



St Joseph's Primary School Annual Action Plan 2018

Strong Catholic Identity	Excellent Learning and Teaching	Building a Sustainable Future
<p>Sustain Catholic identity by delivering a planned and integrated approach to leadership for mission</p> <ul style="list-style-type: none"> Religious Education, faith and spiritual formation and Catholic identity was prioritised <p>Grow the holistic and inclusive formation of students and staff</p> <ul style="list-style-type: none"> All new staff attended a formation day which included the charism, values and traditions of St Mary of the Cross MacKillop and Venerable Catherine McAuley Spirituality day for staff, facilitated by Sr Susan Daily, focused on the school's charism and Mercy Values Charism retreats were established for Yr 5 (MacKillop) and Yr 6 (Mercy) <p>Improve classroom teaching of religion through effective teaching practice, including the monitoring of student progress and enhancing teacher knowledge of the Catholic story</p> <ul style="list-style-type: none"> Continued to develop Scope and Sequence charts CTJ and assessment tasks in RE were developed to align with the achievement standard Learning intentions and success criteria were made explicit in the planning stage of the Religion three week learning cycles All teaching staff attended a Storytelling PD to improve the hermeneutical approach to understanding scripture through increased 	<p>Improved performance and engagement in reading and writing and assessment</p> <ul style="list-style-type: none"> Professional development and resourcing on the CAFÉ approach to reading has been a priority in classrooms this year. Students have responded to individual reading goals and we have seen progress in this area through our annual ACER testing. Teaching staff have continued to use the Gradual Release of Responsibility in Literacy activities. Teachers have used scope and sequence overviews on a termly basis to ensure the achievement standards in Literacy are being properly assessed and that the content descriptors are being covered. Teachers have been exposed to the 4Cs model – co-plan, co-teach, co-debrief, co-debrief. This year the process has been a more organic one. Next year, it will be more explicit. <p>Improved resourcing in technology and STEM</p> <ul style="list-style-type: none"> Technology breakfasts have been implemented to enhance collaboration and improve teacher capacity A number of teachers attended various external professional development days in the area of technology. Many of these were about to use the iPad as an engaging 21st Century tool for learning. 	<p>Establish a strong culture of continuous professional improvement</p> <ul style="list-style-type: none"> All teaching staff identified personal formation goals as part of their annual goal setting and these were reviewed by members of the Administration Team All teachers engaged in reflective practice through observations and feedback <p>Engage with others, with and beyond the school community to provide a high-quality learning environment</p> <ul style="list-style-type: none"> Resources and expenditure were targeted to needs of Students Targeted resources were focused to effectively meet the learning and wellbeing needs of all students <p>Ensure stewardship of resources and practices with transparency, accountability and compliance</p> <ul style="list-style-type: none"> All Learning spaces were furnished to support contemporary learning modes School buildings and grounds were appropriately maintained <p>Ensure inclusivity, good governance and the resource allocation required to meet our mission</p> <ul style="list-style-type: none"> The School has explored ways of utilising its resources effectively and sustainably

knowledge and use of the Three Worlds of the Text

Sustain and enhance authentic contemporary expressions of Catholic identity by profiling and promoting re-contextualisation

- prayer tables and liturgies were central to the practice of Catholic faith and Mercy Values

Sustain and enhance authentic contemporary expressions of Catholic identity by profiling and promoting re-contextualisation

- Affirm the focus on prayer and liturgy as central to the practice of Catholic faith and Mercy Values

- 110 iPads have been purchased for 1 to 1 use in Years 3 and 4 in preparation for 2019
- 65 MacBooks have been purchased for 1 to 1 use in Senior Primary for 2019
- The school's technology policy has been tightened in readiness for the extended 1 to 1 program in 2019
- STEM has been a major focus during library lessons through the use of activities like coding, robotics and creation of virtual realities

Embedding of learning intentions, success criteria and Kangaroo Point Climb of Success Language

- Climb of Success has been used in all classrooms. This needs to continue as a focus moving forward next year.
- Learning Walks and Talks have continued throughout the year to get a sense of how learning intentions and success criteria are being used in the classroom. Next year, we will look at some of the findings from the Learning Walks and Talks to inform professional development around consistent classroom pedagogy.
- 3 weekly planning cycles are being used in Literacy so that teaching is responsive to student needs.
- Anchor charts have been used consistently across classrooms. Some of these include the CAFÉ visuals and the Climb of Success. Next year, we will continue to provide consistent visuals in the classroom.
- Data has been consistently used to inform teaching practice.