Our Lady Queen of Peace

Annual School Improvement Plan

2020

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.

Continuous Improvement Framework

Catholic Identity

Vision and Goals

Leadership

High Expectations for all

High quality teaching and learning

Effective use of Data

Orderly and safe learning environments

Living Learning Leading Framework

thriving people, capable learners, leaders for the world God desires

moral, compassionate, ecologically aware

literate, numerate and effective communicators

spiritually aware and inspired by faith

self-aware, collaborative and socially adept

intercultural and globally minded

knowledgeable, inquisitive and innovative

confident and careful creators and users of ICTs

intentional curriculum

Co-constructed learning and assessment design

dialogue connecting the world and faith

formative experiences inspired by Catholic faith

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 6.

LLL capability: Spiritually aware and inspired by faith.

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 2020
- 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 continue its participation in the ECSI Program*	*Attendance at all CESA-hosted ECSI professional development sessions* *Complete the Data Review Stage of the Leuven University Project*	*APRIM* *Principal, APRIM and School Board*	*CESA professional development and online resources* *Australian Catholic University 'Catholic Identity' units offered through the Master of Professional Theology Degree*	*Data collected in quantities to provide reliable analysis*	*Data reviewed in 2020 and actioned in 2020.* *Participation of APRIM in University study and attendance in Leuven (2019) for further professional learning. Sharing of knowledge with staff through strategic direction of Catholic Identity focus in 2020.*
1.2 *A rigorous, and contemporary Religious Education Curriculum is offered to all students from R to 6*	*Religious education has sufficient time allocated to support quality learning* *Curriculum documents prepared for teachers to ensure a theologically-*	*Principal* *APRIM*	*Crossways Documentation and APRIM*	*Students are engaged in the Religious Education curriculum.*	*ReLAT scores continue to improve when compared*

	sound program is offered to students that adheres to Crossways Objectives at each Standard. Implement new Crossways curriculum strand (Wisdom) in 2020.	*Principal and APRIM*	*Both CESA-hosted and in-school professional development.*	*Improved teacher confidence in offering student's opportunities to engage more fully with new curriculum.*	*to averaged results over the past four years.* *Teachers are more familiar with the Crossways curriculum structure as they prepare their units of learning with students.*
	Opportunities exist for staff to build their knowledge and understanding of Scripture and Theology.	*Principal and APRIM* *APRIM*	*CNWC professional formation in January.*	*Teachers participate in regional groups to explore theme of Wisdom in Terms 1-3.*	*All teachers use the new Learning Design planner when creating learning tasks with students.*
	All staff have or are undertaking the Graduate Certificate in Religious Education		*CESA and The University of South Australia*	*Teachers provide input into focus for each term with APRIM and leadership.*	*Professional learning in Religious Education a focus for each term and time given in Staff Meetings.*

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

LLL capability: moral, compassionate, ecologically aware

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.

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

Goals	Strategies	Responsibility	Resources	Success Indicators	Evidence
2.1 *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.* *Eco Sustainability curriculum documents added to school documentation.*	*Staff* *APRIM* *Students* *Parents*	*Staff* *Leadership* *Parents* *Students* *Eco Schools Australia website and associated Forums*	*A greater focus from families on reducing packaging in their child's lunch boxes. Nude Food becomes an important focus of learning with students.* *Sustainable practices implemented through Good Beginnings programme in Term 1.* *Practices are embedded in the curriculum.*	*All students are engaged in positive eco-sustainable practices.* *Maintaining vegetable gardens.* *Reduction of waste within school.* Teachers embed eco documentation across curriculum.
2.2 Earth Guardian Committee comprised of a student Captain, Green Ambassadors from years 3 to 6, Staff Leadership Representative.	*The Earth Guardian Committee meets regularly to discuss, and then undertake, initiatives in line with those proposed through Eco Schools Australia.*	*Earth Guardian Committee* *School Board* *P & F Committee*	*Staff* *NRM* *Leadership* *Parents* *Earth Guardian Captain, Green Ambassadors Students*	*Students take more responsibility for caring for the school environment.* *Students support and maintain the Nature Play*	*Eco-committee works through a year-long plan for sustainable practices in the school.* *Reduction of rubbish within the school.*

Interested parental bodies and school staff.	Students responsible for assisting in maintaining the garden beds, nature play space.		Eco Schools Australia website and associated Forums	space as part of their learning experiences at school.	Nature Play area continues to evolve as part of an outside learning experience related to students' curriculum.

