

# Saint Mary's Primary School Ipswich

## DRAFT: 2023 ANNUAL IMPROVEMENT PLAN



### Vision

We strive to make Jesus real in the lives of our students, families and staff

### Mission

As a faith community, we strive to make Jesus real in the lives of our students, families and staff by living the gospel values in our daily work.

As an educational community, we recognise that each child is created in the image of God. We are committed to supporting and motivating all students to achieve their full potential.

As a professional community of educators, we are committed to ensuring every child develops the knowledge, skills and values necessary to actively engage in the world of the future.

### Values

Welcoming  
*Matt 25:40*

Thankful  
*Thes 5:18*

Saying Sorry  
*Prov 17:9*

Encouraging  
*Phil 4:13*

Inclusive  
*Rom2:11*

Strategic priority	Goal <sup>1</sup> : Goals that inspire and set your school's direction <i>"Where do we need to go?"</i>	Targets: Measurable targets to track progress towards your school's objectives <i>"How do we know we are getting there?"</i>	Actions: Actions required to drive progress of key results <i>"What will we do to get there?"</i>	Timeline: <i>"When do we want to get there by?"</i>	Responsibilities & Accountabilities: <i>"Who is responsible for ensuring it happens?"</i>
<b>CATHOLIC IDENTITY</b>  (Understand how WESTIE underpins all our work)	<b>C I 1. By the end of 2023, all staff will be able to confidently articulate the school new Motto and the 160 year St Mary's story.</b>  <b>C I 2. By the end of 2023, staff can articulate the links of the Biblical story that align with our WESTIE Values</b>	C I 1. All classes will be fundamental in the illustration of a 'St Mary's Story' for the 160 Anniversary.  C I 2. All staff to have explicit unpacking and awareness of the Biblical quotes that outline the values	C I 1. The 'St Mary's Story' book is ready for students to illustrate.  C I 1. The 'St Mary's Story' is printed and displayed on the sacred space of each room.  C I 2 Staff meeting time to elaborate on the Biblical quotes.	C I 1. Term 1  C I 1. Term 2  C I 2 Term 4	APRE and Catholic Identity team in collaboration with the leadership team

	<b>C I 3. By the end of 2023, Teachers will be able to confidently lead the class to attend their parish mass</b>	C I 3 Gradual release of responsibility for teachers to attend mass without the APRE	C I 3. APRE to build capacity with the teachers so they can confidently run rostered weekday masses	C I 3. 25% term 1 75% term 3, 100% by term 4	
<b>LEARNING AND TEACHING</b>  (Move our median data to be higher than like schools and BCE standards)	<b>LT 1. By the end of 2023 teachers have a deep knowledge of Australian Curriculum and the associated achievement standards</b>	LT 1.1 Through professional dialogue, teachers are engaged in focused and effective planning and can clearly articulate the rationale for all planning decisions.  LT 1.2 The new progressions of learning for Literacy and Numeracy are connected and prioritized for each year level  LT 1.3 Learning intentions and success criteria are evident and aligned to the Australian Curriculum	LT 1.1 Professional Development to be designated to deepen the knowledge of the Australian Curriculum (with particular focus on Literacy and Numeracy)  LT 1.2 Develop teachers' knowledge and use of the progression of learning, in Literacy and Numeracy, to design Impact Cycles that are responsive to student need and variability  LT 1.3 LISC is evident in all classrooms for explicit teaching lessons, linking the curriculum and student data	LT 1. Ongoing	All members of the leadership team make clear and explicit connections between professional learning the impact on student learning
(Implementing our agreed "signature high impact teaching practices")	<b>LT 2. By the end of 2023 learning outcomes are improved in English and Mathematics for all students by use of 5 week Impact Cycles.</b>	LT 2.1 Ensure a positive improvement trajectory in student performance (across multiple data sources: NAPLAN, PAT, Essential Assessment)	LT 2.1/2.2 Teachers will have the agreed environment and pedagogy in place according to the "SMP signature high impact teaching strategies"	LT 2. By NAPLAN 2024 (March) there is an overall improvement in St. Mary's Scale scores of:	LT 2. All classroom teachers under the guidance of Primary Learning Leader and the leadership team.

