

# An education to **believe** in

## Annual Improvement Plan



### Saint Joseph's Primary School, Nundah

Goal 1:	Goal 2:	Goal 3: Explicit Improvement Agenda
<p>Deepening and re-enlivening Religious Education curriculum, pedagogical and assessment practices.</p>	<p>Maximising the potential of each and every learner through quality and effective implementation of multi-tiered systems of support.</p>	<p>Develop a consistent data driven process for the effective teaching and learning of spelling so that all students show progress in spelling confidence and achievement.</p>
<p><b>To achieve this goal, we will:</b></p>	<p><b>To achieve this goal, we will:</b></p>	<p><b>To achieve this goal, we will:</b></p>
<ol style="list-style-type: none"> <li>1. Map out scope and sequences for Religious Education; review and complete core unit planning, aligning with the two-year cycle.</li> <li>2. Review current class timetables and ensure all teachers have clarity around RE curriculum time allocations.</li> <li>3. Learning Walks and Talks during RE time exploring pedagogical practices. Teacher feedback given.</li> <li>4. Regular check ins every third week for RE unit planning.</li> <li>5. Engage with available resources to increase student engagement and dialogue.</li> </ol>	<ol style="list-style-type: none"> <li>1. Peer to peer feedback around effective and expected classroom practices.</li> <li>2. Monitor and review implemented adjustments to support students.</li> <li>3. Visible and known Learning Intentions, Success Criteria and Expected Behaviours for each lesson.</li> <li>4. PB4L whole school matrix is explicitly taught and embedded in classroom covenants with student voice opportunities.</li> <li>5. Re-examine use of human resources to best support learners</li> <li>6. Continue to build collective staff disability specific knowledge</li> </ol>	<ol style="list-style-type: none"> <li>1. Teach all spelling knowledges to all grades (phonology, orthography, morphology and etymology).</li> <li>2. Make direct links to curriculum and progressions to ensure age-appropriate teaching of the spelling knowledges.</li> <li>3. Plan for explicit teaching- 3 spelling sessions per week. Be prepared for incidental teaching.</li> <li>4. Focus on developing student's spelling skills, knowledge and confidence rather than the number of words they can spell.</li> </ol>
<p><b>Our success in 2025 will be measured by:</b></p>	<p><b>Our success in 2025 will be measured by:</b></p>	<p><b>Our success in 2025 will be measured by:</b></p>
<ul style="list-style-type: none"> <li>• Alignment between scope and sequence, unit plans and two-year cycle</li> <li>• Compliance with RE curriculum time allocations</li> <li>• Innovative and effective multi-age practices in RE</li> <li>• Alignment between curriculum and assessment</li> <li>• Building capacity of teacher content knowledge understanding</li> <li>• Networking with other BCE schools</li> </ul>	<ul style="list-style-type: none"> <li>• Review Tier 1 Universal support implementation and consistency across the school</li> <li>• Develop a common understanding of multi-tiered systems of support across different dimensions e.g. Behaviour, Academic, Wellbeing</li> <li>• Continue to 'stretch' and differentiate for identified students</li> <li>• Review roles and responsibilities of human resources</li> <li>• Effective implementation of effective and expected practices, disability specific knowledge and behaviour management processes.</li> </ul>	<ul style="list-style-type: none"> <li>• 80% of students in Year 3 will demonstrate a Strong or Exceeding proficiency in Spelling in NAPLAN</li> <li>• 75% of students in Year 5 will demonstrate a Strong or Exceeding proficiency in Spelling in NAPLAN</li> <li>• There will be a continual increase in percentage of students meeting a '3' in spelling on the Writing Monitoring Tool.</li> <li>• 100% of classrooms will display Word Conscious Classroom habits</li> <li>• P-2 data will be collected early in Term 1 and reviewed for improvement.</li> </ul>
<div style="display: flex; justify-content: space-between;"> <div style="background-color: #28a745; color: white; padding: 5px; text-align: center;"><input type="checkbox"/> Connecting communities</div> <div style="background-color: #6f42c1; color: white; padding: 5px; text-align: center;"><input checked="" type="checkbox"/> Delivering thriving Catholic schools</div> <div style="background-color: #17a2b8; color: white; padding: 5px; text-align: center;"><input type="checkbox"/> Maximising potential</div> <div style="background-color: #fd7e14; color: white; padding: 5px; text-align: center;"><input type="checkbox"/> Optimising conditions for success</div> </div>	<div style="display: flex; justify-content: space-between;"> <div style="background-color: #28a745; color: white; padding: 5px; text-align: center;"><input type="checkbox"/> Connecting communities</div> <div style="background-color: #6f42c1; color: white; padding: 5px; text-align: center;"><input type="checkbox"/> Delivering thriving Catholic schools</div> <div style="background-color: #17a2b8; color: white; padding: 5px; text-align: center;"><input checked="" type="checkbox"/> Maximising potential</div> <div style="background-color: #fd7e14; color: white; padding: 5px; text-align: center;"><input checked="" type="checkbox"/> Optimising conditions for success</div> </div>	<div style="display: flex; justify-content: space-between;"> <div style="background-color: #28a745; color: white; padding: 5px; text-align: center;"><input type="checkbox"/> Connecting communities</div> <div style="background-color: #6f42c1; color: white; padding: 5px; text-align: center;"><input checked="" type="checkbox"/> Delivering thriving Catholic schools</div> <div style="background-color: #17a2b8; color: white; padding: 5px; text-align: center;"><input checked="" type="checkbox"/> Maximising potential</div> <div style="background-color: #fd7e14; color: white; padding: 5px; text-align: center;"><input type="checkbox"/> Optimising conditions for success</div> </div>