

SAIP - SCHOOL ANNUAL IMPROVEMENT PLAN



SCHOOL / COLLEGE:	St Gerard Majella School
YEAR:	2021

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 - 400 ● Class Structure – 2 streams ● SWD - 6.4% ● Indigenous - 4.2% ● EAL/D - 15% ● NCCD - 13% ● Catholicity – 73.4% ● Attendance – 86.9% ● ICSEA - 1070 	<p><i>National and State</i></p> <ul style="list-style-type: none"> *Review of the Australian Core Curriculum – QCAA <p><i>Local</i></p> <ul style="list-style-type: none"> *Data analysis of student achievement *Professional Learning Teams Learning *Innovative Learning Environments *Data-informed decision-making and curriculum planning *Contemporary learning, design and pedagogy *Explicit Teaching *Blended Learning 	<ul style="list-style-type: none"> *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 well-being through annual satisfaction survey *Use of ESCIP survey to inform the school regarding Catholic Identity *Aging workforce and increase in maternity leave 	<ul style="list-style-type: none"> *Consistency across schools in the area of learning and teaching (blended learning) *Staffing priorities across schools *Staffing structures around student improvement *Continuing PLTs which lead to sharing of resources, planning, assessment *Increased staff wellbeing due to opportunities to share workload *Increased staff networking opportunities *Building capacity/expert teaching team and structures for developing capacity. *Maternity leave *Managing change

SAIP - SCHOOL ANNUAL IMPROVEMENT PLAN

IMPROVEMENT PRIORITY	CEC STRATEGIC PRIORITY	SEF DIMENSION	SMART GOAL/S	STRATEGIES
<p>To identify, renew and enhance our Catholic Identity</p> <p>To strengthen the Franciscan ethos and charism of the school</p>	<p>A Lived and Celebrated Catholic Identity</p>	<p>A Lived and Celebrated Catholic Identity</p>	<p>By the end of 2021 the SGM community will devise strategies that will nurture a Post Critical Belief to assist in developing a Recontextualised Catholic Dialogue School. This will be measured by:</p> <ol style="list-style-type: none"> 1. Staff articulation of Catholic beliefs and Franciscan Charism 2. Staff review of RE planning in light of work with Townsville Diocese 3. Staff capacity to identify organic links between religion planning and the RLoS 4. Evidence of rigorous teaching and assessment of religious education 	<p><i>ECSI Planning</i></p> <ul style="list-style-type: none"> ● Establish Catholic Identity team to address the priorities for the survey ● Engage with CES Identify and Outreach Team (Sharon and Rachel) to work on Staff Formation Plan ● Work with class teachers in PLTs to review RE planning in light of work with Townsville Diocese and identify organic links between religion planning and the RLoS document ● Inclusion of Catholic perspective in other learning areas ● Provide students with the opportunity to deepen their understanding of our Franciscan charism <p><i>Professional Learning</i></p> <ul style="list-style-type: none"> ● Dedicated staff meetings and PLTs related to staff formation, RE and RLoS planning, Franciscan Charism and ethos ● Staff to set a personal Catholic Identity Goal in PGIAP ● Week 0 PD – Staff Formation Day with Sharon and Rachel ● All teaching staff to attend TREWTH Conference <p><i>Community Engagement</i></p> <ul style="list-style-type: none"> ● Continue to publish newsletter articles which explain and promote our Catholic ethos and traditions - to engage school community ● Consider sacred spaces in outdoor areas around the school ● Provide parents with the opportunity to deepen their understanding of our Franciscan charism through regular newsletter information
<p>To improve student outcomes in literacy</p>	<p>Optimal learning and wellbeing for all students Goal: St Gerard Majella will improve instructional</p>	<p>Systematic Curriculum Delivery</p> <p>An Expert Teaching Team</p> <p>Differentiated Learning and Teaching</p>	<p>St Gerard Majella will improve instructional quality in literacy. As a result, the following targets will be achieved in 2020:</p> <ol style="list-style-type: none"> 1. 90% of students will achieve 12 months growth in reading and spelling as measured by the PAT assessment by the end of the school year. 	<p><i>Professional Learning</i></p> <ul style="list-style-type: none"> ● In PLT sessions, teachers will analyse data, plan and differentiate the curriculum for the diversity of all learners. Teacher accountability within the PLT will include sharing of best practice (grounded in evidence-based research), reflecting on strategies implemented. ● Reading Policy refresher during PLT ● Review of Reading and Writing Documents during PLT

