School Improvement Plan 2017

Overarching Theme: Maximising Individual Student Progress

"Were we to know the merit and value of only going from one street to another to serve a neighbour for the love of God, we should prize it more than silver and gold." - Blessed Edmund Rice

School Context

Aquinas College is one of Western Australia's oldest and most respected boys' colleges.
From its foundations in Christian Brothers College Perth in 1894, Aquinas College continues to educate generations of young men within a Catholic framework, encouraging truth, integrity, justice and responsibility. Aquinas College continues its association with the Christian Brothers through Edmund Rice Education Australia. Since 1938, Aquinas College has been sited on an elevated 62-hectare property, with over two kilometres of water frontage on the Canning River. Aquinas College is one of the most beautiful school environments in the world. Aquinas College accepts day students from Years 4 to 12, while boarding is available for students in Years 7 to 12. Aquinas has commenced an Early Years program with Kindergarten and by 2018 it will extend to Year 3. Aquinas offers your son the opportunity for a sound academic education in a caring, and stimulating environment.

Aquinas College is a Catholic school for boys in the Edmund Rice tradition. It acknowledges the significant contribution of the Christian Brothers to its rich tradition since 1894. Aquinas College is a member school of Edmund Rice Education Australia (EREA) and as such, the EREA Charter is a guiding document to the College's purpose. The Charter identified four touchstones linked with the charism of Blessed Edmund Rice and which underpin the ministry in Aquinas College. These touchstones of offering a *Liberating Education*, based on a *Gospel Spirituality*, within an *Inclusive Community* committed to *Justice and Solidarity*, guide College direction and define goals, following Blessed Edmund's example. The Aquinas College motto – 'Veritas Vincit' (Truth Conquers) – is at the heart of the College. Respect is given to the traditional indigenous owners of the land on which is now the College campus.

Aquinas College Aim and Purpose

Aquinas College aims to educate boys to become the men the world needs.

Aquinas College's purpose, in partnership with parents, is to provide a Catholic education for boys in the Edmund Rice tradition.

College Mission

The heart of the Aquinas College Mission is to form leaders for tomorrow, through a life of service based on the Christ in the Gospel, within a learning community of faith, justice and excellence.

College Values

We are committed to fulfilling Blessed Edmund's vision for boys by providing a Catholic education based on these core values and beliefs:
- o   Faith *in action*
- o   Justice *with compassion*
- o   Service *with generosity*
- o   Respect *for all*
- o   Excellence *every day*

Our goal is to inspire Aquinas boys to make a difference in the world.

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, in consultation with the National School Improvement Tool. It is underpinned by evidence and making judgments about the school's capacity in 10 inter-related domains. All of the following are considered in the college's school review process:

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

Students who are not meeting expected learning outcomes in the areas of cognitive, social, emotional or physical development will be offered support in the form of a variety of programs and procedures. Identifying and providing timely and effective support during the early stages of development is important to enabling students to achieve their potential. There are opportunities for students to be involved in support programs to enhance and develop learning in the developmental domains. Intervention is also provided for students who require targeted teaching in the area of enrichment, extension and acceleration. At Aquinas College we are committed to providing opportunities that aim to foster the gifts and talents of all students so that they are, and continue to become, successful learners, confident and creative individuals, and active and informed citizens (Melbourne Dec, 2008). At Aquinas College learning inteeventions take place following early and ongoing identification of all students.

Throughout and at the conclusion of each term, summary data is developed analysing student results in Years 4 to 12. Analysis includes full cohort subject data including:
-   Grade allocation and distribution;
-   Breakdown of personal and social development attribute ratings;
-   Analysis of parent/teacher requests; and
-   Identification of students at academic risk for each year level.

