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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ISR Focus Area	ISR Element	Targets	Key Improvement	Student Learning
1. **Religious Identity and Culture**	Catholic Religious Identity	Design a new mission statement that reflects the community of St Monica's today and for the future.	Ownership of the mission of St Monica's which will be reflected in all documentation. Representation is clear and creative	Members of the community – staff, parent, student will be able to explain the purpose and meaning of the School mission

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 s 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

ISR Focus Area	ISR Element	Targets	Key Improvement	Student Improvement Assessment for Learning
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

ISR Focus Area	ISR Element	Targets	Key Improvement	Student Improvement Assessment for Learning
7 Professional Leadership and Capacity	Leadership Team + Career Development	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	Restructure and development of the Leadership team – Principal, AP, REC & 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	Teams focus on targeted projects with specific goals and identified student achievement levels • School Improvement Plan • COSA • T4C
9. Work Culture	Work Culture + Staff Engagement and participation	Staff engage in collaborative mentoring and feedback each term • School Assessment for Learning program - AfL	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	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

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.

ISR Focus Area	ISR Element	Targets	Key Improvement	Student Improvement Assessment for Learning
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. • PLT- focus • COSA Project • CEO Maths Framework • CE PD Opportunities - Numeracy	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. • 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	That the number of girls in the top two NAPLAN bands increase compared to 2014 results. PLT – Action researcher results

	(Literacy Plan)	**How does the explicit teaching (modelled, shared) of writing impact on student engagement and achievement?** – Limited growth in writing by students including the lack of engagement and enjoyment during writing lessons • PLT - focus • CE PD Opportunities - Literacy	Improved results in the middle band of Writing in NAPLAN, indicating an 80% improvement moving forward into the next band. • Using diagnostic data and assessment data to prioritise areas to improve individual student learning • Pedagogical skills	Increase in student writing skills and engagement (writing daily), and improved pedagogical practice in modelled/shared writing through the use of targeted strategies. PLT - Action research results
15 Student Wellbeing and Pastoral Care	Monitoring and support for students at risk	Implement KidsMatter Framework to improve teacher capacity, deepening understanding of social and emotional learning to support students at risk – particularly those identified with anxiety • Staff PD Module 2 • Chaplaincy Program - continued	Children actively engage in activities and develop the necessary skills to be resilient when faces with challenges Children willingly seek our support to express their concerns or seek support - teacher, Chaplain, parent, Leadership team	Reduced number of referrals being made to the counsellor
16. Learning Environment	Digital Learning	Improve staff expertise in the effective use of iPads in classrooms Sharing of expertise within staff to enhance learning and teaching • T4C Project – Kel Hathaway • In school training Begin to explore BYOD	Use of iPads and/or laptops K-6 to support learning and assessment – development of a sound pedagogical platform for the use of technology in the classrooms Development of policies and understanding of parents and teachers of implications + school capacity to support additional WiFi devices	Staff feedback via self-reflection and evaluation of individual skills Reference to use of technology in programs Student/Parent feedback via annual survey

Focus Area: Strategic Resourcing

Will include

- School Refurbishment Project – Admin
- IT sustainability & BYOD
- School Grounds