Holy Spirit Primary School, NICHOLLS

Annual Improvement Plan

2018

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.*

Annual Improvement Plan 2018

CATHOLIC EDUCATION
Archdiocese of Canberra & Goulburn

Improvement Area 1	Principles of Pedagogy	National Reform Directions	
Effective Pedagogical Practices	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?*	Implement a whole school inquiry approach to teaching Spelling that covers the 4 domains of spelling knowledge		

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?*
By the end of Term 1, all teachers will be using the Holy Spirit Spelling Scope and Sequence, Code Assessment and inquiry spelling pedagogy. By the end of the year, there is consistent implementation of Sounds~Write across the school. By the end of the year, students will have shown at least a year's growth in spelling. By the end of the year, students will show evidence of using the 4 domains of spelling knowledge and spelling strategies to attempt unknown words in writing.	● Scope and sequence content marked off by teachers when taught ● Anecdotal notes from intentional teaching (focus) groups, including Sounds~Write groups ● Spelling Code Knowledge test completed by all students ● Data from test recorded and excel program used to plot students according to achievement and areas of instructional need ● Diagnostic Assessment data - record of student age (growth) ● Student work during Spelling Inquiry, collaborative learning and independent learning ● Observation notes during inquiry spelling time ● Student written work demonstrating use of spelling knowledges/domains and error correction using a variety of strategies ● Dictation ● Program ● Teacher Professional Learning Plan	Strategies: ● Initial PIT Spelling Crew in 2017 to trial components of the Holy Spirit Spelling Program ● Spelling Pit Crew continuing to meet to discuss progress and further refinement of program ● Professional Day at beginning of term- defining the development and purpose of the program, the intention of inquiry pedagogy in spelling, understanding the 4 spelling domains and the importance of them in spelling strategy implementation and making connections in word knowledge ● Follow up PL in terms 1 and 2 ● Teachers trained in using Sounds~Write ● Spelling lesson studies ● Parent workshop during Literacy Information Session ● Use of expert knowledge - engage Misty Adoniou
Review *What processes will be used to review the results?*	Student diagnostic data collection and comparison 2017 - 2018, teacher feedback, change in classroom practice	

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Improvement Area 2	Principles of Pedagogy	National Reform Directions	
Effective Pedagogical Practices	Choose an item. Everyone can learn	☐ Quality Teaching ☐ Quality Learning ☐ Empowered School Leadership	☐ Meeting Student Needs ☐ Transparency and Accountability
Key Improvement Goal 2 *What do you want to achieve?* *What change do you want the see?*	Implement a whole school 'Make, Say, Write, Do' approach in Math Blocks.		

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 2?* *Who are the key personnel?*
By the end of Term 1, Teachers will have re-established warm-up processes for students to build procedural fluency. By the end of the year, there is consistent use of manipulatives during Maths Blocks across the school. By the end of the year, there is consistent implementation of the 'Make, Say, Write, Do' approach during tasks. By the end of the year, students will have shown progress in levels and zones, in Number and Algebra in Mathematics.	• Diagnostic Assessment data indicating growth in levels and zones • Maths blocks will include a warm up, collaborative or independent task and preview, evident in programs • Focus Group proforma indicating Learning Intention, task and the chosen 'Make, Say, Do, Write' approach • Manipulatives visibly accessible to students to assist with the 'Make' and 'Do' section of the process • Teachers and students using language posters and Word Walls in the classroom to assist with 'Say' section of the process • Student work samples which represent the 'Write' section of the process • Access to examples of 'Make, Say, Write, Do' scaffold templates on the Google Mathematics Drive • Trialling scaffolds • Teacher Professional Learning Plans	• Previous data collected from ELI-N attendance in 2017 • 2018 Teachers 'ASK' reflection on their knowledge, skills and attitudes in regards to their teaching of Mathematics • Revision of the 'ASK' reflection through the year and at the completion • using examples of applying a 'Make, Say, Write, Do' approach • Manipulatives inventory and supplementing • Promoting Professional Learning opportunities around the use of manipulatives in Maths Blocks and teacher questioning • Opt in sessions for teachers to work collaboratively with aspects of the 'Make, Say, Write, Do' approach • Whole School Professional learning with Leonie Anstey, Term 2 for staff and T3 for parents
Review *What processes will be used to review the results?*	Student diagnostic data collection and comparison 2017 - 2018, teacher feedback, change in classroom practice	

Improvement Area 3	Principles of Pedagogy	Key Focus	
A culture that promotes learning	4. Positive relationships are at the heart of effective teaching	☐ Quality Teaching	☐ Meeting Student Needs
Key Improvement Goal 3 *What do you want to achieve?* *What change do you want the see?*	Implement the Berry Street Education Model to improve the school's capacity to address student engagement of vulnerable or disadvantaged students so that they achieve their personal and social potential through educational achievement.	☐ Quality Learning ☐ Empowered School Leadership	☐ Transparency and Accountability

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 3?* *Who are the key personnel?*

By the end of Term 2 the Leadership Team have participated in the Berry Street Education Model training.
 	
By the end of Term 2 the Leadership Team have clear understanding of the Five Domains of the BSEM.
 	
By the end of Term 3 the Leadership Team have developed a whole school plan and implementation strategy to promote an understanding of the Five Domains of the BSEM.
	• Observations
	• Surveys
	• Feedback from teachers, counsellor and student welfare officer
	• Evidence of:
	   ○ Improved esteem and capacity for healthy relationships
	   ○ Lessening anti-social behaviours
	   ○ Improved academic (literacy/numeracy) growth
	   ○ Improved emotional/social wellbeing
	   ○ Stronger ability to maintain durable relationships
	   ○ Increased teacher knowledge and capacity in working with struggling students
	   ○ Decreased incident reports
		• The whole Leadership Team participate in the Berry Street Education Model.
		• Examine research and evaluation projects with the University of Melbourne Graduate School of Education through their Youth Research Centre and Centre of Positive Psychology.
		• Liaise with Counsellor, Student Welfare Officer and CE staff
		• Deepen understanding of the impacts of trauma on the child, the family, and the intergenerational systems that surround the child.
		• Develop a whole school plan and implementation strategy to promote an understanding of the Five Domains of the BSEM.
		• Create links with Zones of Regulation work.
		• Implement a multidisciplinary approach to the role of the teacher in the trauma-informed classroom, and to their therapeutic relationship with the child.
		• Support students, particularly our vulnerable students, to implement strategies to increase their wellbeing and achieve academic success.

Review *What processes will be used to review the results?*	Teacher feedback, change of practice in the classroom and for office behaviour referrals, teacher surveys	