

# SCHOOL PERFORMANCE REPORT

## 2021

### St Joseph's School, Peterborough

#### School Features

St Joseph's School is an R-7 co-educational school based in Peterborough, which is in the Mid-North of South Australia. The school community is primarily Anglo-Saxon with a small percentage of second or third generation farmers and old scholars. About 27.5% of students identify as Indigenous and approximately 41% of students have identified special needs with 66% of those students being funded. At the time of the August Census the school had **58 enrolments** (3 of which were Reception students in the Term 3 intake). We had 3 classes structured as R/1, 2/3/4 & 5/6/7.

Year Level	R	1	2	3	4	5	6	7	TOTAL
Number of Students	13	6	4	8	9	5	11	2	58

The school employed 6 teachers making up a total of 5.2 FTE teaching staff. Non-teaching staff consisted of 8 Educational Support Officers totalling 4.1 Non-Indigenous FTE and 1.1 Indigenous FTE.

See **Appendix A** for a copy of our school's Mission, Vision and Values document. This was reviewed during 2021 and the updated version was implemented in Term 4.

#### Teacher Qualifications

Our staff bring a broad range of expertise and qualifications to our school. All hold appropriate teaching degrees and a number are currently undertaking a Graduate Certificate in Religious Education. One teacher has successfully achieved their Masters Degree in Education.

Qualifications	Percentage of Staff
Diploma of Teaching	16.6%
Bachelor of Education	83.3%
Graduate Certificate	66.6%
Master Degree	16.6%

#### Student Attendance

**Overall student attendance in 2021 was 89.4%.** This was calculated out of 198 school days.

Year Level	Attendance %
Reception	89.5%
Year 1	91.8%
Year 2	90.6%
Year 3	87.0%
Year 4	89.7%
Year 5	85.5%
Year 6	91.2%
Year 7	86.9%
<b>TOTAL</b>	<b>89.4%</b>

Teachers are required to complete a roll call at the beginning of each day and note any absences. Absences are written on the Student Absence Form with a reason for their absence and sent to the Front office by 9.30am each day, which are then entered into SEQTA. Text messages are sent to parents/caregivers by 10am for students who are absent without reason.

Parents are requested to write a note in the student's diary, text, email or call the school to inform of a student's absence with a reason. Office staff will notify the class teacher. Students are required to sign in at the Front office if they arrive at school any time after 9:00am and this will be entered electronically into SEQTA. If a student is absent for 2 consecutive days without notification or insufficient reasons the teacher/front office staff informs the Principal. If required, the Principal then seeks support from DECD Attendance Officers to monitor the attendance of the student in concern.

## NAPLAN Results

Students in years 3, 5 and 7 participate in the NAPLAN Testing.

### YEAR 3

School Mean Scores – Proficiency band and % of students who achieved at or above National Minimum Standards (NMS)

Component	Mean Score			Mean Scores as Proficiency Band			% of Students who achieved the NMS		
	2019	2020	2021	2019	2020	2021	2019	2020	2021
Reading	-	-	393.7	-	-	4	-	-	86
Writing	-	-	372.9	-	-	3	-	-	100
Spelling	372.9	-	356.4	3	-	3	-	-	86
Grammar and Punctuation	-	-	399.3	-	-	4	-	-	100
Numeracy	-	-	352.6	-	-	3	-	-	86

**NOTE:**

Aggregate values are not reported for schools with less than 5 students contributing to the aggregate of interest.

### YEAR 5

School Mean Scores – Proficiency band and % of students who achieved at or above National Minimum Standards (NMS)

Component	Mean Score			Mean Scores as Proficiency Band			% of Students who achieved the NMS		
	2019	2020	2021	2019	2020	2021	2019	2020	2021
Reading	501	-	489.2	6	-	5	100	-	100
Writing	409.5	-	461.5	4	-	5	60	-	80
Spelling	454.1	-	519.3	5	-	6	80	-	80
Grammar and Punctuation	497	-	475.8	6	-	5	100	-	100
Numeracy	452.9	-	442.1	5	-	5	100	-	100

Estimated standardised student progress between 2019 and 2021 Literacy and Numeracy Tests

Progress	Reading		Numeracy	
	School	All students	School	All students
Low	-	25%	-	25%
Medium	-	50%	-	50%
Upper	-	25%	-	25%

**NOTE:**

**Low**

Student progress between tests is low when compared with students of similar ability.

**Medium**

Student progress between tests is average when compared with students of similar ability.

**Upper**

Student progress between tests is high when compared with students of similar ability.

Aggregate values are not reported for schools with less than 5 students contributing to the aggregate of interest.

## YEAR 7

School Mean Scores – Proficiency band and % of students who achieved at or above National Minimum Standards (NMS)

Component	Mean Score			Mean Scores as Proficiency Band			% of Students who achieved the NMS		
	2019	2020	2021	2019	2020	2021	2019	2020	2021
Reading	499.3	-	-	6	-	-	82	-	-
Writing	469.1	-	-	5	-	-	91	-	-
Spelling	508.9	-	-	6	-	-	91	-	-
Grammar and Punctuation	486.9	-	-	6	-	-	73	-	-
Numeracy	512.4	-	-	6	-	-	100	-	-

Estimated standardised student progress between 2019 and 2021 Literacy and Numeracy Tests

Progress	Reading		Numeracy	
	School	All students	School	All students
Low	-	25%	-	25%
Medium	-	50%	-	50%
Upper	-	25%	-	25%

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### NOTE:

#### Low

Student progress between tests is low when compared with students of similar ability.

#### Medium

Student progress between tests is average when compared with students of similar ability.

