St Joseph's Catholic Primary School

EFFORT

RESPECT

SAFETY

LEARNING

where the rivers of promise, exploration and celebration meet and flow onto lifelong

Coraki
School Improvement Plan 2014 –2018

‘Where the rivers of promise, exploration and celebration meet and flow onto life long learning’

Catholic Identity & Mission

We will foster a vibrant and engaging faith community through Witness, Service, Worship and Evangelisation, with proclaim as our inspiration.

We will provide a rich and engaging Religious Education curriculum and learning experiences.

We will ensure student well-being and resilience is enhanced through faith, values and pastoral care.

Teaching & Learning

To develop professional networks to support teacher quality and assist in the implementation of rich learning.

To achieve great progress in learning by setting high and clear learning intentions and expectations through the provision of rich, empowering, supportive and purposeful learning experiences.

Assist in supporting high quality pedagogy through engaging with regular professional learning and sharing of feedback and quality practice.

Community

To ensure St Joseph’s is a welcoming learning environment that embraces and opens itself up to the community.

To immerse and involve ourselves more fully into the community.

Organisation

Ensure structures are in place to further develop, support and deepen capacity in our staff in order to foster student learning.

Further align managerial structures and decision making to support improvement, quality innovation and purposeful change.
Our Vision makes us unique and guides our school community now and in the future. Through our goals and actions in this School Improvement Plan we aim to fulfil our newly formed vision;

‘Where the rivers of promise, exploration and celebration meet and flow onto life-long learning’

Promise reminds us about the promise our parents made to God when many of us were baptised. Our parish school community is committed to enriching and encouraging this promise made. We also all begin life with great promise. At St Joseph’s we will foster this promise and enhance our students academically, spiritually, physically and emotionally.

Exploration identifies the world in which we live and are educated today. No longer do we learn all our information by ROTE and memory. Just like adults, students learn best when they are engaged and interested. We aim to provide quality pedagogy within a rich curriculum that engages our contemporary learners. Learning today involves inquiry, experimenting, reflecting, analysing, synthesising, exploring all possibilities and transferring knowledge into understandings. It is purposeful, meaningful and relevant. At St Joseph’s we facilitate and encourage students to explore for deeper meaning and to uncover and embrace new learning. We set high expectations for all our learners; students and staff.

This combined with celebration; of the sacraments, our history, our Presentation past, events we value, of our relationships, our place in the community and new learning; encourages a sense of belonging and purpose through powerful and engaging learning experiences. Our ultimate goal is to ignite a passion for life-long learning. We strive to foster in students a love of learning that continues through high school and beyond.

Through our School Improvement Plan we have addressed and created goals and actions that encompass our vision for our school community.

<table>
<thead>
<tr>
<th>Promise</th>
<th>Celebration</th>
<th>Life Long Learning</th>
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</thead>
<tbody>
<tr>
<td>To embrace the promise many parents made for students at their baptism</td>
<td>Commit more fully though the sacraments and through a personal relationship with Jesus</td>
<td>Embrace a life-long love for their learning that continues well beyond school</td>
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<tr>
<td>Fulfil the gifts, talents and promise students possess through high expectations and holistic education</td>
<td>Celebrate and embrace success in their learning</td>
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<td></td>
<td>Celebrate who we are and the community we belong to</td>
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<tr>
<td>Exploration</td>
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<tr>
<td>To explore more deeply, understanding and meaning in their learning and our world</td>
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As part of the Lismore Diocese and the Coraki Parish, we highly value and are defined by our Catholic Identity and Mission. To embrace and increase this we will focus on the following areas:

**We will foster a vibrant and engaging faith community through Witness, Service, Worship and Evangelisation, with proclaim as our inspiration.**

As a school we wish to bring our community closer to their Catholic faith and our Church. To do this we need to examine what we are currently doing in our school and parish and explore new innovations and possibilities to draw students and families into living their faith.

