# St Francis College
# 2022 ANNUAL IMPROVEMENT PLAN

| Vision | Empowered, reflective and connected learners in a contemporary Catholic community. |
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| Mission | We will nurture a climate which encourages wholeness, esteem, hope, care, compassion and understanding. |
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| Pillars | Respect SELF | Respect OTHERS | Respect LEARNING | Respect ENVIRONMENT |
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| Strategic priority | Goal (Improvement area) | Success measures | Strategies for improvement | Timeline | Responsibility |
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| **Catholic Identity**<br><br>*NSIT Domain:*<br>*3; 6; 7; 9*<br><br>To further embrace the prayer experiences of both students and staff, both in the religious curriculum and religious life of the College. | Engage staff and students in rich, contemporary, meaningful liturgical experiences. | Family Group/Cool Connections Masses, Opening and closing Masses.<br><br>Student/Staff Formation.<br><br>Develop and promote 'Franciscan Five'.<br><br>Increased familiarity and use of symbols and iconography linking the Franciscan Tradition and Family Groups. | Increased engagement in Liturgical experiences Opening Mass.<br><br>Meditative prayer practices as part of daily routine.<br><br>Monday<br>• Lectio Divina<br>• Lectio Art<br>• Lectio Nature<br><br>Tuesday<br>• Contemplative prayer:<br>  ○ Ignatian Prayer<br>  ○ Augustinian Prayer<br>  ○ Franciscan Prayer<br><br>Wednesday<br>• Mandala<br>• Praying with colour<br>• Prayer journal<br><br>Thursday<br>• Guided meditation<br>• Meditative prayer | Opening Mass –<br><br>FG Mass – Kurrawa (Term 1)<br><br>FG Mass – Jagun (Term 2)<br><br>FG Mass – Wimulli (Term 3)<br><br>FG Mass – Yaraay (Term 4)<br><br>Commence at start of 2022 and continue all of year for 'Franciscan Five' and Iconography, Story and Tradition. | Family Group Leaders, Middle Years Leaders, Year 6 leaders, PLs, APRE, AP Pastoral, Campus Minister, Teachers.<br><br>'Mission Team' formation. |

Date:  /  /2021  Author:

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| | | | Friday<br>• Examine<br>• Mantra<br>• Labyrinth | | |
| **Learning and Teaching**<br><br>*NSIT Domain:*<br><br>*1; 2; 3; 4; 5; 6; 7; 8; 9*<br><br>Develop teachers' capacity to precisely and consistently enact the Australian Curriculum including cross curricular priorities.<br><br>Embed the College's expected pedagogical practices to ensure that every student is engaged, challenged, learning successfully and developing as assessment capable learners. | Engagement with cross curricular priorities, particularly Aboriginal Torres Strait Islander histories and cultures and Catholic perspectives in teaching and learning sequences. | Ensure planning is collaborative, precise and aligned horizontally and vertically to the AC with opportunities to explicitly teach cross curricular capabilities and the literacy capability across learning areas. | Vertical and horizontal alignment of AC is evident in Scope and Sequence.<br><br>Cross-curricular priorities, inclusive of Catholic perspectives, are evident in learning and teaching sequences of HASS (P-6), History (7-10), Geography (7-8), Religion (P-12). | Semester 1 | All teaching staff |
| | Embed consistent and effective pedagogical practices in planning and teaching. | Implementation of "Francis Footprint – *DNA* (Determined Non-negotiable Actions)".<br><br>Implementation of moderation practices.<br><br>Build capacity in staff to design effective, intentional assessment in every classroom.<br><br>Development of accurate, quality assessment rubrics clearly linked to the AC. | Moderation of students' work samples.<br><br>Writing is explicitly planned for and documented in learning areas.<br><br>Teacher – created example text created for teaching and modelling for Gradual Release of Responsibility.<br><br>Learning Walks & Talks by CLT & Middle Leaders are regularly timetabled and observations are fed back to staff. | Term 1 | All teaching staff |
| | | Data is consistently used to inform teacher decisions about learning targets and to measure teacher impact.<br><br>Using NAPLAN and PAT-M data to identify numeracy focus areas for 5 minutes of 'maths mentals' at the beginning of all Maths classes Year 5-9.<br><br>Improvement in WAT, PAT-M, NAPLAN and SRS data. | Provide professional development for teachers in analysing and interpreting data to inform teaching, interventions and initiatives to improve student learning outcomes.<br><br>Teachers confidently use data to move all student learning forward. | Every term | All teachers, Middle leaders, CLT |

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| Develop and build teachers' data literacy skills. | | By the end of the year 75% of students in Years 3-10 are achieving within the 20-24 range in their WAT. | Review & Response Meetings held during teacher PPCT 3 times per term. | | |
| | | WRITING | Triangulation of data to ensure accuracy and inform learning. | | |
| | | Using the Early Writing Development stages (First Steps); | | | |
| | | • all Prep students are demonstrating experimental writing behaviours, with 70% at a 'level 7' or above using the Early Writing Development stages (First Steps) | | | |
| | | • all Year 1 students are demonstrating experimental to early writing behaviours, with 70% at a 'level 9' or above using the Early Writing Development stages (First Steps) | | | |
| | | • all Year 2 students are demonstrating early writing behaviours, with 50% at a 'level 10' using the Early Writing Development stages (First Steps) | | | |
| | | • all Year 3 score 20-24 on the WAT | | | |
| | | • all Year 4 score 20-24 on the WAT | | | |
| | | • all Year 5 score 20-24 on the WAT | | | |
| | | By the end of the year all students in P-2 have improved at least 1 colour band in their writing development. | | | |
| | | READING | | | |
| | | By the end of the year; | | | |
| | | • 70% of Prep students have achieved PM 5-8 | | | |
| | | • 70% of Year 1 students have achieved PM 14-18 | | | |
| | | • 70% of Year 2 students have achieved PM 22-26 | | | |
| | | • 70% of Year 3 students have achieved PM 27-30 | | | |

