

# St Joseph's Quirindi 2016 Strategic Improvement Plan



**“Random actions... do nothing to enhance the capacity of a staff to function as a PLC.”**  
(Dufour, Dufour, Eaker, Many, 2010, pp. 6)



# Priority 1: IMPROVE STUDENT PERFORMANCE

Target	Strategy	Goal
Increase Student Engagement	<ol style="list-style-type: none"> <li>1. Project based Learning giving students the opportunity to 'choose their own adventure' to learning outcomes.</li> <li>2. Increased opportunities for students to collaborate with peers.</li> <li>3. GRIP Student leadership conference: 2nd May 2016</li> <li>4. Learning spaces to display "St Joseph's Quirindi: Student Engagement Best Practice Framework"</li> </ol>	<p>1. Students engage emotionally, behaviourally and cognitively in learning.</p> <p><b>"To understand achievement we must understand student engagement"</b> (Parsons, Nuland, Parsons, 2014, pp. 27)</p>
Improve Year 6 RE Results	<ol style="list-style-type: none"> <li>1. 8 Year analysis of Year 6 RE test data identified: Sacraments (6 times) &amp; Scripture (4 times) as being in the bottom two skill areas</li> <li>2. Study cards</li> <li>3. Teacher run Liturgy at Friday assembly on odd weeks.</li> <li>4. Teacher Professional Learning: Sanctity of Life (3rd June 2016)</li> </ol>	<ol style="list-style-type: none"> <li>1. School improvement of 10% from 2015 results</li> <li>2. Two targeted areas (sacraments and Liturgy) located in top three strands</li> </ol> <p><b>"...experts are not only teachers and guest speakers, but also students who are empowered to share their learning with peers and other teachers."</b> (Davis &amp; Kappler-Hewitt, 2013, pp. 25)</p>
Greater differentiation in student learning	<ol style="list-style-type: none"> <li>1. InitialLit for Kindergarten</li> <li>2. PreLit opportunities for 5 Year 1 students who are not yet ready for MiniLit</li> <li>3. MiniLit opportunities for Year 1 &amp; 2 identified students</li> <li>4. MultiLit- School to fund \$7000 towards identified Primary students.</li> <li>5. Greater emphasis on Inquiry based learning</li> <li>6. Greater emphasis on Assessment for Learning</li> <li>7. Resourcing &amp; Assessment allocated/required: NSW Literacy &amp; Numeracy Action Plan School</li> </ol>	<ol style="list-style-type: none"> <li>1. Every St Joseph's child produces substantial value added data equivalent to more than one year's growth.</li> </ol> <p><b>"Every child deserves at least one year's growth for a year's input"</b> (Hattie, 2015)</p>
Improve expressive and receptive language of students	<ol style="list-style-type: none"> <li>1. TAC-P school funded kindergarten screener for early intervention.</li> <li>2. Partner with the Quirindi Branch of Hunter New England Health: Bernadette Yeo</li> <li>3. Visualise and Verbalise language program to be implemented across the school</li> </ol>	<ol style="list-style-type: none"> <li>1. Identified students receiving early intervention.</li> <li>2. Improvement in comprehension results.</li> </ol> <p><b>"Practice empirically substantiated in research-based literature... containing reports of sound research that has been conducted according to widely accepted methodologies."</b> (Brondyk &amp; Seaby, 2013, pp. 198)</p>
Successful implementation of Australian Curriculum	<ol style="list-style-type: none"> <li>1. HSEI Scope and Sequence allocating Semester 1: History Semester 2: Geography</li> <li>2. History and Geography to be taught with a greater emphasis on Inquiry Based Learning</li> <li>3. Numeracy Early Learning Continuum implemented K-6.</li> <li>4. Resourcing &amp; Assessment allocated/required: NSW Literacy &amp; Numeracy Action Plan School</li> </ol>	<ol style="list-style-type: none"> <li>1. Quality programs leading to best practice in teaching, and engaged learners.</li> </ol> <p><b>Teachers are no longer "transmitters of knowledge (but)...managers of learning."</b> (Middlebrook, 2001, pp. 86)</p>
Improvement in targeted areas from 2015 NAPLAN data	<ol style="list-style-type: none"> <li>1. Action Research: NAPLAN 2015 Identified areas for Literacy &amp; Numeracy. (See 2016 Action Learning Plan).</li> <li>2. Resourcing &amp; Assessment allocated/required: NSW Literacy &amp; Numeracy Action Plan School</li> </ol>	<ol style="list-style-type: none"> <li>1. Improved results in Year 3 2016 NAPLAN assessments for identified areas (see 2016 Action Research Targets).</li> <li>2. Significant value added data in Year 5 2016 NAPLAN assessments for identified areas (see 2016 Action Research Targets).</li> </ol> <p><b>Improvement process are based on "... strong research, development and evaluation systems to ensure practice is grounded in reliable evidence"</b> (Hattie, 2015, pp. 23)</p>
Meet 2016 Learning Targets	<ol style="list-style-type: none"> <li>1. Data Walls: Whole school PM/ Fountas &amp; Pinnell Level, Infant's PM Growth, WARP Growth (Primary), Sight word Growth/ reach 200 (Infants), Literacy Continuum (Aspects of Writing) and Numeracy Continuum (Pattern &amp; Number Structure).</li> <li>2. Analysing our approach to assessment- is it driving learning</li> <li>3. Literacy/Numeracy Blocks</li> <li>4. Appointment of 0.1 Learning coordinator</li> <li>5. Sight word (individualising)</li> <li>6. New Presentation Night Annual Award: Student with greatest Value-added Growth (Holz Family Sponsorship)</li> </ol>	<ol style="list-style-type: none"> <li>1. Learning targets are met. (please see St Joseph's 2016 Learning Targets).</li> </ol> <p><b>"The data is overwhelming that tasks a little bit beyond the learner's current competence level are motivating"</b> (Pressley, 2006, pp. 387)</p>
Provide students with a 21st Century digital classrooms	<ol style="list-style-type: none"> <li>1. Creation of Internet &amp; Network Services User Agreement for children and parents to sign supporting safe use of technology and social media.</li> <li>2. Allocate \$10000 from the school budget to secure a ratio of 1 Chromebook per primary student: Year 3-6</li> </ol>	<ol style="list-style-type: none"> <li>1. Students using the google suite as a resource for quality learning.</li> </ol> <p><b>"Providing learning spaces that foster children mastering 21st century skills"</b> (Aldridge, 2014, Technology &amp; Learning )</p>

