

# St Mary's Primary Beaudesert

## 2024 ANNUAL IMPROVEMENT PLAN



### Vision

To inspire future generations to lead hope filled lives of influences as witnesses to the Good News of Jesus Christ.

### Mission

The community of St Mary's, inspired by the Mercy tradition, believes in an education that nurtures a child's academic and personal growth. We are a welcoming community that encourages service to others through living the gospel values of Jesus. 'We Belong, Grow and Serve in Christ'

### Values

#### EXCELLENCE:

Inspired by our Catholic tradition and Mercy formation, we strive to be our best selves.

#### INTEGRITY:

As witnesses to the Good News, we are called to love one another in the image of God.

#### JUSTICE:

As people of faith, we foster respectful relationships, advocating and empathising with those at the margins.

#### HOPE:

Empowered by the spirit, we embrace the future with confidence and hope.

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>	<p>Our goal for each term is to develop a set of engaging learning sequences for a core scripture.</p> <p>Our goal for each term is to create assessment tasks that align with the Achievement Standard and provide opportunities for all students to demonstrate their understanding, knowledge, and skills.</p>	<p>100% of teachers planning assessment tasks at the beginning of planning cycle</p> <p>100% of teachers plan a learning sequence using core scripture.</p> <p>Rubrics that are in alignment with the achievement standard</p>	<ul style="list-style-type: none"> <li>Create resource folders</li> <li>Provide PD – Using Scripture in the Classroom</li> <li>Year level teachers to meet with APRE twice a term to plan lesson sequences for Core Scripture</li> <li>2 Staff meetings to moderate assessment tasks</li> <li>Resources</li> </ul>	<p>Each Term –</p> <p>Teachers – identity core scriptures for each term by week 7 of the previous term.</p> <p>Week 4 - Moderation of design – assessment tasks and rubric</p> <p>Week 8 - Moderation of outcome</p>	<p>APRE</p> <p>Classroom teachers</p>
<b>Learning and teaching</b>	Please complete EIA (page 2)				
<b>Wellbeing</b>					
<b>Our people</b>					
<b>Diversity and inclusion</b>	<p>Our goal is to continue to educate our students, inform our staff and to strengthen our connections with community so that we meet our goals outlined in our Reconciliation Action Plan.</p>	<p><b>Specific Targets include–</b></p> <p>Include cross curricula priorities in planning</p> <p>Create an Acknowledgment of Country relevant to our local area and school</p> <p>Install Jingeri sign at the front of school.</p> <p>Compile a resource folder that includes resources that assist learning about the First Nations heritage in Beaudesert.</p>	<ul style="list-style-type: none"> <li>Resource folder to be made available to staff.</li> <li>PD – Hidden Histories</li> <li>RAP team to meet twice a term</li> <li>Meet with Mununjali</li> <li>Meet with Parent group once a term</li> </ul>	<p><b>Term 1</b> - Action 1, 2, 5, 6, 7, 9, 13, 17</p> <p><b>Term 2</b> -Action 3, 4, 8</p> <p><b>Term 3</b> - Action 14</p> <p><b>Term 4</b> - Action 15</p> <p><b>All Terms</b> –Action 10, 11,12, 16, 17</p>	<p>RAP Committee</p>

