



Trinity Catholic Primary School, MURRUMBURRAH

Annual Improvement Plan 2017

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Improvement Area 1		Principles of Pedagogy	Key Focus	
10. Catholic identity and faith formation		5. Holding high expectations of all learners is a commitment to justice	<input checked="" type="checkbox"/> COSA+	<input checked="" type="checkbox"/> Wellbeing Project
Key Improvement Goal 1 <i>What do you want to achieve?</i> <i>What change do you want to see?</i>		Embedding new RE guidelines	<input checked="" type="checkbox"/> School Improvement Project	<input checked="" 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? (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>		
Parents feeling valued and taking a more active involvement in student learning Improved student learning outcomes Student goal setting each term Engagement of teachers	Greater involvement of parents and grandparents at Trinity Students, staff & parent feedback evidenced in surveys Student work samples and assessment tasks Classroom displays reflecting learning experiences Staff engaged in collaborative planning of RE units and Scope and Sequence Staff engaged in prayer life of school and actively involved in parish life	Inviting parents into the classrooms to assist to improve student learning and engagement Inviting parent representatives to take a more active role networking in year levels and in the community Inviting parents and grandparents to school Masses and liturgies Establishing a wellbeing room/parent drop in centre Staff develop learning experiences that are stimulating and challenging Celebration of student achievements at assemblies and through newsletters, Facebook and local newspapers Identify areas for focus from school registration report		
Review <i>What processes will be used to review the results?</i>	Surveys and feedback from parish priest, staff, parents & students			

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Improvement Area 2		Principles of Pedagogy	Key Focus	
3. A culture that promotes learning		6. Positive educational environments empower learning	<input checked="" type="checkbox"/> COSA+	<input checked="" type="checkbox"/> Wellbeing Project
Key Improvement Goal 2 <i>What do you want to achieve?</i> <i>What change do you want to see?</i>		A learning environment is established that is safe, tolerant, respectful, inclusive and promotes intellectual rigour	<input checked="" type="checkbox"/> School Improvement Project	<input checked="" 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? (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>
Effective use of new learning environments Every student, teacher and parent is valued and included SWPBS Kids Matter Kagan MJR	Consultation with teachers and parents with resourcing of new classrooms Effective use of breakout spaces to engage students and provide for differentiation and critical thinking Student work displayed effectively and attractively in classrooms to reflect current learning Effective data collection for SWPB and consultation with staff, students and parents with SWPB- rule matrix, rewards system and data collection KidsMatter and annual parent/student/staff surveys to promote a culture where every student and every parent is valued and recognised. Embedding of IT into pedagogy to assist with Inquiry learning, creativity and differentiation Teachers working in partnership with parents to assist with understandings of BYOD and technology	Implementation of calm spaces and a wellbeing/meditation room for all members of the school community Embedding of mental health strategies and brain breaks to enhance student mindset for learning eg meditation, calm colouring Establishment of class routines which encourage and promote independence through the embedding of Kagan strategies and cooperative learning Staff will continue to be provided with professional development to continue the implementation of Kidsmatter MJR will continue to be embedded to assist with the development of positive and mutually respectful relationships across the school community Promote and develop a culture of inclusiveness, collaborative relationships and cooperative learning Implementation of T4C through BYOD in Years 3 to 6 and professional development for teachers and information sessions for parents on effective use of IT to improve student outcomes Embed understandings of student management and wellbeing
Review <i>What processes will be used to review the results?</i>	Teacher meetings with Principal/Mentor/Coach to reflect on use of the learning environment and to reflect on achievement of AITSL standards and other improvements BOSTES Accreditation for staff	

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Literacy/Numeracy Improvement		Principles of Pedagogy	Key Focus	
1. An explicit improvement agenda		7. Learning is inspired and celebrated in community	<input checked="" type="checkbox"/> COSA+	<input checked="" type="checkbox"/> Wellbeing Project
Inquiry Focus <i>What do you want to achieve?</i> <i>What change do you want to see?</i>		Effective differentiation in teaching to enhance student performance and engagement and engagement of parents	<input checked="" type="checkbox"/> School Improvement Project	<input checked="" 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? (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"> Improved outcomes in Literacy and Numeracy Build student engagement in learning Building parent/grandparent engagement in student learning Building teacher capacity in targeting student need and providing effective feedback Effective differentiation for improved student learning Open ended inquiry based teaching and learning to meet the diverse needs of students 	<ul style="list-style-type: none"> NAPLAN data and analysis ePart data – SENA, LAF, Running records, YARC Mapping of student data using Learning Progressions Teacher Programming showing evidence of inquiry and differentiation Use of formative, summative and diagnostic assessment to inform planning Student engagement and involvement in inquiry learning Establishing challenging learning goals Providing feedback/feedforward to student Parent/grandparent involvement in student learning Celebration of successes in student achievement, new learning environments, and teacher capacity 		<ul style="list-style-type: none"> Continued focus on differentiated teaching and learning Targeted focus on Literacy and Numeracy with ELI-L and ELI-N (LNAP) Additional support in K-2 and 3-6 for literacy and numeracy Literacy and Numeracy Action Plan Focus Collaborative Planning teams for K-2 and 3-6, with fortnightly meetings to utilise additional staffing in planning Effective feedback/feedforward structures for staff to gather data from and for students Effective use of new learning spaces, using pedagogical understandings of innovative learning environments Consistency of Numeracy and Literacy Blocks, with application of non-negotiable elements to sustain uninterrupted learning Opportunities for students to share and celebrate learning with parents and grandparents through a variety of forums 	
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			