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**ST JOACHIM’S**

**PRIMARY SCHOOL**

**2023 ANNUAL PLAN­­­**



**Vision**

We are a Christ-centred community empowering our learners through faith, respect and service.

**Through our words and actions, we will live our vision by;**

* celebrating our faith in God
* respecting God, self, others, and creation
* enriching our community through service

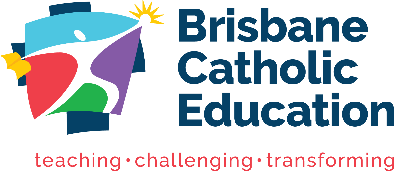
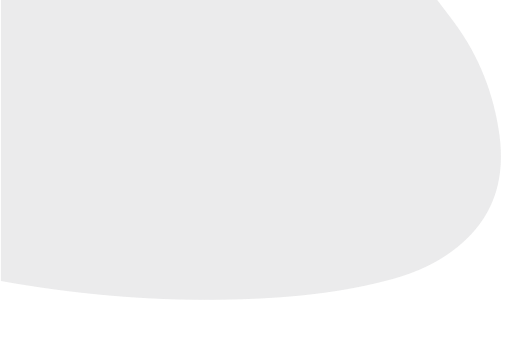
**Mission**

**Values**

**FAITH**

**RESPECT**

**SERVICE**



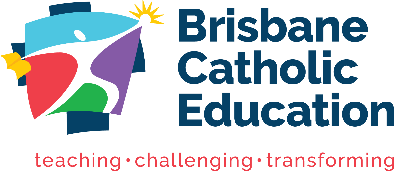
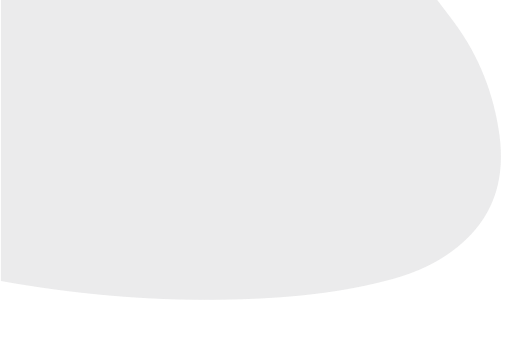
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| STRATEGIC PRIORITIES OF THE ANNUAL PLAN FOR 2023 | | | | | |
|  | **Objective1:** | **Key results2:** | **Initiatives:** | **Timeline:** | **Key stakeholders:** |
| Goals that inspire and set your school’s direction  *“Where do we need to go?”* | Measurable targets to track progress towards your school’s objectives  *“How do we know we are getting there?”* | Actions required to drive the progress of key results.  *“What will we do to get there?”* | *“When do we want to get there by?”* | *“Who is responsible for ensuring it happens?”* |
| **Goal 01**  **Catholic Identity** | **By the end of 2023, we will have prioritised a recontextualised approach to our Catholic Identity, by providing opportunities for the students to engage in dialogue about Catholic tradition and religious diversity, reflecting our recommendations from the Enhancing Catholic School Identity Survey Data and living our School Vision and theme of ‘journey together in faith’.** | * The St Joachim’s diversity is reflected in our unique charism of Mary MacKillop's faith and St Joachim's interconnectedness of family. * The staff & student formation plans are shared with, used and regularly reflected on by all key stakeholders. * Professional Development days centred around Religious Dialogue. * Opportunities for staff and students to creatively interpret and express their Catholic faith - in words, actions and artistic expressions. | * Participation in ECSI Project in 2022 to collect data to provide direction in 2023. * Critical reflection occurs between the two data sets from the Leuven Project so that further goals can be set to continue to develop Strong Catholic Identity within the St Joachim’s community. * January PD Days analyse Catholic Identity at St Joachim’s, begin the Formation of Mission and introduce theme of Journey Together in Faith * A staff Professional Development Day is dedicated to ECSI Results in collaboration with BCE EO Staff as well as with touchpoints during Staff Meeting across the year. | * ECSI Project participation in October 2022. * Review of the ECSI Results by school staff in October 2022. * ‘Journey Together in Faith’ 2023 Theme launched across Term 01. | 1. Leadership Team 2. School Staff 3. EO Staff 4. School Community |

