

SCHOOL EXPLICIT IMPROVEMENT AGENDA

Effective Teaching Instruction

Our focus is to deliver effective instruction lessons (direct and explicit) that result in high levels of student participation and engagement and improved student learning outcomes.

WHY is this important?

- Schools have a moral imperative to improve student learning outcomes and teacher practice.
- Research shows students who receive effective instruction outperform their peers and significantly improve their academic results, self-esteem and confidence.
- Increased student 'opportunities to respond' result in improved student participation, engagement and academic results.

HOW will we manage this work?

- Partnership with experts in effective instruction who have proven results in improved student academic results and levels of engagement.
- Provision of regular professional development to strengthen staff capacity to deliver effective instruction and lesson delivery practices and protocols.
- PLT members will assume and rotate responsibilities for one of the following roles each term:
 - Daily Review Leader (English)
 - Daily Review Leader (Mathematics)
 - Lesson Delivery Leader
 - Learning Data Leader.
- School-directed PDP 'Professional Practice' staff goal aligned to successful implementation of the EIA.
- Participation of staff in feedback and observation loops to ensure clarity and consistency of agreed practices and protocols aligned to the EIA.
- Resourcing of a P-2 and 3-6 co-teacher to embed agreed practices and protocols aligned to the EIA with teaching staff.
- Provision of a School Officer 5 days per week to all P-1 classes during English and Mathematics instruction.

WHAT will we see/do?

- Visits to expert schools to observe effective instruction and lesson delivery practices.
- Professional development and resourcing time to create materials for 'Daily Review' provided through PLTs, staff meetings and twilights.
- P-6 Teachers:
 - Collaboratively develop and deliver effective instruction through Daily Reviews in English 4 x per week (20 mins) and Mathematics 3 x per week (20 mins) Differentiated slides are planned for and included.
 - Collect and analyse data to inform daily review content and English and Mathematics planning.
 - Develop and deliver an explicit problem-solving lesson each week for 30 minutes.
 - Trial the 'Rocket Math' fluency program.
- P- 2 teachers deliver direct literacy instruction via the 'InitialLit' program and 'Heggerty' curriculum.
- 3-6 teachers deliver direct, differentiated spelling instruction via the 'Spelling Mastery' program.
- PLL and Co-Teachers partner with staff to embed agreed practices and protocols aligned to the EIA using a 'Model, Guided Practice, Apply' approach.
- Targeted teaching and 1:1 intervention delivered through direct instruction programs as needed.

2024

SCHOOL ANNUAL IMPROVEMENT PLAN

Catholic Identity

GOAL: Our focus is to collaboratively create sequential formation experiences for students from Prep to Year 6, informed by our School Values and aligned to Catholic Perspectives, so that all students develop greater awareness of the presence of God in their lives.

SUCCESS Measures:

- Staff participation in professional learning and formation developing an understanding of Catholic Perspectives and our school Mission, Vision and Values.
- Year Level Teams collaboratively design and implement a formation experience for their students across the year.
- Student participation in a formation experience focused on a particular school value and Catholic perspective.
- Collection of student voice at the conclusion of each formation experience indicating an awareness of the presence of God in their lives.

Well Being

GOAL: Our focus is to engage as a whole staff with the resources of the Resilience Project to support the implementation of evidence-based strategies which build resilience and develop and sustain positive mental health.

SUCCESS Measures:

- Staff engagement in the Resilience Project professional learning content and exercises.
- Staff engagement in a process of daily journaling connected to and focused on Gratitude, Empathy and Mindfulness.
- Staff engagement in a collaboratively identified performance and development professional behaviour goal aligned to a specific strategy of the well-being focus.
- Identification of Wellbeing Champions on staff.
- Provision for the planning of initiatives which make visible, whole of staff learning around the strategies of the Resilience Project.