#### Upper

Student progress between tests is high when compared with students of similar ability.

Aggregate values are not reported for schools with less than 5 students contributing to the aggregate of interest.

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## Post School Destinations

At the end of 2021, marked the first time that Year 7 would be in Secondary School in SA, and it also marked the first time that our Year 7 & 8 students would be able to remain at St Joseph's School as we extend our year levels in 2022. All students remained enrolled as they transitioned to Secondary School. (This excludes students that relocated towns at the end of the year)

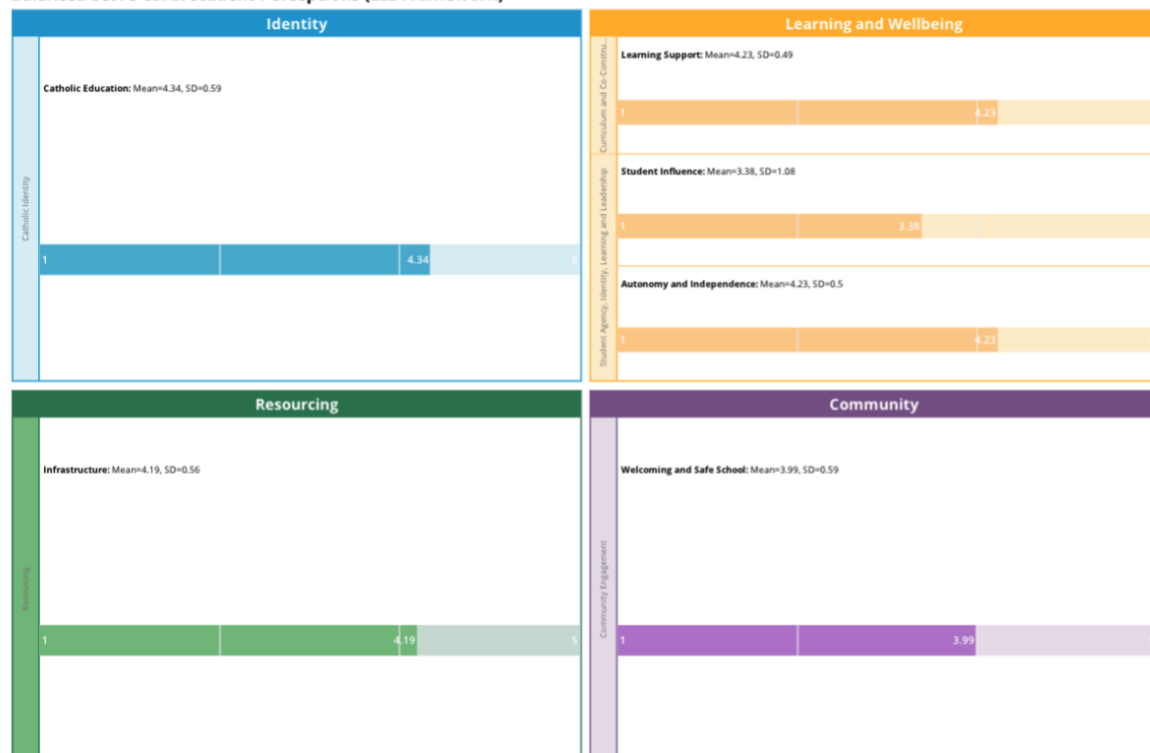
## Parent, Teacher & Student Satisfaction

### Satisfaction levels of students

2021 saw the first year of the Living, Learning, Leading Surveys for Parents, Students and Staff. An overview of the results is included below.

