



St Mary's Primary School, CROOKWELL

Annual Improvement Plan 2018

Literacy/Numeracy Improvement		Principles of Pedagogy	Key Focus
5. An expert teaching team	6. Systematic curriculum delivery	2. A deep understanding of curriculum provides content and context for learning	<input type="checkbox"/> Wellbeing Project <input checked="" type="checkbox"/> NSW State Literacy & Numeracy – Supplementary School <input type="checkbox"/> School Improvement Project
Inquiry Focus <i>What do you want to achieve?</i> <i>What change do you want to see?</i>			

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>
Formation of identified whole school areas of development in Literacy and Numeracy Use of data to inform Literacy and Numeracy Development	Instructional walks provide the basis to guide teacher professional learning Diagnostic assessment data schedules are established (Term 1) for 100% of students and are collected, updated by Week 8 of each term (T Drive – Assessment – Data – 2018) Data Plan Data and evidence from classroom observations and student data (system, school and teacher identified) NAPLAN Data System data	Principal data formed from instructional classroom walk-throughs to establish whole school areas of development and staff professional learning (Sarah Lowe) Analysis of data; NAPLAN, PAT Maths, LAF, YARK, PM Running Records, Best Start Kinder Assessment, Year One Observation Survey etc. Student conferencing. Use of data to inform ‘where to next for each student’ (All staff) Best Start Training; Principal and Kindergarten Teacher


<p>Structures to support students with Literacy and Numeracy Development</p>	<p>Personalised Reading Program student checklists</p> <p>Class data recording forms shared week 8 of each term. Students requiring further support highlighted, discussed an an action plan implemented.</p>	<p>Personalised Reading Program for students in Years 2-6 four days per week. Teacher identified students for this PRP. (Coordinated by Nicola Spackman)</p> <p>Maths Club (Coordinated by Nicola Spackman)</p> <p>Study Club (Coordinated by Nicola Spackman)</p>
<p>Staff familiarisation with the English and Mathematics NSW Syllabus for the Australian Curriculum</p> <p>Learning Progression Data for each student at St Mary's measureable each term</p>	<p>Teacher programs will reflect content from the Maths and English NSW Syllabi including indicating the outcome or indicator that comes next and or before</p> <p>Teacher programming reflects the NSW syllabus and is linked to the needs of students represented by the learning progressions.</p> <p>Teachers' planning documents explicitly identify how students have access to learning that allow for more than 12 months growth in numeracy and literacy - Proforma attachment</p> <p>Data Plan with specific achievement targets/benchmarks</p>	<p>Staff Meetings focused on familiarization of content in the Maths and English NSW Syllabi (Exec Team)</p> <p>Working with the syllabus to establish outcomes and indicators before and after the context being taught to cater for each child. Teachers know exactly what students need to understand and what they want them to be able to do (All staff)</p> <p>Staff Development Day and Twilight Staff Meetings dedicated to developing knowledge and skill to use the NSW Learning Progressions and their links to syllabus documents (Exec Team)</p> <p>Time to prepare learning tasks that reflect the curriculum further than the students current stage</p>
<p>Dedicated Literacy and Numeracy Blocks</p> <p>Teaching programming to reflect model pedagogy in Literacy and Numeracy</p>	<p>Time is prioritised for improvement in teaching and learning, evidenced by timetabling and collaborative structures - Timetable attachment</p> <p>Teacher Programs - agreed practice elements evident. Attach agreed practice</p> <p>Classroom observation</p>	<p>Early lunch break to allow for a 2 hour literacy block each morning (All classes)</p> <p>Collaborative structures in place for Year 5/6 Science, History and PDH in Term 2 and English and Mathematics from Term 2 onwards to allow for extension and support and development of all students</p> <p>Staff meetings and Google Classroom collaboration to develop and refine proformas for literacy and numeracy that</p>

