



St Joseph's School Grenfell

Aspire, Believe, Connect

2023 Annual Improvement Plan

Key Improvement Goal 1 Every student is a competent reader				
Target	Key Improvement Strategies	Evidence Of Success	Responsibility	Budget / Resources
Dibels: move all students to the next zone of growth (eg from intensive to strategic, or from strategic to core). Pat Reading: move all students (Yrs 2-6) up one quartile.	- To continue to build the capacity of teachers in their understanding of the Science of Reading and its implementation in the classroom (2.1): - focus on embedding through ensuring fidelity of the program, informing parents of approach and observations - develop a PL plan that includes revisiting the Science Of Reading online units - to continue to embed the use of InitialLit in Kinder, Year 1 and Year 2. This includes separating Year 2 from the 2/3/4 cohort to allow them to complete the InitialLit 2 program - refine the use of Daily Review in Literacy to support key learning - MacqLit and MiniLit to be provided as reading intervention to the bottom quartile of students	Staff can confidently discuss the Science Of Reading when meeting with the principal, parents and demonstrate its application in their programs and practice. Staff meetings and professional learning is aligned to the Science of Reading Evidence of InitialLit in programs and records of InitialLit assessment data Evidence of DR in Literacy programs, DR slides and classroom observations Dibels data PAT Reading data Teachers will refer to student learning data in student learning goal meetings and can specifically use data of evidence for decision making in their planning and practice	All staff Principal to develop plan for staff meetings Foundation InitialLit program – Danielle supported by Loy InitialLit 1 program – Deb supported by Sue and Sally InitialLit 2 program – Leslie DR: All staff – coached by Alice and Melissa MacqLit and MiniLit – Loy to oversee, Sue and Sally are responsible for day to day implementation All staff	Staff meetings Meeting Student Needs funds SCF, MSN and allocated hours from general staffing for Classroom Assistants Extra half hour of RFF for daily review and explicit direct instruction refinement. Other RFF time to meet with principal and program. RFF time
Portfolio of evidence, including student data.	- Principal to leverage the expertise of the CogLearn coach (Alice Smith) to further refine approaches to Instructional Leadership (3.4): - goal for leader is to observe lessons, ensuring consistency in practice, language, and monitoring pace - Literacy scope and sequence held in Principals' team for exploration	Principal is available to shadow the coach during HTP In-Action day observations, meet with the coach and prepare a portfolio of evidence (including feedback from observations, evidence that teachers have improved and acted on feedback and student data)	Principal Alice Smith (CogLearn coach)	Principal time
TTFM survey results: 'Parents support learning at home' from mean 6 to mean 7	- To provide more opportunities for parent voice and engagement with learning (4.1): - develop and promote agreed practice on home reading for K-6 (4.1) - celebrate successes in student's reading (5.1a)	Home reading diaries (K-6) to demonstrate that parents have engaged with home reading with their child Media/newsletter articles on success of programs. Sharing student success in staff meetings (competent readers)	Home reading: Melissa in consultation with staff and parent body (Board) All staff and principal – sharing of high student success / reaching of ambitious goals in newsletter	CA to create/print home reading diaries RFF time Staff meetings



St Joseph's School Grenfell

Aspire, Believe, Connect

Key Improvement Goal 2

Teachers are supported to implement and embed High impact teaching practices in every classroom