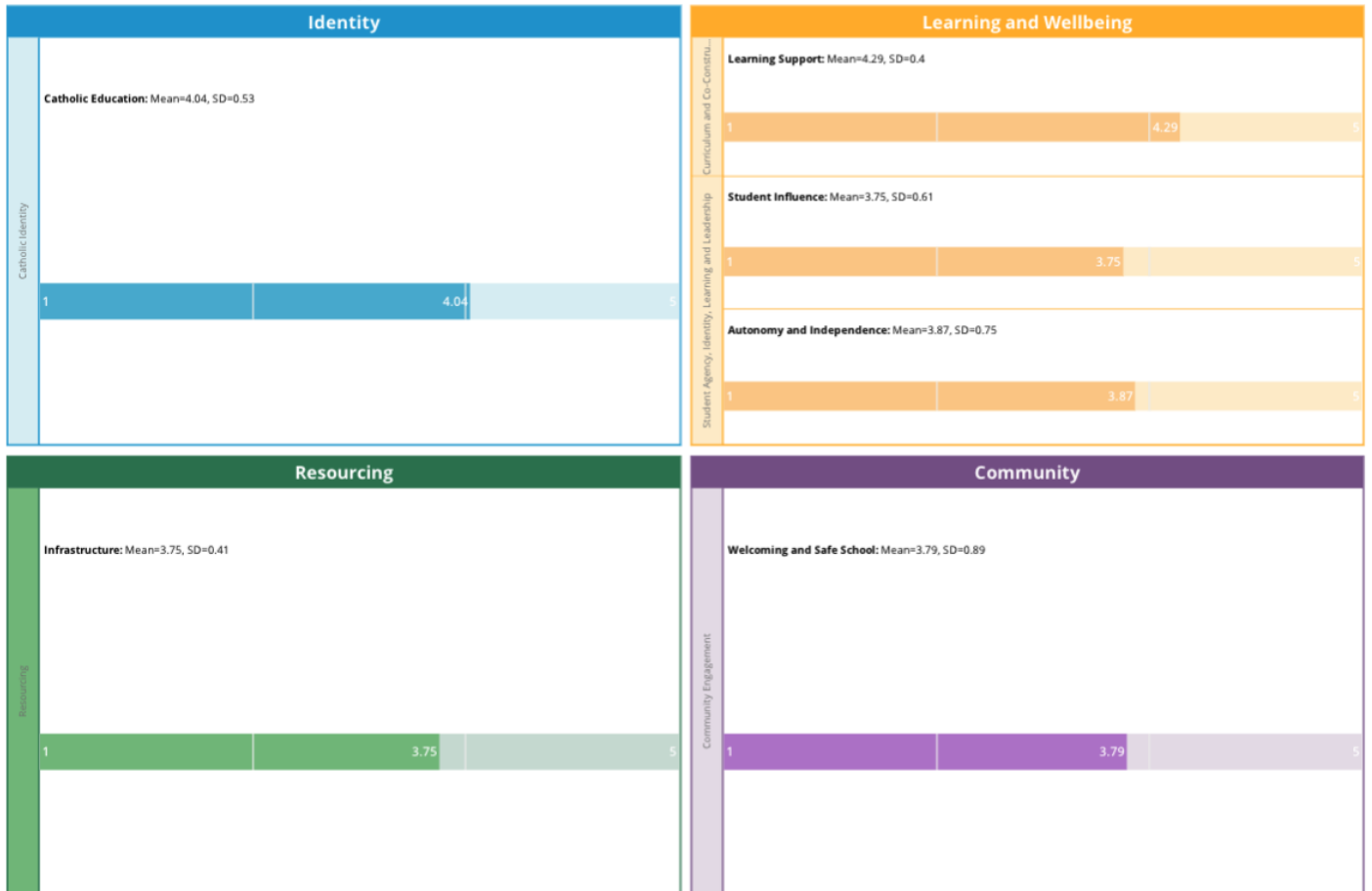
### STUDENTS – YEAR 2-4

#### Balanced Score Card: Student Perceptions (LLL Framework)



## STUDENTS – YEAR 5-7

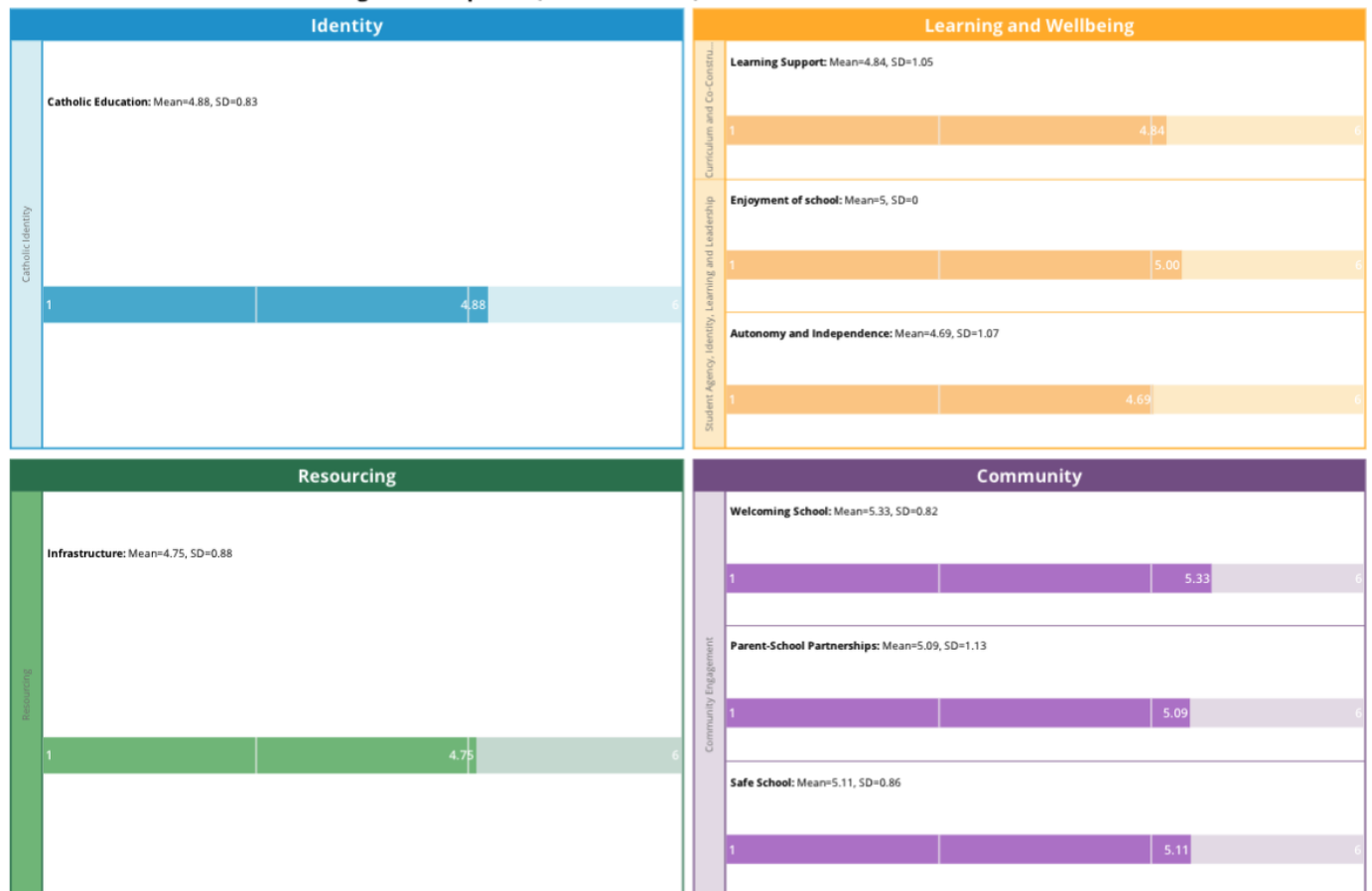
### Balanced Score Card: Student Perceptions (LLL Framework)



3

## PARENTS

### Balanced Score Card: Parent & Caregiver Perceptions (LLL Framework)



3

## TEACHERS

### Balanced Score Card: Teacher Perceptions (LLL Framework)



Staff also participate in ongoing performance appraisals where they can share their professional challenges and successes. This is also an important part of their professional development as part of our school.

