

St Joseph’s Kangaroo Point

2023 ANNUAL IMPROVEMENT PLAN

Vision

Mission

Values

Together in God’s love we, grow, learn and thrive

In God we strive to educate all to embrace challenges with, faith, confidence and compassion

MercyCompassionJusticeDignityExcellenceHos

Strategic priority	Goal ¹ : Goals that inspire and set your school’s direction "Where do we need to go?"	Targets: Measurable targets to track progress towards your school’s objectives "How do we know we are getting there?"	Actions: Actions required to drive progress of key results "What will we do to get there?"	Timeline: "When do we want to get there?"
Catholic identity	Deepening the spiritual, scriptural and theological capacity of our community	<ul style="list-style-type: none">A school devised Enhancing Catholic Identity SurveyIncrease in Enrolments dataMinimum of 10%+ increase in BCE Listens Survey – Parent focusEvidence within term planning documentation – Catholic Perspective across inquiry learning approachesMinimum of 20%+ increase in SRS data of students working above in Religious Curriculum	<ul style="list-style-type: none">Developing contextualised professional development that enables formation experiences to meet the need of stakeholders’ faith journeysReligious Education Curriculum co-planning with APRE, EORE and classroom teachers, increasing capacity to embed Catholic Perspectives across the curriculum supporting students’ meaningful connections to learning and faith spiritualityReview of Religious Education Curriculum teaching and assessing, through Inquiry Methodology, building teacher capacity in the reconceptualised approach, embedding Effective and Expected Practices aligned to support faith formation	<ul style="list-style-type: none">JanuMatrTermDevexplPersTermwithteacPlanTermScripteacSemEndReligmodin teasseincrestud
Learning and teaching	Please complete EIA (page 2)			
Wellbeing	Collaboratively develop a wellbeing framework that includes <ul style="list-style-type: none">PB4LSocial and Emotional Capabilitiesaspects of Christian life from the Religious Curriculum	<ul style="list-style-type: none">teachers to be empowered to recognise and respond to the individual needs of our students, their needs, abilities and challengesdecrease in behaviour incidents through Engage Data through reinforcing PB4L and	<ul style="list-style-type: none">School staff will complete the VIA survey of character strengths https://viacharacter.org/Complete the Mindframes Survey twice a year	<ul style="list-style-type: none">FirstandFirstSurvFebrEarly

Explicit Improvement Agenda

St Joseph’s Primary School, Kangaroo Point

	<ul style="list-style-type: none">positive psychology to build the knowledge, capability and resilience of students and staff	<p>identifying and responding to functional behaviour</p> <ul style="list-style-type: none">monitoring the antecedent behaviour consequenceteacher and student Mindframes Survey data	<ul style="list-style-type: none">FTR and FBA training twilightForm a Wellbeing CommitteeWellbeing Committee to formulate a Reboot refresher sessionWellbeing Committee to formulate a professional development session on exploring the Knowledge of NeurosciencesProfessional development in Understanding the function and structure of the brain and psychological responses – Margaret Thorsborne – <i>Restorative Practices</i>Draft a wellbeing framework which incorporates the St Joseph's Way and Restore Model – refer to recommendations made by Russel Pollock (Geelong GrammarWellbeing Committee will explore the 'Australian Student Wellbeing Framework' to inform the creation of the <i>St Joseph's Wellbeing Framework</i>Explore the work of Amy Green – <i>Teacher Wellbeing</i>	<ul style="list-style-type: none">Term TwilTerm ReboTerm ComTermTermTermOngStar thro
Our people				
Diversity and inclusion				
Organisational effectiveness				

- Use the data available to your school (i.e. HealthCheck, NSIT Review) to identify gaps in school performance and inform objectives aligned to strategic priorities.
- Within the Targets column, set targets against the data available within your school’s HealthCheck, if applicable.