**We will provide a rich and engaging Religious Education curriculum and learning experiences.**

As a school we wish to inspire and motivate children in ours and their faith. To do this we will provide students with the opportunity to engage in rich and exciting learning experiences in Religious Education. We need to ensure the head knowledge is translating into the heart.

**We will ensure student well-being and resilience is enhanced through faith, values and pastoral care.**

As a school we wish to foster student well-being and resilience. To do this we will reflect upon current faith, values and pastoral care programs and explore new initiatives that will build upon student well-being.
## Catholic Identity & Mission

*We will foster a vibrant and engaging faith community through Witness, Service, Worship and Evangelisation, with proclaim as our inspiration.*

**Foundational Beliefs:** Witness, Service, Worship, Evangelisation  
**AITSL:** Professional Engagement – Engage professionally with colleagues, parents / carers and the community  
**CLF:** Catholic education builds Christ-centred learning communities immersed in the mystery of God’s presence. In a sense of adventure these communities promote the Truth, an abundance of life for all and service to the Church and world.  
**National Improvement Tool:** School-community partnerships  
**School Vision – Celebration, Promise**

*We will provide a rich and engaging Religious Education curriculum and learning experiences.*

**Foundational Beliefs:** Evangelisation, Service, Witness, Community, Worship  
**AITSL – Professional Knowledge:** Know the content and how to teach it, Professional Practice- Create and maintain supportive and safe learning environments.  
**CLF:** Catholic education builds Christ-centred learning communities immersed in the mystery of God’s presence. In a sense of adventure these communities promote the Truth, an abundance of life for all and service to the Church and world.  
**National Improvement Tool:** School-community partnerships  
**School Vision – Celebration, Promise, Exploration**

*We will ensure student well-being and resilience is enhanced through faith, values and pastoral care.*

