



Vision As a Marian community with a love of learning, we are connected as one, aspiring to be like Christ, caring for our neighbour and our common home.

Mission With Mary as our model and Jesus as our guide, we live, love and learn as a positive and welcoming community, embracing our Catholic traditions and inclusivity.

Values Living Loving and Learning in Christ we use our head and hands to be People of Compassion – caring for our neighbour. People of compassion – caring for our neighbour. People of justice – being moved to take action. People of wisdom – questioning, inquiring and reflecting.

Strategic priority	Goal ¹ : Goals that inspire and set your school's direction <i>"Where do we need to go?"</i>	Targets: Measurable targets to track progress towards your school's objectives <i>"How do we know we are getting there?"</i>	Actions: Actions required to drive progress of key results <i>"What will we do to get there?"</i>	Timeline: <i>"When do we want to get there by?"</i>	Responsibilities & Accountabilities: <i>"Who is responsible for ensuring it happens?"</i>
Catholic identity	<ul style="list-style-type: none"> Embed authentic approach to learning that offers rich, real world, meaning-making and rigorous learning and assessment opportunities which enhance student engagement and achievement in Religious Education. To align with the Apostolic Priorities for the Archdiocese of Brisbane staff and students will be led towards a deeper understanding of prayer by focusing of mandated year level prayers and prayer experiences in planning for Religious Education and the Religious Life of the School. 	<ul style="list-style-type: none"> By the end of 2024, 5% of students are achieving 'Well Above' in Religious Education and we are maintaining 40% 'Above'. Students and staff can articulate that prayer is a way of speaking and listening to God. 	<ol style="list-style-type: none"> Professional learning on the 'Inquiry Process' Formative and summative assessment focus Revisit assessment PD – look at data. RE Internal Moderation each term Focus on creating rigorous assessment items in planning with APRE and EORE PD - Use of ICTs to improve student engagement and achievement in RE Explaining the importance of prayer at whole school gatherings. Creating an OLD prayer bank for teachers to use in classrooms and liturgies. Investigate ways each term to capture engagement in Religious Education and RLOS. 	<p>Term 1</p> <ul style="list-style-type: none"> RE PD – inquiry process and creating engaging assessment opportunities Plan for interschool moderation on CTJ Day <p>Term 2</p> <ul style="list-style-type: none"> RE PD – inquiry process and creating engaging assessment opportunities <p>Term 3</p> <ul style="list-style-type: none"> CTJ Day working with another school looking at the inquiry approach, use of ICTs and assessment in Religious Education 	<p>EO: Literacy support – Kylie Jo Harvey</p> <ul style="list-style-type: none"> Looking at inquiry process with an RE focus <p>PLL & APRE</p> <ul style="list-style-type: none"> Interschool collaborations <p>EO: Digital Support</p> <ul style="list-style-type: none"> Continuing to embed ICTs into Teaching of Religion
Learning and teaching	Please complete EIA (page 2)				
Wellbeing	<ul style="list-style-type: none"> Fully implement a Positive Behaviour for Learning approach with a focus on teaching expected behaviours, staff and student formation and renewing our commitment to Integral Ecology. To provide opportunities throughout the year to capture engagement of PB4L framework in classroom and whole school setting 	<ul style="list-style-type: none"> Whole school consistent use of Engage to record school incidents and a reduction in minor and major incidents. Improvement on well-being data on TTFM in 2024. 	<ol style="list-style-type: none"> Launch revised Matrix and Feed forward framework. Develop a School-wide encouragement systems All teachers complete the Effective Classroom Practices and Responses modules PB4L Review and Response 	<p>Whole year</p> <ul style="list-style-type: none"> Student Support Team – PB4L focus "Team initiated problem solving approach" Explicit teaching of ABS <p>Term One</p> <ul style="list-style-type: none"> PB4L Matrix is launched and on display throughout the school by the end of Term 1. 	<ul style="list-style-type: none"> Leadership Team All Classroom Teachers PB4L Team

