

St Anthony's School KEDRON

2023 ANNUAL IMPROVEMENT PLAN



Vision

St Anthony's is a faith community where Gospel Values are central to the life-force and functioning of this Franciscan school.

Mission

A school steeped in the valuing of relationships and all that it means to be a follower of Christ.

Values

RESPECT

CONTEMPLATION

SHARED RESPONSIBILITY

REVERENCING CREATION

JOY

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	To realise the potential of being human by developing the Catholic heart, spirit and intellect of our community of students, staff and families through dialogue.	By the end of Semester Two, Catholic Perspectives are embedded in all Year Level's Maths Planning. Planning on the School Portal shows consistent use of the Mathematics template across all year levels including Catholic Perspectives.	RE Focus at Staff meeting - Catholic Perspectives in Mathematics Follow up in Year Level Planning time	End of Semester 2 Term checkpoints	APRE
		Parent attendance at Exploring Catholic Perspectives and Mathematics Skills workshops. (2022 – 12 attendees)	Organise formal gatherings of the parent community to engage in dialogue around Catholic perspectives (Catholic Social Teaching) within the context of Mathematics	1 evening session and 1 morning session	APRE & PLL
Learning and teaching	Please complete EIA (page 2)				
Wellbeing	To create environments that have a positive effect on the wellbeing of our students, staff and families.	Each classroom teacher will timetable 'Circle Time' weekly with their class to give children the ability to socialize with, learn more about, and relate to their classmates. Nurturing social-emotional development helps in academic and professional aptitude later on Each teacher models the principles of Restorative Practices with their students	January PDD – explanation and focus on Circle Time Circle Time has a focus on communication and relationships. Restorative practice will be used to improve behaviours, interactions and approaches which help to build and maintain positive, healthy relationships, resolve difficulties and repair harm where there has been conflict.	By the end of Semester Two, Circle Time is embedded in each classroom from Prep to Year 6 (at least one session per week will be explicitly timetabled in weekly lesson plans)	GC has created a timetable to work with particular teachers to implement Circle Time lessons. Zones of Regulation posters have been provided in classrooms and are expected to be displayed and visible to the students. Restorative Practices Workshop. Continued focus on Circle Time in 2023

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.

Explicit Improvement Agenda

St Anthony's School KEDRON

Goal: We will engage with the Critical and Creative Thinking General Capability to improve student progress and achievement in Mathematics.