**Foundational Beliefs:** Evangelisation, Service, Witness, Community, Worship  
**AITSL – Professional Practice:** Create and maintain a supportive and safe learning environment  
**CLF:** A learning community that builds relationships and trust  
**National Improvement Tool:** School-community partners  
**School Vision – Promise**
<table>
<thead>
<tr>
<th><strong>Catholic Identity and Mission</strong></th>
<th><strong>2014</strong></th>
<th><strong>2015</strong></th>
<th><strong>2016</strong></th>
<th><strong>2017</strong></th>
<th><strong>2018</strong></th>
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<tr>
<td><strong>We will foster a vibrant and engaging faith community through Witness, Service, Worship and Evangelisation, with proclaim as our inspiration.</strong></td>
<td><strong>To provide a rich and engaging RE curriculum and learning experiences</strong></td>
<td><strong>To ensure Student Well-Being and Resilience is enhanced through faith, values and pastoral care</strong></td>
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<td>* Plan a more child-friendly and vibrant mass. Include percussion &amp; children’s music; create a bank of music over a year to ensure students know it well; provide greater opportunities for families to be involved; attempt to keep school and Sunday masses to an hour. * The Principal will ‘break open’ the gospel on Monday mornings and explain it to the students in their language * Investigate new ways to evangelise to our community</td>
<td>* Invite SEAC to support teacher programming and resourcing with new Leader of Catechesis. * Provide greater opportunities to work on creating a more resilient community of students. Continue to revise the Jumping Joeys program to ensure it meets the needs of our students. Principal and Year 5/6 students to run this in peer groupings with a focus on MJR, Restorative Practice, school values, school charism, school vision &amp; identity. * Create Student Discipleship retreats for our stage 3 leaders at the beginning and end of each year.</td>
<td>* Increase teacher skills and knowledge to ensure classroom lessons are more engaging. Do this through in school and investigate quality and purposeful professional learning. eg. RE certification, RE curriculum support (storytelling, prayer), student retreat training.</td>
<td>* Continue to explain our vision to the community, parents, staff and students. Have focus sessions for staff at meetings and for students during Jumping Joeys. Continue to reference our vision in newsletters and on our website.</td>
<td>* Meet once a month on a Friday morning to discuss student wellbeing (wellbeing / pastoral care committee) along with our allocated staff meeting time and other informal meetings.</td>
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<td>* Design engaging prayer at Friday assemblies. Proceed with school candle, icon and banner procession; tell the story of our school with a Power point presentation; create a school song, update our prayer, say our vision. * Have a Presentation charism easily recognisable in our school. Give the history of our school at assembly and in newsletters. Put up picture plaques (people scapes and art work telling our Presentation story and highlighting the Presentation Charism. Investigate membership of the Presentation Sisters School Conference.</td>
<td>* Design engaging prayer at Friday assemblies. Proceed with school candle, icon and banner procession; tell the story of our school with a Power point presentation; create a school song, update our prayer, say our vision. * Have a Presentation charism easily recognisable in our school. Give the history of our school at assembly and in newsletters. Put up picture plaques (people scapes and art work telling our Presentation story and highlighting the Presentation Charism. Investigate membership of the Presentation Sisters School Conference.</td>
<td>* Ensure as teachers we witness and attend the two school based Sunday masses at Coraki parish per term.</td>
<td>* Investigate alongside Doreen Flanders ideas and strategies to outreach to our Aboriginal community and welcome more Aboriginal students into our school. Principal and Priest will visit Box Ridge and involve ourselves in land council meetings. Need to purchase and fly the Aboriginal Flag.</td>
<td>* The Principal will ‘break open’ the gospel on Monday mornings and explain it to the students in their language * Investigate new ways to evangelise to our community</td>
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<td>* Invite Parish Priest to contribute to classroom lessons based on the Religious Education curriculum.</td>
<td>* Through pastoral care, give students greater opportunities to focus on their well-being. Create a Pastoral Care Policy that includes all the wellbeing / pastoral care we are doing and investigate new practices e.g. Learning Assistance Program. Use the results from the wellbeing survey to form and guide our pastoral care policy and decisions in the future.</td>
<td>* Continue explaining our vision to the community, parents, staff and students. Have focus sessions for staff at meetings and for students during Jumping Joeys. Continue to reference our vision in newsletters and on our website.</td>
<td>* Formalise teacher assistance role in wellbeing / pastoral care - timetable it and meet to discuss student opportunities.</td>
<td>* Investigate the Mini –Vinnie’s program for our stage 3 students.</td>
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<td>* Inviting Father to train students after their first Eucharist to become Altar Servers. * Ensure the KWL books are going home to enhance the learning experience and engage our families. Advertise the specifics of these activities in the newsletter and on our website to unify this process.</td>
<td>* Through pastoral care, give students greater opportunities to focus on their well-being. Create a Pastoral Care Policy that includes all the wellbeing / pastoral care we are doing and investigate new practices e.g. Learning Assistance Program. Use the results from the wellbeing survey to form and guide our pastoral care policy and decisions in the future.</td>
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Our aim is to raise learning expectations, growth and results of all our learners. Our Teachers are our most valuable asset in achieving this aim and as such our investment in them is crucial. We will achieve this within the following focus areas:

**Professional Knowledge - To develop professional networks to support teacher quality and assist in the implementation of rich learning.**

As a small school we need to seek out opportunities to connect ourselves with other schools. We will do this to improve teacher quality, pedagogy, programming, feedback and consistency of judgement in order to provide engaging, successful and deep learning experiences for our students. This will assist our pedagogy and understanding of learners and how they learn as we aim for successful implementation of the NSW Australian Curriculum.

**Professional Practice - To achieve great progress in learning by setting high and clear learning intentions and success criteria through the provision of rich, empowering, supportive and purposeful learning experiences.**

St Joseph’s is situated in a low SES rural area and as such we need to ensure we make transparent our intention to set high expectations for our staff and students. This needs to be communicated well within our community to raise the bar and engage all participants in our learning endeavours. By setting these visible high expectations and learning intentions, we allow for shared understanding and purposeful growth in all our students. We do not hang all our success on our NAPLAN results; however, through our Teaching & Learning goals we aim to improve our NAPLAN results, in particular the growth of students. We aim to be in the top schools for NAPLAN growth in our Diocese and to have an average effective size of 0.65 in English and Mathematics. Investigating and implementing successful learning environments with flexible learning spaces will ensure students are energised and engaged.

