



St Patrick's Parish School, COOMA

Annual Improvement Plan 2017

School Context:

St Patrick's Parish School is a Catholic systemic Co-educational School located in Cooma.

St Patrick's Parish School is a Catholic Central School located in Cooma. The school caters for students from Kindergarten – Year 10, and has a current enrolment of approximately 300 students. Students attending this school come from a variety of backgrounds and nationalities.

The school employs approximately 40 staff, including administration and clerical support, learning support, technology support and teacher assistance. There are also part-time canteen, maintenance and cleaning staff.

St Patrick's Parish School enjoys a rich tradition of 129 years of providing a holistic Catholic education to students on the Monaro. A qualified, dedicated staff ensures the best possible teaching and learning is complemented by an extensive extra-curricular program. A very supportive parent body, guided by the School Board and the Parents and Friends' Association, works tirelessly to ensure all aspects of the school are equitably resourced.

The school's curriculum provides a comprehensive program at all levels – to stimulate, inspire, motivate and push the boundaries of the students' cognitive, affective and physical abilities. The Australian Curriculum for NSW is being implemented according to the BOSTES timeline.

Our school works hard at providing opportunities for our students in a Christ-centred environment. These opportunities in 2015 have included school camps in all years from Year 5 onwards, public speaking and debating, regular instruction in Music and French for all students from Kindergarten to Year 7, and a wealth of opportunities for intellectual enrichment through the Da Vinci Decathlon, creative writing workshops and Tournament of Minds.

Our spiritual enrichment is found in the Parish Masses and liturgies, a Parish based sacramental program and fundraising efforts for Caritas and St Vincent de Paul. Staff spirituality was enhanced through the on-going participation in professional learning around the theme of Called to our Faith. This was undertaken by all staff during twilight sessions, as well as on a full pupil-free day.

Updating the facilities, especially in the Secondary department has become a priority. In 2014, a successful Block Grant Authority application meant that building of the new TAS/Visual Arts building commenced in 2015. We also continued to address WHS issues and improve ICT facilities.

At our heart is a school spirit that inspires a shared sense of pride among our students in their own and others' achievements and motivates them to strive for excellence. We also promote a strong sense of community to welcome others into the school and foster a strong partnership between home and school.

The school's website can be found at www.stpatscooma.nsw.edu.au.

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	
1. An explicit improvement agenda		3. Assessment informs teaching and learning	<input checked="" 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>	Our goal is to effectively use assessment (formative and summative) to give timely feedback to students to provide information on 'next step learning'.			

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>
1. Every student has a minimum of one year's learning growth for 2017. 2. By the end of 2017, all students in Kindergarten, Year 1 and Year 2 will be at or above specified and agreed Benchmarks for Reading. In the case of students on IEPs for cognitive disability, a realistic Reading level will be specified in the IEP and monitored regularly. 3. The Smart data growth from NAPLAN Year 3,5,7 (2015) to Year 5,7,9 (2017) in each test area will be at least as high as the NSW average growth for each test area.	1. Conferencing with students once a week, setting learning and/or personal goals, recorded in a goals book (1-6) or student planner (7-10) 2. Internal assessment 3. Monitoring of assessment completion rates in 7-10 4. External data: ePart, NAPLAN's SmartData, NAP-ICT, BestStart Assessment 5. Tailored intervention programs for specific groups of students, with pre and post assessment information 6. Tracking of students' progress on continuums (K-6) or rubrics (7-10).	1. Time allocation each term for collaborative meetings for all K-6 staff with peers around the information gathered about students, matching data walls, planning 2. Feedback from peer observation. 3. Redefining the role of the 7-10 Homeroom Teacher to be the 'student coach' that is based on a deep understanding of the background and ability of their students, their current and past levels of achievement and key local factors impacting on their academic progress. 3. Extended uninterrupted blocks of time for K-6 teachers and students to engage in literacy and numeracy activities. Continuation of DEAR time in 7-10. 4. Being explicit about lesson learning intentions, so student know the <i>purpose</i> of learning experiences and how these contribute to the overall focus of their learning progress. 5. Members of the Leadership Team taking part in daily 'Literacy Walks and Talks' throughout the school to identify patterns of practice as well as identifying needs across the school as a whole.
Review <i>What processes will be used to review the results?</i>	Monitoring: ePart data, NAPLAN growth, the report grade allocations from Sem 1 to Sem 2, record of student goals and their achievement	

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

Improvement Area 2		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 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>	Our goal is to share best teaching practice for school improvement, so the focus is on students' learning (not only teaching).			

