



Annual action plan- Millmerran

Year: 2021




School/College: St Joseph's School Millmerran

Teaching and learning

Exemplary teaching practice leads to continuous improvement in student learning outcomes

<p>Strategic intent A Mathematical Mindset culture will be evident in every classroom for all learners.</p>	<p>Target (built on base line data) By the end of 2021, all learners will represent themselves in student perception data within neutral or above on the student voice indicator (annotated diagram) for maths learning.</p>	<p>Key improvement strategies -Establishing a common language through the Mathematical Mindset poster. -Introducing a Week of Inspirational Maths in Term 1 and Term 3. -Leveraging open ended tasks and Mathematical Mindset dispositions through each unit.</p>	<p>Resources</p> <ul style="list-style-type: none"> • <i>Mathematics EO</i> • <i>Inspire Math Resources</i> • <i>Youcubed Resources</i> 	<p>STATUS</p> <p>● <input type="checkbox"/> Not Started ● <input type="checkbox"/> Started ● <input type="checkbox"/> Completed</p> <p>EVIDENCE</p>
<p>Strategic intent Teachers will have clarity of Australian Curriculum Mathematics and how this might look in practice with their learners.</p>	<p>Target (built on base line data) By the end of 2021, all designing of Mathematical learning will include a specific focus on the cognitive verb and the conceptual understanding within Australian Curriculum Mathematics</p>	<p>Key improvement strategies -Unpacking the Achievement Standard and aligning with the Content Descriptors. -Designing learning through hexagonal mapping and visualizing learning to determine collection of evidence.</p>	<p>Resources</p> <ul style="list-style-type: none"> • <i>Mathematics EO.</i> • <i>Inspire Math Resources</i> • <i>Youcubed Resource</i> • <i>Australian Curriculum</i> 	<p>STATUS</p> <p>● <input type="checkbox"/> Not Started ● <input type="checkbox"/> Started ● <input type="checkbox"/> Completed</p> <p>EVIDENCE</p>

	through a progression of learning.			
Strategic intent The learning of Mathematics will bring to fruition the aims and rationale of Australian Curriculum Mathematics.	Target (built on base line data) By the end of 2021, every classroom will display 21 st Century learning in Mathematics determined by a walk through tool.	Key improvement strategies -Implementing Number talks -Implementing Thinking Routines and a Culture of Thinking in Mathematics. -Using intentional questioning from Solo Taxonomy to deepen learning beyond surface.	Resources <ul style="list-style-type: none"> • <i>Mathematics EO</i> • <i>Inspire Math Resources</i> • <i>Youcubed Resource</i> • <i>Australian Curriculum</i> 	STATUS ● <input type="checkbox"/> Not Started ● <input type="checkbox"/> Started ● <input type="checkbox"/> Completed EVIDENCE
Strategic Intent Students will make a years progress in mathematical understanding determined through PATM.	Target By the end of 2021, 90% of students will display a years progress based on the mean scale score of PATM for their year level.	Key improvement strategies -Implementing the 'Wolfram process' to build conceptual understanding. -Familiarise learners with different question types through Number Talks to identify misconceptions and improve test taking behaviours. -Analyse PATM data deeply to determine misconceptions and identify improvement areas for test taking behaviours. -Improve the 'think alouds' and conferencing and feedback cycles with learners. -Improve comprehension of mathematical vocabulary.	Resources <ul style="list-style-type: none"> • <i>Mathematics EO</i> • <i>Inspire Math Resources</i> • <i>Youcubed Resource</i> • <i>Australian Curriculum</i> 	STATUS ● <input type="checkbox"/> Not Started ● <input type="checkbox"/> Started ● <input type="checkbox"/> Completed EVIDENCE

<p>Strategic Intent</p> <p>Continue to integrate high impact strategies and learner-centred approaches in every classroom in all curriculum areas.</p>	<p>Target</p> <p>Build on the work around Learning Intention and Success Criteria that occurred in 2019 & 2020. This is to be embedded throughout 2021 with focus on all KLAs having LI and SC established for each learning sequence.</p> <p>Utilise strategies from Lyn Sharratt and the 14 parameters.</p> <p>Continue building on Visible learning strategies that have been implemented.</p>	<p>Key improvement strategies</p> <ul style="list-style-type: none"> • Learning Intentions and Success Criteria will be evident in all KLAs • Teachers will use a consistent approach for teaching of reading using 4 resource model and QAR and RIS strategies. • PLC meetings conducted regularly reviewing data and goals • Regular walk-throughs (teachers to observe each other) and goal setting based on standardised test data, reading data, formative assessment data and 10 ESCM 	<p>Resources</p> <ul style="list-style-type: none"> • <i>Discretionary TRS to release teachers.</i> • <i>PD opportunities</i> • <i>Provision of resources to support VL and 14 parameters.</i> • <i>PD / development of VL and 14 parameters.</i> 	<p>STATUS</p> <p> <input type="checkbox"/> Not Started</p> <p> <input type="checkbox"/> Started</p> <p> <input type="checkbox"/> Completed</p> <p>EVIDENCE</p>




