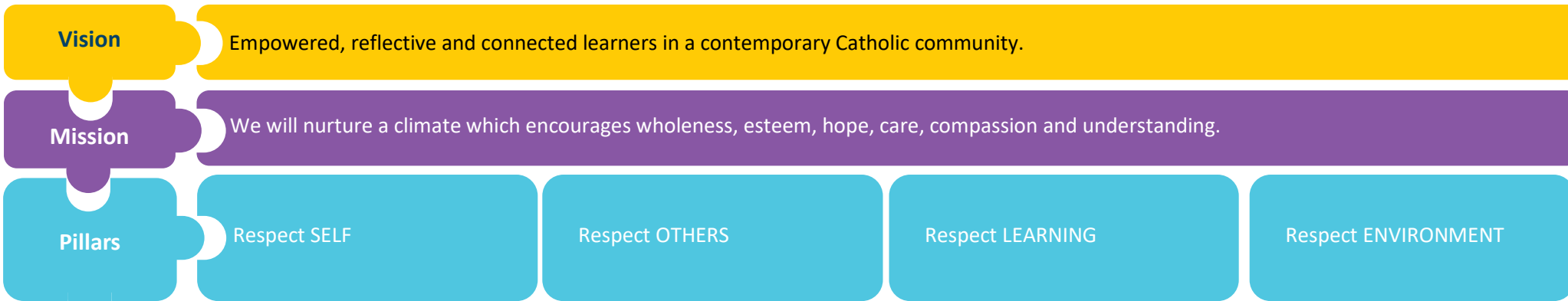



St Francis College


2024 ANNUAL IMPROVEMENT PLAN



Strategic priority	Goal	Success measures & Strategies for improvement	Timeline	Responsibilities & Accountabilities
 <p>Catholic Identity NSIT Domain: 3; 6; 7; 9</p>	Make authentic links to contemporary Catholic experiences through social justice and outreach initiatives.	Connect with and care for others. <ul style="list-style-type: none"> Establish relationship with Trinder park for student visits (to or from school) – visits to occur once per term. 	Once per term <ul style="list-style-type: none"> Term 1 – Year 6 Term 2 – Year 10/11 Term 3 – Year 5/6 Term 4 – Year 8 	APRE, APC, APLG, PLL Support from Curriculum Middle Leaders and classroom teachers (from identified year levels) & interested staff
		<ul style="list-style-type: none"> Term focus for college led by student representative council with volunteers to support: <ul style="list-style-type: none"> Term 1 – Project Compassion Term 2 – Winter Appeal Term 3 – SFD Vinnies Term 4 – Christmas Appeal 	Each term	<ul style="list-style-type: none"> Leaders of student representative council (Peter Lewis & Dana Dray) Fono, Michelle Ferguson Tracey Ross & interested staff
		<ul style="list-style-type: none"> Establishing a student social justice group to build informed and empowered members of the local and global community to share messages. 	Term 1 – establish group and create plan for the year (Week 4/5)	Kate & Andrea & interested staff
		<ul style="list-style-type: none"> Staff to nominate for social justice opportunities/committees that promote connection throughout the year. 	Start of year PD days	CLT
		<ul style="list-style-type: none"> Staff involvement in social justice and outreach initiatives through shared experiences of Catholic Social Teachings. 	Twilight (May TBC)	Michelle Ferguson & Andrea Fono

