



**St Joseph's Primary School is a Catholic systemic, co-educational school located in O'Connor.**

St Joseph's is set amongst an array of magnificent trees that symbolise strength, shelter, support and sustainability. St Joseph, the carpenter, relied on trees as the resource of his trade - timber. We embrace the tree as our school symbol and our connection with St Joseph, our patron saint and as a representation of the spirit that is St Joseph's School and its community.

Our regional Early Learning Centre draws students from the inner North parishes of St Vincent's, St Michael's, Rosary and St Thomas Mores. With the ELC the school caters for students from Preschool to Year 6.

For many years St Joseph's was largely a corridor school for families living on the outskirts of the ACT. A resurgence of families into the surrounding suburbs has resulted in more local enrolments and thus the recreation of a neighbourhood school.

St Joseph's School is a vibrant place of excellence. With a long, rich history as a much-loved school in the inner North of Canberra, St Joseph's continues to reflect its vision: *Growing in excellence within a Christ-centred community*. Students and staff work towards individual and community goals that promote growth and improvement for all. Community events such as Class Showcases, Morning Gathering, Meet and Greet, Mother's Day and Father's Day breakfasts and barbecues reinforce and sustain the strong links that exist between our school and our families.

Stage 1 of our school refurbishment is complete and we now embrace these flexible learning spaces that allow for, and promote, both individual and interactive learning. Stage 2 is being planned to commence in 2018.

**St Joseph's School, O'Connor  
Strategic and Annual Improvement Plans**

**Growing in excellence within  
a Christ-centred community**

2016 onwards....

**We are growing in excellence through our Seeds of Growth**

by

**learning to learn,  
learning to be,  
learning to collaborate,  
learning to create.**

| <p style="text-align: center;"><b>Learning to<br/>LEARN</b></p>  | <p style="text-align: center;"><b>Learning to<br/>BE</b></p>  | <p style="text-align: center;"><b>Learning to<br/>COLLABORATE</b></p>  | <p style="text-align: center;"><b>Learning to<br/>CREATE</b></p>  |
|--|---|--|---|
| <p><b>We believe</b></p>   |   |  |   |
| <ul style="list-style-type: none"> <li>• in inclusive Catholic education.</li> <li>• excellence is being the best we can be in everything we do, think and say.</li> <li>• in learning that promotes current best practice.</li> </ul> | <ul style="list-style-type: none"> <li>• Christ is at the core of all that we do, think and say.</li> </ul> | <ul style="list-style-type: none"> <li>• we are supported, nurtured and nourished by the traditions of the Catholic Church.</li> <li>• our parish lies within the wider Church</li> <li>• in building community where personal gifts are valued and nurtured.</li> </ul> | <ul style="list-style-type: none"> <li>• in promoting dynamic life-long learners who embrace change.</li> </ul> |

# Strategic Plan 2016-2018

| Learning to<br><b>LEARN</b>  | Learning to<br><b>BE</b>  | Learning to<br><b>Collaborate</b>   | Learning to<br><b>CREATE</b>   |
|--|---|---|--|
| Stakeholders embrace education for the future  | Stakeholders are knowledgeable about self and others  | Stakeholders demonstrate links that support growth  | Stakeholders contribute to the success of the school   |
| <ul style="list-style-type: none"> <li>• <i>Improve learning outcomes</i></li> <li>• <i>Promote best practice in pedagogy</i></li> </ul> | <ul style="list-style-type: none"> <li>• <i>Place Christ at the centre of all endeavours</i></li> <li>• <i>Provide opportunities for faith formation</i></li> <li>• <i>Grow leaders</i></li> <li>• <i>Nurture the uniqueness of each person</i></li> <li>• <i>Consider health and well-being</i></li> </ul> | <ul style="list-style-type: none"> <li>• <i>Draw on the strength and wisdom of the parish and Church</i></li> <li>• <i>Be sustainable</i></li> <li>• <i>Support positive relationships</i></li> <li>• <i>Communicate effectively</i></li> </ul> | <ul style="list-style-type: none"> <li>• <i>Incorporate technologies into learning and teaching</i></li> <li>• <i>Update facilities and resources</i></li> <li>• <i>Be open to new possibilities</i></li> <li>• <i>Celebrate personal gifts and efforts</i></li> </ul> |

## Catholic Education Strategic Intent 2015 - 2017

*Build and Celebrate Catholic Culture*

*Build Capacity*

*Build Community*

# Annual Improvement Plan 2017

## Improvement Area One

**NSIT Domain 6:** Systematic Curriculum Delivery

**Pedagogical Principle 2:** A deep understanding of curriculum provides content and context for learning

**National Reform Directions:** Quality Teaching, Quality Learning, Meeting Student Needs

**Focus Area:** School Improvement Project

**Goal:** To improve student outcomes by the application of skills, related to our Seeds of Growth.

### Strategies

| Learning to LEARN   | Learning to BE   | Learning to COLLABORATE                          | Learning to CREATE                              |
|---|--|--|---|
| Make a commitment to know and understand the Australian Curriculum                                    | Individualise learning to meet the needs of all students | Plan teaching and learning in teams              | Incorporate technology in teaching and learning |
| Develop a Scope & Sequence of numeracy skills from CE's Maths Toolbox and link to our Seeds of Growth | Maintain a sense of wonder, joy and fun about learning   | Include Seeds of Growth in Parent Term Overviews |   |
| Link Australian Curriculum numeracy skills to our Seeds of Growth Scope and Sequence                  |  |  |   |
| Focus on deep understanding and transfer of skills and knowledge                                      |  |  |   |

