St Clare's College, GRIFFITH

Annual Improvement Plan

2017

School Context:

St Clare's College is a wonderful school community. It is indeed a 'spirited learning community' which provides an excellent education for girls. It has as its motto, Seek Wisdom, which is an active call to be the best one can be in the pursuit of knowledge and achieve a personal best in whatever activity each student undertakes. The College creates many opportunities for students to develop into confident, capable young women equipped with the skills and knowledge to shape their futures successfully. Students experience an exciting learning environment that caters for a diverse range of abilities and interests. St Clare's College offers a full and rewarding academic program that meets the needs of students considering further education or the workforce. Complementary academic pursuits, training programs and a wide range of performing arts and sporting opportunities are all part of the supportive learning environment. The Religious Education program is an integral part of the holistic education provided at the College where volunteering, community service and fundraising for those less fortunate have a high priority.

The amazing opportunities for students at St Clare's College help to prepare, promote, develop and nurture them as student leaders through high school. The emphasis on pastoral care through the House system supports the students with their involvement through social justice and charity events including volunteering and fundraising. There are also numerous positions of leadership through SRC, Pastoral Care Captains, House Captains and Sports Captains as well as the six profile College leadership positions. The College has a focus on stewardship of the environment, fundraising and community service activities and raised many thousands of dollars for the chosen charities. Students at St Clare's have an outstanding reputation in the ACT for achieving outstanding results in their academic, sporting or cultural pursuits throughout the year.

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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CATHOLIC EDUCATION
Archdiocese of Canberra & Goulburn

Improvement Area 1	Principles of Pedagogy	National Reform Directions	
3. A culture that promotes learning	6. Positive educational environments empower learning	☐ Quality Teaching ☒ Quality Learning ☐ Empowered School Leadership	☒ Meeting Student Needs ☐ Transparency and Accountability
Key Improvement Goal 1 *What do you want to achieve?* *What change do you want the see?*	All staff actively engage in relevant professional learning, professional reflection and professional conversations.		

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?*

1. Building of Professional Learning Communities (PLCs) that are aligned with our whole school vision – both Academic and Pastoral.
2. Develop a culture that is "looking for learning"
3. The development of a reporting system that appropriately and effectively provides standards for learning achievements of all students
4. Monitor the introduction of the new curriculum and the full implementation of the Australian Curriculum
5. Provide a focus on STEM that will enhance the engagement of students
	1. These collaborative learning groups will be able to:
	• study data collected around the specific area of group interest including Aboriginal students
	• analyse current levels of student achievement to support the area of focus
	• set achievable goals for the yearlong pursuit of the foci
	• identify essential and valued student learning
	• develop formative and summative assessments
	• identified specific and targeted professional learning opportunities aligned with school goals
	• enter learning goals and reflections into MyPad/TQI portal
	2. a) teaching staff engagement in classroom observations – looking for learning with all students to inform pedagogical practice within an individual and whole school context
	b) staff identifying and reflecting on practices that enhances the school environment, development of the College community and student learning with a particular emphasis on STEM
	3. Reports for Years 7 – 12 that provide clear and informative outcomes reflecting learner achievements and personal growth
	4. Curriculum documents will reflect the requirements of the Australian Curriculum and written in the Understanding by Design (UbD) framework.
	5. Staff, student and parent feedback and evaluations
		1. Allocate time during staff meetings for collaborative learning groups (6 – 10 people) to gather and discuss, research and share a particular focus, developing a strategy around each specific topic to implement at the College.
		These discussions may require each staff member *to*:
		  a) study data
		  b) analyse current levels of achievement
		  c) set achievable goals
		  d) identify essential and valued student learning environments
		  e) develop formative and summative assessments
		  f) share strategies, and
		  g) research best practice
		2. Authentic involvement in professional "Looking for Learning" by all staff including targeted use of data e.g. 360 feedback, self-reflection, and conversations/observations.
		3. Curriculum & Pastoral Forums and Faculty & Pastoral conversations focusing on effective and tailored reporting expectations and models
		4. Unpack and share performance descriptors and achievement standards at Curriculum & Pastoral Forums
		5. Develop a whole school strategy to identify the current emphasis on STEM, consolidate and promote more widely and apply for grants that enable further enhancement of STEM priorities

Review	
What processes will be used to review the results?	The School Improvement tool, Domain 3 (A Culture that promotes learning), will be used to capture the feedback on this goal.

