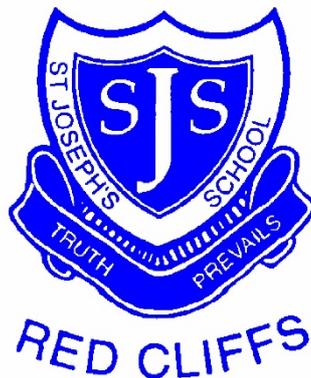




## School Improvement Framework

# St Joseph's Primary School, Red Cliffs



## School Improvement Plan 2021 - 2025

Signed by Principal .....

Name .....

Date ..... / ..... / .....



## St Joseph's Primary School, Red Cliffs

### School Vision and Mission

As partners collaboratively educating our students to ensure they learn at high levels, we are inspired by Christ and our Catholic Faith & Tradition as we pursue fullness of life for all.

*We are a Child Safe school.*

Therefore, inspired by the Gospels we will:

- Be a community inspired by Catholic faith and its traditions through the active living of the Gospel and by teaching for, and witnessing to justice, peace and ecological conversion. **(Catholic School Culture)**
- Work in close partnership with families, parish and the wider community to enhance faith, student learning and wellbeing. **(Community Engagement)**
- Be educators who effectively collaborate and work collegially to deliver high quality outcomes for all students and to build a positive culture with a clear sense of purpose and direction aligned with policies and protocols. **(Leadership and Stewardship)**
- Be educators who work collaboratively and reflectively to educate the whole child to a high standard inspiring ALL to achieve as successful, life-long learners in an ever-changing world. **(Learning and Teaching)**
- Sustain a safe, respectful, inclusive and positive educational environment that celebrates achievement and promotes dignity and self-responsibility for all. **(Wellbeing)**

# School Contextual Statement

St Joseph's Primary School Red Cliffs was founded over 80 years ago, with it staffed by Sisters of Mercy. When the school first commenced, Red Cliffs was a fast growing, newly established horticultural district for returned soldiers from World War 1. Since the school first opened in 1933, sisters, priests, lay teachers, parents, students and members of the St Joseph's Red Cliffs parish have worked tirelessly to develop the spacious four acres of land that the school is located on into an inspiring environment that celebrates faith, learning and life.

We have a current enrolment of 90 students. We have five multi-age classroom groupings. We have a predominantly Catholic enrolment with a range of other diverse religions represented. Our student population is drawn from a wide range of multicultural backgrounds, providing us with a rich experience of culture and tradition.

Children at St Joseph's are invited and supported to discover God's presence in their daily lives. Within a Gospel-centred environment, students are challenged and supported to understand themselves and the world in which they live through a worldview founded in Scripture and in the traditions of the Catholic community - its stories, its worship, its experiences and its teachings. Most importantly, we believe this Catholic education instills in young people the desire to make the world a better place.

St Joseph's has a close connection to the Parish Church and priest in residence, participating in school Masses and having each class lead a Parish Mass, which provides the students with the opportunity to further explore the traditions of the church. The children develop a sense of social justice through their participation in parish fundraising for Project Compassion and Children's Mission along with contributing to the St Vincent de Paul Winter Appeal.

Our highly qualified and caring teachers are committed to developing innovative teaching practices that develop skills within students to better prepare them for life and work in a contemporary world. We assist all students including children with additional learning needs to produce their best possible results. Students are encouraged to develop self-regulation in regard to their learning. The aim is to inspire them to become lifelong learners who seize any opportunity to make new discoveries about themselves as learners and about the world in which they live.



## Overview

The review and validation process for St Joseph's Primary School, Red Cliffs is directed by Catholic Education, Ballarat School Improvement Framework (revised 2015). The School Improvement Framework provides a process for improving student outcomes in learning and wellbeing in the Diocese of Ballarat. It takes into account school culture, leadership, learning and growth of all within the school community.

