

Vision

Alive in the Spirit we nurture hearts and minds in community to create a just and hope-filled world.

Mission

Nurtured by the Holy Spirit and made in the unique image of God, we unite as one, showing compassion to all. Blessed by our differences we value respectful relationships and recognise the contribution of each person. Through a shared love of learning we encourage all students to reach their full potential. As disciples of Jesus, we follow in the footsteps of the Holy Spirit Missionary Sisters to serve those in need and empower each other to act for justice.

Values

Compassion

Service

Courage

Love

Strategic priority	Goal ¹ : Goals that inspire and set your school's direction <i>"Where do we need to go?"</i>	Targets: Measurable targets to track progress towards your school's objectives <i>"How do we know we are getting there?"</i>	Actions: Actions required to drive progress of key results <i>"What will we do to get there?"</i>	Timeline: <i>"When do we want to get there by?"</i>	Responsibilities & Accountabilities: <i>"Who is responsible for ensuring it happens?"</i>
Catholic identity	By the end of the year, we will have renewed understanding of our shared story and the connection of each person in the community to the new school, vision, mission, motto and values.	<p>School website, enrolment packs and communications/policy documents have updated information about history of Holy Spirit Missionary Sisters and new motto, vision, mission and values.</p> <p>Values and scriptural foundation are explicitly taught and linked to CARE matrix and in relevant curriculum contexts.</p> <p>Variety and consistency of prayer opportunities in classrooms and at staff prayer gatherings.</p> <p>Completion of Reconciliation Action Plan.</p> <p>Class covenants: Alive in the Spirit.</p> <p>Formation plan will continue throughout the year.</p> <p>Prayer pilgrimage and iconography around the school</p>	<p>Pupil Free Spirituality Day:</p> <ul style="list-style-type: none"> Staff will participate in professional learning to identify how they are enacting the Statement of Principles to reconnect with our purpose as staff in a Catholic School. Staff will participate in Formation for Mission Module: Tradition: To Share The Story and Vision – <i>by the end of the PFD, teachers will have identified what they will do on a regular basis in their classes in terms of prayer, formation, keeping the motto, mission, vision at the centre. Journal: What's your story, why did you choose to work in a Catholic School and @ St Flannan's? Why did you choose to stay? What is it that keeps you here?</i> <p>Staff will participate in professional learning to learn about students' cultural and faith backgrounds.</p> <p>Beginning of year foundation curriculum units will include explicit lessons on creating class covenants and exploring the motto, mission, vision and values.</p> <p>Curriculum plans for Religion will show evidence of differentiation for students from different faith backgrounds.</p> <p>Establishment of RLOS Committee</p>	<p>Term 1:</p> <ul style="list-style-type: none"> Pupil free day Formation plan Beginning of year foundation curriculum units Curriculum planning 	<p>APRE</p> <p>Principal</p> <p>Teachers</p> <p>School Officers</p> <p>First Nations Support Officer</p> <p>PLL</p> <p>STEW</p>

Explicit Improvement Agenda

St Flannan's School, Zillmere

Learning and teaching	Please complete EIA (page 2)				
Wellbeing					
<p>Our people</p> <p>Build a talented, committed and high performance workforce. Invest in the professional and spiritual development of staff. Create meaningful pathways and opportunities for leadership.</p>	<p>Review and renew processes for shared practice and professional learning to build staff capacity and support collaboration.</p>	<p>A documented process for staff learning and collaboration</p> <p>Regular cohort meetings to engage in professional dialogue and reflective practice.</p> <ul style="list-style-type: none"> - Leadership Team to attend at regular intervals <p>Teachers trialling models of collaborative practice including Collaborative capacity building strategies (sharepoint.com)</p> <ul style="list-style-type: none"> - Peer observations - Shared practice meetings - Professional feedback conversations - 4Cs <p>Staff meetings hosted by teachers in classrooms – shared pedagogical practice</p> <p>Increased understanding of curriculum content by all teachers in one area of V9 curriculum</p> <ul style="list-style-type: none"> - CT: English & Maths - Specialists: in relevant field - Learning Support Inclusion: Literacy and Numeracy Progressions <p>School Officers</p> <ul style="list-style-type: none"> - Use of specific strategies (e.g. Rotating Roles) to support learners in classrooms. 	<p>Establish a steering committee for this goal to work with the Leadership Team on timelines and professional learning etc.</p> <p>Establish learning groups for</p> <ul style="list-style-type: none"> - English - Maths - Literacy/Numeracy Progressions <p>Allocated staff meeting time for professional learning in target areas</p> <p>Staff meeting – focused time allocated for sharing practice</p> <p>Professional learning and shared practice to build capacity and understanding of V9 curriculum</p> <p>Professional learning and shared practice to build capacity and understanding of Levels of Teaching Response</p> <p>Professional learning about collaborative practices</p> <p>School Officers</p> <ul style="list-style-type: none"> - Continue professional learning and sharing of practices to support learners in class 	<p><i>Term 1</i></p> <ul style="list-style-type: none"> - <i>Shared practice in establishing routines, classroom set up, PB4L</i> - <i>Vision and Mission</i> <p><i>Term 2</i></p> <ul style="list-style-type: none"> - <i>Assessment</i> <p><i>Term 3 & 4</i></p> <ul style="list-style-type: none"> - <i>Shared professional learning in the curriculum content of Maths and English</i> 	
Diversity and inclusion					
Organisational effectiveness					

1. Use the data available to your school (i.e. Health Check, NSIT Review) to identify gaps in school performance and inform objectives aligned to strategic priorities.
2. Within the Targets column, set targets against the data available within your school's Health Check, if applicable.