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

LLL capability:
- *literate, numerate and effective communicators*
- *knowledgeable, inquisitive and innovative*
- *confident and careful creators and users of ICTs*

Indicators of effectiveness
- Teachers using common learning plan in develop a creative and rigorous 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.
- All students understand STEAM is integrated in various areas of the curriculum.

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 and Numeracy skills and STEAM (Science, Technology, Engineering, Arts, and Mathematics).*	*Embed CESA's vision for teaching and learning (Living, Learning, Leading).* *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. Key teachers in Literacy and STEM.* *STEAM strategy developed to support across curriculum learning.*	*Development of whole school strategy in teaching Literacy.* *Sequential practices developed across year levels for assessment and reporting.* *Effective moderation in teams regarding expectations of students' achievement levels against the benchmarks of the curriculum.* *Teachers' planning reflects practices for student improvement.*	*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.*

	Explicit teaching practices become a greater focus across curriculum. *Reading is a whole school focus.*		*Team of staff to work together in developing Targeted Teaching Practices R-2 for Literacy.* *KLT* *Staff Professional Learning.* *Consultants*	*Students are able to articulate learning goals and achieve success in their learning through Learning Progressions.* *Science Policy reflects STEAM focus for students learning.* *Development of a cycle of genre in English curriculum to embed knowledge and skills.* *Key teachers as leaders in the Literacy Project with CESA.*	*Teachers' practices of planning and teaching improvements is evident through analysing data of students' learning.* *Assessment data reflects growth of student learning by a minimum of one year.* *Genre cycle is embedded in the English Policy for all teachers to follow when developing learning plans.* *Students engaged and able to articulate learning goals achieved in learning tasks.* *Students' writing skills become more proficient in various genre.* Regular professional learning throughout the term, feedback on student progress and reflective practices part of the review process with teachers and leadership. Data gathered to reflect students' learning outcomes. Aiming for minimum of 1 year's growth for each child.

3.2 Targeted focus on learning to improve student learning outcomes.	Implement targeted focus on Literacy for R-2 students. R-6 focus on Reading.	Leadership Students Teachers ESO's (curriculum level)	Professional Learning sessions.	Teachers understand explicit teaching practices. Teachers gathering data on reading achievement twice a term.	Students are able to articulate their learning goals. Students achieving success in their learning. Teachers engaging in professional conversations about explicit teaching strategies. Students' reading levels reflect improvement (for the individual child).
	Intervention practices to support students with literacy needs.	Leadership Teachers Support staff	Minilit programme	Reception students assessed at end of 2019 re requirement for intervention practices. Establish minilit programme.	Learning outcomes of all students reflect significant improvement e.g. at least at Year 1 level by the end of the school year.
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 and 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. Key teacher undergoing continual professional	Teachers able to identify learning needs of students. Development of Mathematic program that enables students to achieve in their learning. Mathematics Policy updated.	Students are able to articulate their mathematical understandings. Students are meeting their mathematical benchmarks. Teachers' knowledge of students' learning needs

			learning in Numeracy to share with staff.		continues to influence programming practices.

100% Benchmarks achieved in Year 3 and 5 NAPLAN in 2020. |
| *3.5 Students improve their knowledge and skills in STEM with a focus on robotics.* | *Review paper on STEM initiatives from CESA* | *Leadership Teachers* | *POR in STEM* | *Development of curriculum with a focus on robotics R-6..*

Resources for Year 5,6 students on construction and development of code, programmes and hardware for creating robots. | *Students engaged in innovative programme that requires problem solving skills, working collaboratively in groups, constructing a unique robot that is programmed to undertake a particular purpose.* |
| *3.6 Students will be agents of their critical and creative thinking and call upon this across all learning areas.* | *Sub questions e.g. post questions.*

Collect data on what children know about thinking. When do you think? What are you doing when you are thinking? What cognitive skills are being used?

