# 2018

## Annual School Improvement Plan

**Our Lady, Queen of Peace**
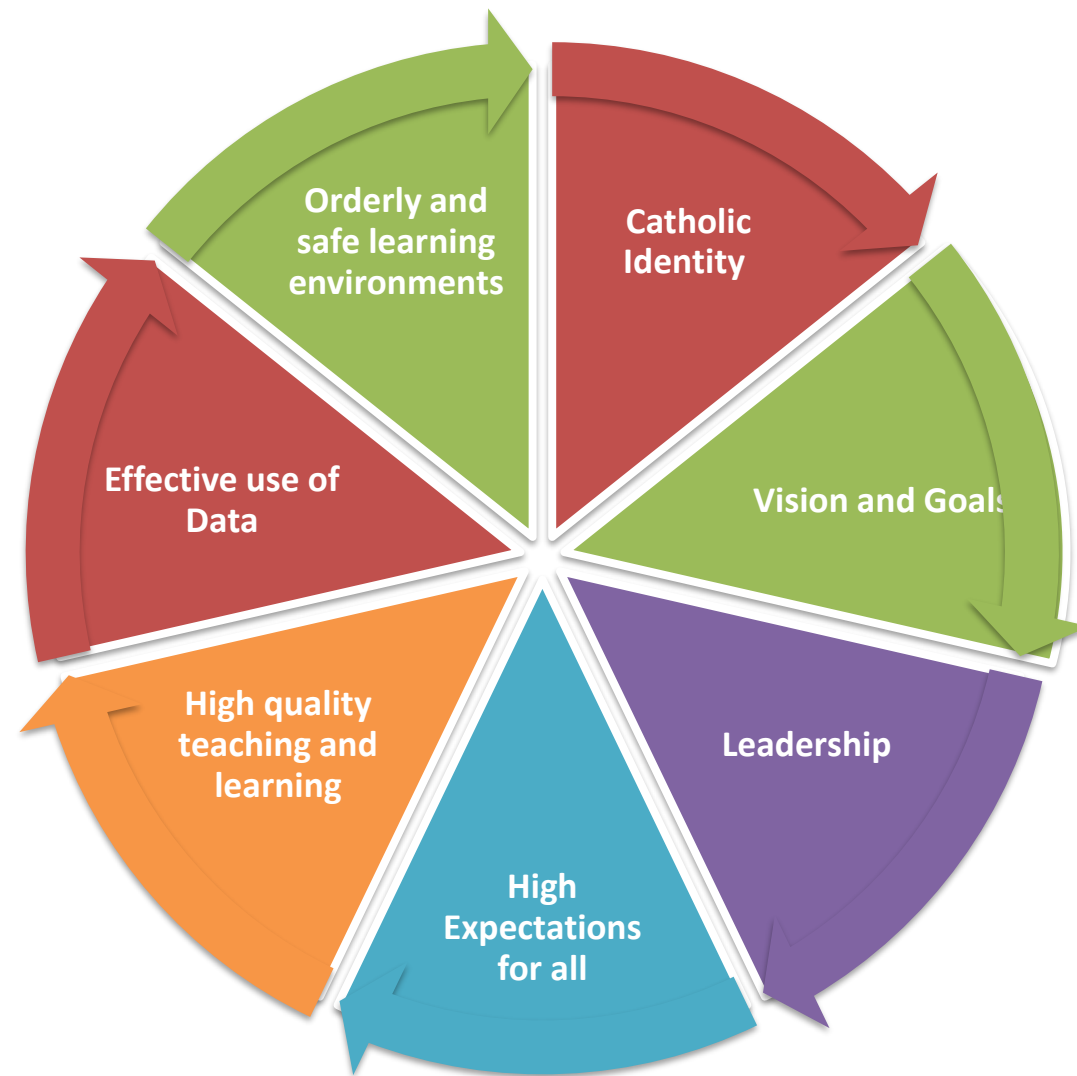
Our Lady, Queen of Peace School

Our Lady Queen of Peace Annual School Improvement Plan is an active document and if our school's circumstances change, it is possible for the plan to be updated outside of this cycle.

**Strategic Direction 1**

Evaluate the Catholic Identity of our school by drawing from relevant research and analysis of appropriate collected data. Provide a high quality, rigorous, and contemporary Religious Education Curriculum from R to 7.

**Indicators of effectiveness**

- Participation in the ECSI Program, facilitated through CESA and informed by the Leuven University Project.
- Collected data, relating to Catholic Identity, sufficient for analysis in 2019
- Students are engaged in the Religious Education curriculum.
- ReLAT scores continue to improve when compared to averaged results over the past four years.

