

Our Lady of Mt Carmel

2024 ANNUAL IMPROVEMENT PLAN



Vision

As a community of faith, Our Lady of Mount Carmel inspires students to be lifelong, independent learners so they may take their place as purposeful people with the courage, wisdom and will to shape and enrich our world.

Mission

Our mission is to be an inclusive and compassionate community, where children are educated in faith, life and learning. By prayer and action we follow Christ

Values

Compassion

Respect

Love

Service

Strategic priority	Goal: "Where do we need to go?"	Targets: "How do we know we are getting there?"	Actions: "What will we do to get there?"	Timeline: "When do we want to get there by?"	Responsibilities & Accountabilities: "Who is responsible for ensuring it happens?"
Catholic identity	<p>Continue to implement an Iconography Plan, as a way of enriching our community's shared understanding of the school charism.</p> <p>Develop and implement a whole school Scope and Sequence in Religious Education that strengthens the Catholic identity of Our Lady of Mt Carmel School and provides students with a meaningful and enriching educational experience.</p>	<p>Evidence of the religious identity of the school expressed through quality, contemporary and inclusive recontextualised rituals, symbols, artworks, and sacred spaces.</p> <p>Staff have a common language and shared understanding on how Catholic identity is expressed through the school's rituals, symbols, artworks, and sacred spaces.</p> <p>Scope and sequence charts reflect the teaching in all classrooms.</p> <p>Evidence of high-quality learning and teaching of religious education and assessment practices that demonstrate high expectations for each student to maximise learning and achievement.</p> <p>Assessment aligns with the achievement standards.</p> <p>Learning intentions and success criteria are evident in planning cycles and used in classrooms as high impact teaching.</p> <p>Evidence of enhanced teacher competency and confidence in theological understanding.</p>	<p>Develop and implement whole school Iconography Plan.</p> <p>Develop and implement a Religious Education teaching and learning planning template to support and maintain consistency across all Year Levels.</p> <p>The Assistant Principal Religious Education and will meet with classroom teachers to assist with planning and implementing high quality cycle / unit plans.</p> <p>Professional learning to deepen teachers' theological knowledge and pedagogical approach to learning and teaching.</p>	<p><u>Terms 1 – 4</u></p> <p>Iconography Plan Implementation (Religious identity of the school expressed through quality, contemporary and inclusive recontextualised rituals, symbols, artworks, and sacred spaces).</p> <p><u>Term 1</u></p> <p>Assistant Principal Religious Education to lead staff in the development of scope and sequence overviews for Religious Education</p> <p><u>Terms 1, 2, 3, 4</u></p> <p>Assistant Principal Religious Education to lead professional development teaching staff to deepen teachers' theological knowledge and strengthen pedagogical approach to learning and teaching.</p> <p><u>Terms 1, 2, 3, 4</u></p> <p>Assistant Principal Religious Education to meet with teaching staff to develop and engage in short planning cycles with learning intentions and success criteria.</p>	<p>Education Officer Religious Education, Assistant Principal Religious Education, RE Committee and teaching staff</p> <p>Education Officer Religious Education, Assistant Principal Religious Education, RE Committee and teaching staff</p>
Learning and teaching	Please complete EIA (page 2)				
Wellbeing	<p>By November we will have investigated and implemented a new social-emotional program at Our Lady of Mt Carmel School, to ensure students are empowered to care for their wellbeing.</p>	<p>Purposeful and authentic curriculum connections to the General capability – personal and social capabilities have been identified.</p> <p>Second Step program is evident in planning and timetabling.</p> <p>Teachers have access to resources to ensure successful social-emotional skills instruction.</p> <p>Authentic school-family-community partnerships have been established.</p> <p>Students have the knowledge, skills, and attitudes to develop healthy identities, manage emotions, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.</p>	<p>Community introduction to Second Step</p> <p>Key teacher (Health) aligns Second Step program with Australian curriculum version 9 - curriculum and assessment yearly overviews and Year level planning.</p> <p>Term overviews to parents include reference to Second Step program.</p> <p>Teachers are implementing the Second Step program.</p>	<p>Term 1: Education Officer: Wellbeing to introduce staff to the second step program.</p> <p>Staff Meeting: Teachers provided opportunity to identify connections to the Australian Curriculum Version 9.</p> <p>Key teacher in Health released to document authentic curriculum connections with Australian Curriculum Version 9 Health</p> <p>Term 2: Parent Engagement Session offered to outline the MTC social emotional program.</p> <p>Term 3 & 4: continue to implement Second Step program.</p>	<p>Education Officer Student Wellbeing; Education Officer Inclusive Education; Student support team and teaching staff</p>

Explicit Improvement Agenda

Our Lady of Mt Carmel

Goal: By the end of Term 4, we will collaboratively develop consistency of teacher practice in English to ensure continued and sustained student engagement, progress and achievement.

