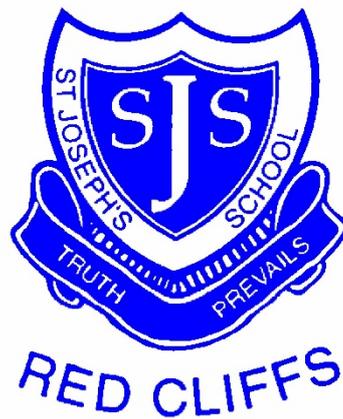




School Improvement Framework

St Joseph's Primary School Red Cliffs



School Improvement Plan 2017 - 2020

Signed by Principal

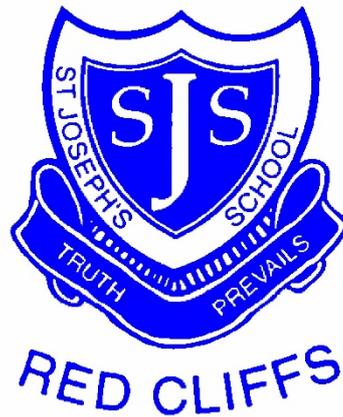
Mark Gibson

Name

Mark Gibson

Date

10th March 2017



St Joseph's Primary School, Red Cliffs School Vision and Mission

Our School Vision

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.

Our School Mission

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 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, 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 87 students. We have four 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. Below is a list of some other relevant statistics relating to our demographics:

- 9% of our students are from a non- English speaking background
- 33% Single parent families or shared custody arrangements
- 15% of our students who are of indigenous heritage.
- 17% are currently on Students With Disability (SWD) funding and are receiving learning support at school. Added to this number are the other students who receive support beyond differentiated classroom teaching practices (as noted on the NCCD data analysis) bringing the overall number of students receiving learning support in some form to 33%.
- 53% of the families are eligible for financial assistance from the Camps, Sports, Excursions Fund (CSEF).
- Two students enrolled are currently International students.

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 Catholic 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 (2016-2019)

The school is informed and guided by *The Characteristics of a Highly Effective Catholic School* (CEB 2016) 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">• <i>Religious Education</i>• <i>Enhancing Catholic School Identity</i>• <i>Social Action & Justice</i> |
| Community Engagement | <ul style="list-style-type: none">• <i>Partnering with Families</i>• <i>Community Partnerships</i> |
| Leadership & Stewardship | <ul style="list-style-type: none">• <i>Shared Leadership</i>• <i>Building Staff Capability</i>• <i>Ensuring Effective Governance</i>• <i>Stewardship Of Resources</i> |
| Learning & Teaching | <ul style="list-style-type: none">• <i>A Guaranteed and Viable Curriculum</i>• <i>Effective Teaching</i>• <i>Engaging Students In Their Own Learning</i>• <i>Analysis and Use of Data</i>• <i>Coordinated Strategies for Intervention</i> |
| Wellbeing | <ul style="list-style-type: none">• <i>Quality Relationships</i>• <i>Wellbeing Practice</i>• <i>Safe Learning Environment</i>• <i>Rights and Responsibilities</i> |

The Characteristics of a Highly Effective Catholic School 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 CHECS Components |
|--|---|
| In order to enact St Joseph’s Vision and Mission we will build shared leadership capabilities of all staff | Catholic School Culture 1.1,1.2, 1.3 Community Engagement 2.1, 2.2 Leadership and Stewardship 3.1, 3.2 Learning and Teaching 4.2, 4.4, 4.5 Wellbeing 5.1 |

Possible Strategies and Actions that will address this Priority

- Respond to the student Enhancing Catholic School (ECI) survey data that indicates that the children are showing a drift towards ‘relativism’ or no belief. Promote active living of the Gospel in RE through an effective Shared Christian Praxis and Composite Model approach that encourages a Dialogue, Recontextualising and Post Critical Belief.
- Develop leadership capabilities of all staff to promote shared leadership practices.
- Increase leadership opportunities for more staff.
- Improve the effectiveness of our PLC meetings.
- Strengthen practices to promote greater clarity of staff expectations documented in policies and procedures.
- Provide the means for improved staff teamwork, staff cohesion, collaborative planning and team teaching, promoting a sense of collective responsibility for all students.
- Enhance leadership capabilities of the PLC Guiding Coalition.
- Strengthen the practices for sharing and using data to analyse school and student performance, and then to drive improvement.
- Promote a sense of fun in the work environment.

Implementation Overview

Throughout this School Improvement Plan we hope to create more leadership opportunities for staff and to distribute roles so that staff don’t have too many responsibilities. These leaders will lead their focus areas through the use of a guiding coalition or team approach where more emerging leaders can contribute to the leading of these areas. These groups should meet regularly. A particular focus for this approach will be through our PLC and SWPBS implementation. Both of these areas could have their own Guiding Coalition.

A greater focus over the period of this SIP is the need to strengthen links between our SIP and Annual Action Plans. Involving staff more in our annual priorities and ensuring our priorities are linked to our Professional Learning Plans is going to result in greater shared responsibility. Instead of only a few staff becoming experts in particular areas we need to be conscious of training all or teams of staff.

We also need to have a much greater focus on role clarity and understanding of policies and procedures. To do this we need to be very conscious of improving our role descriptions and developing a Staff Handbook.

