



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

Our Lady's Primary School Draft

School Improvement Plan

2014-2017





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Catholic Identity:

Strategic Intention	Identified Actions	Measures
<p>Sacramental Development of the sense of sacrament through the celebration of our school as a place where we find creation, experiences and relationship.</p>	<p>This is a new area of school life the needs to be captured in our Catholic Identity policy Set a catholic identity theme for each school year, maintain a focus on improving positive behaviors, maintain mass and liturgy schedules, involvement in Wangaratta parishes sacramental programs, Units of inquiry that explore how the world works and how we share the planet.</p>	<p>Annual theme in place. Implementation of Making Jesus Real. Further involvement with the parish including Sunday masses. Embedding of units of inquiry to support through lines.</p>
<p>Life Giving The ongoing promotion of Vision , Mission and Graduate Outcome Statements with in the community. Further work on the faith formation of staff / Staff Prayer support. Add graduate outcomes and statement of staff individual learning plans that include Catholic Identity focus Addition to the Catholic Identity Policy that outlines the Our Lady's position on accreditation and professional learning of staff, the arrangements for visitation to other Catholic Institutions,</p>	<p>Review of graduate outcomes in line with CREW actions. Using graduate outcomes in our actions and as part of our process for reporting.</p> <p>Involvement with CREW schools to provide regular professional learning opportunities. Use of CEO staff to provide support through PLT meetings.</p> <p>Adjust policy to include accreditation expectations, professional learning of staff, expectations for visits to other catholic institutions and the place of catholic identity in annual review meetings.</p>	<p>Graduate outcomes reviewed. Graduate outcomes as the basis for student reflection in written reports.</p> <p>Ongoing involvement in CREW professional learning opportunities. CEO staff included in PLT plans.</p> <p>Policy adjusted and ratified.</p>



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Strategic Intention	Identified Actions	Measures
<p>Faithful</p> <p>Link Brigidine sisters heritage to current school life through visual and ritual links.</p> <p>Development of a school motto</p> <p>Review Role Description for REC.</p> <p>Develop framework for induction and mentoring of new staff members designed to capture the Catholic Identity and curriculum intent of our community.</p> <p>Review role descriptions for leadership positions to ensure a direct link to promotion of Catholic Identity.</p>	<p>Addition of Brigidine imagery, symbolism and philosophy to our school rituals, displays and actions.</p> <p>Refer Leadership actions for motto.</p> <p>Review REC role description</p> <p>Add extended Catholic Identity component to induction material.</p> <p>Review role descriptions to clarify promotion of the Catholic Identity of the school .</p>	<p>Brigidine imagery, symbolism added to our programs.</p> <p>Description reviewed.</p> <p>Catholic Identity and Religious Education policies added to induction program.</p> <p>Role descriptions adjusted. Deputy Principal, Learning Leader.</p>



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<p>Just Addition to the Catholic Identity Policy of our outreach program Continue the work in formation in Aboriginal perspectives and to articulate our commitment to our Covenant Promise and support for the Fire Carrier Project.</p>	<p>Add outreach actions to Catholic Identity policy.</p> <p>Develop Covenant promise. Review fire carrier role for students.</p>	<p>Policy Adjusted and ratified</p> <p>Covenant developed and enacted. Fire carriers role reviewed. Actions from review implemented.</p>



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<p style="text-align: center;">Inclusive</p> <p>Additional work on a Parent Education in Faith. Development agenda.</p> <p>Review professional learning policy to include explicit Catholic Identity component-</p> <p>Conversion of policies to universal accessible electronic copies.</p> <p>Continue to deepen the relationship between School and Parish.</p> <p>Addition to the Catholic Identity Policy our approach to engaging other faiths from within our school who are not Roman Catholic.</p>	<p>Review parent education in faith with the view of providing opportunities.</p> <p>Adjust policy to explicitly outline expectations for professional learning in the area of Catholic Identity.</p> <p>Convert all policies to pages/word and lodge on server.</p> <p>Work to increase the parish awareness of the actions of the school and for the school to be more active in the parish. Adjust policy.</p>	<p>Policy Adjusted</p> <p>Policy adjusted as needed</p> <p>School involvement in parish activities including hosting masses, supporting parish outreach, invitations to school activities, education around school actions</p> <p>Additions to policy. Embedding units in religious education cycle.</p>



