

Vision

In the tradition of St Clare and St Francis, our Catholic school will be a community that welcomes all and provides a strong sense of belonging and connectedness.

Mission

WELCOME... Inclusive of all. CONNECTEDNESS... to our place, faith and each other. GROWTH... personal, spiritual and intellectual growth.

Values

FAITH

Developing and deepening a relationship with God

LOVE

For God, self, others and the environment

HOPE

Trust in a better future

JUSTICE

Fairness and inclusion

COMPASSION

Empathy for others

Strategic priority	Goal ¹ : Goals that inspire and set your school's direction <i>"Where do we need to go?"</i>	Targets: Measurable targets to track progress towards your school's objectives <i>"How do we know we are getting there?"</i>	Actions: Actions required to drive progress of key results <i>"What will we do to get there?"</i>	Timeline: <i>"When do we want to get there by?"</i>	Responsibilities & Accountabilities: <i>"Who is responsible for ensuring it happens?"</i>
Catholic identity	<p>Recognise and integrate the Franciscan story that underpins the St Clare's context into daily school life to deepen the understanding of staff and students about our Catholic identity.</p> <p>Enhance pedagogical practices in Religious Education to deepen learning within our St Clare's Catholic context.</p> <p>Spiritual theme: 'Shine your light'</p>	<p>Develop a professional understanding of the Franciscan Charism through staff professional development</p> <p>Work with Fransiscan schools Australia for collaboration in deepening understanding</p> <p>Review and update the Religious Education program to ensure a consistent pedagogical approach to the teaching of religion throughout the school</p> <p>Continue to strengthen understanding of curriculum through PD provided by BCE and supports in school</p> <p>Build teacher capacity through the support of additional study.</p>	<p>Professional Development Day in the beginning of the year to understand the Franciscan Way- Understand Franciscan Places, symbols and topics links to the values of the school and Fraternity.</p> <p>PD for school officers regarding Fransiscan Charism</p> <p>APRE will plan with each year level once or more a term.</p> <p>Frequent supports provided for non-Catholic teachers to ensure they can support students.</p> <p>Review Encyclopedia Bible which has been purchased for each class to support with background knowledge and understanding.</p> <p>Three teachers will participate in Foundations this year (Natasha, Di, Raquel) and Tanya will complete her Graduate Certificate for Religious Education</p>	<p>Wednesday Jan 17 (Teachers) Term 1 Week 8 (School Officers)</p> <p>Revisit around St Clare's Feast Day August 11</p> <p>Terms 1, 2, 3, and 4 Once per term</p> <p>Throughout the year</p> <p>Regular check ins with these teachers to support course work.</p>	<p>Prue Durre- All teachers in attendance</p> <p>Di, Natasha, Tanya and Prue</p>
Learning and teaching	<p>See EIA below (page 2)</p> <p><i>LW – Point 1</i></p> <p><i>LW – Point 3</i></p>				
Wellbeing	<p>Enhance student wellbeing by explicitly teaching the social management expectations of the social and personal capabilities (AC).</p>	<p>Implement an integrated Pastoral and Wellbeing Program</p>	<p>APSW and LEL will support staff to implement UR Strong program across each year level from Prep to Year 6.</p>	<p>Start in Week 4 Term 1 Across 4 terms - Staff Meeting Check in Week 7 of each term.</p>	<p>APSW & LEL – all teaching staff</p>