The School Improvement Framework provides a cyclical structure for the school to focus on what is important for the school to improve. It nominates the key drivers of leadership, collaboration, evaluation, reflection and evidence-based decision making. It draws on the National School Improvement Tool (2012) and other frameworks to enable the school to build a culture of shared responsibility for improving the outcomes for all students. It accounts for the five national reform directions (quality teaching, quality learning, empowered school leadership, meeting student need, transparency and accountability) and promotes evidence-based strategies and innovation, encouraging schools to continually ask important questions about student learning and future directions. It includes annual actions around:

- reflecting on and analysing school performance
- implementing elements of the long-term school improvement plan
- developing and implementing the annual action plan
- meeting compliance and reporting obligations

See also: *BDSAC School Improvement Policy (2015)*

*School Improvement and Accountability Schedule*

The school is informed and guided by *The Characteristics of a Highly Effective Catholic School* (revised 2018) which clearly articulates a standard for schools in the Ballarat Diocese around effective practice. It highlights the importance of a central vision and the aspects of school operation that flow from this vision.

Catholic School Culture	<ul style="list-style-type: none"><li>• <i>Religious Education</i></li><li>• <i>Enhancing Catholic School Identity</i></li><li>• <i>Social Action and Justice</i></li></ul>
Community Engagement	<ul style="list-style-type: none"><li>• <i>Partnering with Families</i></li><li>• <i>Community Partnerships</i></li></ul>
Leadership and Stewardship	<ul style="list-style-type: none"><li>• <i>Shared Leadership</i></li><li>• <i>Building Staff Capability</i></li><li>• <i>A Culture of Continuous Improvement</i></li><li>• <i>Stewardship of Resources</i></li></ul>
Learning and Teaching	<ul style="list-style-type: none"><li>• <i>A Guaranteed and Viable Curriculum</i></li><li>• <i>Effective Teaching</i></li><li>• <i>Engaging Students In Their Own Learning</i></li><li>• <i>Analysis and Use of Data</i></li><li>• <i>Coordinated Strategies for Intervention</i></li></ul>
Wellbeing	<ul style="list-style-type: none"><li>• <i>Quality Relationships</i></li><li>• <i>Wellbeing Practice</i></li><li>• <i>Safe Learning Environment</i></li></ul>

*The Characteristics of a Highly Effective Catholic School* (revised 2018) highlights the necessity for the school to implement a guaranteed and viable curriculum. At this time, the school is implementing the Victorian Curriculum (2017) which includes cross-curriculum priorities related to learning about Aboriginal and Torres Strait Islander histories and cultures. The school also accepts its obligation to provide a safe environment for staff and students, as mandated by the Victorian Child Safe Standards.

Long term School Improvement and annual Action Plans are developed collaboratively by the school's governing authority, school staff, School Advisory Council and the Catholic Education Office, Ballarat. The school reports annually to the school community on its achievements and ongoing plans for improvement via the Annual Report to the School Community, as required by the State and Federal authorities. This report is published on the VRQA State Register and is available on request from the school. This school improvement plan will also be published in a form readily accessible to the public

## Key Priority One

Key Priority (A key improvement that will maximise student learning)	Links with the CHECS Components that will drive this priority
<p><b>Building staff capability to develop a positive, safe and engaging learning environment with a focus on Literacy as the basis for all learning within a culture of continuous improvement and achievement.</b></p>	<p>Vision and Mission</p> <p>Leadership &amp; Stewardship 3.2 Building staff capability</p> <p>Learning &amp; Teaching 4.2 Effective Teaching 4.3 Engaging Students in their own learning 4.4 Analysis and use of Data</p>