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Learning and Teaching

Strategic Intention	Identified Actions	Measures
<p>Professional Learning Community Evaluation our effectiveness as a teaching group using the information that we have collected about our student's progress.</p>	Refine the professional learning team procedure for evaluation and review of assessment information.	Regular review of teaching programs by the PLT
<p>Purposeful Teaching Use of student learning data to drive our teaching and student learning.</p>	Refinement of whole staff process that links student learning opportunities to information collected about their progress.	Programs of work that are based on the learning needs of our children.
<p>High Expectations Embed early oral language development, English and Mathematics intervention and support.</p>	<p>Professional learning of staff around ways to address issues with oral language development.</p> <p>Implementation of a reading recovery and extending mathematical understandings program.</p> <p>Understanding the learning expectations of the AusVELS for English and Mathematics.</p>	<p>Opportunities to work with our speech pathologist . Opportunities at professional learning team.</p> <p>Programs in place. Staff running programs contributing al PLT and staff planning level.</p> <p>Programs that reflect the standards of AusVELS.</p>



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<p>Stimulating and Secure Environment Continue to grow our community expectations of positive behavior and increased learning expectations</p>	<p>Maintain our approach to positive behaviors.</p> <p>Add positive behavior data collection as a basis for reflection and analysis for staff and students.</p> <p>Provide opportunities for staff and students to appreciate the learning expectations of the AusVELS. Focus on Writing for professional development.</p> <p>Review student engagement policy.</p>	<p>Data collection and analysis as part of our PLT process. Establishment of students reference for analysis of classroom behaviour with a focus on positive learning actions.</p> <p>PLT moderation process that focusses on what standards look like. AusVELS, NAPLAN, PAT Maths and Reading question analysis.</p>
<p>Accountability Review our reporting process to more effectively express the growth in learning of our students and to make their learning clearer to families.</p>	<p>Develop a written report process that compliments the teacher advisor meetings with a view to issuing a report each term.</p>	<p>Implement report format that is presented at each teacher advisor meeting as a record of learning. The development of this process to education families about the aspirations that children should have.</p>
<p>Leading for Learning Committing to a model of support from the Catholic Education Office to building staff capacity to lead the learning at Our Lady's.</p>	<p>Develop process for support of the of the reading recovery and EMU programs with an emphasis on staff members leading the learning from these programs. Identify the curriculum areas that can be aligned with the principles of reading recovery and EMU.</p>	<p>Reading Recovery and EMU establish. Programs adjusted to support principles of Reading Recovery and EMU.</p>



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Purposeful Learning Work at leverage on our inquiry units for growth in oral language, practical applications for other areas of learning and address AusVELS	Purposefully link curriculum areas to through lines and units of work	Planning of Inquiry units has key curriculum areas as drivers of decisions making about leaning intention



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Pastoral Wellbeing

Strategic Intention	Identified actions	Measures
<p>Safe, Positive School Environment Implementation of OH&S plans and procedures including processes around excursions and camps.</p> <p>Continue the work done so far in promoting positive behaviour.</p> <p>To explore Charter Of Sandhurst School Improvement and move our documentation and practices to align with the spirit of school improvement as expressed in this document.</p>	<p>Responses to OH&S review updated Document processes for risk management planning for excursions and camps</p> <p>Add positive behavior data collection as a basis for reflection and analysis for staff and students.</p> <p>Review Policies related to Pastoral Wellbeing and update as needed.</p>	<p>OH&S policy and program reflects changes and adjustments.</p> <p>Data collection process involving staff and students in place. Reviewed through PLT. Change reflected in SETS data.</p> <p>Policies updated</p>



