

# Plan for improvement

## St John Vianney's

"The school leadership team and governing body have established and are driving a strong improvement agenda for the school, grounded in evidence from research and practice and expressed in terms of improvements in measurable student outcomes. Explicit and clear school-wide targets for improvement have been set and communicated to parents and families, teachers, and students, with accompanying timelines" (National School Improvement Tool, ACER, 2016).

The purpose of this document is to outline the plan by which the school's explicit improvement agenda is addressed. In the first section, a compelling case for change is articulated. In the second, a plan for making change is described. Lasting, sustainable impact is achieved when there is a compelling reason for change, a clear vision of the future, and a coherent plan for getting there (Change<sup>2</sup>, Creating Tomorrow, 2013).

**Principal name: Katherine McKay Date of development: 28<sup>th</sup> January 2022 Date for review: 27<sup>th</sup> May 2022**

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### Explicit improvement agenda: A compelling case and a vision for the future

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| <p><b>Focus</b></p> <p><b>What specific change are we focusing our energies on? What needs to change?</b></p>  | <ul style="list-style-type: none"> <li>Collect, analyse and use a range of student achievement data (NAPLAN &amp; PatM) in Numeracy to lift the performance of all students by responding to the differentiated needs of learners.</li> <li>Foster student engagement in Mathematics and improve students' mindset about the enjoyment of Mathematics and what it is to be successful.</li> </ul>  |
| <p><b>Evidence-based rationale</b></p> <p><b>Why has this focus been identified? What is the current landscape?</b></p> <p><b>What data and evidence support the identification of this focus?</b></p> | <p>The school has had a strong focus on Literacy agreed practices and implementing the Assessment Waterfall Framework and there is a readiness and appetite for improving both Numeracy practices and student results.</p> <p>Growing the number of students in the upper 2 bands.</p>   |
| <p><b>Vision</b></p> <p><b>What are the intended outcomes?</b></p> <p><b>What will change as a result of this plan?</b></p> <p><b>What is our vision for the future?</b></p>                           | <p>Consistent practice across Prep to Year 6 in the Numeracy Block that reflects best practice and alignment with the Australian Curriculum and the Assessment Waterfall Framework.</p> <p>Data analysis is used throughout the school to identify gaps in student learning, to monitor improvement over time across the years of school. A high priority is being given to professional development aimed at building teachers' and leaders' data literacy skills.</p> <p>Staff have a deep knowledge of the Australian Curriculum in order to construct Learning Intentions with real world connections.</p> <p>Number warm ups occurring every day and rich tasks derived from the Curriculum that are supported by success criteria detailing different entry points for all learners.</p> |

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| <p><b>Measurables and Monitoring</b></p> <p><b>How will intended outcomes and impact be monitored, measured or observed over time?</b></p>  | <p>Document staff professional conversations and language in Learning Teams and Year Level Planning which will reflect a sophisticated understanding of achievement standards (At, Above &amp; Well Above), student assessment and data concepts.</p> <p>Evidence of the agreed, consistent practice will be evident in Learning Walks and through collaborative sharing practices across year levels and specialist areas.</p> <p>At least 80% of students demonstrating a positive relative effect size against the national average.</p> |
| <p><b>Communication</b></p> <p><b>How will the explicit focus and intended outcomes and impact be communicated to staff, parents, students, and other community stakeholders?</b></p> | <p>Staff will engage with the Explicit Improvement Agenda and unpack the specifics of this plan.</p> <p>School leadership will communicate the focus of the Explicit Improvement Agenda to parents and the community highlighting student engagement and growth.</p>  |

**The plan for enacting this explicit improvement agenda will be developed by:**

- School leadership and Senior Leader Performance and Progress (self-managed)
- School leadership and Learning and Teaching staff (critical friend and/or strategic partnership)

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The creation and implementation of this plan will be supported by:

- School leadership with support from the Senior Leader Performance and Progress (self-managed)
- School leadership, Senior Leader Performance and Progress, and a critical friend from Learning and Teaching (critical friend)
- School leadership, Senior Leader Performance and Progress, and Learning and Teaching staff (strategic partnership)

| Plan for action  |  |   |  |   |   |  |
|--|--|---|--|---|---|--|
| Action   | Impact   | Responsibilities  | Steps  | Timeline  | Resources   | Monitoring   |
| <p>What needs to be done to achieve the intended outcomes?</p> <p>Frame this action around what needs to change.</p> | <p>What is the intended outcome of this action?</p>  | <p>Who is responsible for leading this action?</p> <p>Who will need to be involved?</p> | <p>What steps are involved in this action?</p>   | <p>What milestones are anticipated?</p> <p>Is a phased approach needed for change to occur? If so, what are the phases?</p> | <p>What support, structures, or other resources are needed to enable these actions and steps?</p> | <p>How will we evaluate the outcomes of our actions?</p> <p>How will we monitor change to know we are on track to success?</p> |
| <p>Build capacity of data literacy across teaching staff and leadership team</p>                                     | <p>To investigate current data with a deep dive to identify potential gaps, anomalies and future responsive actions.</p> | <p>Principal<br/>APA<br/>APRE<br/>PLL<br/>Teachers<br/>EO Numeracy</p>                  | <p>Engage EO to deep dive into 2021 data with a focus on the process of data inquiry.</p> <p>Leadership team to lead the data investigation process with teachers.</p> | <p>Early Term One</p> <p>Week 6 Term One<br/>Twilight</p>   | <p>EO Numeracy<br/>Release Time</p>   | <p>Curriculum Planning</p>   |

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| Deepen pedagogical practices and content knowledge | To develop teacher expertise to provide differentiated learning | Principal<br>APA<br>APRE<br>PLL<br>Teachers<br>Sue Walsh<br>UWS Webinar | Professional learning in the Assessment Waterfall Framework and Numeracy.<br><br>Four weeks of Professional Development with the University of Western Sydney "Primary Mathematics Webinar Series" by Prof. Catherine Attard.<br><br>Collaboratively develop & document agreed practices in Numeracy across the school. | January PD<br><br>Term One<br><br>By End of Term 2 | Sue Walsh<br>Webinar<br>EO Numeracy | Learning Walk & Talks |
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## Some additional considerations:

- There is currently some overlap between plans for improvement and School Annual Plans (which run from January to December), and we would not wish for duplication or confusion at the school level. The plan for improvement might run in the short term, or longer term over the course of one calendar year and into another.
- Plans for improvement may relate directly to a particular faculty or subject, while others might be cultural or address needs of the whole school.
- Depending on the scope of the plan, urgency of need, and available resources, the level of support from office staff may vary.
- There needs to be alignment between the plan and the system strategic goals.
- The achievement of improvement targets are most often observed in a hope-filled environment where the conversation is positive and acknowledges that the future can be better, focused on high ideals, and grounded in action by all staff and students.