**Professional Engagement - Assist in supporting high quality pedagogy through engaging with regular professional learning and sharing of feedback and quality practice.**

To develop capacity, innovation and change we need to allow for quality, timely, purposeful and team professional learning. This will take place in staff meetings, PLTs, seminars, courses, Peer to Peer, by visiting other quality schools etc. It will generally take the form of group and whole-staff learning and will align with our SMARTER goals and the School Improvement Plan. Regular professional reading opportunities will be provided in order to reflect on current practice and inspire greater pedagogy. We will do this as a collaborative team with collective responsibility.
**Teaching & Learning**

**Professional Knowledge** - To develop professional networks to support teacher quality and assist in the implementation of rich learning.

**Foundational Beliefs:**
- Community: ‘In practice this requires of a parish school that all its endeavours should be understood as activities and gatherings of disciples with Christ in their midst’
- AITSL - Professional Knowledge: Know students and how they learn; Know the content and how to teach it
- CLF – Pedagogy designed to empower the learner; A rich curriculum that engages the contemporary learner; A learning community built on strong partnerships that connect, challenge & collaborate

**National Improvement Tool –** An expert teaching team, Systematic curriculum delivery

**School Vision:** Promise, Exploration, Life-Long Learning

**Professional Practice** - To achieve great progress in learning by setting high and clear learning intentions and success criteria through the provision of rich, empowering, supportive and purposeful learning experiences.

**Foundational Beliefs:**
- Witness, Community
- AITSL – Professional Practice: Plan for and implement effective teaching, Create and maintain supportive and safe learning environments, Assess, provide feedback and report on student learning, Professional Knowledge: Know the content and how to teach it.
- CLF – A culture of learning that builds capacity to deepen insight and meaning, A learning community built on strong partnerships that connect, challenge and collaborate, Engaging adaptive environments that energise the learner.

**National Improvement Tool –** Effective pedagogical practices, Differentiated teaching & learning.

**School Vision:** Promise, Exploration, Life-Long Learning

**Professional Engagement** - Assist in supporting high quality pedagogy through engaging with regular professional learning and sharing of feedback and quality practice.

**Foundational Beliefs:**
- Service, Community
- CLF – A culture of learning that builds capacity to deepen insight and meaning, Pedagogy designed to empower the learner

**National Improvement Tool –** Analysis and discussion of data, A culture that promotes learning, Effective pedagogical practices

**School Vision:** Promise, Life-Long Learning
## Teaching & Learning

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<thead>
<tr>
<th>Professional Knowledge</th>
<th>Professional Practice</th>
<th>Professional Engagement</th>
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</table>

### 2014

- * Network with other schools to assist in the implementation of the Australian Curriculum. Investigate the possibilities of Yamba, Maclean and Woodburn. Partnerships with other professionals to support teacher quality
  - Teachers spend time with LOC and LOP for the development of quality units for the Australian Curriculum and other KLAs.
- * Setting and maintaining of student SMARTER goals.
- * Explicitly display learning intentions and success criteria for all experiences and set high learning expectations of students. Ensure this is communicated with parents. Share Learning Intentions and success criteria for every lesson.
- * Whole school understanding focus and approach on Writing.
- * Ensure all staff use the 2013 John Hattie professional learning experience to identify and provide for our students empowering learning experiences and strategies that research indicates is the most successful. By 2018 we will aim to have a 0.65 effective score average for student growth in Mathematics and English.
- * Further reading and learning for teachers in program builder, big ideas and guiding questions.
- * Continue reviewing data and answering the Four critical questions in Religion and all KLAs in our PLTs. Find times to do this outside of the negotiated allotment.

