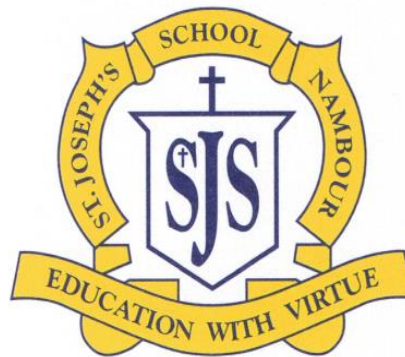


St Joseph's Primary, Nambour

# Annual Improvement Plan 2016



BCEO

# Priority 1 – Mission & Religious Education

Strategies	Actions	Evidence – what & who do we want to see?	Measures – of evidence	Broad Goal
Staff engagement in the 'Catching Fire' spirituality development program	Ongoing participation in the three key programs of 'Catching Fire'	Engagement & participation of all staff in prayer opportunities	Increased confidence & competence	<p>A tangible culture of spirituality exists at Joey's.</p> <p>Staff are confident in taking the initiative to lead liturgical experiences.</p> <p>Students who have a relationship with God.</p> <p>A Religious Education program that promotes knowledge, deep understandings and skills about the Catholic and broader Christian tradition.</p> <p>Community outreach to others in need.</p>
	Implementation of initiatives resulting from CF participation	Use of 'boundary markers' by staff & students	Enhanced prayer life in the community	
Year level participation in weekend Parish masses				
Community engagement in the Religious Education validation (REV) process	Audit school's RE program to ascertain evidence required for REV.	Collaborative analysis of evidence against REV criteria	Feedback	
	Schedule and develop identified additional evidence	An R.E program that fulfils all REV criteria	Wix website	
			Walk throughs	
			Learning progressions	
	Review & Response meetings	Collaborative analysis of student progress data that is informing choice of instructional practice	Confidence in using data as the driver for choice of instructional practices.	
Supported planning	Students articulating their learning goals / journeys	Improved student progress data		
Develop a shared understanding of Catholic Social Teaching leading to practical responses that are informed by Christian beliefs and practices.	Explore Catholic Social Teaching.	Professional learning opportunities - CARITAS	Increased understanding of the theology of Catholic Social Teaching	
		Evidence of practical outreach		
	Practical outreach to those in need.	School initiatives that support others in need	Strong response to community outreach appeals	
Student reflection on these experiences.				

# Priority 2 – Learning & Teaching

Strategies	Actions	Evidence – what & who do we want to see?	Measures – of evidence	Broad Goal
Embed school-wide, the use of a common language which reflects a shared understanding of the dispositions of a learner and the learning journey.	Develop a shared understanding of the difference between fixed and growth mindsets.	Professional learning opportunities	Mind Frames survey	<p>Teachers working collaboratively, confident &amp; engaged in improving their instructional practice because they can identify its impact on their student's learning progress.</p> <p>Every student is –</p> <ul style="list-style-type: none"> <li>① Actively involved in &amp; contributes to teams</li> <li>② A self-regulated learner who can articulate learning progress,</li> <li>③ Is achieving against AC &amp; RE standards.</li> </ul>
	Develop a common language and shared understanding of learning dispositions.	Use of a common language school-wide.	Walk throughs	
	Develop a shared understanding of learning progressions across curricula.	Learning & teaching programs	Learning progressions	
			Data walls & folders	
Engage in Review & Response meetings (TOP) for discussion, planning & evaluation of teaching in response to student learning progress evidence in the analysis of data.	Review & Response meetings with targeted intervention plans implemented.	Collaborative analysis of student progress data that is informing choice of instructional practice	Confidence in using data as the driver for choice of instructional practices.	
	Moderation meetings.			
	Supported Planning.	Students articulating their learning goals / journeys	Improved student learning progress data	
Broaden & enhance the learning & teaching of Indonesian school-wide.	Supported planning.	Language & grammar focus: Y5&6	Improved student language acquisition.	
			Enhanced student's speaking & listening skills.	
	Culture & Arts focus: P-6	Increased confidence & capacity of staff.		
		Increased cross-cultural understanding, school wide.		

