

SAIP - SCHOOL ANNUAL IMPROVEMENT PLAN



SCHOOL / COLLEGE:	St Gerard Majella School
YEAR:	2019

SCHOOL COMMUNITY CONTEXT	LOCAL, STATE AND NATIONAL AGENDAS	ROUND THE CORNER CONSIDERATIONS	IMPLICATIONS FOR SCHOOL PLANNING
<p>St Gerard Majella School was established in 1988 to cater for the needs of the Catholic population in the Woree area of Our Lady Help of Christians Parish, Earlville. The school, therefore, forms an integral part of the parish and parish life. The first principal was a Franciscan sister and this association is our founding Charism.</p> <ul style="list-style-type: none"> • Student Enrolment - 396 • Class Structure – 2 streams • Verified students - 23 • Indigenous - 21 • EAL/D - 47 • NCCD - 52 • Catholicity – 76.4% • Attendance – 94.3% • ICSEA - 1058 	<p>National and State = Review of the Australian Core Curriculum – QCAA Local = Data analysis of student achievement Local = Professional Learning Communities Local = Visible Learning Local = Innovative Learning Environments and Contemporary Learning</p>	<p>How to build school networks to support initiatives Continue to review data analysis to inform future decision making, particularly in the area of student learning and wellbeing Strategy to measure staff wellbeing through annual satisfaction survey Use of ESCIP survey to inform the school regarding Catholic Identity</p>	<p>Consistency across schools in the area of learning and teaching Staffing priorities across schools Staffing structures around student improvement Continuing PLTs which lead to sharing of resources, planning, assessment (criteria sheets), etc Increased staff wellbeing due to opportunities to share workload and mentoring between school communities Increased staff networking opportunities</p>

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IMPROVEMENT PRIORITY	CEC STRATEGIC PRIORITY	SEF DIMENSION	SMART GOAL/S	STRATEGIES
To identify, renew and enhance our Catholic Identity	Celebrated and Lived Catholic Identity	Celebrated and Lived Catholic Identity	By the end of 2019 the SGM community will have participated in a review of the ECSI survey data. This will be measured by: 1. Participation in the staff and parent meetings 2. Monthly communication of ECSI information in the school newsletter	<ul style="list-style-type: none"> * Continue to publish newsletter articles which explain and promote our Catholic ethos and traditions * Continue to invite family participation in school and parish celebrations * Analyse ECSI data * Staff meeting devoted to sharing of outcomes of data analysis in Term 1 2019 * Parent workshop during Term 2 2019 to share outcomes of data analysis and provide information on the project * Work with class teachers in PLTs to look for organic links in religion planning to the Faith Life of the School * 2023 – ECSI Survey repeated to provide data on progression towards becoming a Recontextualised Catholic Dialogue School
To strengthen the Franciscan ethos and charism of the school	Celebrated and Lived Catholic Identity	Celebrated and Lived Catholic Identity	By the end of 2019 the SGM community will have engaged in Professional Learning in the Franciscan Charism. This will be measured by: 1. Staff articulation of our Franciscan Charism 2. Monthly communication of Franciscan Charism	<ul style="list-style-type: none"> * Continue with our staff formation in their understanding of the Franciscan Charism and how that impacts on current practice at St Gerard Majella School * Provide students and parents with the opportunity to deepen their understanding of our Franciscan charism.
To provide opportunities for students to actively make a difference in the world through social justice and outreach	Celebrated and Lived Catholic Identity	Celebrated and Lived Catholic Identity	By the end of 2019 all students in the upper year levels will be involved in a social justice or outreach group	<ul style="list-style-type: none"> * Continue to promote the work of the Justice Squad within the school community * Continue to promote the work of the Indigenous Leaders of the Future Group and how they are supporting the 'Closing the Gap' initiatives * Have a planned approach to fundraising and awareness activities with a particular focus on Catholic organisations such as Caritas, Catholic Missions and St Vincent de Paul
To increase staff participation in the OLHOC parish	Celebrated and Lived Catholic Identity	Celebrated and Lived Catholic Identity	By the end of each year each staff member will have attended one school parish mass	<ul style="list-style-type: none"> * Ensure that a staff member from the school is on each of the Parish committees – Parish Council * Encourage staff participation in the regular school parish mass

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<p>To regularly review whole school approaches to effectively manage student behaviour</p>	<p>Optimal Learning and Wellbeing for all students</p>	<p>A culture that promotes learning</p>	<p>By the end of each year each staff member will have attended professional learning on Essential Skills Management and the School Wide Positive Relationships Framework</p>	<ul style="list-style-type: none"> * Annual Essential Skills Management Professional Learning for all staff * Annual Classroom Profiling opportunity for all staff * Professional Learning for staff on the School Wide Positive Relationships Framework – The SGM Way
<p>To review the school's data plan to inform the explicit improvement agenda</p> <p>To use the PLT process to build teacher capacity in using data to inform improved student progress and impact on teaching practice</p>	<p>Optimal Learning and Wellbeing for all students</p>	<p>Analysis and discussion of data</p>	<p>By the end of 2019 teachers will be involved in data analysis discussions</p> <p>This will be measured by:</p> <ol style="list-style-type: none"> 1. Staff articulate the data collected by the school as outlined in the school data plan 2. Teachers engaged in PLT discussions on student progress through data analysis 	<ul style="list-style-type: none"> * Teachers will be able to articulate the data collected by the school and its purpose to measure the improvement in student learning * Teachers will be confident to engage in data discussion to inform improved student progress and impact on teaching practice
<p>To develop an explicit implementation plan for flexible learning</p> <p>To implement classroom targets in line with school targets</p> <p>To refine the role of the PLT to measure the improvement in teaching and learning</p>	<p>Optimal Learning and Wellbeing for all students</p>	<p>An explicit improvement agenda</p>	<p>By the end of 2019 the school's Master Plan will be completed with stages of refurbishment identified.</p> <p>By the end of 2019 teachers will use and interpret data to inform teaching and learning of reading and writing in order to achieve term year level targets</p>	<ul style="list-style-type: none"> * Implementation Plan, as part of the Strategic Plan, to be shared with school community * Annual School Improvement Plan to consist of stages in Innovative Learning * PLT sessions will involve class teachers setting class targets and adjusting the reading data wall and electronic writing wall appropriately * Teachers to attend Writing PD in 0 Week with Beverly Derewianka * Continue with the utilisation of the Literacy coach in support of the teaching of writing * Teachers to engage with Joanne Dooner as an external consultant to support the teaching of the writing process. * PLTs to be part of weekly noncontact schedule * Teachers will be able to articulate the role of the PLT to measure the improvement in student learning * Teachers will review the data resource provided by CES

