



Holy Spirit Primary School, NICHOLLS

Annual Improvement Plan 2017

School Context:

Holy Spirit is a Catholic school which caters for children from Preschool to Year Six. Together with our companion schools, Good Shepherd, Amaroo, Mother Teresa, Harrison, and John Paul College, Nicholls, we are part of Holy Spirit Parish, Gungahlin.

At Holy Spirit, students are challenged and supported in all areas of the curriculum, so that they can develop the knowledge, skills and understandings required to become active, lifelong learners who can contribute, live and succeed in society.

Holy Spirit's enthusiastic and dedicated staff offer innovative, engaging and high quality learning programs, which cater for the diverse needs and interests of our students. Working within contemporary frameworks for teaching and learning, children at Holy Spirit have opportunities to develop collaborative skills, critical thinking, communication and creativity.

Holy Spirit is an inclusive school that prides itself on:

- embracing and living the Catholic faith
- an outstanding Values Education Program
- a rich and varied curriculum
- a strong focus on Numeracy and Literacy
- the availability of a wide range of technologies
- a caring, supportive and vibrant community
- strong, quality partnerships between families, school staff, our parish and the community.

At Holy Spirit, we work collaboratively with families to support the education and development of happy, self-confident and inquisitive students, who are ready to embrace and celebrate faith, learning and life beyond their primary school years.

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	
7. Differentiated teaching and learning		1. Everyone can learn	<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 checked="" 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>	Purposeful use of data to identify and address student need.			

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>Teachers will analyse a range of assessment data</p> <p>Teachers will use data to differentiate content, process and product</p>	<ul style="list-style-type: none"> Mentoring discussions focussing on data analysis and program evidence of differentiation Recorded data (all forms) Observed targeted instruction for individuals and groups based on data Program- learning design demonstrates the differentiation of process, product and content Planning meetings with leadership team to discuss cohort and individual student needs Student survey Student work which is evident of individual choice/need Moderation practices of student work and assessment in team meeting minutes Data that reflects growth in student achievement 	<ul style="list-style-type: none"> PL to develop teacher confidence in analysing and using data – opt in/opt out workshops Establishing clear practices for collecting and recording assessment data: Diagnostic, anecdotal and teacher designed Student self-assessment based on known criteria PL to enable teachers to design differentiated assessment Establishing purposeful differentiated home learning Use NAPLAN Data to identify focus areas and access teaching strategies though SMART Data Build on the PL from Kath Murdoch to develop a program planning model Using the mentoring program to support and challenge staff in differentiation through observation, discussion and reflection PL in differentiating the content of the Australian curriculum.
<p>Review <i>What processes will be used to review the results?</i></p>	Ongoing discussions – data collection, programming School satisfaction surveys Observations and feedback	

Focus Area: COSA 1. Everyone can learn School Improvement Project 3. Assessment informs teaching and learning Wellbeing Project 6. Positive educational environments empower learning

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Improvement Area 2		Principles of Pedagogy	National Reform Directions	
8. Effective pedagogical practices		5. Holding high expectations of all learners is a commitment to justice	<input checked="" type="checkbox"/> Quality Teaching <input checked="" type="checkbox"/> Quality Learning <input checked="" 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>	Through an effective mentoring program, improve pedagogy and develop consistency.			

