



St Francis of Assisi Primary School, CALWELL

Annual Improvement Plan

2016

Annual Improvement Plan 2016

Improvement Area 1	CE System Priority	CE Strategic Focus
4. Targeted use of school resources	Transform Teaching and Learning	Build Capacity

Key Improvement Goal 1

*What do you want to achieve?
What change do you want to see?*

To improve strategies to enhance student use of technology supported learning by implementing a trial BYOD programme in the school for Years 4-6 in Term 4 2016.

Facilitator/s

David Austin, Peter Collins

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>Completion of T4C Programme with CE and School</p> <p>Parent Information Nights on the implementation of BYOD at St Francis.</p> <p>All wireless access points installed in the school in early 2016 to ensure wireless coverage across the school</p> <p>writing of ICT 2016 School Improvement Plan including the full implementation of BYOD, purchase of ipads for families who would find it financially difficult etc.</p>	<ul style="list-style-type: none"> • T4C Form and Review • Parent Information Night (BYOD) Powerpoint, information booklets, survey results • Infrastructure completed by CE (wireless access points) • 2016 ICT Plan • Implementation of trial BYOD for Years 4-6 in Term 4, 2016 	<p>BYOD Working Party/Team formulated</p> <p>Parents are kept informed and regularly updated on the BYOD programs and the school's ICT strategic plan. They are made aware of how and why the BYOD model has been adopted.</p> <p>Implementation of a BYOD Implementation Policy in 2016</p> <p>Parent Information Night on BYOD in Term 2, 2016</p>
<p>Review</p> <p><i>What processes will be used to review the results?</i></p>	<p>Evaluation from parents, staff and students of trial implementation of BYOD. Internal School Review Process.</p>	

Annual Improvement Plan 2016

Improvement Area 2	CE System Priority	CE Strategic Focus
8. Effective pedagogical practices	Promote Catholic Identity and Catholic Culture	Build and Celebrate Catholic Culture

Key Improvement Goal 2

*What do you want to achieve?
What change do you want to see?*

To build teacher capacity in the teaching of Religious Education through teachers using inquiry-based pedagogy in trialling and evaluating exemplar Religious Education programs.

Facilitator/s

Lisa Conroy and RE team

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 2? Who are the key personnel?</i>
<ul style="list-style-type: none"> • All teachers to plan daily RE lessons in their programs which increasingly utilise inquiry-based pedagogical practices. • All Year levels to have at least one 'showcase' and presentation of students' GRASP tasks 	<ul style="list-style-type: none"> • Teacher's programs will document inquiry-based pedagogical practices in Religious Education. • Class assessment data: Student learning based on diagnostic results compared to summative tasks as per the achievement rubrics. • Religious Education GRASP tasks presentations by students. • Student Religious Education work samples • Teacher reflections and professional conversations which reflect increased understanding of teaching Religious Education using inquiry-based pedagogy. • Teacher evaluations of their Religious Education programs. 	<ul style="list-style-type: none"> • Continued Professional Development through CE. • Consultation of CE exemplar Religious Education units and adjustment to suit SFA students, school charism, resources etc by teachers. • Professional conversations in staff meetings and Religious Education team meetings about inquiry-based learning, Religious Education content and assessment. • Mentoring and collaborative team teaching to build teacher capacity in the area of exemplar inquiry-based Religious Education pedagogy.
Review <i>What processes will be used to review the results?</i>	Evaluation of teaching and learning programs as well as classroom pedagogical practices. Professional development and conversations. Monitoring of assessment and reporting in Religious Education which reflects differentiated teaching and learning.	

Annual Improvement Plan 2016

Literacy/Numeracy Improvement	CE System Priority	CE Strategic Focus
	Transform Teaching and Learning	Build Capacity

Key Improvement Goal

*What do you want to achieve?
What change do you want to see?*

By the end of 2016, through inquiry based pedagogy, all teachers will use the four knowledge domains of spelling, and threshold concepts in numeracy, to support student achievement.

Facilitator/s

Sean Rutledge, Jamie Kemp and Colleen Caddey-Murphy

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 3? Who are the key personnel?</i>
<ul style="list-style-type: none"> • All teachers to plan for daily writing and literacy activities using assessment data gathered to inform the teaching of the four domains of spelling in the context of the Australian Curriculum. • Programs and classroom practice show evidence of student assessment of threshold concepts. Numeracy groups are structured according to this data and are coupled with targeted teaching activities to meet the needs of 	<ul style="list-style-type: none"> • School assessment documentation e.g. individualised writing/spelling records, will identify domains for future development as contained in the Australian curriculum. • Teaching programme documentation will contain inquiry based pedagogical practices. • Maintenance of current writing practices e.g. individualised writing conferencing records being used to inform student feedback. • Teacher reflections and professional conversations to contain increased understanding of inquiry based pedagogy and the domains of spelling. • Teaching programme documentation will contain assessment that specifically measures student performance in the Threshold Concepts in number. • Teaching programmes will contain student groupings and activities to reflect this data and activities tailored to the needs of each group. 	<ul style="list-style-type: none"> • Continued workshops through COSA project. • Consultation of Literacy core document for inquiry based activities and an agreed language of spelling. • Professional conversations centered on recent research into spelling pedagogy. • Teacher and numeracy coordinator workshops to build teacher capacity and knowledge in the area of Threshold Concepts. • Involvement in research project with the University of Canberra to further explore the relationship between student achievement and assessment performance and visual and non-visual reasoning. • Targeted professional learning to build teacher capacity. • Collaborative team teaching across the school.
Review		
<i>What processes will be used to review the results?</i>	Professional conversations. Team teaching and collaboration. Teaching and learning programmes. Standardised data e.g. NAPLAN, PAT assessments.	