

Key Improvement Goal 1

*What do you want to achieve?
What change do you want to see?*

Catholic Identity and Faith Formation: To deepen understanding of the curriculum for the staff and invite students to encounter Christ and participate in the life and mission of the Catholic Church.

Targets	Strategies	Evidence Of Success	Budget / Resources
<i>What are the specific, measurable targets you want to meet?</i>	<i>What specific strategies will be used to achieve Improvement Goal 1? (consider students, staff, parents, CE staff) Who are the key personnel?</i>	<i>What types of data will be collected as evidence?</i>	<i>What are the budget and /or staffing implications? Are there specific resources you may need to access?</i>
<p>By the end of 2019, Year 6 students will have the opportunity to engage in Youth Ministry through CSYMI.</p> <p>The school will provide opportunities for the staff to be involved in professional development related to the new RE curriculum as well as support for the guided implementation of units.</p> <p>Classroom teachers will provide students with the opportunity to engage in conceptual inquiry units within the new RE curriculum.</p>	<p>Participate in 'Journey with Jesus Retreat' run by the CSYMI, our Youth Minister Theresa Corson and REC Susan Chant. From this, students can nominate to be a part of St Jude's Youth Ministry.</p> <p>REC to facilitate 1-2 staff meetings per term, guiding staff through the phases of the new RE curriculum.</p> <p>Classroom teachers are guided and supported through Brisbane Learning Bytes and given time and opportunity to plan conceptual inquiry units in Religious Education.</p>	<p>Success of the retreat day will be assessed. One criteria will be the number of students involved in the retreat day going on to join the Youth Ministry.</p> <p>Discussion, reflection, discernment with Nathan Galea, Theresa Corson and REC.</p> <p>Reflecting and assessing on the objectives of the ISP at the end of 2019 in consultation with the Principal, REC, Theresa and Nathan.</p> <p>Assessing whether the staff have implemented any of the recommendations / are practising it in their classrooms and whole school setting.</p> <p>Are the teachers writing the units and teaching them?</p> <p>Program chats with grade level teachers to discuss what is working with the units and what they need assistance with.</p>	<p>Retreat day catering</p> <p>Youth minister salary split three ways: archdiocese, parish and school</p>

At the end of each term Targets will be discussed with the Performance & Improvement Leader and progress monitored using the traffic light system.
Eg. Red – Not yet begun, Amber – Underway, Green – Achieved

Key Improvement Goal 2

*What do you want to achieve?
What change do you want to see?*

To raise the quality of student writing throughout the school by implementing the writing traits. We aim to upskill all teachers so they are more aware of where their students are in their learning and to closely monitor student progress with a particular focus on writing.

Targets	Strategies	Evidence Of Success	Budget / Resources
<i>What are the specific, measurable targets you want to meet?</i>	<i>What specific strategies will be used to achieve Improvement Goal 1? (consider students, staff, parents, CE staff) Who are the key personnel?</i>	<i>What types of data will be collected as evidence?</i>	<i>What are the budget and /or staffing implications? Are there specific resources you may need to access?</i>
<p>We want to equip our teachers with multiple ideas and strategies for teaching and assessing, all from within the Writing Traits Continuum and exposure to the Learning Progressions (Sub element-Creating Texts Descriptions). This will allow our teachers to unpack each of the stages, linking them to specific writing skills and strategies.</p> <p>We want to develop teachers' confidence to offer feedback to their students. We aim to develop teacher's skills in working through the writing process with a revamp on ways to publish and assess students' needs through differentiation.</p> <p>We want to move our students along the continuum of learning by providing effective feedback and feed forward (every student to display one year's worth of growth).</p>	<p>All teaching staff to participate in the Writing Professional Learning courses. These include: Writing Fundamentals presented over 90 minutes: we will cover elements of the workshop model, writing process and how these relate to the traits of great writing. Also included are conferencing and record-keeping. There will be choice for teachers in choosing focus area, setting goals, setting clear expectations. The main topics covered are;</p> <ol style="list-style-type: none"> 1) Conferencing: All About Writers Course (TQI accredited) presented over 2 x 90 minute sessions. Includes setting a climate for conferencing, the interaction of conferencing, fluency and stamina, the predictable routine and structure of the conference, roles within the conference, language of transferable skills. 2) Publishing: incorporate the writing process and how it develops from K-6. Focus on expanding the notion of publishing to include oral, digital and other media. 3) Incorporate time for teachers to set goals and next steps within each, identify any next steps. 4) Discussion around Baseline Interim Assessments using the writing traits continuum as well as listing on Learning Progressions - literacy. <p>Teachers need to examine student data, and then, informed by data teachers move to the curriculum to plan.</p>	<p>Writing trait continuum and Learning Progressions tracking of students writing</p> <p>Staff confidence and understanding (survey)</p> <p>Publishing samples throughout the school collected</p> <p>Parent discussions about writing at our school</p> <p>Discussions with students about writing and extra support provided by Catherine Nash</p> <p>Students writing goals and stamina taken into consideration</p>	<p>Lucy Calkins Writing Pathways</p> <p>The Writing Thief copies for all staff</p> <p>Consultant Catherine Nash</p> <p>Allocation of 4 staff meetings and the possibility of withdrawing staff to work in grade levels with Catherine (relief required)</p> <p>Formative assessment and data collected during conferences inform whole-class instructional decisions (literacy planner and programs).</p>

At the end of each term Targets will be discussed with the Performance & Improvement Leader and progress monitored using the traffic light system.
Eg. Red – Not yet begun, Amber – Underway, Green – Achieved