		LT 2.2 To meet or exceed in NAPLAN the BCE scale score levels in Literacy and Numeracy	<p>LT 2.1/2.2 Further assist teachers to use assessment data to track the impact of their teaching practice and to inform the use of specific strategies on student learning growth</p> <p>LT 2.1/2.2 Use assessment data to identify points of need, to set targets for all students and to inform and evaluate impact cycles</p> <p>LT 2.1/2.2 Effective use of PAT-R Adaptive and PAT-M Adaptive as a means of monitoring student growth</p>	<p><b>Year 3</b></p> <p>Reading-expected growth plus 15.04</p> <p>Writing-expected growth plus 15.73</p> <p>Spelling-expected growth plus 24.23</p> <p>G&amp;P-expected growth plus 23.61</p> <p>Numeracy-expected growth plus 17.48</p> <p><b>Year 5</b></p> <p>Reading-expected growth plus 13.54</p> <p>Writing-expected growth plus 15.27</p> <p>Spelling-expected growth plus 21.86</p> <p>G&amp;P-expected growth plus 21.21</p> <p>Numeracy-expected growth plus 8.74</p> <p>(For general purpose, 1 scale point is equivalent to 1 week)</p>	
<p><b>WELLBEING</b></p> <p><b>(Improve Classroom management Strategies and consistencies across all classrooms)</b></p>	<p><b>W 1. By the end of 2023, student Social Awareness and Social Management will be improved so that we will see a reduction in</b></p>	<p>W 1.1 Personal and Social Capabilities in V9 of the Australian Curriculum will be explicitly addressed in PL so that all staff are aware of and are teaching the four</p>	<p>W 1.1 Teachers use and regularly teach the language and strategies of Making Jesus Real (WESTIE Values) and make links to the Australian Curriculum</p>	<p>W 1.1-2 Engage data will reflect improved social awareness and social management.</p>	<p>APA to lead PB4L induction for new staff and refresher training for all staff in January 2023. All staff will revisit the school SBSP and Staff PB4L Expectations</p>



<p><b>OUR PEOPLE</b></p> <p>(Consistently using data to monitor student growth)</p> <p>(Integrate technology)</p>	<p><b>OP 1. By the end of 2023, teachers and students will have an improved capacity to analyse data to improve learning outcomes</b></p> <p><b>OP2. By the end of 2023 the school 1:1 program is implemented</b></p>	<p>OP 1.1 Student learning data in Ess, Assessment, and monitoring tools will be discussed at regular Year Team meetings in PPC time.</p> <p>Focus data analysis areas:</p> <ul style="list-style-type: none"> <li>• A-E report variance over time for individuals</li> <li>• A-E cross LA variance</li> <li>• PB4L and Engage data</li> <li>• Moving middle and upper student data - set new benchmark 10% above average (EA, PAT, NAPLAN)</li> </ul> <p>OP 2.1 All Yr 4 -6 Teachers and student use the 1:1 device as tool to integrate learning.</p>	<p>OP 1.1 Provide professional learning and workshops for teachers to improve their capacity to utilize Essential Assessment and Seesaw.</p> <p>Explicitly teach students how to record their thinking and understanding using Seesaw.</p> <p>Regular meetings to analysis behaviour data and report to staff on a monthly basis.</p> <p>OP 2.1 All Yr 4 – 6 staff and students implement the 1:1 device program with agreed practices in:</p> <ul style="list-style-type: none"> <li>• Use in Learning Areas</li> <li>• Homework</li> <li>• Software platforms</li> <li>• Communication</li> </ul>	<p>OP 1.1 Year level impact cycles to be discussed at Wk 5 and 10 of each term</p> <p>Teachers will use data to identify student learning needs – Ess Assessment, PAT, SRS, NAPLAN, +</p> <p>Planning and NCCD data will reflect the teachers’ use of data to create engaging and differentiated curriculum.</p> <p>Teachers will use the behaviour data to modify as required.</p> <p>Ongoing in 2023</p>	<p>PLL to guide focus session and monitor implementation with support form the Technology Teacher and Leadership Team</p>
<p><b>DIVERSITY AND INCLUSION</b></p> <p>(All students getting what they need to grow their own learning)</p>	<p><b>D&amp;I 1. By the end of 2023, all teachers will use support staff on a weekly basis to progress every child’s learning – Timetable restructure, 5 week Impact Cycles,</b></p>	<p>D&amp;I 1. Weekly provision for teaching staff to meet with ST-IE and other professionals to plan for and monitor EAP’s.</p> <p>D&amp;I 1. Use of SMILE &amp; SMIRC programs to support</p>	<p>D&amp;I 1. Teachers will provide differentiated learning that meets the needs of all students.</p> <p>D&amp;I 1. All students will make progress in their learning.</p>	<p>Timeline</p>	<p>STIE, Leadership team, classroom teachers and all staff.</p>

