



2017 ANNUAL IMPROVEMENT PLAN

The AIP aims to:

**Focus on Faith Formation and Learning
Develop contemporary pedagogy and build capacity through collaboration**

Faith Formation & Learning Goals	Collaboration & Capacity Building Goals
<ul style="list-style-type: none"> Improve student learning and achievement in RE Develop the explicit teaching of the Catholic Principles & Values in all KLA's Improve literacy and numeracy outcomes for all students Implement the Action Learning Initiative of Reading 	<ul style="list-style-type: none"> Build leadership capacity in all staff Support the continued development of teacher understanding of contemporary pedagogy

We will use the following strategies...

<ul style="list-style-type: none"> Participate in professional learning on the Catholic Principles & Values - Fidelity in Relationships Prioritising the data from RE Test to drive a whole school focus and improve learning outcomes Staff to work in PLT's to prioritise the Maths curriculum Develop a Transition program for Yr 6 students entering Year 7 at St Mary's College in conjunction with St Mary's College staff Finalise the Action Learning Initiative - Writing Implement the Action Learning Initiative - Reading Provide opportunities for teachers to observe modelling of explicit teaching of CP&V's in a range of KLA's Ensure Learning Intentions are evident in all lessons from K to 6 	<ul style="list-style-type: none"> Principal, Assistant Principal and Leader of Pedagogy to lead the Collaborative Inquiry Initiative (CII) PD Support staff in achieving the goals set in their Personal learning Plans Support staff in participating in PD that is specific to their PLP's, the Action Learning Initiative and the AIP Conduct PD in relation to the National School Improvement Tool areas highlighted in the DLES Report Implement collaborative strategies for classroom observation and instructional coaching Continue the PD on the Australian Professional Standards for Teachers Expand the use of Google classroom to Stage 2 and Stage 1 classrooms Drive the use of the Google Suite of Apps for Teaching Assistants
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We will know we have been successful when...

<ul style="list-style-type: none"> CP&V's are successfully incorporated in teaching programs and explicitly taught in lessons Year 6 RE Test data shows growth There is evidence of student learning growth particularly in writing and reading The Scope & Sequence for the Maths curriculum is updated and implemented across the school Feedback from all stakeholders relating to the Year 6 to Year 7 transition program is positive and leads to improved growth from Year 5 to Year 7 The gradual release of responsibility model is seen as best practice throughout the school 	<ul style="list-style-type: none"> PLP's show collaborative learning frameworks are embedded across the school Feedback and assessment practice and data analysis changes are driven by the CII Review & timeline shows Staff have experienced growth and success in achieving the goals of their PLP's The use of Google Classroom becomes common practice in Stages 1 and 2 Teaching Assistants use of Google apps increases and is applied to their work with students Wellbeing surveys reflect staff and students are engaged and happy
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