In Years 7 to 10 there is a distribution of grades awarded for each learning area. This information serves a number of purposes:
-   Inform classroom teachers and tutors when communicating with parents
-   Assist Heads of Learning Areas (HOLAs) to counsel Year 11 and 12 ATAR students into appropriate academic pathways
-   Allow HOLAs to critique the distribution of grades for each course within their faculty
-   Assist Heads of Year and tutors with the tracking of students in their year and house group

Staff are involved in the following ways to support student learning:
-   End of year planning days in preparation for the new academic year / transition programs
-   Ongoing staff meetings target teaching methods in the various learning areas
-   Teachers are provided with data from NAPLAN as one example of being able to isolate areas that may require attention

Additionally, the five National Reform Directions of Quality Teaching, Quality Learning, Empowered School Leadership, Meeting Student Needs and Transparency and Accountability inform the School Improvement Plan (SIP).

Our Stategic Directions

This 2017 Annual School Improvement Plan (ASIP) should be read in conjunction with the College's Strategic Directions 2014-2017 document (i.e., overarching Strategic Plan). In the formulation of the School Strategic Plan, Strategic Actions and School Improvement Plan, the College Board and College Leadership Team is guided by the College's Mission statement.

The Aquinas College SIP is also guided by the Edmund Rice Education Australia Touchstones linked to the Charter for Catholic School in the Edmund Rice Tradition:

Alignment of Edmund Rice Education Australia touchstones and the Aquinas College Values:

Aquinas College's Underpinnings	Liberating Education	Gospel Spirituality	Inclusive Community	Justice and Solidarity
Strategic Actions	Student Success / Contemporary Resources	Student Success / Connected Families	Connected Families / Aligned Partnerships / Engaged staff	Student Success / Connected Families
College Values	Excellence / Service	Faith / Respect	Service	Justice

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.*

Annual Improvement Plan 2017

Focus Area	Objective	Strategies	Time Frame	Responsibility
		What specific strategies will be used in this focus area?		Who are the key personnel?
Literacy across the College	Improved student writing outcomes	**Writing** 1.1 develop cross faculty writing rubric for assessment 1.2 develop a scope and sequence for teaching of writing skills in the middle school (consultation with JS) 1.3 increase teacher resources to improve writing through the population and promotion of the libguides site 1.4 Introduction of BrightPath (JS) 1.5 Explicit teaching of spelling through the introduction of spelling mastery and Spellodrome 1.6 Mandated journal writing in boarding 7-9 1.7 explicit focus on learning intentions in the classroom (improved note- taking)	1.1 writing rubric ready for semester two trials 1.2 writing scope & sequence to staff for comment by Term 2 1.3 measured improvement in traffic to libguides site by students (+50%/week by Term 2) 1.4 Writing samples provided to SCSA to monitor student writing progress (JS) 1.5 Ongoing 1.6 Ongoing 1.7 Ongoing	Classroom teacher HOLAs Director of Learning Support Deputy Principal Academic Studies Boarding Staff Head of Junior School
			Long term: - improvements in average student growth on NAPLAN Writing from Year 7 – 9 - improvement in ATAR exam scores, especially literacy heavy subjects	
	Improve the reading culture at Aquinas	**Reading** 1.8 develop faculty specific reading comprehension activities for use by colleagues 1.9 Design staff PD on reading comprehension 1.10 Be a regular communicator to parents around literacy initiatives at the College and current research on improving boys reading skills	**Short term:** 1.8 One x Aquinian article published per month Two x student lessons (tailored to faculty needs) on reading comprehension by T3 1.9 One hour staff PD on reading comprehension for December staff week	

