

**STRATEGIC PLANNING & ANNUAL IMPROVEMENT PLANNING**

<b>STRONG CATHOLIC IDENTITY</b> <input type="checkbox"/> Mission <input type="checkbox"/> Formation <input type="checkbox"/> Culture <input type="checkbox"/> Curriculum				
Objectives High level objectives that drive the improvement agenda	Strategies ➤ Means by which to achieve objectives. Should be relevant to the life of the strategic plan. ➤ Based on evidence-based practice	Indicator ✓ How you will know if you have achieved your objective - how success will be measured.	Goals (SMART) e.g. <input checked="" type="checkbox"/> Catholic Perspectives <input checked="" type="checkbox"/> External School Review Recommendations <input checked="" type="checkbox"/> Local Context	OPERATIONAL DETAIL • Description • Completion • Staff involved • Resources
St Augustine's staff teach the Archdiocesan Religious Education program and embed Catholic perspectives across learning areas with knowledge and confidence	<ul style="list-style-type: none"> <li>• Collaboratively access Spire to better understand the Catholic perspective expected to be embedded across learning areas – e.g. English, HASS, HPE, etc...</li> <li>• Audit existing curriculum across learning areas to discern gaps and opportunities where the Catholic Perspective can and should be embedded</li> <li>• Continue to engage EO-RE in a regular way to expand staff theological understanding of core Christian tenets in a contemporary context</li> <li>• Provide targeted professional learning and link to schoolwide professional learning plan (Deepen Learning) Prioritise formation of new staff about school-wide expectations regarding planning, teaching and reporting RE @ St Augustine's</li> <li>• Explicitly align resources across P-6 (Cultivate Collaborative Cultures)</li> <li>• Design a common whole-school reflection and wellbeing time linked to Ignatian Spirituality – The Examen</li> <li>• <b>In response to: External school review</b></li> <li>• <b>In response to recommendations:</b></li> <li>• Examine the time allocated to Religious Education and all areas of the Australian Curriculum to ensure that students are receiving their full curriculum entitlement.</li> <li>• Develop a professional learning plan that is collaboratively devised and includes opportunities for mentoring, coaching, shared practice and reflection to enact the school's improvement agenda.</li> </ul>	<ul style="list-style-type: none"> <li>• Planning time for RE is evident.</li> <li>• Catholic Perspective in learning areas across the curriculum is evident in curriculum planning documentation</li> <li>• The School's RE curriculum is endorsed by BCE IMARE team</li> <li>• All classroom teachers are accredited to teach RE</li> <li>• All Staff In-serviced in the examen. Note books purchased for each student personal journey</li> <li>• Staff Survey results indicate a stronger level of satisfaction with the teaching of RE</li> <li>• Common prayer time at 2pm to implement the examen</li> </ul>	<b>2020</b> <input checked="" type="checkbox"/> Catholic perspectives By November 2020 all staff will be familiar with the location and use of the catholic perspective and RSE resources so that a consistent approach to language and resources is gained across the curriculum <input checked="" type="checkbox"/> Local Context/ESR Recommendations By the end of 2020: <ul style="list-style-type: none"> <li>•</li> </ul>	
			<b>2021</b> <input checked="" type="checkbox"/> Catholic perspectives By the end of 2021: <ul style="list-style-type: none"> <li>•</li> </ul> <input checked="" type="checkbox"/> Local Context/ESR Recommendations	
			<b>2022</b> <input checked="" type="checkbox"/> Catholic perspectives By the end of 2022: <ul style="list-style-type: none"> <li>•</li> </ul> <input checked="" type="checkbox"/> Local Context/ESR Recommendations	

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Our Vision, Mission and Values are enacted by staff, students and parents of our school and known to our wider community – these are grounded in an authentic re-contextualised Catholic worldview	<ul style="list-style-type: none"> <li>Ensure Staff Charter reflects the school's updated Vision, Mission &amp; Values</li> <li>Audit school-wide policies, practices and procedures to ensure these are aligned with and reflect the updated Mission, Vision &amp; Values</li> <li>Prioritise the communication of the school's Vision, Mission &amp; Values both within the school and beyond – i.e. staff, parents, P&amp;F, PP etc...</li> <li>Create concepts/designs for re-contextualised iconography</li> <li>Consider student formation and how Vision, Mission &amp; Values are embedded (e.g. Year 6, Prep)</li> </ul>	<ul style="list-style-type: none"> <li>Teachers, students and parents have a common understanding on how the school's Catholic identity is expressed and celebrated through the school's practices. (i.e. MATRIX of RAPT values)</li> <li>All staff have completed formation &amp; orientation processes into school's Catholic identity context (MFIC &amp; DOLSC)</li> <li>Documentation &amp; communication reflects the shared understanding of vision, mission &amp; values.</li> <li>Staff articulate re-contextualised Catholic perspective through their interactions and classroom teaching</li> <li>Student and Staff survey results indicate a school-wide understanding of key tenets of the school's vision, mission &amp; values</li> <li>School-wide communications and marketing reflect the school's vision, mission &amp; values</li> </ul>	<b>2020</b> <input checked="" type="checkbox"/> Catholic perspectives By the end of 2020, we will: <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Local Context/ESR Recommendations</li> </ul>	