	<p>Evidence of elements of Kaye Lowe’s literacy block including 20 minutes voluntary free writing and reading each day in teacher programs</p> <p>Student work samples reflect Make Say Write Do as evidence of learning to be collected each term/Evidence of Learning Folder</p> <p>Manipulatives in all classrooms</p> <p>Quality literature in all classrooms</p> <p>Agreed Practice Documents</p>	<p>reflect the elements of Kaye Lowe’s literacy block and Leonie’s Maths Make Say Write Do Approach. (Staff)</p> <p>Agreed practice for literacy and numeracy blocks (Staff)</p> <p>Agreed practice for programming in literacy and numeracy (Staff)</p> <p>Implementation of reading comprehension tasks within the Literacy Block each week</p> <p>A consistent approach to the specific teaching of spelling strategies and core words; often including the NAPLAN format for finding incorrect spelling in sentences (Staff)</p>
<p>To access regular, purposeful and relevant Professional Learning</p>	<p>Minutes from Stage Network Meetings</p> <p>NESA Teacher Accredited Training;</p> <ul style="list-style-type: none"> ● 15 March - Conceptual Inquiry in RE - SL ● 28 March - NCCD SL/SC ● 17 May - Challenging Learning James Nottingham PD - SL ● 29 May/13 June/9 Aug/4 Sept - NSW Syllabus- Two staff <p>MyPad- evident of professional learning</p> <p>School based NESA Accredited PD</p> <ul style="list-style-type: none"> ● Learning Progressions ● Feedback 	<p>Implementation of Stage collaboration within our School Network each semester (Release provided through Dorothea Hewitt’s staffing allowance 4 days per term) Sarah Lowe to organise</p> <p>In-school NESA accredited professional development aimed to raise teacher awareness and understanding of modern pedagogies including student centred learning, the inquiry approach, Learning Technologies & STEM (Exec team with external support)</p> <p>Collaborating on Professional Readings at our staff meetings using a protocol (Leonie Anstey)</p> <p>NESA Registration of School PD (Sarah Lowe)</p> <p>Set useful and purposeful goals on MyPad (All staff)</p> <p>Staff identify areas for their own personal professional development</p> <p>Staff share</p>

<p>Purposeful use of feedback</p>	<p>Staff Development Day Agenda</p> <p>Student Books</p> <p>Observation</p> <p>Conversations with staff-staff, student - teacher, parent-teacher-student</p> <p>Interviews 12 - 13 March</p> <p>Professional Learning Plan</p> <p>Term 1 & 3 Staff Coaching Sessions</p> <p>Term 1 & 3 Goals setting and discussion</p>	<p>Staff Development Day and/or Twilight Staff Meetings dedicated to developing knowledge and skill with using purposeful feedback with students (Exec Team supported by work from James Nottingham and Jill Nottingham – Challenging Learning Through Feedback)</p> <p>Evidence exists that staff have access to professional growth opportunities. (reflected in the Professional Learning plans)</p> <p>Teachers use Learning Intentions/goal setting and success criteria, and are observable through observation, planning and conferencing</p> <p>Meetings with staff to provide feedback and coaching opportunities</p> <p>Discussions with staff each term about their goals setting and how they are going achieving their goals</p>
<p>Review</p> <p><i>What processes will be used to review the results?</i></p>	<p>Staff Meetings, Exec Meetings, Meetings with my Performance Improvement Leader, Network Meetings</p>	

Improvement Area 1		Principles of Pedagogy	Key Focus	
5. An expert teaching team		6. Positive Educational environments empower learning	<input type="checkbox"/> COSA+ <input type="checkbox"/> Learning & Teaching Facilitator <input type="checkbox"/> School Improvement Project	<input type="checkbox"/> Wellbeing Project <input type="checkbox"/> NSW State Literacy & Numeracy
Key Improvement Goal 1 <i>What do you want to achieve?</i> <i>What change do you want to see?</i>	To further develop the wellbeing of all members of our school community. For our Vision and Mission to reflect our learning focused positive culture			

Success Measures/Targets	Evidence	Strategies
<i>What is the specific, measurable target you want to meet? (SMART)</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? (Make, Say, Write, Do)</i>
Professional Development	Newsletter articles - Headspace Peer Support Training - Tuesday 6 March (LOK & AA) Restorative Justice Training & Documentation - Therese Skelly Term 2 Week 5 Professional readings eg...	Registration as an accredited KidsMatter School - Sally Croker Developing school community understanding about Mental Health Issues and how these can affect students, families and staff - regular newsletter articles from Headspace Peer Support training for building and sustaining our positive school community, resilience and diversity (Larry & Ashlee and then whole staff) Professional Reading about Vision and Mission Examples of vision and mission statements that include the school's ;learning intentions Revisiting Restorative Justice – Staff meeting (Therese)

