



Annual action plan

Year: 2021

School: St Patrick's School Allora

Teaching and learning				
Exemplary teaching practice leads to continuous improvement in student learning outcomes				
<p>Strategic intent 'Data Literacy' (Tier 2)-</p> <p><i>'Continue to build the capacity of all staff to collect and use data to track student progress and inform teaching, planning and next steps for all learners' (2019 – 2022 St Patrick's Allora Strategic Plan)</i></p>	<p>Baseline – Teachers collect data in reading to identify and celebrate progressions yet how it is used to inform next steps in reading, mathematics and writing is variable.</p> <p>Target – Teachers will collaboratively analyse data to inform high yield strategies to be utilized within impact cycles in reading, writing and mathematics and report progress at the end of each cycle.</p>	<p>Key improvement strategies</p> <ul style="list-style-type: none"> • PL on how to interpret PM and Probe Data. • PL on how to interpret PAT data and how to use the OARS (online PAT) resource when analysing data. • Staff/PLC meetings scheduled to allow teachers to present data (in reading, writing and mathematics – 1 at a time) and present their plans to address the data (connection to the RIS Goal). • Data wall kept up to date. • Mathematics data wall to be created. • Meetings to include data wall conversations. • 'Plans to address the data' to include high yield strategies (note that 'Shared' and 'Modelled' reading are part of AAP goals 2021). • Data to be used in collaborative planning cycles. • Scheduled time to look at and use 'Power Bi' app to compare data across the diocese. • Analysis of data against 'like' schools (similar SES – 'Socio Economic Status'). Analysis presented at staff meetings for discussion. • Moderate writing work against the school's writing progressions and begin collecting writing samples as WAGOLL against the progressions. 	<p>Resources</p> <ul style="list-style-type: none"> • 'Data Literacy' PL days when available (see the TCSO professional learning calendar). • Middle leader or Education officer to provide PL on PM and Probe data analysis. • 'Maximising Impact' document. • St Patrick's writing progressions. <p>Allocated Responsibility - Principal/ Middle Leader/ Teachers/ Teacher Aides/ LST</p>	<p>STATUS</p> <p> <input checked="" type="checkbox"/> Not Started</p> <p> <input type="checkbox"/> Started</p> <p> <input type="checkbox"/> Completed</p> <p>EVIDENCE</p>
<p>Strategic intent 'TCSO Reading Intervention Strategy' (Tier 2)</p>	<p>Baseline – Guided reading is embedded across the school. Shared and modelled reading experiences are</p>	<ul style="list-style-type: none"> • Key improvement strategies • 'Shared and guided reading comprehension framework' to be unpacked' • Establish a baseline: <ul style="list-style-type: none"> ○ How is it currently being used? 	<p>Resources</p> <ul style="list-style-type: none"> • 'Shared and guided reading comprehension framework'. 	<p>STATUS</p> <p> <input checked="" type="checkbox"/> Not Started</p> <p> <input type="checkbox"/> Started</p> <p> <input type="checkbox"/> Completed</p>

<p><i>'Continue to develop teachers and support staff professionally through regular timetabled collaboration that includes sharing of proven high-quality instructional practices'</i> (2019 – 2022 St Patrick's Allora Strategic Plan)</p>	<p>inconsistent meaning that key opportunities are being missed to model and share the targeted learning (arising from data collected).</p> <p>Target – All teachers will timetable and deliver at least one modelled or shared reading experience each week that targets the decoding or comprehension strategy of focus (as indicated by data).</p>	<ul style="list-style-type: none"> ○ What's missing in my shared, modelled or guided reads? ○ Is my school officer following this framework? ○ What do I need help with? ● WAGOLL – Shared and modelled reading. Middle leader to model. Open to observation and feedback. ● Peer observations and subsequent goal setting around improvement steps (collect baseline observation against the 'Shared and guided reading comprehension framework' before beginning an impact cycle) ● Scheduled observations by peer to provide feedback against self- determined goal. ● (Link to 'Data Literacy Goal) Shared or modelled to be used as part of the targeted intervention arising from data analysis. ● Professional learning/ goal setting for school officers in guided reading follow ups – Learning Support Teacher to co-construct goals with teacher aides with scheduled follow up observations to support. ● Impact cycles to be recorded ● Professional goal setting to be linked directly to 'Shared' or 'modelled' reading and therefore impact cycles. 	<ul style="list-style-type: none"> ● Time scheduled to allow for teachers to observe each other. ● Professional learning – 'RIS' refreshers as per the TCSO PL Calendar (especially for new staff). ● Impact cycles document (for population). <p>Allocated Responsibility - Principal/ Middle Leader/ Teachers/ Teacher Aides/ LST</p>	<p>EVIDENCE</p>
<p>Strategic intent 'Visible Learning' (Tier 2)</p> <p><i>'Become a 'Visible Learning' Lighthouse school by 2021 by demonstrating and showcasing exemplary practices to other schools and organisations.'</i> (2019 – 2022</p>	<p>Baseline –Impact cycles are occurring across most classes. These are either directly related to curriculum or to developing 'assessment capable learners.</p> <p>Target 1 – All teachers will complete 2 whole</p>	<p>Key improvement strategies</p> <ul style="list-style-type: none"> ● Impact cycles to be recorded ● PLCs used to decide on whole of school impact cycle and to monitor progression within the impact cycle. ● Teachers meeting with a peer/ coach to monitor class or whole school impact cycles. ● 	<p>Resources</p> <ul style="list-style-type: none"> ● 'Agreed practices on LISC' document. ● Impact cycles document (for population). <p>Allocated Responsibility - Principal/ Middle Leader/ Teachers.</p>	<p>STATUS</p> <p> <input type="checkbox"/> Not Started</p> <p> <input checked="" type="checkbox"/> Started</p> <p> <input type="checkbox"/> Completed</p> <p>EVIDENCE</p>

