

St Mary's
SWAN HILL



2020

School Improvement
Annual Action Plan

(Version 18-07)

Our Vision

As partners in Catholic Education and with Jesus Christ as our inspiration, we educate, nurture and challenge each child in our care, to shine in an ever changing world

Key:



Completed



Actions Commenced, but needing further action

Annual Action Plan

The purpose of the **Annual Action Plan** (AAP) is to bring about improved learning outcomes for students. It describes the key strategies identified by the school that will enhance staff and student learning. Such plans reflect ongoing monitoring and evaluation of strategies and adaptations to school improvement planning processes based upon the collection, interpretation and further analysis of data and other defined evidence collected. It has clear links to the **School Improvement Plan** and it will inform **Curriculum Documentation** (curriculum plans & curriculum outlines) and **School Administration** (necessary resourcing of key strategies).

The AAP is developed by the Principal in conjunction with the school leadership team and staff and is also reported to the School Advisory Council.

The required key elements of the Annual Action Plan are;

- Key priorities (no more than three) as identified in the School Improvement Plan.
- Statement of current reality
- Stated links to the 5 Key Aspects of Catholic Schooling.
- Strategies linked to the priorities
- Staff Learning
- Targets (relating to student learning)
- Milestones / Success Criteria connected to time lines
- Responsibilities
- Opportunities for reflection and Review

In developing the Annual Action Plan the Principal along with the Leadership Team would lead all staff in a reflective process that evaluates the implementation of strategies and staff and student learning using all student learning data and any other form of evidence deemed to be relevant.

A reflective process may include the following questions;

- *Did we achieve the intended improvement this year? Why/Why not?*
- *How do we continue to make improvement or what do we need to do to make the improvement that was identified for this year?*
- *What key improvements do we intend to achieve next year? Who will lead this?*
- *What evidenced-based strategies and resources will we use? What professional learning will be required?*
- *How will we monitor our progress?*
- *What will be our targets?*
- *Have we identified progressive milestones?*
- *How do we engage all staff in the intention of the Annual Action Plan?*

Timeline for completion.

The Annual Action Plan needs to be completed and provided to the Educational Consultant by the end of Term 3 each year.

Annual Action Plan: Working With The Template

Current Reality	Record here the evidence/data you have that is of concern and requires significant strategic improvement action.
Desired Outcome	The desired outcome to be achieved by the strategies and actions outlined in this plan
Priority as identified in the School Improvement Plan	In response to the <i>Current Reality</i> outlined above, outline the priority that will be addressed (as articulated in the <i>School Improvement Plan</i>)

Strategies and Actions	Responsibilities	Timelines
List the strategies and actions to be undertaken to address the priority outlined above.	List here the members of staff who will <ul style="list-style-type: none"> implement the strategies and actions be responsible for ensuring accountability 	List key dates for the commencement and completion of key elements of your plan.

CHECS Components being addressed	Catholic School Culture: Learning and Teaching: Leadership and Stewardship: Wellbeing: Community Engagement:
---	--

Staff Learning - what do we need to learn?	How will this be learning led?
Staff learning will be required and by whom for this plan to be successfully implemented? What are the implications of this learning for individual teacher Professional Learning Plans (PLP)?	How will the nominated staff learning be lead: <ul style="list-style-type: none"> at school level? in partnership with external support?

Targets and Evidence	List the data targets and other evidence that will clearly indicate the named improvement has been successfully achieved.
Success Criteria Milestones	Reflecting on your plan overall, name the specific success or successes you are wanting to see <ul style="list-style-type: none"> along the way by the end of the year/plan

Annual Action Plan – Priority One

(Overall: recommended no more than three priorities per year.)