### School Income

#### Government

- State \$343,314
- Federal \$1,072,126

#### Fees

\$51,891

#### Other

- Interest \$1,216
- Donations \$1,851
- Catholic Education \$1,858

### Self-assessment process

Our school uses the Living Learning Leading Standard document provided by Catholic Education South Australia to self-assess and improve its performance. We also use the Continuous Improvement Framework to support our Annual Improvement Planning. These documents are part of a system-wide strategy to promote a culture and practice of continuous improvement in Catholic schools that has the students at its centre.

The *Living Learning Leading Standard* is organised into four domains which each Catholic school in SA uses to measure ourselves against and aspire to be 'Excelling' in each area:

- Catholic Identity
- Curriculum and co-constructed learning and assessment design
- Student agency, identity, learning and leadership
- Community Engagement

Each domain has a number of elements that describe its scope. Each element has a set of indicators of effectiveness.

The *Framework* is organised into nine 'aspirational' domains which describe the characteristics of high performing, high quality schools. These domains include:

- Catholic Identity
- Focussed Vision and Goals
- Strong Leadership
- High Expectations of All
- High Quality Teaching and Learning
- Effective Use of Data
- Orderly and Safe Learning Environments
- Strong Home/School/Community Engagement
- Effective Administration and Resourcing

Each domain has a number of elements that describe its scope. Each element has a set of indicators of effectiveness.

### 2021 - 2023 School Strategic Plan

- Please see Appendix B

### 2021 School Improvement Plan

- Please see Appendix C

### Progress towards achievement of 2021 goals

- Students have formed Mini Vinnies which has provided greater agency with Social Justice Issues
- Staff Formation completed for all staff
- Staff & students continue to strive to be more ecologically aware
- Key Capabilities are a Termly & Weekly focus with students setting goals to achieve
- JJJ PLC – staff collaborate across three Josephite schools, developing assessment and moderation knowledge
- 7-9 Building completed, curriculum & resources organised and purchased.



**St Joseph's School**  
PETERBOROUGH

# Mission, Vision, Values

Reviewed 2021

## Mission

### *why we exist*

It is our mission at St Joseph's School to embrace and build on St Mary MacKillop's legacy. We will ensure excellence in teaching and learning, enabling all students to be thriving and capable citizens in their community.

### *what is important to us*

#### Catholic Identity

It is important to us that all members of the school community develop:

- *their faith and relationship with God*
- *critically evaluate how society and culture shapes and influences their personal identity*
- *an understanding of social justice through our Josephite tradition and authentic call to action*

#### Learning

It is important to us that all educators of our school community:

- *are expert in their field and are highly effective in their knowledge and skill*
- *implement whole school approach to the principles and practices of assessment of and for learning which meet the diverse learning needs of all students.*
- *Engage students in a shared vision for learning and a constant focus for collaboration and dialogue*
- *able to express their creativity*

## Values

#### Student Identity

It is important to us that all students of our school community:

- *have voice and choice to influence their own learning and assessment*
- *Can track and measure their own learning growth and capabilities through opportunities to reflect, self-assess and revise their goals.*

#### Community Engagement

At St Joseph's School we are committed to:

- *recognise and embrace the primary role of parents and families in the identity development and education of their children.*
- *building an inclusive and collaborative community that reflects our Catholic Identity.*
- *nurturing partnerships with parish, families and the wider community*

#### Resources

At St Joseph's School we are committed to:

- *effective management of resources to ensure they are used wisely and sustainably*
- *ensuring a safe and nurturing environment for everyone*
- *recognising and using the skills of everyone in the school community*

## Vision

### *what we want to be*

St Joseph's is a school that nurtures and challenges every child to be a successful learner and person, in partnership with parents/caregivers, the local parish and the wider community. Each child is respected as an individual, made in the image of God. All students will be supported to lead fulfilling and productive lives guided by the Gospel values.

# St Joseph's School PETERBOROUGH



## 2021 – 2023 STRATEGIC PLAN

Living Learning Leading Domain	Strategic Aspirations	Goals	Strategic Actions	Dates
Catholic Identity	For St Joseph's School to express Catholic faith and culture in ways that are authentic and relevant for students and their families	To further strengthen the implementation of New Crossways in the planning of teaching and learning experiences	Dedicated staff meetings scheduled each term to focus on RE Curriculum, planning, developing and implementing. APRIM & Principal to continue to support teachers.	2021 & ongoing
		To authentically engage in Social Justice campaigns and actions	Continue our strong focus on Project Compassion during Lent.	2021 & ongoing
			Students to have agency in the events and campaigns that are implemented to raise funds and awareness for vulnerable communities throughout the world <ul style="list-style-type: none"> <li>- Continue Mini-Vinnies with our Senior Primary Class and develop a wider group of student representation when</li> </ul>	2021 & ongoing

			we expand to Secondary in 2022 & 2023	
	To provide opportunities for the school community to engage in ongoing reflective practice and faith formation through prayer, liturgy, culture and traditions.	Staff Formation – Post Critical Belief & Recontextualising	Annual Staff Formation & reflection days to be held for all staff. <ul style="list-style-type: none"> <li>- Once every 3 years to have a two day Formation experience.</li> <li>- Once every three years Formation to focus on Charism of Mary MacKillop &amp; Sisters of St Joseph</li> </ul>	
		Students – Move from Christian Values Education to Recontextualisation	Teachers to be explicit within teaching and learning opportunities to discuss the interpretive nature of scripture <p>Staff to ensure that the Catholic faith tradition is not incidentally diluted by engaging students in multi-layered, creative, stimulating hermeneutical perspectives when learning</p>	