# Priority 2: INCREASE STAFF CAPACITY

Goal	Strategy	Target
<p>Increase staffs capacity to lead collaborative student learning.</p>	<ol style="list-style-type: none"> <li>Allocate \$13500 of the school budget towards contemporary classroom furniture to facilitate student collaboration.</li> <li>Purchase of 25 Chromebooks ensuring a Chromebook can be accessed by every Primary aged student.</li> <li>Staff to be provided with onsite professional development in Google Suite.</li> </ol>	<ol style="list-style-type: none"> <li>St. Joseph's students learn from each other.</li> <li>Significant growth for all students across all Key Learning Areas.</li> </ol> <p><b>"What is taught... the far more important question, what is learned?"</b> (Dufour, Dufour, Eaker, Many, 2010, pp. 104)</p>
<p>Staff target individual areas for personal learning.</p>	<ol style="list-style-type: none"> <li>Teachers to create, develop and evaluate an Individual Professional Learning Plans.</li> </ol>	<ol style="list-style-type: none"> <li>Every St Joseph's teaching staff member can provide evidence of increase capability in targeted AITSL area for development.</li> </ol> <p><b>"Until members of the organisation 'do' differently, there is no reason to anticipate different results"</b> (Dufour, Dufour, Eaker, Many, 2010, pp. 12)</p>
<p>Staff professionally learn through collaborating with each other.</p>	<ol style="list-style-type: none"> <li>Each staff member to be provided with 8 "Collaborative Learning Days"</li> <li>Each teacher to observe peers teaching. Each teacher to be observed by peers on their own teaching.</li> <li>Each teaching staff member to be provided with a \$1500 Individual Professional Learning Budget.</li> <li>Staff conduct "The Professional Learning Communities at work Continuum: Laying the Foundations.</li> <li>Staff create a new St Joseph's Vision Statement</li> </ol>	<ol style="list-style-type: none"> <li>Increased student learning across all Key Learning Areas</li> </ol> <p><b>"Leadership is not defined by the exercise of power, but by the capacity to increase the sense of power among those who are led. The most essential work of a leader is to create more leaders."</b> (Gary Hamel)</p>
<p>Student and staff access to Google Suite.</p>	<ol style="list-style-type: none"> <li>Staff to be provided with onsite professional development in Google Suite.</li> <li>Purchase of 25 Chromebooks ensuring a Chromebook can be accessed by every Primary aged student.</li> </ol>	<ol style="list-style-type: none"> <li>All staff working in the google suite and primary classrooms accessing google classroom.</li> </ol> <p><b>"Perfection is not the objective: action is."</b> (Dufour, Dufour, Eaker, Many, 2010, pp. 51)</p>
<p>Principal to lead Instructional Walks.</p>	<ol style="list-style-type: none"> <li>Principal timetabled Instructional Walks.</li> <li>Creation of key questions for Instructional Walks.</li> </ol>	<ol style="list-style-type: none"> <li>Increased student learning across all Key Learning Areas</li> </ol> <p><b>"The single most powerful mechanism for creating a learning environment is that the leadership of the organisation be willing to model the approach to learning they want others to embrace"</b> (Thompson, 1995, pp. 96)</p>
<p>Staff meetings transformed into Professional Learning Meetings.</p>	<ol style="list-style-type: none"> <li>Weekly Professional Development Meetings in 2016 will be based on: <ul style="list-style-type: none"> <li>Term 1- Learning Intentions / Success Criteria</li> <li>Term 2- Assessment for Learning: Special focus on Writing (Action Learning 2016)</li> <li>Term 3- Learning as our Fundamental Purpose (Dufour, Dufour, Eaker, Many, 2010, pp. 59-95)</li> <li>Term 4- How will we respond when some student don't learn (Dufour, Dufour, Eaker, Many, 2010, pp. 59-95)</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>Increased student learning across all Key Learning Areas</li> </ol> <p><b>"If people are going to make informed decisions on the basis of evidence rather than opinion, leaders must engage in a good-faith effort to gather evidence and make it easily accessible to all staff."</b> (Dufour, Dufour, Eaker, Many, 2010, pp. 104)</p>
<p>Prioritising teachers time to leading the learning of students and personal learning.</p>	<ol style="list-style-type: none"> <li>Teachers to meet with Principal for a program review rather than submitting program for a report.</li> <li>Removal of structured homework for K-6 students.</li> <li>Teachers given time for Professional reading at Professional Learning Meetings.</li> <li>Recreated staff role statements reflecting the 2015 Enterprise agreement.</li> </ol>	<ol style="list-style-type: none"> <li>Teachers have more time to spend on the learning of all students and their own personal learning.</li> </ol> <p><b>"Whenever a school makes time and support for learning constant (that is, fixed), the variable will always be student learning."</b> (Dufour, Dufour, Eaker, Many, 2010, pp. 31)</p>
<p>Selected staff to undertake further studies.</p>	<ol style="list-style-type: none"> <li>Principal to complete Master of Educational Leadership.</li> <li>REC to continue Masters of Theology.</li> <li>Year 1 &amp; 2 Teacher to continue Graduate certificate in Religious Education.</li> <li>Principal and identified staff to gain accreditation as a "Google Certified Educator (Level 1)"</li> </ol>	<ol style="list-style-type: none"> <li>St Joseph's staff to gain higher qualifications leading to increased student learning.</li> </ol> <p><b>"Those around you in the workplace, colleagues and employees, can determine who you are only by observing what you do... the only way to manifest your character, your personhood, and your spirit in the workplace is through your behaviour"</b> (Autry, 2001, pp. 1)</p>