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Strategic Intention	Identified actions	Measures
<p>Whole School Approach Further exploration of the provision of a differentiated curriculum and how this adds to the learning experiences and outcomes of individual students.</p> <p>To further develop our positive behaviour focus with specific emphasis on dealing with the top of our triangle.</p>	<p>Identify students in need of individual learning plans. Professional learning opportunities for staff around designing ILPs.</p> <p>Adding more social skills teaching for classrooms with the emphasis on high needs children.</p>	<p>Individual learning plans in place for students in need. Support from CEO on reviewing ILP.</p> <p>Social skills lessons taking place for all children. Lessons in place for high needs children - Anger, games, expectations.</p>
<p>Family / Community Engagement To increase community awareness around issues to do with sleeping patterns and nutrition.</p> <p>To use community connections to promote the aspirational aspect of student learning from families.</p>	<p>Provide information at key points (newsletter, information nights, teacher advisor meetings, individual contact) about the need to regular sleep patterns and what eating for learning involves.</p> <p>Use adjustment to reporting process and teacher advisor meetings to provide information about progress and to set goals for individual students.</p>	<p>Information provided.</p> <p>Reporting process in place that informs families about learning expectations in addition to progress.</p>



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Strategic Intention	Identified actions	Measures
<p>Connecting Learning and Behaviour</p> <p>To continue to develop our whole school approach to living out positive behaviours with an emphasis on managing the top of our triangle.</p> <p>To continue the growth of our understanding and practices around the specific learning needs of the students at Our Lady's Primary School with a greater emphasis on students engaging with their learning.</p> <p>Explore the possibilities for adding wellbeing as part of professional learning plans for staff.</p> <p>To develop further our work with oral language as a way on improving student outcomes.</p>	<p>Adding more social skills teaching for classrooms with the emphasis on high needs children.</p> <p>Add positive behavior data collection as a basis for reflection and analysis for staff and students.</p> <p>Professional learning with whole staff that focusses on the needs of our families</p> <p>Work through Poverty Cycle professional learning with CEO staff.</p> <p>Add well being to the ARM process through the reflection documentation.</p> <p>Professional learning of staff around ways to address issues with oral language development.</p> <p>Implementation of a reading recovery and extending mathematical understandings program.</p> <p>Understanding the learning expectations of the AusVELS for English and Mathematics.</p>	<p>Social skills lessons taking place for all children. Lessons in place for high needs children - Anger, games, expectations.</p> <p>Professional learning completed.</p> <p>Well being reflection added to ARM form.</p> <p>Professional learning scheduled as part of PLT program.</p> <p>Programs in place and influencing the agenda of staff learning.</p> <p>AusVELS implemented for English, Mathematics, Science and History.</p>



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Strategic Intention	Identified actions	Measures
<p>Social Emotional Learning</p> <p>Explore social and emotional learning as an area of school improvement and respond accordingly.</p> <p>Development of a digital citizenship philosophy in line with a move to 1:1 information technology program</p>	<p>Adding more social skills teaching for classrooms with the emphasis on high needs children.</p> <p>Add positive behavior data collection as a basis for reflection and analysis for staff and students.</p> <p>Develop our expectations about digital citizenship for staff and students. Record in handbook</p>	<p>Social skills lessons taking place for all children. Lessons in place for high needs children - Anger, games, expectations.</p> <p>Statement written in staff handbook and added to parent information.</p>
<p>Inclusive Practices</p> <p>To keep spreading the message in the wider community that we are here to work with all families that seek us out.</p>	<p>Using all opportunities to context our challenges and to emphasis our positive aspects.</p> <p>Keep working at our management of the students and support of our families.</p>	
<p>Intervention and Support</p> <p>Development of referral process internal and external linked with special education</p> <p>Ongoing work with CEO staff, targeting a review of our special education, intervention and individualised approaches with an emphasis on developing on using Functional Behaviour Analysis for our top of triangle students.</p>	<p>Document referral process in staff handbook.</p> <p>Build professional learning team plan for reviewing intervention and referral program.</p>	<p>Data collection and referral process added to hand book and assessment schedule</p>

Stewardship of Resources:





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<p>Partnerships Extending financial reporting to the activities of the parents and friends as a means of opening further discussions around resources.</p> <p>To further develop the parish / school relationship with further meetings and exploration of common ground on strategic plans.</p>	<p>Education and information presented as part of parents and friends reports from the board or as part of the principals report.</p> <p>Further communication and meetings between parish groups and the school.</p>	<p>Budget presentation and financial planning as regular parts of parents and friends meetings.</p> <p>Regular involvement of the parish in the school and the school in the parish.</p>
<p>Equity and Access Development of policy or statement that outlines our approach to setting and collect school fees that reflects our vision of giving opportunity to each individual.</p> <p>To continue involving staff in the process and actions around setting plans for development of resources.</p> <p>Develop a statement that out lines our approach when and how we obtaining quotes for capital development and resource growth.</p>	<p>School board to write a position statement on the thinking, processes and actions around setting, collecting, discounting and managing school fees.</p> <p>Documenting 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>Document in admin handbook school process for obtaining quotes for goods and services</p>	<p>School board fees statement in place.</p> <p>Process added to staff hand book.</p> <p>Process in administration handbook.</p>



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<p>Governance</p> <p>Use of CREW connections to develop a sharing of information to inform the canonical administrator.</p> <p>Extending financial reporting to the activities of the parents and friends as a means of opening further discussions around resources.</p> <p>Development of a plan to make use of Centapay as an option for fee payment</p>	<p>Develop a process for informing the parish priest about relevant community, governance and financial matters.</p> <p>Education and information presented as part of parents and friends reports from the board or as part of the principals report.</p> <p>Development of process to include Centapay as a option for the payment of school fees.</p>	<p>Process for reporting in place.</p> <p>Budget presentation and financial planning as regular parts of parents and friends meetings.</p> <p>Centapay process in place.</p>
<p>Sustainability</p> <p>Continued oversight of the budget with reference to fee collection and the development of cash reserves for the next phase of development of the school.</p> <p>Revisiting the sustainability principles in product purchasing.</p>	<p>Education for school board on budget issues.</p> <p>Set targets and priorities for savings.</p> <p>School board to write a position statement on the thinking, processes and actions around setting, collecting, discounting and managing school fees.</p> <p>Develop and document the school position on product purchasing with regard to sustainable practices.</p>	<p>School board processes in place.</p> <p>School board fees statement in place.</p> <p>Renewed Sustainability Education Management Plan in place.</p>



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Strategic Intention	Identified Actions	Measures
<p>Accountability</p> <p>Renewal of the school master plan.</p> <p>Extending financial reporting to the activities of the parents and friends as a means of opening further discussions around resources.</p> <p>Use of CREW connections to develop a sharing of information to inform the canonical administrator.</p>	<p>Review of master plan to include refurbishment plans for the whole school.</p> <p>Education and information presented as part of parents and friends reports from the board or as part of the principals report.</p> <p>Develop a process for informing the parish priest about relevant community, governance and financial matters.</p>	<p>Master Plan reviewed</p> <p>Budget presentation and financial planning as regular parts of parents and friends meetings.</p> <p>Process for reporting in place.</p>



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Leadership

Strategic Intent	Identified Actions	Measures
Shape Culture Motto	Write a motto for Our Lady's . Consultation with Brigidine sisters, parish council, school board, staff and community	Motto written and part of documentation and displays
Transform Community	Addition to student leadership program in the area of positive behaviours leadership and collection of data	Group established and using data to shape information and activities that add to positive student culture.
Develop Governance Structures	Refining the induction program for school board members.	Induction material and process developed. Induction process as part annual board cycle.
Focus on Learning	Development of leadership opportunities for staff to facilitate the next phase of growth in understandings of staff with English, Mathematic, Assessment and ICT across the school. PLT focus on academic expectations and standards of students. Leadership in classroom practices that support our aspirations in re shaping the learning environment of the school	Implementation of leading for learning position. Further development of professional learning team
Build Capacity Identifying our role as teachers	Identify the professional and personal expectations of staff members at Our Lady's and present this in a way that informs staff and can be added to the induction process for staff.	Update of staff hand book that expresses a current view on work expectations of all staff.



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Enhance Performance	Support the introduction of reading recovery and Extending Mathematical Understandings. Develop pedagogical change in classrooms that support reading recovery and EMU	Reading Recovery and Extending Mathematical Understanding established as part of the schools program. Input to professional learning team meetings and shaping the agenda of these meetings.
Steward Resources	Preparation for the refurbishment of the whole school.	Plans and process completed. Refurbishment completed.