		Community – Invitations to participate and join liturgy, prayer & Masses	<p>about. The Church's history &amp; traditions.</p> <p>Continue to invite parents and friends to class liturgies and prayers. Utilise personal invitations rather than generic group invites or school newsletter.</p> <p>Provide opportunities for parent involvement &amp; engagement with their child during these events.</p> <p>Invite Parish Priest into the school to engage with parents and families at these events as well as to visit classrooms and build relationship with the students and staff.</p> <p>Professional Learning Communities (PLC) to be an ongoing approach to teaching &amp; learning and collaboration beyond 2021.</p>	
Curriculum & Learning	For teachers to demonstrate high levels of knowledge of contemporary curriculum	To develop Professional Learning Communities amongst teaching staff across the three JJJ schools	Dedicated Project with Gavin Grift in 2021. Two whole day workshops for the teaching staff across the three schools.	2021 – Focussed project with Gavin Grift leading Professional Learning.

	and assessment theory, practices and processes	<p>(Peterborough, Jamestown &amp; Gladstone)</p> <p>To strengthen and develop high quality teaching and learning and utilise peer knowledge and collaboration across a broader range of teaching staff.</p> <p>Teaching staff will collaborate with peers at the two other schools in planning teaching and learning opportunities, developing and moderating assessments and collaborating on targeted teaching practices to extend students and assist those who are behind.</p> <p>To continue to target growth in Mathematics across the school from R-7.</p> <p>Planning and developing a Maths program for Middle school that aligns with current developments in the B2FM Project.</p>	<p>Dedicate staff meeting in wks 3, 6 &amp; 9 each term for JJJ collaboration. Using a combination of face to face and online meetings.</p> <p>3 90 minute sessions with our leadership team to develop and discuss targeted strategies for professional learning communities at St Joseph's Peterborough.</p> <p>Engage in continuing professional learning project with Leah &amp; Tierney from B2FM (Kennedy Press)</p> <p>Implement diagnostic assessments at the beginning of the year to specifically target individual students and their learning needs.</p> <p>Develop a scope and sequence for Mathematics to identify and target specific areas of the curriculum that must be</p>	<p>2022 and beyond – school led focus in conjunction with JJJ cluster.</p> <p>2021</p> <p>2022 will continue to implement B2FM approach and targeted teaching &amp; learning, however will not be engaging in a specific paid project with Kennedy Press.</p> <p>2022 will see the implementation of middle school. 2021 will employ a</p>
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		<p>To focus on writing – utilising the 7 Steps to Writing Success throughout the school.</p> <p>Developing and implementing Middle School Curriculum</p>	<p>taught in order to meet students learning needs and also provide exposure and extension.</p> <p>Engage students in 7 steps that will assist them to develop creative, engaging and complex written texts.</p> <p>Use moderation across the school as well as across the JJJ cluster to ensure consistent assessment and grading practices for all students.</p> <p>Maintain high expectations of students' writing and encourage a growth mindset.</p> <p>Work in collaboration with the R-9 cluster of schools (Wallaroo, Clare, Murray Bridge &amp; Roxby Downs) to develop rigorous curriculum design for the Middle School in 2022.</p> <p>Ensure that required resources are sourced and established ready for the</p>	<p>middle school leader to work on developing the curriculum ready for implementation of Yr 7&amp;8 in 2022 and Yr 9 in 2023.</p> <p>Ongoing focus beginning in 2020.</p> <p>2021 and beyond. Through the establishment of PLCs in 2021 this will become common practice across the JJJ cluster.</p> <p>2021 – initial development &amp; employment of Middle School Coordinator in Semester 2</p> <p>2022 – Yr 7&amp;8 2023 – Yr 9</p>
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		Balanced Scorecard (BSC) Targets	<p>opening of the middle school in 2022.</p> <p>Ongoing support for the Middle School Leader through Cluster support and Professional development to ensure a continuous high expectation of teaching &amp; learning practices and curriculum delivery.</p> <p>St Joseph's School staff will be working hard to achieve the set goals of Catholic Education to be achieved by 2024.</p> <p>We will be aiming to reduce the number of students below the National Minimum Standard of NAPLAN by 40% by 2024.</p> <p>We are aiming for the % of students in the top two NAPLAN bands exceeds the National Average. Therefore we need to improve in the following areas: Reading: increase by 3% p.a Spelling: increase by 13% p.a Writing: increase by 20% p.a</p>	<p>This will be an ongoing process with continual review and collaboration.</p> <p>Initial goals were set in 2020 – due to NAPLAN being cancelled in 2020 there may be some adjustments required over the following three years to ensure targets are met by 2024.</p>
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	To provide opportunities for Students to be intercultural and globally minded	Engage with Asia Project	<p>G&amp;P: increase by 9% p.a Numeracy: increase by 65% p.a</p> <p>Continue our involvement in the Engage with Asia Project. Strengthen the connection with the two schools in China that we already connect with (Sichuan Bright Foreign Language School &amp; Tanghu Elementary School)</p> <p>Currently two classes connect with a school in China. 2021 will expand to three classes and 2022 hope to expand that to four.</p> <p>Student agency is a high priority with this connection and they are engaged in decisions around what they share and what they want to know from their peers overseas.</p>	Ongoing
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		Chinese Language Lessons	<p>Continue accessing language program through Meg – an Australian language company that employs Chinese teachers in Beijing. Students gain an authentic insight into life in China and build a deepening understanding of culture as well as language. The use of Zoom remains a successful alternative given the difficulty to staff a language teacher.</p> <p>We will expand this program into 7-9 from 2022.</p>	Ongoing
Student agency, identity, learning & leadership	Ensure a learning environment where student voice, agency and leadership enable students to reflect and understand their identity development	Key Capabilities - For the staff and students to deeply explore the KC and for students to reflect upon themselves and their personal & social development along these continuums.	<p>A targeted focus each term on one of the Key Capabilities. Students identify / self assess/reflect on where they sit on the continuum and then set personal goals that they wish to achieve in order to progress along the continuum.</p> <p>Goals are recorded and shared with parents to add accountability and allow deeper engagement in</p>	<p>Term 4 2020 through to Term 2 2022 – will focus on 1 per term.</p> <p>Ongoing focus to embed Key Capabilities throughout the curriculum, teaching &amp; learning practices and language of self reflection &amp; student agency throughout the school.</p>