Key Improvement Goal 3

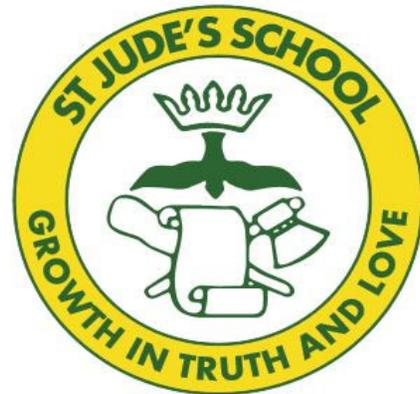
*What do you want to achieve?
What change do you want to see?*

To improve our understanding of the general capabilities in the Australian Curriculum so that we can better support the individual learning needs of our students. This deeper knowledge will allow for us to understand where our students are in their learning, identify starting points for their learning and monitor student progress more closely.

Targets	Strategies	Evidence Of Success	Budget / Resources
<i>What are the specific, measurable targets you want to meet?</i>	<i>What specific strategies will be used to achieve Improvement Goal 1? (consider students, staff, parents, CE staff) Who are the key personnel?</i>	<i>What types of data will be collected as evidence?</i>	<i>What are the budget and /or staffing implications? Are there specific resources you may need to access?</i>
<p>Through the general capabilities we aim to further develop intercultural understanding of our students as they learn to value their own cultures, languages and beliefs, and those of others. We will further examine the new elaborations to help teachers to incorporate the Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority in the Australian Curriculum.</p> <p>Through the general capabilities we will examine ways students become literate as they develop the knowledge, skills and dispositions to interpret and use language confidently for learning and communicating in and out of school. We will further examine the Learning Progressions (outlined in Goal 2) as an additional way to improve student's knowledge, skills and dispositions.</p> <p>To develop ways to better measure and monitor skills in the classroom through a combination of curriculum-orientated assessment tools such as: Learning Progressions, professional development, equipping teachers to integrate teaching and assessing of general capabilities into their classroom.</p> <p>More knowledge in this area will allow us to understand where our students are in their learning and to establish clearer starting points for teaching. Additionally we will be able to more closely monitor the progress of our students and continually adjust our teaching in response to student progress.</p>	<p>Staff professional development opportunities to expand knowledge of the Cultural Competency program including:</p> <ul style="list-style-type: none"> Aboriginality Being culturally competent Cultural tokenism Aboriginal social behaviour Stolen generation and generational trauma Learning styles <p>Professional development on Learning Progressions to ensure that literacy and numeracy is taught explicitly at our school (expanded in Goal 2) and that the literacy and numeracy needs of all students can be addressed.</p> <p>Kerry O'Callaghan (meetings and staff meetings).</p> <p>Meeting and communication with Colleen Caddy for further information on the Learning Progressions.</p> <p>Assessment needs to be upfront and central to our instructional decision-making process.</p>	<p>Aboriginal Education Schools Check List</p> <p>Information from PAT M and PAT R as a clear starting point for learning in Numeracy and Literacy</p> <p>Teacher program and evidence on general capabilities highlighted throughout</p> <p>Kindergarten assessment using the Learning Progressions focus on Creating Texts and Quantifying Numbers</p> <p>School assessment schedule packs as a starting point for student learning</p> <p>Assessment book as record of grade level achievement</p> <p>Writing samples collected and moderated to ensure growth</p>	<p>Catherine Nash Consultant-</p> <p>The Writing Thief (copy for staff)</p> <p>Aboriginal and Torres Strait Grant Funding to support activities being held during NAIDOC Week 2019</p> <p>Relevant professional development opportunities for staff to attend</p> <p>Archdiocesan assessment schedule – particularly Pat R and Pat M</p>

At the end of each term Targets will be discussed with the Performance & Improvement Leader and progress monitored using the traffic light system.
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ANNUAL IMPROVEMENT PLAN 2019



St Jude's Primary School, HOLDER

Annual Improvement Plan

2019

School Context:

St Jude's Primary School is a Catholic systemic co-educational school located in Holder. The school caters for students in Preschool - Year 6, and has an enrolment of 66 students in the Preschool and 404 in the Kindergarten - Year 6 part of the school. Students attending Kindergarten-Year 6 come from a variety of backgrounds and nationalities consisting of one hundred and sixty seven male and two hundred and eight female students; four Indigenous students; and eight with a Language Background other than English (LBOTE). The school employs thirty one staff comprising twenty three teachers and eight non-teaching staff, the latter being employed in a variety of capacities including: cleaner; front office staff; learning support assistant; canteen manager. No staff identify as Indigenous. There is a strong sense of community at St Jude's with a high level of support and involvement from parents and friends. Parents support teachers and families through classroom contacts, classroom helpers, care meals, working bees, school sporting events and fundraising. Our staff is committed to adding value in co-curricular activities, such as: chess club; senior students organising activities for the younger students; Student Representative Council; Sustainable Schools group and debating. We are especially pleased with how we support students with learning needs. Our Butterfly Room program is acknowledged as being of the highest quality. The staff, students and parents are delighted with the success experienced in this key area within the school. Equally, Butterfly Room programs cater for the more able students as well through: Maths extension groups for Years 2-6 and thinking skills groups providing enrichment activities for Years 1-6. There is an enormous amount of pride evident amongst former and present parents, staff and students. The continuing promotion of St Jude's Gems (our values in action) supports inclusion and acceptance and is noticed by many in our daily operation.

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*.