Mother Teresa School, HARRISON

Annual Improvement Plan

2017

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CATHOLIC EDUCATION
Archdiocese of Canberra & Goulburn

Improvement Area 1	Principles of Pedagogy	Key Focus	
3. A culture that promotes learning	6. Positive educational environments empower learning	☐ COSA+	☑ Wellbeing Project
Key Improvement Goal 1 *What do you want to achieve?* *What change do you want the see?*	To have our grade level teams come to agreed understandings to improve the delivery of the curriculum	☐ Learning & Teaching Facilitator ☒ School Improvement Project	☐ NSW State Literacy & Numeracy

Success Measures/Targets	Evidence	Strategies
What is the specific, measurable target you want to meet?	*What types of data will be collected as evidence?* *(student learning; demographic; perceptual/observational; school process)*	*What specific strategies will be used to achieve Improvement Goal 1?* *Who are the key personnel?*
Teams planning and evaluating teaching programs and providing feedback to exec member responsible for that year level. Grade Charters established in each year level. Agreement on Implementation of inquiry Literacy, STEM maths units and MAPPEN. etc Team agreement of common work samples and moderation using a rubric with a focus on high expectations.	Student progress will be monitored across the grades using common assessment tasks and marked using a common scale based on a rubric. Evidence through staff planning and feedback with a member of the executive that a scope and sequence is being developed across the year based on the Australian Curriculum. School documents and grade level documents will have been developed to show expectations and an agreed practice on which members of each team will work within a team and how year level teams contribute to the whole school approach. Template/guide stipulating the grade team reflection and evaluation process as well their meetings with their exec member.	Unpack BOSTES and ACARA and use for moderation and examine how skills and understandings are developed. Use the NAPLAN Writing Marking Guide to guide teachers how to analyse writing and identify learning goals. Executive per grade team as well as subject to check on team well-being, interaction, accountability and productivity. Devise a grade team guidelines policy. These guidelines will identify rights and responsibilities of grade team members as well as consequences if responsibilities are not met. Work through the programming process and establish non-negotiables and negotiables. These will be clearly spelt out in the planning and programming section of the school's core document that is to be finalised during 2017. Mid and end of term program/team – check in with executive coordinator – verbal and written feedback. A template/guide to be devised to support teams and their coordinators in this process to ensure consistency, standard and an adequate level of support. Have grade level meetings every two weeks to ensure that there is adequate time for planning, sharing and feedback. These can have a particular focus. A template/guide to be devised where necessary, to support teams and their coordinators in this process to ensure consistency, standard and an adequate level of support.

		Potential staff meetings will focus on bringing examples of assessment items or investigations. Staff will then try to match work samples to BOSTES and ACARA etc as they build a bank of graded and moderated work samples. The y will also provide opportunities to share their experiences and reflections about what they have been focusing on as a grade team that addresses the whole school improvement plan goals. For Maths this could also mean bringing a proposed investigation and share jigsaw style. Collect stars and a wish or similar feedback. – Alternatively, staff could share the beginning of an investigation/assessment and ask for suggestions.
Review *What processes will be used to review the results?*		Towards the end of the year a process such as a *PMI* and *Keep, Try, Change* will be used within grade levels and then across the school to see what has worked well and what we need to further develop and what we can dispose of. This will inform the direction for 2018.

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Improvement Area 2	Principles of Pedagogy	Key Focus	
3. A culture that promotes learning	4. Positive relationships are at the heart of effective teaching	☐ COSA+ ☐ Learning & Teaching Facilitator ☐ School Improvement Project	☐ Wellbeing Project ☐ NSW State Literacy & Numeracy
Key Improvement Goal 2 *What do you want to achieve?* *What change do you want the see?*	To examine how MTS supports students with complex and challenging behaviours. This will be done by increased teacher training in the area, parental engagement and by developing new policies and procedures.		