Each teacher to focus on the General Capability of Critical and Creative Thinking.

Cognitive verbs

Explicit teaching around critical and creative thinking. | *Staff*

Leadership

Students

Parents

Potential POR position | *Explore Project Zero e.g. see, think, wonder*

Sharing expertise in teaching teams. | *Children will be able to articulate their thinking.*

Children will be able to reflect on their thinking. | *Whole school practises embedded.*

Assessment used to gather data, which inform teaching and learning practises.

To be seen in teachers programming. |

	Incorporate thinking into Good Beginnings program (Week 1 – Term 3)				

ANNUAL SCHOOL IMPROVEMENT PLAN 2020

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.*	*Use Scorelink as a resource for teachers to collect, record and review students' data to inform teaching practices and share with parents for their child.*	*Leadership* *Teachers* *Students* *Parents*	*Professional Learning* *Assessment tools* *Student engagement in their learning.*	*Teachers' confident use of software to analyse data.* *Teachers able to use data to provide intervention strategies to support students' growth.*	*Teachers use data to record learning growth of students and record data on SCORELINK.* *Data informs parents of students' growth in their learning. This data is shared at Parent/Learning Conferences x2 per year.*

	Use commonly agreed assessment tools for each year level.			*Students able to identify learning goals and achieve them.* *Development of Assessment and Reporting Policy for use in 2020.* *Improvement of student learning outcomes by minimum of one year.*	*Teachers are using evidence-based teaching practices.* **Data reflects student growth over the year. All students have achieved 1 year's growth of development as a minimum.**
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.* *Teachers use data software to analyse student learning needs and adjust learning goals for students to achieve success.*	*Leadership* *POR roles* *Students* *Parents* *Teachers*	*Professional Learning* *Data software* *Assessment tools* *ACARA* *Student wellbeing survey*	*Teachers using pre/post data to inform teaching practices.* *Students identify learning goals with their teachers* *Teachers work in teams and engage in conversations that focus on continuous improvement for student learning.* *Student survey analysed and shared with staff.*	*Development of a school wide culture of self-evaluation and reflection.* *Students achieve learning goals.* *Teachers use the data to communicate to families their child's learning progress.* *Teachers track students' progress and use assessment-learning outcomes as evidence of successful teaching practices.* *School looks at data and is adapting results to maintain continuous support and engagement with students regarding their wellbeing.*

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

LLL capability: self-aware, collaborative and socially adept

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.*	*Implementation of Restorative Practices strategies as a whole school focus.*	*Leadership* *School Board* *P & F Committee* *Staff* *Students*	*Professional Development* *Program Achieve* *Good Beginnings* *Be You (KidsMatter)*	*School community supports students through Restorative Justice practices.*	*Positive and trusting relationships amongst staff and students.* *Programs in place to support positive relationship building.* *Good Beginnings program reflects focuses to set students up for success in their social, wellbeing and educational development*
5.2 *Be You - used as a framework to support students' wellbeing.*	*Student Wellbeing focus for 2020.* *Mindfulness, meditation.* *School participation in a student wellbeing Project. Staff participate in professional learning with consultant.*	*Leadership* *Staff* *Students* *Parents* *Consultants*	*Professional Development with consultant – with key teachers to share their expertise with staff.* *Staff meetings assigned times to work through wellbeing programme.*	*Development of programme to complement current policies and procedures regarding student health and wellbeing.* *Parent participation in onsite learning re supporting their child's*	*Be You framework embedded into school wellbeing programme.* *OLQP recognised as Be You school.* *School has support processes in place to identify and evaluate the*

			School chaplain.	social/emotional wellbeing with a consultant (Term 2).	needs of students, staff and families.