<p>Current Reality</p>	<p>Large cohort of new staff means to a need to build staff knowledge of Rti/PLC processes, framework and culture and a shared understanding of what differentiation is in order to improve student outcomes.</p> <p>Varying degrees of take up by staff on innovative use of technology and increasing their repertoire of high impact strategies that support the creation of engaging pedagogy</p> <p>A large group of new/inexperienced teachers who require ongoing support to understand what is good pedagogical practice, make strategically informed decisions based on data and carefully differentiate teaching and learning experiences for students. Limited numbers of experienced staff to support this.</p> <p>Shifts made to increase opportunities for student voice and choice and students setting personalised learning goals but key curriculum is largely teacher directed</p> <p>We have a large cohort of students who need extension in their learning- in particular in Maths Staff are still not as not confident to teach and moderate writing as they are in other key curriculum areas.</p> <p>Increased demand for support staff to assist with student wellbeing.</p> <p>Parents have high trust in the school to educate their children but a large cohort are not actively engaged in the learning of their children.</p>
<p>Desired Outcome</p>	<p>Embed a culture of teachers and students embracing feedback</p> <p>Consolidate teacher to teacher, teacher to student feedback strategies and peer to peer feedback as a powerful tools for learning</p> <p>Develop a common shared understanding of what evidence based, best practice teaching strategies are and implement them in the classroom with consistency and rigour.</p> <p>Develop more engaging pedagogy moving from largely teacher directed approach to a more student centred approach to learning</p> <p>Effectively differentiate to cater for all students with an emphasis on the provision of meaningful extension and enrichment learning experiences in key curriculum areas.</p> <p>Strengthen parent involvement in students learning and enhance the partnership between the school and home</p> <p>Increase opportunities for student voice and choice, students setting personalised learning goals and the seamless use of technology as a strategy for supporting learning</p>
<p>Priority as identified in the School Improvement Plan</p>	<p>Engaging students in rich and authentic learning experiences.</p>

Strategies & Actions	Responsibilities	Timelines
<p>Consolidate routines and protocols that teachers use for providing feedback to students</p> <p>Build staff capability to give and receive feedback from their peers and their students as part of a cycle of continuous improvement</p>	<p>Coaching Staff Curriculum Leader SL PD-Anna Bennett-School Closure Day</p>	<p>Term 1/2/3</p>
<p>Build students capability to give, receive and apply feedback from their peers and teachers to improve learning.</p> <p>Introduce strategies /protocols for students to give feedback to each other.</p>	<p>Coaching Staff/Leadership team C/R teachers PD-Anna Bennett-School Closure Day</p>	<p>Term 2/3</p>
<p>Build teacher knowledge about what contemporary engaging pedagogy looks like and the high impact strategies that support it. Provide regular opportunities for staff to work collaboratively together to develop their understanding and apply these strategies to provide engaging teaching practices that challenge and stimulate students more deeply.</p>	<p>Georgina Pass i(HITS)-School Closure Day Curriculum Leader SL Coaching Staff</p>	<p>Term 2/3</p>

Consolidate student led conferences in Year 5-6 , 3 way Conferences In Year 2 - 4 and introduce 3 way conferences in Year 1 to increase engagement and parent involvement.	SL Unit Leaders	Term 2 & 4
Consolidate learning walks and hold regular community centred celebrations of student learning to increase engagement and parent involvement.	PD/Critical Friend -Tony Dalton Leadership team Coaching Staff Community Engagement Team CEOB-Community Engagement	Term 1-4
Identify high achieving students and explicitly plan teaching for these students. Implement strategies and authentic learning experiences to cater for students at/or above the standard curriculum	PD -Anna Bennett (School Closure Day) Curriculum leader Leadership team	Term 1/2
Embedding consistent use of data protocols and triangulation of data to direct teaching and resources and increasing opportunities for whole school data conversations.	Leadership Team	T1-3
Provide professional learning opportunities for staff to embed Positive Behaviour, RTI and PLC practices Embedding WIN and RTI into the timetable/school culture- increase RTI meetings to twice a term for each year level.	SL Leadership team PD-School Closure Day	Term 1-4
Provide professional learning opportunities and support for staff to strengthen knowledge and expertise to plan and teach writing and to plan and teach units of work using the inquiry process	Curriculum Leader SL CEOB -Emma R Coaching staff	Term 1-3
Embed the use of the Seesaw platform to allow students to share their learning with their parents and to receive meaningful feedback and introduce digital portfolios to replace paper journals.	Technology leader Technology team	Term 1-3 Digital portfolios Oterm 3-4
Increase authentic opportunities for students to participate meaningfully in decisions that affect their learning (what they learn and how they learn it)	SL Student Leadership Team Curriculum Leader	Term 1-4