Explicit Improvement Agenda

St Francis College Crestmead

Strategic priority	Goal	Success measures & Strategies for improvement	Timeline	Responsibilities & Accountabilities
	<p>Enhancing the proficiency of teachers to deliver contemporary religious learning experiences.</p>	<p>Students can name and describe the importance and relevance of the Scripture message.</p> <ul style="list-style-type: none"> • Appropriate unit plans show explicit connection between Scripture and world of text model with contemporary/present day connections. • Provide professional learning opportunities to assist teachers in understanding and delivering the contexts of Scripture. • Invest in resources to assist teachers in understanding and delivering the contexts of Scripture. 	<p>Ongoing – evidence by end of Semester 1</p> <p>Term 1</p>	<p>Curriculum Middle Leaders PLL & APRE</p> <p>Michelle F David M</p>
 <p>Wellbeing <i>NSIT Domain:</i> 1; 3; 9</p>	<p>Nurture the development of respectful relationships across the College.</p>	<p>Increase opportunities for Teacher & Student Voice.</p> <ul style="list-style-type: none"> • Cultural celebrations and recognitions • Establishment of SRC • Student surveys on wellbeing status • Teacher voice through college involvement (examples include): <ul style="list-style-type: none"> ○ Sport ○ Social justice committees ○ Celebration of arts ○ Farewell ceremonies (Y6 & Y12) ○ Celebration of Excellence ○ Cool connections ○ Harmony day ○ P-6 Disco ○ International Women’s Day ○ Staff social committee 	<p>Term 1 – Harmony Day</p> <p>Term 1</p> <ul style="list-style-type: none"> • Beginning of year • Beginning Semester 2 • End of year <p>Term 1 and ongoing</p>	<p>Led by Peter L, Dana D & Jill With students & interested staff</p> <p>Led by Peter L, Dana D</p> <p>AP Pastoral (P-6 & 7-12) Pastoral Middle Leaders</p> <p>Involvement modelled and led by College Leadership Team Conversations supported through PDP</p>


Explicit Improvement Agenda

St Francis College Crestmead

Strategic priority	Goal	Success measures & Strategies for improvement	Timeline	Responsibilities & Accountabilities
		<p>Re-establish PB4L committee and continue the reimplementation of PB4L.</p> <ul style="list-style-type: none"> • New committee structure: 8 people P-12 (across phases of learning). • Embedding P-12 behaviour matrix, terminology, and effective practices. • Email banner of effective practice (attached to daily bulletin). 	Term 1	<p>AP Pastoral 7-12, AP Pastoral P-6 & AP Learning Growth P-12 with teachers</p> <p>PB4L committee</p> <p>Nicole</p>
		<p>Increased parent engagement and attendance at college events.</p> <ul style="list-style-type: none"> • Parent involvement in college events such as Harmony Day and celebration of learning events (P-6). • Community involvement <ul style="list-style-type: none"> ○ 'Open day' linked with Futures day and celebration of learning 4-6 <ul style="list-style-type: none"> ▪ Welcome to the College ▪ 1 lesson time to classrooms, time to explore futures day set up ▪ Student leaders to take school tours 	<ul style="list-style-type: none"> • Harmony Day • Celebration of learning <ul style="list-style-type: none"> ○ Prep: T2 W4 Mother's Day (early in day) & T3 W8 Father's Day (end day) ○ Years 4-6: July (Futures day/SET Plan time) ○ Years 1-3: Late Term 2 	<p>CLT</p> <p>P-6 Classroom teachers</p> <p>Andrea, Amy, Sarah, Tracey D (Futures day)</p>
		<ul style="list-style-type: none"> • Changed format of parent events <ul style="list-style-type: none"> ○ start with BBQ and mingle ○ use of QR code for questions (Menti). QR code on each slide ○ Presentations followed by Q&A session from Menti • Trivia questions (e.g. use of Kahoot!) to help inform parents of school information (trivia questions about the required info/school/people). 	<p>Prep BBQ 18 Jan</p> <p>Years 7-12 24 Jan</p> <p>Years 1-3 7 Feb</p> <p>Years 4-6 13 Feb</p>	<p>CLT</p> <p>Classroom teachers</p>
		<ul style="list-style-type: none"> • Parent social night: Trivia Night? Seek parent volunteers to help (TBC) Encourage staff involvement (staff tables) 	Semester 2: August/September	<p>CLT</p> <p>Staff social committee</p>