		<p>SRC – to reinstate a Student Representative Council within the school to ensure that student voice is represented across the school and all students voices can be heard.</p>	<p>conversation both at school and home</p> <p>Classes vote for two of their peers to represent them. This will change each semester.</p> <p>Students participate in fortnightly meetings supported by the Leader of Learning.</p>	
Community Engagement	Parents and families are active contributors to school decision making and planning processes	To have a vibrant and active P&F committee that leads fundraising efforts and convenes catering events to support the school and community.	<p>Publicise what the P&amp;F is all about.</p> <p>Create a welcoming approach to gatherings and seek out parents that might be reluctant to volunteer themselves.</p> <p>Offer support to willing volunteers to ensure that they feel welcome and capable of the tasks required of the committee</p>	
Resources (Human & Physical)	The School provides a well-maintained safe, secure, stimulating and welcoming environment.	Middle School – building of the 7-9 classrooms and resourcing of these new learning spaces	Through the assistance of the Regional Schools Pathway Project Team, we will ensure that the building is of a high quality and that once completed, the physical resources required	<p>2021- Building taking place 2021 – resourcing in preparation for 1<sup>st</sup> intake in 2022.</p> <p>Ongoing development and maintenance of resources</p>

		Master Plan	<p>to meet the curriculum expectations are sourced and maintained.</p> <p>We will begin the stages of engaging a Master Plan project to ensure that we are providing engaging, safe &amp; well maintained learning environments.</p> <p>Areas of the school that need to be focussed on and updated include:  Playground  Toilets  Painting (interior &amp; exterior)  Upgrade telecommunications  WiFi upgrade  Review cleaning contract</p>	<p>required for teaching &amp; learning programs &amp; curriculum expectations.</p> <p>2021 – initial planning stages of Master Plan with an ongoing cycle of upgrades and maintenance throughout the length of strategic plan.</p>
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## 2021 ANNUAL SCHOOL IMPROVEMENT PLAN

<b>Strategic Direction 1</b> <b>LLL Standard – Catholic Identity</b> <b>CIF Domain 1 – CATHOLIC IDENTITY</b>  Enhancing Catholic Identity			<b>Targets:</b> By end of 2021: <ul style="list-style-type: none"> <li>Students will develop greater agency in Social Justice issues and be actively involved in taking action.</li> <li>Staff to strengthen confidence and understanding of the scriptures in order to support student's belief understanding of the texts.</li> </ul>		
<b>Goals</b> (what are we trying to achieve?)	<b>Strategies</b> (what actions will we take to achieve our goals and targets?)	<b>Responsibility</b> (who will lead this?)	<b>Resources</b> (what human and financial resources will we need?)	<b>Success Indicators</b> (how will we know we have been successful?)	<b>Evidence</b> (what data will we need to measure achievement of our goals?)
To engage staff & students in a Post Critical Belief understanding of Catholic Identity rather than a Literal belief understanding	Continue to utilise staff meetings to identify pieces of scripture to unpack and develop lesson plans and resources to support teachers  Continue to be more explicit within teaching & learning opportunities to discuss the interpretive nature of scripture  Continue to support teachers in developing the confidence to unpack and discuss scripture with students	Ally (APRIM)  Bec (Principal)	Staff professional learning both internally and also offered through CESA RE Team.  Utilise hard copy resources that we have in our RE Office	Staff will have a more defined Post critical belief approach to scripture  Staff will have greater confidence to discuss and unpack scripture with students  Students will have a deeper knowledge of scripture	ReLAT Data
To engage Students and staff in the Diocesan Theme of 'Come and Stay'	Regular Staff meetings allocated to teacher collaboration in unpacking the theme and it's correlating scripture.	Ally (APRIM)	Helen – O365 Shared folder of resources	Staff have more confidence teaching scripture and unpacking the theme with the students.	

