St Therese's School Annual Improvement Plan 2020

PRIORITY AREA 1: Catholic Identity

STRATEGIC DIRECTION	SYSTEM IMPROVEMENT AREA	SCHOOL EFFECTIVENESS DIMENSION
Lived and celebrated Catholic Identity	Catholic Identity	A culture that promotes learning

SMART GOAL
Through the lens of a Lived and Celebrated Catholic Identity, we are inspired to build inclusive and strong community (relationships) with a culture that is connected, respectful, caring and positive with staff, students and parents, that invigorates learning and nurtures the well being of all.

KEY STRATEGY	KEY CONTACT PERSON	EXPECTED COMPLETION DATE	PROGRESS REPORT – SEMESTER ONE
1. To further develop our lived and celebrated Catholic Identity that inspires, animates and permeates all relationships, structures, processes, learning and teaching in the school community by; -break open the 'St Therese's School Vision' -break open the 'St Therese's School Mission' -break open the 'St Therese's School Values' -break open the 'St Therese's Way... of Being Community' (These are all school documents)	Leadership Team and Catholic Identity Team	October 22 2020	Surveys Learning Walks and Talks -talking with students / staff Observations and Anecdotal Staff and parents relationships-such as communication between home and school. Staff teams in Cohort meetings, and PLT Cohort teams
2. Develop whole school practices that demonstrate commitment to and the engagement of by integrating our school vision, mission and values by;	Leadership team and Catholic Identity Team	2020-10-22	Learning Walks and Talks -talking with students / staff Feedback on developed resources -units of work and classroom resources.

-Development of units of work for teachers P-6 (age appropriate) in how to teach the school's vision and values. -Modelled by all in all aspects of the school community such as school assemblies, professional learning times, walk through, prayer, learning and teaching and meetings.			Observations and Anecdotal Staff and parents relationships-such as communication between home and school. Staff teams in Cohort meetings, and PLT Cohort teams
3. To further develop and embed policies and procedures that works towards creating learning environment that is safe, respectful, tolerant, inclusive and that promotes intellectual rigour and spiritual formation for all by; -develop further the staff wellbeing plan. -clear strategies that promote appropriate behaviour -Teacher led focus groups to embed expectations such as on Catholic Identity, Behaviour, Wellbeing, -Provision of professional development on -Provision of professional development linked to Visible Learning -Provision of Profiling for all teachers and ESCMs -	Leadership and staff and CES representatives	2020-10-22	Whole school surveys Work produced by teams Whole School behaviour audit
4. [P1 Key Strategy 4]	[P1 KS4 Key Contact]	[P1 KS4 Expected Completion Date]	[P1 KS4 Progress Report]
5. [P1 Key Strategy 5]	[P1 KS5 Key Contact]	[P1 KS5 Expected Completion Date]	[P1 KS5 Progress Report]
6. [P1 Key Strategy 6]	[P1 KS6 Key Contact]	[P1 KS6 Expected Completion Date]	[P1 KS6 Progress Report]

END OF YEAR REFLECTION
[P1 End of Year Reflection]

PRIORITY AREA 2: Reading

STRATEGIC DIRECTION	SYSTEM IMPROVEMENT AREA	SCHOOL EFFECTIVENESS DIMENSION
[P2 Strategic Direction]	[P2 System Improvement Area]	[P2 School Effectiveness Dimension]

SMART GOAL
By the end of 2020, teacher planning is to contain evidence of data informed practices and highly effective and appropriate pedagogies so that every student is engaged, challenged and learning successfully.

KEY STRATEGY	KEY CONTACT PERSON	EXPECTED COMPLETION DATE	PROGRESS REPORT – SEMESTER ONE
1. To develop an agreed practice for the teaching of reading, including specifically: - The Big Six - Teresa Cazzulino - Simple View of Reading (Sarina and - Reading House (LST & CST) - Planning Template (CST & LST) - Review of School Data Plan (Leadership Team) - Lyn Sharratt providing PD - Fountas and Pinnell PD for all	Leadership Team (Principal, APAs,CST, LST,, WT)	2020-10-22	Termly feedback - CST and LST reports to leadership team three times a term (written to format structure) -Learning Walks and Talks by Executive -Team planning checks with CST -Feedback from any professional learning. -CST classroom visits -Teacher sharing at professional learning times once a term (monitor frequency) Each year level -capturing student data on reading
2. To provide professional learning for Staff in the following:	CST, LST and Executive Leadership	2020-10-22	CST and LST reports to leadership team three times a term (written to format structure) -Learning Walks and Talks by Executive

- Whole staff PLTs and Team PLTs and School Officer professional learning - Introduction to the Reading House - Professional reading for teachers on the aspects of the Big 6 (Provided by CST and LST) - CES booklet on How to Teach Reading - CES High Impact Teaching Strategies for Reading - Review of menu of strategies - Planning template - monitor regularly - Review class data and plan response			-Team planning checks with CST -Feedback from any professional learning. -CST classroom visits -Teacher sharing at professional learning times once a term (monitor frequency) Each year level -capturing student data on reading
3. Supporting embedded practice through: - Learning Walks and Talks Following the agreed practices for Learning Walks) - Consistent review of the agreed practice at Professional Learning Time, ENews. - CST - PLTs,-Planning check-ins. - Review of class/cohort data and discuss response to the data. - Consistent review of the School Data Plan. -Monitor and review PLNA spreadsheet	CST,LST and Executive Leadership team -School Finance Officer and Admin Officer	2020-10-22	CST and LST reports to leadership team three times a term (written to format structure) -Learning Walks and Talks by Executive -Team planning checks with CST -Feedback from any professional learning. -CST classroom visits -Teacher sharing at professional learning times once a term (monitor frequency) Each year level -capturing student data on reading
4. To align school resources (time, resources, targeted pd) to the whole school goal (see above): - PLNA spreadsheet - monitored termly - implementation of focused projects (designated staff) - TRS for monitor and review - resource allocation aligned to SAIP goals	CST, LST, Executive Leadership, Finance Officer, Principal's PA	2020-10-22	Quarterly financial reports Year Level budgets monitored quarterly Running check of PLNA expenditure School monthly report Principal's Monthly Letter to families and staff ENews P & F reports

5. [P2 Key Strategy 5]	[P2 KS5 Key Contact]	[P2 KS5 Expected Completion Date]	[P2 KS5 Progress Report]
6. [P2 Key Strategy 6]	[P2 KS6 Key Contact]	[P2 KS6 Expected Completion Date]	[P2 KS6 Progress Report]

END OF YEAR REFLECTION
[P2 End of Year reflection]