

Mission

Inspired by the Gospel, we lead, love and learn with heart.

Vision

Contemporary Catholic Community
Students with Heart

Excellent Learning
Expert and Capable Staff

Empowering Partnerships
Confident Future

Values

LOVE

EXCELLENCE

COURAGE

Sacred Heart School Annual Improvement Plan



2024



Strategic Priority	Goal: Goals that inspire and set your school's direction <i>"Where do we need to go?"</i>	Actions: Actions required to drive progress of key results <i>"What will we do to get there?"</i>	Targets and Timeline: Measurable targets to track progress towards your school's objectives <i>"How do we know we are getting there?"</i> <i>"When do we want to get there by?"</i>	Responsibilities & Accountabilities: <i>"Who is responsible for ensuring it happens?"</i>
Catholic Identity	Develop and embed explicit and consistent assessment practices in Religion that improve student learning growth.	<p>FOCUSSED DIRECTION & DEEPENING LEARNING</p> <ul style="list-style-type: none"> Develop suggested assessment questions and statements and rubrics for each Deep and Surface Learning. <p>CULTIVATING COLLABORATIVE CULTURES</p> <ul style="list-style-type: none"> Engage in frequent opportunities to collaboratively moderate student work. <p>SECURING ACCOUNTABILITY</p> <ul style="list-style-type: none"> Regularly monitor and provide feedback to teachers on assessment tasks provided. 	<p>End of January: Catholic Identity Team formed. Reviewed and evaluated the current assessment practices.</p> <p>Term 1 (Week 9): Assessment question statements have been developed and are being used in all Religion classrooms.</p> <p>Term 2 (Week 9): Rubrics aligned with QCAA Standard Elaborations have been developed and are being used.</p> <p>Term 3 (Week 9): Moderation processes for monitoring assessment tasks and student work have been developed and are being used effectively.</p> <p>Term 4 (Week 9): 40% of students achieve above or well above the Achievement Standard.</p>	<p>Assistant Principal Religious Education (APRE)</p> <p>Catholic Identity Team</p>
Learning and Teaching <i>Explicit Improvement Agenda</i>	Develop effective assessment, moderation and feedback practices to improve learning outcomes in Mathematics.	<p>FOCUSSED DIRECTION & DEEPENING LEARNING Assessment Clarity</p> <ul style="list-style-type: none"> Focus on Assessment for, as and of learning <p>CULTIVATING COLLABORATIVE CULTURES Feedback Precision</p> <ul style="list-style-type: none"> Provide effective feedback to students Students act on feedback <p>SECURING ACCOUNTABILITY Moderation Impact</p> <ul style="list-style-type: none"> Establish and embed moderation protocols and practices Teachers make defensible judgements against Achievement Standards 	<p>Refer to EIA for specific data targets</p> <p>Term 1 (Week 9):</p> <ul style="list-style-type: none"> Elements of <i>Assessment For Learning</i> (formative assessment strategies, effective questioning techniques, feedback, self-/peer-assessment) are being utilised in 50% classrooms. Learning goals for Mathematics are developed for all students and reviewed twice per term (T1-4) Teachers are transforming data into an instructional response (through Maths Mastery S&S). Moderation processes for monitoring assessment tasks and student work have been developed and are being used effectively twice per term (T1-4) <p>Term 2 (Week 9):</p> <ul style="list-style-type: none"> Assessment banks of samples for at, above and below Achievement Standard are established for each year level in Mathematics Elements of <i>Assessment For Learning</i> are being utilised in 75% classrooms <p>Term 3 (Week 9):</p> <ul style="list-style-type: none"> Elements of <i>Assessment For Learning</i> are being utilised in 90% classrooms. <p>Term 4 (Week 9):</p> <ul style="list-style-type: none"> Elements of <i>Assessment For Learning</i> are being utilised in 100% classrooms Maths Mastery S&S is completed for all year levels Assessment banks of samples for at, above and below Achievement Standard are completed for each year level in Mathematics 	<p>Principal</p> <p>Primary Learning Leader (PLL)</p>
Wellbeing	Create and embed a shared understanding of a whole school approach to Positive Behaviour for Learning (PB4L) and the teaching of the ACARA Personal and Social Capabilities.	<p>FOCUSSED DIRECTION & DEEPENING LEARNING ROARing and Ready (RnR) for Success</p> <ul style="list-style-type: none"> Create and embed a school wide implementation plan and resource for the explicit teaching of the Personal and Social Capabilities. <p>COLLABORATIVE CULTURE</p> <ul style="list-style-type: none"> Establish Student Voice collaborative Develop Staff RnR Guiding Coalition <p>SECURING ACCOUNTABILITY Regularly monitor and provide feedback using High Yield Strategies</p> <ul style="list-style-type: none"> Conduct Learning Walks and Talks focused on Tier 1 Supports Review and respond to behaviour data Provide consistent responses to behaviour concerns Utilise PB4L Classroom Checklists 	<p>End of January:</p> <ul style="list-style-type: none"> The Student Support Team has introduced the RnR Program. The RnR Guiding Coalition has been established. Tier 1 Effective Classroom Practices Teacher Self-Assessment has been published and shared with staff. <p>Term 1 (Week 9):</p> <ul style="list-style-type: none"> Student voice collaborative formed. LWT's identifies visible evidence of RnR being implemented with fidelity in 50% of classrooms. <p>Term 2 (Week 9):</p> <ul style="list-style-type: none"> The RnR Program is being implemented with fidelity in 75% of classrooms. Minor behaviour incidents have been reduced by 25% since the end of Term 1. <p>Term 3 (Week 9):</p> <ul style="list-style-type: none"> The RnR Program is being implemented with fidelity in 90% of classrooms. Minor behaviour incidents have been reduced by 25% since the end of Term 2. <p>Term 4 (Week 9):</p> <ul style="list-style-type: none"> The RnR Program is being implemented with fidelity in 100% of classrooms. Staff Survey identifies a 50% increase in teacher understanding. 	<p>Assistant Principal Administration (APA)</p> <p>Student Support Team</p> <p>ROARing and Ready for Success Guiding coalition</p>

Explicit Improvement Agenda

Sacred Heart, Booval

Goal and Success Criteria

*“All teachers will develop effective **assessment**, **feedback** and **moderation practices** to improve the learning outcomes for all students in Mathematics.”*

Assessment | Clarity

- ✓ Assessment For Learning
- ✓ Assessment As Learning
- ✓ Assessment Of Learning

Feedback | Precision

- ✓ Provide effective feedback to students
- ✓ Students act on feedback

Moderation | Impact

- ✓ Establishing Moderation protocols and practices
- ✓ Planned for and delivered
- ✓ Defensible judgements against the Achievement Standard v9

Success Criteria:

All teachers will:

- Implement effective assessment practices (assessment as, of and for learning)
- Provide effective feedback to students to improve/guide student learning (linked to success criteria)
- Create learning/assessment tasks that provide opportunities for demonstrating the Achievement Standard with accompanying enabling and extending prompts
- Use the Sacred Heart Assessment Task sheet to make judgments using a body of evidence
- Moderate student learning tasks every teaching and learning cycle
- Co-construct learning goals with students using success criteria

Students will:

- Utilise feedback to meet success criteria and improve their learning
- Articulate the LI, SC and what they need to do