Explicit Improvement Agenda

Our Lady of Dolours Primary School, Mitchelton

			<ol style="list-style-type: none"> Review current restorative practices – action plan developed and implemented. Establish Laudato Si' Committee Planned and purposeful student faith formation with a focus on leadership for year 5&6 Tradition Module for all staff The school Story for students – relating to the Tradition Formation Module Continue to deepen staff and student understanding and engagement with Integral Ecology initiatives Staff have input with staff formation plans and create year level student formation plans that focus on yearly theme and Integral Ecology Provide opportunities through each to term to observe classroom practices of PB4L and collect feedback e.g. survey, forms 	<ul style="list-style-type: none"> Classroom routines developed and displayed in each classroom Formation PD in January PD days Creation of school motto <p>Term 4</p> <ul style="list-style-type: none"> PB4L Modules are completed by all teachers by the end of Term 4. 	
Our people					
Diversity and inclusion					
<p>Digital Vision</p> <ul style="list-style-type: none"> Transform our faith-based education by enabling sustainable innovation and unlocking our potential for a contemporary, connected and digital world. 	<ul style="list-style-type: none"> Create strong foundations within our Digital Literacy capabilities to ensure engagement and enhancement in a digital ecosystem to enable meaningful learning and operational outcomes at OLD to support student learning across all KLA's. Assessing the current level of digital literacy among staff. Identify their strengths and weaknesses in using digital tools and technology. This assessment will help tailor our approach to meet the specific needs of our staff. 	<ul style="list-style-type: none"> By the end of 2024, each year level are to embed specific Digital Literacy Capabilities into the learning and teaching. <p>Year Level Targets Prep - 80% 'At' and 10% 'WA' Year 1 – 80% 'At' and 10% 'WA' Year 2 - 80% 'At' and 10% 'WA' Year 3 - 80% 'At' and 10% 'WA' Year 4 – 70% 'At' and 15% 'WA' Year 5 - 70% 'At' and 15% 'WA' Year 6 - 70% 'At' and 15% 'WA'</p>	<ol style="list-style-type: none"> Grow our data and analytical capability BI through staff meetings professional development and 1:1 PD opportunities. Digital upskilling of staff to increase educator digital proficiency and confidence Planning/SM One note set up 2024 from start. Use it day to day. Students use ICT in their day to day learning opportunities to demonstrate learning and assessment capabilities Introduce STEM to our Year 5 and 6 students to encourage critical thinking and cross school collaboration. The aim of this is to support High Potential Learners. 	<p>Term 1</p> <ul style="list-style-type: none"> Digital Literacy PD pupil free days Digital Literacy PD staff meeting working with EO Kim Robertson with regard to Progressive reporting <p>Term 2</p> <ul style="list-style-type: none"> Digital Literacy PD staff meeting working with EO Kim Robertson with regard to Progressive reporting <p>Term 3</p> <ul style="list-style-type: none"> Digital Literacy PD staff meeting working with EO Kim Robertson with regard to Progressive reporting <p>Term 4</p> <ul style="list-style-type: none"> Digital Literacy PD staff meeting working with EO Kim Robertson with regard to Progressive reporting 	<ul style="list-style-type: none"> Leadership Team ICT Teacher EO Kim Robertson

- 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.
- Within the Targets column, set targets against the data available within your school's HealthCheck, if applicable.
- 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