### 2015

- * Develop a bank of teaching and learning units for sharing amongst staff & other schools. Use these to modify to suit specific class needs.
- * Investigate ways to address our low level of early year’s literacy and numeracy we have at our school. Work with parents, the pre-schools, speech and cognitive therapists. Continue programs like STAR Reading, Support a Talker, Quicksmart and investigate new programs. Set goals to benchmark against e.g. 80% of students will reach the expected cluster.
- * Utilise the Peer 2 Peer program to improve our pedagogy (video recording). Continue to utilise LOP as a learning coach.

### 2016

- * Use and continually revisit School Vision and School Wide Pedagogy to support student engagement and achievement. Ensure school wide pedagogy is evident in programming and teaching & learning.
  - Further refine teacher knowledge and use of Assessment. Of, For and As learning.
- * Create a timetable for explicit student feedback and feed forward.
- * Map and assess intervention strategies.
- * Have staff work with LOP and Principal to develop SMARTER goals and improve pedagogy. These professional goals will reflect the AITSL standards and our SIP.
- * Ensure a collaborative approach to staff meetings as professional learning experiences. Do this by sharing quality practice and pedagogy; examine current research and articles to challenge us; share great twitter educationists to follow etc. Utilise email and a weekly memo to share general business.

### 2017

- * Ensure staff are aware of and utilise the AITSL standards. Put up visuals and spend time in staff meetings and PLTs. Ensure CLF and the AITSL standards are embedded in all teaching practice
- * Provide students and parents with quality feedback on a regular basis (through email, face to face, written, student/parent conferences).
- * Utilise current technology to give parents instant visual and written feedback on how their child is going. Purchase phones for each stage and put apps such as Nimbuzz on. Hold parent sessions and assist parents with this.

### 2018

- * Increase opportunities to visit other classes in our school and in other schools to identify and take on quality pedagogy and learning experiences. Identify and look at what the schools do that have the highest growth in student learning.
- * Create a Statement of Learning Intent that will be communicated and displayed throughout the school community, classrooms and in our programing.
- * Investigate the further development of flexible and creative learning spaces that enhance the learning experience. Look into the purchase of furniture that assists this.
- * Promote our school as a PLC to raise the importance of education and our academic endeavours within the Coraki community.
- * Sharing E- Learning Pathway with staff and regularly revisit how we are going with a goal to achieving AAA rating.
St Joseph’s will open our ‘doors’ to the community and actively participate and immerse ourselves more fully into this community. We will achieve this with the following focus areas:

**Ensure St Joseph’s is a welcoming learning environment that embraces and opens itself up to the community**

In Coraki it is commonly said that you were either born to go to the public school or to the Catholic school. We need to address this myth and open our doors to all members of the Coraki and surrounding community. By inviting and welcoming the community through our gates they may then appreciate our openness, friendliness and willingness to be a school for all of Coraki. We rely on our enrolments growing to ensure we are a vibrant school community and believe word of mouth in our community is the best form of advertising. We also need to promote our intentions clearly with our parents and the community to embrace; a shared understanding, a highly valued culture of learning and stronger partnerships. This will strengthen our place in the community.

**Immerse and involve ourselves more fully into the community**

We aim to let our local and Catholic community know what great pride we have as a Catholic school. To do this we need to fully participate in more events and activities to show our commitment and enjoyment in engaging with the local, Catholic schools and global community. To establish greater commitment and engagement will ensure we form strong bonds and are embraced by the very community that we wish to be part of. We also wish to raise our profile as professionals in a Professional Learning Community.
Ensure St Joseph’s is a welcoming learning environment that embraces and opens itself up to the community

Foundational Beliefs: Community, Worship
AITSL: Professional Engagement- Engage professionally with parents/carers and the community
CLF: A learning community built on strong partnerships that connect, challenge and collaborate; Engaging adaptive environments that energise the learner.
National Improvement Tool: School-community partnerships
School Vision – Promise, Celebration

