St Joseph's Primary School, GRENFELL

Annual Improvement Plan

2018

St Joseph's School is a Catholic systemic co-educational school serving the town of Grenfell and surrounding districts. The school caters for students in Kindergarten - Year 6, and has a current enrolment of 49 students. Grenfell is located within the Weddin Shire, in the Central West Region of New South Wales. The community has a major agricultural focus.

Students attending this school come from a variety of backgrounds and nationalities consisting of *26* male and *23* female students; no indigenous students; and 1 with a Language Background other than English (LBOTE).

The school employs 8 staff comprising 5 teachers and 3 non-teaching staff, the latter being employed in a variety of capacities including learning support, clerical work, and cleaning of the classrooms and school grounds. No staff identify as Indigenous.

St Joseph's School provides families within the area choice of a school that delivers quality education within a Christian context. The school's moto, 'Without God, all is in vain', is reflected in all school activities and experiences. The school is known for its warm, welcoming atmosphere and its involvement in the wider Grenfell community through involvement in activities and events such as the Henry Lawson Festival, ANZAC Day, Clean Up Australia Day, Net Waste to Art, the Grenfell Show and Carols by Candlelight, and various other community based events.

The school's comprehensive curriculum stimulates, challenges and encourages students to become independent lifelong learners. Students have opportunities to be involved in a wide variety of additional activities including representative sports, public speaking, poetry recitation, special visual arts projects, musical performances, individual music lessons (piano and strings) and Drum Corps. Students have the opportunity to perform publicly for the community on a regular basis during various community events. The students are also encouraged to develop their leadership skills through the Peer Support program and involvement in the Student Representative Council. The use of wireless technology is integrated across the school. Students have access to laptops and iPads and actively use technology as a tool for learning. All of our classrooms are equipped with a variety of technologies to assist with the learning process.

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 2018

Improvement Area 1	Principles of Pedagogy	National Reform Directions	
1. An explicit improvement agenda	1. Everyone can learn	☐ 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?*	*explicit targets for improvement in student achievement levels have been set and communicated to parents, staff and the wider school community*		

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?*

• Children can articulate their goals
 	
• Staff are aware of student goals
 	
• Parents are aware of student goals
	• Children set goals with assistance of class teacher by the end of Wk. 2 of each term
	
	• Parents are informed about the goals for each child for each term – this will be done by the end of Wk. 3 of each term
	
	• Goals will be reviewed at the end of Wk. 9 as a means of deciding if they were meaningful (achievable)
		• Allocate specific time for all classes to work on setting a goal for the term – e.g. Wednesday of Wk 1 between recess and lunch
		• Have proforma available to record goal – can be stored on child's desk
		• Ensure that parents receive a copy of the child's nominated goal
		• Teacher and student review goals
		   o Was goal achieved?
		     ▪ If yes – what next?
		     ▪ If no – was goal realistic?
		       • Should goal be revised for following term or should child start afresh with new goal?

Review
What processes will be used to review the results?
	• Where goals set for each child?
	• How were parents made aware of the goals for each child?
	• Were goals achieved?
	   o If no - what was the barrier?
	   o If yes – where to from here, what next?

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

Improvement Area 2	Principles of Pedagogy	National Reform Directions	
3. A culture that promotes learning	6. Positive educational environments empower 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?*	***the school places a high priority on student and staff wellbeing and has processes in place to provide both academic and non-academic support to address individual needs***		

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?*

• Develop an awareness amongst all members of the community about the importance of wellbeing
 	
• Provide opportunity to participate in peer support
 	
• Develop a plan for staff well-being as a part of the term plans for staff meetings
	• Provide information to community about the nature of well-being. This can be done at
	    o Information nights
	    o Newsletter
	    o Open days
	
	• Operate peer support program to teach/embed skills with children
	
	• Term staff meeting plan includes well-being aspect for staff
	    o This will look at things staff can do to maintain their personal well-being
		• Source detailed information from CEO staff to ensure accuracy and currency of data
		• Use newsletters etc. to disseminate information to parents and other members of our community
		• Implementation of Peer Support program during second half of Tm 1 and first half of Tm 2
		    o Staff work with Yr. 6 to prepare for lessons – Yr. 6 students then lead their groups through the lessons

Review
What processes will be used to review the results?
	• What information provided via newsletter, open days, information nights?
	    o Was there feedback from parents?
	    o How did school respond?
	• How did staff respond to targeted wellbeing staff meetings?	

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CATHOLIC EDUCATION
Archdiocese of Canberra & Goulburn

Literacy/Numeracy Improvement	Principles of Pedagogy	Key Focus	
10. Catholic identity and faith formation	2. A deep understanding of curriculum provides content and context for learning	☐ COSA+	☐ Wellbeing Project
Inquiry Focus *What do you want to achieve?* *What change do you want the see?*	Further development of resilience when faced with challenges through the Kids Matter project	☐ Learning & Teaching Facilitator ☒ School Improvement Project	☐ NSW State Literacy & Numeracy

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?*

• Completion of related KidsMatters training
 	
• Develop staff awareness and understanding of how the KidsMatters program is a conceptual framework promoting wellbeing and optimising learning
	• Undertake to have one staff member trained in the Kids Matter processes understanding that this is a framework that will take more than one year to implement
	
	• Review 2016 school surveys to prioritise areas of need in relation to the wellbeing aspect of school routines
	  o Build an understanding of the local circumstance
	
	• Regular staff meetings to review formal training being undertaken by one staff member
	  o Sharing of knowledge and developing understanding of staff around the aspects relevant to our local circumstances
		• Review 2017 school surveys to prioritise areas of need in relation to the wellbeing aspect of school routines
		  o Build an understanding of the local circumstance
		
		• Regular staff meetings to review formal training and build knowledge for all staff
		
		• Build community knowledge in the parent community through inputs including
		  o School newsletter
		  o Information at parent events

Review *What processes will be used to review the results?*	• Was training accessed – externally from KidsMatter & internally for staff group? • Does the newsletter have regular information for parents? • Has "training" commenced for children?	

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