**This Key Direction focuses on Domain 2 – Focused Vision and Goals**

| Goals | Strategies | Responsibility | Resources | Success Indicators | Evidence |
|---|---|---|---|---|---|
| 1.1 OLQP School will participate in the ECSI Program | Attendance at all CESA-hosted ECSI professional development sessions<br><br>Complete the Data Collection Stage of the Leuven University Project | APRIM<br><br>Principal, APRIM and School Board | CESA professional development and online resources<br><br>Australian Catholic University 'Catholic Identity' units offered through the Master of Professional Theology Degree | Data collected in quantities to provide reliable analysis | Data Processed at Leuven University by term 1, 2019 |
| 1.2 A rigorous, and contemporary Religious Education Curriculum is offered to all students from R to 7 | Religious education has sufficient time allocated to support quality learning<br><br>Curriculum documents are prepared for teachers to ensure a theologically-sound program is offered to students that adheres to Crossways Objectives at each Standard | Principal<br><br>APRIM | Crossways Documentation and APRIM | Students are engaged in the Religious Education curriculum. | ReLAT scores continue to improve when compared to averaged results over the past four years. |

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| | *Opportunities exist for staff to build their knowledge and understanding of Scripture and Theology.* | *Principal and APRIM* | *Both CESA-hosted and in-school professional development* | *Improved teacher confidence in offering student's opportunities to engage more fully with Scripture and its interpretation* | *Scripture and Theology are appropriately included in Religious Education lessons* |
| | *All staff have or are undertaking the Graduate Certificate in Religious Education* | *Principal and APRIM* | *CESA and The University of South Australia* | | |

**Strategic Direction 2**
To demonstrate a commitment to ecological conversion and sustainability

**Indicators of effectiveness**
- Students are active participants in a sustainable community.
- Improvements to school environment with less rubbish, more recycling and use of compost bins.
- More green spaces created within school grounds.

**This Key Direction focuses on Domain 2 – Focused Vision and Goals**

| Goals | Strategies | Responsibility | Resources | Success Indicators | Evidence |
|---|---|---|---|---|---|
| *2.1*<br>*To develop an awareness of eco-sustainability with staff, students and parents.* | *Develop an eco-sustainability plan by engaging with documents published through the Eco Schools Australia website that will change school practices in promoting a commitment to eco-sustainability for the whole school community.* | *Staff*<br>*APRIM*<br>*Students*<br>*Parents* | *Staff*<br>*NRM*<br>*Leadership*<br>*Parents*<br>*Students*<br>*Eco Schools Australia website and associated Forums* | *Establish one day per week where it is officially 'nude food day'.*<br><br>*Sustainable practices implemented through Good Beginnings programme in Term 1.*<br><br>*Practices are embedded in the curriculum.* | *School environment reflects positive eco-sustainable practices.*<br><br>*Landscaping of school grounds reflects more green spaces.*<br><br>*Upgrade to vegetable gardens.* |
| *2.2 Establish an Earth Guardian Committee comprised of a student Captain, Green Ambassadors from years 3 to 7, Staff Leadership Representative, interested parental bodies and school staff.* | *The Earth Guardian Committee will meet to discuss, and then undertake, initiatives in line with those proposed through Eco Schools Australia.*<br><br>*Students' input for design and planning of Nature Play area.* | *Earth Guardian Committee*<br><br>*School Board*<br><br>*P & F Committee* | *Staff*<br>*NRM*<br>*Leadership*<br>*Parents*<br>*Students*<br>*Eco Schools Australia website and associated Forums* | *Students take more responsibility for caring the school environment.*<br><br>*Students involved in creating a Nature Play area.* | *Eco-committee works through a year-long plan for sustainable practices in the school.*<br><br>*Reduction of rubbish within the school.*<br><br>*Nature Play area established.* |

**Strategic Direction 3**
To develop high quality pedagogical practices in teaching and learning.

**Indicators of effectiveness**
- Teachers using common unit planner in planning curriculum.
- All students understand the purpose of targeted learning intentions and success criteria and how to use rubrics to improve their learning.
- All students at an individual level, will improve their Literacy and Numeracy knowledge and skills.

**This Key Direction focuses on Domain 5 – High Quality Teaching and Learning**

| Goals | Strategies | Responsibility | Resources | Success Indicators | Evidence |
|---|---|---|---|---|---|
| 3.1 *Students will improve in all areas of their learning through a focus on Literacy skills and STEAM (Science, Technology, Engineering, Arts, Mathematics)..* | *Embed CESA's vision for teaching and learning.* *Teachers create school statement on beliefs about teaching and learning.* *Strengthen teachers' capacity and confidence to teach the Australian Curriculum in a competent and professional manner through professional learning projects, courses and teachers' professional learning teams.* *Update Science Policy.* | *Staff* *Leadership* *Students* *Parents* *KLT* | *Teachers sharing experience and expertise in learning teams.* *Teachers' development of Personal Learning Projects with a specific focus on improving student learning outcomes.* *Whole school approach in pedagogical practices for Literacy and Numeracy.* *Team of staff to work together in developing Targeted Teaching Practices R-4.* *KLT* *Staff Professional Learning.* *Consultants* | *Development of whole school strategy in teaching Literacy.* *Daily 5 used in each year level.* *Effective moderation in teams regarding expectations of students' achievement levels against the benchmarks of the curriculum.* *Teachers' planning reflects practices for student improvement.* *Students are able to articulate learning goals and achieve success in their learning through Learning Progressions.* | *Whole school practices embedded.* *Assessments used to gather data which informs teaching and learning practices.* *Students achieve their learning goals.* *Teachers use a common language for teaching and learning with students.* *Teachers employ consistency and commonality of planners to develop curriculum.* *Teachers' practices of planning and teaching improvements is evident* |

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| | | | | | Science Policy reflects STEAM focus for students learning. | through data of students' learning.