# Explicit Improvement Agenda

## St Mary's Catholic Primary School Beaudesert

### Organisational effectiveness

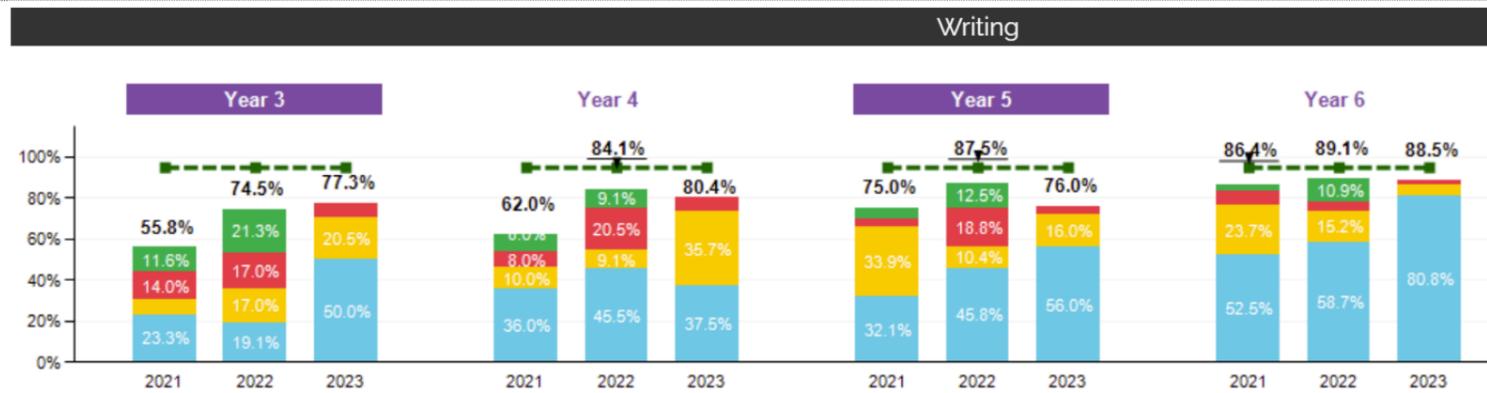
Goal: Improve levels of student writing achievement through consistent teacher pedagogy in teaching, assessing and moderating of writing.

**Success Criteria:** (Success Criteria identify 4 to 8 observable characteristics of the intended future state for the school once this EIA has been achieved – describing what success looks like)

- Teachers confidently use the English Curriculum v9.0 online for planning responsively
- All elements of the Gradual Release of Responsibility are evident in the teaching of writing
- Teachers engage in collaborative moderation processes for writing aligned with the curriculum
- Quality literature choices are evident in English planning
- Quality assessment is planned for and evidence of learning collected in line with the curriculum
- Teachers use feedback practices to move student writing forward

