



Rosary Primary School, WATSON

# Annual Improvement Plan

2017

## School Context:

Rosary Primary School is a Catholic systemic Co-educational School located in Watson.

Rosary is a Catholic School providing a challenging and comprehensive education for students from Kindergarten to Year 6, within an atmosphere permeated by gospel values. The community is proud of the school's rich history and strives to keep the Dominican spirit alive. The school motto *Veritas* (Truth) is reflected and promoted in all school activities and experiences.

Rosary Primary School students, staff and families work collaboratively to develop partnerships where: faith is celebrated; there is an ongoing focus on literacy and numeracy; creativity is encouraged; sport and fitness are promoted; and, sustainability becomes a way of living. The dedicated staff at Rosary work together, teaming their different interests and experiences to ensure the students are nurtured, engaged and challenged. They differentiate the curriculum wherever possible to suit the learning needs of individual students.

At Rosary, the core curriculum document for Religious Education is *Treasures New and Old*, and teachers program using the *Australian Curriculum* in English, Science, Mathematics, History, Geography, The Arts and Indonesian. Rosary has a strong learning support program, a Before and After School Care Program, specialist LOTE (Indonesian) and Music teachers, as well as providing the opportunity for individual music lessons. There is a strong emphasis placed on sustainability and inclusive education.

The access for staff and students to Information Communication Technologies (ICT) continues to be a strong feature of the school. The school is well resourced with desktop and laptop computers, interactive white boards, digital cameras, learner response systems and iPads, highlighting the school's commitment to providing classrooms that are exciting places of learning. A bring your own device (BYOD) iPad program for students in Years 5 and 6, introduced in 2015 continues to be very successful.

Rosary participates in a range of co-curricular activities that have had a positive effect on students and their learning. Students in Years 4, 5 and 6 attend school camps and also participate in the Rostrum Public Speaking Competition. Rosary students have the opportunity to develop their interests and talents by joining school clubs for chess and running, while school teams are entered into the Mathematics Olympiad. The school choir performs at Floriade each year, while Year 5 students take part in the Wakakirri story dance festival, being ACT finalists in 2016.

## 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	
6. Systematic curriculum delivery		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 checked="" type="checkbox"/> Meeting Student Needs <input type="checkbox"/> Transparency and Accountability
<b>Key Improvement Goal 1</b> <i>What do you want to achieve?</i> <i>What change do you want to see?</i>	That the school has a current Teaching and Learning Core Document which is aligned with the Australian Curriculum.			

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 completed and current Core Document.</p> <p>The Core Document provides explicit direction for teaching and learning.</p> <p>The Core Document is implemented throughout the school.</p> <p>Teaching programs are aligned to the Core Document.</p>	<p><b>Student Learning Data</b></p> <ul style="list-style-type: none"> <li>NAPLAN</li> <li>Twice yearly school reporting data</li> <li>Student behaviour</li> <li>ePART and other diagnostic assessment data (Pat R &amp; Pat Maths, SWST)</li> </ul> <p><b>Demographic Data</b></p> <ul style="list-style-type: none"> <li>Staff professional development in Learning and Teaching</li> <li>Staff experience and expertise</li> <li>Range of curriculum offerings</li> <li>Student wellbeing data</li> </ul> <p><b>Perceptual/Observational Data</b></p> <ul style="list-style-type: none"> <li>That all staff are using the document for programming requirements.</li> <li>Pedagogy reflects practices identified in the Core Document</li> </ul> <p><b>School Process Data</b></p> <ul style="list-style-type: none"> <li>Alignment to Rosary Pedagogical Principles (BEST)</li> <li>Documented school philosophy about teaching and learning</li> <li>Teaching and learning programs throughout the school reflect adjustments to learning</li> <li>Teacher use of formative assessment tool within classroom. Learning experiences reflect the agreed practice within the Core Document.</li> <li>The document is current and reflects the Australian Curriculum.</li> </ul>	<p>Review current document and devise an action plan (Term 1 / Executive team)</p> <p>Formation of curriculum committees to consider, revise and update relevant areas. (Term 1 / whole staff)</p> <p>Provide relevant Professional Learning about current best practice (Terms 1-2 CE Staff/External Facilitator )</p> <p>Staff meetings assigned to develop Core Document. (Terms 1-2 / Executive team)</p> <p>Program feedback (Terms 1-4/ Executive)</p>
<p><b>Review</b>  <i>What processes will be used to review the results?</i></p>	<p>Programs will be analysed for evidence of the updated core document.            Survey staff for feedback on the useability of the core document.</p>	