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>A structured coaching/mentoring program for all teachers and LSA's led by the Leadership Team</p> <p>Implementation of agreed practices in Literacy and Numeracy</p> <p>A culture of growth mindset.</p>	<ul style="list-style-type: none"> • Clear documentation on how the coaching mentoring program will run - shared understanding in the leadership team, who they support and how they support them. • Teacher reflections (recording method to be established). • Feedback recorded by mentor • Observation notes <ul style="list-style-type: none"> • Reflected in PLP • Literacy and Numeracy blocks evident in programs (PIT Crews) • Teacher programs reflect their knowledge of the National Curriculum • Student work that reflects a deep understanding and applied knowledge • Children sharing inquiry project work <ul style="list-style-type: none"> • Professional Learning Community workshops • Language and artefacts are evident throughout the school 	<ul style="list-style-type: none"> • Professional coaching sessions for Leadership Team to Identify features of an effective mentoring program. • Development of a mentoring/coaching structure that suits the school • Teachers to observe literacy and numeracy blocks • Learning Walks <ul style="list-style-type: none"> • Differentiated learning and PD for staff (opt in) • Consideration given to - Group-work, class organisation, questioning, inquiry tasks, open questions, repeated experiences • All staff will identify and implement evidence-based teaching strategies • Development of agreed practices in Literacy and Numeracy • Teachers will have a deep understanding of the National Curriculum to ensure depth in planning teaching and learning • Professional conversations • Feedback on programming from leadership • Children offered multiple opportunities to apply their skills and understanding • Inquiry based learning. <ul style="list-style-type: none"> • Developing professional learning community • Building relationships that ensure trust is developed between learner and teacher • Developing common language and understandings • Teacher feedback is designed to move students forward in their learning • Children set goals to progress their learning
<p>Review <i>What processes will be used to review the results?</i></p>	<ul style="list-style-type: none"> • Program review • Teacher feedback • Documented agreed practice through PIT crew. 	

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Literacy/Numeracy Improvement		Principles of Pedagogy	Key Focus	
8. Effective pedagogical practices		5. Holding high expectations of all learners is a commitment to justice	<input checked="" type="checkbox"/> COSA+ <input checked="" type="checkbox"/> Learning & Teaching Facilitator <input checked="" type="checkbox"/> School Improvement Project	<input checked="" 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>	Consistency and clarity of teaching practice and increased student achievement			

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>Literacy:</p> <p>90% of students to be at or beyond grade benchmark reading levels</p> <p>Teachers to use a consistent agreed practice in writing blocks</p> <p>Literacy & Numeracy</p> <p>Teachers will support and challenge colleagues in their implementation of Literacy and Numeracy Blocks.</p>	<ul style="list-style-type: none"> Standardised assessment program – Running Records, PAT R Teachers’ anecdotal notes on student progress and use of reading strategies NAPLAN – Year 3 and 5 students to be over-represented in the upper two bands in Writing NAPLAN – Year 5 & 7 students to meet or exceed National growth averages Teacher programs include- Literacy Block which includes explicit teaching of and independent reading and writing Student work (writing) Teacher conferencing notes in student books Learning Intentions displayed for reading and writing sessions Peer observation record PLP goal Teacher programs 	<ul style="list-style-type: none"> Explicit teaching of reading and writing Programmed time for independent reading and writing Consistent use of data to inform the teaching and learning of reading and writing in guided groups Using conferencing to target skill and understanding development to ensure student growth and achievement Knowing the curriculum before and beyond year level to cater for all students Using an inquiry approach to learning about text forms Teachers use learning intention identify the purpose of reading and writing sessions Use of good literature across all areas of the curriculum to promote a love of reading Structured mentoring program

<p>Numeracy:</p> <p>Students to acquire fundamental number skills at or beyond grade level</p> <p>Teachers will develop tasks that promote the application of mathematical knowledge and skills</p> <p>Mathematical language is developed and used consistently by teachers and students</p>	<ul style="list-style-type: none"> • Number warm up identified in programing and evident in teaching and learning • SENA and LAF data • Clear learning intentions evident in programing and within the inquiry process • SENA is used as a diagnostic tool (not summative) to inform teaching and learning • Numeracy groups evident in teaching programs • Explicit teaching of mathematical language evident in programs • Mental computation posters are displayed in each classroom 	<ul style="list-style-type: none"> • Daily practice of number skills e.g. number warm ups • Development of Number packs for each classroom to support Number warm up activities • Use of concrete materials to develop number concepts across all grades • Staff PD for improving capacity to develop inquiry in Numeracy • Use of NAPLAN resources to expose students to different forms of questioning • iMaths continued to be used as the preferred teaching resource • Numeracy blocks which include data based guided numeracy groups • Use of the Mental Computations language and visuals across the school
<p>Review</p> <p><i>What processes will be used to review the results?</i></p>	<ul style="list-style-type: none"> • Programing meetings • Inclusion of these strategies in the mentoring program • Team teaching to inform and promote professional learning • Data analysis – ePart / NAPLAN / (investigate the use of the online • PLP meetings 	

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Wellbeing Project 6. Positive educational environments empower learning