

# St William's Primary School Grovely: Annual Improvement Plan 2018

High performing teams domains	Strategic Priorities and Themes	School Priorities and Objectives	Focus	Capacity Building Strategies	How & When	Progress indicators/targets and evidence
<ul style="list-style-type: none"> <li>• Vision</li> <li>• Action</li> <li>• Focus</li> <li>• Clarity</li> </ul>	<b>Strong Catholic Identity</b>	<ul style="list-style-type: none"> <li>• Improved classroom teaching of A recontextualised Catholic perspective is integrated and embedded across all learning areas. Religion</li> </ul>	<ul style="list-style-type: none"> <li>• Religion teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor teaching practices</li> </ul>	<ul style="list-style-type: none"> <li>• Termly reviews</li> </ul>	<ul style="list-style-type: none"> <li>• Increase by 10 % of students in the above range</li> <li>• Scope and sequence document</li> </ul>
		<ul style="list-style-type: none"> <li>• The school's Catholic identity is reflected in with the formation of staff, students and parents that is holistic, inclusive, personally meaningful and supports the connection to School Vision Mission &amp; Values</li> </ul>	<ul style="list-style-type: none"> <li>• Clarity of Vision &amp; Mission &amp; Values</li> <li>• A culture that promotes learning</li> </ul>	<ul style="list-style-type: none"> <li>• Personal connection to vision of teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>• Focus and clarify mission and vision at each PLT and staff meeting</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of teaching teams showing high on the HPT level up assessment</li> </ul>
<ul style="list-style-type: none"> <li>• Performance</li> <li>• Achievement</li> <li>• Deepening Learning</li> <li>• Focus</li> <li>• Accountability</li> </ul>	<b>Excellent Learning and Teaching</b>	<ul style="list-style-type: none"> <li>• Greater collaboration within teaching teams</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborative practices and expert teaching teams</li> </ul>	<ul style="list-style-type: none"> <li>• Refine protocols and team meeting structures</li> </ul>	<ul style="list-style-type: none"> <li>• PLT on a 3-week cycle for English</li> <li>• Emerging priority in Maths</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of meeting notes and actions</li> </ul>
		<ul style="list-style-type: none"> <li>• More focused connection to data so that we can be responsive and targeted with teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion &amp; analysis of data</li> </ul>	<ul style="list-style-type: none"> <li>• Team data walls &amp; dashboard</li> </ul>	<ul style="list-style-type: none"> <li>• Check in with targets every 3 week</li> </ul>	<ul style="list-style-type: none"> <li>• Increase in the number of teacher team data walls that articulate goals and targets</li> </ul>
		<ul style="list-style-type: none"> <li>• Improved growth in writing for <u>all</u> students</li> </ul>	<ul style="list-style-type: none"> <li>• Writing</li> <li>• Explicit improvement agenda</li> </ul>	<ul style="list-style-type: none"> <li>• Descriptive feedback &amp; co constructed success criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Termly writing analysis for each year level</li> </ul>	<ul style="list-style-type: none"> <li>• Growth of 10% growth in years 4-6</li> <li>• 80% at benchmark in years 3-6</li> <li>• Increase by 10 % of students at above in English</li> </ul>
		<ul style="list-style-type: none"> <li>• Improved access and use of digital and design technologies</li> </ul>	<ul style="list-style-type: none"> <li>• Digital and Design technologies &amp; STEAM</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers to plan and execute with the design teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly lessons</li> <li>• Conference to Melbourne</li> </ul>	<ul style="list-style-type: none"> <li>• Increase by 10 % of students in target classes who achieve above.</li> <li>• Increase in use and confidence of digital and design technologies in the termly survey</li> </ul>
		<ul style="list-style-type: none"> <li>• Greater understanding of how space affects learning</li> </ul>	<ul style="list-style-type: none"> <li>• Flexible learning spaces</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate pedagogy that aligns with flexibility, creativity and collaboration</li> </ul>	<ul style="list-style-type: none"> <li>• School visits across the terms to build capacity and confidence</li> </ul>	<ul style="list-style-type: none"> <li>• Increase in % of teachers using flexible spaces to match the pedagogy.</li> </ul>
<ul style="list-style-type: none"> <li>• Support</li> <li>• Diversity</li> <li>• Work Life</li> <li>• Well Being</li> <li>• Collaborate</li> </ul>	<b>Sustainable Futures</b>	<ul style="list-style-type: none"> <li>• More reliable feedback so that we can grow and learn from one another</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback practices</li> </ul>	<ul style="list-style-type: none"> <li>• Development of an agreed school- wide feedback framework</li> </ul>	<ul style="list-style-type: none"> <li>• Dedicated time &amp;</li> <li>• Focus leadership group</li> </ul>	<ul style="list-style-type: none"> <li>• Increase by 10 % teachers reporting that they have received feedback from colleagues</li> <li>• Source ACER feedback questionnaire</li> </ul>
		<ul style="list-style-type: none"> <li>• More rigorous induction and performance development process so that we can grow the capacity of all teachers especially early career</li> </ul>	<ul style="list-style-type: none"> <li>• Observation, coaching and mentoring practices</li> </ul>	<ul style="list-style-type: none"> <li>• Agreed induction frameworks and a sustainable process</li> </ul>	<ul style="list-style-type: none"> <li>• Dedicated time for all staff</li> </ul>	<ul style="list-style-type: none"> <li>• Increase of 10 % reporting that they have received feedback from others.</li> <li>• Source ACER feedback questionnaire</li> </ul>
		<ul style="list-style-type: none"> <li>• Improved staff well-being so we can be fitter and well for work and life</li> </ul>	<ul style="list-style-type: none"> <li>• Staff Well- Being</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and implement shared well-being strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Reflection and review after term 2 for term 3 implementation.</li> </ul>	<ul style="list-style-type: none"> <li>• Average of 50 % of staff across the 4 domains of on PULSE data in term 3 and term 4</li> <li>• Source HPT PULSE data</li> </ul>
		<ul style="list-style-type: none"> <li>• Improved student well-being so that students feel safe and happy</li> </ul>	<ul style="list-style-type: none"> <li>• Student Well- Being</li> </ul>	<ul style="list-style-type: none"> <li>• Rock and Water program</li> </ul>	<ul style="list-style-type: none"> <li>• Year 2-6 fortnight rotation</li> <li>• Peaceful Kids in year 3</li> </ul>	<ul style="list-style-type: none"> <li>• Increase in student well-being in identified weakness areas on the Kids Matter survey in October 2018</li> </ul>
		<ul style="list-style-type: none"> <li>• Improved digital literacy for teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Use of SharePoint</li> </ul>	<ul style="list-style-type: none"> <li>• BCE program</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly meeting</li> </ul>	<ul style="list-style-type: none"> <li>• Increase in teacher confidence and capacity measured on the staff well-being survey</li> </ul>