## St Therese's School Annual Improvement Plan 2021



Version 1: Draft: In Week 0 this will be co-constructed further to enable staff buy in. Priorities will be shared with parents and will be available on website after stakeholders input.

## PRIORITY AREA 1: A Lived and Celebrated Catholic Identity & a Culture that Promotes Learning

STRATEGIC DIRECTION	SYSTEM IMPROVEMENT AREA	SCHOOL EFFECTIVENESS DIMENSION
Lived and celebrated Catholic Identity	Catholic Identity	A culture that promotes learning

SMART GOAL
In 2021 the staff of St Therese's through the lens of a Lived and Celebrated Catholic Identity, are committed to implementing
various strategies to inspire and build positive, caring relationships based mutual trust and support so that we develop a culture of diversity connectedness that invigorates and nurtures the wellbeing of all.

Strategy /How?	Key personnel /Champions	Expected Completion	Measure / Who
<ul> <li>Staff Wellbeing Team</li> <li>Develop structure and Implementation of a Staff Wellbeing Team</li> <li>Staff Development</li> </ul>	David, Brendon, Paula, Carly & Consultant Shelley Wild and selected staff	Ongoing -measured termly	Termly /Shelley Wild
<ul> <li>RELISH Program - All staff invited to participate in RELISH program in order to develop an understanding of the 6 social needs that drive behaviour and performance.</li> <li>Vocation of teaching (everyone is a teacher)</li> </ul>	PeopleHQ -Shelley Wild	Semester 1 and 2	

Staff Formation Plan			
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<ul> <li>Implementation of plan (charism, school mission, Way of beingCommunity)</li> </ul>	David Paula Tania and Brendon Staff Wellbeing	
<ul> <li>Resources</li> <li>Budget /PLNA Allocation</li> </ul>		
<ul> <li>Identify key resources that will impact on staff wellbeing.</li> </ul>		
PGiAP		
Staff PGiAPs linked to Personal Wellbeing	Team The	
	Executive	

STRATEGIC DIRECTION	SYSTEM IMPROVEMENT AREA	SCHOOL EFFECTIVENESS DIMENSION
Literacy and Numeracy		Pedagogical Practices

SMART GOAL
Mantra: Implementation of 'Precision Pedagogy' through focused learning and teaching results in maximising learning for students:
Implement the use of research base teaching strategies and practices in all classrooms to improve student learning throughout the school so that students are engaged challenged and learning successfully.

Strategy	Key personnel	Expected Completion	Measure
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Staff Professional Learning	Leadership Team	On-going each term	Impact Survey -does your
Present staff with Professional Learning Session on 'Precision			students BI Tool on
Pedagogy and the strategies that maximise impact'.			achievement
Loovering Walks and Talks	Executive Team – David, Brendon		Staff Morale /Wellbeing Survey
Learning Walks and Talks Develop yearly overview plan	& Paula		
of LWTS based on above use			
of			Presence of Strategies that
strategies that maximise impact			maximise impact being used
and student data. E.g.			effectively and students being
Teacher Clarity (Hattie 2009) - Learning Intentions			able to answer 5 key questions about their learning.
- Success Criteria,			about their learning.
- Examples of Modelling			
- Checking for understanding			

- Relevance (AS) - Feedback <b>Motivation</b> - Student self- efficacy	Cohorts /Teachers and Leadership Team co construct termly timetable	Survey: Teacher feedback
- Emotions - Importance /relevance		
Professional Learning Times (Wednesday morning or afternoon?)		
Using the 70, 20 and 10 model staff including school officers will be provided opportunities to engage in workshops format three times a term (lead by teachers for teachers)	The Executive	
<b>PGiAP</b> Teacher PGiAPs linked to Pedagogical Practices		

## PRIORITY AREA 3: Explicit Improvement Agenda

STRATEGIC DIRECTION	SYSTEM IMPROVEMENT AREA	SCHOOL EFFECTIVENESS DIMENSION
Successful Staff equals successful students		An Explicit Improvement Agenda & A Culture that Promotes Learning.

SMART GOAL
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Develop a strong improvement strategies to unite school staff in their commitment to improve the quality of teaching and learning so that it is grounded in evidenced from research data and practice and expressed in terms of measurable outcomes in student achievement and wellbeing.

Strategy /How	Key personnel	Expected Completion	Measure
<ul> <li>Learning Partner Days</li> <li>Develop a structure (roles, Norms, etc) to create LPDs</li> <li>to implement collaborative partnerships between cohorts and leadership team that improve student outcomes.</li> <li>Develop areas of focus such as reading, data collection, analysis &amp; response, behaviour, inclusion, diversity</li> <li>Develop learning sprints base on dialogue that contributes to our explicit improvement agenda</li> </ul>	Cohort is Year level Teachers and includes Specialist Teachers Leadership Team is Principal, APRE, APSO, CST & LST	LPDs Week 4 and 8 Terms 1 and 3 LPDs Week 3 and Week 7 Terms 2 and 4	Termly / Shelley Wild

Learning Walks and Talks Develop yearly overview plan of LWTS based on above use of strategies that maximise impact and student data. E.g. Teacher Clarity (Hattie 2009) - Learning Intentions - Success Criteria, - Examples of Modelling - Checking for understanding - Relevance (AS) - Feedback Motivation	The Executive	On-going	<ul> <li>Presence of Strategies that maximise impact being used effectively</li> <li>Data from students answers to the 5 key questions about their learning (Sharratt).</li> </ul>
<ul> <li>Student self- efficacy</li> <li>Emotions</li> <li>Importance /relevance</li> </ul> Student Attendance Develop and implement Whole School Student Attendance plan that incorporates key strategies to improve student attendance to reach 90%.	The Executive in consultation with whole staff	On-going	BI Tool – eMinerva Student Attendance Data
Develop student behaviour and wellbeing <b>PGiAP</b> Staff PGiAPs linked to A Culture that Promotes Learning	The Executive	Each semester	Feedback recorded in PGiAP -