

St Joseph's School, GAYNDAH

Annual Improvement Plan (2019)



Strong Catholic identity

Goal 1 By the end of 2019, the school has successfully celebrated its centenary

Related to Other areas

Related to strategic plan objective/s:

- The school community shares a deep understanding of a recontextualised Catholic world view

Related to strategic plan strategy/s

- Symbols of Catholic identity created or purchased and visible in classrooms and school environment.

Success Markers:

Positive community engagement in celebration Students understand Catholic tradition of the school

Capability Building Required:

Benedictine charism Good Samaritan story My story, Our Story, The Story

Activities	When	Who
Centenary celebration	Term 3	All

Goal 2 By the end of 2019, all staff have engaged in targeted professional learning and are using Catholic Identity thumbprint when planning.

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:

- Religious Education is planned, taught and assessed with rigour and integrated with other learning areas where possible.

Related to strategic plan strategy/s

- Engage Education Officer Religious Education to provide professional learning for all and induction for new staff
- Professional learning to deepen theological understanding and its application in a diverse religious and cultural community

Success Markers:

Deepen staff knowledge and understanding of RSE in Catholic context.

Conceptual framework element	Activities	When	Who	Resources
D. Parents and carers	Parent information around survey data and strategic planning	Term 2	Principal/APRE	IMARE team
B. Staff RSE formation and professional development	Engage EORE to provide professional learning	Term 2	Teachers	EORE
A. Leading school-wide RSE	Catholic Identity team attend Story Fire	Term 3	CI team	IMARE

Excellent learning and teaching

<i>Goal 1</i>	By the end of 2019, with an embedded use of the writing assessment tool, 80% of Years 3 – 6 will achieve the BCE Benchmark Targets for Writing.
<i>Related to Learning Growth Challenge</i>	Learning Growth Writing
<i>Classes</i>	3, 4, 5, 6

Related to strategic plan objective/s:

- Each learner achieves their learning goals through effectively embedded literacy and numeracy strategies.

Related to strategic plan strategy/s

- Collaborative conversations and planning with PLL to develop clear Learning Intentions and Success Criteria.
- Provide professional learning to build teacher capacity in teaching phonics in context, PM Benchmark and writing analysis.

Success Markers:

Regular use of monitoring tool data when planning to move all students forward and improved attendance data

Capability Building Required:

Building teacher capacity in understanding writing analysis tool and how to use data when planning. Use of exemplars and anchor charts - linked to Success Criteria

Activities	When	Who
Engage with Literacy pop-ups	Term 1	3-6 teachers
Engage with EO Curriculum to further depth knowledge and understanding of use of data from the tool	Term 2	3-6 teachers, PLL

<i>Goal 2</i>	By the end of 2019, with a school-wide use of the embedded, consistent and targeted use of
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Effective & Expected Practices, 85% of P-2 students will achieve the BCE Benchmark Targets for Reading.

Related to Learning Growth Challenge Classes Learning Growth
Reading & Writing
Prep, 1, 2

Related to strategic plan objective/s:

- Each learner achieves their learning goals through effectively embedded literacy and numeracy strategies.

Related to strategic plan strategy/s

- Collaborative conversations and planning with PLL to develop clear Learning Intentions and Success Criteria.
- Provide professional learning to build teacher capacity in teaching phonics in context, PM Benchmark and writing analysis.

Success Markers:

Regular, on-going PM Benchmarking is embedded as part of normal teaching practice. Concepts of Print and SLK as above.

Capability Building Required:

New teaching staff in Early Years in 2019 so continued professional learning will be needed to ensure consistency and to build teacher capacity in teaching reading.

Activities	When	Who
Professional Learning on Pupil Free Day in Jan	Term 1	Teachers
Engage with teacher mindframes and strategies that maximise impact	Term 2	Principal/AP RE/teachers
Engage with EO ECT to build capacity of graduate teacher with companion	Term 4	Yr 2/3 Teacher

Goal 3 By the end of 2019, teachers are providing regular and timely feedback to students to progress learning.

Related to Learning Growth

Learning Growth Challenge Reading & Writing

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

Related to strategic plan objective/s:

- High expectations for engagement, progress, achievement and well-being for each learners is clearly communicated and underpins all decision-making across the school.

Related to strategic plan strategy/s

- Engage Education Officer Curriculum to provide professional learning around Effective and Expected practices from Model of Pedagogy.
- Explicit expectations with curriculum planning with follow up from leadership team.

Success Markers:

Students can articulate their learning goals and can discuss ways to improve.

Capability Building Required:

Build teacher capacity through professional development around how to give and receive feedback to move learning forward.

Activities	When	Who
Professional Learning with EO Curriculum on Success Criteria	Term 2	EO Curriculum/Teachers
Professional Learning on feedback - what it is and what it isn't	Term 1	Teachers/AP RE/PLL/Principal
Professional Learning on feedback - modelling/ different ways/	Term 2	Teachers/AP RE/PLL/Principal

Professional Learning - teachers giving each other feedback	Term 3	Teachers/AP RE/PLL/Principal
Professional Learning - reflection on Learning Walks & Talks and student feedback	Term 4	Principal/AP RE