



St Joseph's Primary, Nambour Annual Improvement Plan 2024



Vision

Embrace our faith, inspire success and nurture relationships

Mission

Teach, Challenge, Transform

Values

Hospitality

Stewardship

Justice & Peace

Prayer

Priorities

Catholic identity

Goal

Enhance the expression of Catholic Identity at St Joseph's by responding to 2023 Enhancing Catholic School Identity data.

Strategies

- Review and implement recommendations from our Enhancing Catholic School Identity Report
- Review and implement recommendations from our Religious Education Program Review

Success measures

- Consistent whole school planning practices
- Planning documents reflect a school wide focus on the explicit teaching of Prayer and Catholic Social Teaching across year levels
- Staff and students can articulate the ten Characteristics of Prayer in a Catholic Dialogue School and how they are reflected at St Joseph's
- School Religious Education Program demonstrates the explicit connection between the teaching of religion and the religious life of the school

Learning and teaching (EIA)

Goal

Focus on assessment in the mathematics curriculum v9 and provide a variety of opportunities for students to demonstrate learning.

Strategies

1. Through collaboration, teachers will be supported to develop student centred approaches to teaching and learning cycles.
2. Learning intentions and connections between learning are shared with students to support the development of student voice and positive disposition in Mathematics. Teachers elicit student thinking and voice (e.g. through Maths Talks) enabling students to articulate their learning.
3. Teachers use varied assessment strategies and tools to measure student growth, engagement and disposition. Teachers respond to data by adjusting learning sequences.

PLTs conduct research to better understand assessment methods and appropriate and effective responses to ensure growth for all students.

Success measures

1. EVIDENCE: Collaboration schedule. Annotated planning documentation. Learning Walk and Talks to observe the sequences are delivered as per planning. Planning documentation includes the use of the LES/R instructional model, enabling and extending prompts. Numeracy Progressions to support the development of enabling & extending prompts
2. The teacher provides feedback on how students monitor, direct and regulate their actions to create products, complete tasks and achieve learning goals. Learning Walks and Talks reveal a reduction of teacher voice and a privileging of student academic talk.
3. Confident teachers who use data, including data to represent engagement, disposition, growth, and achievement. - Micro teaching & Diagnostic Tool.

Distribution of SRS Judgements demonstrates an increase in Above and Well Above achievement across the school.

Current reality

2023: Semester 1 9.5% B/WB 41% A/WA
By the end of Semester 1, 2024, 51% of students will be reported as A/WA.

NAPLAN – Year 3:
NAPLAN – Year 5, 2024:



Wellbeing

Goal

Embed PB4L principles to enhance student engagement, growth and agency in learning.

Strategies

- PB4L team is established and TFI data to be collected, collated, presented and analysed by staff
- Explicit teaching of expected behaviours in all classes and settings occurs using the PB4L matrix
- Through collaboration teachers plan in cycles to embed the teaching of Personal and Social Capabilities
- Staff collaborate to define responses to unproductive behaviours
- Staff engage in professional learning to understand the use of Tier 1 universal supports particularly Effective Classroom Practices and responses

Success measures

- Curriculum planning outlines teaching of Personal and Social Capabilities across the curriculum
- Staff use the school behaviour response flowchart to address unproductive behaviours
- Effective classroom practices are embedded and evident during Learning Walks and Talks