



Good Shepherd Primary School, AMAROO

Annual Improvement Plan 2018

School Context:

School Features

Good Shepherd Primary School is a Catholic systemic Co-educational School located in Amaroo. The continued growth of the Gungahlin district has been reflected in the enrolments of the four schools which comprise the Parish of Holy Spirit. Good Shepherd School works in close cooperation with the two neighbouring Catholic Primary schools, Mother Teresa Harrison and Holy Spirit Nicholls. The growth of a local Catholic Secondary School, St John Paul II College has also provided a pathway for the majority of our Year Six students in their choice of a school beyond their Primary years.

Good Shepherd School offers a variety of co-curricular activities which are intended to cater for the ability levels and interests of its students. The offerings include Rostrum Public Speaking, Da Vinci Decathlon and Maths Olympiad. Overnight Camps of one or two nights in a setting off site are also offered for students in Years Four, Five and Six. The school also offers many opportunities for students to participate in sporting initiatives. Swimming Lessons, Netball and Cheerleading are well supported activities.

During this year the school in conjunction with support from the Community Council is finalising building development plans. These plans will enable the school to be capable of offering 4 classes for each year group K-6. The Plan is in response to finding a more permanent solution regarding the future of transportable classrooms which have now remained on site for over ten years. The school has been successful with application for a Block Grant to support the funding of proposed building improvement which include consideration of building design to meet the pedagogical changes in classroom practice.

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 | Key Focus | |
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| 3. A culture that promotes learning | | 4. Positive relationships are at the heart of effective teaching | <input type="checkbox"/> COSA+ <input type="checkbox"/> Learning & Teaching Facilitator <input type="checkbox"/> School Improvement Project | <input checked="" type="checkbox"/> Wellbeing Project <input type="checkbox"/> NSW State Literacy & Numeracy |
| Key Improvement Goal 1 <i>What do you want to achieve?</i> <i>What change do you want to see?</i> | By the end of 2018 we will have implemented the Positive School Wide Behaviour (PSWB) program matrix to create supportive classrooms at Good Shepherd. | | | |

| Success Measures/Targets | Evidence | Strategies |
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| <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>Continue with Positive School Wide Behaviour for Learning (PSWBL) rules, matrix, signage</p> <p>To have the 4 key school rules on display in every room and linked to class and school</p> <p>Reduced number of playground incidents and in class behavioural issues.</p> | <p>Student learning data:</p> <ul style="list-style-type: none"> • Student behaviour records – less referrals and reduced playground behaviour incidents <p>Perceptual/Observational data:</p> <ul style="list-style-type: none"> • Feedback from staff, students and parents • Observation of student playground activities • Use of common language across the school <p>School process data:</p> <ul style="list-style-type: none"> • Review school policy ‘student welfare and expectations’ • Evaluate lunch time play options • Review class and school expectations using PSWB • Establish school matrix • Establish and evaluate use of reward system <p>Demographic data:</p> <ul style="list-style-type: none"> • Student wellbeing data • Connection with parent community | <p>Establish a PSWB team</p> <p>Printing of rules and display in all learning and shared spaces across the school.</p> <p>Communicate with the parent community the PSWB rules and expectations.</p> <p>Use staff meeting to develop the matrix of behaviours.</p> <p>Allocate one staff meeting a term towards ongoing discussion, referral and connection with PSWB across the school</p> <p>Common language across the school</p> |