## Priority 3:

# TIGHTEN STAKEHOLDER PARTNERSHIPS

Target	Strategy	Goal
<p>Inform and educate St Joseph's parents on 21st century learning</p>	<p>Staffed Information Nights for St Joseph's parents to help them support their child's Catholic Education. Information Nights will consist of:</p> <ul style="list-style-type: none"> <li>Meet St Joseph's staff</li> <li>What is Google Classroom?</li> <li>What is Collaborative Classroom?</li> </ul>	<p>1. St Joseph's parents play an active role in their child's learning.</p> <p><b>"They must embrace the growth mindset, the belief that students can cultivate their ability and talent through their own additional effort and the support of their educators"</b> (Dweck, 2006)</p>
<p>Continue to improve communication between all key stakeholders</p>	<p>As a commitment to continuing to improve communication between parents, St Joseph's will:</p> <ul style="list-style-type: none"> <li>Introduce a Commonwealth Bank app for ease of all school related payments.</li> <li>Convert St Joseph's newsletter on an online distribution.</li> <li>Create a St Joseph's Facebook page.</li> <li>Provide all students with access to study ladder to support offsite learning.</li> <li>Staff conduct "The Professional Learning Communities at work Continuum: Effective Communication.</li> </ul>	<p>1. MYS Corporation Parent Survey</p> <p>2. Increase parental approval rate of "St Joseph's Primary School provides me with clear, timely and relevant information" from a five year average of 4.23 to 4.4 in 2016.</p> <p><b>"Good is the enemy to great."</b> (Collins, 2001, pp. 1)</p>
<p>Clarify all staff roles and responsibilities</p>	<p>Creation of a St Joseph's Vision Statement</p> <p>Creation of new staff roles for every St Joseph's position linked with the indicative statements from 2015 NSW &amp; ACT Catholic Systemic Schools Enterprise Agreement for teachers and support staff.</p>	<p>1. All St Joseph's staff have clearly articulated role statements.</p> <p><b>"When you have superb alignment, a visitor could drop into your organisation, from another planet and infer the vision without having to read it on paper"</b> (Collins, 1996, pp. 19-20)</p>
<p>Create a safe and supportive environment for the St Joseph's school community</p>	<p>Implementation of Comply Space (WHS)</p> <p>Staff to complete WHS elearning modules identified in the Diocesan eLearning register.</p>	<p>1. St Joseph's safe and supportive environment is an example of 'best practise'.</p> <p><b>"A supportive student-teacher relationship is a primary source of students' emotional engagement."</b> (Bedell, 2014, pp. 9)</p>
<p>Create a school environment where students are supported by peers.</p>	<p>Creation of a whole school peer support program</p>	<p>1. Students at St Joseph's feel supported.</p> <p><b>"Self belief is reported as the key attribute in motivation"</b> (Zepke &amp; Leach, 2010, pp. 169)</p>
<p>Clarify roles and responsibilities of St Joseph's volunteers</p>	<p>Creation of a St Joseph's Volunteer policy</p> <p>All parents asked to acquire a Volunteer WWC</p>	<p>1. Volunteers are acutely aware of expectations and responsibilities while at St Joseph's leading to a safe and supportive environment for all.</p> <p><b>"Test scores will take care of themselves when schools and the people within them are passionately committed to helping each student develop the knowledge, skills, and dispositions essential to his or her success"</b> (Dufour, Dufour, Eaker, Many, 2010, pp. 89)</p>
