

St Flannan's Primary Zillmere

2022 ANNUAL IMPROVEMENT PLAN



Vision

As a Christian community founded on our Catholic Tradition, we are 'at the service of the Word for One World'.

Mission

UNITE us in the Spirit of Blessing – Made in the image of God and blessed by our differences and uniqueness, we are united for one world.

NURTURE us in a Spirit of the Sacred – Nurtured by the Holy Spirit we come together in love, joy, peace, kindness, goodness, faithfulness, humility and self-control so that we will be living examples of God's word. (Galatians 5: 22-23)

ENCOURAGE us in a Spirit of Knowledge – Encourage and celebrate a love of learning where children are challenged, through teaching excellence, to pursue their personal best.

RECOGNISE us in a Spirit of Inspiration – Inspired by those who contribute to a socially just world we come with a grateful heart to embrace our call to action.

EMPOWER us in a Spirit of Gentleness – As disciples of Jesus, in a spirit of gentleness and simplicity, we are empowered to live the word of God to create change for a better world.

Strategic priority	Goal (Improvement area)	Success measures	Strategies for improvement	Timeline	Responsibility
Catholic identity	Review the school Vision and Mission. Clarify Values, Ethos and Charism. Explore the possibility of a school Motto.	Staff, students and families to have a shared understanding of the ethos and charism of the school and how it underpins all aspects of the school. Updated vision, mission and values information on website Review of Mission and Vision booklet Alignment between Mission, Vision, class covenants and ethos/charism of school	Work with Staff to determine School Values and review Mission and Vision documents Consult with School Board on School Values, Mission and Vision Parent and parish engagement through consultation forums, newsletter etc	Term 1 Pupil free days Term 1 Twilight Term 1 - 3 Board Meetings Parent Engagement forum	Leadership team and all staff EORE Stephen Locke to facilitate twilight Leadership Team Parents and Board members including Parish Priest

		Staff formation plan incorporating RLOS dimensions Student formation plan incorporating RLOS dimensions			
Learning & Teaching (LoTR Focus)	Develop consistency of pedagogical practices and the use of school personnel according to Levels of Teaching Response, to ensure progress for all learners.	School Vision for Teaching and Learning (informed by work on school Vision and Mission) Clearly defined and documented roles for teaching and learning staff aligned to the Levels of Teaching Response Framework. Shared/consistent language of learning using LOTR	Develop the School Vision for Learning in collaboration with staff Clarify roles and structure of Student Support at St Flannan's Defining terminology – differentiation, adjustments, QDTP, Levels of teaching response (targeted, strategic, intensive) and NCCD levels of adjustments and implement Levels of Teaching Response Establish regular opportunities for shared practice at staff meetings Professional goal setting for all staff linked to the L&T goal Professional Learning Project for School Officers – Rotating Roles	Term 3/4 Term 2/3 From Term 1 Weekly Staff Meetings Term 3 Jan PD Days LOTR PD	APRE, PLL, Learning Support and Inclusion Team and Teachers BCE personnel for Levels of Teaching Response Jan PD Day Principal and Student Support Team – clarification of roles, structures and processes PLL BCE personnel to work with Teachers and School Officers

			<p>Establish effective differentiation and adjustment practices through planning, teaching and appropriate use of support staff including school officers within LOTR</p> <p>Professional Learning on Differentiated Assessment</p> <p>LW&Ts on LOTR practices in classrooms to determine areas of further PD and support</p> <p>Allocation of time for curriculum adjustment planning</p> <p>Participate in the NGSRF project in Early Years</p>	<p>From Term 1</p> <p>Term 1 Staff Meeting – Differentiated Assessment</p> <p>From Term 1</p> <p>From Term 1</p>	<p>PLL and Leadership</p> <p>BCE Personnel - Differentiated Assessment PD</p> <p>ST:IEs, Leadership Team</p> <p>Leadership Team PLL, BEC Personnel, EYs teachers</p>
<p>Learning & Teaching</p> <p>Explicit Improvement Agenda</p>	<p>Explicit Improvement Agenda</p> <p>By the end of 2022, teachers will demonstrate improved data literacy enabling them to implement effective teaching responses to improve student reading achievement in Prep and Year 1.</p>	<p>Improved CaP, SLK & PM Benchmark data.</p> <p>EOY Targets</p> <ul style="list-style-type: none"> - 100% CAP - 98% SLK - 90% PM <p>LWT</p> <ul style="list-style-type: none"> - LOTR observation. Work with students with highest needs observed being lead by 	<p>Planning with extra time for data conversations supported by Education Officers and PLL</p> <p>Adjustment planning with STIE, Inclusion Teacher to document LOTR responses</p> <p>Increased effective use of monitoring tools to inform next steps in student learning</p> <ul style="list-style-type: none"> - PD for staff about monitoring tools 	<p>Every 5 weeks from Term 1</p> <p>Every 5 weeks from Term 1</p>	<p>PLL, EOs</p> <p>STIE and Inclusion Teachers – PLL to support. EO support</p>

		<p>teachers/inclusion teachers</p> <ul style="list-style-type: none"> - E&E Practices used in English and Literacy teaching <p>Planning</p> <ul style="list-style-type: none"> - Data conversations demonstrate evidence of student needs and clear responses outlined 	<ul style="list-style-type: none"> - PLL to support teachers in how/when to collect data - Goals set each term for future achievement based on previous term results - Implementation of extra monitoring in Early Years for target students <p>Professional Learning for Prep and Year 1 Teachers on Early Years Pedagogy.</p>	Ongoing	PLL, EOs, SBSP
Wellbeing	Embed Effective Practices, structures and processes of PB4L framework as outlined in the Student Behaviour Support Plan.	<p>8 Effective Practices are evident in classrooms</p> <p>Behaviour incidents are recorded on Engage and analysis of data informs review of processes and specific areas of need</p> <p>Wellbeing – behaviour support structure embedded</p> <p>New role – Learning Engagement Teacher established at St Flannan’s</p>	<p>8 Effective Practices PD</p> <p>Teachers – Goal Setting in effective practices</p> <p>Behaviour Teaching – Teacher and Learning Engagement Teacher</p> <p>Tier One Team Meetings to review Engage data and determine next steps.</p> <p>Implementation and review of Learning Engagement Teacher role</p> <p>Professional reading – PB4L and associated practices with Marg Thorsbourne</p> <p>Twilight – Restorative Practices with Marg Thorsborne</p>	<p>Term 1 – Pupil Free Day</p> <p>Term 1</p> <p>Ongoing</p> <p>Tier One Team Meetings – twice each term</p> <p>Weekly meetings between Principal and LET</p> <p>Ongoing</p> <p>7th June</p> <p>Term 2</p>	<p>Mel Graham Principal</p> <p>APRE Learning Engagement Teacher Tier One Team</p>

			Staff Meeting – Circle Work with Sue Attrill		
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