Explicit Improvement Agenda

St Flannan's School, Zillmere

Goal:

By the end of 2023, assessment practices will be refined so that planning, assessment design and moderation processes are consistent and targeted to ensure student progress.

Actions	Targets	Timelines	Responsibilities & Accountabilities
<p><i>What are the actions the school will implement to address the improvement focus?</i></p> <p><i>What will be the expected outcome/impact?</i></p> <p>Increased clarity around:</p> <ul style="list-style-type: none"> What is being assessed When is assessment being conducted How to assess/mode PD on Front-end assessment planning <p><i>Teachers will work to understand achievement standard in V9 Curriculum and RE and use wording in QCAA elaborations to increase understanding of different levels of achievement.</i></p> <ul style="list-style-type: none"> Cognitive verbs using QCAA resources – depth understanding of thinking processes that affect student demonstration of learning <p><i>Teachers will use multiple modes of formative and summative assessment opportunities to assess student learning.</i></p> <ul style="list-style-type: none"> PD on formative/summative assessment tasks multimodal assessment: using a variety of tools for assessment, not just writing open ended assessment tasks in terms of enabling students to demonstrate different levels of achievement AND giving opportunities for student agency/choice of assessment format <p><i>Teachers will collaboratively develop rubrics that are task specific aligned to the English and Religion Curriculum and Achievement Standard cognitive verbs</i></p> <ul style="list-style-type: none"> Continue to grow and develop rubric for summative that align to curriculum Continue to grow and develop ways of gathering formative assessment – variety of tools being used. <p><i>Develop effective moderation processes sharing of practice to develop consistency, innovation and open-ended processes and strategies for assessment</i></p> <ul style="list-style-type: none"> moderation across the writing tool Moderation with data and subject AS Moderation SRS and data? Feed into staff conversation with student goal setting...this become part of Term 3 work % of student in each level with SRS Sem 1 – 2022 – variance across the year levels. 	<p><i>Specific improvements sought in student performance. (measurable student outcomes)</i></p> <p><i>What evidence or targets will be used to measure this impact which are rigorously actioned?</i></p> <p>If we achieve our goal, this is what we will see:</p> <p>Data</p> <ul style="list-style-type: none"> SRS data shows increased use of A-E scale (English; Science; HPE; The Arts; RE Increased accuracy of data triangulation Decreased disengaged behaviours during learning time <p>Leadership</p> <ul style="list-style-type: none"> LWT: Evidence of varying assessment practices in use in classrooms (Formative & Summative) LWT: Evidence of 'bump it up' and explicit success criteria that has been explained LWT: Students able to answer, what do I do if I get stuck and how do I improve PLL and APE to lead planning with assessment Participation in moderation conversations <p>Teaching Staff</p> <ul style="list-style-type: none"> Able to articulate criteria for success for student learning and clearly outline A-E levels of achievement Assessment at the forefront of planning Participates in moderation practices with year level team and other teachers using work samples Assessment annotated with links to AS Both formative and summative assessment tools used Rubrics used for Summative Assessment tasks (expanded QCAA elaborations) Criteria shared with learners at appropriate level Feedback to students/goal setting/next steps <p>Students</p> <ul style="list-style-type: none"> Know what they are learning and how they are going with that learning, based on feedback Articulate next steps in learning (for progress/learning goal) <p>Parent/Carers</p> <p>Understanding of student learning success and goals/next step</p>	<p><i>What is the expected timeframe for the improvement focus to have an impact?</i></p> <p><i>What milestones are anticipated?</i></p> <p><i>Is a phased approach (name the phases) needed for change to occur?</i></p> <p>January Pupil free days – English Curriculum including Assessment</p> <p>Term 1</p> <p>Moderation staff meeting</p> <p>Week 4 staff meeting – time for teachers to look at learning data and determine next steps in preparation for SCP- English, in week 5.</p> <p><i>During planning sessions, teachers will use processes to front-end assessment in planning for English and Religion during Term 1, then by the end of the year, in Maths</i></p> <p>Term 2</p> <p>Moderation twilight -</p> <p>Professional learning:</p> <ul style="list-style-type: none"> Reporting Writing moderation across writing criteria 	<p><i>Who is responsible for this action?</i></p> <p><i>Who will need to be involved?</i></p> <p><i>How will we monitor against school targets to know we are on track to success?</i></p> <p>PLL – planning; LWT</p> <p>Leadership Team - LWT</p> <p>STIEs – observations at adjustment planning</p> <p>CT</p> <p>Inclusion Teachers</p>

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<p><i>Teachers will use digital platforms to show evidence of learning.</i></p> <ul style="list-style-type: none">• PD: Using digital technologies for gathering assessment evidence• The BCE Shared ipad project will start in Term 3 – it will assist teachers when using ipad to help make demonstrating ways of gathering assessment an easier process in the classroom. (onedrive as the main tool for recording)		<p>By the end of Term 3,</p> <ul style="list-style-type: none">• the teachers will have engaged in Professional Learning around using ipads / OneDrive etc to assist with gathering digital evidence for assessment and reporting• Student goal setting	
<p>Resources & partnerships</p> <p><i>What targeted resources structures or other support is needed to enable this explicit improvement agenda?</i></p> <p><i>What strategic partnerships are in place to enhance student achievement?</i></p> <p><i>How will this explicit improvement agenda be communicated to staff, parents and the wider community?</i></p>			