

### 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

Doing the small things well

Working as a team

Never give up

Strategic priority	Goal <sup>1</sup> : 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>
<b>Catholic Identity</b>	<b>Bring the teaching of religion alive through the introduction of effective resources and engaging experiences for staff, students and parents.</b>	<p>An inspired teaching team that are actively using resources to support the teaching of Religion.</p> <p>Multiple opportunities to utilise The Arts to increase engagement, discussion and understanding of religion and how it can influence their life.</p> <p>Professional development that increases staff knowledge across the school.</p> <p>See improved perspectives on the engagement of students/parents in the teaching of Religion.</p>	<p>Visiting the Jewish synagogue, utilising Alaana Shepherd to share her knowledge of The Arts to bring scripture alive and The Arts staff meeting to teach Holy Week.</p> <p><b>Data:</b> Survey students end of 2023 on the importance of Religion, how meaningful is it.</p> <p><b>Staff Voice:</b> Develop ways to capture staff beliefs and values through methods other than survey or target practices)</p> <p>Understand how often we use the art to teach Religion.</p> <p><b>Parent Voice:</b> Survey parents at Parent night to review their confidence to engage in the subject of Religion and to gauge their perspectives relating to the value to Religion in their child's education.</p>	Scope of Works document will focus on term by term basis in the same way as literacy goals have been achieved.	<p>APRE - LEAD</p> <p>Alaana Sheppard – Co-Lead</p> <p>Principal – Support</p> <p>EORE – Support</p> <p>Engaged – All teaching Staff</p>

# Explicit Improvement Agenda

St Kieran's Catholic School, Brighton

Learning and teaching	Please complete EIA (page 2)				
<b>Wellbeing</b>	Implement a wellbeing support program for that staff members that incorporates health, metacognitive and pedagogical analysis and supports.	Focus: Understand who I am? How I operate best? How I access supports and develop plans to enable me to be well so that I provide the best learning experiences for my students.	Engage specialists who work to understand and have a connection to each of our staff. Enable staff to better understand how they operate as an individual and as part of year level team. Provide professional development and insights into achieving a better health balance in order to support a positive work/life balance.	By the end of this year we want to have developed a program that is the first of its kind in BCE that actively improves wellbeing of staff and has data to prove this and to refine future actions in the area of staff wellbeing.	School Principal – Lead Kate Hinton – Support Engaged – Whole staff
<b>Our people</b>					
<b>Diversity and inclusion</b>					
<b>Organisational effectiveness</b>					

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.
3. Schools must include both a learning and teaching (EIA) and a Catholic Identity (AIP) goal. We recommend that schools include a maximum 1-2 additional goals across the strategic priorities.

# Explicit Improvement Agenda

St Kieran's Catholic School, Brighton

## Goal: Embed a consistent approach to how we plan, teach and assess Phonic & Word Knowledge to progress student learning in English

**Success Criteria:** (Success Criteria identify 4 to 8 observable characteristics of the intended future state for the school once this EIA has been achieved – describing what success looks like)

- Teachers engage in cycles of data analysis to progress writing forward.
- Teachers have clarity of what they need to plan, teach and assess in V9 English, Phonic and Word Knowledge.
- Teachers explicitly teach Phonic & Word Knowledge through a variety of responsive, effective practices.
- Teachers engage in cycles of moderation to make defensible judgements against the Achievement Standard, English.
- Students can articulate a Phonic & Word Knowledge learning goal in reading/writing.