C U L T U R E

L E A R N I N G

O U T C O M E S



## 2021 ANNUAL SCHOOL IMPROVEMENT PLAN

To enhance students understanding of social justice in connection to our Charism of Mary MacKillop & St Joseph.	Mini Vinnies – continue this program with volunteers from the 5/6/7 students with the aim to also engage students across the school in the actions of the group.  ECSI Data indicates that students are looking for more voice in their social justice action – we will utilise student voice to enhance our social justice focus within the school and provide student agency across the school.	Ally (APRIM) & Bec (Principal)          Ally & Bec	Jayne Shortt – St Vincent de Paul, Schools & Community Engagement Officer Access local community groups (team leaders) such as Uniting Country, Youth Centre, Centacare  Engage with local Parishioners	Students will understand the symbolic nature of welcome and hospitality within scripture.  Students will feel a sense of involvement and pride in their community. They will be able to see the results of their efforts. There will be a greater community connection for the school.	
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## 2021 ANNUAL SCHOOL IMPROVEMENT PLAN

<b>Strategic Direction 1</b> <b>LLL Standard – Catholic Identity</b> <b>CIF Domain 1 – CATHOLIC IDENTITY</b>  Staff Spiritual & Religious Faith Formation			<b>Targets:</b> By end of 2021: <ul style="list-style-type: none"> <li>Staff will have engaged in a variety of formation opportunities that connect to the diocesan theme 'Come and Stay'</li> <li>Staff will have opportunities to 'do theology' with scripture pertinent to diocesan theme.</li> </ul>		
<b>Goals</b> <i>(what are we trying to achieve?)</i>	<b>Strategies</b> <i>(what actions will we take to achieve our goals and targets?)</i>	<b>Responsibility</b> <i>(who will lead this?)</i>	<b>Resources</b> <i>(what human and financial resources will we need?)</i>	<b>Success Indicators</b> <i>(how will we know we have been successful?)</i>	<b>Evidence</b> <i>(what data will we need to measure achievement of our goals?)</i>
<i>Deeper understanding of Scripture &amp; theology</i>  <i>More connected understanding of the diocesan theme and how we can connect it to our school charism and to today's world and our student's lives.</i>	Bec and Ally to attend sessions on 'Making Nests' to gain a deeper understanding of scripture to lead staff in spiritual formation.  Staff formation to occur as a student free day (Term 2 Friday Week 10 July 2nd) to allow a deeper reflection on the theme 'Come and Stay' and hospitality.	Ally (APRIM) & Bec (Principal)	Access training provided by CEO Face to Face and online  Possible – CESA RE Team	Staff feedback  CESA RE Team member feedback  Staff Evaluation post reflection day.	Staff feedback

## 2021 ANNUAL SCHOOL IMPROVEMENT PLAN

<b>Strategic Direction 1</b> <b>CIF Domain 1 – CATHOLIC IDENTITY</b>  Ecological Conversion			<b>Targets:</b> By end of 2021: <ul style="list-style-type: none"> <li>Students &amp; Staff are more aware of their potential impact on the environment in both a positive &amp; negative way.</li> <li>Staff &amp; Students make active change towards sustainability.</li> </ul>		
<b>Goals</b> <i>(what are we trying to achieve?)</i>	<b>Strategies</b> <i>(what actions will we take to achieve our goals and targets?)</i>	<b>Responsibility</b> <i>(who will lead this?)</i>	<b>Resources</b> <i>(what human and financial resources will we need?)</i>	<b>Success Indicators</b> <i>(how will we know we have been successful?)</i>	<b>Evidence</b> <i>(what data will we need to measure achievement of our goals?)</i>
To develop in learners an appreciation of creation as a gift, their relationship with it and their responsibility as co-creators for the future  To develop in learners the knowledge, skills, attitudes, values and commitment to initiate individual and collective responses that are environmentally responsible and reflective of their ecological vocation  To inspire learners to decrease their ecological footprint and increase their spiritual one, as creatures made in the image and likeness of God.	Whole school focus on ecological awareness.  Refer to scripture that highlights our responsibilities as custodians of creation  Sustainability principles to be embedded within school policies  Students, staff & parents to be actively involved in the sustainable management of the school grounds & their homes through sustainability.	Jaz/Eco Warriors  All Staff to be heavily involved  Students to be leaders in action	On Holy Ground Document  Behind The News – ABC (Television show as well as website)	Students & staff will be aware of the impacts of sustainability on the environment  Students & staff will have made an active effort to be more ecologically aware	

## 2021 ANNUAL SCHOOL IMPROVEMENT PLAN

<b>Strategic Direction 2</b> <b>LLL Standard – Student agency, identity, learning &amp; leadership</b> <b>CIF Domain 4 – HIGH EXPECTATIONS OF ALL</b> <b>CIF Domain 5 – HIGH QUALITY TEACHING &amp; LEARNING</b> <b>Key Capabilities &amp; Student directed learning</b>					
<b>Target:</b> By end of 2021: <ul style="list-style-type: none"> <li>Staff and students will be using Key Capabilities and highlight these skills within all teaching &amp; learning opportunities</li> <li>The students are developing their skills in articulating the Key Capabilities and are identifying themselves on the continuum.</li> </ul>					
Goals (what are we trying to achieve?)	Strategies (what actions will we take to achieve our goals and targets?)	Responsibility (who will lead this?)	Resources (what human and financial resources will we need?)	Success Indicators (how will we know we have been successful?)	Evidence (what data will we need to measure achievement of our goals?)
For the staff and students to deeply explore the key capabilities and for students to reflect upon themselves and their personal and social development along these continuums.	<p>For the Key capabilities to be the main focus of teaching &amp; learning rather than just the content.</p> <p>For students to be engaged and involved in co-constructed goal setting focussed on the KC.</p> <p>Each term the whole school to focus on one KC – students unpack the continuum, identify and reflect upon where they are and how they might progress along the continuum.</p> <p>Recognition for students that have achieved their personal KC goals each week to inspire others to develop along the KC continuum.</p>	Bec, Learning Improvement Team and Teachers	<p>Key Capability Continuum</p> <p>Relevant CESA Staff &amp; website</p>	<p>Staff more confident and better able to communicate how they are implementing the Key capabilities into the teaching and learning opportunities</p> <p>Common language amongst staff and students – Key Capabilities</p> <p>Students and Parents to have knowledge of LLL and know that the core of our business is to develop 'thriving people, capable learners, leaders for the world God desires'</p> <p>Shared practise throughout the school.</p> <p>Students will be able to articulate their successes and challenges.</p>	<p>Evidence in planning documents of focus on Key capabilities</p> <p>Student survey data regarding their perceptions as learners</p>

