



ANNUAL SCHOOL IMPROVEMENT PLAN 2022

CATHOLIC IDENTITY

WHOLE COLLEGE



Goal: To apply knowledge of the Papal Encyclical 'Laudato Si' within the college community and witness associated actions.

Objective	Actions	SIRF Areas	People Responsible	Budget	Timeline	Success Indicators
1. To embed in members of the college community the knowledge of and practical response to the Papal Encyclical 'Laudato Si'. ,with associated actions.	<ul style="list-style-type: none"> • Embedded in RE Units (Year's 2, 4, 6, 8, 10). • Link with Parish Social Justice Action group. Social Justice students and SRC officers at Sadadeen, Traeger and Bath Street to liaise with parish. • Ongoing Regular instalments of the document on a weekly basis. • Justice groups at each campus taking responsibility for recycling of bottles, cans and drink packs. We have started a rubbish club and are looking at having (clean food no wrapping) at Bath Street twice a week. In terms of caring for our common world. • Sign up for the Laudato Si Learning Platform. https://laudatosiactionplatform.org/ Include in the weekly bulletin from the Principal one significant line from the document Laudato Si. This becomes a focus for the theme for the week. 	Teaching and Learning Finances, Facilities and Resources Leadership and Governance Pastoral Care and Wellbeing	College and Campus Executive Teams RECs APRE RE teachers and, ultimately, all staff members	RE department budgets. College PD budget	2022	* Witness Laudato Si in RE Units through the school, Year's 2 – 10. * To hear increase discussions of Laudato Si, through the school. * Ultimately, to see action from students that reflect environmental and ecological protectionism. * Students and staff understanding the ramifications of The Cry of the Earth and The Cry of the Poor.

BATH STREET - JUNIOR SCHOOL CAMPUS

TEACHING AND LEARNING



Goal: Closing the achievement gap in literacy and numeracy results according to the Australian Curriculum benchmark standards.

Objective	Actions	SIRF Areas	People Responsible	Budget	Timeline	Success Indicators
1.To ensure an evidence based approach to teaching and learning is used, to support effective practice in the classroom in the area of literacy.	<ul style="list-style-type: none">• Purchasing of RWI resources for classes in Transition to Year 2.• Coordinate professional Development in Read Write Inc. with teachers in Years Transition through to Year 2 and Fresh Start for the RWIC.• Role modelling of RWI to staff who are waiting for the training.• Interventions created for Year 3 & 4 with Fresh Start.	Teaching and Learning Finances, Facilities and Resources Leadership and Governance	HOC HOC + CC CC RWI Coordinator	Curriculum budget	2022	<ul style="list-style-type: none">* Consistency in the teaching of reading, spelling and writing across the campus.* Student understanding and use of terminology in RWI* Students' effective use of the phoneme choices in reading and writing.* Growth in individual student progress against the RWI assessment criteria expected year level progress.
2.To ensure an evidence based approach to teaching and learning is used, to support effective practice in the classroom in the area of numeracy.	<ul style="list-style-type: none">• HOD Mathematics to team teach with staff in Years 3 + 4.• Guy Glover (CEO) to continue PD programme, with one on one numeracy coaching.• Instruction Coach to introduce instructional strategies for staff.• Interventions in numeracy introduced by ISP.	Teaching and Learning Finances, Facilities and Resources Leadership and Governance	HOC HOD Mathematics Guy Glover Instructional Coach ISP	HOD Mathematics	2022	<ul style="list-style-type: none">* Classes/cohorts to increase their overall student stanines in PAT-M.* Classes/Cohorts to close the gap by a minimum of 2 months as measured by the Grattan method of Equivalent Years Level.

TRAEGER - MIDDLE SCHOOL CAMPUS

TEACHING AND LEARNING



Goal: To close the achievement gap in students' knowledge, understanding and skills in the area of Mathematics.

