National Reform Directions	
4. Targeted use of school resources		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	A dynamic and engaging learning environment that inspires students and their learning, enables effective teaching and celebrates students achievement.			

Success Measures/Targets	Evidence	Strategies
<p>Every student will use mobile technologies each day, developing 21st Century learning skills.</p> <p>Students and staff are engaged with a wide variety of resources and in a wide variety of spaces that enhance, affirm and celebrate student learning.</p> <p>Plans for the next stage of School Masterplan i.e. hall redevelopment, are completed.</p>	<ul style="list-style-type: none"> • Scope and Sequence of 21st Century Learning Skills based on the AC: Digital Technologies. • Teacher and student surveys about their confidence and skills in using technology and 21st Century skills for teaching and learning (beginning and end of year). • ICT Master Plan 2017 – 2019. • Increased development and complexity of student digital products as evidence of learning. • Timetable of technologies allocation for every class. • Calming spaces in each classroom. • Well-organised curriculum resource rooms. • Students selecting and successfully playing in specific zones. • Increased effective use of the curriculum resources. • Well-used and tidy shared teaching & learning spaces. • Evidence of student learning displayed throughout the school. <ul style="list-style-type: none"> • Quotes obtained for development the development of the next stage of school Masterplan. • Community Council discussion and agreement on direction of next stage of school Masterplan. 	<p><u>21st Century Learning</u></p> <ul style="list-style-type: none"> • Introducing and deepening an understanding of the AC: Digital Technologies for teachers. • Determine a Scope and Sequence of 21st Century learning skills. • Walk alongside teachers to expose them to opportunities to select, create, obtain and evaluate digital teaching & learning resources. • Create an in-school IT Team that supports the ongoing maintenance and development of technologies and teaching and learning. • Explore and implement a BYOD program. • Develop connections with other schools that supports IT practices in classrooms. • Re-organise the existing mobile technologies to increase access for every class, every day. • Install interactive projectors that increase the capacity of the devices to be used collaboratively. • Exploring the use of various digital learning environments for students, e.g. Google Classrooms, Showbie. • Through successful grant applications, develop a STEM program to assist with implementation of the Australian Curriculum Technologies. <p><u>Spaces and Resources</u></p> <ul style="list-style-type: none"> • School wide de-clutter and implementation of calming spaces. • Culled and re-organised resources for literacy, numeracy, physical education, Religious Education and general, teacher resources. • Continue to develop the staff workspace as a centre for professional learning and collaboration. • Continue to develop inclusive, outdoor learning and play spaces and zones based on student interests and needs (including Sensory Garden). • Develop and follow shared expectations about the use of resources. • Review and develop MasterPlan.
Review	Annual survey; staff end of term program reviews; Community Council review practices.	

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