To get an extra row, place the cursor in the last cell of the last row and press TAB

CHECS Components being addressed	Catholic School Culture: 1.1, 1.3 Community Engagement: 2.1, 2.2 Leadership & Stewardship:3.1, 3.2, 3.3, 3.4 Learning and Teaching: 4.1, 4.2, 4.3, 4.4, 4.5 Wellbeing: 5.1, 5.2, 5.3
----------------------------------	--

Staff Learning - what do we need to learn?	How will this learning be led?
Conduct regular whole school professional development and timetabled classroom based support to increase staff confidence to effectively engage children at or above standard.	Senior Leadership Team Technology Leader Technology team Targeted PD-internal and external facilitation

Engage in regular whole school professional learning in SWPBS, RTI, Differentiation, HITS and Inquiry.	Senior Leadership Team SWPBS team Targeted PD-external facilitators and internal PD
Engage in whole school professional learning focussed on strategies to engage parents and children in their learning.	Senior Leadership Team Targeted PD - external facilitator and internal PD

Targets	<p>80 % of staff have an agreed understanding of what is meant by differentiation, extension and engagement which they can articulate. 90% of parents/caregivers to be actively engaged in the use of SeeSaw digital & portfolios 78% of children to be at/above standard in Reading 80 of children to be at/above standard in Spelling 84 of children to be at/above standard in Maths 80 % of teachers to have participated in coaching process top 10 % of students to achieve greater than 12 months growth in numeracy and reading.</p> <p>Evidence of explicitly planned, purposeful enrichment strategies and learning experiences for all children in Literacy, Numeracy and Inquiry units. Staff can name and are using a variety of strategies to differentiate programs for highly able students 80% of teaching staff can name and are using some of the 10 HITS strategies</p> <p>All teams embed the use of regular professional dialogue around analysis and strategic use of data using the 6 PLC/4 RTI questions to drive conversation</p> <p>Introduce whole community centred celebration of learning including, a school art exhibition and sharing of learning at year or unit level. Increased participation in Guided Learning walks from 15 parents in 2019 to 50 parents in 2020</p> <p>Insights SRC Engagement School Culture-Actual Student Scores Stimulating Learning (54 % 2019) to 67 % (2022) Student Motivation 77 % (2019) to 78 % (2022) Learning Confidence 64 % (2019) to 68 % (2022) SEW Scores 2019 % (To be administered Nov) to 2020 %</p> <p>Reduction in reported behavioural referrals (10% reduction on Simon)</p> <p>Increased staff confidence and competence in independently using a range of technological applications across the curriculum (survey results)</p>
Success Indicators	<p>Teams planning and preparing new inquiry units incorporate a rich array of strategies which promote collaboration, critical and creative thinking, problem solving and authentic opportunities for student voice and choice,</p> <p>Increase in student engagement levels (data to be collected from school based surveys using insight SRC questions and SEW data)</p> <p>Increase in parent engagement levels (data to be collected from school based surveys using insight SRC questions and SEW data)</p> <p>Year 4-6 students and families participating in student led chats about own learning and goals & Year 1-3 students participating in 3 way teacher chats.</p> <p>Increased numbers of parents participating in learning Walks</p> <p>Embedding SWPBS framework to monitor, record and analyse student behaviour.</p>

Essential learning Statements developed for Technology and Speaking and Listening

Embedding use of professional dialogue around strategic use of data using the PLC/RTI questions to drive conversation

Annual Action Plan – Priority Two

(Overall: recommended no more than three priorities per year.)

