

# Christ the King Graceville

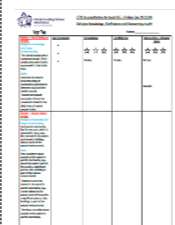
## 2024 ANNUAL IMPROVEMENT PLAN

**Vision** We embrace our motto, "Life, love and learning" to engage and educate our students so that they become active participants in creating a positive, faith-filled future.

**Mission** At CTK we: Know and support each child in their academic, social, emotional and spiritual growth Provide a holistic education using quality contemporary teaching and learning practices Build respectful partnerships, welcoming all to our community, acknowledging difference and celebrating uniqueness with God's love as our example Live our Christian faith acknowledging the rich heritage of our past together with the hope that Jesus our

**Values**

- To learn and teach in a positive, supportive and caring environment.
- To be treated with respect  
To feel safe and secure at school
- To utilise resources respectfully
- To learn about and make informed decisions based on sound judgement

Strategic priority	Goal <sup>1</sup> : Goals that inspire and set your school's direction "Where do we need to go?"	Targets: Measurable targets to track progress towards your school's objectives "How do we know we are getting there?"	Actions: Actions required to drive progress of key results "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?"
<b>Catholic identity</b>	<p>Enhance staff knowledge and understanding of the content of the Religious Education curriculum through formation and professional learning opportunities that build clarity and enhance teacher capacity to deliver the curriculum effectively.</p> <p>Formation in light of Leuven Project. To clarify the CTK Vision of a Dialogue School through connecting with our unique charism, school traditions and cultural context.</p>	<p>Clearly aligned and deepened conceptual knowledge of the 4 strands of the Religious Education curriculum (alignment– line of sight)</p> <p>Planning and curriculum delivery show teacher knowledge</p> <p>LWT demonstrate an increased depth of theological knowledge.</p> <p>Confidence Form will show 80%+ of teachers will have experienced a growth in confidence and knowledge.</p> <p>Increased knowledge and awareness of staff around the understanding and importance of the <i>Enhancing Catholic School Identity Project and the</i> increasing importance for staff leading Catholic schools in our contemporary context—a time in which Catholic identity, religious belief and practice can no longer be taken for granted.</p>	<p>Conduct a knowledge analysis to ascertain teacher's knowledge and current confidence levels to identify - confidence surveys – reflective strategy: KWL</p> <p>Knowledge, Confidence and Resourcing Analysis conducted across all year levels by year level teams.</p>  <p>PD provided to staff in Term 1. Staff travel to Brisbane City to visit the Jewish Synagogue and St Stephen's Cathedral.</p> <p>T1 – Church history T2 – Beliefs T3 – Scripture T4 – Christian Life</p> <p>PD provided by Tracey-Lee Cheesman - EORE to unpack the data/results gained from ECSI survey. This research is to gain meaningful insights into how the CTK school community views its Catholic identity today and how such identity might be shaped for tomorrow.</p>	<p>By the end of Term 4 2024, teacher's knowledge and understanding of the content of the RE curriculum will be deepened.</p> <p>Jan 19 Professional Learning Pupil Free Day</p> <p>Continued opportunities in Term 2 - 4 for both PD and planning meetings with the APRE.</p> <p>Term 2 Staff Meeting Term 3 Twilight – Dialogue School – Recontextualised school focus</p>	<p>APRE with Leadership Team support Principal to resource</p> <p>APRE and EO:RE Tracey-Lee Cheesman to organise and lead.</p> <p>APRE and EO:RE Tracey-Lee Cheesman to organise and lead.</p>