**Focus Area:** COSA  School Improvement Project 2. A deep understanding of curriculum provides content and context for learning Wellbeing Project  NSW State Literacy and Numeracy

Improvement Area 2		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 type="checkbox"/> Transparency and Accountability
<b>Key Improvement Goal 1</b> <i>What do you want to achieve?</i> <i>What change do you want to see?</i>	To actively promote the use of differentiated teaching as a strategy for ensuring that every student is engaged and learning successfully.			
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 learning experiences reflect differentiation.  All students are engaged appropriately with their learning.  Use of open ended/rich tasks across all curriculum areas.  Increased number of students achieving A and B grades in semester reports.  Learning intentions are visible within classroom.  Success of 'KidsMatter' initiatives.	<b>Student Learning Data</b> <ul style="list-style-type: none"> <li>NAPLAN</li> <li>Twice yearly school reporting data</li> <li>Student behaviour</li> <li>ePART and other diagnostic assessment data (Pat R , Pat Maths, SWST)</li> </ul> <b>Demographic Data</b> <ul style="list-style-type: none"> <li>Staff professional development in Learning and Teaching</li> <li>Staff experience and expertise</li> <li>Students with disabilities</li> <li>School Vision for Learning and Teaching – B.E.S.T</li> <li>Range of curriculum offerings</li> <li>Student wellbeing data</li> </ul> <b>Perceptual/Observational Data</b> <ul style="list-style-type: none"> <li>Professional conversations with staff</li> <li>Evidence of program adjustments and quality of assessment tasks</li> <li>Student behaviour records</li> </ul> <b>School Process Data</b> <ul style="list-style-type: none"> <li>Alignment to Rosary Pedagogical Principles B.E.S.T.</li> <li>Documented school philosophy about teaching and learning</li> <li>Learning and teaching practices that reflect analysis of assessment data</li> <li>The use of assessment criteria and rubrics</li> <li>Teaching and learning programs reflect adjustments to learning</li> <li>Teacher use of formative assessment tool within classroom.</li> </ul>		Formation of Staff Professional Learning Communities – PLC (Term 1 / Executive team) Formulation of Professional Learning Plans for individual staff (Term 1 / teaching staff)  Collection of evidence (Terms 2 – 4 / teaching staff) Targeted professional reading (Terms 1-4 / teaching staff)  Staff meetings for data analysis and ongoing planning (Terms 2-3 / Assistant Principal and Coordinator)  Link to school pedagogical principles B.E.S.T. (teaching staff)  Provide relevant Professional Learning about current best practice (Terms 1-2 / CE Staff and External Facilitator)  Enrichment programs such as Maths Olympiad / Coding (Terms 1-4 / Coordinator and Class Support Teacher)  Consolidate age appropriate lunchtime clubs and activities, supply appropriate resources (Term 1 / Assistant Principal, Coordinator and Class Support Teacher)  Implementation and use of student individual white boards	
<b>Review</b> <i>What processes will be used to review the results?</i>	Programs will be analysed for evidence of differentiation. Analysis of assessment data to determine growth. PLC feedback at the end of the cycle. Observation of student play. Leadership review of assessment tasks.			