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Goal			
Use quality assessment strategies that reflect the four proficiencies and give students the opportunity to transfer and apply their learning to a range of contexts.			
Success Criteria			
<ul style="list-style-type: none"> Teachers will align assessment to the Australian Curriculum: Mathematics (V9) and use for backward design of learning experiences. (teachers will design assessment at the forefront of planning – backwards design) Teachers will design and use a range of quality assessment opportunities that require students to demonstrate their proficiencies of understanding, fluency, problem solving and reasoning. (formative and/or summative assessment?) Teachers will be more confident, effective and efficient at making judgements for reporting so that student SRS achievement aligns more closely with standardised results. Teachers will be engaging in moderation practices or processes to support them to make confident and defensible judgements. AC9 Leaders will provide organisational structure and support to facilitate collaborative planning and assessment moderation opportunities. (the success criteria are targets – add 			
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>ACTION 1 Develop a whole school statement of beliefs in how we teach Maths at OLD and an annual Mathematics Year-Level Overview that incorporates a series of concise short cycle units, illustrating the pivotal points of learning within each unit for each grade level.</p> <ul style="list-style-type: none"> Review the Version 9 Mathematical achievement standard for each year level. Understand the Achievement Standards in Mathematics that students are expected to master. Divide the Mathematics for each year level into short units. These short cycle units should align with the curriculum and be designed to cover the Achievement Standards and Content Descriptors. Establishment of the Our Lady of Dolours Mathematics Statement of our Mathematical Teaching Practices and Curriculum Delivery plan. <p>ACTION 2 Convert Semester 1 Mathematics Version 8.4 into Mathematics Version 9.</p> <ul style="list-style-type: none"> Acquire the new Mathematics Version 9 curriculum materials and resources. Review the content of Mathematics Version 9 to understand the changes and updates compared to Version 8.4. Teachers will use the Australian Curriculum V9 when planning for teaching and learning. <p>ACTION 3 Analyse whole school data that aligns with the OLD EIA.</p> <ul style="list-style-type: none"> A staff meeting to build confidence in data analysis on BI Tool and OARS. The PLL will lead End of Term Data Analysis and Discussion Staff Meetings to monitor progress with the teaching staff. Communicate data and targets from the OLD EIA. <p>ACTION 4</p>	<p>TARGET 1 Students Demonstrate growth for students, but particularly the stretch in high potential students. PAT M Data Increase students in the top quartile by 10%.</p> <p>2023 Semester 1 2023 Semester 2</p> <p>Percentiles 95th: 133.5 75th: 123.5 50th: 115.2 25th: 105.4 5th: 96.4</p> <p>Percentiles 95th: 137.1 75th: 127.7 50th: 116.5 25th: 107.1 5th: 96.3</p> <p><i>PAT M Data Sem 2, 2023</i></p>	<p>Pre 2024 (Focus on Pedagogy)</p> <ul style="list-style-type: none"> Staff meeting for teachers to take some time to look at how their yearly overview is developing and how it links to other curriculum areas and school events (pre-plan alignment). 3 Levels of planning- begin to draft 1st level NAPLAN – Yr 2 what do we know about these students Yr 4 What targets may result from a reflection on 2023. <p>2024 (Focus Accountability – planning, assessment via James Russo)</p> <p>Term 1 (curriculum focus- 3 levels of planning)</p> <ul style="list-style-type: none"> Jan SPDD- Construct Mathematics Yearly Overview, 3 levels of planning Linear Pat-M Twilight- front-ending assessment Staff Meeting Wk 9 – Moderation Review and Response Mathematics Professional Learning- School Officers Pre -Survey students and teachers Co-teaching with EO Jessica Mutton Trust the Count Assessment for all students in Year 1 to see who may need further support to reach this goal by mid-year. Ensure expectations of School and System are impacted by research that increases our capacity to respond to quality data Ensure reference to AITSL Standards of best practice <p>Term 2 (pedagogy- James Russo-Monash Victoria)</p> <ul style="list-style-type: none"> Refine and complete Teaching and Learning Sequence using V9 Mathematics curriculum (8-16 units). Progressive reporting. Moderation- staff meeting Engage Focus - 4 elements to target the proficiencies in a learning cycle. Professional learning 	<p>Leadership Team</p> <ul style="list-style-type: none"> Ensures professional learning sessions are prioritised, timetabled and planned across 2024 and into 2025. <p>PLL</p> <ul style="list-style-type: none"> Collaborates with the Education Officer to plan professional learning sessions and collaborations with classroom teachers. Draft a visual for “Illustrations of Practice” in Mathematics (4 key elements to target proficiencies) <p>PLL and STI:IE</p> <ul style="list-style-type: none"> Develop a one-page guide for appropriate assessment adjustments in Mathematics for children with Specific Learning Disorders, to ensure they can fully access the curriculum. <p>Classroom Teachers</p> <ul style="list-style-type: none"> Works in consultation with Leadership Team, BCE stakeholders and teachers to develop a clear Yearly Overview of Mathematics. Monitoring of students through moderation and review and response. Use Numeracy Monitoring Tools (Trust the Count, Place Value, Multiplicative Thinking) for students who are below or at risk of below on SRS in Mathematics. Align assessment with V9 of AC (front end) and backward design learning experiences. Triangulate data (or compare SRS to PAT-M) through strategic points in the year (reporting times).

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Strengthen our understanding and pedagogical practice in the area of the four proficiencies with a focus on Mathematical assessment.

