

Annual Action Plan 2017 (Goals, Targets & Outcomes taken from School Improvement Plan 2016-2019)

We are engaged and motivated learners always faithful to our loving God

| | Education in Faith | Learning and Teaching | Student Wellbeing | School Community | Leadership and Management |
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| Goals | To strengthen the school's Catholic identity | To improve the way learning is personalised for students | To continue to develop School wide positive behaviours. | To strengthen partnerships within our community | To strengthen the culture of professional learning |
| Target (Index figures for 2018) | Staff Catholic Culture 81.6 Student Catholic Culture 81.6 Parent Catholic Culture 87.3 | Teaching Climate 81.3 (Team -Based Practice and Learning & Teaching variables) | Student Well Being 83.6 (Emotional Wellbeing, Teacher Relationships and Engagement in Learning) | Community Engagement 77 (Community Engagement variables) | Organisational Climate 75.5 (Empathy, Clarity, Engagement and Learning) |
| Actions | -Develop understanding and recognition of school's Catholic identity -Develop prayer practices that reflect and support a relationship with God | -Provide explicit opportunities for student voice -Students to verbalise personal learning goals -Students collaborate to identify learning goals informed by data and feedback | -Work through the Student Support policy -Positive behaviours, restorative approach to restoring relationships -Social skills to support children to play -Parent education opportunities (partner with other schools) -Regularly practice mindfulness and Circle Time during school time | -Review and analyse feedback from parents and action learning/ information events for families -POPE Parents as Open Partners in Education meetings -Develop the Learning Community site | -Track the target data -Track ESCI data in readiness for 2018 -Use the spiral of inquiry phases to drive collaborative professional learning and address learner outcomes. -Develop & action the school masterplan |
| Evidence of Change | -Teachers are independently using the renewed RE curriculum in planning. -Teachers' planning documents reflect student learning connections with RE and Victorian Curriculum. -Teachers will use contemporary approaches with which to engage students. | -Teachers' planning documents and professional practice will show evidence of contemporary approaches to professional learning, e.g., goal setting, learning intention, success criteria, feedback, GAFE. -Teachers and students use the metalanguage of personalised learning, e.g., goal setting, learning intention, success criteria, feedback, the language of GAFE. | -Improved evidence from data sources (Inside SRC, ACER SEW) related to 3R's. -Anecdotal evidence from teachers and students that exhibits improvement in students' behaviour. -Professional learning/reading links on central site eg Circle Time resources | -Creation of targeted goals and actions from feedback to promote school community partnerships -Increased attendance at school/ family partnership events eg Family Masses and Host Family nights, Information Nights -Learning celebrations, open sessions for the community and utilise skills from parents | -Improved SRC data |
| Outcomes | Students take positive action in response to Catholic Faith & its traditions | Literacy and numeracy achievement will show growth | Students feel positive and safe about school | Parent engagement in student learning is strengthened | Focus on continual school improvement and teamwork improves |