Targets	Strategies	Evidence Of Success	Responsibility	Budget / Resources
100% of Maths lessons will include explicit instruction and daily review. PAT Maths: move each student (K-6) up one quartile.	- To embed HTP in Mathematics lessons: - implement Connecting Math Concepts (K-6) 3 days per week (Daily Review and explicit direct instruction embedded in CMC) - other 2 days per week are to incorporate NESAs elements not covered by CMC and provide opportunity to apply learning to problem solving (will include Daily Review and explicit direct instruction)	Programming will reflect Catalyst learning (2.4a) Classroom practice is observed and teachers provided with feedback on a regular basis (3.1b and 3.1c)	All teaching staff Principal	Extra half hour of RFF for daily review and explicit direct instruction refinement. Other RFF time to meet with principal and program.
HTP are applied to the Literacy block. Pat Spelling: move each student (Yrs 2-6) up one quartile.	- To implement HTP into Literacy lessons: - implement Spelling Mastery (Years 3-6) 5 days per week - HTP In-Action program with CogLearn coach (Alice) will focus on Daily Review and explicit direct instruction in Literacy.	Programming will reflect Catalyst learning (2.4a) Classroom practice is observed, and teachers provided with feedback on a regular basis (3.1b and 3.1c)	All teaching staff. Principal	Extra half hour of RFF for daily review and explicit direct instruction refinement. Other RFF time to meet with principal and program.
All students will have set an ambitious learning target for each term. TTFM Student results: 'Effective learning time' from mean 6.8 to 8 'Expectations for success' from mean 8.1 to 9	- Teachers and students set ambitious personal learning goals using baseline data (2.3a). Formal structure established: - agreed approach to making assessment explicit and ongoing and incorporate moderation - data will be collected according to Archdiocesan Assessment Program (ADAP) and used to demonstrate where practice and learning has been successful and where further support is required (2.4c) - PL / Teach staff how to use data to improve teaching and learning (3.2a)	Staff meeting to form agreed practice on assessment. Evidence of assessment and data in 'Grenfell Programs shared google drive' in programs and results stored. Goals are monitored and discussed during 1:1 meetings with principal and teacher (Wk 3 and Wk 8 of each term) and adjustments made as appropriate. Successes are celebrated.	All teaching staff Principal	Seek support from CE to run data PL (Chris DeBritt)
100% of K-2 programs using new English and Maths syllabus	Work with C.E to implement new NESAs syllabuses through PL and networking days (2.5a)	Leadership attending PL and networking sessions Staff meetings to provide PL for staff Implementation of K-2 syllabus in programs	Leadership team All staff K-2 teachers	SCF to provide relief to attend PL Staff meetings



St Joseph’s School Grenfell

Aspire, Believe, Connect

Key Improvement Goal 3

Develop reciprocal partnerships within the parish and wider community

Targets	Strategies	Evidence Of Success	Responsibility	Budget / Resources
More class parish masses (2 per term) 1 excerpt per month in Parish Bulletin/ Parish Facebook page	- Strengthen parish/school relationships (1.1): - Regular class masses (1.1a) - Explore ways to communicate and engage with the Parish e.g., through the Parish newsletter/bulletin to let them know how students are living out their faith (1.1b)	Meeting between principal, REC and Fr Jiss at start of the year to set a plan for the year for class masses, visits and Sacraments Communication in the Parish Bulletin	Principal and REC REC	Leadership meeting REC release
Parish priest engages with each class group at least once during the year	- Develop an understanding across the community (school and parents) of what makes our school distinctively Catholic and why we do the things we do (1.2): - Continue school prayer focus/celebrations and promote widely (1.2a) - Engage parish priest to co-facilitate an introduction to the Liturgy and Church symbolism for both staff and students (1.2b) - Staff meeting to build capacity and confidence to articulate Catholic identity and distinctive characteristics of a Catholic school (1.2c) - Refine the Pastoral Care/Behaviour Policy – positive behaviour and explicit outline of values (1.3b)	Prayer/Mass roster Celebrations on the calendar. Promoted with parents on Compass, in the newsletter and Parish Bulletin Staff Spirituality Day Staff meetings to refine policy.	REC Principal	REC release Staff meetings
Enrolments to stay above 40 TTFM Parent survey results: 'Parents support learning at home' from mean 6 to mean 7 'Parents involved in school committees' from 60% to 75%	- Parents have greater engagement in the school and in their child's learning progress (4.1): - Change to Community Council structure to enable greater parent participation (4.1a) - to provide more opportunities for parent voice and engagement with learning (4.1b) - Introduce a 0–5-year-old community playgroup to be hosted by St Joseph's every Friday during school term. Run by the school's 'Student Welfare Officer' (4.2f)	Change to community council structure, including new constitution. Playgroup (promotion, numbers attending)	Principal and C.E Legal team All staff Student Welfare Officer	Student Welfare (Chaplaincy) funding