Immerse and involve ourselves more fully into the community

Foundational Beliefs: Community, Service, Evangelisation
AITSL: Professional Engagement- Engage professionally with parents/carers and the community
CLF: A learning community built on strong partnerships that connect, challenge and collaborate
National Improvement Tool: School-community partnerships
School Vision – Promise, Exploration, Celebration
## Community

### Ensure St Joseph's is a welcoming learning environment that embraces and opens itself up to the Community

**2014**

- Create a yearly plan at the beginning of each year that identifies and highlights events for the year. Ensure this is well advertised (Web site, newsletters, posters, through the nimbuzz app, facebook) in our school, parish and the Coraki community (Pink Paper, Coraki News). Communicate and collaborate with Woodburn and Father Richard individual and joint events for the year.

- Communicate our learning intentions to the community through newsletters, website, meetings, conversations etc. Investigate the purchase of a school sign.

- Open our school up for the local community to use e.g. Australia Day activities, Aboriginal education group, hold the carols night

**2015**

- Create and investigate more opportunities for parents to interact within our school: for students and parents; and just parents e.g. involvement in learning opportunities, in sporting events, reading groups, canteen, assembly, to join in class activities, trivia nights, discos, movie nights.

- Continue to add new items, information and student learning experiences to draw the community’s attention to our website.

- Have a greater involvement with our Past and in particular the Presentation Sisters. Invite them to our special events and make them feel at home here.

**2016**

- Investigate ways to encourage new people onto our P & F allowing long serving members the opportunity to resign their position and re invigorate this association. Have regular opportunities with this group and members of the community to substantiate the effects of our actions on the community.

- To showcase our learning to our parents and the community through celebration of learning open nights/ days, wine and cheese art exhibition etc.

**2017**

- Plan well in advance for NAIDOC week and other community days – invite the public school and members of the community to this.

- Establish an annual morning tea to thank all our volunteers. Personally invite volunteers to this morning tea.

**2018**

- More links and events with our public school e.g. Sports afternoons, Debating competitions, other learning experiences.

### Immerse and involve ourselves more fully into the community

**2014**

- Continue with Bingo at retirement village & Anzac Marches and investigate new ways to engage in our local community e.g. green the riverbank project, students participate in bowls & golf afternoon, fishing competitions, visit the museum and police station, create a historical walk of the town.

- Ensure we advertise and promote our school as a welcoming place in our community that is open to all students and families.

- Our school will involve itself fully in sporting and extra curricula activities. Ensure all events have a representative at zone carnivals and send our quota of students to enrichment days etc. Enter into the Paul Wilson Cup, Netball competition, League 7’s, Poetry & Public Speaking.

**2015**

- As a Professional learning Community investigate new ways to engage with our parent community e.g. Facilitate more after school information sessions on Learning.

- Investigate more opportunities to utilise the video conferencing facilities to open ourselves up to the global community. Utilise the facilities more for both staff and students and investigate ways to open it up to the local community.

- Ensure our school SRC has ‘community engagement’ as a focus e.g. Offer free service & events. Change our student leadership identification, structure and procedures to better reflect our community and fairness for students.

**2016**

- Put up learning activities our students have completed in the local shop windows, medical centre and around our school.

- Engage with the Coraki Pre-School. Year 6 to provide learning experiences for the pre-school children e.g. activities on tablets, reading big books, drama, art.

- Principal to write an educational article each month for the Coraki News.
It is imperative that the structures and management of the school has student learning as its core. We will do this within the following two focus areas:

**Ensure structures are in place to further develop, support and deepen capacity in our staff in order to foster student learning.**

Our human resources, students and staff, are our greatest asset. Immersing staff in purposeful, quality learning opportunities allowing for follow up through authentic dialogue and improvement will increase confidence and capacity to improve. This will then flow into richer and deeper student engagement, learning experiences and achievements. By clarifying and deepening roles and shared expectations, we can move forward in deepening our commitment and engagement to our school and parish community.

