



# Annual Improvement Plan 2017



McAuley is a Catholic Central School located in Tumut. The school caters for students in Kindergarten – Year 10, and has a current enrolment of 325 students

Students attending this school come from a variety of backgrounds and nationalities consisting of:

- 172 male and 153 female students;
- 12 indigenous students; and
- 5 Language Background other than English (LBOTE)

The school employs 35 staff comprising 26 teachers and 9 non-teaching staff, the latter being employed in a variety of capacities including clerical, canteen, learning assistants, cleaner/grounds person.

The school's website can be found at [www.mcauleytumut.nsw.edu.au](http://www.mcauleytumut.nsw.edu.au)

## 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	
5. An expert teaching team		3. Assessment informs teaching and learning	<input checked="" type="checkbox"/> Quality Teaching <input checked="" type="checkbox"/> Quality Learning <input type="checkbox"/> Empowered School Leadership	<input type="checkbox"/> Meeting Student Needs <input type="checkbox"/> Transparency and Accountability
<b>Key Improvement Goal 1</b> <i>What do you want to achieve?</i> <i>What change do you want to see?</i>	For teachers to develop assessment that will support 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>
<p>Assessment for Learning Practices are incorporated into teaching and learning</p> <p>Use of data to inform teaching &amp; learning.</p>	<p>Assessment for Learning identified in teaching programs.</p> <p>Assessment for Learning Practices are evident in classroom pedagogy.</p> <ul style="list-style-type: none"> <li>- Structured program of class visits for mentoring purposes</li> </ul> <p>Data used by teachers to inform their praxis and improve student outcomes.</p> <p>Detailed Professional Learning Plan</p>	<p>Whole school Professional Learning as per Dylan William 'Assessment for Learning' outline. Professional Development to be conducted by trained staff members.</p> <p>Class mentoring by leadership team and/or delegates using In-school Professional Learning Communities funding. Analysis of student work samples &amp; implementation of teaching strategies to further learning.</p> <p>Scheduled meetings with the Principal to review and discuss teacher PLP's</p> <p>Program &amp; implementation of class visits advertised to staff on regular basis</p> <p>Data collected, analysed and used by teachers to inform teaching and learning.</p> <p>Data methods used include; as per ePart schedule, Learning Assessment Framework (incorporating Stage 4 Mathematics), SENA 1&amp;2, Kindergarten Observation Assessment, Year 1 Observation Survey, Running Records, mapping student achievement on Literacy Continua (Reading, Comprehension &amp; Writing) &amp; NAPLAN.</p> <p>Development of school wide Professional Learning Plan, targeting specific Teaching &amp; Learning (eg Geography/History implementation)</p>
<p><b>Review</b>  <i>What processes will be used to review the results?</i></p>	Staff Survey, Evaluation by Executive on term basis	

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

Improvement Area 2		Principles of Pedagogy	National Reform Directions	
10. Catholic identity and faith formation		4. Positive relationships are at the heart of effective teaching	<input checked="" type="checkbox"/> Quality Teaching <input checked="" type="checkbox"/> Quality Learning <input type="checkbox"/> Empowered School Leadership	<input type="checkbox"/> Meeting Student Needs <input type="checkbox"/> Transparency and Accountability
<b>Key Improvement Goal 1</b> <i>What do you want to achieve?</i> <i>What change do you want to see?</i>	Implementation of updated Treasures New and Old curriculum			

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>
Improved teacher understanding of the theological and scriptural basis for each unit of the course.  Classroom strategies for the teaching of Religious Education	Teacher Programs and teaching resources being used.  Perceptual and observational data recorded by mentor class visits.	This improvement area is our 2017 COSA+ focus supported by CE.  Class mentoring by leadership team and/or delegates using In-school Professional Learning Communities funding.
<b>Review</b> <i>What processes will be used to review the results?</i>	Data collected as part of the COSA process.	

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

Literacy/Numeracy Improvement		Principles of Pedagogy	Key Focus	
Literacy & Numeracy Development		Assessment Informs Teaching & Learning.	<input type="checkbox"/> Learning & Teaching Facilitator	<input type="checkbox"/> NSW State Literacy & Numeracy
<b>Inquiry Focus</b> <i>What do you want to achieve?</i> <i>What change do you want to see?</i>		Literacy & Numeracy Development to be informed by student achievement data. Improved student achievement guided by informed teaching & learning.	<input type="checkbox"/> School Improvement Project	

Success Measures/Targets	Evidence	Strategies
<p><i>What is the specific, measurable target you want to meet?</i></p> <p>Improved student learning outcomes</p> <p><b>Differentiate teaching to meet the specific learning needs of students across the full range of abilities</b></p> <p><b>Differentiate teaching to meet the specific learning needs of students across the full range of abilities</b></p> <p><b>Engage with colleagues and improve practice</b></p>	<p><i>What types of data will be collected as evidence? (student learning; demographic; perceptual/observational; school process)</i></p> <ul style="list-style-type: none"> <li>Teacher and student use of BYOD within teaching and learning.</li> <li>Student Progress monitoring (k-6)</li> <li>External testing data (eg NAPLAN)</li> <li>Data methods used include; as per ePart schedule, Learning Assessment Framework, SENA 1&amp;2, Kindergarten Observation Assessment, Year 1 Observation Survey, Running Records, mapping student achievement on Literacy Continua (Reading, Comprehension &amp; Writing) &amp; NAPLAN.</li> </ul>	<p><i>What specific strategies will be used to achieve Improvement Goal 1?</i></p> <p><i>Who are the key personnel?</i></p> <ul style="list-style-type: none"> <li>Literacy Block implementation to continue - as per CE non-negotiables</li> <li>Support Teachers through structured Peer mentoring (K-10)</li> <li>Support teacher pedagogical practice through mentoring.</li> <li>In school project officer to assist with BYOD implementation.</li> <li>Secondary class structure to be developed to cater for best use of Learning Support resources.</li> <li>Use of GRASP tasks (inquiry based learning) where possible to suit UBD programming &amp; planning practices.</li> <li>Peer mentoring, sharing &amp; evaluation of written GRASP Assessment Tasks tasks.</li> <li>Dylan Wiliam Assessment For Learning Practices used as whole school Professional learning</li> <li>Learning Assessment Framework implemented and used from Years 3-6.</li> <li>Student assessment data to inform mapping of students on literacy &amp; numeracy continua (if continua is still recommended)</li> <li>Data collected, analysed and used by teachers to inform teaching and learning.</li> </ul>
<p>Increased Literacy &amp; numeracy competency for Years K-2</p>	<ul style="list-style-type: none"> <li>ELI Assessment Data for Numeracy &amp; Literacy K-2</li> <li>External Testing Data - as per above (eg NAPLAN results in year 3)</li> </ul>	<ul style="list-style-type: none"> <li>In class support for literacy &amp; numeracy.</li> <li>Teachers given time to analyse, reflect on &amp; plan forward for future learning</li> <li>Resourcing of K-10 classrooms with quality literature</li> </ul>
<p><b>Review</b> <i>What processes will be used to review the results?</i></p>	<p>ELI Assessment Data for Numeracy &amp; Literacy K-2 Running Records, mapping student achievement on Literacy Continua (Reading, Comprehension &amp; Writing) &amp; NAPLAN. Monitor Teacher and student use of BYOD within teaching and learning.</p>	