<p>Strategic Intent Build staff capabilities to gather and use evidence.</p>	<p>Target Target (<i>built on base line data</i>) Throughout 2021, teachers will be using student performance data as their first point of call in the Teaching and Learning cycle. Teachers will be utilising the digital dashboard to achieve this.</p>	<p>Key improvement strategies</p> <ul style="list-style-type: none"> • Teachers to engage in PD around data analysis and how to best use student data in their planning and teaching cycle. • Teachers and support staff trained on the digital dashboard / RIS dashboard and DLP reports. • Fortnightly SSPC meetings with LST with data review a driving factor. • Termly data wall review meetings, Termly action planning and action plan reviews. • Develop knowledge and skills in P4PL and ensure that processes are in place that make this a 'living' document (Fortnightly SSPC's etc) 	<p>Resources</p> <ul style="list-style-type: none"> • <i>LST and Classroom Teachers</i> • <i>RIS resources and PD</i> • <i>Additional release time for teachers and LST teachers</i> • <i>TCSO RIS coach, inclusion coach</i> 	<p>STATUS <input type="checkbox"/> Not Started <input type="checkbox"/> Started <input type="checkbox"/> Completed EVIDENCE</p>



Mission and identity

All students encounter Jesus Christ through the religious program and the religious life of the school

<p>Strategic intent Integrate high impact leadership capabilities and practices that nurture a distinctive and contemporary Catholic identity.</p>	<p>Target (built on base line data) By end of 2021, staff and students will have engaged in formation through PD and activities which enhances the religious life of the school. Start to embed these practices in 2021.</p>	<p>Key improvement strategies</p> <ul style="list-style-type: none"> Further understanding on St Mary of the Cross MacKillop and how her teachings influence and enhance the religious life of the school Staff PD to centre on analysing scriptural texts (as outlined in the new RE curriculum) APRE to unpack what a rigorous RE unit looks like as well as what the school can do to enhance the religious life of the school 	<p>Resources</p> <p>APRE <i>Mission & Identity</i></p> <p><i>Use of Religious Education text</i></p> <p><i>Educators Guide to Catholic Curriculum & Catholic Education texts</i></p> <p>RE curriculum</p>	<p>STATUS</p> <p><input type="checkbox"/> Not Started <input type="checkbox"/> Started <input type="checkbox"/> Completed</p> <p>EVIDENCE</p>
<p>Strategic intent Provide formation opportunities for students and staff that enhance the teaching of Religious Education and the religious life of the school.</p>	<p>Target (built on base line data) Linked with first Mission and Identity priority and building from the previous work through the ECSIP surveys, by the end of</p>	<p>Key improvement strategies</p> <ul style="list-style-type: none"> Unpacking of key messages from Catholic Identity and Catholic Curriculum text 	<p>Resources</p> <ul style="list-style-type: none"> APRE, Mission & Identity team Use of Religious Education text 	<p>STATUS</p> <p><input type="checkbox"/> Not Started <input type="checkbox"/> Started <input type="checkbox"/> Completed</p> <p>EVIDENCE</p>







	Term 3, staff will have developed a consistent language for CI within St Joseph's.	<ul style="list-style-type: none"> • Attention to the Catholic social teachings and religious life of the school and how they can be incorporated into the school – APRE to lead • Unpacking of CI, RLOS, RE from various literature • Attention to key strategies unpacked in ECSI survey by staff. 	<ul style="list-style-type: none"> • Educators Guide to Catholic Curriculum & Catholic Identity texts 	
<p>Strategic intent Ensure that high-yield strategies are being utilised in the teaching of RE and that assessment tasks are rigorous (as in other KLA's).</p>	<p>Target (built on base line data) RE assessment data is in line with the other KLA's in terms of spread of achievement levels (A-E)</p>	<p>Key improvement strategies</p> <ul style="list-style-type: none"> • Designing assessment tasks with teachers. • Moderating assessment tasks in RE. • Develop staff capacity to assess against the achievement standard. 	<p>Resources</p> <ul style="list-style-type: none"> • BBI tool to check assessment / grade data against other KLA's. • APRE • EO-Formation and Identity. • RE curriculum. 	<p>STATUS</p> <p> <input type="checkbox"/> Not Started  <input type="checkbox"/> Started  <input type="checkbox"/> Completed</p> <p>EVIDENCE</p>




