

St Anthony's School KEDRON

2024 ANNUAL IMPROVEMENT PLAN



Vision

St Anthony's is a faith community where Gospel Values are central to the life-force and functioning of this Franciscan school.

Mission

A school steeped in the valuing of relationships and all that it means to be a follower of Christ.

Values

SHARED RESPONSIBILITY

RESPECT

REVERENCING CREATION

CONTEMPLATION

JOY

Strategic priority	Goal ¹ : 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>
Catholic identity	Collaborate to build on Religion unit planning and documentation to continue to build the bank of Assessment Tasks (and supporting resources) for RE.	APRE will conduct an audit of RE units at the end of each term, identifying Assessment opportunities and supporting resources. Assessment of, for and as learning documented in plans.	APRE to meet with "RE Champions" in PLC time from each Year Level to plan for RE. Religious Education plans will identify supporting resources and work samples. APRE/ RE Champions to source/create a digital bank of resources / examples of student work at and above the expected standard. Units (including assessment tasks) will be saved on the school Portal. Professional Learning session at Staff Meeting – Collaboration and Collaborative Inquiry (EORE)	End of Term check ins with APRE and RE Champions.	APRE Classroom Teachers / RE Champions EORE – Staff Meeting/ Collaborative Inquiry
	Review the elements and connections of the iconography that tell recontextualised stories of the Missionary Franciscan Sisters of the Immaculate Conception (MFIC).	By the end of Semester Two, the charism of the MFIC sisters is evident in the iconography and connected to the St Anthony's story.	Commission a meaningful artwork of Elizabeth Hayes-founder of the MFIC using the funds supplied by the Sisters. Engage with the MFIC sisters to share their story and to officially launch the ceramic icon of Elizabeth Hayes Continue to provide financial and pastoral support of the MFIC in Papua New Guinea and their new village school in collaboration with Franciscan Schools Australia.	End of Semester 2	APRE

Explicit Improvement Agenda

St Anthony's School, KEDRON

Learning and teaching	Please complete EIA (page 2)				
Strategic priority	Goal ¹ : 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>
Wellbeing	We will implement effective, coordinated and evidence-based initiatives to support wellbeing across our community.	ENGAGE Data - Tell them from me Data Pulse Survey	Co-design the Employee Wellbeing Framework with staff The class teachers will work with the APRE and Guidance Counsellor to co-design the framework. This will incorporate greater clarity around; <ul style="list-style-type: none"> • How do teachers share with their families what is going on in their room? • Does this look like a celebration of learning/ open classroom? • Celebrating the learning that is occurring in our school and sharing with the community. Inform and support the Cultural Transformation project to embed a high performing safety culture within BCE/ St Anthony's.	End of Semester 2, 2024	Class teachers would align their individual practices with a new whole-school approach to wellbeing APRE Guidance Counsellor
Our people	<h2>Business as usual</h2>				
Diversity and inclusion					
Organisational effectiveness					

Explicit Improvement Agenda

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Goal: ... We will focus on creating assessment opportunities for students to demonstrate their proficiency in Mathematics beyond the expected curriculum standard (V9).

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)

1. Leadership will provide organisational structures and support to facilitate collaborative planning and assessment moderation opportunities.
2. Teachers will align assessment to the V.9 Australian Curriculum: Mathematics and use for backward design of learning experiences.
3. Teachers will identify what success looks like - "At Expected Level" "Above Expected Level" "Well Above Expected"
4. Cohort data will reflect individualised targets for each year level.

