



Sacred Heart Central School, COOTAMUNDRA

Annual Improvement Plan

2017

School Context:

Sacred Heart School is a Catholic systemic Co-educational School located in Cootamundra. Sacred Heart Central School caters to the learning needs of students from Early Stage 1 (Kindergarten) to Year 10. A Catholic school pathway is ensured for students who can attend Hennessy Catholic College in Young for Years 11 and 12.

It is very exciting to know that in 2016 the Sacred Heart Infants building will be refurbished into a dynamic, flexible and modern learning area which will support the contemporary teaching and learning which already takes place. The plans include four open plan, flexible classrooms with glass sliding doors, two meeting rooms, two breakout areas for flexible learning and an indoor art/craft area.

The school is also undergoing works to improve access and manoeuvrability around the school for students with high mobility needs and a new IT Lab which will house state of the art technology to support students' learning. Sacred Heart has a highly successful iPad program which has been operating since 2013 and engages students to be creative and flexible.

The School is currently implementing the MindMatters and KidsMatters Mental Health and Wellbeing framework which supports social, emotional and academic success. Leadership opportunities for students are abundant with leaders and house captains chosen in both Year 6 and Year 10. Our Student Leadership Team is a strong voice for students. Students hold responsibilities at school events such as K-10 Tabloids, Trivia, Lunch Time Sports Competitions, 'Sacred Heart's Got Talent' as well as assisting at Sports Carnivals.

There is strong parent involvement in classrooms assisting students with literacy and numeracy which is supported through an induction program to ensure consistency. Parents are also involved in the Canteen, school events, sporting events and assemblies. We encourage high participation and involvement from our parents and greatly value their input.

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*.

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Improvement Area 1		Principles of Pedagogy	National Reform Directions	
1. An explicit improvement agenda		2. A deep understanding of curriculum provides content and context for learning	<input checked="" type="checkbox"/> Quality Teaching <input checked="" type="checkbox"/> Quality Learning <input checked="" type="checkbox"/> Empowered School Leadership	<input checked="" type="checkbox"/> Meeting Student Needs <input checked="" type="checkbox"/> Transparency and Accountability
Key Improvement Goal 1 <i>What do you want to achieve?</i> <i>What change do you want to see?</i>	Embed an explicit improvement agenda across the school targeted at Instructional Leadership			

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>
<ul style="list-style-type: none"> • Increase the proportion of students in the top performance bands for reading, writing and numeracy • Improve NAPLAN mean scale scores for reading, writing and numeracy • Demonstrate at least one year's growth for each student on literacy and numeracy continuum 	Staff meetings will have PD focus (55 mins out of 60) Staff will have instructional conversations and in depth analysis of data collated Proportion of staff demonstrating commitment to school's improvement agenda Proportion of staff using data to monitor their effectiveness Core learning priorities evident across the school through the use of the Principles of Pedagogy Literacy and Numeracy Continuum K to 10	ELI Teacher K-2 COSA RE&CS Literacy Coach – Kaye Lowe Numeracy Coach – Leonie Anstey Instructional Leadership Coach – Leonie Anstey Networked Instructional Leadership Team – Sacred Heart Cootamundra, St Annes Temora, St Mary's Young Principal Assistant Principal Teaching and Learning Coordinator K-10 Primary Coordinator
Review <i>What processes will be used to review the results?</i>		

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

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Improvement Area 2		Principles of Pedagogy	National Reform Directions	
2. Analysis and discussion of data		3. Assessment informs teaching and learning	<input type="checkbox"/> Quality Teaching	<input type="checkbox"/> Meeting Student Needs
Key Improvement Goal 1 <i>What do you want to achieve?</i> <i>What change do you want to see?</i>		Embed a culture of data analysis and discussion to inform teaching	<input type="checkbox"/> Quality Learning	<input type="checkbox"/> Transparency and Accountability
			<input type="checkbox"/> Empowered School Leadership	

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 2? Who are the key personnel?</i>
As for Goal 1	Proportion of staff who use a broad range of student achievement data to track student progress. Proportion of students who agree they receive constructive feedback about their learning Self evaluation is evident in the teaching programs Clear use of data for identification of Tier 1, 2 and 3 support Best Start Data Wall NAPLAN data as for Goal 1	Principal Assistant Principal Teaching and Learning Coordinator K-2 Primary Coordinator COSA officer ELI Teacher ELI officer (CE)
Review <i>What processes will be used to review the results?</i>		

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

Literacy/Numeracy Improvement		Principles of Pedagogy	Key Focus	
8. Effective pedagogical practices		6. Positive educational environments empower learning	<input 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>		What are the effective school strategies and professional learning which will improve student outcomes in Literacy and Numeracy K to 10		
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 3? Who are the key personnel?</i>	
As for Goal 1 Proportion in the school community using the language of growth mindset, visible learning and core values Leadership Team using appreciative inquiry techniques/language Increase in student engagement, decrease in behaviour notifications and students with mental health concerns	Proportion of staff engaged in research based inquiry Proportion of staff who agree they get constructive feedback about their practice Observations of the leadership team's role in supporting classroom practice through effective instructional leadership Evidence of effective feedback		Professional Learning – Instructional Leadership, Visible Learning, Growth Mindset MindMatters and KidsMatters Principal Assistant Principal Teaching and Learning Coordinator K – 10 Primary Coordinator Networked Instructional Leadership Team – Sacred Heart Cootamundra, St Annes Temora, St Mary's Young	
Review <i>What processes will be used to review the results?</i>				

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