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	
8. Effective pedagogical practices	3. Assessment informs teaching and learning	☒ Quality Teaching ☐ Quality Learning ☐ Empowered School Leadership	☐ Meeting Student Needs ☐ Transparency and Accountability
Key Improvement Goal 1 *What do you want to achieve?* *What change do you want the see?*	The delivery and development of curriculum that is challenging, current and relevant to the needs of all students		

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?*

1. An awareness of improved pedagogy on teaching and learning with a focus on feedback
2. All teachers understand, use and promote effective teaching methods that cultivates a growth mindset inclusive of both learning and positive well-being at St Clare's College.
3. the use of effective formative assessments.
	4. Improved teaching practices including modelling, evaluating and providing feedback on classroom teaching (observation reports, feedback data)
	
	5. Students will demonstrate engagement in learning and be able to understand and articulate learning intentions.
	
	6. Quality assessment instruments in all faculties for all year groups
	    1. Increased formative assessments & decreased summative tasks
	    2. Improved learning outcomes
	
	Student /staff/parent surveys reflect improved learning environment
		1. Engage in the three phase Feed-up, Feedback and Feed Forward model
		   a) Providing regular and timely feedback to students in forms that make clear what actions individuals can take to make further learning progress.
		2. All teachers create learning environments in which students are: engaged; challenged; confident risk-takers; and supported in their learning.
		   a) To build students' and staff beliefs in their own capacities to learn successfully and their understanding of the relationship between effort and success.
		3. Setting high expectations for students' progress and improving classroom performance.
		   a) Through Curriculum Forum and Faculty conversations each subject area is to develop appropriate formative assessments. Consideration given to the language used in assessment tasks to reflect a Growth Mindset approach
		   b) Teaching staff will be provided with feed-up, feedback and feed strategies to implement in the classroom, for example, exit tickets/traffic lights
		   c) Curriculum Forum and Faculty dedicated time for designing formative assessments

Review *What processes will be used to review the results?*	The School Improvement tool, Domain 8 (Effective pedagogical practices), will be used to capture the feedback on this goal.	

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

CATHOLIC EDUCATION
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Literacy/Numeracy Improvement	Principles of Pedagogy	Key Focus	
1. An explicit improvement agenda	1. Everyone can learn	☐ COSA+ ☐ Learning & Teaching Facilitator ☒ School Improvement Project	☐ Wellbeing Project ☐ NSW State Literacy & Numeracy
Inquiry Focus *What do you want to achieve?* *What change do you want the see?*	To increase the number of students in the top Band of NAPLAN. For Year 7 Numeracy to 8% of the cohort and Reading 22%. For Year 9 Reading to 20% of the cohort and Numeracy 10%.		

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?*
1. Improve literacy and numeracy in Years 7 – 9 including Aboriginal students 2. Teacher confidence in appropriate use and implementation of literacy and numeracy data 3. Improve AST results by 5% in each area	1. Obvious growth in student achievement in the top Band of NAPLAN 2. Differentiated learning that identifies areas of development for each student 3. Teaching programs and practice are aligned with the STCC Literacy and Numeracy Policy 4. Strategies and evidence will be recorded in teaching registers 5. Improved confidence and results in AST exams 6. School satisfaction survey that demonstrates improvement towards engagement and learning	1. Professional development that supports consolidation of data analysis and data mining skills for staff 2. All teaching staff to analyse their class NAPLAN data (2016), PAT testing and under guidance from Dean of Junior Students and Well-being & Diversity Coordinator reflect on strategies for intervention in areas of weakness and strength to support classroom pedagogy. 3. Support a Literacy dedicated time allowance in the College, for example, 10 minutes at the beginning of a lesson, using Accelerated Reader/Wordflyers program 4. Support a Numeracy dedicated time allowance in the College specifically targeted to the numeracy skills identified in the faculty 5. Data are used throughout the school to identify gaps in student learning, to monitor improvement over time and to monitor growth across the years of the school including Aboriginal students. 6. Students identify their own numeracy and literacy 'need' areas 7. Each faculty to develop more AST style questions in Assessment tasks 8. Structured AST program to prepare students for the AST exams 9. To include an agenda item in each faculty meeting that identifies a discussion around the specified faculty focus that addresses the improvement of literacy and numeracy.
Review *What processes will be used to review the results?*	The evaluation will include teacher understanding of how to navigate the SMART data and be able to extract their current students' data. The teachers will be able to demonstrate how they are using this data to understand their students better and to assist in differentiating the curriculum for them.	

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