<p>Current Reality</p>	<p>A large staff with a high percentage of part time employees impacts on effective communication and development of strong relationships across all sectors of the workplace</p> <p>With regular employment of new staff there is a lack of clarity by some staff about aspects of who has what roles and with that the subsequent responsibilities and accountabilities.</p> <p>Varying degrees of take up by staff on coaching in aspects of instructional practice and in ability to give and receive feedback.</p> <p>LSO's are involved in data conversations with curriculum leader and Unit leaders but not all staff and do not attend Staff meetings.They have some meetings each term with learning Diversity Leader.</p> <p>PLP's have been implemented but lag in coaching and support around identified goals.</p> <p>There is a need to increase more parents in the community life of the school (Parents and Friends)</p> <p>Student Leadership opportunities could be strengthened and expanded .</p>
<p>Desired Outcome</p>	<p>Strong articulation and ownership of the school's vision and mission and a cohesive school culture built on strong purposeful relationships.</p> <p>Embed a culture of teachers and students embracing feedback</p> <p>Consolidate a culture of feedback with a focus on feedback as a powerful tool for learning across 4 dimensions</p> <ul style="list-style-type: none"> ● teacher to teacher ● teacher to student ● student to teacher ● student to student <p>Increase in student agency (Student voice and choice)</p> <p>Increased parent involvement AND engagement in the life of the school and the learning of their children.</p>
<p>Priority as identified in the School Improvement Plan</p>	<p>Embedding a culture of shared leadership and continuous learning for all.</p>

Strategies & Actions	Responsibilities	Timelines
<p>Review school vision and mission and ensure practices are in place to sustain a strong school culture</p>	<p>Senior leadership Leadership team</p>	<p>T1-4</p>
<p>Review and update all roles and responsibilities and communicate these regularly to staff</p>	<p>Senior leadership Leadership team</p>	<p>T1-4</p>
<p>Audit current community engagement practices and implement opportunities to strengthen partnering with families</p>	<p>SL team Community Engagement team</p>	

Expand structured timetabled opportunities for collaboration between teaching and non teaching staff to ensure all are updated and informed about school direction and have the opportunity to feel valued and heard. Consolidate a systematic way of strengthening the lines of communication between teaching and non teaching staff and leadership to improve learning for all.	SL leadership team	T1-4
Continue leadership coaching PD and support to coaching teams to build capacity to effectively conduct coaching conversations with colleagues.	SI leadership team - CEOB- Emma /Sue ?	T1-4
Expand opportunities for staff to build capacity to give and receive feedback from coaches, colleagues and their students and implement consistent protocols and processes to achieve this.	SL Curriculum leader leadership team PD-school Closure(Anna Bennett)	T 1-4
Embed the use of professional learning plans to build teacher capacity and to strategically link these to coaching cycles.	SL Leadership team	T 1-4
Ensure feedback and recognition processes are embedded into our school culture.	Leadership team External facilitator(Growth coaching)	T1-4
Build student capability to give, receive and apply feedback from their peers and their teachers to improve learning.	PD-School Closure day Curriculum leader-CPLS Classroom teachers	T2-3
To build student leadership capability and expand opportunities to exercise this in authentic situations	SL Student leadership team	T1-2
To build staff leadership capability and expand opportunities to exercise this in authentic situations	SL Leadership team CDLP	T1-4

To get an extra row, place the cursor in the last cell of the last row and press TAB

CHECS Components being addressed	Catholic School Culture: 1.1, 1.3 Community Engagement: 2.1, Leadership & Stewardship:3.1, 3.2, 3.3, 3.4 Learning and Teaching: 4.2, 4.4, Wellbeing: 5.1, 5.2,
----------------------------------	--

Staff Learning - what do we need to learn?	How will this learning be led?
--	--------------------------------

Participate in regular focussed PD around school moral purpose and development of collaborative teams.	Senior Leadership Team
Ensure identified staff undertake PD and are provided with authentic opportunities to build their leadership capacities.	CDLP Growth Coaching PD opportunities
Participate in regular focused PD and CPL's around the benefits of coaching and a culture of feedback	Senior Leadership Team Coaching team Targeted PD-internal and external facilitation
Participate in regular focused PD and CPL's to upskill staff on strategies to effectively teach students how to provide constructive feedback to staff and their peers.	Leadership Team Targeted PD-external facilitator
Ensure students leaders undertake PD and are provided with authentic opportunities to build their leadership capacities.	Senior Leadership Team-internal PD Senior Unit-staff Targeted PD-external facilitator
Build school community knowledge about what family engagement looks like, the conditions and strategies that support it and provide regular opportunities for staff and parents to work collaboratively together to improve student outcomes	SL Community Engagement team

