



# ANNUAL SCHOOL PLAN 2018

PRIORITY	GOAL	KEY STRATEGIES	KEY ACTIONS
<p><b>STRONG CATHOLIC IDENTITY</b> <i>Strengthen capacity to lead, engage and teach with a re-contextualised Catholic world-view within each school and office community</i></p>	<p>Lead, resource and support to enhance high quality learning and teaching of religion through the development of cohesive religious educational units.</p> <p>By December 2018, staff, students and parents will be implementing actions, behaviours and values of Making Jesus Real, necessary for a faith-filled, positive life.</p>	<p>Teachers engage in frequent collaborative professional dialogue across their year level in order to monitor and moderate student learning and assessment (daily, ongoing, team and staff meetings). Teaching staff and the leadership team regularly review the deep learnings identified in the achievement standard for each year level to ensure an authentic range of quality learning evidence is planned for and created. The OLA school planning template for Religious Education is used to ensure consistency of planning and assessment across year levels</p> <p>Deliberately develop with the children, actions, behaviours and values that allow them to demonstrate their beliefs through Make Jesus Real.</p>	<p>APRE to work collaboratively with staff to further develop the scope and sequence to show Achievement Standards in RE units of work and continue as recommended in 2016 REV document to ensure deep learnings.</p> <ul style="list-style-type: none"> <li>• Achieving success in learning and seeing the value in learning • Developing critical thinkers who are passionate about actively contributing to their community • Ensuring learning is meaningful for each individual and is connected to real life • Committing to faith-based learning as life-long • Using traditional and new communication technologies to interact and share ideas • Engagement with sacred texts and other religious literature • Providing opportunities for differentiated instruction and catering for a variety of learning style</li> <li>• Introduce Staff to MJR through Staff Meeting and Parent meeting</li> <li>• Highlight aspects of MJR in Newsletter</li> <li>• Send Staff from Prep, Year 1 and Year 5/6 to MJR Conference in May</li> <li>• Through Assemblies begin introducing the rest of the school to Make Jesus Real through becoming a WEST person</li> <li>• Further development of Year 6 Servant Leadership with being Stewards of Make Jesus Real in their everyday actions towards others</li> <li>• Highlighting the reflective practice of 'God Moments' in the classroom</li> </ul>
<p><b>EXCELLENT LEARNING &amp; TEACHING</b> <i>Grow engagement, progress, achievement and wellbeing for each student</i></p>	<p>By the end of 2018 there will be 85% of students in Year 3 to 6 who will demonstrate a growth in writing to achieve the expected target of 20 - 24, by using the Writing Analysis Tool and supported Piloted Writing Criteria each term, through evidence based data, building capacities and expertise of teaching teams, and using expected &amp; effective practices with explicit focus on feedback.</p> <p>By September 2018, teaching staff will have used a four-stage model, providing a structure for a Collaborative Inquiry at Team level to give purpose for learning and improve student outcomes.</p> <p>This will enhance pedagogical practice, with relation to Literacy, that is data informed and evidence-based.</p>	<p>Align student achievement in reading and writing with the targets established for each year level by BCE at 90% &amp; 70% respectfully. Our 2018 OLA's Critical Challenge and identified respond within a contemporary world through developing a cohesive, integrated and collaborative approach to a whole school literacy plan, where the OLA literate graduate is a discerning critical thinker with a range of accessible strategies to engage, participate, and access.</p> <ul style="list-style-type: none"> <li>• Teachers to work in collaboration with a partner to identify an area from Data to develop an area to target with a group of learners for improvement within a set time limit.</li> <li>• The Action Plan incorporates all aspects of Area 4 and including Focus; Current Research; Action – Time Limit; Impact; Where to from here which are identified next steps from feedback, data and progression of learning.</li> <li>• Form a Critical Colleague partnership committed to helping each other improve. [A critical friend is someone who is encouraging and supportive, but who also provides honest and often candid feedback that may be uncomfortable or difficult to hear. In short, a critical friend is someone who agrees to speak truthfully, but constructively, about weaknesses, problems, and emotionally charged issues ]</li> <li>• Check in regularly with student using the six questions to progress data: What are you learning? Why are you learning it? How are you going? How do you know? How can you improve? What do you do when you get stuck?</li> </ul>	<p>Using the 4 C's Model • Co Plan • Co Teach • Co Debrief • Co Reflect Gradual Release of Responsibility • Continue to encourage teachers to embrace 'support teacher/lead teacher' to model lessons Instructional Approaches • Moving from Surface to Deeper Learning [ SKILL; WILL; THRILL ] • Purposeful Learning -connection to Homework • Co-teaching will enhance the review and response process and learning walks and talks because collective responsibility for focused student learning and collecting of data. Assessment for Learning • Embed formative assessment techniques in teaching for Classroom and Specialist Teachers and use this data to provide effective feedback that is relevant, timely and specific • Explicitly teach how to seek, receive, give and act on feedback and embed this in classroom practices</p> <p>Implement effective and expected teaching practices consistently across all year levels in order to improve the students' ability to progress –</p> <ul style="list-style-type: none"> <li>• Look at Teacher Impact on their learning and build up a toolbox of reflective tools</li> <li>• Focus on the purpose of why students are learning to ensure authenticity and align assessment tasks</li> <li>• Building a common language in relation to Effective and Expected Practices in Literacy</li> <li>• Building common language in relation to, understanding of and practical application in every classroom for every student around the three high Yield Strategies of: DATA WALLS, REVIEW &amp; RESPONSE and LEARNING WALKS &amp; TALKS.</li> <li>• Continue to build collaborative partnerships Team Observations of Year levels –by engaging with Walks &amp; Talks throughout OLA, St Anthony's Kedron and Queen of Apostles, Stafford focussing on different areas of teacher strategies and student learning</li> </ul>
<p><b>BUILDING A SUSTAINABLE FUTURE</b> <i>Build sustainability through people and capability</i></p>	<p>Technology continues to meet the needs of learning and teaching.</p> <p>Adopt collaborative processes in the management and allocation of resources, information and learning management systems which provide vibrant and innovative learning spaces that enhance learning and teaching.</p>	<p>New position as E-Learning Coordinator to support staff, students &amp; parents in technology. New digital platform for Student Portfolio showcasing student progress and achievements. PD for Staff and Parents in using this new platform. Optimise the use of technology to support teaching, learning, collaboration and decision making through the enactment of the Digital Strategy</p> <p>Use the Mind frames of Teachers/leaders and Student Beliefs about Learning as a reflective tool to monitor and evaluate teaching impact on learning: Mindframe 2; 5 and 10</p>	<p>Introduction of 1:1 laptop program E-Learning Co-ordinator Position Boot camp for 1:1 laptops for students in Year 4 – 6 including Occupational Therapist and BCE IT Specialist.</p> <p>Introduction to STEM for Year 4-6 and specialist IT lessons for Year 3.</p> <ul style="list-style-type: none"> <li>• New digital platform for Student Portfolio showcasing student progress and achievements.</li> </ul> <p>Extend contemporary learning environments to further support and enhance learning and teaching for each student. Collaborate together as a Teaching Team to best establish resources, manage and maintain classes to create contemporary learning and safe environment.</p> <p>Using John Hatties Mindframes to see impact on student learning.</p>