St Patrick's Allora Strategic Plan)	school impact cycles and 2 class impact cycles in 2021 focused a negotiated element of being 'assessment capable' (e.g. 'Knowing the LISC and my next steps against this')			
	<p>Baseline –Learning Intentions in planning mostly reflect the curriculum and success criteria are beginning to reflect the SOLO taxonomy and different levels of learning (surface, deep and transfer).</p> <p>Target 2 – Teachers will ensure that LISC for all KLA's reflect the achievement standard and SOLO taxonomy.</p>	<p>Key improvement strategies</p> <ul style="list-style-type: none"> • Bringing LISC to designated staff meetings to discuss. • LISC across all KLAs. • Impact Coach and Middle Leader to support. • Review of 'Agreed practices on LISC' document to ensure consistency of practice. 	<p>Resources</p> <ul style="list-style-type: none"> • 'Agreed practices on LISC' document. <p>Allocated Responsibility - Principal/ Middle Leader/ Teachers.</p>	<p>STATUS</p> <p> <input type="checkbox"/> Not Started</p> <p> <input checked="" type="checkbox"/> Started</p> <p> <input type="checkbox"/> Completed</p> <p>EVIDENCE</p>

Mission and identity

All students encounter Jesus Christ through the religious program and the religious life of the school

<p>Strategic intent</p> <p><i>'Making our Josephite values real and visible in our routines and in our environment' (2019 – 2022 St Patrick's Allora Strategic Plan)</i></p>	<p>Baseline –The school's values (as articulated in the school's mission) are present in weekly awards and are part of weekly assemblies. Some classes involve the learners in deciding upon these awards.</p>	<p>Key improvement strategies</p> <ul style="list-style-type: none"> • Planning in RE to reflect the same approach in other KLAs: <ul style="list-style-type: none"> ○ LISC created from achievement standard that reflect surface to deep to transfer learning. 	<p>Resources</p> <ul style="list-style-type: none"> • PL - Faith and Formation Day in week 0 of 2021 in the Josephite Charism. <p>Allocated Responsibility - Principal/ APRE/ Teachers</p>	<p>STATUS</p> <p> <input type="checkbox"/> Not Started</p> <p> <input checked="" type="checkbox"/> Started</p> <p> <input type="checkbox"/> Completed</p> <p>EVIDENCE</p>
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	<p>Target – Teaching and learning in religious education will reflect a connection to our school values and ‘making Jesus real’. Planning will reflect connections with the curriculum content and actions for students to bring these values alive.</p>	<ul style="list-style-type: none"> • Planning and subsequent teaching demonstrates a connection between content and action (walking in the footsteps of Jesus). • Actions to support our local community and St Vincent de Paul. • Middle leader to provide feedback on RE planning specific to the above criteria/ target. • Values to be present in the physical presentation of the school. 		
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Continual renewal				
Effective review and improvement strategies and practices inform planning and decision making				
<p>Strategic intent Develop School’s E-Learning Plan</p> <p><i>‘Develop and implement the school’s information technologies learning plan.’ (2019 – 2022 St Patrick’s Allora Strategic Plan)</i></p>	<p>Target (built on base line data)</p> <p>Baseline – No e-learning plan is currently in place for St Patrick’s.</p> <p>Target -By the end of 2021 an e-learning plan will be in place ready for full implementation in 2022.</p>	<p>Key Improvement Strategies</p> <ul style="list-style-type: none"> • Ensure curriculum alignment with Digital Design Technologies. • Collaboration with teachers. • Optional PL on different elements of the plan. • Provide draft plan to Vanessa Crouch for feedback. 	<p>Resources</p> <ul style="list-style-type: none"> • Review of ‘ICT Vision’ Statement (as negotiated with school IT tech). • EO – Vanessa Crouch <p>Allocated Responsibility - Middle leader in consultation with teachers.</p>	<p>STATUS</p> <p> <input checked="" type="checkbox"/> Not Started</p> <p> <input type="checkbox"/> Started</p> <p> <input type="checkbox"/> Completed</p> <p>EVIDENCE</p>
<p>Strategic intent</p> <p><i>‘All staff will continue to work collaboratively to set professional and measurable goals towards reaching higher levels of</i></p>	<p>Baseline – Teachers have progressed well in regard to planning for personalized learning (P4PL). Collaboration at the beginning of term one and term 3 between teachers and LST</p>	<p>Key Improvement Strategies</p> <ul style="list-style-type: none"> • Ensure Collaboration time is scheduled at the beginning of term one and term 3 (week 3). 	<p>Resources</p> <ul style="list-style-type: none"> • ‘Planning for personalized learning agreed practices’ document. 	<p>STATUS</p> <p> <input type="checkbox"/> Not Started</p> <p> <input checked="" type="checkbox"/> Started</p> <p> <input type="checkbox"/> Completed</p> <p>EVIDENCE</p>