Targets	<p>Increased staff desire to give and receive feedback to improve performance Increased staff capacity- aligned against coaching goals and school key improvement strategies. Expansion of authentic student Leadership roles from 3 areas to 8 areas of leadership opportunities</p> <p>Insights SRC Staff Climate - Actual Staff Scores 68.9.9 (2016) to 75 % (2022) Appraisal and recognition 60 % (2019) to 65 (2019) Professional growth 67 % (2019) to 75 %(2022) For staff to score in the .3.0-3.49 range or above on all 6 areas of the Six Star Staff Wellbeing Survey each term. Identify parent/s from each classroom to be community liaison person with P & F</p>
Success Criteria Milestones	<p>Active participation by classroom teachers and leadership team members in ongoing professional learning to develop shared language & understanding around coaching & feedback</p> <p>Students can articulate ways they exercise leadership</p> <p>Active participation in utilising coaching opportunities by teaching and support staff.</p> <p>Increase in staff and wellbeing levels (data to be collected from school based surveys using insight SRC questions and Six Stars Staff reports)</p> <p>An expansion of the roles and responsibilities of student leaders to include leading whole school assemblies and events, media, sustainability & technology leadership,providing feedback</p>

	and insights to leadership and being actively involved in aspects of our strategic marketing campaign.
--	--

Annual Action Plan – Priority Three

(Overall: recommended no more than three priorities per year.)

Current Reality	<p>There is a need to continue to strengthen the links between our social justice endeavours and our Catholic faith to ensure our purpose for these actions are clear to all.</p> <p>A number of new staff are not accredited to teach RE and do not have a strong understanding of Shared Christian Praxis and Catholic faith.</p> <p>Staff have openly expressed they need significant support to understand and implement the new Awakenings curriculum.</p>
Desired Outcome	<p>For staff to know and understand Catholic Social Teachings and implement an explicit social justice program with links to the gospel values across all year levels.</p> <p>For staff to use Catholic Social teachings as a key basis along with Shared Christian Praxis to collaboratively and confidently develop new Awakenings units of work.</p>
Priority as identified in the School Improvement Plan	Developing an authentic Catholic culture in our school community.

Strategies & Actions	Responsibilities	Timelines
Staff will participate in regular whole school professional learning to deepen their understanding of aspects of Catholic Social Teaching	RE Leader Internal and external PD Fr Matt CEOB staff	Year Long process
Provide professional learning for staff to link ESCI data and CST principles	RE Leader Internal and external PD Fr Matt CEOB staff	Year Long process
<p>To consolidate teacher knowledge of the new Awakenings Curriculum and the planning of new units of learning.</p> <p>All staff will plan new RE units using the New Awakenings and Shared Christian Praxis model through the design of concepts and rich assessment tasks.</p>	<p>RE Leader CEOB - Joanne V. & Kate</p> <p>RE Leader</p>	<p>Year Long process</p> <p>Regular and ongoing check ins</p>

To implement an explicit social justice program with links to the gospel values across all year levels.	RE Leader SL Fr Matt Caritas staff Sisters of St Joseph	
To add CST principles to the RE planning document and specify a social action for each unit of work To provide visual displays of CST principles in the school for staff and students to refer to.	RE Leader	
All staff to attend the RE School closure day focusing on linking aspects of social justice and Catholic teachings to our work as educators.	RE Leader SL Fr Matt	

To get an extra row, place the cursor in the last cell of the last row and press TAB

CHECS Components being addressed	Catholic School Culture: 1.1, 1.2, 1.3 Community Engagement: 2.1, 2.2 Leadership & Stewardship: 3.2, 3.3, 3.4 Learning and Teaching: 4.1, 4.2, 4.3, Wellbeing: 5.1, 5.2, 5.3
----------------------------------	--

Staff Learning - what do we need to learn?	How will this learning be led?
All staff will attend (PD) that will explicitly focus on linking aspects of social justice and Catholic teachings to our work as educators (Staff Retreat Day).	RE Leader CEOB staff Targeted PD-internal and external facilitation
Provide staff Professional development to build understanding of our Catholic links and the connections of implementing and using a social justice program across the whole school.	RE Leader CEOB staff Targeted PD-internal and external facilitation
Provide regular staff PD in the use of Shared Christian Praxis to plan Religious Education units.	RE Leader CEOB staff Targeted PD-internal and external facilitation

