



St Francis of Assisi Primary School, CALWELL

Annual Improvement Plan

2017

School Context:

St Francis of Assisi Primary School is a Catholic systemic Co-educational School located in Calwell. St Francis of Assisi Primary School is a Catholic Primary School located in Calwell, ACT. The school caters for students in Kindergarten - Year 6, and has a current enrolment of 460 students. The school is administered by a Leadership Team including the Principal, Assistant Principal, Religious Education Coordinator and two Coordinators (Literacy and Numeracy). The Leadership Team is supported by the Parish Team and the School Community Council. The school began in 1988 and was founded by the Parish and the Good Samaritan Sisters. From its beginning, the emphasis has been on community; family, parish and school - being the place of peacemaking, and in the words of the Parish motto: "to support and be supported". Our school is situated around the oldest Catholic Church in the ACT. The school offers a broad-based curriculum which provides for the needs of students in their development as individuals and as members of the wider community. Academic areas of focus include literacy and numeracy with special emphasis on an inquiry approach to learning. Integrated units of work from K - 6 focus on quality teaching and inquiry based learning and with a range of IWBs, desktop, notebook computers and iPads, authentic integration of ICT into our curriculum is seen as a priority. The school encourages creativity through curricula and extra curricula activities which include music and music tuition, Asian Studies, creative arts learning experiences, with involvement in performing as well as visiting performances. Parental involvement and partnerships and programs occur in many ways. Parents work in classrooms assisting the teacher with literacy groups, numeracy groups, arts activities and in any way to support the classroom teacher. The school also offers programs such as: Year One Forward Together, Parents as Tutors, School Community Council and numerous parent sub-committees. St Francis of Assisi offers students opportunities to actively participate in inter-school debating, chess club and inter-school championships, environment club, Kookaburra club, NAIDOC, Wakakirri, Book Week, Grandparents Day, Christmas Carol Night, Mother's and Father's Day Breakfasts, Walkathon, ANZAC and Remembrance Day Liturgies. St Francis of Assisi offers quality before and after school care.

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	
8. Effective pedagogical practices		2. A deep understanding of curriculum provides content and context for learning	<input checked="" type="checkbox"/> Quality Teaching <input checked="" type="checkbox"/> Quality Learning <input type="checkbox"/> Empowered School Leadership	<input 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>	Develop teacher understanding of inquiry based, scripturally sound pedagogy in order to raise student achievement in Religious Education.			

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>
Teachers' understanding of scripture. Competently use a model of delivery to break open the scripture including KITE, Composite, to open worlds of the text.	RE Programs collected and evaluated each term Observing RE in classrooms by REC. Attitudinal surveys	Teams meet with PP or other clergy to deepen scriptural knowledge; build PL Teacher mentoring, collaborative planning, Agreed practice to evolve from action research where specific teams of teachers implement and evaluate different models to teach scripture. Targeted Professional Learning to build teacher capacity
Review <i>What processes will be used to review the results?</i>		

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

Improvement Area 2		Principles of Pedagogy	National Reform Directions	
5. An expert teaching team		2. A deep understanding of curriculum provides content and context for learning	<input checked="" type="checkbox"/> Quality Teaching <input checked="" type="checkbox"/> Quality Learning <input checked="" type="checkbox"/> Empowered School Leadership	<input 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>	Develop teacher capacity and quality in STEM education to raise student STEM literacy			

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>
Building a data base of programming resources Increased student and teacher STEM literacy gathered through pre and post survey data	School developed units of learning in STEM education Teacher involvement in STEM committee Collection of student engagement data through student surveys Participation of students in educational opportunities offered	Targeted Professional Learning in STEM education Teacher mentoring, collaborative planning, Interschool STEM collaboration Participation in STEM educational opportunities, challenges etc. Tapping into STEM resources within the community Online resources, coding & programming resources Purchasing of resources e.g. robotics, site licences
Review <i>What processes will be used to review the results?</i>		

Focus Area: COSA Choose an item. School Improvement Project Wellbeing Project NSW State Literacy and Numeracy

Literacy/Numeracy Improvement		Principles of Pedagogy	Key Focus	
7. Differentiated teaching and learning		Choose an item.	<input type="checkbox"/> COSA+ <input checked="" type="checkbox"/> Learning & Teaching Facilitator <input type="checkbox"/> School Improvement Project	<input type="checkbox"/> Wellbeing Project <input type="checkbox"/> NSW State Literacy & Numeracy
Inquiry Focus <i>What do you want to achieve?</i> <i>What change do you want to see?</i>	Through the analysis of formative Literacy and Numeracy data teachers design differentiated learning programs based on student need and interest.			

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>
Programs and classroom practice show evidence of student assessment of threshold concepts Numeracy and Literacy groups are structured according to data and are coupled with targeted teaching activities to meet student need Teachers are using conferencing to inform their explicit teaching in reading and writing	Student work samples Differentiated programs which include anecdotal notes specifying adjustments made School assessment documentation Student feedback Staff are using the school spelling document to inform practice.	The teacher, as the expert, works with the students who have not grasped concepts. Staff meeting exploring formative assessment as a tool Modelled lessons, collaborative planning and team teaching Staff working with Literacy and Numeracy leaders to build capacity Targeted Professional Learning to build teacher capacity
Review <i>What processes will be used to review the results?</i>		

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