Possible Strategies and Actions that will address this Priority
<ul style="list-style-type: none"> <li>• Lead improvement in Literacy results through our PLC Guiding Coalition ... examine and decide upon best-practice, evidence-based methods of instruction, develop and implement proficiency scales and other key components of PLC.</li> <li>• Improve the Writing skills and achievement of students by using mentor texts, text patterning and increasing the reciprocity between reading and writing.</li> <li>• Improve Reading outcomes through focus on the Five Pillars of Reading.</li> <li>• Fully embed our agreed upon Systematic Synthetic Phonics structure, including a re-examination of our implementation guidelines to account for 2020's COVID-19 affected implementation plan.</li> <li>• Using our agreed upon coaching framework that includes peer observation, modelling, feedback and collaborative goal setting will support our endeavours in this priority.</li> <li>• Focus on the implementation of the HITS.</li> <li>• Implement pedagogical strategies specifically designed to engage boys in literacy, which will lead to improved academic and social emotional outcomes, and greater engagement/fulfilment in school.</li> </ul>
Implementation Overview
<p><i>In order to build staff capability to develop a positive, safe and engaging learning environment with a focus on improving Literacy as the basis for all learning within a culture of continuous improvement and achievement our priority will be led by the Learning and Teaching Leader with support from the Principal and members of the PLC Guiding Coalition. This group will help manage and lead our change in regards to this priority through development of our Annual Action Plan and ongoing Road Map planning.</i></p> <p><i>Having commenced Systematic Synthetic Phonics, the Five Pillars of Reading and improving Writing skills by using mentor texts and increasing reciprocity between reading and writing in 2020 we hope to continue to guide our teachers in implementation of these priorities through whole school professional development, PLT meetings and our coaching framework that includes peer observation, modelling, feedback and collaborative goal setting.</i></p> <p><i>We will continue to reflect upon High Impact Teaching Strategies (HITS) that are being used in the school and prioritise focuses for individual or teams of teachers. Teachers will be supported with this.</i></p> <p><i>Priorities that we focus on to improve pedagogical practices and to improve literacy results will be reflected in teachers Professional Learning Plans. These will be reflected upon each term and support will be given to support teachers to achieve goals that have been set out in this plan.</i></p> <p><i>Our Learning and Teaching Leader will continue to use data to monitor and guide the implementation of our priorities. We will also look at data to assist in developing new priorities that will enhance student learning outcomes.</i></p>

## Key Priority Two

Key Priority (A key improvement that will maximise student learning)	Links with the CHECS Components that will drive this priority
<p><b>Enhancing and strengthening St Joseph’s Catholic identity by building staff knowledge and confidence in using ECSI data, delivering the Awakenings Curriculum and linking Social Justice activities to Scripture.</b></p>	<p>Vision and Mission</p> <p>Catholic School Culture</p> <p>1.1 Religious Education</p> <p>1.2 Enhancing Catholic School Identity</p> <p>1.3 Social Action and Justice</p> <p>Leadership and Stewardship</p> <p>3.2 Building staff capability</p>

### Possible Strategies and Actions that will address this Priority

- Lead our Enhancing Catholic School Identity implementation through a Catholic Identity Guiding Coalition. This group will start building a better theological understanding of ECSI and the new RE Awakenings curriculum.
- Provide support to our teaching staff to build their confidence to deliver their RE Awakenings units
- Commission artworks or displays that promote the Catholic Identity of our school. This may include imagery, iconography and artwork that have been decided upon through dialogue with our staff, students, parents, parish, other faith traditions and Aboriginal and Torres Strait Islander people.
- Provide rich opportunities for our community to experience liturgy ... engaging readings of scripture, silence, movement, music and song, processions and gestures and other symbolic actions.
- Provide opportunities for our community to give witness to their faith and undertake social justice initiatives that promote a just society that is grounded in the Bible

### Implementation Overview

*In order to enhance and strengthen St Joseph’s Catholic Identity we hope to build staff knowledge and confidence in using ECSI data, ability to deliver the Awakenings Curriculum and to link Social Justice activities to scripture and our faith. Successful achievement will require a well-trained Religious Education Leader who has support from the Principal and members of the Catholic Identity Guiding Coalition. This group will help manage and lead our change in regards to this priority through development of our Annual Action Plan and ongoing Road Map planning. They will also work very closely with CEB Religious Education Officer/s to provide professional support in managing and leading this change.*

