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| C:\Users\olyons\Pictures\AS Pictures\Foundation Investigations\Main Photo.JPG**C:\Users\olyons\Pictures\AS Pictures\Labyrinth\Labyrinth Blessing 2.jpgC:\Users\olyons\Pictures\AS Pictures\Camps\Year 4 camp 5.JPG**  **All Saints Parish School**  **Strategic Plan 2017-2020**  ***He Teaches; We Nurture; Together We Inspire!*** |

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| **Key Priorities** | **Links to relevant Key Aspects of Schooling** | **Proposed Strategies to Implement over 2017-2019** |
| **We will empower students to live the Gospel values through active response and a commitment to the common good.** | **Vision and Mission**  **Catholic School Culture**  1.1 Religious Education  1.2 Catholic Identity  1.3 Social Action and Justice  **Learning and Teaching**  4.1 A Guaranteed and Viable Curriculum  4.2 Effective Teaching  4.3 Engaging Students in Their own Learning  4.4 Analysis and Use of Data  **Community Engagement**  2.1 Partnering with Families  2.2 Community Partnerships  **Leadership/ Stewardship**  3.1 Shared Leadership  3.2 Building Staff Capacity  **Wellbeing**  5.1 Quality Relationships  5.3 Safe Learning Environment  5.4 Rights and Responsibilities | * Ensure that all school curriculum policies and procedures are explicitly linked to the school’s Catholic Identity and Vision Statement. * Make our Catholic faith and heritage explicit throughout the physical environment of the school and raise awareness of the Catholic history in the wider community. For example, develop a sacred space and share our history. * Set up structures that enable the students to link their learning of Catholic Social Teaching with actions and involvement in the wider community. This will be enhanced with improved communication of events on a yearly/termly calendar. * Teach religion with a Post Critical Belief approach and develop a Dialogue School where all faiths are connected through the Gospel message. * Develop an understanding of the ECSI scales and their applications within the school and parish context. * Focus on the Life-Faith-Life teaching sequence especially in religion lessons. * Engage all students in social actions through: * Justice * Peace * Ecological Conversion. * Provide Professional learning opportunities to develop staff skills and understandings in the following: * ECSI * Theology * Catholic Social Teachings. * Explore ways to create a sense of sacred space with staff and students. |
| **We will ensure that every student is engaged, challenged and learning to high standards.** | **Leadership/ Stewardship**  3.1 Shared Leadership  3.2 Building Staff Capacity  3.4 Stewardship of Resources  **Wellbeing**  5.1 Quality Relationships  5.2 Wellbeing Practice  5.3 Safe Learning Environment  5.4 Rights and Responsibilities  **Community Engagement**  2.1 Partnering with Families  2.2 Community Partnerships  **Learning and Teaching**  4.1 A Guaranteed and Viable Curriculum  4.2 Effective Teaching  4.3 Engaging Students in Their own Learning  4.4 Analysis and Use of Data  4.5 Coordinated Strategies for Intervention | * Identify specific community partnerships which will engage and enhance student learning and wellbeing. * To streamline key events to increase achievable family involvement and engagement. * Enhance communication across all areas of our school community. * Improve classroom practice by developing sound research-based strategies. * Become proficient at collaboratively triangulating data to identify student needs and accurately report to parents. * Develop Essential Learnings and Proficiency Scales for all curriculum areas. * Design and implement a continuum of professional learning that targets key learning areas for all staff. * Explore methods of increasing student voice and learning motivation. * Plan and implement effective peer coaching. * Create a whole school definition of engaging and stimulating learning. * Ensure students use rubrics and success criteria to monitor and assess their own learning. * Build growth mind set strategies across all year levels. * Provide opportunities and structures for peer feedback. * Build clear and coordinated strategies for intervention for students above and below expected levels. * Enhance student wellbeing, resilience and cultural awareness. |

