

Annual Plan 2017

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

BG 1.1 St Paul's School will engage in strategies that will enhance the staff capacity to lead, engage and teach in order to strengthen the Catholic Identity in our community.

Status: Not Started **Staff Members:**

System Strategies/Strategic Intent:

Sustain Catholic identity by delivering a planned and integrated approach to leadership for mission

Grow the holistic and inclusive formation of students and staff

Embed a contemporary Catholic perspective in identified learning areas

Sustain and enhance authentic contemporary expressions of Catholic identity by: ' supporting the next phase of the Leuven Project ' profiling and promoting re-contextualisation

Improve classroom teaching of religion through effective teaching practice, including the monitoring of student progress and enhancing teacher knowledge of the Catholic story

S 1.1.1 Implement the findings of the Leuven Project after contextualising the data for St Paul's Community.

Status: Not Started **Staff Members:** **Timeframe:** 2017 (Terms 1,2,3,4)

A 1.1.1.1 Communicate survey results at staff meeting and in the newsletter.

Status: Not Started **Staff Members:** **Timeframe:** 2017 (Terms 1,2,3,4)

A 1.1.1.2 Implement the strategies as recommended by the Leuven Project.

Status: Not Started **Staff Members:** **Timeframe:** 2017 (Terms 1,2,3,4)

S 1.1.2 Develop teacher knowledge and understanding of the Catholic story to develop confidence and classroom teaching of the Religious Education Curriculum in the St. Paul's context.

Status: Not Started **Staff Members:** **Timeframe:** 2017 (Terms 1,2,3,4)

A 1.1.2.1 Provide professional learning opportunities for staff in Catholic prayer, sacraments, teachings and the Three Worlds of the Text in order to improve confidence and competence in Religious Education teaching.

Status: Not Started **Staff Members:** **Timeframe:** 2017 (Terms 1,2,3,4)

A 1.1.2.2 Model through staff meeting prayer and staff prayer traditional Catholic prayers and model use of the Three Worlds of the Text.

Status: Not Started **Staff Members:** **Timeframe:** 2017 (Terms 1,2,3,4)

A 1.1.2.3 Explore effective assessment practices in RE to enhance the overall richness and depth of learning experiences in RE.

Status: Not Started **Staff Members:**

A 1.1.2.4 Explore opportunities for EALD students to access the RE Curriculum.

Status: Not Started **Staff Members:**

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

BG 2.1 By the end of 2017, St. Paul's teachers are responding to the identified student needs, in particular the area of oral language as a foundation to reading. This will be achieved through the consistent and targeted use of effective and expected practices resulting in: 30% at Benchmark in Prep, 35% at Benchmark in Year 1 and 55% at Benchmark in Year 2.

Status: Not Started **Staff Members:**

System Strategies/Strategic Intent:

Accelerate literacy learning through: "intensive targeted support to identified schools" identified effective and expected teaching practices

S 2.1.1 Implement a consistent and targeted evidence based approach to language development by embedding opportunities for oral language in the teaching of reading.

Status: Not Started **Staff Members:**

A 2.1.1.1 Introduction of 90 minutes focussed English teaching in all classrooms that integrates purposeful academic talk, reading and writing.

Status: Not Started **Staff Members:**

A 2.1.1.2 Implementation of effective and expected practices such as high yield strategies, gradual release of responsibility, context text model.

Status: Not Started **Staff Members:**

A 2.1.1.3 EALD Program that supports the transition of new arrival children into mainstream classrooms that includes bi-lingual staff.

Status: Not Started **Staff Members:**

A 2.1.1.4 Ongoing monitoring and assessing of student progress e.g. running records, benchmarking, writing analysis, language assessments, EALD Bandscales and First Steps.

Status: Not Started **Staff Members:**

A 2.1.1.5 Explicit and regular planning informed by student data.

Status: Not Started **Staff Members:**

A 2.1.1.6 Structured, consistent classroom support and timetabling that prioritises and supports focused English time.

Status: Not Started **Staff Members:**

A 2.1.1.7 Point in time professional learning using co-planning, co teaching, modelling and coaching. Partnerships with expert professionals including EALD Education specialists.

Status: Not Started **Staff Members:**

A 2.1.1.8 Dedicated leadership for this project with focus on in-classroom support.

Status: Not Started **Staff Members:**

A 2.1.1.9 School leadership team that supports and is involved through learning walks and talks, professional learning and professional dialogue.