Actions	Targets	Timelines	Responsibilities & Accountabilities																																										
<p>What are the actions the school will implement to address the improvement focus?</p> <p>What will be the expected outcome/impact?</p>	<p>Specific improvements sought in student performance. (measurable student outcomes)</p> <p>What evidence or targets will be used to measure this impact which are rigorously actioned?</p>	<p>What is the expected timeframe for the improvement focus to have an impact?</p> <p>What milestones are anticipated?</p> <p>Is a phased approach (name the phases) needed for change to occur?</p>	<p>Who is responsible for this action?</p> <p>Who will need to be involved?</p> <p>How will we monitor against school targets to know we are on track to success?</p>																																										
<p>Teachers identify and understand the writing demands of the Achievement Standard in the Australian Curriculum V9 to be evidenced in English Planning documents.</p> <p>Teachers analyse student writing data to inform short-cycle English planning that has strong criteria-based assessment rubrics.</p> <p>Teachers engage in regular writing moderation in order to inform judgements.</p> <p>Teachers teach writing explicitly using BCE Model of Pedagogy and incorporating:</p> <ul style="list-style-type: none"> <li>• Student personal writing goals</li> </ul>	<p><b>English Writing Bands Data (Stacked Bar Chart)</b></p> <table border="1"> <thead> <tr> <th>Semester</th> <th>Band 1 (%)</th> <th>Band 2 (%)</th> <th>Band 3 (%)</th> <th>Band 4 (%)</th> <th>Band 5 (%)</th> </tr> </thead> <tbody> <tr> <td>2022 Sem. 1</td> <td>29.7%</td> <td>43.2%</td> <td>25.9%</td> <td>0.0%</td> <td>0.0%</td> </tr> <tr> <td>2022 Sem. 2</td> <td>20.8%</td> <td>48.0%</td> <td>29.7%</td> <td>0.0%</td> <td>0.0%</td> </tr> <tr> <td>2023 Sem. 1</td> <td>19.6%</td> <td>49.9%</td> <td>28.8%</td> <td>0.0%</td> <td>0.0%</td> </tr> </tbody> </table> <p><b>NAPLAN Writing Bands Data (Horizontal Bar Chart)</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Band 1 (%)</th> <th>Band 2 (%)</th> <th>Band 3 (%)</th> <th>Band 4 (%)</th> <th>Band 5 (%)</th> </tr> </thead> <tbody> <tr> <td>2023 Sem. 1</td> <td>6.8%</td> <td>29.5%</td> <td>63.6%</td> <td>0.0%</td> <td>0.0%</td> </tr> <tr> <td>2023 Sem. 2</td> <td>10.0%</td> <td>32.0%</td> <td>54.0%</td> <td>4.0%</td> <td>0.0%</td> </tr> </tbody> </table>	Semester	Band 1 (%)	Band 2 (%)	Band 3 (%)	Band 4 (%)	Band 5 (%)	2022 Sem. 1	29.7%	43.2%	25.9%	0.0%	0.0%	2022 Sem. 2	20.8%	48.0%	29.7%	0.0%	0.0%	2023 Sem. 1	19.6%	49.9%	28.8%	0.0%	0.0%	Year	Band 1 (%)	Band 2 (%)	Band 3 (%)	Band 4 (%)	Band 5 (%)	2023 Sem. 1	6.8%	29.5%	63.6%	0.0%	0.0%	2023 Sem. 2	10.0%	32.0%	54.0%	4.0%	0.0%	<p><b>Term 1</b></p> <p><b>Leadership team</b></p> <ul style="list-style-type: none"> <li>• Deliver PD at beginning of the year on English Achievement Standard V9 &amp; Reading &amp; Writing connection</li> <li>• Pilot <b>Writer's Notebook</b> for years 3,4 and 5</li> <li>• Student writing goals; Bump It Up Walls and <b>Anchor charts</b></li> <li>• Allocate planning time for moderation and writing rubric development</li> <li>• Analyse School-based Writing tool results</li> <li>• Participate in <b>Learning Walks and Talks</b> based on writing and looking for a specific shared belief in reading practice</li> <li>• Lead development of a Writing Statement/Shared Beliefs</li> <li>• Collaborative planning with year 3,4 and 5 teaching team once a term</li> </ul> <p><b>Teachers</b></p> <ul style="list-style-type: none"> <li>• Moderate writing in year-level cohorts</li> <li>• Develop rubrics for writing assessment</li> <li>• Analyse writing data in planning sessions</li> <li>• Use English achievement standard V9 in Term 1 English short-cycle planning cycles 1 and 2</li> </ul> <p><b>Term 2</b></p> <p><b>Leadership team</b></p> <ul style="list-style-type: none"> <li>• Allocate staff meeting time for moderation</li> <li>• Provide PD on writing goals &amp; 8 Aspects of Writing</li> <li>• Continue Learning Walks and Talks focused on writing</li> </ul> <p><b>Teachers</b></p> <ul style="list-style-type: none"> <li>• Moderation of writing in year-level cohorts and vertical groups</li> </ul>	
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- Writing Notebook (2-6)
- Draw, Write and Talk (P-1)
- Bump It Up Processes and Anchor Charts



- Develop rubrics for writing assessment
- Analyse writing data in planning sessions
- Use Bump It Walls and Anchor charts
- Year 2, 6 - Explore using Writing Notebook
- Class teachers peer observations and feedback on writing pedagogy on voluntary basis

Participate in Learning Walk and Talks with Leadership team member using Tag-in-tag-out procedure.

### Terms 3 and 4

See the revised plan as attached for scope of work across Terms 3 and 4 in 2023.

### Leadership Team:

- Embed LWTS in response to professional learning
- Continue to support and monitor the implementation of the Writer's Notebook
- Analyse the Sem I SRS data and communicate the targets for Sem 2 in English.
- Allocate time for professional learning, and planning in response
- Book an author visit for the promotion of reading and writing
- Run the St Mary's Big Write Competition
- Pilot Draw, Write and Talk – Years P,-1;

### Teachers

- Participate and action professional learning, sharing practice and an artefact at the end of each term
- Develop deep understanding of the Australian Curriculum English v9.0 and confidence in using the online platform
- Engage in moderation processes

Action writing practices which demonstrate an understanding of the Gradual Release through Modelled, Shared, Guided and Independent Writing. Shared and Guided as a focus.

### Resources & partnerships

Ilearn Write Up! Modules – check if available in 2024

### Supporting a literacy improvement agenda

Planning days -Principal, PLL, APRE, year level teachers

*What targeted resources structures or other support is needed to enable this explicit improvement agenda?*

*What strategic partnerships are in place to enhance student achievement?*

*How will this explicit improvement agenda be communicated to staff, parents and the wider community?*