# Explicit Improvement Agenda

Christ the King Graceville

	CTK lives out our Contemporary Catholic identity through shared understanding and a recontextualised approach to school life through our Learning and Teaching, Formation, Mission and Culture.	Provision of a more authentic and dialogical approach to the teaching and learning of Religious Education	This should be evidenced in meaningful units of work.	By the end of Term 4 2024 staff will have an increased understanding of the importance of the ECSI project in an ever-secular school context.	
<b>Learning and teaching</b>	<b>See Explicit Improvement Agenda (pages 3 and 4)</b>				
<b>Our people</b>	Develop a culture of collaboration and partnership by establishing committee groups to ensure engagement, ownership and to build staff collaboration	<p>Teacher teams develop and are guided by 'Ways of Working' Agreements</p> <p>Staff are well engaged in committee groups through the organisation of whole school events and well-being opportunities.</p> <p>The 4C's (Co-planning, Co-teaching, Co-reflecting and Co-Debriefing) are used as a model for engaging teachers in collaborative teaching work</p>	<p>Teachers revisit 2023 Staff Charter and discuss focus areas of Culture, Communication and Collaboration</p> <p>Teachers reflect on The 4C's and discuss the ways they will work in partnership to plan for and support student learning</p> <p>Form committees in Term 1 to ensure staff engagement and ownership to build staff collaboration e.g - Social, RLOS, Laudato Si, Enrichment (Extra curriculum/curriculum)</p> <p>Allocate time in Staff Meetings for committee groups</p> <p>Revisit the 4C's model with teachers</p> <p>Build in Co-planning, Co-teaching, Co-reflecting and Co-Debriefing into planning and teaching cycles</p>	<p>Staff Meeting Weeks 1 &amp; 2 T1</p> <p>Staff meeting check-ins twice a term will demonstrate ongoing engagement of all staff</p> <p>Staff Meeting early Term 2</p> <p>Staff Meetings and Year Level Planning Sessions</p>	<p>Principal leading teachers</p> <p>Leadership Team working with staff</p> <p>Committee Leaders facilitating committee meetings and projects</p> <p>Primary Learning Leader and Principal with teachers</p>
<b>Diversity and inclusion</b>	<b>Levels of Teaching Response</b> Developing our partnerships, processes and structures underpinned by the Levels of Teaching Response Framework to ensure every learner gets the teaching and learning they need when and how they need it.	<p>Teachers have an improved shared understanding of the LOTR Framework</p> <p>Structures and processes for LOTR have been refined</p> <p>Roles and partnerships that support the framework have been refined</p> <p>School officer involvement – student engagement of learning rather than task completion</p>	<p>Provide knowledge of LOTR to teachers in a Twilight PD</p> <p>Leadership team leading professional conversations with School Officers to build capacity and understanding eg</p> <p>Teachers engaged in professional conversations to plan the supports for children at all levels</p> <p>Teachers engaged in professional conversations to plan the most effective use of School Officers to support student learning</p> <p>School Officer Upskilling (Judith Wilson?)</p> <p>Restructuring School Officer Timetabling for more flexibility</p>	<p>Twilight PD – Term 1 Wk 5</p> <p>Fortnightly School Officer Meetings T1</p> <p>Teacher planning meetings with Support Teacher: Inclusive Education Week 9 &amp; 10 T1 &amp; 2</p>	<p>EO Support – Donna Gray and Mary Bower with Leadership Team.</p> <p>Leadership Team with School Officers</p> <p>Leadership Team with Teachers</p> <p>Teachers with Support Teacher: Inclusive Education</p> <p>School Officers with Support Teacher: Inclusive Education and Judith Wilson</p> <p>School Officers with Support Teacher: Inclusive Education</p>

1. Use the data available to your school (i.e. HealthCheck, NSIT Review) to identify gaps in school performance and inform objectives aligned to strategic priorities.
2. Within the Targets column, set targets against the data available within your school's HealthCheck, if applicable.
3. Schools must include both a learning and teaching (EIA) and a Catholic Identity (AIP) goal. We recommend that schools include a maximum 1-2 additional goals across the strategic priorities.

# Explicit Improvement Agenda

Christ the King Graceville

**Embed a whole school pedagogical approach to teaching, assessing, moderating and responding to writing using Version 9 of the Australian English Curriculum.**

**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)*

Through regular and on-going data analysis, we will know and understand how data sources supports responsive teaching that impacts student learning.  
Continued and ongoing moderation is valued and used as an integral component of cyclical planning.  
Embedded signature practices are used with greater precision to enhance learning and teaching and student engagement.  
Identify “At level” and “Beyond Standard” achievement aligned to Version 9 of the English Curriculum.