- Develop an action plan/overview of assessment processes that incorporate the four proficiencies using one A4 visual for staff to follow.
- Professional development around the four proficiencies and the learning activities.
- Formative assessment will occur during the "Launch" phase of the teaching cycle using the Launch, Explore, Summarise, Review (LESR) Model.
- Teachers will use the QCAA Standard elaborations to guide planning for front-ended summative assessment.
- Establish effective student assessment and feedback in Mathematics that reflect the four proficiencies.
- Professional Learning
- Aligning assessment with V9 of AC and backward design of learning experiences.
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- **Planning for Assessment**
- Assessments will challenge students at 3 levels,
- Simple Familiar
- Complex Familiar, and
- Complex Unfamiliar
- And guide teachers in their moderation of assessment tasks. Students and teachers will understand and use appropriate design techniques and accommodations to ensure that students mathematical understandings are accurately captured.
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- Teachers will look at PAT M Data and use as formative assessment in the four proficiencies.
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ACTION 5

Implement regular Learning Walks and Talks

- The PLL will communicate the focus of the Learning Walks and Talks with the teacher to be conducted twice per term.
- The PLL will provide timely feedback to the teachers on identified areas of focus for learning Walks and Talks.

ACTION 6

What is this going to look like?

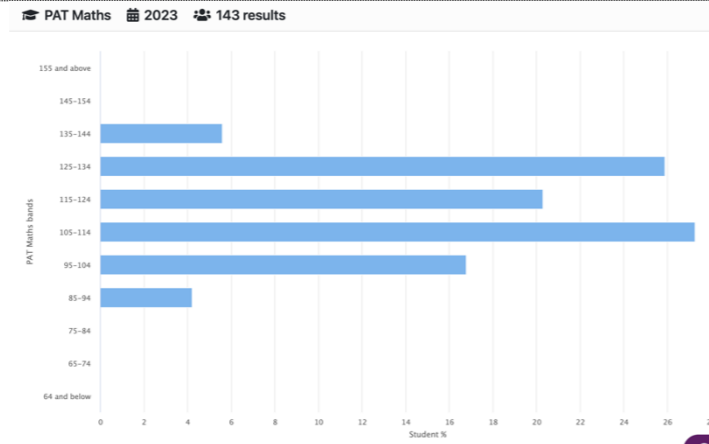
Moderation

- 1 on 1 moderation with PLL
- Assessment Moderation Opportunities in Staff meetings each term
- Every unit is front-ended with an effective assessment task.
- o we see, hear in classrooms with numeracy practice.

Action 7

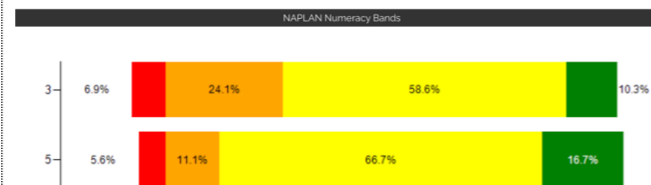
Quality Assurance

- What is this going to look like?
- Targeted walks and talks
- PLL and APRE planning



2024 NAPLAN DATA

- Currently 10% of our children are exceeding band for NAPLAN Numeracy, but through regular opportunities to stretch and challenge, we will increase this to 20%.



SRS data- track

- Establish set mathematical expectations and tasks that will be tracked progressively for reporting and analysis each Term.
- Establish process for tracking data and trends over time e.g B to A progression, High Performing students, change in teacher capacity

- P - >32% achieve either 'Well Above' or 'Above'
- 1 - maintain 30% 'Above' and 24% 'Well Above'
- 2 - 45% 'Above' and 10% 'Well Above'
- 3 - 50% 'Well Above' or 'Above'
- 4 - 50% 'Well Above' or 'Above'
- 5 - 45% 'Above' and 10% 'Well Above'
- 6 - 36% 'Above' and 10% 'Well Above'

- Teacher led Walks and Talks

Term 3 Accountability

- Teacher led Walks and Talks
- Challenging Tasks with enabling and extending prompts.
- PAT-M Adaptive (everybody or selected learners?)
- Data deep dive and planning from data (teacher collaboration?)

Term 4 Reflection and feedback

- Feedback and reflection
- Teacher Learning Walks and Talks and tasks
- Consolidation of consistency of practice.

