

# St Mary's Primary School, IPSWICH

## Annual Improvement Plan (2019)



### Strong Catholic identity

#### *Goal 1*

By the end of 2019, the school community will have developed and refined their current formation and orientation processes to ensure that the Catholic Christian Identity of the school is clearly understood by new staff.

#### *Related to*

Other areas

Related to strategic plan objective/s:

- The school's Vision, Mission & Value statements are grounded in an authentic re-contextualised Catholic worldview and are evidenced and communicated in school policy, procedures and practices.

Related to strategic plan strategy/s

- Align policies, practices and procedures with vision, mission and values to ensure a re-contextualised Catholic world-view is reflected.
- Develop staff theological understanding through professional learning and formation around core Christian tenets acknowledging the traditions of the Mercy & Edmund Rice charisms in a contemporary context.

Success Markers:

New staff demonstrate their understanding of the school's Catholic Christian Identity reflected in the Vision, Mission and Values Statement

Activities	When	Who
Working party to rework current formation and orientation processes and materials to emphasize the Catholic Christian Identity of the school.	Term 4	APRE

*Goal 2* By the end of 2019 the school's enrolment documentation will reflect our recontextualised Vision, Mission and Value Statements.

*Related to* Other areas

Related to strategic plan objective/s:

- The school's Vision, Mission & Value statements are grounded in an authentic re-contextualised Catholic worldview and are evidenced and communicated in school policy, procedures and practices.

Related to strategic plan strategy/s

- Align policies, practices and procedures with vision, mission and values to ensure a re-contextualised Catholic world-view is reflected.
- Engage community to ascertain their level of understanding of the ethos apparent in the school's Vision, Mission and Values.
- Review school vision, mission with the school's core theological commitment and a re-contextualised Catholic world view.



### Success Markers:

Draft Mission, Vision & Values Statement presented to staff for comment by November 2018. Draft Mission, Vision & Values Statement presented to School Board for comment December 2018. Final consultation period (P&F) February 2019. Final draft presented to School Board for ratification in March 2019. Mission, Vision & Values Statements added up all school documents and policies. Policies and documents reviewed to ensure they adequately reflect the Mission, Values & Vision Statement.

### Capability Building Required:

Staff will develop a consistent understanding of how identified values are manifested in a recontextualized Catholic School. (Workshop). Teachers develop strategies to pray in a recontextualized manner.

Activities	When	Who
Staff will explicitly teach and unpack the school values from a recontextualised catholic perspective.	Term 1	APRE
Review school vision, mission with the school's core theological commitment and a re-contextualised Catholic world view	Term 1	Whole staff
Create opportunities for students and teachers to develop art works, images and symbols to represent our school's core values. Utilise these art works to educate the whole community .	Term 1	Whole staff
Align policies, practices and procedures with vision, mission and values to ensure a re-contextualised Catholic world-view is reflected	Term 2	Leadership Team

*Goal 3* By the end of 2019 all staff will be familiar with the RSE Shape Paper.

*Related to* Relationships and Sexuality Education (RSE)

Conceptual framework element	Rating
A. Leading school-wide RSE	Low
B. Staff RSE formation and professional development	Low
C. RSE Learning and teaching of students	Low
D. Parents and carers	Low
E. Targeted support for students with additional needs	Low

Related to strategic plan objective/s:

- A Catholic perspective on relationships and sexuality is embedded into the curriculum and school culture.

Related to strategic plan strategy/s

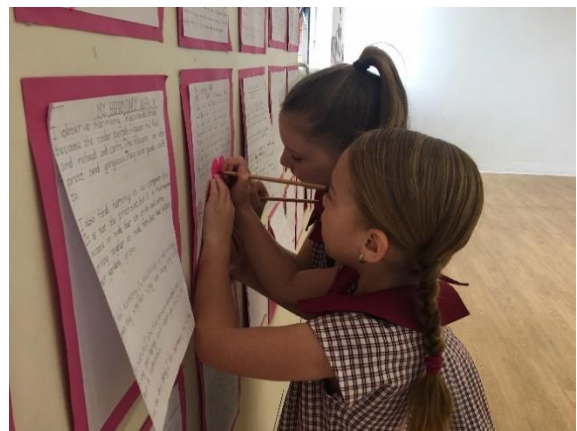
- Engage with key BCEO personnel to support the familiarization and implementation process. Provide professional development on a Catholic worldview on Sexuality and Relationships. Identify areas within the Australian Curriculum where RSE can be embedded.

Success Markers:

Areas within the Australian Curriculum where RSE can be embedded (predominately but not solely HPE and Religion) have been identified and are available and accessible to teachers.

Capability Building Required:

Support to identify the areas within the Australian Curriculum where RSE can be embedded.