Explicit Improvement Agenda

St Clare's Primary School

	<p>Improving student learning outcomes by building staff capacity to implement tier 1 (universal) strategy to ensure consistency across the school and improve productive student learning behaviours.</p> <p><i>SSLW – Point 3</i></p>	<p>Curriculum planning and implementation of UR Strong across P-6 documented and published.</p> <p>Engaged Data that reflects improved outcomes that leads to reduced Tier 2 support.</p> <p>Reduced incidents recorded on engage</p>	<p>Year level unit plans and resources align with V9 Health Curriculum and general capabilities.</p> <p>Review Implementation process- Regular review and monitor throughout the year</p> <p>Develop student voice to provide agency of positive learning dispositions</p> <p>Use evidence-based resources to inform the teaching V9 Health Curriculum.</p> <p>Create whole school scope & sequence linking to V9 Australian Health Curriculum</p>	<p>Student voice before end of Term 1</p> <p>Review Scope & Sequence by end of Term 4</p> <p>Review engage data at the end of each term</p>	<p>APSW, LEL & Classroom Practice Team</p> <p>APSW & LEL – all teaching staff</p>
Our people	<p>Investing in the professional, leadership and skill development of staff so they can 'shine their light' to build a culture of shared responsibility for student learning and progress and a culture of continual professional improvement.</p> <p><i>LLW – Point 3</i> <i>LLW – Point 4</i></p>	<p>Each staff member will develop an individual & specific performance development plan (PDP) that aligns to ATSIL standards (teaching staff) and clearly identifies how developing their capacity will enhance The St Clare's Way and the achievement of the Explicit Improvement Agenda.</p> <p>A collegial and collaborative approach to professional learning activities is evident P-6 and is inclusive of all staff.</p>	<p>All staff will review their Performance Development Plan (PDP) with a colleague and member of the extended leadership team or line manager. Focus of discussions will match the embedding of The St Clare's Way through our AP goals and EIA.</p> <p>School leaders will continue to prioritise a culture in which collaborative planning, reflection on instruction and peer conversations are prioritised.</p>	<p>PDP - developed in Term 1.</p> <p>PDP – Peer review in Term 2.</p> <p>PDP reviewed in Term 3 and at end of year with LT member or Line manager.</p>	<p>Principal with all staff</p>
Diversity and inclusion	<p>Demonstrate commitment to reconciliation by developing and implementing a Reconciliation Action Plan (RAP) which aims to promote reconciliation in all aspects of school life.</p> <p>Demonstrate commitment to promoting a school in which each child is safe, valued for their uniqueness and respected.</p>	<p>Review RAP during staff meeting/school officer meeting</p> <p>Continue PD with Ngutana-Lui (twilight/Staff Meeting)</p> <p>Regular data review of students' progress and achievement.</p> <p>Evaluation around the effectiveness of adjustments</p>	<p>Ensure all staff have signed up for Narragunnawali</p> <p>Form RAP working group to meet twice a term (of interested staff) share actions with staff, families, students</p> <p>Incorporate Aboriginal and Torres Strait Islander Histories and Cultures through the curriculum</p> <p>Data Collection – Monitoring Tools (5-week cycles)</p> <p>Adjustments reviewed at the end of each short-term learning / planning cycle</p> <p>Consultations with parents when monitoring and reviewing PSP's.</p>	<p>End of the year</p> <p>Term 2, 3 and 4 (share in newsletters after each meeting)</p> <p>Planning sessions each term</p> <p>Throughout the year</p>	<p>APRE, PLL, All Staff</p> <p>Leadership Team & TLRT</p>

Explicit Improvement Agenda

St Clare's Primary School

<p>Organisational effectiveness</p>	<p>Build the professional capacity of staff to use evidenced-based practices and innovative strategies that enhance student attendance and engagement.</p> <p><i>SSLW – Point 2</i></p>	<p>School attendance data will be at 90% of students attend school 90% of the time at end of year. Reviewed 09/05/24 New target = 70%</p> <p>Attendance data for identified students will show improvement.</p> <p>Student Wellbeing Team are familiar with documented wellbeing processes and procedures including the Attendance Policy and Child Youth Risk Management Strategy.</p>	<p>Communicate with parents and students about attendance rates. Identify strategies to support at risk students to increase attendance.</p>	<p>End of school year.</p>	<p>APSW & LEL with all staff</p>
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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 Clare's Primary School

Goal:

Improve the reading, writing and numeracy outcomes for each student at St Clare's.

In the context of V9 Australian Curriculum, students are assessment capable learners through explicit teaching of classroom practices across all forms of assessment including NAPLAN and other standardised tests.

Building leadership, teacher and school officer capacity to positively impact these academic outcomes.

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)*

- Pre and post assessment is used in Literacy and Numeracy across Prep to Year 6.
- The targets outlined in the explicit improvement agenda will be achieved.
- Teachers explicitly using model of pedagogy and version 9 of the Australian Curriculum.
- Staff set a goal for their Performance and Development Plan (PDP).