Objective	Actions	SIRF Areas	People Responsible	Budget	Timeline	Success Indicators
To ensure an evidence based approach to teaching and learning is used, to support effective practice in the classroom in the area of Mathematics.	<ul style="list-style-type: none"> Regularly discuss data in PLCs to engage in an Inquiry process and measure impact To collaboratively develop an approach to teacher Mathematics from T-6 Coordinate Professional Development with CEO, with regular PD, twice a term to lead Mathematical pedagogy in Years T - 6. Provide opportunities for 1 on 1 support with CEO consultant. Coordinate 7-12 Maths Faculty meetings to provide PD. Use this PD to set small, achievable goals for teaching staff to attain, to grow confidence in teaching Mathematics. Provide Maths teachers with Class Profile of Maths data (GX) To embed structuring classes in Years 5 - 8, to suit similar abilities allowing for growth and the appropriate extension at their level (including groups within classes). Use expert teachers to collaborate with curriculum preparation, delivery and assessment. Rigorous use of Maths Online for tracking students and actioning subject acceleration. 	<p>Teaching and Learning</p> <p>Finances, Facilities and Resources</p> <p>Leadership and Governance</p>	<p>HOC</p> <p>Curriculum leader</p> <p>Appraisal leader</p> <p>Mathematics teachers</p> <p>CEO Maths Education Officer</p>	<p>Normal department and curriculum budgets</p> <p>Extra teacher on Mathematics lines (timetable)</p>	2022	<p>* Classes/cohorts to increase their overall student stanines in PAT-M.</p> <p>* Classes/Cohorts to close the gap by a minimum of 2 months as measured by the Grattan method of Equivalent Years Level.</p> <p>* To witness data discussions and the inquiry process in PLCs.</p> <p>* To witness data discussions between teachers and students – including students setting Individual Learning Goals (ILGs).</p> <p>* To witness data being used to celebrate successful educational outcomes.</p>

SADADEEN - SENIOR SCHOOL CAMPUS

TEACHING AND LEARNING



Goal: To maintain or improve the grade bands from 2021 Stage 1 to 2022 Stage 2 in each subject area.

Objective	Actions	SIRF Areas	People Responsible	Budget	Timeline	Success Indicators
To enhance the teaching and learning practices to improve student outcomes across all subject areas.	<ul style="list-style-type: none"> To provide staff with their data summaries for 2021 – based on T4 final reports. To use the data continuously for the evaluation of current teaching practices and form strategies. To seek opportunities for moderation across all subjects and year levels. To assist Staff with self-reflection – setting goals to improve an element of delivery, content planning, assessment and instructional coaching. SACE training for all staff via PLATO compulsory for all Stage 1 and 2 teachers Utilise snapshot to motivate students consistently in achieving their goals Stage 1 and 2 LAPs and assessment tasks to be reviewed and discussed with NTCET consultants -Stage 2(Term 1) -Stage 1(Term 1,3) 	<p>Teaching and Learning</p> <p>Finances, Facilities and Resources</p> <p>Leadership and Governance</p>	<p>HOC</p> <p>AHOC</p> <p>Curriculum Coordinator</p> <p>Heads of Department</p> <p>Subject teachers</p>	<p>Curriculum budget</p> <p>PD Budget</p> <p>Instructional Coach Funding</p>	2022	<p>* An overall increase/maintenance in the grade bands using SACE data 2021 (stage 1) to 2022 (stage 2) (comparative data to be added when available).</p> <p>* (A better performance) against the NT benchmarks per subject. A – 13%, B- 35%, C- 45%, D- 7% (This is an approximation, exact percentages to be added when results are available).</p> <p>* Every staff member completes moderation across at least one year level.</p> <p>* Compulsory completion of PLATO training online by all teachers at Sadadeen campus.</p>

COLLEGE DATA PLAN

WHOLE COLLEGE



Goal: Develop a whole of College Data Plan to ensure data is systematically used to improve pedagogy and ultimately, student learning.

Objective	Actions	SIRF Areas	People Responsible	Budget	Timeline	Success Indicators
Develop a whole of college data plan through an optional Working Party, to advise of the structure + design and benefits of this plan.	<p>That includes:</p> <ul style="list-style-type: none"> * All academic, attendance, behavioural and wellbeing data collected across the college. * Clear responsibilities for the collection, analysis, time lines and communication, including display, of data. * The intended use of the data to improve teaching and learning. * Strategies to build the data literacy skills of leaders and teachers to enhance differentiated teaching practices. * Leaders provide professional development opportunities for discussions that enhance staff skills in analysing, interpreting and using data. 	<p>Teaching and Learning</p> <p>Pastoral Care and Wellbeing</p> <p>Finances, Facilities and Resources</p>	<p>Wayne Eglinton and Working Party of:</p> <p>Dan Prince</p> <p>Holly Ryan</p> <p>Laarni Gaces</p>	Curriculum	Semester 1, 2021	<ul style="list-style-type: none"> * Teachers analyse data to understand student growth, achievement, identify gaps in student learning and adjust their teaching accordingly. * Teachers and leaders analyse data to monitor student growth and achievement over time at an individual, cohort and school level. * Leaders analyse data to inform decision making about school improvement and to monitor and evaluate the impact of improvement strategies. * Through student surveys, proof that students understand the purpose of each assessment administered and how the results are used to inform the teaching pedagogy and student outcomes.