## 2021 ANNUAL SCHOOL IMPROVEMENT PLAN

<b>Strategic Direction 3</b> <b>LLL Standard – Curriculum and co-constructed learning and assessment design</b> <b>CIF Domain 4 – HIGH EXPECTATIONS OF ALL</b> <b>CIF Domain 5 – HIGH QUALITY TEACHING &amp; LEARNING</b> <b>CIF Domain 6 – EFFECTIVE USE OF DATA</b> <b>Assessment &amp; Moderation / NAPLAN BSC Targets</b>					
<b>Target:</b> By end of 2021: <ul style="list-style-type: none"> <li>Staff will have a clear and concise understanding of student progression and where they are at in their learning.</li> <li>Students will have individualised and targeted learning goals</li> <li>Improved outcomes and achievement in NAPLAN as per BSC Goals</li> </ul>					
Goals (what are we trying to achieve?)	Strategies (what actions will we take to achieve our goals and targets?)	Responsibility (who will lead this?)	Resources (what human and financial resources will we need?)	Success Indicators (how will we know we have been successful?)	Evidence (what data will we need to measure achievement of our goals?)
<p>For students to have improved outcomes and achievement in Mathematics and Writing.</p> <p>For students to see themselves as capable learners.</p> <p>For students to have individualised and targeted learning goals.</p> <p>For staff to have a deeper understanding of the data and how to best use this when planning for assessment learning.</p>	<p>We will be continuing the 'Back to Front Maths' project.</p> <p>Use the diagnostic assessments to inform targeted teaching practise &amp; measure growth</p> <p>Incorporate KC within all learning areas</p> <p>Continue the moderation focus that was initiated in 2020 within the JJJ cluster.</p> <p>Through PLC professional learning we will support each other to read / interpret the data and use it efficiently and productively.</p> <p>Staff will have a detailed and close understanding of student pulse data and will be aware of trends in the data</p>	Bec (Principal) and Jasmine (Leader of Learning)	<p>The project is costing \$15,000</p> <p>Leah &amp; Tierney as consultants for 4 visits</p> <p>Leader of Learning</p> <p>JJJ Cluster</p> <p>PLC – Gavin Grift</p>	<p>Students will demonstrate confidence in themselves as learners.</p> <p>Students will be able to articulate their learning goals</p> <p>We will have a whole school approach to Mathematics and Writing with a common &amp; shared language.</p> <p>Staff will have developed a variety of teaching skills and implemented different strategies into their teaching &amp; learning opportunities.</p>	<p>Ongoing NAPLAN data</p> <p>Ongoing PAT M &amp; PAT R data</p> <p>Diagnostic testing</p> <p>Student &amp; staff feedback</p> <p>Annotated work samples</p> <p>Student communication</p>

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<b>Strategic Direction 4</b> <b>LLL Standard – Curriculum and co-constructed learning and assessment design</b> <b>CIF Domain 2 – FOCUSED VISION &amp; GOALS</b> <b>CIF Domain 3 – STRONG LEADERSHIP</b> <b>CIF Domain 4 – HIGH EXPECTATIONS OF ALL</b> <b>CIF Domain 5 – HIGH QUALITY TEACHING &amp; LEARNING</b> <b>CIF Domain 6 – EFFECTIVE USE OF DATA</b>  <b>PLC</b>		<b>Target:</b> By end of 2021: <ul style="list-style-type: none"> <li>Staff will engage in Professional Learning Communities within our school and the JJJ cluster</li> <li>PLCs will be embedded in St Joseph's approach to high quality teaching and learning</li> </ul>			
Goals (what are we trying to achieve?)	Strategies (what actions will we take to achieve our goals and targets?)	Responsibility (who will lead this?)	Resources (what human and financial resources will we need?)	Success Indicators (how will we know we have been successful?)	Evidence (what data will we need to measure achievement of our goals?)
To support one another in our aspirations of being high quality educators  To ensure professional accountability amongst teachers  To collaborate with colleagues and make assertive judgements and reflect good practise	To engage in a professional learning project with Gavin Grift and the JJJ Cluster  Form PLCs across three schools as well as within our own  Dedicated staff meetings in wk 3,6&9 each term (JJJ)  Encourage and support each other to be courageous in collaboration  Staff book club to set targeted reading goals and engage in productive conversation post reading	Leadership Team  Teachers	Gavin Grift  JJJ cluster  Purchase of PLC Books 1 per teacher: Collaborative Teams that work Learning by doing	Through reflection and conversation with Gavin Grift  Staff feedback  Student growth  Greater collaboration across the three schools	Pre & Post data – teachers self evaluation against AITSL standards