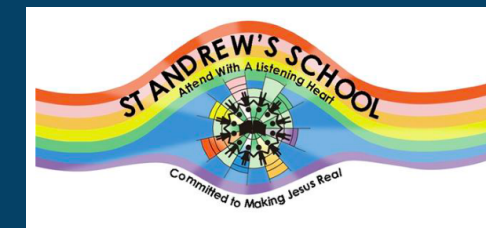


St. Andrew's Ferny Grove

2024 ANNUAL IMPROVEMENT PLAN



Vision At St. Andrew's we strive to make Jesus real, through our words and actions, in the spirit of St. Benedict, who invites us to "Attend with a Listening Heart"

Mission Our actions give witness to the gospel values and are reflected in every aspect of school life. We provide inclusive, high quality learning striving for excellence through collaborative, contemporary pedagogy, and positive and supportive learning environments. We are a welcoming community, and respect the dignity of each individual, building relationships with a culture of trust, and commitment to reconciliation and restoration.

Values

- Community
- Peace
- Obedience
- Work
- Prayer
- Conversion
- Stability
- Hospitality
- Compassion
- Humility

Strategic priority	Goal ¹ : 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>
Catholic identity	By December 2024 we will have developed a deeper understanding of the results and recommendations of the Dialogue Survey data, so that we can develop more dialogical approaches to Religious Education.	<ul style="list-style-type: none"> ⇒ Staff will see increased curiosity from students when engaging critically with mandatory year level scripture passages ⇒ Revised unit plans will include dialogic and critical literacy pedagogies 	<ul style="list-style-type: none"> ⇒ Analyse school Leuven Data ⇒ Develop a Leuven Action Plan, which includes the establishment of a Catholic Identity Team ⇒ Engage a critical friend (Bishop Tim Norton) on 2024 Pupil Free Days ⇒ New contextualised professional learning opportunities for staff that enable formation experiences, and more thorough knowledge of our scriptural and theological texts ⇒ Religious Education co-planning sessions with the APRE / EORE offered to staff to increase knowledge and understanding of RE curriculum and dialogic / critical literacy pedagogies 	By the end of 2024	APRE + Catholic Identity Team
Learning and teaching	Please see EIA (page 3)				
Wellbeing	Each school term, we will have established practices to support the wellbeing of staff, so that work / life balance is encouraged	<ul style="list-style-type: none"> ⇒ Increased sense of community and collegial support 	<ul style="list-style-type: none"> ⇒ Organised staff socials (1 per Term) ⇒ Staff lunches organised once per Term catered for by the school ⇒ Staff birthday Morning Tea organised once per Term by Staff House Teams (Wellbeing Week, Week 5 of each Term) 	Each Term	All

Explicit Improvement Agenda

St Andrew's School, FERNY GROVE

			⇒ Promotion of EAP to all staff		
Our people	By December 2024 we will have commenced using IGNITE, the new BCE People (HR and Recruiting) system, so that all related processes are consistent and streamlined across BCE schools	⇒ All staff will see robust and practical changes to BCE's HR, Recruiting and Onboarding processes, especially in relation to safeguarding practices	⇒ Appointment of school Change Champion (APA Michelle Kneen) to deliver and inform staff about key changes to relevant HR, recruitment and onboarding processes as required	By the end of 2024	All
Diversity and inclusion	By December 2024 we will have increased student engagement in learning, so that all students show growth in learning and wellbeing	<ul style="list-style-type: none"> ⇒ Increased student engagement in learning ⇒ A decrease in the number of major / minor behaviours in ENGAGE ⇒ Increased positive feedback in the next "Tell Them From Me" (Student Voice) and BCE Listens Surveys ⇒ PB4L has a high profile, is an embedded practice that strengthens staff culture ⇒ All staff are consistent in differentiation strategies for learners 	<ul style="list-style-type: none"> ⇒ Appointment of a Wellbeing Officer using Commonwealth Government Wellbeing funding (Chaplaincy & Wellbeing funding) ⇒ Re-establish the Tier 1 PB4L Team ⇒ Engage critical friend (Katrina Cummins, BCEO) to support the creation of a school PB4L Flowchart and re-modelling of the school's PB4L Matrix ⇒ Provide professional learning to staff to re-establish co-constructed norms on flexible learning in learning spaces ⇒ Co-Teachers are timetabled according to the needs of learners 	By the end of 2024	Leadership Team Learning Support Team PB4L Tier 1 Team
Organisational effectiveness	By December 2024 we will have a plan to proceed with our refurbishment initiatives that promote innovation, so that our school continues to be a school of choice, excellence and innovation.	⇒ We have a clear understanding of the BCE process for building renovations, approvals and timelines	<ul style="list-style-type: none"> ⇒ Meet in collaboration with BCE personnel and architect to establish timeline and suitable plans ⇒ Establish permissions from BCE to proceed with proposed refurbishments 	By the end of 2024	Leadership Team BCE Building and Finance personnel Architect

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 Andrew's School, FERNY GROVE

Goal:

By December 2024 we will have developed a whole school approach to the teaching of spelling within Writing, so that students can communicate effectively when creating texts.

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)

- ⇒ Improved NAPLAN results in the area of Spelling
- ⇒ Improved Spelling results in Writing Analysis
- ⇒ Observable improvement in Spelling, across all Learning Area Writing tasks
- ⇒ English Cycle co-planning reflects 4 Spelling knowledges pedagogy
- ⇒

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>
<ul style="list-style-type: none"> ⇒ Partner with critical friends (Beryl Exley, Griffith University) on 2024 Pupil Free Days / Term 1 Twilight) and BCE Education Officers (staff meetings / Twilights throughout the year) to support the school's professional learning plan ⇒ PLL will support the staff in curriculum co-planning to embed the 4 spelling knowledges (phonological, visual, morphemic, and etymological) within English cycles ⇒ Establish a Spelling Team to co-lead (with PLL) the development of relevant Learning Sprints throughout the year ⇒ PLL will support staff to implement the Interactive Writing Strategy as a whole school embedded practice 	<ul style="list-style-type: none"> ⇒ At least 70% of students will achieve in the Exceeding or Strong proficiency bands in the NAPLAN Spelling test domain, in both Year 3 and Year 5 ⇒ At least 70% of students will achieve in the Exceeding or Strong proficiency bands in the NAPLAN Writing test domain, in both Year 3 and Year 5 ⇒ Teacher capacity will be strengthened in the teaching of Writing, through the Interactive Writing strategy so that student Writing data sets (NAPLAN, Writing Analysis tool) shows improvement ⇒ Through observation (e.g, Learning Walks and Talks, supported co-planning, and targeted professional development) staff confidence and capacity will be increased in the teaching of spelling within writing. 	<p>By December 2024</p>	<p>PLL Leadership Team Spelling Team</p>
<p>Resources & partnerships</p> <p><i>What targeted resources structures or other support is needed to enable this explicit improvement agenda?</i></p> <p><i>What strategic partnerships are in place to enhance student achievement?</i></p> <p><i>How will this explicit improvement agenda be communicated to staff, parents and the wider community?</i></p>	<p>Strategic Partnerships, Targeted Resources</p> <ul style="list-style-type: none"> ⇒ Prof. Beryl Exley, School of Education and Professional Studies, Griffith University QLD ⇒ Lucy Walker and Kylie-Jo Harvey, BCE Education Officers – Literacy <p>Communication</p> <ul style="list-style-type: none"> ⇒ To be communicated to staff on Pupil Free Days 2024 ⇒ To be shared with parents and caregivers via newsletter, parent portal, parent information night, and at CA meeting 		