<p>Staff Wellbeing</p>	<p>Positive happy staff - Staff Survey</p> <p>Positive staff communications</p> <p>Clear communication channels / emails/ face-to-face / Drive & Google Classroom access to information</p> <p>All staff included in events</p> <p>Staff feeling valued - Staff Survey and Face to Face Conversations</p> 	<p>Staff Spirituality Wellbeing Retreat at Galong with Phil Billington - 5th & 6th July</p> <p>Staff social events accessible for all</p> <p>Personal and professional vision board session - Day ONE - Therese and Sally</p> <p>Staffroom Wall – Staff Shout Outs – positive sticky note comments noting staff achievements</p> <p>Recognition of staff wellbeing and when a staff member needs support</p> <p>Principal Office open door policy for staff</p> <p>Use of Google Classrooms – ‘Staffroom’ to keep staff informed</p> <p>Termly staff/principal coaching conversations and goal setting</p>
<p>Positive School Culture</p>	<p>Positive student behaviour - School Spirit Awards</p> <p>Students can name our school values and how to live them</p> <p>Surveys to the community to identify community overall ‘happiness’ with our school</p> <p>Accreditation as a KidsMatter School</p>	<p>School Values reinforced daily at school assemblies and lines. Staff looking for ‘Good News Stories’ relating to student behaviour</p> <p>Weekly award system supporting our school values and recognising School Spirit</p> <p>Principal's Award Wonder Jars – tokens for students recognised for choosing kind. When the class jar is full students have a pick out of Mrs. Lowe’s prize box.</p> <p>Kids Matter program completion and registration - Sally Croker</p>

<p>Inclusive Community</p>	<p>Clear communication channels</p> <p>P&F Events Rosters</p> <p>Training schedules</p> <p>Class newsletters requesting parental support</p> <p>Newsletters</p> <p>P&F Meeting Minutes</p>	<p>Open classroom door policy; encouraging and including all members of our school community to be involved (All staff)</p> <p>Volunteer reading program encouraging community members to become involved at St Mary's</p> <p>Volunteer training sessions (Nicki Spackman, Sarah Lowe)</p> <p>Parent participation in Writing Celebrations</p> <p>Helpers Morning Tea (Sarah & Belinda)</p> <p>Morning Tea for new families (Sarah & Belinda)</p> <p>Welcome Back Function; Family Bingo Night (Sarah)</p> <p>Class fundraising events (P&F Exec)</p> <p>Whole School Crookwell Show Fundraising BBQ – a great way for new families to meet existing families</p> <p>Buddy family lists for new families</p> <p>Class helpers; reading, PMP, groups, specialist days</p> <p>Clear parental/carer communication about events through newsletters, skoolbag and our website.</p> <p>Grandparents Day - Family celebration and showcase of learning</p> <p>THE Way We Were - Memorabilia Corner in the Old Hall - Old band equipment, uniforms, furniture, photos</p>
<p>Support for all families</p>	<p>Support offered to families in need e.g. out of work, family tragedy etc (percentage)</p>	<p>Monetary support for families including fee remissions, uniform donations from P & F and school excursion transport subsidies</p>

<p>Our positive learning culture to be reflected in our Vision and Mission Statement</p>	<p>An updated Vision and Mission Statement by the end of 2018</p>	<p>Staff Development Term One, a session relating to our own personal vision and mission. (Therese and Sally)</p> <p>Staff meetings examining the purpose of Vision and Mission; does ours reflect who we are and what we are currently striving to do?</p> <p>Examination of other Vision and Mission Statements Does our Vision and Mission fit with our school improvement goals?</p>
<p>Review <i>What processes will be used to review the results?</i></p>	<p>Staff Meetings, Exec Meetings, Meetings with my Performance Improvement Leader, Network Meetings</p>	