Explicit Improvement Agenda

St Francis College Crestmead

Strategic priority	Goal	Success measures & Strategies for improvement	Timeline	Responsibilities & Accountabilities
 Learning and Teaching <i>NSIT Domain:</i> 1; 2; 3; 4; 5; 6; 7; 8; 9	Please refer EIA			

Goal (EIA): The use of Student-Centred Pedagogies to improve reading (P-3) and writing (4-10)

Describe the 12-month success criteria:

- Teachers interpret and analyse a range of data to inform trends, progress and next steps in teaching.
- Teachers respond to student learning with feedback that is relevant, timely, and specific.
- Classroom and other learning environments utilise the third teacher for students to access and support in their learning.
- Teachers utilise moderation practices against the achievement standard to develop learning and assessment tasks, inform responsive teaching practices and make consistent judgements.
- Teachers plan for and use modelled, shared, guided and independent reading within the English block.
- Frequent authentic writing opportunities to explicitly teach writing using the Gradual Release of Responsibility (GRR) model.

St Francis College

2024 ANNUAL IMPROVEMENT PLAN

Success Criteria	Roles & Responsibilities Actions & Processes	Timeline	Evidence of Impact	Artefacts
			The Leadership Team can/will: Teachers can/will: Students can/will:	
Teachers interpret and analyse a range of data to inform trends, progress and next steps in teaching (P-12). <ul style="list-style-type: none"> ○ FLMT ○ SLK ○ PM ○ PAT ○ NAPLAN ○ Writing analysis ○ QCE/QCIA ○ Attendance ○ Engage 	<p>CLT</p> <ul style="list-style-type: none"> ● Provide professional learning opportunities for staff to build skills in analysis of data. ● Provide professional learning opportunities to analyse and set reading targets for all students (P-3). ● Provide time and support for Prep and Year 1 teachers for initial analysis of FLMT data & inform next cycle (Term 1). ● Data is analysed and shared with staff across year levels to identify College trends and student progress. ● CLT (Head of Campus 7-12 and AP Pastoral 7-12) to support Pastoral and Learning & Engagement Middle Leaders (7-12) on leading analysis of student attendance and data from Engage. <p>PLL/Middle Leaders</p> <ul style="list-style-type: none"> ● Data is analysed and shared with staff across year levels to identify trends and student progress. ● Collaborative planning begins with data to identify starting points for responsive cycles. ● Lead analysis of FLMT data & planning for next cycle for Prep and Year 1 Teachers in Term 1; provide ongoing support for analysis of FLMT data & inform next cycle during PPCT and planning days (Terms 2-4). ● Pastoral leaders (7-12) to lead teacher engagement with student attendance and Engage data (behaviour and student supports) at family group meetings. ● Attendance percentages below 80% are checked and highlighted by College Registrar and sent to Pastoral P-6, Pastoral Leaders 7-12 and Data/Engagement Leader 7-12 to monitor - followed up with class teachers and VPC teacher to check Conversations in Engage and that contact is made with families. Attendance letters and/or meetings with families are made. Further concerns are escalated to AP Pastoral (P-6/7-12). <p>Teachers</p> <ul style="list-style-type: none"> ● Support each student to progress in reading and set reading targets for each student to reflect 12 months learning growth. ● Plan guided reading opportunities in short cycles, sharing group learning intentions and goals with students (P-6). ● Teachers use anecdotal notes and reading assessment data to inform next steps in teaching. ● Prep – Year 1 teachers analyse FLMT data & plan for next cycle of learning (Term 1 cycle 1 with release, ongoing during PPCT and planning time). ● Provide student choice in selection of writing samples for analysis, provide outcomes to students and discuss writing progress with students. ● Engage with student attendance and Engage data (behaviour and student supports) at family group meetings to lead student and parent discussions/conversations about learning engagement. 	<ul style="list-style-type: none"> ● Planning days (start of year and throughout year) <p>Key Meetings:</p> <ul style="list-style-type: none"> ● Mon 13 May 7-12 ● Wed 31 Jul P-12 <p>Term One and ongoing in planning conversations and through Learning and Teaching meetings</p> <p>Term One and ongoing</p>	<p>Units of work are responsive to most recent and relevant data.</p> <p>Teachers have confidence in accessing and analysing a variety of student data sources.</p> <p>Teachers can identify the data used in planning responsive teaching cycles to improve student skills and outcomes.</p> <p>Data walls are updated and used by all staff as a part of the learning process.</p> <p>Reading groups are flexible and reflective of student needs.</p> <p>Teacher conversations logged in Engage regarding attendance/behaviour and student supports.</p> <p>Increased student attendance.</p> <p>Engage Conversations to track parent contact for attendance.</p>	<p>Units of work</p> <p>Data Walls</p> <p>7-12 Student mark books</p> <p>Reading Group Data (Anecdotal Notes and Planning)</p> <p>7-12 letters regarding attendance</p> <p>Attendance letters outlining significance and attendance requirements (80%) for significant events:</p> <ul style="list-style-type: none"> ● Year 12 – Formal and Farewell events ● Year 11 – exam block study at home privileges ● Year 10 – Dinner Dance and exam block study at home privileges ● Year 6-9 – Wet’n’Wild