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>
1. Teachers who can focus on student improvement so that their teaching and learning decisions are based on contemporary evidence based research. 2. Teachers who take responsibility for the changes in their practice required to achieve school targets; and who are using data and reflection on a regular basis to monitor the effectiveness of their own efforts to meet success in student learning. 3. Teachers who are flexible and adaptable in their use of programs and strategies.	1. By the end of 2017, there will be a clearly articulated and commonly shared understanding of literacy and numeracy practice that is demonstrated in every classroom. This will include assessment, identification, intervention, monitoring and programming. 2. Teacher peer observations where every teacher participates in strategically planned peer observations 4 times per year, followed by collaborative discussion and reflection. 3. Successfully meeting the goals of a PLP	1. Allocated time for Teachers to share programming ideas and teaching tools across curriculum areas and Stages of schooling. 2. Teachers sharing challenges and successes in an environment of professional acceptance at 'celebration meetings'. 3. Allocated time and resources for teachers to track student progress through constant monitoring of student performance data, with follow-up time for planning. 4. Based on PLPs and the principle that 'building teacher capacity can build student capacity', using targeted professional learning opportunities, shadowing other colleagues within and beyond the school, professional reading time. 5. A change of professional dialogue from, "This is what I taught," to "This is what the students learned." 1.
Review <i>What processes will be used to review the results?</i>	Record of teacher peer observation Timetable of release time for staff for observation, reflection and sharing Goals achieved on PLP	

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

Literacy/Numeracy Improvement		Principles of Pedagogy	Key Focus	
2. Analysis and discussion of data		1. Everyone can learn	<input checked="" type="checkbox"/> COSA+	<input type="checkbox"/> Wellbeing Project
Inquiry Focus <i>What do you want to achieve?</i> <i>What change do you want to see?</i>		Effectively implement school and system initiatives, strategies and professional learning to improve student outcomes in Literacy and Numeracy in K-2.	<input type="checkbox"/> Learning & Teaching Facilitator	<input checked="" type="checkbox"/> NSW State Literacy & Numeracy
			<input type="checkbox"/> School Improvement Project	

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>1. By the end of 2017, all students in Kindergarten, Year 1 and Year 2 will be at or above specified and agreed Benchmarks for Reading.</p> <p>2. By the end of 2017, students will be 'mapped' to a Numeracy continuum and will be at or above agreed benchmarks.</p> <p>In the case of students on IEPs for cognitive disability, a realistic Reading/Numeracy level will be specified in the IEP and monitored regularly.</p>	<ol style="list-style-type: none"> External data: ePart, Best Start Assessment Tailored intervention programs for specific groups of students, with pre and post assessment information Focused student observation records Using a variety of learning data – peer observations, students' responses to questions in the classroom, rubrics, checklists, test scores and other measures of student work. 	<ol style="list-style-type: none"> In K-2, there will be a regular schedule of co-teaching with Principal, REC and Learning Support Team Building teacher confidence and competence in collecting, reporting and using data to inform teaching Literacy and Numeracy continuums used to track individual student progress and to identify next steps to tailor learning experiences for students Time allocated for collaborative exploration of options for 'next step teaching', to minimise the 'data rich-information poor' environment. Targeted professional learning with CE for K-2 teachers and Learning Support team
<p>Review <i>What processes will be used to review the results?</i></p>	Feedback from CE Literacy and Numeracy coaches and LNAP Project Officer	

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