2023 Annual Improvement Plan Focus:

Explicit Targeted Teaching

Goal 1	We Believe That:	We will:	Made Visible by:	Resources/Tools:	PD we need:	Targets we will reach:
Catholic Identity	Ongoing formation of staff and their appreciation of Marymount College's Catholic Identity and their role within it - with a focus on prayer, is an essential element of the life of the College.	- Explicitly teach prayer for teachers and students.	- Participation of staff in prayer PD. - RE programs reflecting the explicit teaching of prayer.	- time allocated from Twilights and Staff Meetings for prayer PD - Beginning of year focus day on Prayer.	- Prayer and Charism related PD - Teaching and Learning Philosophy Statement which is widely known and emphasises our prayer focus.	- All teachers are comfortable and are promoting prayer within the classroom. - prayer is practiced as intended – regularly and consistently.
		- Promote prayer throughout each school day. At the beginning of every class and at the end of each day.	- Participation in prayer within each classroom.	- Teaching staff. -Various prayer materials and styles investigated and shared.	- internal support and instruction	- Visible and consistent prayer within the classroom.
		- Expect prayer as a standing agenda item for Pastoral Teams.	- Listing on the agenda; minutes reflect discussion re adoption of prayer daily.	- Heads of Year - Pastoral Teams	- Prayer and Charism related PD	- Agenda reflects the aim.
		- Provide appropriate support from APRE, Pastoral Leaders and CLT members.	- Professional development and meetings discussing styles of prayer.	- Collaboration with Fr Jack, and APRE - Knowledge of available programs.	- Prayer and Charism related PD	- a general understanding across the staff of different styles of prayer - styles that individual teachers are comfortable with
		- Provide a prayer roster for weekly morning briefings (for those who wish to become involved).	- Prayer roster provided by APRE.	- APRE and willing staff members.		- Cross section of staff leading prayer to the College staff during morning briefing.
		- Provide explicit instruction and PD to enhance understanding of the College charisms – especially the link to the newly minted Teaching and Learning Philosophy statement.	- Our Story at assemblies. - Explicit teaching through programs and prayer life of the College. - Celebration of our first Nations People, Marymount Day and College Mass and Liturgies.	- Agenda item. - All staff are leaders in this process. - Parish Priest and Father Jack. - Representatives from our Mob and our RAP.	-The story of the Komumberri People. - Pioneers of the College and their characteristics.	-Assemblies and College Mass and Liturgies celebrating the charisms and rich story of the College.
		- Continue to tell the story of the College.	- Marymount Day celebrations - Assembly standing item on the agenda. - Iconography and ceremonies. - Naming of Buildings and thin spaces. - The Yarning Space – outside science, mural on wall commissioned by Artist in Residence.	- Purchase of icons. - Programs and partnership (Griffith Uni).	- Mob and First nations PD at the beginning of the year.	- Iconography becoming more visible in the College. - Creation of identity of Junior, Middle School and Senior Precinct – three mini schools in one. -Assemblies and College Mass and Liturgies celebrating the story of the College, and our First Nations People.
		- investigate the acquisition of a statue of Saint Francis of Assisi.	- Quotes. - investigative team.	- Principal. - APRE.	- Information gained by research.	- A statue of Saint Francis of Assisi being visible in the College.

Goal 2	We Believe That:	We will:	Made Visible by:	Resources/Tools:	PD we need:	Targets we will reach:
Learning & Teaching (Explicit Improvement Agenda)	We must "maximise learning growth for all students" (Mission Statement).	- Implement Common language + practices: vocab lists, spelling lists, times tables to be learned regularly and mastered.	- Identified in T & L planning + units. - Classroom observations - Classrooms walls / boards. - Rigorous monitoring of work so that a culture is created where no-one can be underperforming.	- Specialist teachers - Support teachers - Classroom teachers - This is the responsibility of the teaching team, middle leaders, and appropriate APs.	- Teaching Teams	- Improvement in NAPLAN data to reflect students' profiles and matched cohort (on par or above national means). Marymount students are capable and are underperforming – our responsibility is to lift that performance – it is our core business.
		- Implement common reading strategy shared with all teachers in years 7 -9 at CL meetings, implementation monitored by AP Junior.	- Identified and monitored in a systematic way in T & L planning + units. Monitored by Middle Leaders. - Classroom observations – routine and regular.	- School-wide de-coding text strategy - Models of reading – shared and understood. - Variety of text types. - Spelling Lists. - Numeracy drills. -Regular homework.	- Types of reading strategies. - How to make teaching drills fun.	- Common to all teachers in all KLAs. - Improvement in NAPLAN data to reflect students' profiles (on par or above national means).
		- Consolidate common writing strategy (WTE).	- Identified in - T & L planning + units – monitored by Middle Leaders. - Classroom observations. - Assessment tasks.	- WTE daily writes. - WTE class activities. - Teacher + student licences. - IT - PLC continues as per 2022 format.	- Ongoing WTE PD. - Develop daily write tasks and place in Marymount WTE folder.	- PLC operating effectively to support EIA. - NAPLAN data to reflect students' profiles (above national means). Move from pink to green on all NAPLAN.
		- Explicit teaching of cognitions from Year 7.	- Identified in - T & L planning + units – monitored by Middle Leaders. - Classroom observations - Assessment tasks - Classrooms walls / boards. - Students able to articulate the meaning of cognitions.	- QCAA website - IT	- How to teach cognitions – self directed PD.	- Embedded in assessment notification. - Curriculum leader monitoring inclusion in lessons, unit plans, and assessment tasks.
		- Use of 4-point moderation: *1. Complete the task (moderate it together);* *2. Second moderation approx. three weeks into unit – modify and target task to particular learners as per the outcome of this formative moderation.* *3. Third Moderation – pre marking – decide on characteristics of A-E (have these been shared with students?)* *4. Final Moderation – after marking – seldom should you mark your own students, or know the identity of the person whose work you are marking.* *This facilitates multiple access points for understanding and multiple ways for students to demonstrate of learning.*	*- Identified and used at EVERY PLANNING meeting.* *- Work samples.* *- Rosters for Cross marking.* *- Different kinds of moderation.* *- Deconstruction of task sheets with students.*	*- Curriculum* *- Teaching Team* *- School moderation policy* *- IT*	*- Twilight* *- Guides to making judgements (A-E)* *- Marymount Guide to Unit Writing.*	*- Original vs moderated task.*
		- Refine collaboratively classroom expectations + implement as non-negotiables.	- Students lining up. - Students standing behind their chairs at the beginning of the lesson. - Students standing behind their chairs at the end of the lesson until dismissed by the teacher. - Classroom and students' uniforms are neat and tidy.	- Teaching staff – every lesson, every day.		- Every teacher, every classroom, everyday
		- Integrate IT to enable learning (TEAMS)	- Landing page on TEAMS for departments. - Regular interaction with students via TEAMS.	- TEAMS. - OneNote. - IT specialists.	- Teacher PD – TEAMS.	- Year 11 / 12 subject have migrated to TEAMS. - Year 7 / 8 to use TEAMS for: communication, OneNote, Assessment.