SAIP - SCHOOL ANNUAL IMPROVEMENT PLAN

	quality in literacy.	Effective Pedagogical Practices	<ol style="list-style-type: none"> 2. 85% of students will achieve at expected level or above in reading as measured by the BAS assessment instrument. Use Term targets to measure progress. 3. 95% at or above NMS+1 in NAPLAN Reading (Y3 & Y5) 45% in the top 2 bands in NAPLAN Reading (Y3 & Y5) 4. 95% at or above NMS+1 in NAPLAN Writing (Y3 & Y5) 45% in the top 2 bands in NAPLAN Writing (Y3 & Y5) 5. Growth in unaided writing samples, marked against NAPLAN marking criteria for all Year Levels 85% of students achieving expected level or above in writing (NMS+1). 6. Year 3 and Year 5 cohorts will achieve above NAPLAN national, state and diocese averages in all Literacy test areas. (Spelling and G&P) 	<ul style="list-style-type: none"> ● Moderation of BAS (Fountas & Pinnell Assessment) in Term 1 and Term 3 ● Refresh teachers on the use of the BI Tool to analyse student progress and to guide teaching. ● 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 phonemic awareness, reading and writing processes. ● Classroom observation and feedback process developed to provide timely support and advice on classroom practice. ● Engagement of Boys in Writing ● Upskill key teachers who will train all classroom teachers in effective/high impact strategies for the teaching of writing ● Professional reading of Lyn Sharratt 14 parameters and high impact strategies <p><i>Planning and Differentiation</i></p> <ul style="list-style-type: none"> ● Data to be used to inform planning, inclusive practices and target resources that support all of our students. 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 ● Continue to use Mini-Lit and Macq-Lit for reading intervention program. ● Continue to withdraw EAL/D students for literacy support. ● PLT sessions will involve class teachers setting class targets and adjusting the reading data wall and electronic writing wall appropriately - Agile School Sprints Process to target intervention for students to achieve greater growth ● Continue to use formal moderation processes in PLTs for all aspects of reading and writing ● Completion of school pedagogical framework. ● Vertical alignment of the writing curriculum will be completed and implemented. ● Build the capability of staff in delivering quality teaching and learning. Provide teachers with the opportunity to observe,
--	----------------------	---------------------------------	---	--

SAIP - SCHOOL ANNUAL IMPROVEMENT PLAN

				<p>coach and mentor each other in the area of high impact teaching strategies for quality teaching and learning</p> <ul style="list-style-type: none"> • Embedding Formative Assessment - Dylan Wiliam <p><i>Community and Engagement</i></p> <ul style="list-style-type: none"> • Parent engagement will take the form of working with parents of targeted groups in reading. Provide parent workshop on reading • Continue to engage with Story Dogs program to promote reading for students with anxiety and reading difficulties • Engage St Mary's students in the Ready Reading Program to assist in the lower years • Establish a 'Grandparents Club' to support the development of Literacy in the Early Years.
Ongoing Strategic Renewal Maintenance Plan				
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 * Develop a Parent Engagement Group consisting of members of the leadership team, staff and parents * Develop a calendar of events and opportunities to promote parent engagement within the school community including parent volunteer assistance, parent education, social functions, etc
<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>	Optimal Learning and Wellbeing for all students	An Explicit Improvement Agenda	By the end of each year teachers will use and interpret data to inform teaching and learning of reading and writing in order to achieve term year level targets	<ul style="list-style-type: none"> * 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
To strategically plan, implement and review the processes used to enact intervention and extension programs across the school	Optimal Learning and Wellbeing for all students	Differentiated Learning and Teaching	<p>By the end of each year teachers will be able to articulate how they provide differentiation for students in their class and show it in their term planning for literacy and numeracy.</p> <p>NCCD requirements will be met as evidence is documented in term planning for differentiation needs of students.</p>	<ul style="list-style-type: none"> * Written intervention plan for whole school in place * Written extension plan for whole school in place * 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

SAIP - SCHOOL ANNUAL IMPROVEMENT PLAN

To support teachers further to establish classroom practices and strategies to differentiate learning experiences for all students				
To develop a quality assurance process to ensure the implementation of the Australian Curriculum is locally contextualised and delivers balance and coverage	Optimal Learning and Wellbeing for all students	Systematic Curriculum Delivery	By the end of each year 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	<ul style="list-style-type: none"> * 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
<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 each year 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 regularly review whole school approaches to effectively manage student behaviour	Optimal Learning and Wellbeing for all students	A Culture that Promotes Learning	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	<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