# Priority 3 – Professional Practice & Collaborative Relationships

Strategies	Actions	Evidence – what & who do we want to see?	Measures – of evidence	Broad Goal
Engage in Teacher Learning Communities (TLC's) to create time & space for staff to reflect on their instructional practice in a collaborative and supportive way.	Schedule TLC's twice each term.	Engagement & participation of all teachers in TLC's	Confidence & competence in accepting and supporting each other's' practice	A safe, productive & inclusive learning environment is promoted where the collaboration of staff, parents, parish personnel, other schools & BCEO staff enhance professional practice.
		Evidence of sharing mistakes & successes with each other		
	Cycles of peer observation & feedback	Use of formative assessment strategies is evident	Personal Action Plans (Professional Learning Plans)	
		Individual Professional Learning Action Plans	Teacher conversations	
			Student feedback	
Ongoing improved instructional practices	Walk throughs			
Clearly identified, equitable and effective processes are developed	Documented processes for the recruitment and induction of staff.	High quality staff	Feedback	A safe, productive & inclusive learning environment is promoted where the collaboration of staff, parents, parish personnel, other schools & BCEO staff enhance professional practice.
			Staff survey	
	Documented processes for developing & improving the effectiveness of teaching & non-teaching staff – The 'BIG PICTURE'	Mentoring, coaching, goal setting and professional feedback.	Improved pedagogical performance.	
Active promotion of opportunities to develop leadership skills & capabilities	Participation in available opportunities	Increased confidence, knowledge & competence.		

Strategies	Actions	Evidence – what & who do we want to see?	Measures – of evidence	‘End Picture’
Develop collaborative relationships that enhance the lives of community members	Embed the use of the Parent Portal as the platform of electronic of communication	Enhanced engagement with parents	Level of use of Parent Portal by the parent community	A safe, productive & inclusive learning environment is promoted where the collaboration of staff, parents, parish personnel, other schools & BCEO staff enhance professional practice
			Feedback	
	Cluster with Stella Maris in the DELT Initiative	DELT Teams’ Planning meetings	Outcomes of cluster meetings	
		Year level moderation & shared practice meetings	Feedback	
	Promote staff social opportunities & have some fun!	A healthy, happy, productive work place	Sense of well-being & belonging	
			BCE Staff Survey	

## Priority 4 – Strategic Resourcing

Strategies	Actions	Evidence – what & who do we want to see?	Measures – of evidence	'End picture'
Targeted resourcing ensures the sustainable maintenance & development of the school's ICT infrastructure & information systems with staff & students proficient in using them to support learning & teaching.	Development of a 3-5 year strategic management plan for the resourcing & maintenance of the ICT infrastructure.	Prioritised budget allocation & Purchase Requisitions	Increased number of ICT devices available in classrooms as a tool for learning & teaching	School processes support the provision of and equitable access to high quality, contemporary learning resources and environment.
	Supported planning in using IT in learning & teaching	Professional learning opportunities	Use of ICT supporting learning & teaching is embedded in the planning process.	
	Ongoing implementation of the eSmart Schools Framework.		Increased confidence & proficiency in using ICT	
Promote a culture of sustainability.	Review the school's recycling processes	Streamline the photocopying process	Reduced use & expenditure on photocopying	
		Embedded recycling practices	A litter-free school Recycled paper & cardboard	
	Investigate & implement strategies to reduce the school's environmental footprint	Monitoring the usage of energy efficient processes (electricity, water, paper)	Decreased expenditure	
	Investigate & install an efficient archival system for school records	Designated staff member responsible for the project	Ease & ready access to archived records	
		Completion of staged project over time		

Strategies	Actions	Evidence – what & who do we want to see?	Measures – of evidence	'End Picture'
Provide high quality learning environments that are attractive, safe, efficient & well maintained.	Construct a covered area over the drop off / pick up zone & school entrance.	New roof structure over drop off zone from existing underside of library.	Increased comfort & efficiency in hot & wet weathers	School processes support the provision of and equitable access to high quality, contemporary learning resources and environment.
	Enhance school's entrance	Installation of an LED sign.	Feedback	
	Reinvigorate the playgrounds	Installation of irrigation systems.	Safe & happy students	
		Green grass all year round.		
		Review & update of play equipment.		
	Convent maintenance	Installation of shade sails over play equipment	A well maintained building of historical significance to the community.	
Budget for the painting of the convent's exterior.				