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| | Promotion of a learning culture (via implementation of Learning Goals). | By the end of term 1, 2023;<br><br>• 70% of Year 4 students will achieve at or above a scale score of 110.9 in PAT-R<br>• 70% of Year 5 students will achieve at or above a scale score of 118.7 in PAT-R<br>• 70% of Year 6 students will achieve at or above a scale score of 124.5 in PAT-R<br>• 70% of Year 7 students will achieve at or above a scale score of 128.8 in PAT-R<br><br>By the end of Term 3 (Unit 2) all Year 11 students (or are on track to achieve) their QCE points.<br><br>By the end of Year 12, 95% of students have achieved the requirements of their QCE/QCIA.<br><br>Students can articulate how they are progressing in their learning.<br><br>Student reports reflect growth in achievement of Learning Goals. | Students are active owners of their learning through continued development of skills in metacognition, cooperative learning and peer and self-assessment.<br><br>Teachers use student feedback to transform student learning outcomes. | Beginning of Term 3 | Students in consultation with mentor teachers |
| | | Improve literacy (Reading & Writing) and numeracy in every classroom. | Teacher and student engagement with multiple opportunities to read across the week. 5 minutes of quiet reading at the start of Period 3 and all English classes.<br><br>Teacher and student engagement with numeracy practices. | Semester 1 | All teaching staff |

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| **Wellbeing**<br><br>*NSIT Domain:*<br><br>*1; 3; 9*<br><br>Develop as connected and reflective members of the St Francis College Community. | Nurture the development of respectful relationships across the College. | Interconnected and cohesive staff group working towards collective achievement of college goals.<br><br>Demonstration of a common language and collective understanding of safe, respectful, and caring relationships.<br><br>Teacher Voice (e.g. Staff Satisfaction Survey). | Continue with/reinstate:<br>• P-12 staff gatherings/events<br>• Face-to-face gathering for Staff Prayer<br>• Staff drinks<br>• Wellbeing initiatives<br>• Inaugural International Women's Day Afternoon Tea 8 March | Beginning in Term 1 and continuing throughout year | CLT |
| **Our people**<br><br>*NSIT Domain:*<br><br>*4; 5; 9*<br><br>A shared sense of responsibility to reconnect with community. | Foster a sense of community and increased engagement within staff, student and parent groups. | Increased parental engagement.<br><br>Retention of staff.<br><br>Improvement of professional dress standard of staff.<br><br>Cohesion within staff group across P-12. | Continued support and development of staff (ECT & pathways to leadership).<br><br>Roll out of College dress code.<br><br>Staff social and formation opportunities:<br>• Start of year BBQ<br>• P-12 Staff Formation Day<br>• St Francis day celebration (End Term 3)<br><br>Parent engagement in:<br>• Student/parent/teacher learning conversations<br>• Family Group BBQs<br>• Information evenings<br>• Parent forums | Term 1<br><br><br><br><br><br><br><br><br><br>Beginning in Term 1 and continuing throughout year | All staff<br><br><br><br><br><br><br><br><br><br>CLT |
| | | Engagement with specific community groups to strengthen and support the formation of students including working with QACC | Continued financial support of African Youth support liaison<br><br>Working with community organisations in student formation:<br>• Blue Edge<br>• Chill out and create<br>• Aspire higher | Beginning in Term 1 and continuing throughout year | CLT |

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| **Diversity and inclusion**<br><br>*NSIT Domain:*<br><br>*3; 9*<br><br>Develop collaboratively an explicit whole-college approach and understanding to differentiation. | Develop a shared understanding and language of differentiation. | All students are motivated, challenged and stretched in their learning with fewer behaviour issues – monitored via Engage.<br><br>Ensure that curriculum adjustments, special considerations, IPMs or curriculum extension are documented and occur for students (as necessary).<br><br>Develop our inclusive response to students with special needs arising from language, culture, disability or socio-economic factors.<br><br>Staff PD/workshops focusing on differentiation for all learners.<br><br>Personalised learning.<br><br>Progress all students.<br><br>Clarity around pedagogical practices and levels of teaching response. | Use data to identify and drive differentiation.<br><br>Differentiation is a feature of every teacher's practice.<br><br>Parent satisfaction around the IPM process.<br><br>Participation in a range of extra-curricular opportunities e.g. Optiminds, Writers' Camp, Chess competition.<br><br>A variety of students with differing learning goals are bought to review & response with an emphasis on joint analysis of student work, and on teaching strategies for improving student learning.<br><br>Systematic use of assessment instruments (standardised and teacher developed) to establish where individuals are in their learning.<br><br>Staff PD/workshops focusing on differentiation for all learners. | Every term<br><br>Every unit<br><br>For 3 opportunities across the Unit<br>• Core<br>• Support<br>• Extension | All teachers |
| **Organisational effectiveness** | Maintain and grow student enrolments | Enrolment Growth<br><br>Maintain numbers from Feb-Aug Census | Increase connection and relationships with local feeder schools and Childcare Centres.<br><br>Sport – Friendly games with the local feeder schools.<br><br>Increase marketing and promotion.<br><br>Tracking of non-school age siblings. | Semester 1<br><br>Ongoing | CLT<br><br>Marketing, Communication and Events Coordinator<br><br>College Registrar |