Success Criteria	Roles & Responsibilities Actions & Processes	Timeline	Evidence of Impact	Artefacts
<p>Teachers respond to student learning with feedback that is relevant, timely, and specific.</p> <ul style="list-style-type: none"> ○ Alignment to the achievement standard ○ Use of sentence styles ○ Reading 	<p>CLT</p> <ul style="list-style-type: none"> ● Provide professional learning opportunities to support the embedding of effective feedback in the learning and teaching process. ● Support Middle Leaders to lead classroom teachers in embedding consistent approaches to feedback. ● Provision of meeting time during L/T meetings to empower Curriculum Middle Leaders. 	<p>Term One and ongoing</p> <p>Curriculum Leader Meetings ongoing (fortnightly)</p>	<p>Effective feedback language used in lesson observation conversations.</p>	<p>Curriculum Leader Meeting minutes</p>
	<p>PLL/Middle Leaders (Curriculum)</p> <ul style="list-style-type: none"> ● Provide feedback on teaching units and reading data collection to support teacher feedback to students. ● Providing in class support using the 4Cs model to embed feedback within reading and writing practices. ● Lead and support teachers in guiding students in selection and analysis of writing samples. ● Supporting the development of task level feedback (drafting stage) that is consistent, aligned to the achievement standards, and embedded in tasks (7-12). 	<p>Learning & Teaching Meetings (week 2,5,8)</p>	<p>Increased understanding and confidence of Middle Leaders to deliver learning and support teachers ongoing with feedback.</p>	<p>Anecdotal Notes for Reading Groups P-6</p> <p>Data Walls and BI progress</p>
	<p>Teachers</p> <ul style="list-style-type: none"> ● Provide feedback to students about reading progress that: <ul style="list-style-type: none"> ○ Relates to decoding/processing and comprehension strategy goals ○ Encourages the focus of understanding texts ○ Focuses on reading skills and behaviours rather than reading levels ● Utilise a range of feedback strategies to support student learning progress such as: <ul style="list-style-type: none"> ○ Sentence style deconstruction within own writing ○ Feedback to refine and edit writing ○ Use of feedback AI in Writer's Toolbox ○ Examination of learning against the achievement standard ● Teachers use Writer's Toolbox data to support responsive focus to guide explicit teaching of sentence styles. ● Guide students to engage with feedback AI provided in Writer's Toolbox (guide students to identify progress, set targets, and develop strategies to meet these goals). ● Support students to select and analyse writing samples; lead students in co-construction of class writing goal. ● Embed within units of work opportunities for feedback to and from students on learning progress. ● Developing and using consistent task feedback (at drafting stage) that is aligned to the achievement standards (7-12). 	<p>Term One and ongoing</p>	<p>Use of Performance Data for students, classes, year levels to determine goals and focus areas.</p> <p>Improvement in Writer's Toolbox Data – Sentence styles.</p>	