Success Measures/Targets	Evidence	Strategies
What is the specific, measurable target you want to meet?	*What types of data will be collected as evidence?* *(student learning; demographic; perceptual/observational; school process)*	*What specific strategies will be used to achieve Improvement Goal 2?* *Who are the key personnel?*
Increased support for students displaying challenging and complex behaviours by • Educating whole staff and working on personalised plans to support individual teachers • Running parent nights as we develop school policies and procedures • Using critical friends (Jacinta Evans & David Bromhead) to ensure what we do align with the recommendations of the 'Schools for All' report. Improve the educational outcomes and engagement of students with complex and challenging behaviours.	Clear policies and procedures in place to support students with challenging and complex behaviours. This will be linked to their PPs where applicable. Policies and procedures in place to support fellow students in the classroom setting along with the classroom teacher. Linking the work in this area to the work done on SWPB in 2016 to formulate a new behaviour management policy based on the 'Safe and Supportive Schools: Behaviour Support Guide'. Increased engagement in school activities by students with challenging and complex behaviours along with an increase in academic achievement. More engaged parents with regular communication to ensure consistency between home and school.	Develop risk assessment that can be used with students both in and outside the classroom. Work with the Diverse Learning Team and individual classroom teachers to develop strategies to support ALL students with a particular emphasis on students with complex and challenging behaviours. Communicate these strategies to members of staff that have contact with that child. These may include the librarian, music teacher and Indonesian teacher. In-service staff on 'Safe and Supportive Schools: Behaviour Support Guide'. Have the head of the Diverse Learning Team and the leader of SWPB work together to develop a comprehensive student welfare policy for Mother Teresa School. Educate parents via parent nights and newsletter articles.

Review *What processes will be used to review the results?*	A questionnaire to staff asking for feedback on whether their knowledge had increased; if they feel more confident supporting students with complex and challenging behaviours; if they felt the level of support had increased and what still needs to be examined in this area.

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Literacy/Numeracy Improvement	Principles of Pedagogy	Key Focus	
5. An expert teaching team	6. Positive educational environment empower learning	☒ COSA+	☐ Wellbeing Project
		☐ Learning & Teaching Facilitator	☐ NSW State Literacy & Numeracy
Inquiry Focus *What do you want to achieve?* *What change do you want the see?*	To establish across the school a classroom climate that promotes mathematical processes including productive struggle and to use this to have the students engage in meaningful tasks that link concepts and cater for a range of abilities. To establish in the school a systematic program to support students struggling with numeracy.	☐ School Improvement Project	

Success Measures/Targets	Evidence	Strategies
What is the specific, measurable target you want to meet?	*What types of data will be collected as evidence?* *(student learning; demographic; perceptual/observational; school process)*	*What specific strategies will be used to achieve Improvement Goal 3?* *Who are the key personnel?*
To have all classes teach at least one inquiry unit per term with the aim of two a term. Design units of work that challenge students, link concepts and involve deep thinking. Develop a scope and sequence from these units and map learning intentions. To have all students involved in numeracy intervention substantially increase their tests results based on SENA 1 or 2	Inquiry-based units of learning – at least 1-2 per term. Agreed upon assessment data. Scope and sequence of Curriculum Content as informed by Inquiry-STEM units of learning. Informative feedback that engages and helps students set goals and raise their standard.	In-service staff via a school PD day (23rd Jan 2016) on how to get students fully engaged in mathematics using investigations, tasks and games. The day will be facilitated by Michelle Tregoning. To have teachers re-examine how they currently teach mathematics and have them move to a problem solving approach. Have every classroom look at what mathematicians do and as they work on problems and have them use the same strategies in their classroom. Choose a member of staff to run a numeracy intervention program. This person will need to be trained and receive ongoing support and training. They will work with an LSA who will also run the program. If staffing allows have one person released to work with staff to develop inquiry units of work with teachers from certain grade levels. Continue to use data to select students for intervention as well as to see student's growth over the year.

and Counting On, as well as PAT online formalised testing.		Look at how designing our own tasks can help differentiate teaching and learning activities.
		Further develop teacher knowledge by sending as many as possible to the Australian Association of Maths Teachers Conference to be held in Canberra in 2017.
		Teachers, in their grade level, will design inquiry units of work. They will plan expected learning trajectories, possible places for explicit teaching, opportunities to integrate other STEM areas bearing in mind that 'student struggle' is part of the process. Evaluation at the end of the unit will allow teachers to track the outcomes covered and to examine if the learning trajectories and what changes need to be made to the unit.
		Discussion within the grade level as to how students with disabilities can participate and achieve success in these units.
		Teachers will provide feedback on the engagement of students engaged in these tasks as opposed to the maths they have been doing.
Review *What processes will be used to review the results?*	We will do a pre-test and post-test for all children involved in the intervention program to see what growth has occurred. Feedback from staff following the teaching of units and evaluations completed outlining suggestions for changes	