St Nicholas Primary School Tamworth

Annual Improvement Plan

2021

AIM

School Improvement
at
St Nicholas

The school leadership team has established and is driving a strong improvement agenda for the school, grounded in evidence from research and practice and expressed in terms of improvements in measurable student outcomes. Explicit and clear school-wide targets for improvement have been set and communicated to parents and families, teachers and students, with accompanying timelines.

St Nicholas has evidence:

- The school leadership has developed and is driving an explicit and detailed local school improvement agenda. The agenda is expressed in terms of specific improvements sought in students' performances, is aligned with national and/or system wide improvement priorities and includes clear targets with accompanying timelines which are rigorously actioned.
- The school improvement agenda has been effective in focusing, and to some extent narrowing and sharpening, the whole school's attention on core learning priorities.
- There is a strong and optimistic commitment by staff to the school improvement strategy and a clear belief that further improvement is possible. Teachers take responsibility for changes in practice required to achieve school targets and are using data on a regular basis to monitor the effectiveness of their own efforts to meet those targets.

School Improvement at St Nicholas

2021 St Nicholas ANNUAL IMPROVEMENT PLAN
1. Living like Jesus
2. Literacy/Pedagogy
3. High functioning teams

2021 CSO ANNUAL IMPROVEMENT PLAN
1. An authentic Catholic community of care
2. Great Learning and Teaching
3. Strong Teams

Catholic Principles & Values
1. The Primacy of God
2. The Sanctity of Life
3. Fidelity in Relationships
4. The Common Good

Foundations for Armidale Diocesan Schools

CSO Non-Negotiables

CSO: Whole School Agreed English Block

St Nicholas Mission Statement

As a Catholic educational community, striving for excellence, we seek to follow the life and teachings of Jesus Christ through our faith and worship. Immersed in contemporary educational practices, we work collaboratively to become lifelong learners who are compassionate global citizens.

CPLC
1. Relentless Focus on Learning
2. Results Orientation
3. Collaborative Culture
4. Catholic Principles & Values
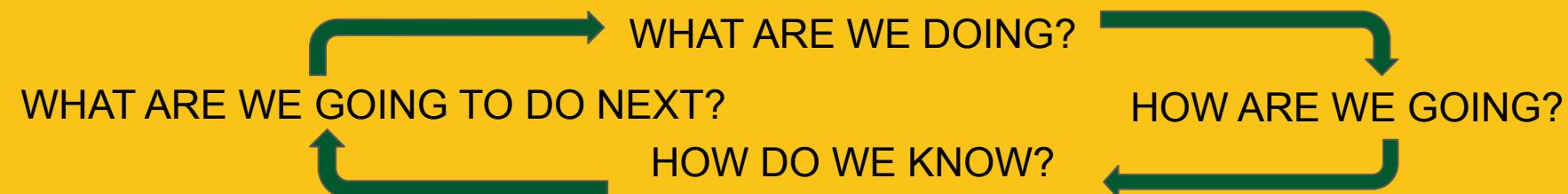
NSIT
1. Explicit improvement agenda
2. Analysis & discussion of data.
3. A culture that promotes learning.
4. Targeted use of school resources.
5. An expert teaching team.
6. Systematic curriculum delivery.
7. Differentiated teaching and learning.
8. Effective pedagogical practices.
9. School – community partnerships.

Sharratt's 14 Parameters
1. Shared beliefs
   2,3,4,5,6,7,8,9,10,11,12,13
14. Shared responsibility & Accountability

IMPROVEMENT CYCLE

WHAT ARE WE DOING?

WHAT ARE WE GOING TO DO NEXT?

HOW ARE WE GOING?

HOW DO WE KNOW?

LIVING LIKE JESUS

6 Ups | 2 More Marks | L.I.F.T. | Veritas | Manners Matter | Productive | Positive

LITERACY - PEDAGOGY

HIGH FUNCTIONING TEAMS

St Nicholas Mission Statement

As a Catholic educational community, striving for excellence, we seek to follow the life and teachings of Jesus Christ through our faith and worship. Immersed in contemporary educational practices, we work collaboratively to become lifelong learners who are compassionate global citizens.