Focus Area	Objective	Strategies	Time Frame	Responsibility
		1.11 Development or implementation of reading comprehension program 1.12 Dad's reading morning (JS) 1.13 Mandated reading time in boarding 7-9		
			Long term: - improvements in average student growth on NAPLAN Reading from Yr 7 – 9 - improvement in ATAR exam scores, especially literacy heavy subjects **Long term:** - improvements in average student growth on NAPLAN Reading from Yr 7 – 9 - improvement in ATAR exam scores, especially literacy heavy subjects	
Focus Area	**Objective**	**Strategies**	**Time Frame**	**Responsibility**
		What specific strategies will be used in this focus area?		Who are the key personnel?
Using ICT for student engagement		2.1 Use of the Learning Management System (SEQTA) for goal setting for students 2.2 development and management of an ICT hub to improve pedagogical practice (release byte size bites fortnightly on LMS related topics (OneNote, etc) 2.3 School use of OneNote by teachers and students to open up classroom teaching and learning collaboratively. 2.4 Complete a classroom audit of hardware, prepare recommendations to CLT for upgrade	2.1 Ongoing 2.2 byte size bits developed and viewed by 40+% of staff weekly 2.3 Ongoing 2.4 Complete by Term Four	
			Long term: - Improved use of ICT for teaching and learning. - ICT team leading an update of hardware in classrooms	

Focus Area	Objective	Strategies	Time Frame	Responsibility
		What specific strategies will be used in this focus area?		Who are the key personnel?
Differentiating for better student outcomes	Every student is engaged, learning successfully and able to reach their full potential	3.1 Review and promotion of the research behind best practice in differentiation for student outcomes 3.2 Development & promotion of a learner snapshot that is teacher friendly 3.3 Faculty based Professional Learning on how to differentiate a lesson 3.4 Development and promotion of the Online Differentiation Self Service Centre (ODSSC)	3.1 By end of Term 1 3.2 By end of Term 4 3.3 By end of Term 2 3.4 By end of Term 4	
			Long term: - ODSSC becomes a space for staff to share resources, not only to source them - Improved staff capacity differentiate across all Learning Areas.	
Focus Area	**Objective**	**Strategies**	**Time Frame**	**Responsibility**
		What specific strategies will be used in this focus area?		Who are the key personnel?
Data for learning	Ensure data drives the teaching and learning strategies in every classroom	4.1 Investigate & trial best practice in utilising standardised test data to inform teaching 4.2 Investigate how faculty data can be better utilised to inform teaching 4.3 Staff PD run in the use of the ACER (AGAT, PAT-R & PAT-M), Best Performance (NAPLAN) and LMS (internal), Effect sizes to interrogate data	4.1 Semester 2 4.2 Semester 2 4.3 End Term 4	**HOLA's** **Classroom teachers**

Focus Area	Objective	Strategies	Time Frame	Responsibility
		4.4 Investigate opportunities for better utilisation of LMS to provide parents/teachers useful, trackable data	4.4 End of Term 4	
		4.5 Investigate opportunities to use effect size with data to measure impact at the classroom level	4.5 End Term 4	
		4.6 Implement systematic ways for teachers to obtain student feedback (surveys, focus groups)	4.6 End Term 4	
Focus Area	**Objective**	**Strategies**	**Time Frame**	**Responsibility**
		What specific strategies will be used in this focus area?		Who are the key personnel?
Formative assessment & feedback	**Formative assessment will be used by staff to inform teaching practices and program development.**	5.1 Development of a 'Teacher Toolkit' of formative assessment strategies following testing by group members 5.2 Audit of formative assessment practices within each faculty 5.3 Reduction in summative and increase in formative assessments across 7-12 5.4 Promote the use of WISPs, OneNote for more interactive use of LMS to allow better communication 5.5 Investigate opportunities for greater parental involvement in teaching & learning cycles	5.1 Staff and faculties will trial various methods of formative assessment in their classroom during Term 1 5.2 End of Term 1 5.3 For implementation in 2018 5.4 Ongoing 5.5 HOLA's promote examples of best practice throughout the year	**HOLA's** **Classroom teachers**
	Quality feedback for academic improvement will be provided to all students	5.6 Teachers investigate best practice for the utilisation of feedback for learning, trialling within classrooms 5.7 School wide approach developed for providing feedback and student reflection 5.8 Actively promote the need and best practice for student reflection on LMS	5.6 By the end of Semester 1 5.7 By the end of Semester 1 5.8 By Term 4, over 75% of students are completing reflections on SEQTA	**Classroom teachers** **HOLA's**