

Our Lady's Primary School
2016 annual plan

Strong Minds
Compassionate Hearts



Embracing a compassionate and dynamic community through strong
Gospel values, quality education and promoting respect for all.



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Catholic Identity

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Intent	Action	Results
<p>Life Giving To deepen our understanding of the ECSIP data and using it to inform our decision making.</p>	<p>Meet with CREW schools each term to examine the data. Prepare for survey</p>	<p>Sessions with David and CREW completed. Involvement in survey cycle. Information used to set plans in development of Catholic Identity.</p>
<p>Faithful: Establish and context symbolic links to our Catholic Identity with a specific reference to the Brigidine Sisters.</p>	<p>Plan and implement symbols that give witness to the catholic Identity of Our Lady's.</p>	<p>School Board has developed and acted on a plan that adds Brigidine symbols to the new learning spaces. Refer plan</p>
<p>Faithful Providing opportunities for the growth of staff spirituality.</p>	<p>Professional learning that allows staff to examine and act on their own personal spirituality and how it relates to the work that they do.</p>	<p>Michael Crowe and Kerrie Hill booked for staff sessions / Making Jesus Real/ Input on prayer.</p>
<p>Faithful Providing opportunities for the growth of staff prayer</p>	<p>Professional learning that leads staff to new understandings of the place of prayer, types of pray and how prayer links to Catholic Identity.</p>	<p>Michael Crowe and Kerry Hill booked for staff sessions / Making Jesus Real/ Input on prayer.</p>
<p>Faithful Providing opportunities for the growth of understanding of Catholic Identity.</p>	<p>Professional learning that allows staff to examine and act on their understanding of Catholic Identity and how it relates to the work that they do.</p>	<p>ECSIP exposure. Work with Kerry and Michael.</p>
<p>Sacramental Work further at sacramental links to parish life and engagement through participation in parish events.</p>	<p>Continued involvement with parish masses, including Sundays, support for sacramental programs and participation in key parish events.</p>	<p>Continue current connections. Involvement of Joseph in school life.</p>
<p>Inclusive Develop reflection opportunities for classrooms based on Making Jesus Real focus.</p>	<p>Establish links in classrooms to the weekly focus in Making Jesus Real. Focus on prayer opportunities, classroom reflections and links to religious education units.</p>	<p>Time allocated for classroom reflection on MJR themes. Connection through Michael and Kerrie.</p>

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Leadership

Intent	Action	Result
Build Capacity Review and renew of all leadership positions.	Review all leadership positions so that they align with our current plans. Review role descriptions for all positions and review expectation of all staff members.	Review of positions. Deputy, REC, Leading the Learning, ICT, Sports, Student Leadership.
Building Capacity: Whole staff / board preparation for leadership review.	As a whole staff prepare for the leadership review through review of expectations and examination of documentation. Review the leadership processes of the school board.	Completion of Review addition of outcomes to SIF plans.
Focus on Learning Leading the learning focus on implementation of reflection and action responses to student learning growth benchmarks.	Refine our process for setting learning benchmarks and reflection on what the information presents. Establishing clearer expectations on our responses to the information provided.	Learning leader mapped PLT program. Bench marks established. Reflection process conducted and learning plans added or adjusted based on results
Transform Community Develop further our Student Leadership model	Refine the student leadership model to provide more continuity, involvement and a clearer student voice.	Student leadership model running. Students contributing to the growth of the school.
Transforming Community Community Engagement around changes in learning spaces	Provide engagement with the school community to develop insights and understandings about the learning that takes place at all levels of the school.	Opportunities for visits, information and understanding of the way the spaces enhance the learning.

