



Trinity Catholic Primary School, MURRUMBURRAH

Annual Improvement Plan

2018

School Context:

Trinity Catholic Primary School is a Catholic Systemic Co-educational School located in Murrumburrah. At Trinity Catholic Primary School, we know and respect each child as a unique individual with special gifts and talents. Our mission as a Catholic School is to provide a holistic approach which assists our students to develop spiritually, academically, physically, culturally and emotionally in an environment formed by gospel values and the authentic teaching of Jesus. Our dedicated staff see their role as guiding students to achieve their best and supporting parents as the first educators of their children. Using technology to support, encourage and inspire, is an integral part of the curriculum. The Trinity Catholic School Community Council provides an avenue for parents to be involved in and supportive of the education of their children. Along with fundraising, parents are actively encouraged to be involved in the classroom, assisting with sport, running the canteen and working bees.

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	
7. Differentiated teaching and learning		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>		Teachers know exactly what students need to understand and what they want them to be able to do. Students know what they must learn and how they can prove their 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>	
<ul style="list-style-type: none"> By December 2018, a minimum of 12 months growth for all students in Literacy and Numeracy will be achieved 	<ul style="list-style-type: none"> Student work samples reflect 'Make, Say, Write, Do' as evidence of learning Teachers use a variety of Learning Intentions and success criteria, evidenced in observations, planning and conferencing Teacher programming reflects the NSW Syllabus and is linked to the needs of the students represented by the Learning Progressions Teacher evidence reflecting 3-5 feedback examples (system level data, school level and teacher determined (work samples). Teachers' planning documents explicitly identifying how students have access to learning that allow for more than 12 months growth in numeracy and literacy. 		<ul style="list-style-type: none"> Use of Instructional walks and assessment data (e.g. NAPLAN) to provide basis for teacher professional learning NLAP leaders to attend and lead challenging conversations during planning meetings. Using data from student assessment to inform teaching to achieve student goals. Embed a culture of data analysis and discussion that informs teaching and raises teacher performance Increase teachers' skill and confidence in differentiating instruction to respond with precision, on a daily basis, to student learning needs Learning assessments to allow access to upper NAPLAN Bands Building the capacity of classroom teachers in knowledge of content, skills and pedagogy to improve their practice in literacy and numeracy through staff meetings, feedback and PD. Agreed Practice for timely feedback and self-reflection structures through the establishment of challenging learning goals and regular feedback to students 	
Review <i>What processes will be used to review the results?</i>	Teacher meetings with Principal/Mentor/Coach to reflect on achievement of AITSL standards , NESA Accreditation for staff, MyPaD, annual school surveys Focus Area: NSW State Literacy and Numeracy <input type="checkbox"/>			

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Improvement Area 2		Principles of Pedagogy	National Reform Directions	
8. Effective pedagogical practices		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 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>	Focus on quality teaching in every classroom and a commitment to professional 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>
<ul style="list-style-type: none"> All students make a minimum of 12 months learning growth 	<ul style="list-style-type: none"> Time prioritised for improvement in teaching and learning, evidenced by timetabling and collaborative structures Data and evidence from classroom observations and student data (system, school and teacher identified) Use of data walls Learning baselines established (term 1) for all students and are updated twice each term Evidence of effective feedback for student growth and performance, student engagement and goal setting Use of the NSW Learning Progressions and their links to syllabus documents. 	<ul style="list-style-type: none"> Collaborative planning and monitoring to evaluate student progress in teams (K-2 and 3-6), with provision for fortnightly staff meetings to utilise additional staffing in planning Instructional leaders in Literacy and Numeracy modelling and mentoring teachers to improve practice Develop an expert teaching team through instructional leadership to lead teachers to make progress in their classroom practice Use of learning Progressions Analyse and track student performance data to determine targeted interventions and facilitate conversations regarding implications for teaching and learning Plan differentiated learning tasks using the Inquiry approach Promote and develop a culture of inclusiveness, collaborative relationships and cooperative learning through the use of Kagan Goal setting pitched to student needs and reflected in Personalised Plans for students not reaching benchmarks and Indigenous Regular communication with parents through social mediums and meetings
Review <i>What processes will be used to review the results?</i>	Teacher meetings with Principal/Mentor/Coach to reflect on achievement of AITSL standards and other improvements BOSTES Accreditation for staff, annual school surveys	

Focus Area: NSW State Literacy and Numeracy

Literacy/Numeracy Improvement		Principles of Pedagogy	Key Focus	
3. A culture that promotes learning		5. Holding high expectations of all learners is a commitment to justice	<input checked="" type="checkbox"/> Learning & Teaching Facilitator <input checked="" type="checkbox"/> School Improvement Project	<input checked="" 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 create a learning community that involves all stakeholders in the students education		

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>
High expectations for all students to enable progress across all Bands	<ul style="list-style-type: none"> Teacher's assessment reflects a variety (3 min) of formative feedback examples for each student in literacy and numeracy Goal setting occurring to ensure a culture of Inquiry is embedded in pedagogy Students can articulate their next step in learning through learning walks, and work samples. Data walls and learning progressions reflect progress for students identified at all levels of the learning continuum. Teacher planning documents and evaluations demonstrate how students are accessing the syllabus to make progress in learning. Staff meetings on vocabulary and phonemic awareness 	<ul style="list-style-type: none"> Instructional Leader to be proactive in classrooms during Literacy and Numeracy to ensure all children are in the learning zone Instructional leader to provide regular feedback to teachers. Teachers to provide daily feedback to students and it is visible to students Data Walls and Learning Progressions utilised to provide robust conversation each week to focus for planning for differentiation and inquiry learning. Mighty Maths and Lustrous Literacy sessions offered in 2018 to assist students who are not reaching the benchmarks in numeracy and Literacy and engage parents in their learning. Focus on phonemic awareness to improve spelling outcomes for all students. Opportunities for students to share and celebrate learning with parents and grandparents through Learning Journeys.
Review <i>What processes will be used to review the results?</i>	Teacher meetings with Principal/Mentor/Coach to reflect on achievement of AITSL standards and other improvements BOSTES Accreditation for staff Parent, staff and student feedback, annual school surveys	

Focus Area: NSW State Literacy and Numeracy