

# SCHOOL RENEWAL 2019

Next Step	BIG ROCKS	Strategies	What	Timeline	5 Year Review Recommendations
<b>STRONG CATHOLIC IDENTITY</b>	Revisit, review and refine OLA's Charisms, Vision & Mission with reference to the school and community context, ensuring Christ is central to all we do, from a contemporary Catholic perspective.	<ul style="list-style-type: none"> <li>• Continue with Making Jesus Real as part of RLOS</li>   <li>• Unpacked Nano Nagle icon which included the context of who Nano Nagle was, times she lived in and what that means for us today.</li>   <li>• Strengthen the Catholic Identity in the way we lead, learn and live in our school community</li>   <li>• Professional Learning on how to be more explicit when unpacking 'behaviour learning' and how that impacts on current Positive Behaviour Plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Send contingent to Melbourne Conference in March</li> <li>• Liz and Kirsten to work together and unpack for classroom.</li>   <li>• St Patsy &amp; Sr Rita from Presentation Sisters presented at PFD</li> <li>• Joined Nano Nagle Alliance which gives Teaching Strategies &amp; Resources.</li> <li>• Sending key Staff to Nano Nagle Conference in May with Kirsten presenting 'Catholic perspectives across curriculum'.</li>   <li>• Kirsten spoke of 'Catholic perspectives across Curriculum' at Parent Information Evening</li> <li>• Ongoing Newsletter articles</li>   <li>• Paul and Jenny attended PD for Introduction for Leaders for PB4L</li> <li>• Mel Graham – Twilight PB4L for all Staff</li> </ul>		<ul style="list-style-type: none"> <li>• In the context of the dual charisms, our Mother Mary and St Paschal and the resource, Making Jesus Real, simplify and communicate the core Catholic Identity of the school. Align this with OLA's vision, mission, values, school culture, curriculum, pedagogy and student well-being to ensure cohesion and complementarity in driving the school's improvement agenda.</li> <li>• Explore the creative use and location of iconography and sacred spaces around the school to give contemporary expression to the Catholic Identity of the school.</li> </ul>
	Strengthen the capacity to lead, engage	<ul style="list-style-type: none"> <li>• Develop theological understanding around core Christian Texts</li> </ul>	Awareness of Twilights and Scripture PD's during the year  <ul style="list-style-type: none"> <li>• APRE meeting in Year Level Teams using Religion</li> </ul>		-

	<p>and teach with a re-contextualised Catholic world view.</p>	<ul style="list-style-type: none"> <li>Revisit the Scope &amp; Sequence aligning with the Catholic Perspective of Australian Curriculum and encompassing Surface to Deep Learning</li> <li><b>RSE</b> – Inservice and Map what we are doing</li> <li>Build teacher capacity to strengthen who we are and the dignity of who we are</li> </ul>	<p>Progressions to create Scope &amp; Sequence and plan units of work in short cycle.</p> <ul style="list-style-type: none"> <li>Continue to build teacher knowledge and capacity and their understanding of changes in a re-contextualised view</li> <li>RSE School Team Induction day 23 July – APRE; PLL; P-2 &amp; 3-6 Rep</li> <li>RSE Twilight in Term 3 for all Staff</li> <li>Team supporting staff in planning and use in the classroom</li> </ul>		
<p><b>EXCELLENT LEARNING &amp; TEACHING</b></p>	<p>Support Teachers in developing a whole school Curriculum Plan based on Australian Curriculum Achievement Standards through Short Cycle Planning in all Key Learning Areas demonstrating surface to deep learning through consolidation and transfer.</p>	<ul style="list-style-type: none"> <li>Planning as a Team with Short cycles with Differentiation in relation to AITSIL Standard 3 <i>Standard 3: 3. Plan for and implement effective teaching and learning</i></li> <li>Collate a plan to show how data is collected during the year and build in time for teachers to discuss and reflect on the impact of this data for their planning</li> </ul>	<p>Teams planning short cycles from Surface to Deep learning while using effective strategies and resources.</p> <ul style="list-style-type: none"> <li>Follow BCE Monitoring Tools and create a spreadsheet showing all tools used from P-6 and timeline</li> <li>Using a number of new monitoring tools to support the Strategic Smart Goal</li> <li>Maintain the timely collection and reflection of data to inform the next steps in teaching</li> </ul>		<ul style="list-style-type: none"> <li>Map and document the whole school curriculum plan as a visual representation of holistic curriculum delivery at OLA. Include key BCE strategies such as the Teaching and Learning Framework, Model of Pedagogy, Effective and Expected Practices etc together with OLA specific priorities. This alignment will assist an integrated, systematic, sequential approach to teaching and learning.</li> <li>Document, as part of a comprehensive Data Plan, how the full range of data evidencing the school's learning priorities and student well-being is collected, recorded, analysed, used and by whom. Continue to develop the data literacy of all teachers to ensure they can effectively use data to evaluate teaching effectiveness, self-evaluate, reflect and plan for explicit differentiation within their classrooms.</li> </ul>