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Learning and Teaching

Intent	Action	Result
<p>High Expectations Implementation of growth expectations based on assessment bench marks</p>	<p>Run the full year using the framework for learning growth. Establish the reflection and action process for responding to the information and use this as a basis for planning learning activities.</p>	<p>Bench marks established. Reflection process conducted and learning plans added or adjusted based on results. Information communicated as needed with an emphasis on students understanding their learning needs.</p>
<p>Stimulating and Secure Environment Reflection on changes in designing learning activities in the refurbished learning spaces.</p>	<p>To use our professional learning teams to regularly reflect on what we have changed and to examine effectiveness based on learning outcomes and behaviour management.</p>	<p>Process for reflection on the way learning takes place in our new teams and spaces. Insight into current thinking and practice sought as a basis for action and thinking. Expectations in place for positive behaviour, purposeful use and care of new spaces.</p>
<p>Leading for Learning Reflect on the part that professional learning plays in our vision for learning, change of spaces, setting of bench marks and deepening our understanding of the place of Catholic Identity in our school.</p>	<p>In setting our professional learning team agenda we will devote more time to defining the learning that is taking place, our vision, refine our expectations of each other and what is expected as a result of gathering information.</p>	<p>Agenda set and worked through that explores our vision for learning, changes in learning spaces, setting bench marks, and deepening our understanding of the place of Catholic Identity in our school.</p>
<p>Leading for Learning Community Engagement around changes in learning spaces</p>	<p>Provide opportunities to the school community to develop insights and understandings about the learning that takes place at all levels of the school.</p>	<p>Opportunities for visits, information and understanding of the way the spaces enhance the learning.</p>

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Intent	Action	Result
<p>Purposeful Teaching Use of student learning data to drive our teaching and student learning.</p>	<p>Refine our process for setting learning benchmarks and reflection on what the information presents. Establishing clearer expectations on our responses to the information provided.</p>	<p>Bench marks established. Reflection process conducted and learning plans added or adjusted based on results. Information communicated as needed with and emphasis on students understanding their learning needs.</p>
<p>Purposeful Teaching Establish our essential learning requirements for the areas of writing and spelling.</p>	<p>Determine the essential learnings for writing and provide opportunities to grow our skills in practice that develops these learnings.</p>	<p>Essential learning established for writing. Scope and sequences in place to reflect essential learnings</p>

Pastoral Wellbeing

Intent	Action	Result
<p>Safe, Positive School Environment Review our approaches to providing a safe place to work in redeveloped rooms.</p>	<p>Review emergency management plans, occupational health and safety arrangements, risk assessment and management, essential services expectations and hazard reporting.</p>	<p>Changes to emergency management plans, occupational health and safety arrangements, risk assessment and management, essential services expectations and hazard reporting.</p>
<p>Safe, Positive School Environment Drive work that focusses the expectation for all community members to keep our hands to our selves and to make only positive physical contact.</p>	<p>Using whole school and classroom PBIS expectations to establish a strong expectation about keeping our hands to our selves.</p>	<p>Changes in the level of physical contact between students. Greater use of non violent strategies to solve problems. Adjustment to PBIS schedule to reflect intention.</p>
<p>Family Community Engagement To increase community awareness about our processes in managing behaviour and it link to learning.</p>	<p>Develop a process for engaging with the community around our behaviour management and the philosophies that support our actions.</p>	<p>Opportunities for visits, information and understanding of the way the spaces enhance the learning.</p>

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Intent	Action	Result
<p>Intervention and Support To understand the management needs for our peak behavioural students.</p>	<p>Establish safety plans and management agreements for the whole staff for our students with identified behaviours issues.</p>	<p>Development of plans and processes to deal with peak issue and students.</p>

Stewardship of Resources

Intent	Action	Result
<p>Partnerships Extending financial reporting to the activities of the parents and friends as a means of opening further discussions around resources.</p>	<p>Continue to present financial information with the view of supporting capital plans of the parents and friends.</p>	<p>Information shared and used to make plans. Development of master plans after refurbishment completion</p>
<p>Equity and Access To continue involving staff in the process and actions around setting plans for development of resources.</p>	<p>Review the process for setting the program budgets with the staff and community. To be added to administration handbook and added to relevant policies</p>	<p>Allocation of resources to address learning and management actions.</p>
<p>Governance Use of CREW connections to develop a sharing of information to inform the canonical administrator.</p>	<p>Develop a process for informing the parish priest about relevant community, governance and financial matters.</p>	<p>Presentation of information to Fr Mike that brings him to a level of understanding that allows him to engage in the planning of the school.</p>
<p>Accountability Renewal of the school master plan and school maintenance plan.</p>	<p>Begin the process for renewing the school master plan with and emphasis of refurbishing the administration area of the school.</p>	<p>Development of master plans after refurbishment completion.</p>

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