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| <p>Review</p> <p><i>What processes will be used to review the results?</i></p> | The SWPB action team will meet regularly to evaluate and plan future steps for improvement with SWPB. There is also an external audit conducted to support the ongoing progress of the program. |
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| Improvement Area 2 | Principles of Pedagogy | Key Focus | |
| 6. Systematic curriculum delivery | 2. A deep understanding of curriculum provides content and context for learning | <input type="checkbox"/> COSA+ <input type="checkbox"/> Learning & Teaching Facilitator <input checked="" type="checkbox"/> School Improvement Project | <input type="checkbox"/> Wellbeing Project <input type="checkbox"/> NSW State Literacy & Numeracy |
| Key Improvement Goal 2 <i>What do you want to achieve?</i> <i>What change do you want to see?</i> | By the end of 2018 teachers will apply an inquiry mindset to develop a culture of inquiry across a range of curriculum areas. | | |

| 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>Teachers will have an improved understanding and familiarity with the Australian Curriculum.</p> <p>Teachers will be familiar with using different aspects of the Australian Curriculum to support the needs of their students.</p> <p>Teaching teams will plan confidently and co-operatively using the Australian and school based documentation as a guide.</p> | <p>Student learning data:</p> <ul style="list-style-type: none"> ● School diagnostic assessment data <p>Perceptual/Observational data:</p> <ul style="list-style-type: none"> ● Student achievement data ● NAPLAN results ● EPart results ● Student learning feedback <p>School Process data:</p> <ul style="list-style-type: none"> ● Vision for teaching and learning ● Teacher programs ● Assessment criteria and rubrics ● Resources aligned to curriculum and pedagogical needs <p>Demographic data:</p> <ul style="list-style-type: none"> ● Staff PL in learning and teaching | <p>Staff PL day 'Creating an inquiry based community' at beginning of the year (TQI accredited)</p> <p>Purchase of shared text 'The Power of Inquiry' by Kath Murdoch</p> <p>Staff meetings – curriculum & inquiry-based</p> <p>Team planning charter and expectations</p> <p>Revised assessment schedule to support school and system requirements</p> <p>Opportunity for teachers to attend professional learning</p> |
| <p>Review <i>What processes will be used to review the results?</i></p> | <p>Student feedback and assessment data</p> <p>Teacher evaluation</p> <p>Professional learning communities – 'The Power of Inquiry'</p> <ul style="list-style-type: none"> ● | |

| Literacy/Numeracy Improvement | | Principles of Pedagogy | Key Focus | |
|---|--|---|--|--|
| 2 Analysis and discussion of data | | 3. Assessment informs teaching and learning | <input checked="" type="checkbox"/> COSA+ <input type="checkbox"/> Learning & Teaching Facilitator <input type="checkbox"/> School Improvement Project | <input type="checkbox"/> Wellbeing Project <input 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> | | Which teaching strategies and learning opportunities deliver improved student achievement in spelling? <i>Continued from 2017</i> | | |
| 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> | |
| Improvements in school NAPLAN results for spelling Individual student growth in standardised and diagnostic testing results for spelling (Waddington and PAT R for Years 2-6) Improved teacher understanding of teaching and learning in relation to spelling | Student learning data: <ul style="list-style-type: none"> ● Student results ● Student writing samples ● Value added data analysis Perceptual/Observational data: <ul style="list-style-type: none"> ● Classroom observations ● Professional conversations with staff ● Teaching and learning within the literacy block School process data: <ul style="list-style-type: none"> ● Teaching programs ● Assessment results and records ● Professional learning conversations ● Common school PL goal ● Agreed practices on collaboration and planning Demographic data: <ul style="list-style-type: none"> ● Teacher expertise and experience | | Continued emphasis on spelling to support consolidation across the school Teacher professional learning Shared school goal – spelling improvement linked to professional learning conversations Collaboration with school COSA+ team Staff meetings – specific to data analysis and understanding and spelling improvement Establishing ‘student centred’ spelling approaches within classrooms Purchase of key resource for all teachers: ‘Guiding thinking for effective spelling’ by Topfler and Arendt Use of word walls within learning spaces Offering a range of PL opportunities School subscription to Literacy based organisations (PETAA and ALEA) | |
| Review <i>What processes will be used to review the results?</i> | Data results from diagnostic tests from Term 1 and Term 3. Teacher ‘coaching conversations’ during terms 2 and 3. Feedback on Teacher professional goals (Term 4) Evaluation of COSA+ process in Term 4. | | | |