St Matthew's Primary School, PAGE

Annual Improvement Plan

2018

CATHOLIC EDUCATION
Archdiocese of Canberra & Goulburn

Annual Improvement Plan 2018

Improvement Area 1	Principles of Pedagogy	Key Focus	
8. Effective pedagogical practices	2. A deep understanding of curriculum provides content and context for learning	☐ School Improvement Project	☒ Wellbeing Project
Key Improvement Goal 1 *What do you want to achieve?* *What change do you want the see?*	How will teachers use best practice in technology to improve their teaching and implement the new Digital Technologies curriculum?		

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?*
By the end of 2018: • St Matthew's will decide upon a scope and sequence for the Digital Technologies curriculum • Teachers will improve competency in using Technology, in particular the Google Apps for Education and robotics • Have achieved Modification and be working towards Redefinition on the SAMR model • GRASPS tasks will be modified to include a wider range of software and applications • Teachers will implement Chromebooks into classroom practice	• Analysis of current practice • Teacher programs indicating use of technology in inquiry units • Measuring against the SAMR continuum • Assessment/GRASPS tasks with rubrics • Participation in staff meeting and other professional development • The implementation of robotics programming once a term per class during library lessons • Displays of student work indicating increasing use of technology	Key Personnel: Jeremy Stevens (Curriculum/ Digital Technology Coordinator) Kel Hathaway (Librarian/Programming teacher) Strategies: • Visiting and liaising with other schools using Chromebooks, running STEM and robotics programs to determining how this technology can be implemented in the classroom • Providing ongoing formal and informal training to teachers • Working with teachers to incorporate the curriculum into integrated units • Working with librarian to implement and assess programming lessons • Peer Coaching in Term 1 • Teachers self-assess where they sit on the SAMR model and identify areas for improvement
Review *What processes will be used to review the results?*	Peer Coaching and professional learning input, professional conversations, staff evaluations.	

Annual Improvement Plan 2018

Improvement Area 2	Principles of Pedagogy	Key Focus	
3. A culture that promotes learning	6. Positive educational environments empower learning	☐ School Improvement Project	☒ Wellbeing Project
Key Improvement Goal 2 *What do you want to achieve?* *What change do you want the see?*	We will continue to embed the explicit teaching of social and emotional learning based on the KidsMatter framework to increase the children's wellbeing and success at school		

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?*
By the end of 2018: • We will embed a whole school approach to social and emotional learning across the whole school community including staff, students and parents • We will have a shared understanding of the language used in Social Emotional Learning (SEL)	• Working with/observing the students in the school environment to judge their use of SEL skills • Surveys – school and KidsMatter • Teacher, parent and student reflections on learning • Students involved in celebrating the SEL through newsletters and displays	Key Personnel: Alison Ewyk, Sylvia Campbell, Claire Campbell, Cathy Talbot Strategies: • Whole school professional learning • Development of format for explicit teaching of the five SE competencies and relevant micro skills • Two-year cycle of teaching social and emotional skills • Twice each term cross age Year 6 student led SEL groups will be conducted to teach about each competency. Students will be guided explicitly by teaching staff in a support role.
Review *What processes will be used to review the results?*	End of cycle audit	

Annual Improvement Plan 2018

Literacy/Numeracy Improvement	Principles of Pedagogy	Key Focus	
3. A culture that promotes learning	1. Everyone can learn	☒ School Improvement Project	☐ Wellbeing Project
Inquiry Focus *What do you want to achieve?* *What change do you want the see?*	We would like to review what pedagogical approaches best support the effective teaching of Mathematics and lead to improved student outcomes.		

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?*
By the end of 2018: Numeracy will have the same prominence in the school timetable as literacy Numeracy outcomes for students K-6 will improve though: • the use of proficiencies: Understanding, Reasoning, Problem Solving and Fluency to explore and develop the content of the Australian Curriculum • developing conceptual understanding and skills • investigating questioning techniques • scaffolding learning • connecting learning across strands	• Analysis of current pedagogical practice (including use of textbooks, assessment practices, timetabling, Maths blocks and scaffolds for learning) • Visible records of student learning (including displays of student work, Maths walls, cognitive closure reflections) • Peer coaching reflections • Quantitative data tracking: SENA 1 and 2, e-Part data, PAT R and NAPLAN results over time • Qualitative data: teacher and student surveys • Analysis of student engagement • Teacher programs	Key Personnel: • Therese Nolan (Assistant Principal) • Critical friends, including CE RE&CS staff, Leonie Anstey and ELIN schools • Class teachers who have opted in to numeracy focus Strategies: • Teacher and Student surveys (confidence, attitude, knowledge, use of commercial programs, level and frequency of scaffolding) • Data Analysis • Peer Coaching • Professional reading and professional conversations • Classroom observations and co-teaching • Self and Peer review
Review *What processes will be used to review the results?*	Pre and post qualitative and quantitative data, Peer Coaching and professional learning input, professional conversations and collaborative investigations.	