Status: Not Started **Staff Members:**

A 2.1.1.10 Oral language explicitly built into planning to support the teaching of reading.

Status: Not Started **Staff Members:**

A 2.1.1.11 New teachers to St. Paul's supported in whole school approach for oral language and reading development.

Status: Not Started **Staff Members:**

A 2.1.1.12 Collaborative planning and time for observations and feedback.

Status: Not Started **Staff Members:**

A 2.1.1.13 Teacher professional learning and coaching each week.

Status: Not Started **Staff Members:**

A 2.1.1.14 Bilingual school officers to support first and second language acquisition and early literacy skills.

Status: Not Started **Staff Members:**

A 2.1.1.15 Purchasing of teaching and learning resources such as oral language resources, quality literature, concrete materials for language experience and familiarising activities, professional learning resources and reference materials and reading resources.

Status: Not Started **Staff Members:**

A 2.1.1.16 Explicit teaching of oral language is an everyday practice in all areas of the curriculum.

Status: Not Started **Staff Members:**

BG 2.2 Enhancement of PB4L process to ensure the well-being of all students and to maximize engagement in learning.

Status: Not Started **Staff Members:**

System Strategies/Strategic Intent:

Not applicable (theme 2)

S 2.2.1 Engagement in learning is supported through the support provided by the PB4L process.

Status: Not Started **Staff Members:**

A 2.2.1.1 Staff trained in PB4L process.

Status: Not Started **Staff Members:**

A 2.2.1.2 Staff and leadership team to attend PB4L PD and inservice staff in the process.

Status: Not Started **Staff Members:**

A 2.2.1.3 Investigate ways to renovate the office to support PB4L processes.

Status: Not Started **Staff Members:**

S 2.2.2 Behaviour support processes at St Paul's are reviewed and enhanced to minimise the overall impact on negative behaviours on the wellbeing of students and staff.

Status: Not Started **Staff Members:**

A 2.2.2.1 New behaviour support processes are implemented by the Behaviour Support Team.

Status: Not Started **Staff Members:**

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

BG 3.1 Ensure stewardship of resources with transparency, accountability and compliance.

Status: Not Started **Staff Members:**

System Strategies/Strategic Intent:

Optimise the use of technology to support teaching, learning, collaboration and decision making through the enactment of the Digital Strategy

S 3.1.1 With the addition of two new classes in 2017, ensure equity of technological and physical resources for all class groupings.

Status: Not Started **Staff Members:** **Timeframe:** 2017 (Terms 1,2,3,4)

A 3.1.1.1 Liaise with teachers through the year to determine the equitable allocation of technology resources.

Status: Not Started **Staff Members:**

BG 3.2 Enhance the strategic use of ICLTs to enhance student learning and support more effective school processes.

Status: Not Started **Staff Members:**

System Strategies/Strategic Intent:

Optimise the use of technology to support teaching, learning, collaboration and decision making through the enactment of the Digital Strategy

S 3.2.1 Undertake a technology audit of hardware and the use of ICLTs.

Status: Not Started **Staff Members:**

A 3.2.1.1 Construct a Technology audit for teachers to complete for their rooms.

Status: Not Started **Staff Members:**

A 3.2.1.2 Technology coordinator to compile audit results with assistance of Technology Committee and present to principal.

Status: Not Started **Staff Members:**

S 3.2.2 Allocate annual funds for ICLT improvement as identified in the audit.

Status: Not Started **Staff Members:**

A 3.2.2.1 Work with support account to devise budget for ICLTs.

Status: Not Started **Staff Members:**

S 3.2.3 Investigate effective support in the area of ICLTs.

Status: Not Started **Staff Members:**

A 3.2.3.1 Provide PD for teachers in the area of ICLT.

Status: Not Started **Staff Members:**

BG 3.3 Maintain transparency in responsible accounting across all areas of the school.

Status: Not Started **Staff Members:**

System Strategies/Strategic Intent:

Strengthen processes and systems to support evidence-based decision making, accountability and governance to achieve our priorities

S 3.3.1 The Principal to report to the school leadership team to ensure finance accountability.

Status: Not Started **Staff Members:**

A 3.3.1.1 Reporting to be done during weekly leadership team meetings.

Status: Not Started **Staff Members:**

A 3.3.1.2 Meet regularly with the support accountant to review finances.

Status: Not Started **Staff Members:**