

St Kevin's School, Geebung

2023 ANNUAL IMPROVEMENT PLAN



Vision

We are an inclusive Catholic community, nurturing each child's potential to thrive in a changing world.

Mission

We are a welcoming Catholic community, grounded in faith through the teachings of Jesus, inspired by St Kevin and St Mary MacKillop. We provide innovative, differentiated learning experiences that engage and invite all to flourish. We foster resilient learners who embrace life's challenges with hope and contribute positively to our changing world.

Values

Faith – Our Community is connected in faith expressed in our daily life

Hope – We live & grow together guided by the light of Christ, a heart open towards a positive future

Love – We are a community of love, a self-giving love of God and others.

Balance – Like St Kevin, our community is centred in calmness and harmony in life.

Justice – We strive for what is fair and what is right, with concern for fairness and responsibility for all.

Resilience – We are resilient people with a growth-mindset, persisting in searching for what is best and good.

Wisdom – We are people of wisdom who inspire and learn, discerning in the choices we make each day.

Strategic priority	Goal: Improvement area	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 by?"	Responsibilities & Accountabilities: "Who is responsible for ensuring it happens?"
Catholic identity	Continue to deepen the spiritual, scriptural, and theological capacity of our staff, students and community	<p>Staff and student formation experiences.</p> <p>Continuing to engage in Enhancing the Catholic Schools Identity Project</p> <p>Deepening theological knowledge of scripture in</p>	<ul style="list-style-type: none"> Analysing results from engagement in the ECSI survey Engagement in the strong CI formation religion modules PL to develop a common language and understanding of the virtues in the St Kevin's guiding lights. 	Ongoing throughout the year	APRE, all staff.

		connection to the virtues in the St Kevin's guiding lights.			
Learning and teaching	Familiarisation and planning with the English and Mathematics Version 9 Australian Curriculum	Engage with QCAA resources in line with the familiarisation, planning phases.	<ul style="list-style-type: none"> Engage and Liaise with QCAA contact – Joanne Gordon - Manager K-10 Policy and Resources joanne.gordon@qcaa.qld.edu.au 	By the end of Semester 1	Leadership Team and teaching staff
		Planning documents for English and Mathematics of Version 9 of the Australian Curriculum will be completed and uploaded to the Staff Portal.	<ul style="list-style-type: none"> Staff will begin to plan with Version 9 of the English and Mathematics Australian Curriculum 	By the end of Term 1	All Classroom teachers, LT (Principal, APRE, PLL and STIE) LET's.
	Consistency in Assessment and Moderation practices in English		<ul style="list-style-type: none"> Develop an implementation schedule/plan for P-6 of Version 9 Australian curriculum – 2023 – 2026 	By the end of Term 4	Principal and Leadership team .
		Teachers will have clarity in designing and constructing quality assessment tasks in English that reflect the potential of all learners.	<ul style="list-style-type: none"> Continue to familiarise and begin to implement the Australian Curriculum version 9. Continue to build teacher capacity in Assessment literate practices through engagement with the P-6 Assessment Literacy PL online courses through QCAA. 	By the end of the school year.	All Classroom teachers, LT (Principal, APRE, PLL and STIE) LET's.
				End of Semester 2	All Classroom teachers, LT (Principal, APRE, PLL and STIE) LET's.

	(EIA Rigour in the teaching of GR)	Teachers will have absolute clarity about how their students are achieving against the Australian Curriculum	<ul style="list-style-type: none"> Develop and implement a school-wide consistent task template and A-E marking guide for English assessment Teachers will use individual student profile data to create engaging, authentic, rigorous and differentiated assessment tasks. Also see EIA 	By the end of Term 1	All Classroom teachers, LT (Principal, APRE, PLL and STIE) LET's.
Our People	Build a talented and committed workforce	<p>Building teacher understanding of the AITSL teacher standards.</p> <p>Building a performance and development culture through collaboratively working through Performance Development plans.</p>	<ul style="list-style-type: none"> Embedding the BCE Annual Performance Development Plan procedure at St Kevin's. Annual Goal setting and review meetings each semester with selected members of the LT. Engagement in ongoing performance discussions Staff seeking opportunities to develop professional knowledge and skills 	<p>By the end of Beginning of year Professional Days all staff will have set some professional goals</p> <p>Ongoing throughout the school year</p>	Principal, APRE, PLL

	<p>Develop communities of professional practice within and external to our school.</p>	<p>Staff engagement in multiple opportunities for collaborative practice internally and externally with other BCE schools to develop new skills and to build confidence.</p> <p>Continue to build capacity in teachers to share practice in line with the co-teaching element of the 4 C's model.</p>	<ul style="list-style-type: none"> • Develop PLT's for Catholic Identity and Learning & Teaching • Plan for Co-teaching opportunities with a focus on formative assessment in English or Mathematics within own year levels. P-4 intraschool, Yr 5-6 interschool. 	<p>Ongoing throughout the school year.</p>	<p>All classroom teachers (including specialist teachers by invitation)</p> <p>EOs Trudy Lucas Principal and PLL</p>
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Explicit Improvement Agenda