Conceptual framework element	Activities	When	Who	Resources
B. Staff RSE formation and professional development	Professional Development January 2019 led by David K in Catholic Identify and Formation in RSE	Term 1	All teaching Staff	David
B. Staff RSE formation and professional development	Familiarization with the Shape Paper	Term 2	All Teaching Staff	Shape Paper
B. Staff RSE formation and professional development	Explore other areas within the Australian Curriculum where RSE can be authentically embedded.	Term 3	All Teaching Staff	ACARA documents + Shape Paper
B. Staff RSE formation and professional development	Explore other areas within the Australian Curriculum where RSE can be authentically embedded.	Term 4	All Teaching Staff	ACARA documents + Shape Paper

## Excellent learning and teaching

### *Goal 1*

By the end of 2019, the school will have developed a scope and sequence whole-school curriculum plan that clearly identifies the curriculum intent for each year level in English, Mathematics and Science

### *Related to*

*Learning Growth Challenge*

Learning Growth  
Reading & Writing

### *Classes*

Prep, 1, 2, 3, 4, 5, 6

Related to strategic plan objective/s:

- The school's curriculum delivery plan is an integral approach that is evidenced and communicated so teachers and students know and can articulate curriculum expectations at St Mary's

Related to strategic plan strategy/s

- Collaboratively discern curriculum delivery plan with staff to achieve alignment.
- Develop the school's Curriculum Delivery Plan to ensure findings from the audit are implemented.
- Engage with key BCE personnel and the school's Expert Teaching Teams to audit the school's existing Curriculum Delivery Plan to discern horizontal and vertical alignment and scope and sequencing around what teachers teach and how students

Success Markers:

Scope and Sequences for English, Mathematics and Science will be completed and shared. Teachers' planning reflect an understanding of the curriculum intent of Mathematics, English and Science at their particular year level. Collaborative teams, made up of year level, specialists and support teachers identify learning intent and provide differentiation that allows all students to achieve at a high level.

Activities	When	Who
Provide additional time for year teams to reflect, review data and plan with PLL. (One day per term where Year Teams will be released together to plan)	Term 4	Year level teachers and PLL
Organize PPC time to enable teams to meet on a weekly basis.	Term 1	Year level teachers + specialist and support teachers
Establish a working party representative of each of areas of the school to develop a Scope and Sequence in English, Mathematics and Science.	Term 4	Teacher Representatives, PLL, Support Staff and Leadership.

*Goal 2* By the end of 2019, teachers will confidently and consistently identify samples of student writing as being above, at or below year expectations according to ACARA,

*Related to Learning Growth* Learning Growth

*Learning Growth Challenge* Writing

*Classes* Prep, 1, 2, 3, 4, 5, 6

Related to strategic plan objective/s:

- The school prioritizes differentiated student learning and this is a feature of every teacher's practice.

Related to strategic plan strategy/s

- Peer-collaboration around moderation both inter-class and intra-class to develop consistent understanding
- Teachers to teach students to reflect on their learning more explicitly and in relation to LI & SC

Success Markers:

Teachers will use their understanding of levelness to target teaching and progress student learning. Student use leveled writing samples to identify successful year level texts and inform improvement in their own writing. Teachers and students to use leveled samples in order to provide feedback.

Capability Building Required:

Professional learning on the levels of descriptive feedback - teacher - student, student - student, student to self.

Activities	When	Who
Teachers will annotate work samples at various levels to establish a consistency of understanding around levelness. (2 staff meetings a term)	Term 4	All teaching staff.
Seek out opportunities to moderate with other local Catholic schools.	Term 3	PLL, Leadership team and Whole staff.

### Goal 3

By the end of 2019, teachers know, understand and consistently use Expected and Effective Practices in the teaching of Reading and Writing.

*Related to Learning Growth Challenge Classes*

Learning Growth  
Reading & Writing

Prep, 1, 2, 3, 4, 5, 6



Related to strategic plan objective/s:

- The school prioritizes differentiated student learning and this is a feature of every teacher's practice.

Related to strategic plan strategy/s

- Enhance staff awareness of full range of students in their classes and in particular high achieving students collaboratively through teaching teams and with PLL, STIE, Guidance, etc...
- Establish a Sharing practice program to enhance consistent approaches to differentiation - a comprehensive and systematic approach to the observation, feedback and coaching of staff.
- Peer-collaboration around moderation both inter-class and intra-class to develop consistent understanding
- Staff Professional Learning around strategies to enhance/support top end differentiation
- Teachers to teach students to reflect on their learning more explicitly and in relation to LI & SC



## Success Markers:

By the end of 2019, 80% of Prep students, 90% of Year 1 and 2 will achieve at BCE expected targets using PM Benchmarking. By the end of 2019 80% of year 3 students, 70% of year 4 students, 85% of year 5 and year 6 students will score a stanine of 5 or above on PATR in October. By the end of 2019 During Learning Walks and Talks the following will be evident:-

1. Engagement with Learning Intentions and Success Criteria drawn from ACARA. 2. Differentiated learning that responds to student data. 3. Use of GRR and Whole-Part- Whole 4. Students who readily discuss their learning and know how to progress and utilise feedback. 5. Staff working collaboratively. 6. Collection and use of formative data.