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EXCELLENT LEARNING AND TEACHING				
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The school's curriculum delivery plan is a lived reality for everyone within the community to empower each student's learning journey	<ul style="list-style-type: none"> <li>• MAP school's existing Curriculum Delivery</li> <li>• Collaboratively discern plan to achieve horizontal and vertical alignment, scope and sequencing what teachers teach; how students learn; local context; assessment &amp; reporting</li> <li>• Provide professional development around planning in learning areas (especially Writing &amp; Mathematics)</li> <li>• Develop the school's Curriculum Delivery – i.e. what; how &amp; local context</li> <li>• Map and document the whole-school curriculum plan &amp; update visual representation</li> <li>• Leadership Team to share vision around CDP with wider community</li> <li>• Adopt the Levels of Teaching Response, in the form of 'Effective First Teaching' as the foundation to ensure that all the effective and expected practices are in place and in use, before consideration is given to other levels of support.</li> </ul>	<ul style="list-style-type: none"> <li>• The school's curriculum delivery plan includes evidence of alignment for all teaching staff and provides a clear reference for delivering and monitoring teaching and learning across all year levels.</li> <li>• The school's curriculum delivery plan is shared with the wider school community</li> <li>• School survey data demonstrates teachers and students have clarity around what and how they are teaching and learning</li> <li>• Staff professional learning plans demonstrate an ongoing school-wide commitment to the delivery plan</li> <li>• the existing visual representation is updated &amp; hyperlinked to include what, how &amp; local context &amp; is an ongoing reference for staff induction, formation, pl, reflection, AIP, annual review processes</li> </ul>	<b>2020</b> <input type="checkbox"/> Catholic Perspectives across Curriculum <input type="checkbox"/> Learning Growth <input type="checkbox"/> Local Context By December 2020 our student attendance will see 75% of students attending 90% or more of the school year so that students are more likely to be successful in all elements of their learning	
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All leaders and teachers use school-wide and student specific data and demonstrate proficient use of effective analysis strategies to lead learning and ensure student well-being	<ul style="list-style-type: none"> <li>• Create a plan that discerns what, why, who, when and how school and student data is used to lead the school's shared improvement journey (Cultivating Collaborative Cultures)</li> <li>• Review &amp; refine frequency of data collection practices for it to better inform school-wide consistent practices (Focus Direction)</li> <li>• Utilise Lines of Inquiry to ascertain next steps to inform pedagogical practice</li> <li>• Use data to collaboratively inform SMART goals and reflect progress to inform pedagogical practice to differentiate</li> <li>• Use the Data Plan organically to inform school learning journey</li> <li>• Up-skilling of leadership team around modelling analysis of school and learning data</li> <li>• Establish data conversations as part of the short-term planning cycles with the PLL, co-teachers and classroom teachers (Deepen Learning)</li> <li>• Raise the profile of NAPLAN analysis and bring the tool into a more regular conversation with staff</li> <li>• Provide professional development to enhance teachers' data literacy skills i.e. analysis and next steps pedagogical responses (Securing Accountability)</li> </ul>	<ul style="list-style-type: none"> <li>• The school has an established and systematic plan for the collection, analysis and use of data that is known and used by all staff.</li> <li>• Consistent use of engage by all staff</li> <li>• Student well-being data is factored into annual improvement plan priorities</li> <li>• Staff have received extensive in-servicing around the use of the bi and lines of inquiry</li> <li>• Enhancement program is embedded in school culture</li> <li>• Staff conversations in short-term planning sessions reflect a sophisticated understanding of data concepts (e.g. Value-add, growth, improvement)</li> <li>• Differentiation of curriculum delivery is apparent through the using of data to lead learning</li> <li>• Students access their own learning data to discern their next steps</li> <li>• Leadership team meet with staff and purposefully use data to understand priorities and next steps in learning</li> </ul>	<b>2020</b> <input type="checkbox"/> Catholic Perspectives across Curriculum <input type="checkbox"/> Learning Growth <input type="checkbox"/> Local Context By November 2020, we will continue to develop a whole school deep understanding of the mathematics curriculum and the pedagogy attached to it so that effective learning, teaching and planning is actioned for effective teaching.	