Continual renewal				
Effective review and improvement strategies and practices inform planning and decision making				
Embed a system-wide approach to developing leadership and teaching capabilities based on national professional standards.	<p>Target (<i>built on base line data</i>)</p> <p>Continue to build capacity of leadership team. Principal (ML), APRE (ML) build classroom teacher capacity through modelling and coaching, particularly in Inspire Mathematics</p>	<p>Key Improvement Strategies</p> <ul style="list-style-type: none"> Cluster 2 support in coaching and mentoring. Leadership team to engage in regular (fortnightly) meetings. Cluster Support Visits Teacher goal setting to have system goals / initiatives at it's core. 	<p>Resources</p> <ul style="list-style-type: none"> Teachers released for mentoring and coaching Cluster 2 to support leadership team with coaching and mentoring in each specific role. 	<p>STATUS</p> <p>● <input type="checkbox"/> Not Started ● <input type="checkbox"/> Started ● <input type="checkbox"/> Completed</p> <p>EVIDENCE</p>
Effectively apply the cyclical renewal and improvement processes to evaluate progress and inform strategic planning	<p>Target (<i>built on base line data</i>)</p> <p>As St Joseph's will be completing the SRIP review in Term 2 2021, by the end of Term 1 2021 all staff will have an awareness of the process and assist in basic evidence and data capture in preparation for the SRIP.</p>	<p>Key Improvement Strategies</p> <ul style="list-style-type: none"> Leadership team to unpack the School Renewal and Improvement toolkit Learnings from toolkit are shared with staff and process of renewal is discussed. 	<p>Resources</p> <ul style="list-style-type: none"> School Renewal and Improvement Toolkit Cluster 2 support to unpack SRIP 	<p>STATUS</p> <p>● <input type="checkbox"/> Not Started ● <input type="checkbox"/> Started ● <input type="checkbox"/> Completed</p> <p>EVIDENCE</p>

Sustainable resourcing and stewardship

Prudent stewardship of physical, human and financial resources maximise student learning outcomes

<p>Strategic intent Build on and Embed ESCM into classroom routine.</p>	<p>Target (<i>built on base line data</i>) To ensure all classrooms are actively using the 10ESCM, and this is communicated to parents, students etc.</p> <p>Develop a St Joseph's 'Language of a Learner / Learning Dispositions'</p>	<p>Key Improvement Strategies</p> <ul style="list-style-type: none"> • 10 Essentials skills will be embedded in classroom practice and regular profiled against with profilers. • Classroom profiling to be completed once a term and data discussed and unpacked for next term focus. 	<p>Resources</p> <ul style="list-style-type: none"> • Classroom teachers releases for PD and for training in SEL • Maree & Lauren C profile • SEL program • Discretionary TRS 	<p>STATUS  <input type="checkbox"/> Not Started  <input type="checkbox"/> Started  <input type="checkbox"/> Completed EVIDENCE</p>
<p>Strategic intent: NAPLAN –</p> <p>Build on previous NAPLAN successes and utilise NAPLAN data to further enhance student learning.</p>	<p>Target (<i>Built on base line data</i>) To build on the current successes with NAPLAN, through our teaching and learning goals in the AAP and through applying strategies associated with RIS to Mathematics.</p>	<p>Key Improvement Strategies</p> <ul style="list-style-type: none"> • NAPLAN is all staff responsibility. • Targeted daily mini sessions on Numeracy, Spelling and Grammar & Punctuation. • Teachers to prepare students for NAPLAN online format with regular schedule practices in the test site. 	<p>Resources</p> <ul style="list-style-type: none"> • Cluster 2 Support if req • Previous NAPLAN data • Access to NAPLAN online site 	<p>STATUS  <input type="checkbox"/> Not Started  <input type="checkbox"/> Started  <input type="checkbox"/> Completed EVIDENCE</p>

		<ul style="list-style-type: none"> Guided reading as per RIS to have targeted NAPLAN focus – use of previous readings. More opportunities for students to do so independently for skills practice of QAR. <p>Analyse previous NAPLAN questions for targeted areas of focus</p>		 <p>Diocese of Toowoomba Catholic Schools</p>
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School priorities (Completed after SRIP)- Term 2 2021

Set from School Strategic Plan, school data and satisfaction surveys

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Strategic intent Continue to grow school profile and enrolments.	Target (built on base line data) To grow enrolments to be above 51 in 2022.	Key improvement strategies <ul style="list-style-type: none"> Continued marketing and advertising, such as town newsletter. Include local childcare providers in school events and functions. Host parent info night / open day. 	Resources <ul style="list-style-type: none"> EO's PPF School Staff School Parents Local newsletter. Facebook 	STATUS <input type="checkbox"/> Not Started <input type="checkbox"/> Started <input type="checkbox"/> Completed EVIDENCE
Strategic intent	Target (built on base line data)	Key improvement strategies	Resources <ul style="list-style-type: none"> human (school, system, other) financial professional 	STATUS <input type="checkbox"/> Not Started <input type="checkbox"/> Started <input type="checkbox"/> Completed EVIDENCE
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Principal Lawson Short Senior education leader Paul Murphy

Date Monday, 15 March 2021