



Mt Carmel School, YASS

Annual Improvement Plan

2017

School Context

Mount Carmel School is a Catholic systemic Co-educational School located in Yass. The school caters for students in Kindergarten – Year 6. Our mission statement states that *"Our community at Mt Carmel School Yass believes its mission is to encourage each individual to achieve their personal best in a meeting place where Christ's teachings are learned and lived.* Our school motto *"Age Quod Agis - do well what you do"* invites all members of our school community to reach their full potential by giving their personal best. The Mission of the Mt Carmel School Community, is reflected in the following vision:

- We believe that as a Catholic country school, we provide a unique environment where a sense of family spirit is nurtured through the collaboration of students, teachers, parents, St Augustine's Parish and the wider community.
- We believe Mt Carmel is a community where each person is welcomed and encouraged to be involved.
- We believe that the focus of our school is seeing Christ in each individual and encouraging them to see Christ in others.
- We believe in effective learning pedagogies that meet the needs of individual abilities and differences.
- We believe truth, understanding and justice to be the foundations of the way we act.
- We believe that families and school together share the responsibility for children's education. We expect that each student comes to us with a positive attitude and accepts responsibility for his or her learning.
- We believe in creating a happy, caring and just environment.

Mt Carmel School was founded by the Sisters of Mercy and their example, of showing and sharing kindness, proudly continues in an environment where Christ's teachings are learned and lived. Mt Carmel School has been home to Catholic education in the Yass Valley for over 170 years. Set amongst magnificent heritage buildings, Mt Carmel is proud of its Mercy ethos and its Catholic values which are embodied in the school's Mission Statement.

Mt Carmel offers extra-curricular programs such as Premier's Reading Challenge, Public Speaking, Music, Art, Dance and Drama (MADD) evening, instrumental music tuition including piano, voice, flute, violin, guitar, drums and keyboard, representative sporting opportunities, School Discos, Year 5 and 6 Camp, and a Walkathon. Students participated in the ICAS competitions prepared by the University of New South Wales and the da Vinci Decathlon. School celebrations included Shrove Tuesday Pancakes, St Patrick's Day, Reconciliation Week, Roald Dahl Day, Book Week Parade, Mt Carmel Day Mass and Activities, Christmas Concert, Year 6 Farewell Assembly, Year 6 Graduation Mass and Presentation Evening.

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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Improvement Area 1		Principles of Pedagogy	National Reform Directions	
3. A culture that promotes learning		6. Positive educational environments empower learning.	<input checked="" type="checkbox"/> Quality Teaching <input checked="" type="checkbox"/> Quality Learning <input type="checkbox"/> Empowered School Leadership	<input checked="" type="checkbox"/> Meeting Student Needs <input type="checkbox"/> Transparency and Accountability
Key Improvement Goal 1 <i>What do you want to achieve?</i> <i>What change do you want to see?</i>	To achieve a school ethos that is committed to excellence, where the expectation is that every student will learn and achieve positive outcomes.			

Success Measures/Targets	Evidence	Strategies
<i>What is the specific, measurable target you want to meet?</i>	<i>What types of data will be collected as evidence? (student learning; demographic; perceptual/observational; school process)</i>	<i>What specific strategies will be used to achieve Improvement Goal 1? Who are the key personnel?</i>
Embed staff practices in the management of students with challenging behaviours, including trauma.	Behaviour Response Plans for individual students with challenging behaviours. Centralised recording system for student wellbeing interventions.	Leadership Team professional development in non-violent crisis intervention. Ongoing staff professional development in trauma-informed practices. Use Wellbeing Project funding to allocate personnel hours for staff employed to respond to the wellbeing needs of students.
Review Mt Carmel Student Wellbeing Policy	Policy reviewed and updated. Updated signage of school rules and behavioural expectations.	Form committee for review of SWPB rules, comprising staff, students and parents. Consolidate KidsMatter through ongoing staff professional development and inclusion in every curriculum meeting.
Implement strategies to support staff and student wellbeing	Annual staff and student satisfaction surveys.	Promote access to Catholic Care counselling. Promote regular staff social functions. Refurbish staff room. Support staff wellbeing by using Australian Teachers' Wellbeing Toolkit Embed Christian meditation, Men's Shed, lunchtime clubs and other student wellbeing projects
Implement a classroom environment that reflects high expectations that all students will learn successfully	Annual student, parent and staff satisfaction surveys. Assessment data.	Maintain and develop calming spaces in each classroom, on the playground and in centralised areas of the school. Introduce uninterrupted teaching blocks for Literacy and Numeracy. Restructure school timetable.
Review <i>What processes will be used to review the results?</i>	Assessment data; annual student, parent and staff satisfaction surveys.	