Parent night/Maths night/Celebration of learning/Family Maths Night?

Explicit Improvement Agenda

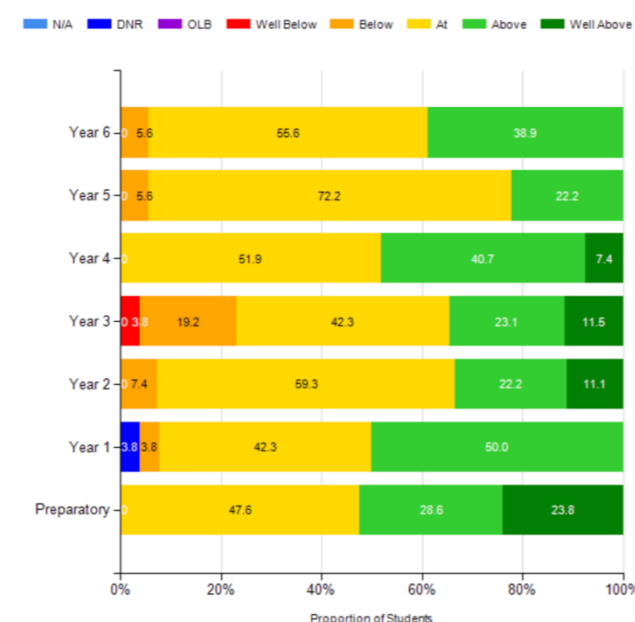
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- Internal and external moderation opportunities eg. CTJ day
- Checking planning

Planning and Resourcing:

- A full year's worth of quality plans with units that contain front-ended effective assessment tasks and are
- Complete
- Well assessed
- Good resources
- Quality planning

School Results by Year Level - 2023 Semester 1 - Mathematics



TARGET 2 Staff

Teacher confidence and pedagogical knowledge

Teacher survey shows growth in knowledge of evidence-based effective pedagogy in teaching Mathematical – February to November 2024.

Teacher survey shows growth in teacher skill and confidence in using the Australian Curriculum Mathematics V9 – February to November 2024.

Resources & partnerships

What targeted resources structures or other support is needed to enable this explicit improvement agenda?

- Twilight opportunities facilitated by EO: Mathematics and PLL to help teachers understand and implement the backward design approach in their curriculum planning.
- PLL to provide teachers with access to assessment design resources and tools that are aligned with the Australian Curriculum. This might include sample assessments, rubrics, and assessment templates.
- Implement formative assessment tools or platforms that allow teachers to gather real-time data on student learning. These tools can help in designing and adjusting instruction.
- Organise regular moderation workshops and sessions for teachers. These workshops can help teachers calibrate their judgments and ensure consistency in assessment.
- PLL to provide teachers with moderation materials, such as sample student work, exemplars, and rubrics, to support them in making confident and defensible judgments.

What strategic partnerships are in place to enhance student achievement?

- Collaborating with OLD families to strengthen the home-school connection and improve family involvement in EIA

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goals. These partnerships can provide resources for parent education, workshops, and support for parents to engage in their children's Mathematical learning.

- Collaborating with Jess Mutton EO:Mathematics to enhance the skills and knowledge of Classroom Teachers, leading to improved classroom practices and student outcomes.
- Moderation with nearby BCE schools especially those with a track record of success, can facilitate the sharing of best practices, curriculum resources, and strategies for enhancing student achievement.

How will this explicit improvement agenda be communicated to staff, parents and the wider community?

Staff Communication:

- Conduct regular staff meetings to discuss the improvement agenda. Share updates, progress, and any changes in strategy. Encourage staff to ask questions and provide feedback.
- PD sessions, twilights and workshops to help staff understand the goals of the improvement agenda and equip them with the necessary skills and knowledge to implement it effectively.

Parent Communication:

- Host parent information sessions to explain the improvement agenda, its goals, and how it will benefit students.
- Include updates on the improvement agenda in school newsletters. Provide examples of how it impacts student learning and achievement.
- Use Parent Teacher meetings to discuss the improvement agenda's impact on individual students. Show parents their child's progress and how the school is working toward improvement.
- Open house events where community members can visit the school, meet with staff, and learn about the improvements being made.

School Website

- Ensure the OLD website contains a dedicated section explaining the explicit improvement agenda, its goals, and progress reports.