ST CLARE OF ASSISI PRIMARY SCHOOL

Annual Improvement Plan

2017-2019

Annual Improvement Plan 2017

Improvement Area 1	Principles of Pedagogy	National Reform Directions	
7. Differentiated teaching and learning	3. Assessment informs teaching and learning	☒ 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?*	**How can we use formative assessment to inform and improve our teaching and learning of number strategies?**		

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?*
All students to achieve minimum set growth. All students (Year 3 2016) in top bands to achieve at least expected growth in Year 5 NAPLAN 2018. % of students in middle bands will align with the state % in those middle bands. Increased use of common and precise mathematical language in students and staff. Increased confidence and attitudes towards Mathematics.	Work samples – emphasis on strategies used and development Evidence of self-reflection Formative Assessment Strategies used by teachers Program – differentiation evident Observations Anecdotal Notes SENA/LAF NAPLAN 2018 Consistency of teacher practice/pedagogy through team teaching Common language – teacher and student Survey teacher and Student) – confidence, common language, attitude Students and teacher conversation around risk taking, growth mindset, etc	Number strategies – What are they? How do they fit within the curriculum? How do we teach them? Use of resources? What do we have and how can we use them to support teaching? Identifying needs of students – student work samples, observations, anecdotal notes, SENA/LAF What strategies are students using now? Where to next? Differentiation – teaching to the needs of the students. Knowledge of Australian Curriculum and where students sit? Letting go of just teaching to the year level/Framework. Link to NSW Numeracy Continuum. Teaching number strategies within the structure of lesson - Learning intentions - Differentiation - Warm Ups - Focus - Cognitive Closure/Reflection - Challenging/Inquiry Tasks Gathering formative assessment and using it to inform the next day's teaching and development of open ended assessment tasks to cater for range of ability and showing of different strategies used. What does it look like in my program? How is this recorded in my Program? Working with questions (& Testing) skills – teaching how to interpret questions and use deduction to find solution eg, What is the question asking? Skills and processes for estimation and check?
Review *What processes will be used to review the results?*	Surveys, Observations, Anecdotal notes, data collection, teacher and student feedback,	

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	
7. Differentiated teaching and learning	3. Assessment informs teaching and learning	☒ 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?*	How can we use formative assessment to inform and improve our teaching and learning of spelling?		

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?*
Year 3 and Year 5 spelling performance meets state mean in NAPLAN 2018. All students to achieve minimum expected growth in Spelling based on pre/post testing and writing samples. Use of common language for spelling in students and staff. Improved spelling of students in writing samples. Effective differentiation of spelling evident (aligned with spelling scope and sequence for student's needs) Kinder and Year 1 maintain current program and follow scope and sequence.	Waddington (Modified) Years 2 – 4 PAT Spelling Years 5 - 6 Writing samples NAPLAN 2018 – Year 3 (2016) and Year 1 (2016) Teacher observation and anecdotal notes – use of spelling choices, language, mindset	Spelling – What is spelling? What are the 4 spelling knowledges and how do we teach/use them? Formal Assessment – testing schedule and analysis of spelling areas and analysis of student development level to inform spelling program. How do we teach spelling? – Develop school approach to spelling. How does it fit within the Australian Curriculum and school scope and sequence? What mind shift do we need to make? What are we going to have to let go of? Identifying need of students – work samples, observations/anecdotal notes, SENA/LAF. What strategies are students using now? Where to from here? Differentiation – How do we differentiate to meet specific needs of students? How do we teach to the needs of students? Knowledge of Australian Curriculum and spelling development? Where do students sit? Letting go of just teaching to the year level/scope and sequence? Teaching spelling strategies within the lesson/week – structure of lesson - Learning intentions - Differentiation - Warm Ups/Focus - Cognitive Closure/Reflection - Challenging/Inquiry Tasks Gathering formative assessment and using it to inform the next days teaching and development of open ended assessment tasks to cater for range of ability and showing of different strategies used. What does it look like in my program? How is this recorded in my Program? Develop Spreadsheet for recording data
Review *What processes will be used to review the results?*	Surveys, Observations, Anecdotal notes, data collection, teacher and student feedback,	

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Improvement Area 3	Principles of Pedagogy	National Reform Directions	
8. Effective pedagogical practices	6. Positive educational environments empower learning	☒ Quality Teaching ☒ Quality Learning ☐ Empowered School Leadership	☒ Meeting Student Needs ☐ Transparency and Accountability
Key Improvement Goal 3 *What do you want to achieve?* *What change do you want the see?*	**Implement student centred, project based and inquiry driven STEM opportunities**		