Actions	Targets	Timelines	Responsibilities & Accountabilities																																																												
<p>What are the actions the school will implement to address the improvement focus?</p> <p>What will be the expected outcome/impact?</p>	<p>Specific improvements sought in student performance. (measurable student outcomes)</p> <p>What evidence or targets will be used to measure this impact which are rigorously actioned?</p>	<p>What is the expected timeframe for the improvement focus to have an impact?</p> <p>What milestones are anticipated?</p> <p>Is a phased approach (name the phases) needed for change to occur?</p>	<p>Who is responsible for this action?</p> <p>Who will need to be involved?</p> <p>How will we monitor against school targets to know we are on track to success?</p>																																																												
<p>Develop an understanding of the Critical and Creative Thinking General Capability facilitated by Chrissie Mitchell (Consultant: High Potential Learners):</p> <ol style="list-style-type: none"> Survey for baseline data on teacher confidence and capacity to engage with the Critical and Creative Thinking General Capability Explore the key ideas in the Critical and Creative Thinking General Capability Develop Questions (resource 'Asking Better Questions: Teaching and Learning for a Changing World', Saxton, Miller, Laidlaw, O'Mara 2018) Identify, process and evaluate information <p>Strengthen curriculum expertise in Mathematics</p> <ol style="list-style-type: none"> Consistent whole-school approach to planning the Mathematics curriculum Include 'bump it up' strategies/tasks/questions to provide opportunities for students to achieve Above and Well Above Expected results. Planning on the School Portal shows consistent use of the Mathematics template across all year levels. Planning documents contain examples of Above and Well Above the Expected results for tasks. 	<p>The specific improvement sought in student performance relates to High Potential Learners specifically in Mathematics. We will base this on our 2021-2022 Mathematics data which highlights the following:</p> <p>Semester 1 & 2 2020 Mathematics % of students who achieved "Above" & "Well-Above"</p> <table border="1" data-bbox="798 835 1472 1108"> <thead> <tr> <th>2020</th> <th>Sem 1</th> <th>Sem1</th> <th>Sem 2</th> <th>Sem 2</th> </tr> <tr> <td></td> <td>%</td> <td>%</td> <td>%</td> <td>%</td> </tr> <tr> <td></td> <td>Above</td> <td>Well Above</td> <td>Above</td> <td>Well Above</td> </tr> </thead> <tbody> <tr> <td>School Av</td> <td>29.3%</td> <td>5.1%</td> <td>34.6%</td> <td>9.3%</td> </tr> </tbody> </table> <p>Semester 1 & 2 2021 Mathematics % of students who achieved "Above" & "Well-Above"</p> <table border="1" data-bbox="798 1192 1472 1465"> <thead> <tr> <th>2021</th> <th>Sem 1</th> <th>Sem1</th> <th>Sem 2</th> <th>Sem 2</th> </tr> <tr> <td></td> <td>%</td> <td>%</td> <td>%</td> <td>%</td> </tr> <tr> <td></td> <td>Above</td> <td>Well Above</td> <td>Above</td> <td>Well Above</td> </tr> </thead> <tbody> <tr> <td>School Av</td> <td>33.5%</td> <td>6.1%</td> <td>31.8%</td> <td>14.1%</td> </tr> </tbody> </table> <p>Semester 1 & 2 2022 Mathematics % of students who achieved "Above" & "Well-Above"</p> <table border="1" data-bbox="798 1549 1472 1864"> <thead> <tr> <th>2022</th> <th>Sem 1</th> <th>Sem1</th> <th>Sem 2</th> <th>Sem 2</th> </tr> <tr> <td></td> <td>%</td> <td>%</td> <td>%</td> <td>%</td> </tr> <tr> <td></td> <td>Above</td> <td>Well Above</td> <td>Above</td> <td>Well Above</td> </tr> </thead> <tbody> <tr> <td>School Av</td> <td>30.5% (BCE 28.7%)</td> <td>7.4% (BCE 6.1%)</td> <td>32.2%</td> <td>12.7%</td> </tr> </tbody> </table>	2020	Sem 1	Sem1	Sem 2	Sem 2		%	%	%	%		Above	Well Above	Above	Well Above	School Av	29.3%	5.1%	34.6%	9.3%	2021	Sem 1	Sem1	Sem 2	Sem 2		%	%	%	%		Above	Well Above	Above	Well Above	School Av	33.5%	6.1%	31.8%	14.1%	2022	Sem 1	Sem1	Sem 2	Sem 2		%	%	%	%		Above	Well Above	Above	Well Above	School Av	30.5% (BCE 28.7%)	7.4% (BCE 6.1%)	32.2%	12.7%	<p>By the end of the year:</p> <p>Focus:</p> <ol style="list-style-type: none"> Critical and Creative Thinking General Capability Targeted and supported planning processes in Mathematics using a common template Questioning strategies embedded in assessment tasks in Mathematics <p>Success Marker:</p> <ol style="list-style-type: none"> All teaching staff have developed a deeper understanding of Critical and Creative Thinking General Capability. All Mathematics planning is recorded and uploaded to the School Portal on a common template Documented evidence of questions/tasks to reflect opportunities for students to achieve Above or Well-above expected in Mathematics in Semester 1 40% of students in Prep to Year 6 are achieving Above Expected or Well-above Expected in Mathematics as reflected in SRS Semester 2 results (This equates to approximately an increase of 70 students across the school showing growth in achievement from Expected to Above Expected or Well-above expected.) <p>Check-in points:</p> <ol style="list-style-type: none"> Leadership Meeting updates. PLL engagement and support during Planning sessions each term. Semester 1 and Semester 2 SRS data Staff Meeting check-ins. 	<p>Leadership Team – facilitating Staff Meetings:</p> <ol style="list-style-type: none"> 20 mins READ, NOTICE & SHARE Chapter 8 – Asking Better Questions: Teaching and Learning for a Changing World Engage with the QCAA Standards Elaborations within planning opportunities to extend children's achievement in Mathematics. Jigsaw Strategy Critical and Creative Thinking: Maximising Impact (Pg 14) <ul style="list-style-type: none"> Small groups explore and share understanding of the 8 strategies identified on the page Once per term, staff visit classrooms to share an experience of teaching a Mathematics tasks with a focus on using effective questioning. <ul style="list-style-type: none"> Term 1 and 3: focus on any Mathematics task (What types of questions did you use? Were they effective? Next time, what would you do differently? What did the students achieve in this lesson?) Term 2 and 4: focus on a Mathematics Assessment Task (What types of questions did you use? Were they effective? Next time, what would you do differently? What did the students achieve in this lesson? Did any students show improvement in their mathematics after engaging in this task?) <p>Chrissie Mitchell – facilitate Staff Meeting per Term and one Twilight</p> <ol style="list-style-type: none"> Critical and Creative General Capability on Australian Curriculum 9.0 website Support all staff to reflect and update Mathematics Planning documents based on staff understanding of Critical and Creative Thinking General Capability <p>Chrissie Mitchell and PLL to support staff in classrooms to model and co-teach during Mathematics lessons with a focus on implementing effective questioning techniques.</p> <p>APRE to create and present a FORMS Survey for baseline data on teacher confidence and capacity to engage with the Critical and Creative Thinking General Capability.</p>
2020	Sem 1	Sem1	Sem 2	Sem 2																																																											
	%	%	%	%																																																											
	Above	Well Above	Above	Well Above																																																											
School Av	29.3%	5.1%	34.6%	9.3%																																																											
2021	Sem 1	Sem1	Sem 2	Sem 2																																																											
	%	%	%	%																																																											
	Above	Well Above	Above	Well Above																																																											
School Av	33.5%	6.1%	31.8%	14.1%																																																											
2022	Sem 1	Sem1	Sem 2	Sem 2																																																											
	%	%	%	%																																																											
	Above	Well Above	Above	Well Above																																																											
School Av	30.5% (BCE 28.7%)	7.4% (BCE 6.1%)	32.2%	12.7%																																																											