**Further align managerial structures and decision making to support improvement, quality innovation and purposeful change.**

To ensure St Joseph’s is embedded as a great school requires further improvement, innovation and purposeful change and our structures and decision making needs to support this. By creating transparent projective budgets we can plan knowing how best to move forward to provide financial security supporting the promotion of quality learning, pedagogy, safety and maintenance.
Ensure structures are in place to further develop, support and deepen capacity in our staff in order to foster student learning.

Foundational Beliefs: Service
AITSL: Professional Practice – Plan for and implement effective teaching & learning; Professional Engagement-Engage with professional learning, Engage professionally with colleagues, parents/carers and the community.
CLF: A continual focus on leadership for learning; A culture of learning that builds capacity to deepen insight and meaning.
National Improvement Tool: An explicit improvement agenda; An expert teaching team.
School Vision – Promise, Life-Long Learning

Further align managerial structures and decision making to support improvement, quality innovation and purposeful change.

Foundational Beliefs: Service, Witness
AITSL: Professional Practice – Create and maintain supportive and safe learning environments; Professional Engagement - Engage professionally with colleagues, parents/carers and the community.
CLF: A continual focus on leadership for learning; A learning community built on strong partnerships that connect, challenge and collaborate.
National Improvement Tool: All 9 areas.
<table>
<thead>
<tr>
<th>Year</th>
<th>2014</th>
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<td>* Use John Hattie’s Effective Score method as one way to identify the</td>
<td>* The National School Improvement Tool is at the forefront of decision</td>
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<td>benefit student learning and not as an accountability process.</td>
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<td>* Display the AITSL Standards in our staff room, meeting room and</td>
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<td>in programs – ensure this directs our professional growth and</td>
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<td>development.</td>
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<td>* Ensure staff on contract at the school are spoken to together</td>
<td>* Collaboratively develop a structure that facilitates professional</td>
<td>* Collaboratively develop a structure that facilitates professional</td>
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<td>about possible opportunities for next year. Interviews will be</td>
<td>conversations promoting healthy staff relationships.</td>
<td>conversations promoting healthy staff relationships.</td>
<td>conversations promoting healthy staff relationships.</td>
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<td>conducted for these positions.</td>
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<td>* Collaboratively develop a structure that facilitates professional</td>
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<td>conversations promoting healthy staff relationships.</td>
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<td>2015</td>
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<td>* Teachers have designated time with LOP for PLTs and conferencing</td>
<td>* Review existing structures to provide more transparency of decision</td>
<td>* Review existing structures to provide more transparency of decision</td>
<td>* Review existing structures to provide more transparency of decision</td>
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<td>e.g. planning units of work, P2P - coaching, innovations,</td>
<td>making</td>
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<td>collation and examining student data.</td>
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<td>* Ideas and innovations are encouraged, listened to and if deemed</td>
<td>* Professional learning processes are evident to ensure targeted</td>
<td>* Professional learning processes are evident to ensure targeted</td>
<td>* Professional learning processes are evident to ensure targeted</td>
<td>* Professional learning processes are evident to ensure targeted</td>
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<td>possible and worthy, enacted upon (Use John Hattie’s Visible</td>
<td>financial support for pedagogy.</td>
<td>financial support for pedagogy.</td>
<td>financial support for pedagogy.</td>
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<td>Learning as one possible filter). Teachers will construct SMARTER</td>
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<td>goals and identify with the Principal and LOP talents they feel</td>
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<td>they possess and can contribute to our school. Ensure this is</td>
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<td>completed at least quarterly.</td>
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<td>* Communicate and examine new methods to put into place in order</td>
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<td>for our community to more fully embrace the importance of</td>