<p>Support Catholic parents attending Catholic School</p>	<p>1. St Joseph's to work with Parish Priest on the returning Parish based sacramental programs to school based.</p> <p>2. Parish based children's focus Mass once a term</p>	<p>1. Increased number of Catholic parents supporting their child's education</p> <p><b>"Intervention systems do not require additional resources, but they do require schools to use their existing resources- time, personnel, and materials- differently"</b> (Dufour, Dufour, Eaker, Many, 2010, pp. 100)</p>
<p>Form close external partnerships with outside agencies to support St Joseph's and the local community.</p>	<p>St Joseph's commit to strengthening relations with:</p> <ul style="list-style-type: none"> <li>St Vincent de Paul Quirindi Branch</li> <li>Eloura Nursing home</li> <li>Hunter New England Health</li> <li>Sporting Schools Australia</li> <li>ANZAC Day March</li> </ul>	<p>1. St Joseph's and the local community are richer as a result of respected professional relationships.</p> <p><b>"If I had to nominate one single thing that should be dominating my time as a school leader, it is knowing what is happening in my students' classrooms."</b> (Halford, 2013, pp. 19)</p>

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# St Joseph's Primary School Quirindi Learning Targets

# 2016

Year	Literacy Targets	NAPLAN Targets	PAT Targets
Year 1	<b>PM Benchmarking:</b> 60% of students to increase PM Benchmark Level by 8 points. <b>Sight Words:</b> 75% of students to have increase sight word recognition by 50 words/reached 200.		
	<b>PM Benchmarking:</b> 60% of students to increase PM Benchmark Level by 8 points. <b>Sight Words:</b> 75% of students to have increase sight word recognition by 50 words/reached 200. <b>WARP:</b> 75% of students to increase WARP Score. Term 1-4 by 10 marks.		
Year 2	<b>PM Benchmarking:</b> 60% of students to increase PM Benchmark Level by 8 points. <b>Sight Words:</b> 75% of students to have increase sight word recognition by 50 words/reached 200. <b>WARP:</b> 75% of students to increase WARP Score. Term 1-4 by 10 marks.		
	<b>WARP:</b> 75% of students to increase WARP Score. Term 1-4 by 10 marks.		
Year 3	<b>PM Benchmarking:</b> 60% of students to increase PM Benchmark Level by 8 points / reach Independent level		
	<b>WARP:</b> 75% of students to increase WARP Score. Term 1-4 by 10 marks.		
Year 4	<b>PM Benchmarking:</b> 60% of students to increase PM Benchmark Level by 8 points / reach Independent level		
	<b>WARP:</b> 75% of students to increase WARP Score. Term 1-4 by 10 marks.		
Year 5	<b>WARP:</b> 75% of students to increase WARP Score. Term 1-4 by 10 marks.		
	<b>WARP:</b> 75% of students to increase WARP Score. Term 1-4 by 10 marks.		
Year 6	<b>WARP:</b> 75% of students to increase WARP Score. Term 1-4 by 10 marks (or reached 200/200).		
	<b>WARP:</b> 75% of students to increase WARP Score. Term 1-4 by 10 marks (or reached 200/200).		