Explicit Improvement Agenda

St Anthony's School KEDRON

Improve student achievement in Mathematics:

In [Mathematics](#), students develop critical and creative thinking as they learn to evaluate information, ideas and possibilities when seeking solutions. A core part of the Mathematics curriculum is engaging students in reasoning and thinking about solutions to problems and the strategies needed to find these solutions. Students are encouraged to be critical thinkers when justifying their choice of a computation strategy or developing relevant questions during a statistical investigation. They are encouraged to look for alternative ways to approach mathematical problems; for example, identifying when a problem is like a previous one, experimenting with new ideas or simplifying a problem to control or limit the number of variables.

Our target is to move 10% of students from Prep to Year 6 from 'Above' to 'Well Above' in Mathematics (SRS) from Semester 2, 2022 to Semester 2, 2023

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?

Relevant Information:

"Maximise Impact" Document

"Critical thinking is at the core of most intellectual activity that involves students learning to recognise or develop an argument, use evidence in support of that argument, draw reasoned conclusions, and use information to solve problems. Examples of critical thinking processes are interpreting, analysing, evaluating, explaining, sequencing, reasoning, comparing, questioning, inferring, hypothesising, appraising, testing and generalising". (ACARA, 2010). When these skills are consistently practiced, students develop the capacity to think complex thoughts which enables them to approach and solve problems confidently as they are presented in learning and real-life situations. Critical thinking is most effective when consolidating deep knowledge.

Professional development to implement a high-quality, whole-school curriculum approach in Mathematics.

Engagement of High Potential Learners Consultant, Chrissie Mitchell, to work with staff to progress learning and teaching as a support to the High Potential Learners in our school. Chrissie's services have been engaged for one day a week, and includes a staff meeting per term and one twilight workshop.

The EIA will be communicated with staff through the Newsletter and at the Leadership Presentation on the Parent Information Night in Term 1. It will be an agenda item for discussion at the Term 1 Pastoral Board.