Actions	Targets	Timelines	Responsibilities & Accountabilities
<p><i>What are the actions the school will implement to address the improvement focus?</i></p> <p><i>What will be the expected outcome/impact?</i></p>	<p><i>Specific improvements sought in student performance. (measurable student outcomes)</i></p> <p><i>What evidence or targets will be used to measure this impact which are rigorously actioned?</i></p>	<p><i>What is the expected timeframe for the improvement focus to have an impact?</i></p> <p><i>What milestones are anticipated?</i></p> <p><i>Is a phased approach (name the phases) needed for change to occur?</i></p>	<p><i>Who is responsible for this action?</i></p> <p><i>Who will need to be involved?</i></p> <p><i>How will we monitor against school targets to know we are on track to success?</i></p>
<p>In the context of version 9 of the Australian Curriculum:</p> <p>Focus short cycle planning based on NAPLAN and other standardised test data that identifies, monitors and provides feedback on skills that require multiple exposures for mastery.</p> <p>Highly effective Literacy and Numeracy Blocks.</p> <p>The use of research based pedagogical practices, including the model of pedagogy in all classrooms.</p> <p>Targeted professional learning to support pedagogical practices, interventions and adjustments aligned to specific needs of each student.</p>	<p>Implementation of planned tiered tasks (extension, core, enabled) so that students can access learning matched to their needs.</p> <p>Year 3 NAPLAN results in 2024. 400+ score in reading, 405+ in writing and 390+ in numeracy.</p> <p>Year 5 NAPLAN results in 2024. 495+ score in reading 475+ in writing and 490+ in numeracy.</p> <p>Collection of year 2 and 4 NAPLAN reading, writing and numeracy data in November 2024. Create a strategic plan for these students to improve student outcomes for March 2025.</p> <p>Monitor PAT-R and PAT-M data from years 1-6 and with the use of effective teaching to improve St Clare's outcomes to revert school scale score to the national norm Scale Score.</p> <p>Year 6 students to sit practice NAPLAN test to support their phase of learning progression.</p> <p>90% of the 2024-year 2 cohort to be reading at a PM level 27 or higher by the end of year (current BCE target is 95% at 22-27).</p> <p>60% of the 2024-year 1 cohort to be reading at a PM level 22 or higher by the end of year (current BCE target is 95% at 14-18).</p> <p>95% of the 2024 prep cohort to be reading at a PM level 5 or higher by the end of year (current BCE target is 95% at 5-8).</p> <p>High correlation of student SRS results with NAPLAN and PAT testing.</p> <p>Mini-Lit in Years 1 and 2 Targeted Numeracy intervention in Years 3 and 5 in Term 1 / Years 2 and 4 in Term 4 Targeted reading in Prep to Year 2 Targeted Literacy intervention in Year 6 from Term 2</p> <p>Interventions and adjustments are aligned to specific needs of each student.</p> <p>Every staff member identifies a professional practice goal (pedagogy) as a part of their Performance and Development Plan (PDP) to support student learning and wellbeing.</p> <p>Maintaining consistency in Literacy and Numeracy Block structures and processes in P-2. Implementing consistent structure and processes in 3-6 Literacy and Numeracy Blocks.</p>	<ul style="list-style-type: none"> - Literacy and Numeracy Monitoring Tools Data Collection twice a term before each new planning cycle. - Review and response following data collection (data wall conversations). - NAPLAN testing (15th March – 27th March) - PAT Linear Testing Term 1 Week 4 - PAT Adaptive Testing Terms 2-4 (ongoing). - Moderation with Literacy coaches, numeracy coaches and PLL (Week 8 of Term 2, Week 6 of term 4). - Planning sessions each four weeks starting with a review of previous plans. - Clarity and confidence surrounding the planning, teaching and assessment in the context of Version 9 of the Australian curriculum. - Performance and Development Plan submitted by Week 8 of Term 1 (co-constructed at staff meeting and/or school officer PD sessions). 	<p>Leaders - Principal, APRE, APA, PLL, Literacy Coaches, Numeracy Coaches, SCL, ECTL, LEL</p> <p>All staff involved (School officers, classroom teachers, support staff)</p>

Explicit Improvement Agenda

St Clare's Primary School

Resources & partnerships

What targeted resources structures or other support is needed to enable this explicit improvement agenda?

What strategic partnerships are in place to enhance student achievement?

How will this explicit improvement agenda be communicated to staff, parents and the wider community?

BCE Model of Pedagogy

ACER

Version 9 of the Australian Curriculum

Dibels

MiniLit

BCE Monitoring Tools

Sunshine Online

Essential assessment

Resourcing of staff

Planning release time

Above award non-contact time

Staff PD around the St Clare's way of professional practice

EIA communicated in the newsletter, parent portal and foyer