



Holy Family Primary School, GOWRIE

Annual Improvement Plan 2017

School Context:

Holy Family Primary School is a Catholic systemic school located in Gowrie, ACT. The school is a co-educational preschool to Year 6 school with 660 children in the primary campus and 110 students in the preschool. Students attending the school come from a variety of backgrounds and nationalities.

Our values theme for 2016 was “Family”. This was chosen to reinforce the notion that everyone at Holy Family is part of the school family. Families are essential to our community and the school becomes an extension of the child’s family. The school complements the work of parents to promote the personal care and development of each student. Emphasis is placed on relating well with others, being considerate and contributing as a successful member of a team.

Student engagement was promoted through challenging and inclusive learning experiences, such as the Transdisciplinary units encompassing History/Geography and Science.

A focus on staff wellbeing ensures the school maintains a spirit of collegiality, shared goals and a positive and effective work environment.

Student leadership is fostered through a peer support programme and a senior leadership programme. All children also learn the importance of acting responsibly and showing respect for one another and the environment in which they live.

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*.

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Improvement Area 1		Principles of Pedagogy	National Reform Directions	
6. Systematic curriculum delivery		1. Everyone can learn	<input checked="" type="checkbox"/> Quality Teaching <input type="checkbox"/> Quality Learning <input 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>	Deliver a curriculum that is responsive to the needs and interests of students and provides them with a solid foundation in knowledge, understandings, skills and values			

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>85% of students in kindergarten are achieving benchmark or better by the end of the academic year in reading and SENA and 95% of students in years 1 and 2.</p> <p>Student NAPLAN results will be equal to or surpass ACT average for all areas in 2018</p> <p>STE(A)M will be a prominent feature within the curriculum across the school.</p>	<p>Running records</p> <p>SENA</p> <p>Marie Clay Observation Survey</p> <p>Sounds Write data</p> <p>NAPLAN data</p> <p>Each year will have an inquiry unit focusing on multiple STEM areas</p> <p>Digital Technologies will be integrated throughout the curriculum</p> <p>A STE(A)M room will be created and used by various classes</p> <p>UC will teach pre-service teachers from the STE(A)M room</p>	<p>A literacy and numeracy coach will work with teachers in Kinder to year 2 to support the development of teacher understanding in teaching English and Mathematics in the early years.</p> <p>Staff meetings on the NSW BOSTES continua.</p> <p>Training for staff and implementation of Sounds Write across infant grades</p> <p>Target the teaching of Mathematics in years 3 and 4.</p> <p>Implement Visio/spatial reasoning across the whole school</p> <p>Embed threshold concepts throughout the school</p> <p>Renewed focus on the Envision resources</p> <p>Tracking student progress</p> <p>Create a STE(A)M room to include robots, 3D printer and makerspace materials</p> <p>Staff meeting on Digital Technologies</p> <p>Maintain links with University of Canberra and their pre-service program</p>

Review

What processes will be used to review the results?

Analyse Grade Expert data
 Analyse NAPLAN data
 Teacher survey results around literacy and numeracy coach
 Analyse teaching programs for evidence of STE(A)M and monitor use of STE(A)M room.

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



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Improvement Area 2		Principles of Pedagogy	National Reform Directions	
3. A culture that promotes learning		5. Holding high expectations of all learners is a commitment to justice	<input checked="" type="checkbox"/> Quality Teaching	<input checked="" type="checkbox"/> Meeting Student Needs
Key Improvement Goal 1 What do you want to achieve? What change do you want to see?		Develop a community of learners who recognise that it is through cognitive struggle that we truly learn.	<input checked="" type="checkbox"/> Quality Learning	<input type="checkbox"/> Transparency and Accountability
			<input type="checkbox"/> Empowered School Leadership	

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>
Linking our vision statement to core values about teaching and learning at Holy Family Clear development of inquiry learning across the school Students and teachers develop an understanding that learning occurs through cognitive struggle	Developing overarching statement about teaching and learning at Holy Family Teacher's action research will reflect their own cognitive struggle and reflections on how this impacts on their own practice. Scope and sequence of Inquiry skills Teachers understand that there are various approaches to inquiry learning, that inquiry skills need to be scaffolded and this is reflected in their programs Students to participate in guided and independent inquiry projects Teachers conduct their own inquiry into practice through action research. Programs that challenge students Teachers using student data and continuums of learning to inform teaching Teachers and students talking about their learning	PL day in January Series of staff meetings Action Research Mapping Curriculum for inquiry units PL with Kath Murdoch Time provided for Independent or spontaneous inquiry Action research Maintain links with Macquarie Primary Maintain links with UC Literacy and numeracy coach Staff meetings on thinking skills and Growth mindset Introduction of visible and explicit learning intentions

Review

What processes will be used to review the results?

Student work-samples, student literacy and numeracy data
Students showcases
TIP Conference
Units of guided inquiry and student spontaneous inquiry

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



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Literacy/Numeracy Improvement	Principles of Pedagogy	Key Focus	
10. Catholic identity and faith formation	2. A deep understanding of curriculum provides content and context for learning	<input checked="" type="checkbox"/> COSA+	<input type="checkbox"/> Wellbeing Project
Inquiry Focus <i>What do you want to achieve?</i> <i>What change do you want to see?</i>	How do we reconceptualise and provide a new direction for the teaching of Religious Education within in a contemporary learning environment.	<input type="checkbox"/> Learning & Teaching Facilitator <input type="checkbox"/> School Improvement Project	<input type="checkbox"/> NSW State Literacy & Numeracy

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?</i> <i>(student learning; demographic; perceptual/observational; school process)</i>	<i>What specific strategies will be used to achieve Improvement Goal 1?</i> <i>Who are the key personnel?</i>
Teachers formation and understanding of Catholic Faith Sacred Spaces, symbols and artworks celebrating our Catholic identify are evident An enhanced Sacramental program where students and teachers understand the history and significance of the sacraments. Teachers will have an understanding of the new direction of Religious Education in the Archdiocese	Spiritual and faith formation experiences for students and staff High quality artwork and sacred spaces within the school Induction days for teachers prior to teaching the sacramental unit Reflection day for students participating in the sacramental program at Holy Family Professional dialogue Surveys RE Programs and program chats Action Research projects	Staff professional learning through a series of twilight sessions to build their capacity as religious educator Establish an RE COSA team supported by our CE COSA Officer, Paddy McGrath Purchase materials to create sacred spaces within the school Source artists to create a mural for the for the library wall Off-site induction days for teachers followed by a meal Location outside of the school to further develop their understanding of the sacramental journey Access contemporary resources and sites to enhance the teaching of Religious Education Professional learning on the Brisbane RE Curriculum units and support documents

Review

What processes will be used to review the results?

Staff participation in twilight retreats, induction days and workshops
COSA project showcase in Term 4
Staff identifying the teaching of Religious Education as an area for Action Research
Evidence of quality religious art works displayed in the school

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