Focus Area: COSA School Improvement Project 6. Positive educational environments empower learning Wellbeing Project 6. Positive educational environments empower learning NSW State Literacy and Numeracy

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Improvement Area 2		Principles of Pedagogy	National Reform Directions	
9. School-community partnerships		7. Learning is inspired and celebrated in community	<input type="checkbox"/> Quality Teaching <input checked="" type="checkbox"/> Quality Learning <input type="checkbox"/> Empowered School Leadership	<input checked="" type="checkbox"/> Meeting Student Needs <input type="checkbox"/> Transparency and Accountability
Key Improvement Goal 2 <i>What do you want to achieve?</i> <i>What change do you want to see?</i>	To enhance student learning and wellbeing by partnering with parents and families, church and community organisations.			

Success Measures/Targets	Evidence	Strategies
<i>What is the specific, measurable target you want to meet?</i>	<i>What types of data will be collected as evidence? (student learning; demographic; perceptual/observational; school process)</i>	<i>What specific strategies will be used to achieve Improvement Goal 2? Who are the key personnel?</i>
Embed effective communication practices.	Annual satisfaction surveys data.	Use Skoolbag and Twitter to communicate and promote school events. Investigate a Facebook page as a way of promoting Mt Carmel School.
Engage parents in student learning.	Annual satisfaction surveys data. Parent attendance data (PTO). Participation rates in planning sessions, publishing, playgroup etc.	Conduct a parent information evening about literacy with Kaye Lowe as guest speaker. Investigate ways of engaging parents in the planning of units of work and the publishing of student writing. Extend parent teacher interview times. Provide information sessions about early learning at Mt Carmel Playgroup.
Strengthen the school's partnerships with other community organisations in the wider Yass Valley.	Participation rates in community events. Community Council minutes. School publications.	Participate in community events such as Sculpture in the Paddock, Reading in the Park, local CanAssist fundraiser, etc. Establish sub-committees of the school Community Council as required. Promote Mt Carmel School by showcasing student achievements through the Carmeletta, local media, parish and Catholic Education bulletins. Promote social connection and parent involvement in school activities.
Use external agencies to support and improve student outcomes.	Meeting minutes. Staff meeting schedules.	Access services provided by FACS NSW, CARHU and Catholic Education in case management meetings for students with high needs. Access relevant professional learning provided by Kids Matter, FACS and CatholicCare.
Review <i>What processes will be used to review the results?</i>	Leadership Team planning days; staff evaluation; annual student, parent and staff satisfaction surveys.	

Focus Area: COSA 7. Learning is inspired and celebrated in community School Improvement Project Wellbeing Project NSW State Literacy and Numeracy

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Literacy/Numeracy Improvement		Principles of Pedagogy	Key Focus
1. An explicit improvement agenda		3. Assessment informs teaching and learning.	<input checked="" type="checkbox"/> COSA+ <input checked="" type="checkbox"/> Early Learning Initiative: Numeracy and Literacy <input type="checkbox"/> School Improvement Project <input type="checkbox"/> Wellbeing Project <input type="checkbox"/> NSW State Literacy & Numeracy
Inquiry Focus <i>What do you want to achieve?</i> <i>What change do you want to see?</i>	What impact does weekly reading and writing conferencing have on student achievement in Literacy? Does the explicit teaching of problem solving strategies improve student achievement in Mathematics?		
Success Measures/Targets	Evidence	Strategies	
<i>What is the specific, measurable target you want to meet?</i>	<i>What types of data will be collected as evidence? (student learning; demographic; perceptual/observational; school process)</i>	<i>What specific strategies will be used to achieve the inquiry focus? Who are the key personnel?</i>	
NUMERACY Students develop confidence in working mathematically Improve student achievement in numeracy by focusing on solving word problems	Assessment data Teacher Programs Staff, student and parent satisfaction surveys	Implement uninterrupted Numeracy Block Implement Early Learning Initiative–Numeracy Embed the Numeracy Intervention Program Embed the <i>Threshold Concepts</i> of Number (Siemon, D.) Develop inquiry-based learning in the teaching of Mathematics Provide a mathematical word problem in homework for 3-6 students each night Provide parents with an information brochure about problem solving strategies used in Mathematics	
LITERACY Students demonstrate a love of reading and writing Improve student achievement in reading, writing, spelling and grammar and punctuation	Assessment data Teacher Programs Staff, student and parent satisfaction surveys	Implement uninterrupted Literacy Block Provide professional learning about effective literacy blocks Provide staff with a personal copy of <i>For the Love of Reading</i> (Lowe, K. 2016) Implement Early Learning Initiative–Literacy Provide quality literature for all classrooms Develop inquiry-based learning in the teaching of English	
Review <i>What processes will be used to review the results?</i>	Staff meetings, data analysis, parent, teacher and student feedback		

Focus Area: COSA 3. Assessment informs teaching and learning School Improvement Project Wellbeing Project NSW State Literacy and Numeracy