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>
<ol style="list-style-type: none"> 1. Leadership will provide organisational structures and support to facilitate collaborative planning and assessment moderation opportunities. <ol style="list-style-type: none"> 1.1 Teachers will meet twice per term to moderate Maths Assessment tasks. 1.2 Dedicated PLC time to work with Year Level Maths Champions (badged) to plan and produce Maths Units of Work – two teachers per year level team. 1.3 Year-level cohorts will meet for planning purposes once per term. 2. Teachers will align assessment to the V.9 Australian Curriculum: Mathematics and use for backward design of learning experiences. <ol style="list-style-type: none"> 2.1 Work with PLL on planning for the backward design of learning experiences. 2.2 Create a template to assist documentation of Maths Assessment Tasks that reflect current maths planning processes. 2.3 Whole Staff Professional Development Sessions – 'Investigate and discuss AC V9.0 and changes to 8.4, considerations about assessment for the content in V9.0 and some broad concepts for Place Value understandings' - Judy Hartnett 3. Teachers will identify what success looks like - "At Expected Level" "Above Expected Level" "Well Above Expected" <ol style="list-style-type: none"> 3.1 Providing staff with opportunities to explore and understand the Mathematics Curriculum V9.0 'at' and 'beyond' their teaching level. 3.2 Collate samples and create a bank of examples to save to the School Portal. 4. Cohort data will reflect individualised targets for each year level <ol style="list-style-type: none"> 4.1 Cohorts work together to set a growth target for students to achieve Above Expected and Well-above Expected achievement in Mathematics in the 2024 school year. 	<p>Success Criteria 4</p> <ol style="list-style-type: none"> 1. Set targets for individual cohorts based on Semester 2 SRS Maths data. <p>Success Criteria 1, 2 and 3</p> <ol style="list-style-type: none"> 1. A minimum of one Maths Unit of Work using the revised template is to be uploaded to the School Portal from each Year Level by the end of Semester 1. 2. Maths Units will identify assessment opportunities for students to demonstrate proficiencies beyond the achievement standard. 3. PLL co-teaching with nominated class teachers across each year level. 	<p>Phase 1: Deepening our collective understanding of assessment. (2024)</p> <p>January Professional Development Days</p> <ol style="list-style-type: none"> 1. Judy Hartnett to facilitate a session with teachers to explore the concept of Place Value and its implementation across the curriculum (morning session). 2. Provide staff with time to set targets for individual cohorts based on Semester 2 SRS Maths data 3. Teachers nominate to be a Maths Champion and receive their badge. <p>Term 1</p> <ol style="list-style-type: none"> 4. Maths Champions work with PLL during PLC release time (in a three-week block) to begin preparing Maths Units of Work using the current template. 5. PLL to co-teach to implement these units of work. 6. Planning for Term 2 – work with whole cohort to complete Maths Unit Plans. 7. Staff meeting to explore and understand the Mathematics Curriculum V9.0 'at' and 'beyond' their teaching level. <p>Term 2</p> <ol style="list-style-type: none"> 8. Continue work with PLL to ensure Units of Work are uploaded to the School Portal by end of Semester 1. PLL to continue co-teaching sessions with specific cohorts after planning session. 9. Staff Meeting facilitated by Judy Hartnett – 'Content-specific lessons with consideration of tasks to demonstrate beyond the Achievement Standard' – early Term 2. Teacher informed subject. 10. Planning for Term 3 – work with whole cohort to complete Maths Unit Plans. 	<p>Action in 2023:</p> <ol style="list-style-type: none"> 1. Contact Judy Harnett to confirm PD requirements and costing. 2. Update School-wide Pedagogical Practices schedule of activities. <p>Action in 2024:</p> <ol style="list-style-type: none"> 1. Contact Donna Gray EO:C to book her in for CTJ Day 2024 – PLL. 2. PLL to timetable staff 'Maths Champions' and classroom visits. 3. Review Maths planning each term – ensure it is uploaded to the School Portal.

Explicit Improvement Agenda

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		<p>Term 3</p> <p>Phase 2: Connecting Maths to other subject areas to provide opportunities for assessment in unfamiliar contexts. (2025)</p> <ol style="list-style-type: none">11. Continue work with PLL to ensure Units of Work are uploaded to the School Portal. PLL to continue co-teaching sessions with specific cohorts after planning sessions.12. CTJ Day – Moderation of Maths Assessment Tasks AND work with EO:Curriculum to create units of work with related content (STEM) and how to assess beyond the curriculum AND provide planning time for Term 4. <p>Term 4</p> <ol style="list-style-type: none">13. Maths Champions work with PLL during PLC release time to begin preparing Maths Units of Work using the current template.14. Planning for Term 1 2025 – work with whole cohort to complete Maths Unit Plans.15. Staff Meeting Week 6 – analyse data to check achievement of targets.16. Maths Champions share best practice and key learnings from the year of work in Maths planning and implementation.	
<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>	<p>Communicated to parents: Parent Information Night 2024 – Leadership Team address before parents go to classrooms, in newsletters.</p>		