Focus & Desired Impact	CSO 2021 AIP	NSIT	Australian Professional Standards for Teachers	Process 14 Parameters	Who	When	Evidence of Impact
Living Well, Learning Well **Design, Implement, and sustain a whole school approach towards positive and productive behaviours**	An authentic Catholic community of care	Systematic Curriculum Delivery An Expert Teaching Team School- Community Partnership Systematic Curriculum Delivery An Explicit Improvement Agenda Systematic Curriculum Delivery	4.1.2 Establish and implement inclusive and positive interactions to engage and support all students in classroom activities. 4.3.2 Manage challenging behaviour by establishing and negotiating clear expectations with students and address discipline issues promptly, fairly and respectfully. 6.2.2 Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities.	Development & delivery of professional learning sessions to build understanding of the different aspects of Living Well, Learning Well. Parameter 7	Leadership Team	Staff Meeting once a Term (Katie facilitator)	Staff to articulate the different aspects of Living Well, Learning Well
				Development & delivery of professional learning sessions to build the capacity of all staff to be "skilled, helpful adults" Parameter 7	Leadership Team and Staff	LoPs to engage in professional discussions and learnings with staff during PLT meetings around how to be "skilled, helpful adults."	A stronger sense of collaboration between staff and the formation of High Functioning Teams.
				Development & delivery of professional learning sessions to build the capacity of all staff in their ability to manage behaviours and situations Parameter 7	Leadership Team and Staff	Staff Meeting once a Term (Katie facilitator)	-Staff to articulate strategies they can use to manage difficult behaviours. -Smaller number of children being sent to the Leadership Team due to behaviour. - Children able to articulate the rules for living
				Guide all staff to have a common language regarding implementation of Living Well, Learning Well. Parameter 1	Leadership Team and Staff	Everyday life of the school (All staff - Leadership team modelling for other staff)	Staff to articulate the common language embedded within Living Well, Learning Well.
Tiered intervention				Tier 2: Cool Kids Program	CSO Inclusion & IST		
My Vocation & Missionary Discipleship **Implementation of the Faith Formation Framework: Year 2 of 3 year plan** *For staff to sustain engagement with contemporary expressions of Catholicism and open dialogue with fellow staff, students and parish community*	Nurture our Catholic Identity Sustain Our People Create the Right Environment	School- community partnerships	8.2 Build deepening understanding of prayer and prayer life 8.3 Engage students with the liturgical practices of school and parish celebrations	**My Vocation, The Francis Effect/ Living Well, Learning Well** - Use words, attitude, actions that foster a universal and unconditional positive regard for children and young people (Living Like Jesus/ positive and productive choices) S. Cornish (2013) - *review our action and thinking for the greater effectiveness in making God's love manifest in the world.* **Living the Joy of The Gospel** - Embrace the scriptures within everyday life of the school; prayer, Mass, K-6 Storytelling boxes, quotes from the gospel on prayer tables **What is Missionary Discipleship and what does it look like? Who is my Disciple?** (staff context) Professional Development Day/ Retreat **Prayer** - Create Prayer Google Site for staff and students to access - Prayer at staff gatherings to follow format - We Gather, We Listen, We Respond, We Go Forth - Know how to pray, when to prayer, where to pray	All staff Fr Chris/Fr Paul CSO Renewal Team Students	Staff Meeting once a Term (Katie & Renee facilitators) Everyday life of school (All staff and students) Professional Development Day (July) All Staff Everyday life of school (All staff and students)	• A stronger sense of Catholic identity through open dialogue with all members of the school community • Disciples making Disciples
Engaging Religious Education Teaching & Learning Programs (Deepen Catholic Identity and Culture: Theory to Practice) *Build teacher capacity to plan and implement a variety of engaging teaching and learning opportunities for all students using the co-planning, co-teaching, co-assessing, co-reporting and co-critiquing model*	Nurture our Catholic Identity Improve Learning Lead Learning	Effective pedagogical practices A culture that promotes learning	3.2.2 Plan and implement well-structured learning and teaching programs or lesson sequences that engages students and promote learning 6.3.2 Participation in professional learning activities which improve professional knowledge and practice	• Review audit of existing teaching and learning strategies in RE	Renee (Facilitator) Staff	Term 1 Google Form for teaching staff to complete by end of Wk 4 ½ hour PLT "check in" with each grade (2 times per term)	• No impact- baseline data collection
				• Review and update strategies and compile a 'bank' of engaging strategies Parameter 7	Renee (Facilitator) Teaching Staff NESA Accredited	Term 2 Staff Meeting ½ hour PLT "check in" with each grade (2 times per term)	• Teaching staff evaluate current teaching practices and strategies in RE • Through collaboration teachers document strategies in RE that have proven to be successful with learners
				• Professional Learning for teaching staff to increase knowledge and understanding of engaging strategies - Project Zero: Visible Thinking Parameter 7	Renee (Facilitator) Teaching Staff NESA Accredited	Term 3 ½ hour PLT "check in" with each grade (2 times per term)	• Teaching staff to articulate and document how they are going to embed Project Zero and Visible thinking strategies into teaching & learning programs
				• Implement engaging teaching and learning strategies Parameter 7	Teaching Staff	Term 4 Staff Meeting ½ hour PLT "check in" with each grade (2 times per term)	• Teaching and learning programs have engaging teaching and learning strategies embedded • Student responses to the 5 Learning Questions when asked on learning walks

