# St Kevin's School Geebung
## 2024 ANNUAL IMPROVEMENT PLAN

| Vision | We are an inclusive Catholic community, nurturing each child's potential to thrive in a changing world. |
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| Mission | We are a welcoming Catholic community, grounded in faith through the teachings of Jesus, inspired by St Kevin and St Mary MacKillop. We provide innovative, differentiated learning experiences that engage and invite all to flourish. We foster resilient learners who embrace life's challenges with hope and contribute positively to our changing world. |
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**Values**

**Faith:** Our Community is connected in faith expressed in our daily life

**Hope:** We live & grow together guided by the light of Christ; a heart open towards a positive future

**Love:** We are a community of love, a self-giving love of God and others. others.

**Balance:** Like St Kevin, our community is centred in calmness and harmony in life.

**Justice:** We strive for what is fair and what is right, with concern for fairness and responsibility for all.

**Resilience:** We are resilient people with a growth mindset, persisting in search for what is best and good.

**Wisdom:** We are people of wisdom who inspire and learn, discerning in the choices we make each day.

| Strategic priority | Goal[1]: Goals that inspire and set your school's direction "Where do we need to go?" | Targets: Measurable targets to track progress towards your school's objectives "How do we know we are getting there?" | Actions: Actions required to drive progress of key results "What will we do to get there?" | Timeline: "When do we want to get there by?" | Responsibilities & Accountabilities: "Who is responsible for ensuring it happens?" |
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| **Catholic identity** | Build skills and capacity within staff to continue to deepen the Catholic Identity of St Kevin's community. | Inquiry and innovative pedagogies will be evidenced in year level RE planning with a focus on critical and creative thinking capability. | **Term 1**: Deepen literacy rich pedagogies by enabling Scripture story telling; language immersion and deepening dialogue in the teaching of RE – January PD<br><br>RE Staff meeting: Share an RE assessment task using creative and critical pedagogy<br><br>**Term 2**:<br>RE Twilight - ECSI Module<br><br>APRE to attend Planning sessions with staff to ensure innovative pedagogies are being implemented and considered during RE planning<br><br>**Term 3**:<br>Staff Meeting:  Moderation of RE unit with a focus on inquiry assessment pieces<br><br>**Term 4**:<br>Staff Meeting: | By the end of Term 4, teachers are planning, creating and collaborating using a variety of innovative practices. | APRE, RE team and staff<br><br><br><br>Michael Blanchford to facilitate<br><br>APRE, Beth Nolan |
| | All students and staff will create a visible symbol of Hope within the school to represent our 2024 Guiding light focus. | We will gather as a staff on Jan PD days to celebrate our 2024 Year of Hope and collaboratively plan what it looks like in our community.<br><br>Develop an outside prayer space that is welcoming and inviting incorporating our Year of Hope art symbol. | **Term 1**: Staff will help devise an action plan of ideas / activities on Jan PD days to enact Hope in the school throughout the year.<br><br>**Term 1**: Each class will be timetabled during Term 1, to collaboratively contribute to our 2024 Hope symbol.<br><br>**Term 1**: A Year of Hope candle to be presented to each class to use throughout the year for their class prayer table. Each class will create a Hope canvas to be shared at opening mass and displayed throughout the year.<br><br>**Term 1**: Form a Catholic Identity team who will collaborate with staff to develop a consistent school prayer culture highlighting our Year of Hope. | Staff PD days – collaborative plan to be created.<br><br>By the End of Term 1, school classes have | |

| | | | **Term 2**: Catholic Identity team meeting<br><br>**Term 1,2 and 3:** APRE to share prayer ideas through weekly staff SWAY updates and attend class prayer sessions. | contributed to Hope art symbol | APRE / Jess Atlee |
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| **Learning and teaching** | Build skills and capacity within staff to understand and use ICT effectively to capture assessment, feedback and student voice.<br><br><br>Planning and assessing with the Mathematics Version 9 Australian Curriculum<br><br><br>Consistency in Assessment and feedback practices in Mathematics | Engage with BCE ICT Education Officer's within Staff Twilight and Staff Meetings alongside setting individual ICT Capability goals to support our understanding and skills using best practice within our teaching and learning<br><br><br>• Engage with QCAA resources in line with planning and assessing phases<br>• Engage with ACARA resources in line with planning and assessing phases<br><br>Teachers will have clarity in designing and constructing quality assessment tasks in Mathematics that reflect the potential of all learners.<br><br><br>Teachers will feel confident with capturing student voice, feedback and data by effectively using ICT to support this | • Engage and Liaise with BCE ICT EO's Rochelle Smith, Kym Robertson and Marianne Ferguson for a Staff Twilight in Week 3 to understand Digital Literacy, Digital Technology, Keynote, One Note and Teams.<br>• Meet with Senior ICT Engagement Officer Robert Burke to discuss the best process for setting up Shared iPads across Prep-2 and how to use this effectively to collect student feedback, assessment and voice.<br>• Have follow up Staff Meeting with Kym Robertson to check in with Staff Goals from Twilight and where to move forward with ICT.<br><br>• Create Mathematics Yearly Overview's aligned with Version 9.0 of the Mathematics Curriculum<br>• Create Mathematics Unit Plans using updated template and Version 9.0 of the Mathematics Curriculum<br><br>• Continue to build teacher capacity in Assessment practices for Mathematics through Staff PD Meetings with Education Officer for Numeracy, Michael Cini<br>• Continue to develop teacher capacity in using ICT to support capturing student voice, feedback and assessment samples within Mathematics | • By the end of Term 1<br><br><br>• By the end of Term 1<br><br><br>• By the end of Term 1<br><br><br>• By Week 5 of Term 1<br><br>• End of Semester 2<br><br><br>• End of Semester 2<br><br><br>• End of Semester 2 | • Leadership Team, Teaching Staff, BCE ICT staff<br><br>• Leadership Team, All Classroom Teachers, BCE ICT staff<br><br>• Leadership Team, All Classroom Teachers, BCE ICT staff<br><br>• PLL, All Classroom Teachers<br><br>• PLL, All Classroom Teachers<br><br>• All Classroom Teachers, Leadership Team, Education Officer for Numeracy<br><br>• All Classroom Teachers, Leadership Team, Education Officer's for ICT |