DIFFERENTIATION

WHOLE COLLEGE



Goal: Develop differentiated teaching as a strategy to ensure every student is catered for, according to their academic ability, including high achieving students.

Objective	Actions	SIRF Areas	People Responsible	Budget	Timeline	Success Indicators
Collaboratively build a common and agreed understanding of differentiated teaching and learning, to develop the holistic academic growth of every student.	<p>Which:</p> <ul style="list-style-type: none">• Is characterized by the regular analysis and use of data to determine the strengths and weaknesses of individual students.• Underpins the way teachers plan for and target their teaching to continually adjust to the progress individuals are making.• Professional develop for staff to: <ul style="list-style-type: none">* Define common understanding of <i>differentiation</i>.* Differentiate using accurate data and assessments.* What this looks like in the classroom.* Role modelling lessons.	Teaching and Learning Pastoral Care and Wellbeing	Working Party of: Selected at the beginning of the 2022 academic year.	Curriculum	2022	<ul style="list-style-type: none">* To witness evidence of differentiation in teachers' programs, planning and curriculum delivery.* To witness evidence of differentiation in teachers' pedagogy in the classrooms.* To structure the support of gifted and talented students with accelerated classes in English and Mathematics. (Year's 4 – 10)* Structured intervention support and small classes for English and Mathematics, for lower banded students.

LEADERSHIP

WHOLE COLLEGE



Goal: To grow internal leadership at the College, consolidating the appointment of three Assistant Heads of Campus with the directed leadership in Pastoral Care.

Objective	Actions	SIRF Areas	People Responsible	Budget	Timeline	Success Indicators
Through a coherent and equitable structure, increase the leadership capabilities staff to grow from teachers to middle managers; and middle managers to senior management.	<ul style="list-style-type: none"> Having appointed three Assistant Heads of Campus in 2021, help them grow in their position with appropriate professional development and witnessing good practice in schools. Develop their knowledge and leadership, specifically in pastoral care. Promote pastoral processes, policies, practices and language that is common to all campuses, forming a consistent whole college approach. Appointment an Assistant Principal. 	Pastoral Care and Wellbeing Governance and Leadership Culture and Community Teaching and Learning	Jasmeet Dhingra (Head of Pastoral Care) 3 Assistant Heads of Campus: at Bath St., Traeger + Sadadeen	Pastoral Care Budget Including: Conferences, flights, accommodation, extra POR's + time allowance for new position	2022	<ul style="list-style-type: none"> * Held regular whole college pastoral care meetings twice a term, solidifying common processes, policies, practices and language throughout the whole college. * AHOC's attend courses and/or conferences in Leadership. * AHOC's attended courses and/or conferences in Pastoral Care. * AHOC's visited outstanding schools, similar in nature and ethos, to witness <i>good practice</i> in leadership and pastoral care. * Assistant Principal to lead Catholic Identity and the Marist Charism with the 3 REC's.

FACILITIES

WHOLE COLLEGE



Goal: To enhance the aesthetic vision of each campus, to ultimately enhance learning in the classrooms with renovated facilities.

Objective	Actions	SIRF Areas	People Responsible	Budget	Timeline	Success Indicators
To follow the introduced 10 Year Property Plan for each campus, to ensure OLSH buildings, classrooms, facilities and grounds are upgraded and maintained at an excellent level.	<ul style="list-style-type: none"> To follow the introduced 10 YPP, to immediately address remedial works for each campus. To follow the introduced 10 YPP for each campus, for a sustained programme in cyclical maintenance. To follow the introduced 10 YPP for OLSH, with a sustainable and affordable amount for an annual budget. To further upgrade the facilities of the ELC, for opening in February 2022. 	Finances, Facilities and Resources Teaching and Learning Pastoral Care Culture and Community	Principal Property Manager Finance Manager Maintenance crew ELC Assistant Director	<u>Bath St.:</u> 2022 – \$50,000 <u>Lift:</u> OLSH - \$60,000 with \$50,000 contribution from Inclusion Support Department, CEO <u>Traeger:</u> 2022 – \$60,000 <u>Sadadeen:</u> 2022 – \$79,000 <u>ELC :</u> 2022 - \$25,000	All in 2022	That OLSH buildings, facilities and grounds, on 3 campuses, are upgraded: * Upgraded Hall, Staffroom and lift installed at Bath Street. * Traeger: Renovated Year 5 corridor with LED lights, painted, carpets and autex boards on the walls. Door installed to section off Year 5 corridor completely. * Sadadeen: Canteen renovated, Rooms 404 and 403 renovated with blinds, painting, autex walls + LED lights; Library upgrade * Gardens and grounds are fully upgraded, maintained and attractive. * Further upgrade to ELC and facilities.

