



ANNUAL PLAN

Strong Catholic identity: Strengthen capacity to lead, engage and teach with a re-contextualised Catholic world-view within each school and office community

Goal
Develop a whole school approach for the teaching of our Mercy charism and the St Joseph's story

- Strategies**
- Identify curriculum areas in RE
 - Embed Mercy charism in celebrations
 - Develop the Mercy Pillars: Love, Faith, Charity and Service
 - PD for staff on Mercy charism
 - Develop modules P-6 teaching Mercy charism and St Joseph's School Identity



Goal
Reinvigorate an Indigenous and Torres Strait Islander perspective within the school.

- Strategies**
- Develop a RAP
 - PD for staff on Indigenous culture
 - Embed cross-curricula priorities across curriculum areas in planning
 - Develop a cultural awareness through teaching and celebrating (Kids Matter)

Excellent learning and teaching: Grow engagement, progress, achievement and wellbeing for each student

Goal
Develop a whole school approach for the teaching of spelling using the context-text model

- Strategies**
- Term One: David Hornsby PD
 - Mid Term 2 & 4: Use Words Their Way spelling inventory
 - Terms 1-4: Termly review meeting focussed on spelling progress
 - Term 4: Develop a year level guide focussed on word study
 - Each Term: Shared practice at staff meetings
 - 2 per Year: BCE led PD
 - Embed spelling focus in planning

Goal
By the end of Term 4, at least 75% of our Prep, Year 1 and Year 2 students will achieve at or above the BCE PM reading level. This will be achieved through targeted instruction focussing on expected and effective practices, high yield strategies and teacher professional learning.

- Strategies**
- Gather and use evidence of student learning progress (short, medium and long term) to focus and direct teaching on a daily, weekly and term basis
 - P-2 Reading Readiness (Concepts about Print, Sound Letter Knowledge) P-2 Reading (PM Benchmark) Regularly use High Yield Strategies at a school, a class and a cohort level to identify learning needs and respond using targeted teaching strategies
 - Plan directly from ACARA. P-2 a minimum of 1.5 hrs per day. Use ACARA to plan for the development of knowledge, understanding and skills in all learning areas and plan for the explicit teaching of literacy in each. Identify and make visible learning intentions from achievement standard and co-construct with students success criteria and learning goals using the Learning Progressions
 - In P-2 use all five contexts for learning to provide multiple opportunities for developing and practising literacy skills.
 - Make explicit and link Learning Intentions, Success Criteria and feedback on a daily basis to target learning and teaching. Embed formative assessment techniques in teaching and use this data to provide effective feedback that is relevant, timely and specific.
 - Teach students to use the learning progressions to set learning goals and monitor progress in achieving them. Use High Yield Strategies at a school, a cohort and a class level to gather and analyse evidence of teaching impact on learning progress.

Building a sustainable future: (a) Build sustainability through people and capability (b) Ensure stewardship of resources with transparency, accountability and compliance

Goal
Lesson our environmental and carbon footprint

- Strategies**
- Installation of 124 solar panels and LED lighting
 - Re-commitment to recycling practices in the school eg recycling bins
 - Gem Energy speaker to speak to staff, parents and Year 6
 - Ipswich City Council speaker to run workshops with Years 4 and 5
 - Year 6 to monitor solar output and energy usage
 - Monitor financial responsibilities
 - Develop a whole school sustainable plan

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