Goal 3	We Believe That:	We will:	Made Visible by:	Resources/Tools:	PD we need:	Targets we will reach:
Wellbeing	Wellbeing is a priority to empower staff and students to holistically have a deep and meaningful life. Developing respect for self, others, and the environment. Fostering positive relationships based on inclusion, respect, and tolerance. Prioritising Wellbeing (Mission Statement).	For Staff: Create a Wellness committee, Wellbeing Twilight, fortnightly Gratitude celebration, Create RSE team (HPE, RE, Pastoral), Communicate tips and ideas for wellbeing. Ensure the policy is up to date to recognise births, deaths, and marriages, as well as staff leaving; ensure a final small gift at End of Year Lunch. For students: Review Pastoral program using student voice. PC teachers' relationship building activities (getting to know you); Promote commendation cards/vouchers, create a Pastoral commendation letter to send to parents/caregivers. Recognise and celebrate – RUOK Day, Bullying NO Way Day. - Create a **Well Being Handbook** for staff – everything you need to know about student wellbeing and behaviour management at Marymount, to ensure consistency. - Recognising and celebrating BCE Staff Well Being Week. Always contact students who are ill or have taken ill/injured at school ON THAT SAME DAY and offer appropriate support and assistance.	Staff and Student Surveys Increased staff and student attendance Increased staff participation in school activities Increased student participation in whole school events (Marymount day, College Mass, Connect Mass, Marymount Day, Athletics Day, Swimming Carnival) RAP Committee and action plan. Cards and vouchers exist and are regularly used. Parents receive commendation letters regularly. School wide recognition occurs on RuOK day and Bullying – NO Way Day. BCE staff wellbeing week is recognised at the college and events offered each day. Parents of ill or injured students are always contacted and offered assistance if appropriate. A protocol exists for deceased students or immediate family, including fee concessions and attendance at funeral.	Respectful Relationships Education Website Scootle LifeWorks Resilience Program Data Wall TV Celebration events Financial Wellbeing - Industry experts for one-one sessions Twilights Be You School Human Resources. Mob. Program resources for RU OK day and Bullying No Way Day. Care and concern are a regular practise.	RRE online PD Wellness Committee on various aspects of wellbeing Be You Wellbeing Twilight First Nations Perspectives – so this can be included and celebrated; and or remembrance of injustices to First Nations people.	All staff involvement in Wellness opportunities Increased attendance Increase in positive student behaviour and interactions (Conversational, observational, numbers) Staff consistent contribution to Gratitude nominations Recognition of RuOK Day and Bullying NO Way Day – every year. Recognition of 'First Nations Perspective' and a wider understanding of this perspective for the College.

Business as Usual

Goal 1	
Catholic Identity	- Begin all significant events and meetings with prayer - PD Day to Teach in a Catholic school (5hours) - Retreat programs - Reflection Days - Celebration of Feast days
Goal 2	
Learning and Teaching (EIA)	- Student voice lesson/unit surveys. - Mutual observation groups – voluntary. - Feedback using WWW and EBI so that students know and can articulate their next steps in learning. - Various methods of cross marking, blind marking, and collaborative marking. - Retaining of student summative work to use for improvement – return at end of year (7 -10) - Use of the Pedagogical Framework to plan units and course work. - Data informed decision making and planning. - PLCs will continue. - Completion of Curriculum Delivery Plan and Work Programs in all KLAs - Deconstruction of criteria sheets – either as a class or individually with students.
Goal 3	
Wellbeing	- Staff Wellbeing Twilight/PD - Staff wellbeing surveys - Student wellbeing/pastoral surveys - Pastoral programs - RSE days - Year level commendation certificates - Mission and Vision Statement