







St Therese's School
Annual Game Plan
 2022



2021 – 2025 Strategic goals	Annual improvement priorities	Performance indicators	Improvement indicators	SEF dimension
 Live a Catholic life	<ul style="list-style-type: none"> P1 – Through self-awareness and critical thinking ensure staff know what it means to live a Catholic life at St Therese's School P2 – Learn and be inspired by the life of St. Thérèse, i.e. who she was, what she stood for and how she lived her Calling 	<p>Make time during induction for awareness of Catholic school life, particularly what this looks like at St Therese's School</p> <p>Pilot a staff retreat for staff interested in drawing inspiration from St. Thérèse and developing their Catholic Identity</p> <p>Increase use of prayer spaces in school/classroom</p>	<p>100% of staff complete training in Catholic school life and understanding St. Thérèse's calling</p> <p>Increased use of prayer spaces in the school/classroom</p> <p>Small group of staff volunteer to be part of a pilot reflection retreat</p>	<ul style="list-style-type: none"> › Lived & celebrated Catholic identity › Effective pedagogical practices
 Empower First Nations people	<ul style="list-style-type: none"> P4 – Cultivate our knowledge & open our hearts to First Nations perspectives 	<p>Create mini-workshops for staff to make meaning of First Nations' perspectives</p> <p>Learn about intergenerational trauma and how it can impact wellbeing and learning</p>	<p>Monitor learning outcomes of First Nations students in reading, writing & maths in all cohorts</p> <p>100% of staff complete cultural capability training</p>	<ul style="list-style-type: none"> › A culture that promotes learning › Analysis and discussion of data › Differentiated learning and teaching
 Practise high-impact learning & teaching	<ul style="list-style-type: none"> P10 – Ensure there is evidence of consistent, accountable high-impact teaching & learning practices P11 – Improve the learning growth of every student, especially in Literacy & Numeracy P12 – Staff demonstrate that they are masters of their learning 	<p>Teachers develop a philosophical statement that aligns with the school's philosophies</p> <p>Use LPDs for evidence of: (a) consistent planning, (b) ATSIL Teaching Standards, (c) STS Curriculum expectations, & (d) use a wide range of pedagogical practice</p> <p>Provide time for targeted professional development & masterclasses</p> <p>Release staff to become internal Instructional Leaders of others</p> <p>Promote the talents of experienced staff to develop others</p> <p>Increase internal mentoring & coaching, e.g. ATSIL Coach</p> <p>Continue Learning Partner Days (LPD) for shared practice</p>	<p>Improved student outcomes in Reading Writing & Maths using Essential Assessment</p> <p>Improved NAPLAN results in Years 3 & 5 (R, W & M)</p> <p>Feedback from LPDs highlights improvements in staff support, learning & collaboration</p> <p>Improved results in Annual Staff Engagement survey in confidence & quality of teaching</p> <p>Improved attendance & increased enrolments</p> <p>Improved outcomes in Term Audits</p>	<ul style="list-style-type: none"> › Explicit improvement agenda › Effective pedagogical practices › Systemic curriculum delivery › A culture that promotes learning › An expert teaching team › Analysis and discussion of data
 Include all students	<ul style="list-style-type: none"> P16 – Meet specific student learning needs across the full range of abilities P17 – Ensure all students have access to and engage in high-impact learning & teaching P18 – Re-establish a consistent whole-school approach to improved student engagement & classroom management 	<p>Teachers have a 1-page Student Inclusion Plan (Personal Learning Plan)</p> <p>Develop & implement sensory outdoor learning spaces</p> <p>Where needed, students have a Significant Learning Plan</p> <p>Implement a whole school Social & Emotional Learning Program</p> <p>Embed whole school PB4L</p>	<p>100% of teachers have a PLP for students</p> <p>Increase in student engagement reported in student surveys</p> <p>Annual School Survey shows improvement in inclusion and wellbeing of students</p> <p>Improvements in student engagement reported in student surveys</p> <p>Evidence of increased student engagement in class / with teacher</p>	<ul style="list-style-type: none"> › A culture that promote learning › Differentiated learning and teaching › Analysis and discussion of data
 Build staff culture	<ul style="list-style-type: none"> P21 – Provide staff with role clarity, clear expectations & ensure they demonstrate The Calling P24 – Adopt a "teaming" mindset, encouraging staff to work in teams (cohorts) to support wellbeing & professional practice 	<p>Establish a charter-like document, The Calling (i.e. Purpose, Vision, Mission, Values, Team Tenets, and Patroness Saint Therese.)</p> <p>Build a team-based Professional Learning Community</p> <p>Adopt social cognitive neuroscience approach to teaming</p> <p>Staff have a current role description & know their responsibilities</p> <p>Ensure staff know expectations such as Codes of Conduct, Dress Standards etc.</p>	<p>Engagement Net Promoter Score (eNPS) improves</p> <p>Improvements in staff morale, engagement & satisfaction is reported in workforce surveys</p> <p>Increased staff participation in RELISH program</p> <p>The Calling published</p> <p>Staff Team Tenets Index published</p>	<ul style="list-style-type: none"> › An expert teaching team
 Engage all families	<ul style="list-style-type: none"> P26 – Engage parents more effectively in the learning progress of their child 	<p>Audit what families expect when it comes to being partners in learning</p> <p>Know how STS families want or need to "engage in their child's progress" and be responsive to it</p>	<p>Improvements in parent engagement in surveys</p> <p>Improved parent engagement with SeeSaw and PTO</p>	<ul style="list-style-type: none"> › School-community partnerships