### Evidence

### Key Personnel

NAPLAN results, in particular value added from Year 3 2015 to Year 5 2017.  
 Distribution of A - E in semester reports  
 Student, parent, teacher feedback via annual survey  
 Inclusion of skills in teaching programs and demonstration of their application in student work  
 Use of the language of our Seeds of Growth by students & parents

Principal  
 School Improvement Coordinator  
 Student Centred Learning Coordinator  
 Curriculum Coordinator  
 PLC consultant

## By the end of 2017:

A Scope and Sequence of skills will be linked to our Seeds of Growth.  
Students and parents will use the language of our Seeds of Growth.  
All students in Year 5 will value-add to their Year 3 NAPLAN results.  
Teachers will regularly plan in teams.  
Parent Term Overviews will include our Seeds of Growth.

### Improvement Area Two

**NSIT Domain 7: Differentiated Teaching and Learning**

**Pedagogical Principle 3: Assessment informs teaching and learning**

**National Reform Directions: Quality Teaching, Quality Learning, Meeting Student Needs, Transparency and Accountability**

**Focus Area: COSA+**

**Goal:** To improve students' writing by analysing information from assessment data.

### Strategies

| Learning to LEARN  | Learning to BE                                       | Learning to COLLABORATE  | Learning to CREATE                              |
|--|--|--|---|
| Further develop Personalised Plans for students requiring extension and remediation in writing | Congratulate growth and effort                       | Students set personal goals in collaboration with teachers and parents   | Consider students' interests when planning      |
| Provide Professional Learning about forms of assessment, use of the data and reporting         | Encourage all attempts and risk taking with learning | Provide parents with evidence of student growth in writing and actions they can take to support further achievement and progress | Incorporate technology in teaching and learning |
| Prioritise differentiation according to students' needs and readiness                          |  | Make criteria for assessment explicit to students  | Ensure a positive learning environment          |
| Develop a range of assessment methods to cater for all learning styles and types of learners   |  | Regularly hold conferences between teachers and students about their writing   |   |
| Identify and address students' skill gaps and misunderstandings in writing                     |  | Continue to reflect on best practice via Professional Learning Community (PLC) opportunities                                     |   |

| Consider student backgrounds and experiences when planning   |  |   |  |
|--|--|---|--|
| Consistently apply differentiation in writing  |  |   |  |
| Link assessment tasks to the curriculum  |  |   |  |
| Review the recording of student assessment   |  |   |  |
| Provide assessment tasks for students with differentiated learning needs to enable them to fully demonstrate their learning.   |  |   |  |
| <b>Evidence</b>  |  | <b>Key Personnel</b>  |  |
| <p>NAPLAN results, in particular value added from Year 3 2015 to Year 5 2017.</p> <p>Distribution of A - E in semester reports</p> <p>Student, parent, teacher feedback via annual survey</p> <p>Increase of open ended activities and assessment tasks planned by teachers to demonstrate students' knowledge and skills</p> <p>ePart results</p> <p>School-based assessment results</p> <p>Increased number of Year 3 and Year 5 students in upper Band Scales</p> <p>Teaching programs</p> <p>Moderation between year levels</p> <p>Increased use of rubrics</p> <p>Attendance at target Professional Learning</p> <p>Spelling data</p> <p>Writing data</p> |  | <p>Principal</p> <p>School Improvement Coordinator</p> <p>Student Centred Learning Coordinator</p> <p>Curriculum Coordinator</p> <p>Classroom Support Teacher</p> |  |
| <p><b>By the end of 2017:</b></p> <p>All students in Year 5 will value-add to their Year 3 NAPLAN results, in writing.</p> <p>Open ended assessment tasks will be used for writing.</p> <p>Teachers will assess for learning.</p> <p>Teachers will allocate A - E grades according to the Australian Curriculum Achievement Standards.</p>   |  |   |  |

## Literacy and Numeracy Improvement

**NSIT Domain 7:** Differentiated Teaching and Learning

**Pedagogical Principle 3:** Assessment informs teaching and learning

**National Reform Directions:** Quality Teaching, Quality Learning, Meeting Student Needs

**Focus Area:** COSA+

**Goal:** To improve students' outcomes by differentiating to meet individual needs.

### Strategies

#### Learning to COLLABORATE

Teachers move along the Classroom Practice Continuum

Teachers use formative assessment

Teachers differentiate on a daily basis

AP observes and coaches individual teachers

#### Evidence

Data from the Classroom Practice Continuum

Data collected by individual teachers based on their goal

#### Key Personnel

Assistant Principal

#### By the end of 2017:

All teachers will have received 14 hours / term of instructional coaching.

Teachers will regularly differentiate

Teachers will use formative assessment.