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To review the school's pedagogical framework to ensure it reflects agreed pedagogical strategies	Optimal Learning and Wellbeing for all students	Effective pedagogical practices	By the end of 2019 a review of the school's pedagogical framework will be completed	* Classroom observation and feedback process developed to provide timely support and advice on classroom practice
To strategically plan, implement and review the processes used to enact intervention and extension programs across the school To support teachers further to establish classroom practices and strategies to differentiate learning experiences for all students	Optimal Learning and Wellbeing for all students	Differentiated learning and teaching	By the end of 2019 a written intervention and extension plan will be developed. This will be measured by teachers being able to articulate how they provide differentiation for students in their class and show it in their term planning for literacy and numeracy. NCCD requirements will be met as evidence is documented in term planning for differentiation needs of students.	* Written intervention plan for whole school developed * Written extension plan for whole school developed * Professional Learning opportunities in differentiation provided to staff through PLTs, staff meetings, coaching and mentoring * Quality differentiation planning is shown in term planning documentation in literacy and numeracy * Teachers will be involved in collaborative planning review each term
To develop a quality assurance process to ensure the implementation of the Australian Curriculum is locally contextualised and delivers balance and coverage against content descriptors and achievement standards	Optimal Learning and Wellbeing for all students	Systematic curriculum delivery	By the end of 2019 teachers will have a PLT meeting once per term devoted to moderation and once per term devoted to review of units of work and assessment	* Provide time for teams of teachers and school leaders to plan and review curriculum units and assessment tasks (PLTs) * During PLTs develop a formal moderation process across year levels

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<p>To refine the role of the PLTs to build the capability of staff in delivering quality teaching and learning</p> <p>To develop a whole school coaching and mentoring model across the school</p>	Optimal Learning and Wellbeing for all students	An expert teaching team	By the end of 2019 teachers will have one opportunity per semester to observe, coach and mentor another teacher utilising effective teaching strategies	<ul style="list-style-type: none"> * PLT sessions will involve class teachers discussing teaching strategies which support student achievement * Provide teachers with the opportunity to observe, coach and mentor each other in the area of strategies for quality teaching and learning
To develop staff capability in the effective use of technology in learning	Optimal Learning and Wellbeing for all students	Targeted use of school resources	By the end of 2019 teachers will attend a professional learning session each term on the effective use of technology in the learning program	<ul style="list-style-type: none"> * Regular staff meeting professional learning opportunities for staff to engage with technology * Continue to use Teacher Librarian as a coach/mentor for staff to utilise technology in the learning program.
<p>To further develop relationships with local secondary schools to establish curriculum links and smooth transitions into the high school years</p> <p>To further develop relationships with early childhood providers and feeder kindergartens</p>	Optimal Learning and Wellbeing for all students	Productive School-community partnerships	<p>By the end of each year a plan for opportunities for engagement between St Mary's and SGM is developed</p> <p>By the end of each year a plan for the transition program from Kindy to Prep is developed</p>	<ul style="list-style-type: none"> * Regular meetings between SGM and St Mary's principals on strategic direction of both schools * Transition meetings between Year 6 teachers and Year 7 teachers at St Mary's * Explore opportunities for secondary teachers to provide expertise in areas such as Science, PE and Home Economics to enhance the learning of students * Develop a transition program for new students coming into Prep each year
To further enhance the teaching and learning facilities to meet current and future educational needs	Access and stewardship of quality Catholic Education	Targeted use of school resources	By the end of 2019 the school's master plan will be completed	* Finalise the development of the School's Master Plan
To review the school's ICT Implementation Plan on an annual basis	Access and stewardship of quality Catholic Education	Targeted use of school resources	By the end of 2019 the ICT plan will be reviewed and presented to the school board	* Yearly plan to present to school board for expenditure of school funds as part of school budget

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To develop a plan for the implementation of Innovative Learning Environments	Access and stewardship of quality Catholic Education	Targeted use of school resources A culture that promotes learning	By the end of 2019 the school's plan for Innovative Learning will be communicated effectively to the school community	<ul style="list-style-type: none"> * Finalise the development of the School's Master Plan * Utilise the ILO to engage with the traditional owners in the development of the school master plan * Engage a proactive school engagement program to foster shared communication and continuous improvement
To strengthen parent engagement to improve student learning and wellbeing outcomes	Prophetic and Creative Leadership	Productive School-Community Partnerships	By the end of each year the school board and P&F will have a yearly parent engagement plan for the following school year	<ul style="list-style-type: none"> * Consult with school board and P&F to develop a parent engagement plan