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?*
Students will demonstrate evidence of coding skills learnt and projects undertaken through the creation of apps, games and programming and coding skills learnt. Increased results and understandings in linked curriculum areas due to STEM projects. Teacher and student surveys that show results of attitudes towards STEM based teaching and learning. Student understanding and application in real life scenarios and ability to integrate their learning into all curriculum areas. Rubrics to identify areas of strength and areas for development. The project will be showcased at the 2017 COSA Showcase.	Student and teacher surveys Work samples Screen shots of students coding Video evidence of what the code is performing. Maths location and coordinate test samples using coding Rubric to assess coding challenge/project. Public speaking to showcase learning and skills attainted. Reflection journal Inquiry research design ESRI Cycle Teacher **E**licits Response **S**tudent Responds Teacher **R**ecognsises Student **R**esponse Teacher **U**ses student response 2017 COSA Showcase	Provide Teacher professional learning around STEM with its focus on action that lifts foundational skills in STEM learning areas, develops mathematical, scientific and technological literacy, and promotes the development of the 21st century skills of problem solving, critical analysis and creative thinking. Have each grade include STEM based activities that will be integrated in their Term program so that STEM is included across the curriculum. Coding will be introduced to students through engaging and challenging experiences. It will be used as an outlet for creativity, collaboration and problem solving and will allow students to discover new learning opportunities. Coding will allow for structured and unstructured approaches to learning that will involve structured skill development and practice and unstructured discovery such as open-ended authentic tasks. To organise an activity bank and resources that will enable teachers to conduct STEM projects. Develop a STEM HUB in the school (permanently established learning space in a spare classroom) for teachers and student to explore opportunities that promote the skills of collaboration, critical thinking and creativity and problem solving. It is essential that this hub is set up with resources and furniture that are adaptable, flexible, mobile and ergonomic. The STEM HUB will be used by all classes as well as a facility for lunchtime clubs known as a STEM HUB CLUB. This STEM HUB CLUB will participate in the Engineering Games, Math Olympiad, coding etc. These opportunities will expose students to the real world of science and engineering which will challenge students to explore and broaden their understanding of the world around us.
Review *What processes will be used to review the results?*	Surveys, Observations, Anecdotal notes, data collection, teacher and student feedback,	

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Improvement Area 4	Principles of Pedagogy	National Reform Directions	
9. School-community partnerships	6. Positive educational environments empower learning	☒ Quality Teaching ☒ Quality Learning ☐ Empowered School Leadership	☒ Meeting Student Needs ☐ Transparency and Accountability
Key Improvement Goal 4 *What do you want to achieve?* *What change do you want the see?*	**Improved wellbeing of staff and students (Wellbeing Grant)**		

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 4?* *Who are the key personnel?*
Re invigoration of Kidsmatter - We have been a Kidsmatter school in the past, but want to reinvent it and link with classroom programs and peer support. Our program would involve an audit of current resources, staff professional learning, development of a Kidsmatter Implementation Team (KIT), purchase of new resources and the implementation of the program in 2017 and beyond. Development of a sensory play area - All types of play are essential for children's development and assist children to develop and improve a range of skills. We want students to use their senses to develop an improve wellbeing. The intention is to develop an indoor space to compliments our plans for an outdoor sensory garden. This space would be accessible for all students when needed to support their wellbeing.	2017 COSA Showcase Chaplaincy Program Counselling Program Regular feedback sessions at Admin and Leadership Team meetings Staff meeting dedicated to Kidsmatter each term End of Year Report Pages dedicated to program in School Year Book Regular items in School newsletter Presentation to Community Council	Apply for Wellbeing Grant (Successful $6000.00(Our focus for 2017 is 'Be the Light of Community', where the emphasis is on the wellbeing of the whole community. Links with our Chaplaincy/School Welfare Program. Follows on from our 2016 project where we established and involved parents in our Seasons for Growth Parent Program. Kidsmatter already has an emphasis in our Strategic Plan. We are currently in the planning stages with contractors for our outdoor sensory garden and this project will compliment that. We will use observations, Kidsmatter surveys, formative and summative data from our chaplaincy and counselling program, photographs, etc in the project. Kidsmatter Project • Professional Learning - cost unknown at this stage, cost of relief at $300 per teacher per day • Kidsmatter resources such as program guides, etc • Work books $2.00 per student • Posters $18.00 x 24 classes = $432 • Information sheets for parents $9.99 Sensory Play Area Items such as: • Hammock Swing - $174.99 • Kangaroo Pouch Suspender = $119.99 • Raindrop Swing $259.99 • Stress Less Fidget Balls &12.99 a set • Liquid Timers $14.00 • Blow Up Punch Balloons $1.65 • Air Roller $98.94 • Regulation Putty $12.99
Review *What processes will be used to review the results?*	Surveys, Observations, Anecdotal notes, data collection, teacher and student feedback,	

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