Explicit Improvement Agenda

St Joseph’s Primary School, Kangaroo Point

Goal: <i>Implement and embed a purpose driven, data informed, and student focused learning culture in Mathematics at St Joseph’s</i>		
Actions	Targets	Timelines
<i>What are the actions the school will implement to address the improvement focus?</i> <i>What will be the expected outcome/impact?</i>	<i>Specific improvements sought in student performance. (measurable student outcomes)</i> <i>What evidence or targets will be used to measure this impact which are rigorously actioned?</i>	<i>What is the expected timeframe for the improvement focus to have an impact?</i> <i>What milestones are anticipated?</i> <i>Is a phased approach (name the phases) needed for change to occur?</i>
<p>Establish Communities of Practice and the implementation of evidence-based understanding and collegial practices on a <i>Vision for Inquiry</i> pedagogy in Mathematics.</p> <p>Through the collaborative:</p> <ul style="list-style-type: none">- <i>develop a collective understanding on data sets used to analyse, monitor and review the Mathematical progression of students</i>- <i>establish Collaborative Communities of Practice led by a Mathematics Committee researching effective evidence-based literature and best pedagogical practices for implementing inquiry teaching to stretch and challenge students</i> <p>Enhance student agency in their understanding and application of Mathematics, deepening critical and creative thinking through real-world inquiries.</p> <p>All learners develop individualised SMART Mathematics goals with their teachers to increase student agency and accountability for their own learning.</p>	<p>To improve EVERY St Joseph’s learner’s Mathematics achievement and actual gain:</p> <p>NAPLAN</p> <p>Year 3 Naplan Numeracy Results:</p> <ul style="list-style-type: none">- Minimum of 80% of students in the upper two bands <p>Year 5 Naplan Numeracy Results:</p> <ul style="list-style-type: none">• Minimum of 80% of students in the upper two bands <p>Semester One Year Level Mathematics A-E Achievement:</p> <p>25% of Prep Learners achieving Above or Well-Above the achievement standard in Mathematics</p> <p>40% of Year One Learners achieving Above or Well-Above the achievement standard in Mathematics</p> <p>80% of Year Two Learners achieving Above or Well-Above the achievement standard in Mathematics</p> <p>60% of Year Three Learners achieving Above or Well-Above the achievement standard in Mathematics</p> <p>30% of Year Four Learners achieving Above or Well-Above the achievement standard in Mathematics (*omitted students leaving at the end of the year)</p> <p>50% of Year Five Learners achieving Above or Well-Above the achievement standard in Mathematics</p> <p>% of Year Six Learners achieving Above or Well-Above the achievement standard in Mathematics</p> <p>ACER PAT Maths Results:</p> <ol style="list-style-type: none">1. Minimum of 80% of Year 2 to Year 6 students achieving Stanine 7+ for assigned year level <p><i>BCE Monitoring Tools used to monitor, analyse and target Numeracy development during regular ELT sessions:</i></p>	<p>Regular and scheduled analysis and responsive monitoring of school targets led by PLL during E.L.T (<i>Excellent Learning and Teaching</i>) term timetables and staff meetings lead the Mathematics Committee.</p> <p><i>*Ongoing targeted supports and co-teaching with PLL targeting Naplan 2023 students</i></p> <p>At the end of Term 1 achievements include:</p> <p>Term 1:</p> <p>January PD, 2023 – Collaborative <i>Vision of Inquiry in Mathematics</i></p> <ul style="list-style-type: none">- <i>What is inquiry?</i>- <i>How does it look Prep – Year 6?</i>- <i>How can we monitor?</i>• Questionnaire to form <i>Vision for Inquiry – Staff Voice</i> <p>Week 3:</p> <ul style="list-style-type: none">• <i>PAT Maths Data Collected Year 2 – Year 6</i>• <i>PLL Meeting to identify focused direction and data sets to monitor progression (EO Support)</i>• <i>E.L.T Timetabled Sessions: Prep/Year 1 explore early Numeracy skills PD</i>• Questionnaire to form <i>Vision for Inquiry – Student/Parent Voice</i> <p>Week 4:</p> <ul style="list-style-type: none">• <i>E.L.T Timetabled Sessions Year 2 +: Begin PAT Maths Analysis identifying targeted teaching and focus on ACARA Version 9 implementation</i>• <i>Gathering moderation samples during Learning Sprints</i>• <i>Mathematics Committee Formed across the collaborative – analyse Questionnaire to form</i> <p>Week 6: Professional Development - Collaborative Meeting across schools</p> <ul style="list-style-type: none">• <i>21st Century Model of Numeracy</i>