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| **2019 Annual Action Plan** | | | |
| **School Improvement Framework: 2018 Priorities** | **Links to ‘5 Key Aspects of Catholic Schooling’** | **CHECS Links** | **Proposed Strategies for 2018** |
| **We will empower students to live the Gospel values through active response and a commitment to the common good.**  **We will ensure that every student is engaged, challenged and learning to high standards.** | **Vision and Mission**    **Catholic School Culture**  1.1 Religious  Education  1.2 Catholic Identity  1.3 Social Action and Justice  **Leadership/ Stewardship**  3.1 Shared Leadership  3.2 Building Staff Capacity  3.3 A Culture of Continuous Improvement  3.4 Stewardship of Resources  **Learning and Teaching**  4.1 A Guaranteed and Viable Curriculum  4.2 Effective Teaching  4.3 Engaging Students in Their own Learning  4.4 Analysis and Use of Data  4.5 Coordinated Strategies for Intervention  **Wellbeing**  5.1 Quality Relationships  5.2 Wellbeing Practice  5.3 Safe Learning Environment | **Faithful to dialogue, the school’s Vision and Mission Statements are visually presented in key areas of the school and school publications.**  **The school honours the charism of its congregational heritage and its part in the Catholic tradition, and may be expressed in the Vision and Mission.**    **1.2 The school makes use of imagery, iconology, artwork and building design to enhance a recontextualised understanding of the faith tradition.**  **1.2 The school exemplifies a commitment to recontexutalising the Catholic faith tradition in the local context.**  **1.3 Catholic school communities respond to an invitation to engage in the mission of the Church in the world. This engagement is reflected in living a life informed by the Gospel, and is reflected in teaching for, and witnessing to, justice, peace and ecological conversion.**  **3.1 The school has clear processes to identify and develop leaders with clearly designated roles and responsibilities to support these processes.**  **3.1 The school works collaboratively with the Diocesan Education Community to build leadership capabilities across the diocese.**  **3.1 There are sound recruitment, induction and performance management processes in place.**  **3.2 School leaders ensure staff engage in professional learning that is informed by research-based best practice.**  **3.2 The school has in place practices that engage staff in coaching and/or mentoring.**    **4.1 Teachers have developed an agreed curriculum that is current, documented, relevant, needs based and rigorous.**  **4.1 The curriculum ensures there is continuity and progression across all years of schooling.**  **4.1 The school prioritises and plans to ensure curriculum that is relevant to all students.**  **4.2 Teachers set clear and rigorous expectations for all learners.**  **4.2 There is a clear statement of the school’s agreed pedagogies.**  **4.2 Teachers use school-wide, research-based pedagogical practices to ensure that every student is engaged, challenged and learning successfully.**  **4.2 Teachers engage in classroom observations, team-teaching, coaching partnerships and constructive feedback processes for professional growth in teaching practice.**  **5.3 Students are engaged and motivated to learn.** | To design Mission Statements to support the new Vision Statement.   * Staff use the CHECS document’s five characteristics to create mission statements   To raise the awareness of the impact of the Loreto Sisters and Mary MacKillop’s in the school’s history.   * Engage staff in a retreat experience to Penola (Mary MacKillop Centre) * A graphic history will be displayed on the meeting room class wall * Closure Day with Justin Driscoll to examine Catholic Social Teachings   To develop leadership capabilities.   * CDLP (2 staff) * Leading for Learning (3 staff)   To develop Professional Learning Plans   * Leadership Capabilities survey * Professional Learning Plans * Leadership Coaching   To develop essential learnings in Reading across all year levels.   * Closure day in April * Audit F & P against VicCurric Standards * Determine Reading Essential Learnings F-7   To develop clear expectations for Reading Proficiency.   * Year level Proficiency Scales   To develop a reading practice document.   * Agreed strategies and reading lesson expectations.   To improve classroom pedagogy and teacher capacity.   * Classroom Observations * Peer coaching * Professional Learning Plans based on reading strategies.   To design effective feedback processes for students. |

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| **2019 Leadership Pacing Guide** | | | | |
| **Timeline: 2019** | **Specific Actions** | **Mini-Milestones** | **Responsible** | **CHECS**  **Reference** |
| **Term 1** | Create mission statements using CHECS | Induction day for teachers  On newsletter | All Staff | V/M |
| Leading for Learning | 3 Teachers attending | Leadership | 3.2 |
| CDLP | 2 Teachers attending | Leadership | 3.2 |
| PLC Health Check | Set goals for future directions.  2 Characteristics | Leadership | 4.1 & 4.2 |
| Develop a strategic plan for Community Engagement and Fund-raising. | SAC sub-committee formed.  Meeting to plan events for the year.  Identify key people to organise each event. | SAC  Leadership | 2.1 |
| Develop a strategic plan for the Student Representative Council events and make links to CST. | Voting for 2 representatives from each classroom.  Planning for student wellbeing events | Wellbeing Leader  SRC  School Leaders | 1.3  5.2 & 5.3 |
| Develop a social justice strategic plan. | Each Learning Centre contributing. |  | 1.3 |
| Develop a comprehensive plan for intervention across the school. | Programs delivery will target students who are below the literacy & Numeracy benchmarks. | Special Ed Leader  LSOs | 4.5 |
| Develop RE Units using the new Awakenings Curriculum. | Teams supported by the RE Leader and CEO RE Education Officers | CEO  Leadership  Teachers | 1.1 |
| Create a coaching timetable for term 2. | Teachers select their peer coach.  Coaching sessions timetabled twice a term at PLC meetings. | Leadership  Teachers | 3.2  4.2 |
| Recommit to  PLC Mission, Vision, Goals, Values, Norms and Mantra | Teams establish collaborative norms and agendas. | Teachers  Leadership | 3V/M |
| Parent/Teacher information | Meet and Greet BBQ for new families | Teachers | 2.1 |
| Revisit Mathematics proficiency scales and CFATS.    Re-evaluate essential learnings for writing genre. | At the beginning of each learning unit. | Teachers  Leadership  CEO support | 4.1  4.2 |
| Staff develop their 2018 Professional Learning Plans. | Meet with Leadership to discuss PLPs. | Teachers  Leadership | 3.2 & 3.3  4.2 |
| Classroom observations of writing strategies. | Modelled, Shared, Interactive and Guided Writing strategies. | Teachers | 4.2 |
| Analyse CFAT data in PLT and whole school PLC meetings. | Traffic Light data  Feedback sessions  Boost groups | Teachers  Students  Leadership | 3.3  4.4 |
| ResourceSmart | Working towards a 5 star accreditation | All | 3.4 |
|  | Conduct a Wellbeing Survey | Analyse surveys and develop a plan to address issues and concerns | All Staff  Students | 5.2 |
| **Term 2** | Design graphics for meeting room glass that tell the story of the influence of the Loreto Sisters and St. Mary MacKillop. | Work with Signworks (Andrew Bryant) to design a picture representation of the history of the school based on the Loreto Sisters and St. Mary MacKillop. | Fr. Greg  Teachers  Leadership  SAC | 1.2  2.2 |
| Circle Time | Professional Learning  Weekly in all classrooms | All Teachers | 5.2 |
| PLC Health Check | Set goals for future directions. | Leadership  Teachers | 3.2 & 3.3  4.1 & 4.2 |
| Develop RE Units using the new Awakenings Curriculum. | Teams supported by the RE Leader and CEO RE Education Officers | Teachers | 1.1 |
| Analyse CFAT data in PLT and whole school PLC meetings (Mathematics & Writing) | Traffic Light data  Feedback sessions  Boost groups | Teachers  Students  Leadership | 4.4 |