Actions	Targets	Timelines	Responsibilities & Accountabilities
<p><i>What are the actions the school will implement to address the improvement focus?</i></p> <p><i>What will be the expected outcome/impact?</i></p>	<p><i>Specific improvements sought in student performance. (measurable student outcomes)</i></p> <p><i>What evidence or targets will be used to measure this impact which are rigorously actioned?</i></p>	<p><i>What is the expected timeframe for the improvement focus to have an impact?</i></p> <p><i>What milestones are anticipated?</i></p> <p><i>Is a phased approach (name the phases) needed for change to occur?</i></p>	<p><i>Who is responsible for this action?</i></p> <p><i>Who will need to be involved?</i></p> <p><i>How will we monitor against school targets to know we are on track to success?</i></p>
<p>Embed curriculum clarity processes in planning and moderation</p> <p>Provide guided planning sessions using front ending assessment for clarity and alignment to the Achievement Standard</p> <p>Provision of band level moderation sessions to support next steps to build consistency around assessment and reporting.</p> <p>Maintain and expand the Writing Data Wall</p> <p>Continue Review and Response in Writing to inform targeted, strategic or intensive teaching response</p> <p>Continue Learning Walks and Talks specifically including lessons with a writing focus</p>	<p>Teacher voice and planning demonstrates clarity of curriculum for teaching writing</p> <p>Planning and curriculum delivery show teacher knowledge</p> <p>Teacher English unit plans align to V9 English and show:</p> <ul style="list-style-type: none"> <li>front ending assessment (curriculum clarity)</li> <li>Learning Intentions and Success Criteria linked to the Achievement Standard</li> </ul> <p>Consistent assessment and reporting based on authentic and robust moderation</p> <p>Teachers have clarity around making accurate judgements</p> <p>Analysis of student writing using the Achievement Standard, Literacy Progressions and 8 Aspects of Literacy.</p> <p>Teachers implement strategies that are responsive and targeted following a Review and Response</p> <p>Targeted student show learning growth</p> <p>LWT demonstrate an increased depth of practices and pedagogy. Data on student responses and classroom observations collected and analysed.</p>	<p>By the end of Term 2 2024, teachers will feel confident in planning, teaching, assessing and reporting using English V9 curriculum.</p> <p>Primary Learning Leader supported planning in Weeks 4 and 10 – Terms 1 and 2</p> <p>Teachers moderate in class levels every English short cycle. Band level moderation to occur once/term within bands and beyond.</p> <p>Moderation and Data Wall update – Week 9 Term 1</p> <p>Review and Response to be completed once/semester (Early Term 2)</p> <p>Learning Walks and Talks to occur each cycle with a specific writing focus</p>	<p>Classroom teachers with support and guidance from Primary Learning Leader (using Curriculum Clarity table included with plans)</p> <p>Classroom teachers with Primary Learning Leader and Support Teacher: Inclusive Education (using Curriculum Clarity table included with plans)</p> <p>Classroom teachers to moderate in class levels during planning sessions of short cycles. Classroom teachers to moderate in band levels each term. (Moderation discussions using Curriculum Clarity and Data Wall)</p> <p>Classroom teachers under the guidance of Primary Learning Leader (Living and responsive Data Wall)</p> <p>Classroom teachers and Admin team. (Review and Response Template)</p> <p>Learning Walks and Talks completed by Principal and Admin Team Classroom teachers with Primary Learning Leader (LWT forms completed by Admin.)</p>

# Explicit Improvement Agenda

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<p>Continue with Snapshot Observations of signature practices</p> <p>To expand our signature practice repertoire and continue to refine current practices and pedagogy</p> <ul style="list-style-type: none"> <li>Year 3 to introduce Bump It Up : Text Analysis to students – continue for Term 1 and 2</li> <li>Analysis of Years 4 – 6 student writing to look for evidence of understanding Bump it up: Text Analysis</li> </ul> <p>Student voice surveys provide feedback and data on the impact of a classroom writing focus</p>	<p>Snapshot Observations demonstrate an increased depth of practices and pedagogy. Feedback on student responses/engagements and classroom observations collected and analysed.</p> <p>Teachers use signature practices effectively in their teaching of writing</p> <p>Student voice surveys completed. Students share their thoughts on writing. Teachers analyse student voice data and respond in their teaching and learning.</p>	<p>Snapshot Observations to occur each term with a specific writing focus</p> <p>New teachers to receive Professional Development and modelled teaching on signature practice early term 1</p> <p>All signature practices to be reviewed in planning time in term 1, Week 5 and 6.</p> <p>Teachers to receive professional learning on new Signature practices in Term 2</p> <p>Student voice surveys completed in Term 1 and term 4 via a form to Years 2-6</p>	<p>Classroom teachers with Leadership Team (Leadership Meeting Notes)</p> <p>Classroom teachers with Primary Learning Leader and Support Teacher: Inclusive Education and guidance from Education Officer</p> <p>(Evidenced in planning. Staff meeting dialogue and sharing of practice)</p> <p>Primary Learning Leader to develop student voice survey and classroom teachers to administer.</p> <p>Classroom teachers and Admin team to disseminate student voice data.</p> <p>(student Voice Form)</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>	<p>Continued support from BCEO staff</p> <p>Communication with include:</p> <ul style="list-style-type: none"> <li>- Newsletters</li> <li>- Staff meetings</li> <li>- P and F Meetings</li> <li>- Class Blogs</li> </ul>		