Success Criteria	Roles & Responsibilities Actions & Processes	Timeline	Evidence of Impact	Artefacts
<p>Classroom and other learning environments utilise the third teacher for students to access and support in their learning.</p>	<p>CLT</p> <ul style="list-style-type: none"> • Resource rooms with consistent classroom posters/anchor charts to support EIA focus of reading and writing. • Engage in conversation with teachers as a part of the classroom observation process, providing feedback on the use of the Third Teacher. 	<p>Term One and ongoing</p>	<p>Classroom Environments (OneNote, classrooms) show a transfer to student work.</p>	<p>Anchor charts, exemplar texts (modelled or joint constructed), Bump It Up Walls</p>
	<p>PLL/Curriculum Leaders</p> <ul style="list-style-type: none"> • Lead and model visible learning for classes using modelled and joint texts for class display (in room or online). • Identify and support staff to implement and improve construction and use of the Third Teacher environment. 	<p>Thursday Learning and Teaching Meetings in Weeks 2, 5 and 8 each term</p>		
	<p>Teachers</p> <ul style="list-style-type: none"> • Co-construct anchor charts, exemplar texts and learning resources for display within the classroom to promote engagement and student learning. 	<p>Week 2 Term One and ongoing</p>		

Success Criteria	Roles & Responsibilities Actions & Processes	Timeline	Evidence of Impact	Artefacts
<p>Teachers utilise moderation practices against the achievement standard to develop learning and assessment tasks, inform responsive teaching practices and make consistent judgements.</p>	<p>CLT</p> <ul style="list-style-type: none"> Develop internal Quality Assessment Tool (QAT) for assessment tasks to embed moderation within developing, endorsing, and marking phases of assessment process (7-10). Support Middle Leaders in the delivery and embedding of moderation processes for assessment tasks (7-10). 	<p>Start of 2024</p> <p>Ongoing</p>	<p>High quality assessment instruments that are accessible, reliable, and provide for valid student outcomes.</p>	<p>St Francis College Quality Assurance Tool for assessment items (7-12)</p>
	<p>PLL/Curriculum Leaders</p> <ul style="list-style-type: none"> Lead and support teachers in the use of internal QAT for the development of assessment items (7-10). Lead consistent moderation processes for teacher judgement across teaching teams (before, during and after units of work P-6) against the achievement standard. 	<p>Start of 2024 and ongoing</p> <p>Weeks 2, 5, 8 Learning and Teaching Meetings</p>	<p>Increased alignment of marking to achievement standards across the College.</p>	<p>SFC Moderation forms</p>
	<p>Teachers</p> <ul style="list-style-type: none"> Develop assessment tasks that are accessible, valid, and lead to student work that is authentic and reliable to make evidence-based judgements against the achievement standard. Engage in moderation practices at the development, drafting and final stage of assessment process. Embed checkpoints in units of work/learning cycles to inform responsive teaching practices and support students in meeting achievement standard (7-10). Engage in moderation conversations that involve multiple moderation strategies such as: <ul style="list-style-type: none"> Calibration (P-12) Cross-Mark (P-12) Cross-section Review (P-12) Use of co-constructed marking rubric (P-6) Swap of class samples (P-6) Blind Mark (7-12) Collaborative mark (7-12) Use of structured Marking Guide (7-12) 	<p>Term One and ongoing</p>		<p>Increase alignment of student outcomes evident through triangulation of data (NAPLAN/PAT and SRS)</p>