<p><i>effectiveness and efficiency for their learners'</i> (2019 – 2022 St Patrick's Allora Strategic Plan)</p>	<p>have been productive. NCCD evidence gathering across the school is working well in pockets.</p> <p>Target - Collaboration to continue in 2021 towards supporting teachers in ensuring that children with additional needs are being catered for and that this evidence is being collected.</p>	<ul style="list-style-type: none"> • Weekly LST and Principal meetings regarding student support are held (teams being utilized for collaboration and transparency with teachers). • Planning for personalized learning grids and/or CMP's are being signed at the beginning of term 1 and 3. • Meetings to report CMP progress are scheduled for end of term 2 and term 4 • Moderation by LST and Principal of evidence checkpoints and teacher planning (In regard to differentiation and adjustments). • Ensure that CMP processes are aligned with impact cycles and that evidence of growth is being captured and communicated. • 	<ul style="list-style-type: none"> • Time scheduled for collaboration. • Professional learning opportunities in regard to P4PL. <p>Allocated Responsibility - Principal/ Middle Leader/ Teachers/ Teacher Aides/ LST</p>	
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Sustainable resourcing and stewardship				
Prudent stewardship of physical, human and financial resources maximise student learning outcomes				
<p>Strategic intent Master Planning</p> <p><i>'Continue to implement the school's 'Master Plan' and review this regularly against our vision, mission and strategic intent'</i></p>	<p>Target (built on base line data) Baseline – Stage 1 of the Master Plan (refurb of reception area, library and staff room) is due to go ahead in semester 1, 2021.</p>	<p>Key Improvement Strategies:</p> <ul style="list-style-type: none"> • Ensure communication between school and project managers (Aspect Architecture) is maintained to ensure flow of work. 	<p>Resources</p> <ul style="list-style-type: none"> • Financial • Newsletter and Facebook communications. <p>Allocated Responsibility - Principal/ Administration and Finance Officer.</p>	<p>STATUS</p> <p> <input type="checkbox"/> Not Started</p> <p> <input checked="" type="checkbox"/> Started</p> <p> <input type="checkbox"/> Completed</p> <p>EVIDENCE</p>

(2019 – 2022 St Patrick’s Allora Strategic Plan)	Target – Work to be completed within budget and community to know how this change benefits their children.	<ul style="list-style-type: none"> • Communicate to community the benefits for our learners: <ul style="list-style-type: none"> ○ larger open plan library space providing a more flexible learning area. ○ Relocation of current admin to MPR will allow space for specialists and for teachers to plan collaboratively. ○ Path to the front office will be to specifications enabling wheelchair access. ○ Communicate these benefits to P&F, board and other stakeholders. 		
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Principal Tyrone Maher Senior education leader Marty Savage

Date Friday, 13 November 2020