## St Monica’s Annual Improvement Plan 2015

**Vision** – Growing Together – Believe, Discover, Achieve

**2015 Focus** – Collaboration, Alignment & Performance Assessment for Learning

### Focus Area: Catholic Identity and Faith

**Our Vision**: By the end of 2015 our school will be a school where
- the school mission and vision reflect a sound understanding of the Catholic Christian Life and culture.
- Catholic Christian life and culture are reflected in school policy, practice and communication.

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<tr>
<th>ISR Focus Area</th>
<th>ISR Element</th>
<th>Targets</th>
<th>Key Improvement</th>
<th>Student Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Religious Identity and Culture</td>
<td>Catholic Religious Identity</td>
<td>Design a new mission statement that reflects the community of St Monica’s today and for the future.</td>
<td>Ownership of the mission of St Monica’s which will be reflected in all documentation. Representation is clear and creative</td>
<td>Members of the community – staff, parent, student will be able to explain the purpose and meaning of the School mission</td>
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**Focus Area: Professional Practice and Collaborative Relationships**

**Our Vision:** By the end of 2015 our school will be a school where

- partnerships with families and community organisations are established with the express purpose of improving outcomes for students
- partnerships are established in response to identified need.
- explicit processes are in place to ensure ongoing and effective communication
- the Principal and other school leaders have accepted personal responsibility for driving improvements in teaching throughout the school. They demonstrate a strong conviction that improved teaching is the key to improved student learning and have clear and well-known positions on the kinds of teaching that wish to see occurring
- there is a just and ethical performance and development culture among staff
- staff are supportive of and significantly engaged with the curricular and co-curricular life of the school

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| 5 Partnerships and Relationships | Engagement with parents and carers | Involvement of parents to improve student engagement  
Student Goal Setting | Year 1 parent can support their child through involvement in Forward Together  
Parents directing involved in the development of their child’s learning  
- Student Goal setting  
- IP development  
- Open classroom  
- Sharing of Grasp Task  
- Reading Recovery | Measure of student progress in reading over the duration of the course  
Students will know and use 3 key questions in relation to their learning  
- Where am I going?  
- How am I doing?  
- Where to next?  
Achievement of identified goals & ability to align goals to learning needs |
| Partnership | Improve opportunities for parents to dialogue and seek clarification – to feel they have a voice. | Q & A Coffee sessions with the Principal  
Parents linked in to the school app for daily information  
Parent acknowledge their voice is heard and are provided relevant information | Uptake by parents and questions asked – response included in weekly newsletter  
Number of parents lined into the school App  
Comparison of survey responses in Annual Parent survey reflect – reduced number of negative responses compared to 2014 |
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<td>7 Professional Leadership and Capacity</td>
<td>Leadership Team + Career Development</td>
<td>Build the capacity of individuals to lead specialised projects and improve personal skills • All members of the leadership team to participate in a Brownlow – Leadership Conference</td>
<td>Restructure and development of the Leadership team – Principal, AP, REC &amp; 3 x Coordinator Development of personal leadership skills to lead a PLT or special project - PLT - Literacy, Numeracy, Special Project - RE, IT, Staff Mentoring, Kids Matter/SWPB</td>
<td>Teams focus on targeted projects with specific goals and identified student achievement levels • School Improvement Plan • COSA • T4C</td>
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<td>9. Work Culture</td>
<td>Work Culture + Staff Engagement and participation</td>
<td>Staff engage in collaborative mentoring and feedback each term • School Assessment for Learning program - AfL</td>
<td>Staff reflective of their practice via comments recorded in their Professional Learning Handbook Consistency in approach and use of language across grades – pedagogical practices Teachers goals are focused</td>
<td>Student learning is improved via engagement and levels of achievement attained – measured via student growth noted when comparing standardised test results and A- E grading across the year</td>
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Focus Area: Teaching and Learning

Our Vision: By the end of 2015 our school will be a school where
- Regular data on the achievements, progress, strengths and weaknesses of individual students are used in all classrooms to make judgements about individual needs, to identify appropriate starting points for teaching and to personalise teaching and learning activities.
- The ‘tone’ of the school reflects a school-wide commitment to purposeful, successful learning.
- Respectful and caring relationships are reflected in the ways in which the staff, student and parents interact and in the language they use in both formal and information. Interactions are focused on learning and wellbeing of students and on continually improving the schools ability to meet the needs of the students. Parents and families are valued as partners in student learning and everyone works together in a mutually supportive way. There is a sense of pride in the school.
- The digital learning environment across the school is sustainable, reliable, safe and secure and successfully enables teachers to create dynamic, personalise, multi-model, connected and engaging learning experiences for students.

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| 10 Pedagogical Principal and Practices | Reflection and Feedback | Develop professional learning team (PLT) English & Maths to evaluate, develop, plan and lead identified school improvement target. | Refer to Literacy and Numeracy & IT plan | Students will know and use 3 key questions in relation to their learning
  - Where am I going?
  - How am I doing?
  - Where to next? |
| Numeracy Plan | How do we improve student learning and engagement of the different genders in mathematics? The underperformance of girls particularly in Year 5, with a particular focus on the disengagement of girls in the middle Bands who should be moving upwards. | Improved results across the Bands in numeracy in NAPLAN. More students who have completed SENA particularly in Years 4-6, Movement of girls by at least 2 stanines in Pat Maths by the end of the year. Movement of girls in LAF scores by at least 4 score points by Term 4. | That the number of girls in the top two NAPLAN bands increase compared to 2014 results. |
  - PLT- focus
  - COSA Project
  - CEO Maths Framework
  - CE PD Opportunities - Numeracy
  - Using diagnostic data and assessment data to prioritise areas to improve individual student learning
  - Pedagogical skills
  - Using diagnostic data and assessment data to prioritise areas to improve individual student learning
  - Pedagogical skills
  - Mental computations
  - Problem solving strategies
  - RUCSAC
  - Focusing on the learning environment
  - Strategies for engagement

PLT – Action researcher results
### Focus Area: Strategic Resourcing

**Will include**
- School Refurbishment Project – Admin
- IT sustainability & BYOD
- School Grounds