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| **Wellbeing** | To continue to enhance the culture of our school, we will renew our Well-being week practices with a focus on building a community of Hope. | Activities will be timetabled in wellbeing week (Week 7 of each term) with a focus on staff, student and community wellbeing.<br><br>Student/Staff voice survey to collect initial wellbeing data. Post survey data (end of the year) – what they liked, what they want to see moving forward. | **Students and Community:**<br>Move and groove Monday – before school dance, staff v kids game<br>Thinking Tuesday – Thinking challenges around the school<br>Walking Wednesday – before school Bowden Park walk with parents<br>Thankful Thursday board – post it notes<br>Feel good Friday - give a compliment to others<br>**Staff:**<br>Move and groove Monday - sound healing workshop, yoga, tennis, walk<br>Thinking Tuesday – riddles, thinking challenges (prizes)<br>Walking Wednesday – walk/lunch time<br>Thankful Thursday – post it notes (hope tree) | By the end of the year, wellbeing week will be firmly established and provide a safe, nurturing environment. | |

| | | | Feel good Friday -<br><br>Each Term during wellbeing week: Video staff, students and parents with a specific focus each term and share video on Friday assembly (Week 7) creating a culture of openness and respect. | | |
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| | Provide opportunities for community voice around wellbeing. | At Friday assembly during wellbeing week, we will showcase the staff, student and parent voice on a variety of topics (eg how do you feel safe at St Kevin's, what's fun at St Kevin's, how do you receive feedback at St Kevin's, how do you grow at St Kevin's. | | Once a term (Week 7) | Mel - STIE, Halena - LET and Kim GO to work together to organise and set up Wellbeing week activities and video presentations. |
| | Create a staff Mantra/commitment to provide collaboration and teamwork with staff for consideration and care in the community. | | | | |

1.  Use the data available to your school (i.e. HealthCheck, 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 HealthCheck, if applicable.
3.  Schools must include both a learning and teaching (EIA) and a Catholic Identity (AIP) goal.  We recommend that schools include a maximum 1-2 additional goals across the strategic priorities.

# Explicit Improvement Agenda
## St Kevin's School Geebung

**Goal: We aim to use ICT to collect evidence of learning progress, capture student voice and exchange quality feedback in the explicit teaching and learning of mathematics.**

**Success Criteria:** *(Success Criteria identify 4 to 8 observable characteristics of the intended future state for the school once this EIA has been achieved – describing what success looks like)*

1. *Planning for the explicit teaching of the mathematical proficiencies (i.e., problem solving, fluency, reasoning and understanding)*
2. *Teachers using iPads to capture evidence of formative and summative assessment.*
3. *Teachers giving quality and immediate feedback using iPad applications.*
4. *Evidence of learning is visible in students' iPad applications. (e.g., Keynote in P-2; OneNote and Teams in 3-6)*
5. *Students demonstrating agency by articulating and capturing their learning progress and next steps.*
6. *Parents and carers having point in time access to information about their child's learning progress.*
7. *Teachers moderating online student assessment samples.*

