

St Kieran's School, Brighton

2022 ANNUAL IMPROVEMENT PLAN

www.stkieranbrighton.qld.edu.au



Vision

St Kieran's Catholic Primary School is committed to providing a faith-filled learning environment. In the spirit of St Kieran, we strive for a culture of growth, generosity and belonging as part of an inclusive community.

Mission

We encourage students to have a growth mindset so that they achieve their potential and become lifelong learners. Together we value the role each member of our school community plays. Founded by the Canossian Sisters, we continue to reflect their values by giving out best, having courage, doing the small things well, working as a team and never giving up. We love our motto 'Strength through caring' so that our students become successful members of society.

Values

Giving our best

Having courage

Having courage

Doing the small things well

Working as a team

Never giving up

Strategic priority	Goal (Improvement area)	Success measures	Strategies for improvement	Timeline	Responsibility
<i>DELETE THESE INSTRUCTIONS BEFORE FINALISING PLAN</i>	<i>THIS PLAN SHOULD REFLECT YOUR SCHOOL'S EXPLICIT IMPROVEMENT AGENDA</i>				
	<i>What is the school seeking to improve? Where do you want to be at the end of the year?</i>	<i>How will you mark and measure the change to your performance to know you are successful? This may include the identification of targets.</i>	<i>Describe what specifically will be done to achieve the aimed for success. How will you achieve your goal? What research and evidence-based practices will enable the achievement of the goal?</i>	<i>When will the strategies be undertaken?</i>	<i>Who will be involved?</i>
Catholic identity	Through clearly planned assessable units, students will demonstrate a deeper scriptural and theological understanding.	<p>Assessment clearly identified in planning documents</p> <p>RE planning documents with identified assessment approved by panel St Kieran's Religious Education Program</p> <p>Creation of assessment templates using the year level achievement standard.</p> <p>Summative assessment completed.</p>	<p>Identified formative and summative assessment in planning documents.</p> <p>Use of Achievement Standard to create assessment rubrics which clearly enable teachers to identify student achievement.</p> <p>Provide opportunities for all students to demonstrate capabilities in differentiated summative assessment.</p>	<p>RE Planning Term 1-4</p> <p>Completed by Term 4</p> <p>Term 1 – 4</p> <p>Term 1 – 4</p>	<p>APRE</p> <p>All classroom teachers</p> <p>EORE</p> <p>APRE</p> <p>All classroom teachers</p> <p>APRE</p> <p>All classroom teachers</p>

		Examples of student assessment pieces for moderation and feedback purposes.	Creation of student exemplars to aid learning and assessment placed on the portal for ease of access for staff	Each year level to compile 1 sample at end of each term, to be stored on school portal	All classroom teachers
		Teacher discussion at moderation staff meeting	Moderation of student work samples within and across year levels. To take place termly during planning and/or staff meetings and be shared with EORE for feedback.	Termly moderation staff meeting	All classroom teachers
		More students are identified as working at above and well above the Achievement Standard on SRS reporting.	Planning conversations Report card writing PD linking to moderation conversations	End of each Semester	All classroom teachers APRE
Learning and teaching	Ensure planning documents make explicit how learning is planned for, taught and assessed in writing across each year level, as outlined in the Australian Curriculum.	Collaborative planning meetings have focus on assessment of and for writing and are documented in planning documents	Collaborative discussion articulating clarity around the assessment of and for writing Clearly identified assessment of and for writing within planning document	End of Semester 1	PLL All teachers
		Creation of assessment framework (e.g. rubric, bump it up wall) using the year level achievement standard	Use of achievement standard to create assessment rubrics which clearly enable teachers to identify student achievement.	End of Semester 1	PLL All teachers
		Assessment of writing completed the Writing Monitoring Tool to inform next steps for teaching	Provide opportunities for all students to demonstrate capabilities in summative assessment	End of Semester 1	PLL All teachers
		Teacher discussion at moderation staff meeting	Moderation of student work samples within	End of Semester 1	PLL All teachers
		Examples of student assessment pieces for moderation and feedback purposes	Creation of student exemplars to aid learning and assessment	End of Semester 1	PLL All teachers
Wellbeing	Establish a common language, understanding and learning experiences across the school around developing and	Staff understand the concepts and ways of teaching effective friendship development using the 'Friendology' program.	To implement the 'Friendology' program across school to assist students to establish and maintain healthy relationships, manage conflict with kindness and increase their overall resilience.	Term 1-4	Principal STIE All teachers

maintaining effective friendships.	Staff, students and parents look to personalise language and practices to our school context.	Dedicated staff meetings to focus on personalising the program that takes consideration of parent and student perspectives.		
	Students resolve conflicts independently	Set timelines for development and implementation of school wide processes and resources		
	Students using the 'Friendology' language when dealing with friendship issues	Develop student voice surveys to gauge friendship experiences and concerns.		
	Students are able to make healthy friendship choices	Hold parent information sessions throughout the year alongside weekly email updates unpacking student workshops.		
	Parents are aware of and understand the language, reasoning and processes behind whole school processes			