Actions	Targets	Timelines	Responsibilities & Accountabilities
<p><i>What are the actions the school will implement to address the improvement focus?</i></p> <p><i>What will be the expected outcome/impact?</i></p>	<p><i>Specific improvements sought in student performance. (measurable student outcomes)</i></p> <p><i>What evidence or targets will be used to measure this impact which are rigorously actioned?</i></p>	<p><i>What is the expected timeframe for the improvement focus to have an impact?</i></p> <p><i>What milestones are anticipated?</i></p> <p><i>Is a phased approach (name the phases) needed for change to occur?</i></p>	<p><i>Who is responsible for this action?</i></p> <p><i>Who will need to be involved?</i></p> <p><i>How will we monitor against school targets to know we are on track to success?</i></p>
<p>EIA TERM 1 –3, 2023</p> <p>In Term 1, 2023, we will continue to focus on achieving:</p> <ul style="list-style-type: none"> Consistency and rigour in the monitoring, teaching and assessment of Guided Reading. <p>Outcome/Impact:</p> <p>Teachers are assessment literate so that they can improve their teaching of GR by gathering information/data about what students know, can do and to inform next steps for all students.</p>	<p>Measurables and Monitoring:</p> <ul style="list-style-type: none"> Daily guided reading is evident and routines are in place. Year Level Guided Reading Planning documents that are fluid and clearly identify differentiated tasks for individual learners (including high potential learners). Evidence of explicit recorded observations on individual student's reading progress. Eg. Note taking/checklists/PMBenchmark Teachers using the ACARA Literacy Learning Progressions to guide teaching next steps. 	<p>By the end of Term 2:</p> <ul style="list-style-type: none"> Teacher voice on refining planning with the school's Guided Reading template. I.e. Is it effective, efficient, responsive? Students are able to articulate their reading progress and goal achievement. Data collection is specific and measurable in line with individual student progress. I.e. BI Tool, Data Book obs, TEAMS Analytics. <p>By the end of Term 3:</p>	<p>All teaching staff, support staff and LT.</p> <p>Completion of QCAA modules and reflection of courses.</p> <p>Engagement in professional conversations about individual student progress during PPC with PLL.</p> <p>Sharing practical examples of practice and successful feedback in the teaching of GR during staff meeting.</p> <p>Improvement in the BI data, ACER data and Teams Analytics.</p>

	<ul style="list-style-type: none"> • Every student has a reading goal. • Clarity in what determines the evidence to support reporting on the A-E scale in line with the Achievement Standards marking guides. • Teachers moderating, using the marking guides with support from year level peers and support team <p>Communication and Staff Development:</p> <ul style="list-style-type: none"> • Class blogs, portal announcement. • Facebook (Goal setting) Newsletters, school assembly, Pastoral Board, FACE meetings, Staff PL meetings. • Staff will engage in Professional Learning from the QCAA website focusing on QCAA P-6 Assessment Literacy. 	<ul style="list-style-type: none"> • Teachers use a variety of formative assessment strategies to feedback to students on their GR progress and goal setting. • Teachers use a marking guide to assess reading. • Teachers assess/moderate/plan together and share practice in PPC time with PLL in year levels. • Teachers moderate in Staff Meetings across year levels. 	<p>Learning Walks and Talks 'look fors' such as student voice and feedback to CT's.</p>
<p>Resources & partnerships</p> <p>QCAA P-6 Assessment Literacy Professional Learning.</p> <p>Formative assessment PL at Twilight Term 1. PLL</p> <p>Intra and Inter – school Communities of practice.</p> <p>Trudy Lucas BCE Education Officer to offer support to drive interschool</p>			

<p>communities of practice, esp in Years 5 and 6.</p> <p>PLL to drive coaching around Co-teaching in year level teams.</p>	
<p>TARGETS</p>	<p>By the end of 2023, 100% of Prep students will know their SLK and CAP.</p> <p>By the end of 2023, 95% of Prep students will achieve BCE benchmark 5 - 8.</p> <p>By the end of 2023, 95% of Year 1 students will BCE benchmark between 14 – 18.</p> <p>By the end of 2023, 95% of Year 2 students will BCE benchmark between 22 – 26.</p> <p>By the end of 2023, 95% of Year 3 students will BCE benchmark between 24 – 30.</p> <p>By the end of 2023, there will be an increase in PAT R results for students in Year 2 - 6 from 2022 to 2023.</p>