Targets	<p>Develop and implement an explicit social justice program across all year levels to strengthen connections within and beyond the community</p> <p>Increased staff knowledge about Shared Christian Praxis and its applications when teaching Religious Education</p> <p>Development of collaboratively planned and taught units of work that reflect the new Awakenings Program</p> <p>Increase in student staff and student importance in Catholic Culture</p> <p>Insights SRC Catholic School Culture-Actual Scores Staff Importance 69 (2019) to 75 (2022) Staff-Social Justice 75 (2019) to 78 (2022)</p>
---------	---

	Student Importance 36 (2019) to 50 (2022) Student-Social Justice 75 (2019) to 80 (2022)
Success Criteria Milestones	Increased involvement in rich and real social justice actions by staff and students Active participation by staff in ongoing professional learning Creation & implementation of F-6 Social Justice framework Staff and students can articulate the connection between our social justice endeavours and the Gospel values. Production of new Awakenings Units developed using SCP by teams across the school

Annual Action Plan Process for 2020 (Kate has added this)

Step 1: Review 2019 AAP with Senior Leadership Team to identify actions that have contributed to achieving priorities.

Step 2: Guide teachers through a hot potato strategy to brainstorm actions that have contributed to achieving 2019 priorities.

Step 3: Teachers completed a 5 point scale survey to indicate how successful we have been in achieving the priorities of the 2019 AAP (self created). -not done did SWOT instead

Step 4: Senior Leadership team examined Teacher survey to identify areas that need further focus in 2019.

Step 5: Leadership teams analysed Insight SRC data and School Action Plan 2018-2022 and mid point review reflection and data gathered to determine priority areas for 2020

Step 6: Feedin/feedback from staff on draft 2020 AAP

Step 7: Leadership Team finalise goals and strategies using CHECS document to match/source identified priorities.

*Catholic Education Ballarat,
2020 school Improvement Support*

School:

Intended Participation in Diocesan Targeted Professional Learning

(as per the online Professional Learning Overview):

Intended Diocesan Targeted Professional Learning Program(s):

- SWPBS
- Response to Intervention (RtI)
- Leadership Development (including coaching)
- Graduate Teacher program
- OLSEL (new staff training)
- RE Leader network meeting
- Introduction to new Awakenings
- Experienced teachers new to Awakenings
- Deputy Principals Network and meeting
- Diocesan School leadership meetings
- Stewardship and Effective governance
- Technology
- Leadership Colloquium
- CDLP

ICON + SIMON

School Designed Program – In School CEOB Support:

School Improvement Annual Action Plan Priority Being Addressed:	
<ol style="list-style-type: none"> 1. Engaging students in rich and authentic learning experiences. 2. Embedding a culture of shared leadership and continuous learning for all 3. Developing an authentic Catholic culture in our school community. 	
Strategies and Actions	Support and Delivery (Personnel, duration, frequency etc)
<p><i>Sustaining OLSEL framework –PD for new staff (Priority 1)</i></p> <p><i>Technology-use of to support rich learning experiences (Priority 1)</i></p> <p><i>Graduate Induction Program (Priority 1)</i></p> <p><i>Graduate /New staff support-Teaching and Learning (Priority 1 & 2)</i></p> <p><i>Teaching and Learning Support(Priority 1)</i></p> <p><i>Educational Coaching(Priority 1)</i></p> <p><i>SWPBS –Introduction of School Wide Positive Behaviour Support (Priority 1)</i></p> <p><i>RtI- Embed RtI framework for our school context (Priority 1)</i></p> <p><i>Community Engagement (Priority 2)</i></p> <p><i>Leadership Development (Priority 2)-staff and student</i></p> <p><i>Enriching our understanding of our Catholic faith and Traditions (Priority 3)</i></p>	

Send this section to Chris Robarts, Northern Zone Educational Consultant

Principal: _____

Date: _____