2 Literacy/Pedagogy

Focus & Desired Impact	CSO 2021 AIP	NSIT	Australian Professional Standards for Teachers	Process 14 Parameters		Who	When	Evidence of Impact
Tight Literacy Block implemented in full High academic achievement and student growth data for English	Great Teaching and Learning	2. Analysis & discussion of data 6. Systematic curriculum delivery 8. Effective pedagogical practices	2.5.2 Apply knowledge and understanding of effective teaching strategies to support students' literacy and numeracy achievement 3.1.2 Set explicit, challenging and achievable learning goals for all students.	GROR	Modelling & observations of specific components of the English block aligned with St Nicholas Agreed Practices	Leadership Team		Observation notes Agreed Practices checklist Staff skill level survey
					Sharing, developing and implementing timetables which outline all main components (including GROR) of English block	LoPs		Timetables collected Continued reduction in circulated worksheets
				Oral Language	Oral language to be a portfolio of leadership Team member All students screened using Tac-P and Sounds Scouts Seek oral language expertise within the Diocese	IST Kindergarten		Pre and Post testing results of TAC-P & Sound Scouts
				Reading	Introduce reading goal setting and peer and self assessment consistently across all grades	Teachers		Students can articulate where to next in their goals setting for reading
					Rich and targeted reading group activities implemented whilst guided reading is occuring	LOPs and Staff		Shared resource bank of rich quality reading tasks
				Writing	Continue to develop modelled, shared and guided writing	LOPs and Staff		Agreed practices Evidence of third teacher (walls) Observations of practices occurring in classroom Big Write portfolios
					Big Write and VCOP methodology continued to be refined and fully implemented by December 2021	LOPs and Teachers		
					Development of a Cold Write data wall (to track a cross- section of students)	LOPs and Teachers		Use of the Australian Marking Criterion Scales Physical data wall
					Introduce writing goal setting and peer and self assessment consistently across all grades	LOPs and Teachers		Students can articulate and write where to next in their goal setting for writing. Through analysis of highlighting, EBI and WWW. Student friendly criterion scales used
Intervention Student growth		4. Targeted use of school resources 8. Effective pedagogical practices	4.2.2 Establish & maintain orderly & workable routines to create an environment where student time is spent on learning tasks	Tiered Intervention	Tier 2 Reading Intervention: Guided Reading (all hands on deck)	Leadership Team and Staff		Analysis of Data mid and late term
					Tier 2 Reading Intervention: MacLit (Stage 2) : MiniLit (Stage 1)	Leadership Team and Staff		Restructure of support timetable to maximise intervention capabilities.
					Tier 3 Reading Intervention: (Stage 3)	Leadership Team & Staff		
					Sensory Courtyard embedded into practice as an intervention strategy	Staff		
High academic achievement and student growth		2. Analysis & discussion of data	5.4.2 Use student assessment data to analyse and evaluate student understanding of subject/content identifying interventions and modifying teaching practice.	Improved Teacher Practice	Gathering & deeper analysis of PAT, Soundwaves, Best-start and SENA Data (Incorporating links within grade programs)	LOPs and Teachers		PLT meeting records Embedded differentiation links within programs Physical & digital data walls
					Modification & refining of class programs with a focus on: embedding Differentiation & Adjustments within Teaching and Learning Activities; review of assessments to ensure quality & open-ended AA, AO & AF; refining program evaluations to be more reflective & respond to question prompts	LOPs and Staff		Adjustments of of school programming templates Embedded differentiation links within programs Quality Assessments which provide opportunity to show application of higher order thinking skills Reflective evaluations using question prompts
		8. Effective pedagogical practices	3.1.2 Set explicit, challenging and achievable learning goals for all students.		Review and refine use of WALT (Learning Intention) and WILL (Success Criteria) as a platform for students to effectively reflect on their learning in responding to the 5 Learning Questions.	LOPs and Teachers		WALT and WILL evident in lessons Five learning questions introduced to Students Students articulate learning when Learning Walk s occur and when 5 Questions are asked
		4. Targeted use of school resources	2.4.2 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians	Learning of ATSI Students	Focus on the competency and engagement of ATSI students in planning and programming	AEA, LOPs and Teachers		Analysis of ATSI student data