**Focus Area:** COSA  School Improvement Project 1. Everyone can learn Wellbeing Project 1. Everyone can learn NSW State Literacy and Numeracy

Literacy/Numeracy Improvement		Principles of Pedagogy	Key Focus	
8. Effective pedagogical practices		3. Assessment informs teaching and learning	<input type="checkbox"/> COSA+	<input type="checkbox"/> Wellbeing Project
<b>Inquiry Focus</b> <i>What do you want to achieve?</i> <i>What change do you want to see?</i>	Use literacy and numeracy data to improve student outcomes.		<input checked="" type="checkbox"/> Learning & Teaching Facilitator	<input type="checkbox"/> NSW State Literacy & Numeracy
<input checked="" type="checkbox"/> School Improvement Project				
Success Measures/Targets	Evidence		Strategies	
<p>Continued focus on the use of data to inform teaching and learning practices in Literacy and Numeracy</p> <p>Improvement in student outcomes evident in SENA, LAF and NAPLAN data.</p> <p>Improved reading outcomes.</p> <p>Increase in the number of students achieving in the top NAPLAN bands</p> <p>High achievement above the territory mean in reading writing and numeracy</p> <p>Exceed territory growth in reading writing and numeracy</p> <p>Increase the number of students receiving As and Bs in English and Mathematics in both semester reports.</p>	<p><b>Student Learning Data</b></p> <ul style="list-style-type: none"> <li>Formative / Summative assessment data</li> <li>SENA 1 and 2 and LAF data</li> <li>NAPLAN data</li> <li>Reading levels</li> <li>Diagnostic assessment - PAT R, PAT Maths, Single Word Spelling</li> <li>Data wall</li> <li>Student semester reports / cohort report</li> </ul> <p><b>Demographic Data</b></p> <ul style="list-style-type: none"> <li>Staff experience and expertise</li> <li>Analysis of staff professional learning and goals</li> </ul> <p><b>Perceptual/Observational Data</b></p> <ul style="list-style-type: none"> <li>Resourcing of Literacy and Numeracy</li> <li>Professional Learning Communities</li> <li>Targeted discussion and reflections of student learning and progress</li> <li>STEM Committee</li> </ul> <p><b>School Process Data</b></p> <ul style="list-style-type: none"> <li>Alignment to Rosary Pedagogical Principles (BEST)</li> <li>Evidence of following non-negotiable agreed practice</li> <li>Evidence of the use of data in programming and teaching</li> <li>Inclusion of open ended assessment tasks</li> <li>Teaching and learning programs reflect consistent use of data to inform pedagogical practice.</li> <li>Consistency in the approach to literacy and numeracy blocks.</li> </ul>		<p>Provide time for teachers to administer tests and develop consistency in test delivery (Term 1 / Executive team)</p> <p>Professional learning and targeted conversations to address identified needs from data analysis (Ongoing / Assistant Principal, Coordinator and Class Support Teacher)</p> <p>Continued focus on COSA numeracy project (Terms 1-4 / Year 2 teachers, Coordinator)</p> <p>Provide Professional learning for STEM and Form committee for STEM initiatives (Terms 2-3 / Coordinator)</p> <p>Student centred learning funding allocated to support numeracy improvement (Ongoing / Julie Godfrey)</p> <p>Classroom Support Teacher – main focus on literacy (Ongoing)</p> <p>Continuation and development of the role of Early Learning Initiative teacher (Ongoing / Fiona Chapman)</p> <p>Professional learning to develop an agreed practice for teaching reading based on current research and best practice.</p> <p>Create whole school experiences that increase the profile of reading.</p> <p>Ensure quality literature is abundantly available in all classrooms (Ongoing / Teacher Librarian)</p> <p>Provide authentic purposes for students to write, publish and present writing samples. (Ongoing / Writer's Festival)</p>	
<b>Review</b> <i>What processes will be used to review the results?</i>	<p>Analysis of NAPLAN and ePart data.</p> <p>Programs should reflect agreed practice and align with core document.</p>			

**Focus Area:** COSA 3. Assessment informs teaching and learning School Improvement Project  Wellbeing Project  NSW State Literacy and Numeracy