Many opportunities need to be provided for staff to work effectively as part of a team. These teams need to work collaboratively as part of a team to improve academic and behavioural outcomes. Support will need to be given to do

These areas will be led by the Principal and other members of the Leadership Team.

Key Priority Two

| Key Priority (A key improvement that will maximise student learning) | Links with CHECS Components |
|--|---|
| <p>In order to improve student outcomes we will embed a shared understanding and ownership of a Guaranteed and Viable Curriculum in accordance with the Victorian curriculum</p> | <p>Community Engagement 2.2 Leadership and Stewardship 3.1, 3.2, 3.4 Learning and Teaching 4.1, 4.2, 4.3, 4.4, 4.5 Wellbeing 5.3, 5.4</p> |

Possible Strategies and Actions that will address this Priority

- Expanding our PLC approach into the English curriculum whilst ensuring that all aspects of the Victorian Curriculum are addressed and included in scope and sequence documentation.
- Decide upon and implement consistently across the school best pedagogical approaches to curriculum for integrated topics e.g. e5 for Science themes.
- Provide real life learning opportunities across the curriculum including building links with the Parish and wider community.
- Engage in all assessment but in particular Assessment 'AS' and 'FOR' Learning.
- Introduce parent, student & teacher conversations in order to engage parents and students more deeply in learning.
- Use technologies to promote learning goals and achievements with parents.
- Strengthen parent connection and engagement in the life of the school.
- Provide professional development and on the job training to use effective literacy and numeracy strategies including OLSEL, guided reading, open ended questioning, reciprocal reading etc.

Implementation Overview

In order to improve student outcomes and embed a shared understanding and ownership of a Guaranteed and Viable Curriculum we will be continuing our early journey towards becoming a Professional Learning Community. We need the right leadership structures to support this journey. Having one person who works with a team of in-school and external support we will look at slowly developing our long term focus on becoming a Professional Learning Community. This will involve continual reflection and planning for annual priorities. This will be a slow process.

From a curriculum perspective we will start our focus on Mathematics and hopefully move towards areas of English. Developing essential learnings in these areas will occur. We also hope to look at ways we can simply adopt other areas of the school curriculum. This may be through an integrated planning approach.

Support structures and focusses need to be improved so that teachers are using the best pedagogical practices to enhance student outcomes. Particular focusses need to be addressed as a whole school and possibly with individuals. This should happen through on the job training using methods such as coaching. Developing more consistency in how teaching occurs across the school will need to be considered. Documentation committing to our approaches should be developed.

To improve student outcomes, we need to look at ways we can get our parents having a greater understanding and involvement in improving student outcomes. This will be through PSG meetings and looking at ways we can have parents better understanding of what we are trying to achieve academically with our students.

These areas will be led by the Learning and Teaching Leader with support from the Principal and members of the PLC Guiding Coalition.

Key Priority Three

| Key Priority (A key improvement that will maximise student learning) | Links with CHECS Components |
|---|---|
| In order to provide a supportive environment for all students we will establish, communicate and embed learning and wellbeing practices | Community Engagement 2.1, 2.2 Leadership and Stewardship 3.1, 3.2, 3.4 Learning and Teaching 4.2, 4.3, 4.4, 4.5 Wellbeing 5.1, 5.2, 5.3, 5.4 |

Possible Strategies and Actions that will address this Priority

- Adopt the RtI model of intervention for all students.
- Fully adopt PBIS strategies with all staff being aware of background and processes.
- Introduce a co-ordinator/s who oversees all the learning programs, resources and procedures used to support all students.
- Building staff capabilities in order to effectively deliver agreed learning and wellbeing practices so that these initiatives are fully understood and embedded in practice.
- Improve systems to provide support, supervision and training of Learning Support Officers (LSO's).
- Collect quality data to determine learning needs, monitor the effectiveness of individual and classroom learning programs.
- Enhance the partnership and education of parents who have students with learning needs.
- Provide regular opportunities for LSO's and teachers to work with Learning Support Leaders for teamwork, collegial planning, reviewing progress, feedback and troubleshooting.
- Strengthen connectedness between PBIS, PLC and RtI.
- Promote St Joseph's school community as a school where all children learn to high levels, are engaged and achieving fantastic educational results.

Implementation Overview

To facilitate this very necessary area considering the demographics of our community we will look at creating a full-time role for a Learning Diversity Leader. This person will work closely with classroom teachers, Learning Support Officers and parents to look at ways we can support students with disabilities and those requiring extra support with behavioural and learning outcomes. We want to have a range of preventative, early and critical interventions to support the students in these areas.

Through our Learning Diversity Leader, we hope to provide better training for our Learning Support Officers to provide research and evidence-based interventions. This will be with academic areas, in particular literacy and numeracy but also possibly social. For students who are a year or more below standard in a particular area should be provided with opportunities to access these interventions. Our Pastoral Care Worker could look at introducing interventions that support students from a social/emotional perspective.

With our high percentage of students with sensory needs we will support teachers to better manage these students who often present with challenging behaviours. Part of this is also looking at having a targeted focus on fostering positive partnerships between home and school to build wellbeing practices. To do this we will look at undertaking Positive Partnership training for teachers and parents.

Having briefly learnt about School-wide Positive Behaviour Support (SWPBS) we feel that adopting this framework with CEOB support will help our students improve their behaviour. This is going to be a long-term process in making staff aware of the background and processes associated with it. These processes will need to be implemented slowly with considered planning. Our SWPBS Guiding Coalition will lead this process.