*With our recent building works being completed and limited iconography, artworks and displays being present in the school we believe we can use people who have strong knowledge of the preferred ECSI positions of Recontextualisation, Post Critical Belief and Dialogue to model a process with our community to commission works across the school. With this being modelled directly we hope our staff can see how our new RE Awakenings Curriculum may be delivered.*

*With the new River Region CEB Religious Education Officer still being employed by our school we believe that this person will be a great support to our staff with planning, modelling and coaching in regards to how we can deliver our RE Awakenings teaching and pedagogical approaches. We will also work at building the capacity of GC members.*

*When undertaking social justice activities or ecological conversion opportunities in our community that allows our community to give witness to their faith we will ensure these are linked to our traditions and are not grounded on values. This will often mean having a liturgy or prayer service before or after this experience.*

*We will also work closely with our parish priest we hope to provide rich opportunities for our community to experience liturgy that deepens their relationship with the trinity and promote the evangelising mission. Through engaging readings of scripture, silence, movement, music and song, processions and gestures and other symbolic actions we hope to motivate our community to positively experience our rich and contemporary liturgical experiences.*

## Key Priority Three

Key Priority (A key improvement that will maximise student learning)	Links with the CHECS Components that will drive this priority
<p><b>Developing effective practices to promote, monitor and enhance staff and student wellbeing in order to build learning resilience, self-management and self-reflective capabilities in our student</b></p>	<p>Vision and Mission</p> <p>Community Engagement 2.1 Partnering with families</p> <p>Leadership and Stewardship 3.2 Building staff capability</p> <p>Wellbeing 5.1 Quality Relationships 5.2 Wellbeing practices 5.3 Safe learning environment</p>

### Possible Strategies and Actions that will address this Priority

- Lead our Behaviour Education and Self-Management (BESM) implementation through a BESM Guiding Coalition. This group of around four people will plan for our Play is the Way implementation attempting to get everyone on the same page and pulling in the same direction.
- Build parent partnership in our Play is the Way and Behaviour Education and Self-Management (BESM) approach to assist them in supporting their children to improve their social and emotional capabilities.
- Embed improved and consistent data collection in relation to student behaviour. This will involve staff using Social Behaviour in SIMON to track minor and major behaviour in a systematic way that can help monitor our student behaviour.
- Develop the learning resilience in our students, particularly our boys, which enables persistence in difficult tasks and situations.
- Support the wellbeing of staff particularly in relation to students who come from trauma backgrounds and present with challenging behaviours.

### Implementation Overview

*In order to build the learning resilience, self-management and self-reflective capabilities in students we hope to promote, monitor and enhance the wellbeing of staff and students. We have started implementation of Play is the Way (PITW) to support this goal and will continue implementation over the coming years. Our Behaviour Education Self-Management (BESM) Leader and BESM Guiding Coalition will help manage and lead our change in regards to this priority through development of our Annual Action Plan and ongoing Road Map planning. We will also work closely with PITW founder Wilson McCaskill to help guide implementation.*

*Over the five years of the School Improvement Plan we hope to embed all aspects of Play is the Way including Life Raft Concepts, Games, Self-Reflective Language, 3R's, Growing Personally and Socially (GPS) and Ultimate Community Role Model (UCRM). Support in implementation will be provided through whole school professional development, staff meetings, professional support in regards to behaviour regulation and our coaching framework that includes peer observation, modelling, feedback and collaborative goal setting. A focus also needs to happen in regards to building parent knowledge in regards to our PITW and BESM approach.*

As a school we also hope to embed improved and consistent data collection in relation to student behaviour. This will involve staff using Social Behaviour in SIMON to track minor and major behaviour in a systematic way that can help monitor our student behaviour.

If we are successful in our implementation we expect to see improved staff and student wellbeing and stronger resilience from our students. This should contribute to improved student academic and behavioural outcomes and will lead to improved staff wellbeing.