

## Mathematics

- Develop and establish a collaborative and hands-on approach to teaching Mathematics in our school
- Take part in the Math Project
- Staff PD around the teaching of Mathematics.

## Writing

- Continuing the work of the Writing Project
- Using Prep and Post Writing Analysis Data to guide English planning
- Take part in Writing PD
- Using Mentor Texts to teach English concepts

## Catholic Identity

- We are analysing the data gathered in the 2022 ECIS (Enhancing Catholic Schools Identity) surveys to continue developing our school's Catholic identity.
- Use the KITE framework in RE planning
- Staff PD - ECSI & KITE

Teachers will continue to

- plan using the Responsive Planning Framework
- Utilise High Impact Teaching Strategies
- Use Data to guide planning
- Continue to use a variety of feedback methods to enhance student learning.

## 2023 Annual School Improvement Plan



OUR  
**LADY OF  
LOURDES**  
CATHOLIC SCHOOL  
FAITH • MERCY • EDUCATION • HOPE

## OLL ANNUAL SCHOOL IMPROVEMENT PLAN 2023

| <b>Strategic Priority: Learning and Teaching</b><br>Incorporating Characteristics: <ul style="list-style-type: none"> <li>• Data Informed Practice</li> <li>• Building Professional Teaching Community</li> <li>• Strengthening capabilities staff - High performance</li> <li>• Parent Engagement in student learning</li> <li>• Governance &amp; Sustainability - improvements that align with best practice</li> </ul> |  |  |  |   | ✓ <a href="#">TCEO Strategic Directions</a> 2022-2026<br>✓ <a href="#">TCEO Strategic Roadmaps</a>  |   |
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| WHY<br>Relevance<br>R   | What is the (SMART)<br>goal?<br>S  | How will you achieve<br>this?<br>Specific strategies   | Who is doing this<br>work?                               | When?<br><br>Time bound<br>T  | How will you check the<br>impact?<br>Measurable/Achievable<br>M & A   | Resources   |
| What evidence informed your goal?<br><ul style="list-style-type: none"> <li>• Data sets</li> <li>• Surveys</li> <li>• Audits</li> </ul> <i>Dig deep with the 3 Whys?</i>  | What is the identified improvement goal?<br><br>S- Specific<br>M - Measurable<br>A- Achievable<br>R - Relevant<br>T- Time Bound  | What strategies will be used?  | Who is responsible?<br>Who may be involved?              | Timeline of actions<br><i>Consider an implementation plan</i>   | How will we check to ensure we move our goal forward?<br><i>How will we measure success?</i><br><i>(consider possible data sets, changes in pedagogical practices)</i>  | What resources may be needed?   |
| <ul style="list-style-type: none"> <li>• NAPLAN Years 3 &amp; 5 trending downwards for the past 5 years</li> <li>• Indicators from PAT have suggested there are only slight gains each year; the need for extension of more able students is indicated and there is a need for intervention in some cases.</li> </ul>   | Maths in P-6 will be planned collaboratively to allow teaching using knowledge through process and including a hands-on approach.<br><br>For Mathematics lessons: evidence of hands-on/active pedagogy in planning and in classrooms (practice - classroom visits) | LtD resources available to, and used by, teachers (T4 2022 continued)<br><br>Audit of Hands-on manipulative resources. Provide resources and time to successfully use resources at school (eg. Mindset Maths, Learning through Doing; hands-on manipulatives) (T1)<br><br>PD <i>Learning Through Doing</i> Judy Hartnett (Numeracy Project) All staff 1 hour; Yr 2 Two days' focussed work | Principal Leadership Team<br>LAT Adviser<br><br>K Nelson | Term 1 - PD for staff<br>Term 1 - Yr 2 PD on March 21 (Dr Judy Hartnett)<br>Term 1 and 2: collaborative planning focused on selection of hands-on strategies<br>Term 2: focussed classroom visits<br><br>School-funded release time | Frequent classroom walkthroughs<br><br>Data collection each term<br><br>Moderation process each term<br><br>Lesson Observations<br><i>(how are these distinct from walkthroughs? Is the purpose of Wthru's focused upon one point while obs being more general? How will obs be recorded? Consider CPC annotations? once each</i> | Manipulative Resource Audit<br><br><ul style="list-style-type: none"> <li>• Learning Through Doing</li> <li>• Mindset Maths</li> <li>• Hands-on Manipulative resources</li> </ul> |

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|  |  | <p>(T1)</p> <p>Survey staff and students to gauge their confidence in teaching and learning in mathematics (T2)</p> <p>Construct walkthrough plan/get in LT calendars</p> <p>Sharing success - strategies and resources</p> <p><b>Staff Meetings</b><br/>Data Explorer used to identify areas for improvement across year levels, with attention to extension and intervention.</p> <p>Build data inspection into collaborative planning sessions.</p> |   |   | <p>semester</p> <p>Student questioning and hands-on approaches a focus of planning and walkthroughs</p> <p>Audit of the Classroom environment to support mathematics learning - once each semester<br/>(<b>who will do this?</b><br/><b>Teacher self-eval plus Principal? With follow up prof conversation?</b><br/><b>Perhaps negotiated parameters - staff meeting?)</b>)</p> |  |
|  | To build the capacity of teachers to collect, analyse and respond to student literacy data | <p>Writing Project Participation (link action plan)</p> <p>Plan for timely collection of Cars and Stars and PM/PROBE data (for use in collaborative meetings)</p> <p>TRS used for collaborative marking, analysis and response planning; PD for teachers</p> <p>Construct walkthrough plan/get in LT</p>   | <p>Principal</p> <p>LAT Adviser</p> <p>Rachael Hood<br/>Amanda Banister</p> | <p><a href="#">TCE Implementation Plan for Writing Improvement</a></p> <p>School-funded release time</p> <p><a href="#">Writing Project Action Plan</a></p> | <p>Periodic data collection (beginning of the year and then each term)<br/>Marking against year-level rubrics.<br/>Moderation processes planned (<b>when? Collab time or staff mtg to allow cross year?</b>)and conducted<br/>Teacher capacity gauged through pre-and post-surveys. (<a href="#">Teaching Writing Effectively</a>)</p>  |  |

