



Ss Peter & Paul Parish Primary School, GOULBURN

Annual Improvement Plan

2017

Improvement Area 1		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"/> Quality Learning <input checked="" 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>	A positive learning culture that values diversity and intellectual effort and where students appreciate their talents and pursue their highest aspirations.			
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>All students will articulate a set of high, achievable and collaboratively set goals for learning that are reviewed a minimum of once per term and celebrated with parents and peers when achieved.</p> <p>A continued focus on a culture of Growth Mindset .</p> <p>All teachers will identify high yield teaching strategies through participation in Professional Learning Communities.</p>	<p>Analysis of student achievement and engagement on assessment tasks.</p> <p>Feedback to teachers from classroom walkthroughs indicates high levels of student self-knowledge about learning.</p> <p>Analysis of the quality of feedback provided to students during learning and after assessment tasks.</p> <p>Annual survey results indicate strong student engagement and confidence of parents in collaborating with the school to know their child's achievement.</p> <p>Naplan results.</p>	<p>Continued implementation of Learning Intentions and Success Criteria in all classrooms.</p> <p>Increased student participation in the Individual Education Plan process.</p> <p>The adoption of Professional Learning Communities (PLC's).</p> <p>Review effective use of student feedback in PLC's.</p> <p>Regular use of Class Dojo presentations on Growth Mindset and reference to a positive attitude to learning.</p>		
Review <i>What processes will be used to review the results?</i>	Annual survey, classroom program evaluations, COSA, SIP			

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

Improvement Area 2		Principles of Pedagogy	National Reform Directions	
2. Analysis and discussion of data		3. Assessment informs teaching and learning	<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 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>	Robust structures and practices that embrace and support student-centred learning.			

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>
All teachers effectively and efficiently collect, analyse and use a range of student achievement data in Literacy and Numeracy to: <ul style="list-style-type: none"> inform teaching and learning provide feedback to students about learning provide feedback to parents about achievement and learning 	The development of a school wide assessment schedule and agreed practice. Time allocated in staff meetings for data analysis and decision making. Regular celebration of assessment data collected and stored. Naplan analysis staff meetings and reports for School Community Council. Students commenting on knowing their level of achievement and where to next. Targeted teaching structures and practices based upon data collected and analysed.	Evaluate type of assessment used and data collected. Work with staff to identify various forms of assessment and data and how the data can be used to drive teacher and student learning direction. Evaluate possibility of investing in software or online assessment data collection to improve implementation and analysis for teachers. Review and improve current data tracking tool for long-term literacy and numeracy tracking. Develop agreed practice in assessment data collection and use. Explore opportunities for staff professional development in collection and analysis of data. Identify and implement different ways parents and students can be involved in the analysis and celebration of the data collected, e.g. opportunities to showcase student learning to parents.
Review <i>What processes will be used to review the results?</i>	Annual survey, assessment and reporting cycle, classroom program evaluations, COSA Showcase	

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

Literacy/Numeracy Improvement		Principles of Pedagogy	Key Focus	
1. An explicit improvement agenda		1. Everyone can learn	<input checked="" type="checkbox"/> COSA+ <input type="checkbox"/> Learning & Teaching Facilitator <input checked="" type="checkbox"/> School Improvement Project	<input type="checkbox"/> Wellbeing Project <input checked="" 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>	To support the NSW LNAP Action Plan re Literacy and Numeracy in the K-2 Learning Spaces.			

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>
Student data will show consistent growth. Successful Implementation of the Literacy and Numeracy Action Plan. Successful implementation of Early Learning Initiative Literacy (ELIL) and Early Learning Initiative Numeracy (ELIN) Teacher. Improvement in student engagement by differentiating the curriculum in Literacy and Numeracy.	NAPLAN Numbers of students achieving top two bands in NAPLAN Numbers of students achieving bottom band in NAPLAN Running records Best Start Assessment- NSW Literacy & Numeracy Continua Reading/Comprehension/Aspects of Writing – NSW Literacy Continuum ePART data SENA 1 (EAS) Early Arithmetic Strategies - NSW Numeracy Continuum Classroom observations	Instructional Leadership. Diagnostic assessment. Differentiated teaching- increase in differentiated teaching and learning for all students at point of need. Tiered interventions in K-2 literacy and numeracy. Literacy and Numeracy teachers trained as instructional leaders to provide targeted Literacy and / or Numeracy pedagogy for students in the early years Kindergarten to Year 2. Teachers monitoring, reviewing and reflecting on their teaching and learning with a coach and / or mentor. Accessing and linking effective professional learning for instructional leaders in the areas of literacy and numeracy. Key personnel: Leadership team, K_2 teachers, RE&CS officer, Early Learning Initiative Literacy (ELIL) and Early Learning Initiative Numeracy (ELIN) Teacher
Review <i>What processes will be used to review the results?</i>	Naplan, COSA Showcase, SIP report	

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