	collaboration with STIE, PLL, LET	students with additional needs.  D&I 1. Employment of a teacher on Tuesdays to make it possible for teachers to meet with others professional to discuss the needs of students.	D&I 1. Weaknesses and gaps in the curriculum will be identified and remedied.		
<b>ORGANISATIONAL EFFECTIVENESS</b> <b>(Stewardship and Efficiency)</b>	<b>OE 1.1 By the end of 2023 the school will have a master and maintenance plan detailing projects with buildings and grounds</b>	OI 1.1 Principal to engage Architect consultants and BCE facilities officer on planning of documents.	OI 1.1 Leadership Team to consult further with staf and broader community to finalise plan	Timelines will be established in the plan, with sequential projects undertaken on a yearly basis	Principal with the Leadership Team

1. Use the data available to your school (i.e. HealthCheck, NSIT Review) to identify gaps in school performance and inform objectives aligned to strategic priorities.
2. Within the Targets column, set targets against the data available within your school's HealthCheck, if applicable.



## EXPLICIT IMPROVEMENT AGENDA 2023

Diagnosis / Evaluation	Intervention & Implementation			Diagnosis	Evaluation
Where are we now? (Evidence based)	How are we going to get there?			Where do we aspire to be? <b>THE GOAL</b> (Specific, Measurable, Time-lined)	Evidence of aspiration / goal achievement
	What (Fidelity)	When (Dosage/Adaptation)	Who (Quality)		
<p>Classrooms: Inconsistent high yield strategies use in classrooms Inconsistent environmental print and furniture</p> <p>Data: Inconsistent use of data across classes and across whole school- often seen as compliance</p>	<p>All Prep to Yr 2 teacher will be trained in "Sounds Write" theory and practice.</p> <p>All Yr 3 to 6 teachers will take part in peer led "Sounds Write" training</p> <p>All staff will apply the school wide English Scope and Sequence</p> <p>All staff will apply the school wide agreed high yield strategies</p> <p>All staff have knowledge of what resources are available</p>	<p>Training will have already occurred in 2022 Monitoring by LET and LT termly</p> <p>Training will occur in the January PD days Monitoring by LET and LT termly</p> <p>Training will occur in the January PD days Monitoring by LET and LT termly</p> <p>Data information sessions built into every planning session</p>	<p>Teacher application of theory and practice will be enhanced by collaboration with LET and LT through:</p> <ul style="list-style-type: none"> <li>classroom visits and feedback</li> <li>termly planning meetings</li> <li>weekly year level planning meeting</li> </ul> <p>Primary Learning Leader to monitor and report to LT and classroom teachers</p>	<p><b>By the end of 2023, all Prep to Yr 2 teachers will have implemented a school wide approach to teaching of phonics, spelling and writing.</b></p> <p><b>By the end of 2023, all Prep to Year 6 students will have shown more than one year of expected growth</b></p>	<p>Classrooms: 100% teachers will have the agreed environment and pedagogy in place according to the "SMP signature high impact teaching strategies"</p> <p>Data: 12+ months improvement in the key areas of Reading Comprehension and Place Value evidenced through:</p>

	to them and how to use them to inform teaching.	Essential Assessment "General All" testing in Numeracy and Literacy a non-negotiable at start, middle and end of year  PAT-R adaptive and PAT-M adaptive used to assist in triangulation of data (Mid and end of year)			<ul style="list-style-type: none"><li>• Essential Assessment</li><li>• PAT adaptive testing</li></ul>
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