	<p>Build Teacher capacity in the use of forms of evidence-based assessment and feedback to enhance understanding and progress of learner.</p>	<ul style="list-style-type: none"> <li>• Twilight on 'What is Assessment and how does it improve Learning?'</li> <li>• <i>[Shifting Assessment from an end product to Assessment as a way of developing, challenging and negotiating student learning] Standard 5: 5.</i></li> <li>• Achievement Level given in SRS is a true and fair reflection of student capability and progress, in student learning according to the Australian Curriculum Achievement Standards</li> </ul>	<ul style="list-style-type: none"> <li>• Education Officers from Curriculum to support school in Assessment and what it can look like.</li> <li>• Using the data collection &amp; reflection to inform student feedback and assessment practices focussing on Formative assessments.</li> <li>• Mastering targeted specific feedback/ feedforward for students</li> <li>• Activating and embracing student voice to inform teaching</li> <li>• Consultant PD to highlight through feedback and BI Tool results</li> <li>• At the beginning of the short planning cycles begin with the data to inform student progress and be objective and reflective</li> <li>• STIE &amp; PLL gave teachers transition data and information regarding differentiation and verification as a starting point.</li> <li>• Intervention Teachers have been employed to support Class Teachers with student identified and needing strategic and intensive intervention</li> <li>• Further resources have been purchased for all class teachers to support this</li> <li>• Use of TEAMS to feedback information to students about their learning</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a comprehensive and systematic approach to observation, feedback, mentoring and coaching of staff which includes protocols for these practices so as to ensure conversations are focused on reflection of practice and the stimulation of professional growth.</li> </ul>
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<b>BUILDING A SUSTAINABLE FUTURE</b>	A comprehensive approach to staff well-being and development including opportunities for staff engagement, professional learning aligned to professional standards, performance management and pastoral care of each other.	<ul style="list-style-type: none"> <li>• Redesigning the manner in which Staff set goals from an individual to a team approach thus increasing accountability to the team and personal ownership</li> <li>• Sustainable Mental Health Strategies for Staff – Mindfulness, Yoga etc</li> </ul>	<ul style="list-style-type: none"> <li>● Establishing the process; setting the goals and timeline and reflecting as a staff.</li> </ul> <p>Jan PFD with Petris Lapis Leadership Team regularly checking in with Staff</p>		
	<b>OLA is a beacon of social justice</b> to local and wider community	<ul style="list-style-type: none"> <li>• Embedding Catholic Social Teaching across the Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Jan PFD with Staff and planning a short cycle unit on Subsidiarity</li> <li>• Parent information session by APRE at parent/Teacher Evening</li> <li>• One principle of SJT is covered each semester by class teachers:</li> <li>• Sem1 Subsidiarity/Sem 2 Stewardship of Creation</li> <li>● Ongoing leadership position for Year 6 Leaders in participating in a Social Justice Ministry to be active citizens seeking justice.</li> </ul>		<ul style="list-style-type: none"> <li>● Strengthen the parent partnership with the school through identification of parent skills, practice and background to facilitate personal invitations to parents to work with the school in supporting student learning.</li> </ul>