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| STRATEGIC PRIORITIES OF THE ANNUAL PLAN FOR 2023 | | | | | |
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| Goals that inspire and set your school’s direction  *“Where do we need to go?”* | Measurable targets to track progress towards your school’s objectives  *“How do we know we are getting there?”* | Actions required to drive progress of key results  *“What will we do to get there?”* | *“When do we want to get there by?”* | *“Who is responsible for ensuring it happens?”* |
| **Goal 02**  **Learning and Teaching** | **By the end of 2023, Collaborative Teams will have developed proficiency regarding the implementation of the revised Australian Curriculum v.9.0 so that the delivery of the Australian Curriculum, across English and Mathematics, continues to provide opportunities for every student to demonstrate progress.** | **Across 2023:**   * Staff build proficiency in implementing the revised v.9.0 Australian Curriculum in their learning and assessment cycles. **M*easured through data collected via staff form each term.*** * Systematic implementation of the revised curriculum is evidenced in all Collaborative Teams’ planning and assessment documentation and classroom practice. * Student achievement is measured against v.9.0 curriculum markers, using a 5-point scale to meet legislative requirements in assessment pieces. * NAPLAN Data – Mathematics across 3-5 shows an upward trend in student achievement. | **By the end of the Professional Development Days (January 2023):**   * Staff have engaged in Curriculum PD designed to build familiarity with the Revised Australian Curriculum (v.9.0). * Collaborative Teams use a *reflective lens* to review 2022 cycles of learning and assessment and Term Overview documents to inform 2023 cycles to be in line with v.9.0 curriculum markers.   **Across Each Term:**   * Curriculum Check-Ins with PLLs begin with a review of the implementation of curriculum revisions and inform any required supports moving forward.   **Collaborative Teams:**   * Follow each stage of the St Joachim’s Planning Roadmap and 2023 Curriculum Links Document, each term to guide planning. * Complete Compliance Checklists across each term to manage legislative requirements for the documentation of curriculum. | **By the end of the Professional Development Days (January 2023):**   * Vertical Curriculum Overview completed at January PD Days.   **Across Each Term:**   * End of Term Year Level Checklists are completed each term to track the implementation of the revised v.9.0 curriculum.   **Across the Year:**   * Staff engage in and complete a survey that explores their proficiency and confidence in implementing the revised curriculum. * Survey data is discussed at subsequent Staff Meetings to identify areas of strength and where support is needed moving forward. | **Leadership Team** *support* **Teaching Staff** *to work on completing the agreed-upon key results and implement the initiatives for Goal 02 across 2023.*  *Supported by the* **ST: IE and GC** *regarding the provision of appropriate differentiation and support so that all learners continue to access their curriculum entitlement.*  ***S*chool Officers** *continue to support* **Teaching Staff** *to ensure that all students are supported to access their curriculum entitlement and show progress across the revised v.9.0 curriculum.*  **EO Staff** *engaged in supporting all school staff, where required so that the revised curriculum is implemented in line with best practices.* |

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| STRATEGIC PRIORITIES OF THE ANNUAL PLAN FOR 2023 | | | | | |
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| Goals that inspire and set your school’s direction  *“Where do we need to go?”* | Measurable targets to track progress towards your school’s objectives  *“How do we know we are getting there?”* | Actions required to drive progress of key results  *“What will we do to get there?”* | *“When do we want to get there by?”* | *“Who is responsible for ensuring it happens?”* |
| **Goal 03**  **Wellbeing** | **By the end of 2023, St Joachim’s will continue to assist in cultivating practices to support the professional wellbeing of the staff community.** | * The professional wellbeing of the staff community is supported across the year. * Staff refine practices regarding planning and ways of working and continue to refine and renew practices to ensure students remain at the centre of decision-making. * High Retention of Staff each year. | * Time spent during Professional Development Days for Collaborative Teams to develop Ways of Working for 2023 and highlight areas for support. * Opportunities for staff to have an active voice in school operations through ongoing forums, so that collective capacity is built across the school. * Continue to refine the practices around ECT Mentorship and ECT Mondays to assist ECT Staff with their first years in the profession. | **By the end of the Professional Development Days (January 2023):**   * Staff have explored ways of working with each other to develop positive pathways to collaborative teaching, ensuring the student remains at the centre of decision-making.   **Across Each Term:**   * Opportunities are provided for Staff to explore ways of working and seek support in areas where they would like to develop pedagogy. | 1. Leadership Team 2. Teaching Staff 3. School Officers |