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<td>attendance at school as we promote a culture and the importance of</td>
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<td>learning.</td>
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<td>* Investigate the change of times for learning sessions and breaks</td>
<td>* Establish a projected budget for each year and over the 5 years</td>
<td>* Establish a projected budget for each year and over the 5 years</td>
<td>* Establish a projected budget for each year and over the 5 years</td>
<td>* Establish a projected budget for each year and over the 5 years</td>
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<td>to better support learning and RFF</td>
<td>that highlights financial support for improvement in learning and</td>
<td>that highlights financial support for improvement in learning and</td>
<td>that highlights financial support for improvement in learning and</td>
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<td>* Continue the structures and support in place for the PLTs</td>
<td>teaching, safety and maintenance (toilets, Stage 1 classrooms).</td>
<td>teaching, safety and maintenance (toilets, Stage 1 classrooms).</td>
<td>teaching, safety and maintenance (toilets, Stage 1 classrooms).</td>
<td>teaching, safety and maintenance (toilets, Stage 1 classrooms).</td>
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<td>once a week.</td>
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<td>* Develop a plan for when child protection, WH &amp; S checklists,</td>
<td>* Develop a plan for when child protection, WH &amp; S checklists,</td>
<td>* Develop a plan for when child protection, WH &amp; S checklists,</td>
<td>* Develop a plan for when child protection, WH &amp; S checklists,</td>
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<td>maintenance checklists etc. are reviewed and communicated.</td>
<td>maintenance checklists etc. are reviewed and communicated.</td>
<td>maintenance checklists etc. are reviewed and communicated.</td>
<td>maintenance checklists etc. are reviewed and communicated.</td>
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<td>2017</td>
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<td>* Create role descriptions for the teachers, teacher aides,</td>
<td>* Ensure all policies and procedures are reviewed, communicated and</td>
<td>* Ensure all policies and procedures are reviewed, communicated and</td>
<td>* Ensure all policies and procedures are reviewed, communicated and</td>
<td>* Ensure all policies and procedures are reviewed, communicated and</td>
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<td>secretary, cleaner, Additional Needs Teacher, Leader Of Pedagogy</td>
<td>updated periodically as indicated on the bottom of each policy. Up -</td>
<td>updated periodically as indicated on the bottom of each policy. Up -</td>
<td>updated periodically as indicated on the bottom of each policy. Up -</td>
<td>updated periodically as indicated on the bottom of each policy. Up -</td>
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<td>and Leader of Evangelisation. Include an agreed set of expectations</td>
<td>-date these policies and handbooks to reflect current practice.</td>
<td>-date these policies and handbooks to reflect current practice.</td>
<td>-date these policies and handbooks to reflect current practice.</td>
<td>-date these policies and handbooks to reflect current practice.</td>
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<td>in regards to attendance at school masses, P &amp; F run events,</td>
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<td>staff events etc.</td>
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<td>2018</td>
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<td>* Review professional development processes to ensure targeted</td>
<td>* Ensure staff responsibilities and procedures are clear and</td>
<td>* Ensure staff responsibilities and procedures are clear and</td>
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<td>support for pedagogy.</td>
<td>recorded in the staff handbook.</td>
<td>recorded in the staff handbook.</td>
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<td>* Staff events are promoted early with a shared responsibility</td>
<td>* Align our decision making structures with the need to become more</td>
<td>* Align our decision making structures with the need to become more</td>
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<td>amongst all staff in order to encourage greater attendance. Staff</td>
<td>energy efficient and environmentally sound e.g. investigate solar</td>
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<td>energy efficient and environmentally sound e.g. investigate solar</td>
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<td>are encouraged to gather together at school, at our parish and at</td>
<td>panels, more vegie gardens (1 per stage), energy audits, less use of</td>
<td>panels, more vegie gardens (1 per stage), energy audits, less use of</td>
<td>panels, more vegie gardens (1 per stage), energy audits, less use of</td>
<td>panels, more vegie gardens (1 per stage), energy audits, less use of</td>
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<td>socials</td>
<td>photocopy machine.</td>
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