Assessment data reflects growth of student learning.

Students engaged and able to articulate learning goals achieved in learning tasks. |
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| 3.2 Targeted focus on learning to improve student learning outcomes. | Implement targeted focus on Literacy for R-4 students. | Leadership Students Teachers ESO's (curriculum level) | Professional Learning sessions. | Teachers understand explicit teaching practices. | Students are able to articulate their learning goals.

Students achieving success in their learning.

Teachers engaging in professional conversations about student learning. |
| 3.4 Students improve their knowledge and skills in Numeracy. | Prior knowledge review of students sourced via pre/post assessments.

Review data to track students' progress and assess developmental progress.

Year 3, 5 and 7 students meet the NMS in NAPLAN. | Leadership Leader in Numeracy Teachers Students | Australian Curriculum in Numeracy.

Assessment tools e.g. PAT-M assessments.

ICT resources e.g. online tools. | Teachers able to identify learning needs of students.

Development of Mathematic program that enables students to achieve in their learning. | Students are able to articulate their mathematical understandings.

Students are meeting their mathematical benchmarks.

Teachers' knowledge of students' learning needs continues to influence programming practices. |

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## ANNUAL SCHOOL IMPROVEMENT PLAN 2018

**Strategic Direction 4**
Effective gathering and interpretation of data to support student learning.

**Indicators of effectiveness**
- Teachers use data for planning, decision-making, problem solving and accountability in the classroom and school.
- School establishes policies, procedures and systems to generate, collect and store data and make available for its retrieval.
- Teachers regularly use and analyse data.
- Leadership works with teachers to review achievement data.
- Teachers use data to inform intervention where required to support students' learning growth.

**This Key Direction focuses on Domain 6 – Effective use of data**

| Goals | Strategies | Responsibility | Resources | Success Indicators | Evidence |
|---|---|---|---|---|---|
| 4.1 Assessment practices are aligned to the curriculum and designed to clarify, diagnose and monitor students' learning progress throughout the year. Identify gaps in student learning to monitor growth across the year. | Introduction of Scorelink as a resource for teachers to collect, record and review students' data to inform teaching practices. Establishment of common assessment tools for each year level. | Leadership Teachers Students Parents | Professional Learning Assessment tools Student engagement in their learning. | Teachers use software to analyse data. Teachers able to use data to provide intervention strategies to support students' growth. Students able to identify learning goals and achieve them. | Teachers use data to record learning growth of students. Data informs parents of students' growth in their learning. School is employing reflective teaching practices. |
| 4.2 Analysis and interpretation of data by teachers that reflects connections between teachers' learning programmes, assessments and report on student achievement. | A whole school approach to the analysis and interpretation of data which includes academic, attendance, behavioural outcomes, student engagement and wellbeing. | Leadership POR roles Students Parents Teachers | Professional Learning Data software Assessment tools ACARA | Teachers using pre/post data to inform teaching practices. Students identify learning goals. | Development of a school wide culture of self-evaluation and reflection. Students achieve learning goals. |

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| | *Teachers to use data software to analyse student learning needs and adjust learning goals for students to achieve success.* | | | *Teachers work in teams and engage in conversations that focus on continuous improvement for student learning.* | *Teachers use the data to communicate to families their child's learning progress.*<br><br>*Teachers track students' progress and use assessment learning outcomes as evidence of successful teaching practices.* |

**Strategic Direction 5**
To promote a safe, respectful, tolerant and inclusive learning environment.

**Indicators of effectiveness**
- All members of the school community comply with the policies and procedures for student wellbeing.

**This Key Direction focuses on Domain 7 – Orderly and Safe Learning Environments**

| Goals | Strategies | Responsibility | Resources | Success Indicators | Evidence |
|---|---|---|---|---|---|
| 5.1 Create and embed strategies to promote positive behaviours and provide a safe, supportive and engaging learning environment for all members of the school community. | Develop Respectful Relationships Policy | Leadership School Board P & F Committee Staff Students | CESA consultant Professional Development Program Achieve Good Beginnings | School community supports students through Restorative Justice practices. | Positive and trusting relationships amongst staff and students. Programs in place to support positive relationship building. |
| 5.2 KidsMatter: Component 4 to be completed in 2018. | KidsMatter team established. Student Wellbeing focus for 2018 (e.g. Mental Health and wellbeing). | Leadership KidsMatter Team Staff Students Parents | Professional Development with consultant. Staff meetings assigned times to work through KidsMatter programme. School chaplain. | Development of programme to complement current policies and procedures regarding student health and wellbeing. Student involvement in Component 4 activities. | KidsMatter programme embedded into school culture. OLQP recognised as KidsMatter school. School has support processes in place to identify and evaluate the needs of students, staff and families. |

| | | | | *Staff engagement with parents regarding Component 4 topic.* | |
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