Focus & Desired Impact	CSO 2021 AIP	NSIT	Australian Professional Standards for Teachers	Process 14 Parameters		Who	When	Evidence of Impact
All staff utilised and working in positive, productive teams. All staff make valuable contributions towards student learning and growth.	Strong Teams	3. A culture that promotes learning 5. An expert teaching team	6.2.2 Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities. 6.3.2 Contribute to collegial discussion and apply constructive feedback from colleagues to improve professional knowledge and practice.	Positive & productive & Professional Learning Teams	PLT's focused on upskilling teachers, analysing data, learning walks, the learning cycle, professional readings and case management	LOPs	Throughout the year	PLT meeting engagement & notes. Walls in PLT Room Leadership team case management meetings Agreed practices are regularly reviewed
					Guide staff to ensure the Professional Learning Plans reflect our AIP	LOPs	Term 1	Professional Learning Plans (valuable and working document)
					Upskilling of EAs	Staff	Throughout the year	EAs partake in Social Skill training EAs partake in Minilit training EAs partake in upskilling opportunities
Growth in Literacy and Numeracy for targeted students. Growth in Oral Language skills for all Kindergarten students		4. Targeted use of school resources 5. An expert teaching team	2.5.2 Apply knowledge and understanding of effective teaching strategies to support students' literacy and numeracy achievement	Tiered Intervention	Case management meetings once a week with Centacare counsellor & Leadership team; use of referral system from teachers	Leadership Team	Throughout the year	Leadership team case management meetings Referral forms for case management Data reflectsgrowth
					Kindergarten Oral Language Intervention delivered by fourth Kindergarten teacher and led by Leadership Team Member ● All students screened using Tac-P ● Seek oral language expertise within the Diocese	Kinder Leadership Team	Term 1	Pre and Post TAC-P testing Integration of strategic oral language opportunities embedded within programs
All staff utilised and working in positive, productive teams. All staff making valuable contributions towards student learning and growth.		4. Targeted use of school resources 5. An expert teaching team	3.3.2 Select and use relevant teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking. 3.4.2 Select and/or create and use a range of resources, including ICT, to engage students in their learning.	Structures to support High functioning teams	New roles for Leadership team	Leadership Team	Term 1	Leadership team role descriptions Leadership team participation in targeted intervention across the school
					Creation of an Intervention learning space to support targeted Kindergarten intervention	Principal and APs	Term 1	Learning space restructured/ refurbished in Auditorium
					Guide all staff to ensure that all team members have a common understanding of our shared narrative	Staff	Throughout the year	AIP presented to staff and reviewed throughout the year
					School to fund a 4th teacher for Kindergarten for targeted early intervention	Principal and APs		Fourth teacher in Kindergarten
					Design leadership team/office space to support high functioning teams. Created during Christmas holidays 2021/22	Principal and APs	Xmas holidays 2021/22	Refurbishment of office space
All students taking ownership for their learning with a focus on growth (WWW) and next steps in learning(EBI)		3. A culture that promotes learning 5. An expert teaching team	5.5.2 Report clearly, accurately and respectfully to students and parents/ carers about student achievement, making use of accurate and reliable records. 7.3.2 Establish and maintain respectful collaborative relationships with parents/ carers regarding their children's learning and wellbeing.	Positive & Productive student teams	In PLTs and through PD, staff explore, develop & implement strategies which assist students to work in positive and productive teams.	Staff	Throughout the year	Strategies used within learning spaces
					Introduction and development of a framework for Student-Led Conferencing for Semester One reporting to parents	Teachers	Term 2 and 4	Framework used for Student Led conferences in Term 2 Students able to articulate their learning (growth & next steps) in Student-led conferences.