| Actions | Targets | Timelines | Responsibilities & Accountabilities |
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| *What are the actions the school will implement to address the improvement focus?*<br><br>*What will be the expected outcome/impact?* | *Specific improvements sought in student performance. (measurable student outcomes)*<br><br>*What evidence or targets will be used to measure this impact which are rigorously actioned?* | *What is the expected timeframe for the improvement focus to have an impact?*<br><br>*What milestones are anticipated?*<br><br>*Is a phased approach (name the phases) needed for change to occur?* | *Who is responsible for this action?*<br><br>*Who will need to be involved?*<br><br>*How will we monitor against school targets to know we are on track to success?* |
| **In TERMS 1&2, 2024 we will focus on:**<br>• *Planning, teaching, and assessing Mathematics from V9.0 of the Australian Curriculum*<br>• *Consistency and rigour in the explicit learning and teaching of mathematical proficiencies – **fluency** and **understanding***<br>• *'Backward design' to provide high quality assessment tasks in mathematics and assessment clarity tables, from the achievement standard of V9.0 of the Australian Curriculum*<br>• *Setting up iPad applications (Keynote in P-2; OneNote and Teams in 3-6)*<br>• *Using iPad applications (above) to capture evidence of formative and summative assessment of mathematical proficiencies - **fluency** and **understanding**.*<br><br>**Outcome/Impact:**<br>• *Teachers are planning, teaching, and assessing for mathematical proficiencies from V9.0 of the Australian Curriculum.*<br>• *Teachers are using iPad applications, relevant to their respective year levels, to* | **Measurables and Monitoring:**<br>• *Daily mathematics routines (e.g., number talks, fraction talks, shape talks) are evident.*<br>• *Mathematics planning documents identify differentiated learning tasks that emphasise mathematical proficiencies - fluency and understanding (T1); problem solving and reasoning (T2), across all content strands.*<br>• *Eliciting, giving, receiving, and using teacher, peer and self-feedback on formative assessment tasks in mathematics.*<br>• *Teachers using the ACARA Numeracy Learning Progressions to guide teaching next steps.*<br>• *Every student has a mathematics/numeracy goal.*<br>• *Once a term moderation with year level colleagues and leadership team, supported by marking guides (assessment clarity tables)*<br>• *Consistency of teacher judgement in what constitutes evidence at A to E ratings in relation to the Australian Curriculum Mathematics Achievement Standards.* | Term 1 – Twilight on iPad applications<br><br><br><br><br><br><br><br><br><br><br>Term 2 planning<br><br>Term 2 Walks and Talks<br><br>Planning Days each term<br><br>Term 3 CTJ Day | PLL, Classroom teachers<br><br><br><br><br><br><br><br><br><br><br>PLL, Classroom teachers<br><br>Leadership team<br><br>PLL<br><br>Leadership Team |

provide high-quality assessment tasks, and assessment clarity tables in mathematics.
- Students are eliciting, receiving, giving, and using feedback on their **fluency** and **understanding** in mathematics.
- Parents are keeping up to date and encouraging student learning progress in mathematics via iPad learning applications.

**In TERMS 3&4, 2024 we will focus on:**
- Continuing to plan, teach and assess Mathematics from V9.0 of the Australian Curriculum
- Consistency and rigour in the explicit learning and teaching of mathematical proficiencies – **problem solving** and **reasoning**
- 'Backward design' to provide high quality assessment tasks in mathematics and assessment clarity tables, from the achievement standard of V9.0 of the Australian Curriculum
- Continuing to use iPad applications (Keynote in P-2; OneNote and Teams in 3-6) to capture evidence of formative and summative assessment of mathematical proficiencies – **problem solving** and **reasoning.**

**Outcome/Impact:**
- Teachers are planning, teaching, and assessing for mathematical proficiencies from V9.0 of the Australian Curriculum.
- Teachers are using iPad applications, relevant to their respective year levels, to provide high-quality assessment tasks, and assessment clarity tables in mathematics.
- Students are eliciting, receiving, giving, and using feedback on their **problem solving** and **reasoning** in mathematics.
- Parents are keeping up to date and encouraging student learning progress in mathematics, via iPad learning applications.

**Communication and Staff Development:**
- Class blogs, portal announcement.
- Facebook (Goal setting) Newsletters, school assembly, Pastoral Board, FACE meetings, Staff PL meetings.
- Staff will engage in Professional Learning from the QCAA website focusing on QCAA P-6 Assessment Literacy.

Student use computers or other interactive technology to track progress towards their goals.

I use computers or other interactive technology to give students immediate feedback.

The specific improvement sought in student performance relates to learners specifically in Mathematics. We will base this on our 2023 Mathematics data which highlights the following:

By the end of 2024 we will have shown improvements in our Mathematics SRS data with 5% growth in students moving from At to Above.

**2023 Semester 1:**

| At | Above | Well Above |
|-----|-------|------------|
| 45% | 34.6% | 16.9% |

**2022 Semester 2**

| At | Above | Well Above |
|-----|-------|------------|
| 48% | 31.8% | 15.9% |

**2022 Semester 1**

| At | Above | Well Above |
|-------|-------|------------|
| 55.5% | 32.2% | 8.9% |

**PAT-M**

Numeracy Tools

Trusting the Count P-1

Place Value or PVAT 2-3

Multiplicative Thinking 3-6

Classroom teachers

Leadership Team

Classroom teachers

Leadership Team

**Resources & partnerships**

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| *What targeted resources structures or other support is needed to enable this explicit improvement agenda?* | EO Mathematics |
| *What strategic partnerships are in place to enhance student achievement?* | EO Technology |
| *How will this explicit improvement agenda be communicated to staff, parents and the wider community?* | Newsletter, FACE meetings |