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BUILDING A SUSTAINABLE FUTURE				
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A self-reflective professional learning community committed to an explicit improvement journey, valuing our collaborative responsibilities to grow student learning & well-being in an inclusive environment	<ul style="list-style-type: none"> <li>Staff engaging in student learning data as evidence on a regular basis to inform sharp, narrow focus</li> <li>(e.g. short term planning cycles)</li> <li>Establish professional staff charter and '<i>operating norms</i>'; (e.g. St Bernardine's)</li> <li>Communicate key messages of strategic priorities &amp; improvement agenda often, regularly and in different formats (see, hear, view, action – audio/video)</li> <li>As a staff, engage with AITSL/QCT professional standards – i.e. engage</li> <li>Develop a Professional Learning PLAN to embed strong culture of professional learning</li> <li>Refine goal setting processes/practices for staff use – AI Goals -e.g. how what I do is a lived reality in Yr X (also consider behaviour goal; consider ways to minimize print resources)</li> </ul>	<ul style="list-style-type: none"> <li>Teachers plan collaboratively -i.e. Silos minimized</li> <li>Expertise is shared across year levels</li> <li>Goal setting practices are valued and empowering</li> <li>More flexible use of classroom spaces are evident</li> <li>Short term planning cycles are a feature of practice</li> <li>Sharing and showcasing of best practice an occurrence</li> <li>Staff report a sense of fulfilment and support from the school about enhancing their professional practice</li> <li>Mind frames survey would indicate staff are 'agents of change'</li> <li>Professional goal setting practices are transparent, collaborative and aligned with the school strategic plan</li> <li>Collective responsibility apparent through the enactment of roles across school community</li> <li>Teachers participate in 'celebrations of learning' (e.g. Remarkable moments, best practice @ staff meeting, arts alive, assemblies, etc...)</li> <li>Leadership team model effective reflection practices for and with staff (e.g. Collaboration with SL &amp; roles</li> </ul>	<b>2020</b> ☑ <a href="#">ESR Recommendations</a> ☑ <a href="#">Local Context</a> By September 2020 we will have investigated a staged solar program to be 110% renewable by 2022 to ensure that we are mindful of building a sustainable energy future	
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Student learning is enhanced by regular and innovative engagement of quality digital and other technologies	<ul style="list-style-type: none"> <li>Discern infrastructure to be reliable and consistent (i.e. Audit existing devices, software, etc...)</li> <li>Engage in an digital strategy planning session</li> <li>Two staff engage in digital skills workshop/program – i.e. Up-skill staff around NAPLAN online and then upskill students and then communicate this to parents</li> <li>Work with staff to discern school-wide expectations using digital technology to enhance ILT (Melbourne declaration)</li> <li>Engage with students around their aspirations using digital tech</li> <li>Roll out pl around digital technologies across p-6 curriculum</li> <li>Engage with eo and book to be ‘in’ school working with staff to enhance ICLT skills – i.e. Sharepoint, school portal, office 365 – forms, planner, delve, etc.</li> <li>Seek opportunities to integrate ICLT into planning sessions</li> <li>Further partner with other neighbouring BCE schools around digital skills</li> <li>Investigate other external partners to support school’s digital skills</li> </ul>	<ul style="list-style-type: none"> <li>MOQ Digital Plan developed and enacted</li> <li>A maintenance schedule of digital devices is evident that allows for reliable and consistent use of technology</li> <li>Teachers and students regularly engage in BCE Enterprise Tools (e.g. Office 365, etc...)</li> <li>Students participate in extension projects (e.g. Robotics, Opti-Minds, NASA, etc...)</li> <li>Students are more confident online authors and edit their work more effectively online</li> <li>Students are creators of quality digital resources and assessment tasks – such that they have applied, improved or innovated knowledge</li> <li>Students leave St Augustine’s as competent and innovative digital citizens (e.g. as evidenced in their BCE Listens Survey data)</li> </ul>	<b>2020</b> ☑ <a href="#">ESR Recommendations</a> ☑ <a href="#">Local Context</a> By March 2020 we will have completed and commenced implementation of our 3 year technology plan so that teaching and learning is empowered and enhanced through technology	
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