### Capability Building Required:

1. Use of the 4 Cs model to support collaboration. 2. Develop consistent and effective use of Learning Intentions, Success Criteria and Feedback. 3. Teachers understand and utilize the 'Writing Traits' to improve student writing. (PLL + Peer Modelling)

Activities	When	Who
Provision of collaborative planning time for year teams with PLL and other support staff.	Term 4	all teaching staff
Professional learning related to the 4Cs model.	Term 1	All Staff and BCE Support staff.
PLL modelling - Peer modelling - Peer observations. Coaching. and feedback	Term 4	As required
Leadership Team to establish expectations and processes around data collection, recording and use. (Data for R & R, use of data to plan, uploading of data by due dates.)	Term 2	Leadership Team
Grammar and Spelling in context - David Hornsby	Term 1	all teaching staff
Application and implementation of the 4Cs in daily practices.	Term 4	All staff

<i>Goal 4</i>	By the end of 2019, differentiated needs of all students are addressed.
<i>Related to</i>	Other areas

Related to strategic plan objective/s:

- The school prioritizes differentiated student learning and this is a feature of every teacher's practice.

Related to strategic plan strategy/s

- Audit existing adjustment processes (i.e. acceleration, learning support), protocols and programs and the location of records
- Discern evidence-based best practices around differentiation, especially personal learning plans.
- Enhance staff awareness of full range of students in their classes and in particular high achieving students collaboratively through teaching teams and with PLL, STIE, Guidance, etc...
- Establish a Sharing practice program to enhance consistent approaches to differentiation - a comprehensive and systematic approach to the observation, feedback and coaching of staff.
- Leaders model, evaluate and provide feedback on the delivery of differentiated curriculum for learners.
- Staff Professional Learning around strategies to enhance/support top end differentiation

Success Markers:

Differentiated needs are addressed in short-term planning cycles. Teachers are aware of and utilized the Levels of Teaching Response to address the needs of a diverse range of learners. Current adjustment processes are universally familiar to teachers and utilized for teaching and reporting. Relevant student data is stored and shared via Engage. Teachers and students use feedback to inform learning and to develop learning goals.

Capability Building Required:

Familiarization of the Levels of Teaching Response model. Enhancement of teaching strategies that enable differentiation - Sharing Practice Program. Professional learning for all teaching on the use of Engage.

Activities	When	Who
Revisit the Levels of Teaching Response Model and utilize support personnel to plan and implement intervention.	Term 4	All staff
Provide regular, timetabled time for Review and Response.	Term 4	Teachers, Specialists
Provide in class support for teachers and students to utilize feedback to set, monitor and adjust learning goals.	Term 4	PLL, Literacy Support Teachers
Provide additional in class support by experienced teachers to support quality first teaching responses.	Term 4	Leadership Team
Develop procedures and protocols around the Review and Response process.	Term 1	Teachers + Leadership Team



Building a sustainable future

*Goal 1*

By the end of 2019, teachers will know, understand and utilize the Essential Microskills of Teaching

*Related to*

Other areas

Related to strategic plan objective/s:

- Teachers individually and collectively will have the ability, skill and knowledge to confidently perform their role to a standard that fosters high levels of student engagement and progress.

Related to strategic plan strategy/s

- Familiarize teachers with the Essential Microskills of Teaching and provide support for their implementation.

Success Markers:

Increased engagement and fewer examples of off task behaviour being recorded by teachers. Teachers' self and collect efficacy will be enhanced.

Capability Building Required:

Familiarization with the Essential Microskills of Teaching.

Activities	When	Who
Professional learning on EMoT	Term 1	All Teaching Staff, Support Teachers and Leadership
EMoT Committee members model and support the adoption and implementation of EMoT.	Term 4	All Teaching Staff, Support Teachers and Leadership.

*Goal 2*                      90% or more of the students will attend school for 90% or more of the time.

*Related to*                      Other areas

Related to strategic plan objective/s:

- Deliberate and strategic partnerships have strengthened the school's ability to communicate effectively and to enhance the learning opportunities provided for students across the school community.

Related to strategic plan strategy/s

- Identify lines of communication that the school wishes to maintain and enhance (internal & external to the school community)

Success Markers:

Improved attendance

Capability Building Required:

Tracking student attendance in order to identify unexplained absences.

Activities	When	Who
Implement processes such as SMIRC and SMILE to support students and their families where attendance is a concern.	Term 4	STIE, PB4L Team
Consistently educate parents on the importance of school attendance through school communication channels.	Term 4	Principal