Success Criteria	Roles & Responsibilities Actions & Processes	Timeline	Evidence of Impact	Artefacts
<p>Teachers plan for and use modelled, shared, guided and independent reading within the English block P-6.</p> <ul style="list-style-type: none"> Each student is progressing in their reading and can articulate their reading goal. 	<p>CLT</p> <ul style="list-style-type: none"> Engage in lesson observations alongside Middle Leaders including feedback conversations with teachers. 	<p>Starting by Term 1 Week 7</p>	<p>Consideration or Implementation of teacher feedback from lesson observations.</p> <p>Student improvement in reading across the year.</p>	<p>Anecdotal notes</p> <p>Running Record Folder</p> <p>BI data</p> <p>PAT data - Reading</p>
	<p>PLL/Curriculum Leaders</p> <ul style="list-style-type: none"> Engage in lesson observations alongside CLT including feedback conversations with teachers. Review English units and provide feedback on different elements of the English Block. In class support with PLL and/or EO – Reading (P-3). 	<p>Starting by Term 1 Week 7</p>		
	<p>Teachers</p> <ul style="list-style-type: none"> Plan and use the English Block template across English Cycles. Plan for and deliver differentiated reading instruction in response to current reading data. Record anecdotal notes on reader progress as well as relevant reading assessments (PM, PAT, CARS). Use and apply feedback from lesson observations for further reading growth of students. 	<p>Ongoing due dates for Monitoring Tools</p>		

Success Criteria	Roles & Responsibilities Actions & Processes	Timeline	Evidence of Impact	Artefacts
<p>Frequent authentic writing opportunities to explicitly teach writing using the Gradual Release of Responsibility (GRR) model.</p>	<p>CLT</p> <ul style="list-style-type: none"> Engage in lesson observations alongside Middle Leaders including feedback conversations with teachers. Providing opportunity for ML to attend Writer’s Toolbox Professional Development (2 staff). Support curriculum leaders with professional learning and organisation of learning and teaching meetings. Support curriculum leaders ensuring the explicit teaching of writing is planned for within units and completed in classrooms through examination of unit plans and lesson observations. Support Middle leaders with the delivery of Writers Toolbox professional learning and ongoing support. 	<p>Term One and ongoing</p>	<p>Each student is progressing in their writing and can articulate their writing goal.</p> <p>After attending, increased confidence and frequency of working with teaching teams to embed Writer’s Toolbox as a part of learning.</p>	<p>Evidence of explicit teaching of writing within unit plans</p> <p>Writer’s Toolbox Tasks</p>
	<p>PLL/Curriculum Leaders</p> <ul style="list-style-type: none"> Engage in lesson observations alongside CLT including feedback conversations with teachers. Engage in 4C model with classroom teachers. Support the development of teachers in the following named skills by modelling, supporting learning and in classroom support of: <ul style="list-style-type: none"> Planning for effective and explicit teaching of writing (using a range of composition processes). Co-constructing anchor charts and mentor texts with teachers using think aloud’s to model the composing process. Deconstructing mentor texts with students. Explicit teaching of how to improve student writing samples using anchor charts, ‘bump it up’ walls, feedback in writers toolbox, and other feedback mechanisms. Delivery of Writers Toolbox professional learning and ongoing support. 	<p>Term One ongoing</p> <p>Week 2, 5, 8 Learning and Teaching Meetings</p> <p>Planning meetings and conversations ongoing</p>		
	<p>Teachers</p> <ul style="list-style-type: none"> Writing opportunities with support from mentor texts and GRR every class every week (7-10) and every class every day (4-6). Balance between different modes of composition when students are writing within all subjects (handwritten, device). Modelling composition process using pedagogical strategies to show metacognition whilst writing (e.g. Think alouds, annotation/deconstruction of text). Teachers using think aloud to model the composing process (teachers model the various stages of writing from planning, drafting, editing, refining with sentence styles). Teachers are leading the deconstruction of mentor texts. 	<p>Term One Week 2 onwards</p>		