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 Key Results column, set targets against the data available within your school’s HealthCheck, if applicable.

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| EXPLICIT IMPROVEMENT AGENDA FOR 2023 | | | |
| **By the end of 2023, Collaborative Teams will have a systematic and collaborative approach to the teaching and assessment of Mathematics at St Joachim’s through implementing our 2023 Explicit Improvement Agenda (EIA) so that every student can demonstrate progress against the Australian Curriculum Achievement Standards.** | | | |
| **Actions** | **Targets** | **Timelines** | **Responsibilities & Accountabilities** |
| * *What are the actions the school will implement to address the improvement focus?* * *What will be the expected outcome/impact?* | * *Specific improvements sought in student performance. (Measurable student outcomes)* * *What evidence or targets will be used to measure this impact which are rigorously actioned?* | * *What is the expected timeframe for the improvement focus to have an impact?* * *What milestones are anticipated? Is a phased approach (name the phases) needed for change to occur?* | * *Who is responsible for this action?* * *Who will need to be involved?* * *How will we monitor against school targets to know we are on track to success?* |
| **A systematic approach:**   * The four Boundary Markers within the [**Mathematics Block Placemat**](https://mybcecatholicedu.sharepoint.com/:w:/s/sp-stjoachimscps/staff/EbVavuu2EVxFsohOVrv7YvcB2AiSbrl34d-rvc1WodIkSw?e=lWlfH9) (*Targeted Planning and Teaching, Problem Solving Strategies, Maths Markers, and Monitoring and Assessment*) structure the delivery of the Australian Curriculum—Mathematics across all year levels so that a systematic approach to the delivery of mathematics is achieved across the school.   **Targeted Planning and Teaching:**   * is informed by student data, structured using the **Launch, Explore, Summarise, Review** (LESR) Model, and reflects a **‘3/2 Split’** across a week to promote consistency across each collaborative team and reduce teacher variability.   **Problem-Solving Strategies:**   * are explicitly taught using the [**St Joachim’s Problem-Solving scaffold**](https://mybcecatholicedu.sharepoint.com/:f:/s/sp-stjoachimscps/staff/EtepG5gKuKpDrsaAv_9hRcABBNlBEDNPIXgmZ63SOkWd6A?e=cfppd3)so that students are supported to **‘Define, Explore, and Apply’** different strategies to build their conceptual understanding and procedural fluency and improve mathematics outcomes.   **Maths Markers:**   * provide regular opportunities to cultivate student proficiency and automaticity across all mathematics strands through the use of:   + **Living Charts** (*visible reference points to the commonalities and differences between mathematics concepts*),   + **Mental Mathematics** **Routines** (*Guided* s*paced practice to increase students’ conceptual understanding, problem-solving, and fluency in mathematics*),   + “**Math Chat”** (*opportunities for discussion to enable and extend students to develop their reasoning skills across learning opportunities*).   **Monitoring and Assessment:**   * is used to inform how the delivery of the Mathematics Curriculum impacts student Achievement. Teachers: * **Monitor** *student proficiency and progress by utilising relevant monitoring tools in alignment with school data dates,* * **Assess** *student learning using explicit criteria by providing multiple opportunities for assessment to monitor progress and set student goals*, * **Review** collected data to explore the next steps for teaching cycles and student learning. | **Student Achievement Data:**   * **Student SRS Achievement Data** shows progress against Australian Curriculum Markers using 2022 achievement data as a baseline for improvement in 2023 targets.   + **Semester 01 Target** of 40% students ABOVE or WELL ABOVE Standard.   + **Semester 02 Target** of 50% students ABOVE or WELL ABOVE Standard. * **PAT M Achievement Data** shows on average positive trends regarding individual student and cohort achievement between linear tests completed in February 2023 and Adaptive Testing completed in September 2023 (See [**Whole School Data Plan**](https://mybcecatholicedu.sharepoint.com/:w:/s/sp-stjoachimscps/staff/ES9eNm2FyihMgYNe3nDcvXgB6yL3pZ9jhYhWZ2aUk6FPvg?e=dsRejX) for Benchmark Guides).   + **Year 01 Target** *Norm* **99.5.**   + **Year 02 Target** *Norm* **108.3.**   + **Year 01 Target** *Norm* **115.4.**   + **Year 04 Target** *Norm* **121.1.**   + **Year 05 Target** *Norm* **125.5.**   + **Year 06 Target** *Norm* **128.9.** * **NAPLAN Achievement Data** shows on average positive trends regarding individual student and cohort achievement between 2022 and 2023 student data.   **Monitoring and Assessment**   * Student Achievement Data, resulting from Summative Assessment opportunities, reflects the Semester Achievement targets: * **Semester 01 Target** of 40% students ABOVE or WELL ABOVE Standard. * **Semester 02 Target** of 50% students ABOVE or WELL ABOVE Standard. | **By the end of the Professional Development Days (January 2023):**   * The Planning Roadmap is presented and explored during the Professional Development Days at the start of 2023.   **Across Each Term:**   * Teams work with PLLs to develop their teaching and learning sequences so that student achievement remains central to curriculum decision making.   **By the End of Semester 01**   * By the end of Semester 01, Collaborative Teams will have explicitly implemented and mastered the use of the LESR Model within teaching and learning cycles.   **By the End of Semester 02**   * By the end of Semester 02, 2022 Collaborative Teams will have explicitly implemented and developed proficiency in all four areas within [**Mathematics Block Placemat**](https://mybcecatholicedu.sharepoint.com/:w:/s/sp-stjoachimscps/staff/EbVavuu2EVxFsohOVrv7YvcB2AiSbrl34d-rvc1WodIkSw?e=lWlfH9) | **Leadership Team** *supports the implementation of the Mathematics Block Placemat through Professional Development Days and touchpoint staff meetings across the year so that* **Teaching Staff** *can meet the agreed-upon targets and timelines across 2023 and cultivate a systematic approach to the teaching and assessing of Mathematics.*  *Supported by the* **ST: IE and GC** *regarding the provision of appropriate differentiation and support so that all learners continue to access their curriculum entitlement, aligned to the Mathematics Curriculum expectations.*  ***S*chool Officers** *continue to support* **Teaching Staff** *to ensure that all students are supported to access their curriculum entitlement and that the systematic approach to Mathematics is supported across Collaborative Teams, regardless of where support is provided.*  **EO Staff** *continue to support all school staff, where required so that the Mathematic Block is implemented in line with best practices so that All Staff are supported to cultivate a systematic approach to Mathematics.*  **Parents and Families** *support the school by being active participants in their child’s learning journey, guided by the school, particularly classroom communication and advice.* |



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| * Resources & partnerships | * Paula Drew (EO Mathematics) to continue to support Collaborative Teams with their implementation of the Revised Australian Curriculum v.9.0 as well as responding to Mathematics Achievement Data to inform in teaching and learning cycles. * Present Parent/Guardian Information Sessions (face-to-face) to assist in developing collective, collaborative practice towards the education of our students. * Regular communication to the Parent/Guardian community via the newsletter regarding the skills and strategies to assist student achieve progress within the area of Australian Curriculum (Mathematics). |
| *What targeted resource structures or other support is needed to enable this explicit improvement agenda?*  *What strategic partnerships are in place to enhance student achievement?*  *How will these explicit improvement agenda be communicated to staff, parents, and the wider community?* |