Actions	Targets	Timelines	Responsibilities & Accountabilities																																																																					
<p><i>What are the actions the school will implement to address the improvement focus?</i></p> <p><i>What will be the expected outcome/impact?</i></p>	<p><i>Specific improvements sought in student performance. (measurable student outcomes)</i></p> <p><i>What evidence or targets will be used to measure this impact which are rigorously actioned?</i></p>	<p><i>What is the expected timeframe for the improvement focus to have an impact?</i></p> <p><i>What milestones are anticipated?</i></p> <p><i>Is a phased approach (name the phases) needed for change to occur?</i></p>	<p><i>Who is responsible for this action?</i></p> <p><i>Who will need to be involved?</i></p> <p><i>How will we monitor against school targets to know we are on track to success?</i></p>																																																																					
<p><b>Term 1:</b> <b>Professional Learning:</b></p> <ul style="list-style-type: none"> <li>Establishing mindsets and beliefs</li> <li>Identifying and gathering data on all the ways we plan, teach and assess spelling at St Kieran's</li> <li>Notice, wonder, action: NAPLAN</li> <li>Spelling strategies + Spelling journals</li> <li>Closing the learning loop – sharing of practice</li> </ul> <p><b>Planning:</b></p> <ul style="list-style-type: none"> <li>Cycle 1: building on pupil free day</li> <li>Cycle 2: planning for explicit teaching of spelling journals</li> </ul> <p><b>Term 2:</b> <b>Professional Learning:</b> <b>Twilight:</b></p> <ul style="list-style-type: none"> <li>Developing Scope and Sequence of Phonic and Word Knowledge</li> <li>Connecting the modes – how could I assess phonic and word knowledge in speaking, reading and writing?</li> </ul> <p><b>Moderating against the Achievement Standard English, Writing</b></p> <p><b>Planning:</b> <b>Cycle 1 &amp; 2:</b></p> <ul style="list-style-type: none"> <li>Assessment clarity tables – revisiting this process.</li> <li>Actioning spelling strategies</li> </ul>	<p><b>NAPLAN:</b> <b>Year 3 Spelling:</b> <b>Year 5 Spelling:</b></p> <p><b>SRS: % at or above standard English</b></p> <p><b>Semester 1 School Goal:</b> <b>Semester 2 School Goal:</b></p> <table border="1" data-bbox="789 976 1463 1325"> <thead> <tr> <th>Year Level</th> <th>Semester 1 2024</th> <th>Semester 2 2024</th> </tr> </thead> <tbody> <tr><td>Prep</td><td></td><td></td></tr> <tr><td>Year 1</td><td></td><td></td></tr> <tr><td>Year 2</td><td></td><td></td></tr> <tr><td>Year 3</td><td></td><td></td></tr> <tr><td>Year 4</td><td></td><td></td></tr> <tr><td>Year 5</td><td></td><td></td></tr> <tr><td>Year 6</td><td></td><td></td></tr> </tbody> </table> <p><b>Monitoring Tools: % at benchmark</b></p> <table border="1" data-bbox="789 1396 1463 1556"> <thead> <tr> <th></th> <th>Term 1</th> <th>Term 2</th> <th>Term 3</th> <th>Term 4</th> </tr> </thead> <tbody> <tr><td>Prep</td><td></td><td></td><td></td><td></td></tr> <tr><td>Year 1</td><td></td><td></td><td></td><td></td></tr> <tr><td>Year 2</td><td></td><td></td><td></td><td></td></tr> </tbody> </table> <p><b>WAT</b></p> <table border="1" data-bbox="789 1665 1463 1866"> <thead> <tr> <th></th> <th>Term 1</th> <th>Term 2</th> <th>Term 3</th> <th>Term 4</th> </tr> </thead> <tbody> <tr><td>Year 3</td><td></td><td></td><td></td><td></td></tr> <tr><td>Year 4</td><td></td><td></td><td></td><td></td></tr> <tr><td>Year 5</td><td></td><td></td><td></td><td></td></tr> <tr><td>Year 6</td><td></td><td></td><td></td><td></td></tr> </tbody> </table> <p><b>Other Measures:</b></p>	Year Level	Semester 1 2024	Semester 2 2024	Prep			Year 1			Year 2			Year 3			Year 4			Year 5			Year 6				Term 1	Term 2	Term 3	Term 4	Prep					Year 1					Year 2						Term 1	Term 2	Term 3	Term 4	Year 3					Year 4					Year 5					Year 6					<p><b>Term 1:</b> <b>Leadership will:</b></p> <ul style="list-style-type: none"> <li>Support planning cycles</li> <li>LWT's <b>LWTs forms</b></li> <li>Gather teacher voice data and collate</li> <li>Deepen professional knowledge through ongoing reading</li> <li>Share back as a team.</li> <li>Maintain communication through weekly Sway to share key messages</li> <li>Update parent community through fortnightly newsletter EIA progress</li> <li>Continue to develop <b>English at St Kieran's statement</b></li> </ul> <p><b>Teachers will:</b></p> <ul style="list-style-type: none"> <li>Share their current practice <b>audit of practice</b></li> <li>Identify current state at St Kieran's <b>bullesyes statements</b></li> <li>Respond to NAPLAN data <b>teacher action exit slip</b></li> <li>Establish spelling journals with students <b>LWT's</b></li> <li>Deepen knowledge of spelling strategies</li> <li>Share their practice in staff meetings <b>sharing of teacher action exit slip</b></li> </ul> <p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>Talk to their spelling journal <b>LWTs</b></li> </ul> <p><b>Term 2:</b> <b>Leadership will:</b></p> <ul style="list-style-type: none"> <li>Support planning cycles</li> <li>Support moderation cycles</li> <li>Provide teachers with professional readings and resources to support planning</li> <li>LWT's</li> <li>Deepen professional knowledge through ongoing reading</li> <li>Maintain communication through weekly Sway to share key messages</li> <li>Update parent community through fortnightly newsletter EIA progress</li> <li>Capture Scope and Sequence as a whole school resource <b>English at St Kieran's</b></li> </ul> <p><b>Teachers will:</b></p>	
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# Explicit Improvement Agenda

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- Scope & Sequence for Phonic & Word Knowledge
- Teacher voice and consistency of practice
- Teacher knowledge: V9 English, Phonic & Word Knowledge
- LWT's
- Student voice

- Continue to embed spelling strategy journals
- Deepen knowledge of spelling strategies
- Moderate against the Achievement Standard
- Share their practice in staff meetings [sharing of teacher action exit slip](#)