Success Criteria: *(Success Criteria identify 4 to 8 observable characteristics of the intended future state for the school once this EIA has been achieved – describing what success looks like)*

- Data is being used to identify learners' levels of thinking and plan to accelerate the cognitive levels of all students
- Positive classroom environments have been established through consistent instructional routines
- Shared, modelled, guided and independent reading and writing practices have been embedded
- Enhanced teacher competency and confidence in pedagogical practices that extend learners
- Students are receiving progressive feedback about their ongoing progress towards their learning goals

Actions	Targets	Timelines	Responsibilities & Accountabilities
<p><i>What are the actions the school will implement to address the improvement focus? What will be the expected outcome/impact?</i></p>	<p><i>Specific improvements sought in student performance. (measurable student outcomes) What evidence or targets will be used to measure this impact which is rigorously actioned?</i></p>	<p><i>What is the expected timeframe for the improvement focus to have an impact? What milestones are anticipated? Is a phased approach (name the phases) needed for change to occur?</i></p>	<p><i>Who is responsible for this action? Who will need to be involved? How will we monitor against school targets to know we are on track to success?</i></p>
<p>Collaboratively document a whole school approach to effective first teaching of English (Reading and Writing)</p> <p>Build teacher capacity through pedagogical practices that extend learners</p> <p>Embed a known suite of pedagogical practices in English (Reading and Writing)</p> <p>Regular opportunities for teachers to share best practice, build capacity and measure impact by engaging in learning walks and talks and modelled teaching</p> <p>Support students to progress in their learning through conferencing, feedback and goal setting.</p> <p>Focus on resourcing for High Achieving students</p> <p>Continue the implementation of the revised Australian Curriculum English Version 9.0</p>	<p>100% of teaching staff can articulate and are implementing the whole school approach to the teaching of English.</p> <p>Consistent practices are embedded (instructional routines and explicit teaching).</p> <p>Formative assessment practices are present and lead to goal setting. (Students know how they are going and how to improve)</p> <p>Increase NAPLAN achieving Exceeding/Strong (Reading/Writing): 2025</p> <p>SRS Cohort data for above and well above to increase or maintained (70%+)</p>	<p>Professional Development:</p> <p>Term 1 – Develop Whole School Approach, Professional learning - Establish routines</p> <p>Collaboratively develop a whole school approach to effective first teaching of English.</p> <p>Support teachers to set up instructional routines</p> <p>Review school resources (focus on high achieving)</p> <p>Engage in professional learning to refine and develop practice and embed a known suite of pedagogical practices in the classroom (Reading and Writing).</p> <p>Term 2/3- Building capacity through sharing of best practice – Refine routines</p> <p>Professional learning to be focused on sharing of practice through teacher learning walks and talks and modelled teaching across and between year levels.</p> <p>Term 4- Reflection, evaluation and refinement of targets and processes -</p> <p>Refining of whole school approach to reflect learning.</p> <p>Monitoring Timeline:</p> <p>Terms 1,2, 3 & 4: Teachers to analyse and respond to student data to inform responsive planning in English</p> <p>End of Term 2: Teachers with the PLL, review the targets/implementation</p> <p>Term 4: Refining of whole school approach to reflect learning.</p>	<p>Teacher Professional Learning Teams:</p> <ul style="list-style-type: none"> • Consistent practices visible in classroom • Design Year Level Covenant • EIA to align with individual professional learning plan <p>Leadership Team –</p> <ul style="list-style-type: none"> • Discuss staff alignment with professional learning plan (goal setting) • Provide staff opportunities for implementation of EIA • Liaise with BCE education officers • Evidence to support implementation of pedagogical practices • Ensure EIA targets are monitored and reviewed <p>Student Support –</p> <ul style="list-style-type: none"> • Collaborate with teaching staff to plan and implement practices for all students so they are engaged, progressing and achieving <p>School Officers –</p> <ul style="list-style-type: none"> • Participate in professional learning centred around pedagogical practices in English • Utilise pedagogical practices in support of student literacy as directed by the classroom teacher
<p>Resources & partnerships</p> <p><i>What targeted resources structures or other support is needed to enable this explicit improvement agenda?</i></p> <p><i>What strategic partnerships are in place to enhance student achievement?</i></p> <p><i>How will this explicit improvement agenda be communicated to staff, parents and the wider community?</i></p>	<ul style="list-style-type: none"> • Literacy facilitated packages (SPIRE) • Australian Curriculum: Home V9 Australian Curriculum • Brisbane Catholic Education Officer: Literacy • Consistency Teacher Judgement (CTJ) with other Brisbane Catholic Education schools 		