|  |  | calendars   |   |   |  |  |
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| <p>An experience of Faith and Mission that enriches students' lives and futures.</p> <p>It's about:</p> <ul style="list-style-type: none"> <li>Enhancing and celebrating our Catholic identity.</li> <li>Encouraging dialogue between our students' personal context and what the Catholic Church believes, celebrates, lives and prays.</li> <li>Educating and forming students who are challenged to live the gospel of Jesus and become literate in the broader Christian tradition.</li> </ul> |  |   |   |   |  |  |
| WHY  | What is the (SMART) goal?  | How will you achieve this?  | Who is doing this work?   | When?   | How will you check the impact?   | Resources  |
| What evidence informed your goal?  | <p>What is the identified improvement goal?</p> <p>S- Specific<br/>M - Measurable<br/>A- Achievable<br/>R - Relevant<br/>T- Time Bound</p> | What strategies will be used?   | <p>Who is responsible?</p> <p>Who may be involved?</p>  | <p><i>Timeline of actions</i></p> <p><i>Consider an implementation plan</i></p>   | <p><i>How will we check to ensure we move our goal forward?</i></p> <p>How will we measure success?<br/>(consider possible data sets, changes in pedagogical practices)</p>  | What resources may be needed?  |
| <ul style="list-style-type: none"> <li><a href="#">ECSI Data</a></li> <li>Reconfessional approach is an opportunity to draw on a Recontextualising shift to clarify the difference between recontextualisation and Christian Values Education.</li> </ul>  | Using a recontextualising shift to enhance staff understanding of recontextualisation.   | <p>Engage in a recontextualisation of Matthew 5:14-16 in light of being a Lourdes Lighthouse</p> <p>Engage in scripture common across year levels entering into dialogue with the text by leading staff through a scripture recontextualisation at most staff meetings.</p> | <ul style="list-style-type: none"> <li>Principal, APRE, REA and Staff</li> <li>Catholic Identity Advisory Team</li> </ul> | <p>Term 1</p> <ul style="list-style-type: none"> <li>2023 Growing Dialogue Schools</li> <li>CIAT meeting</li> <li>Staff meeting scripture focus: Baptism of Jesus</li> </ul> <p>Term 2</p> <ul style="list-style-type: none"> <li>CIAT meeting</li> <li>KITE PD</li> <li>Staff meeting to recontextualise Lourdes Lighthouse scripture -Mt 5:14-16</li> </ul> <p>Term 3</p> | <ul style="list-style-type: none"> <li>Classroom visits/invitation to an RE lesson around scripture</li> <li>If we saw a lesson on Recontextualising scripture - What does it look like?</li> <li>Teacher feedback (google form) on how confident they are feeling working with scripture</li> </ul> | <ul style="list-style-type: none"> <li>The scripture</li> <li>Content to support the recontextualisations</li> </ul> |

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|   |  |  |  | <ul style="list-style-type: none"><li>● CIAT meeting - recontextualisation of Mary and Bernadette</li><li>● Staff meeting scripture focus: TBA</li></ul> Term 4 <ul style="list-style-type: none"><li>● CIAT meeting</li><li>● Staff meeting to recontextualise the Mary and Bernadette story</li></ul>                       |  |  |
| ECSI Data indicates post-critical belief amongst staff but student data in the PCB and Melbourne Scales indicates that staff are using relativising approaches. | Using the Hermeneutical shift to engage staff in the use of KITE | Engage in PD with the KITE method and new draft unit shapes<br><br>Plan future units with the KITE model | <ul style="list-style-type: none"><li>● Principal, APRE, REA and Staff</li></ul> | Term 1 <ul style="list-style-type: none"><li>● Expose staff to draft unit during meetings with teachers</li></ul> Term 2 <ul style="list-style-type: none"><li>● Kite PD</li></ul> Term 3 <ul style="list-style-type: none"><li>● Planning units with KITE</li></ul> Term 4 <ul style="list-style-type: none"><li>●</li></ul> | RE Planning to reflect the KITE framework. | WIRE used in each year level.<br><br>TCE Scope and Sequence<br><br>TCE Unit Shapes |
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| WHY   | What is the (SMART) goal?  | How will you achieve this?   | Who is doing this work?  | When?   | How will you check the impact?             | Resources  |

| What evidence informed your goal?                              | What is the identified improvement goal?<br><br>S- Specific<br>M - Measurable<br>A- Achievable<br>R - Relevant<br>T- Time Bound | What strategies will be used? | Who is responsible?<br>Who may be involved? | <i>Timeline of actions</i><br><i>Consider an implementation plan</i> | <i>How will we check to ensure we move our goal forward?</i><br>How will we measure success?<br>(consider possible data sets, changes in pedagogical practices) | What resources may be needed? |
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| Version 9<br>CCP Indig perspectives.<br>IE Notes re Attendance |   |                               |   |  |   |                               |