Support Documents

Support Documentation		
Religion	St Nicholas Prayer Site	
	Liturgy Planner	
Admin	2021 School Staffing Structure	
	2021 Duty Roster	
	2021 Monster Roster- General	
	2021 Staff List	
	2021 CSO Organisational Structure	
	2021 Directory of Schools & Services	
	CSO 2021 AIP	
	2021 Sport Roster	
	2021 COVID Advice from CSO	
	Information For Staff regarding Leave/absence 2021	
	Evacuation and Lockdown Procedures	
	Code of Conduct	
PD Plans	Staff Meeting PD and PLT Schedule	
	2021 school wide implementation of Big Write & VCOP	
	PLT Master 2021 Meeting Agenda	
	Faith Formation Framework	
	2021 CSO PD Plan	
LWLW	Living Well Learning Well	
Targeted Intervention	Tier 2 Intervention: Reading	
	Tier 2 Intervention: Stage 2 MacLit	
	Tier 3 Intervention: Stage 3	
Learning	2021 Learning Targets and Data Collection	
	The 5 Learning Questions	
Individual Staff Learning	Professional Learning Plan	
	Big Write & VCOP Staff Learning Presentations & Resources	
Role statements	2021 Leadership Role Statements	
Data Collection	2021 CSO Data Collection Schedule K-9	
CSO Curriculum & Early Learning Portal	Curriculum & Professional Learning portal	

St Nicholas Agreed Practices & CSO Non Negotiables					
Learning Spaces	Hive		Year 2	Co-Teaching	
	Hub			Co-Planning	
	Zone		Year 3	Co-Teaching	
	Library			Co-Planning	
Playground			Year 4	Co-Teaching	
Entry /Exit/ Bags/ Carpick Ups/Break times 2021				Co-Planning	
Kinder	Co-Teaching		Year 5	Co-Teaching	
	Co-Planning			Co-Planning	
Year 1	Co-Teaching		Year 6	Co-Teaching	
	Co-Planning			Co-Planning	
Learning: Agreed Practices	Assessment Day				
	WALT				
	WILL				
	Guided Reading	Shared Reading	Modelled Reading		
	Tight and Loose literacy block				
GROR	Campfire Agreed Practice				
	Waterhole Agreed Practice				
	Cave Agreed Practice				
CSO Non-negotiables	CSO Non-Negotiables				
	Sharratt's 14 Parameters				
	Foundations for Armidale Diocesan Schools				
	CSO: Whole School Agreed English Block				