Explicit Improvement Agenda

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	<p>Trusting The Count:</p> <ul style="list-style-type: none">Minimum of 80% of students from Prep to Year 1 will have achieved BCE’s set targets <p>Place Value:</p> <ul style="list-style-type: none">Minimum of 80% of students from Year 2 to Year 3 will have achieved BCE’s set targets <p>Learning Sprints: Qualitative Data Set</p> <p>Every teacher can identify the key actions that have impacted student Mathematics progression</p> <p>Student Mathematics Goal: Qualitative Data Set</p> <p>Every student has an individualised Mathematics Goal directing their learning</p>	<ul style="list-style-type: none"><i>4 Key Dimensions Framework Overview</i><i>L.E.S.R Instructional Framework put into practice</i><i>Agreed Data Sets to collect</i>E.L.T sessions – Learning Sprints LE.S.R intern Collaborative Communities of Practice supported co-planning and co-teaching with PLL – targeted focus on <i>Measurement, Space, Statistics Strand</i>Mathematics Committee Meeting: Vision for Inquiry <p>Week 8: Naplan Week</p> <ul style="list-style-type: none">P – 2 Data collected and analysed (<i>Trusting the Count/Place Value</i>) <p>Week 9: Collaborative Communities of Practice – intraschool sharing of Learning Sprints</p> <ul style="list-style-type: none">Mathematics Committee share visual for <i>Vision of Inquiry into Mathematics</i> with Collaborative CommunitiesShare successes with intraschool Learning Sprints <p>Term 2:</p> <p>Week 2: <i>E.L.T Timetabled Sessions: Low Floor, High Ceiling</i> <i>Professional Development</i></p> <p>Week 3: Collaborative Collective Learning Sprints Planning</p> <ul style="list-style-type: none">Math template – <i>How will we document and assess learning</i>Mathematics Committee – devise <i>Planning Template, Resources in Mathematics</i> <p>Week 6: Collaborative Collective: PD <i>Student Agency in Mathematics</i> <i>teaching Mathematics</i></p> <ul style="list-style-type: none"><i>Intraschool Moderation in Mathematics</i> <p>Week 10: Intraschool Collaborative Communities of Practice <i>- Staff and Student Celebration in Mathematics</i></p> <p>Monitor Semester One SRS results in Mathematics</p> <p><i>*EIA to be monitored and reviewed at the end of the Semester to be responsive to student and teacher needs</i></p>
<p>Resources & partnerships</p> <p><i>What targeted resources structures or other support is needed to enable this explicit improvement agenda?</i></p> <p><i>What strategic partnerships are in place to enhance student achievement?</i></p> <p><i>How will this explicit improvement agenda be communicated to staff, parents and the wider community?</i></p>	<ul style="list-style-type: none">Budgeting for E.L.T SessionsCollaborative planning for shared Staff meetings/Professional Development Sessions – Whole School Professional LearningMonitoring timetabled into weekly plans - <i>Assessment As, For and Of the learner</i>PLL timetabled into E.L.TPLL scheduled into co-teaching daily timetablesData Analysis: Mathematical Data SetsCritical dialogue scheduled into Leadership Team MeetingsPurchase of Mathematical Resources using agile financial stewardship	