| Begin examining Essential Learnings for Reading | Audit the curriculum against the Fountas & Pinnell Reading skills. Closure Day April 26 | Teachers  Leadership | 4.1 |
| Peer Coaching | Writing | Teachers | 4.2 |
| Dialogue School closure | Justin Driscoll - morning  Joanne and Kate - afternoon | All Staff | 1.2 & 1.3 |
| ResourceSmart | Working towards a 5 star accreditation | All | 3.4 |
| Mathematics networks | ·         CEO  ·         Portland District | Mathematics Leader | 2.2  3.2 |
| **Term 3** | PLP meetings with Leadership | Checking in on teacher goals. Making necessary adjustments. | Teachers  Leadership | 3.2  4.2 |
| 3 Way conversations | Parents, student & teacher/s meet to discuss student data & goas. | Parents  Students  Teachers | 2.1  4.3 |
| PLC Health Check | Set goals for future directions. | Leadership  Teachers | 3.2 & 3.3  4.1 & 4.2 |
| Analyse CFAT data in PLT and whole school PLC meetings. | Traffic Light data  Feedback sessions  Boost groups | Teachers  Students  Leadership | 3.3  4.4 |
| Develop RE Units using the new Awakenings Curriculum. | Teams supported by the RE Leader and CEO RE Education Officers | Teachers | 1.1 |
| Peer Coaching | Reading | Teachers | 4.2 |
| Look at F&P resources to support reading in classrooms. | Visit St. Patrick’s Port Fairy | Leadership | 4.2 |
| Trial CARS & STARS as a classroom tool for reading. | Years 3-6 | Teachers | 4..2 |
| Research history of the Loreto Sisters and St. Mary Mackillop’s connection to Portland. | St. Mary Mackillop centre Penola    Mackillop Wing sign | All Staff | 1.2 |
| ResourceSmart | Working towards a 5 star accreditation | All | 3.4 |
| Mathematics networks | ·         CEO  ·         Portland District | Mathematics Leader | 2.2  3.2 |
| **Term 4** | PLP meetings with Leadership | Checking in on teacher PLP goals. Making necessary adjustments. | Teachers  Leadership | 3.2  4.2 |
| Analyse PAT data to determine teaching goals for coaching and foci for student learning. | Leadership – whole school growth data.  Teachers – student achievement data. | Leadership  Teachers | 4.4 |
| Analyse CFAT data in PLT and whole school PLC meetings. | Traffic Light data  Feedback sessions  Boost groups | Teachers  Students  Leadership | 3.3  4.4 |
| Develop RE Units using the new Awakenings Curriculum. | Teams supported by the RE Leader and CEO RE Education Officers |  | 1.1 |
| Mathematics networks | ·         CEO  ·         Portland District | Mathematics Leader | 2.2  3.2 |
| ResourceSmart | Working towards a 5 star accreditation | All | 3.4 |
| Evaluate and celebrate AAP achievements | Survey staff.  Share survey findings. | Leadership  Teachers | 3.1 |

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| **Student Outcome Targets** | | | | | | | | | | |
|  | **PAT M** | | | | | **PAT R** | | | | |
| **Year** | **Sig. Below** | **Below** | **At** | **Above** | **Sig. Above** | **Sig. Below** | **Below** | **At** | **Above** | **Sig. Above** |
| **2017** | **5%** | **10%** | **30%** | **25%** | **30%** | **10%** | **15%** | **25%** | **20%** | **30%** |
| **2018** | **5.5%** | **13.7%** | **28%** | **26.4%** | **26.4%** | **14.2%** | **10.4%** | **16.4%** | **21.9%** | **37.1** |
| **2019**  **Targets** | **3%** | **7%** | **30%** | **30%** | **30%** | **10%** | **5%** | **20%** | **25%** | **40%** |

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| **Annual Action Plan Process for 2019** |
| Step 1: Leadership Team reviewed 2018 AAP to identify actions that have contributed to achieving the key priorities.  Step 2: Teachers completed a survey to indicate how successful we have been in achieving the 2018 AAP priorities.  Step 4: Leadership team examined Teacher survey responses to identify areas that need further focus in 2019.  Step 5: Leadership identified priorities from School Improvement Plan to include in 2018 AAP.  Step 6: Leadership Team selected actions from CHECS document to match identified key priorities and strategies.  Step 7: Leadership Team analysed current data sets to determine Future Targets for PAT R & M |