In truth and love, we listen, learn and lead.

Goal 1: Build capacity in teachers to develop and implement CE Religious Education Modules that enable students to develop deep knowledge of scripture and grow in faith as Pilgrims of Hope.
Key Element: Catholic identity and culture

Key Area and Target	Key Improvement Strategies and Actions	Responsibility	Evidence of Success	Budget/ Resources

All students in K - 6 will participate in the CE RE Curriculum, which introduces, develops and builds on understanding, knowledge and skills in a sequential manner.	Build professional knowledge of Catholic Education's (CE) Religious Education (RE) Curriculum K-10 Modules in the set Scope and Sequence.
	➢ 1 teacher from each grade will participate in 3 Communities of Collaboration Meetings to plan future modules
	➢ Teaching staff will participate in 1 PD/term with a focus on:
	   ○ Deep understanding of core scripture and terminology within modules
	   ○ Enhancing teachers' knowledge of prayer and prayer practices
	   ○ Using the rubric of learning progressions to assess student progress and identify areas of improvement
	➢ REC will organise planning meetings with teachers for each grade before each module
	➢ REC will provide feedback on programs at the end of each term
		REC
		Teaching Staff
			➢ The Religion Scope and Sequence is evident in teacher programs
			➢ Teaching staff use feedback from REC to improve sequencing or weight of content within a module
			➢ Teachers create effective assessments for RE and are able to track student growth
			➢ Students will demonstrate movement through learning progressions to demonstrate knowledge of core scripture
				Religion Curriculum K-10 Scope and Sequence
				
				BCE
				
				Understanding Faith Website

All students and staff will participate in experiences to support their journey as a Pilgrim of Hope.	Strengthen teachers' understanding of how we can be Pilgrims of Hope in our community, to build upon the Religious life of our school and create more authentic Religious Education experiences for students.
	➢ Staff
	   ○ Teachers will facilitate weekly Christian Meditation as a whole school practice to provide opportunities for Encounter to find the *spark within*
	   ○ Staff will lead weekly Staff prayer, reflecting on how our Hope guides us and lights the way for others
	   ○ All staff will participate in the Faith Formation Day with St Vincent's
	
	➢ Students
	   ○ REC will facilitate the Youth Ministry group, guiding students on their journey as a Pilgrim of Hope to share their light. This will be following Year 6's attendance at the Journey with Jesus Retreat.
	   ○ The Youth Ministry group will lead student retreats as Disciples of God, sharing their light with their school community and peers.
	   ○ Year 6 students will model 'Pilgrims of Hope' through 'Making Jesus Real' groups held throughout the term.
	   ○ All classes will participate in and lead prayer liturgies embedded in the school theme.
		REC
		Teaching Staff
		
		Students
		REC
			➢ Staff participate in and facilitate Christian Meditation
			➢ Staff apply their knowledge from the Faith Formation Day within their programs and daily practice
			➢ Year 6 Youth Ministry students will lead retreats for non-sacramental years
			➢ All students will participate in 'Making Jesus Real' groups
				Youth Ministry
				
				Prayer liturgy resources -Bible, candles, prayer cloths

Goal 2: Improve student achievement in English and Mathematics

Overarching Key Improvement Strategy: Embed Catalyst bold goals through targeted professional learning and coaching

NSIT/ Catalyst Elements: Excellence in teaching and learning, Effective pedagogical practice – HITPs and effective classroom management

Key Area and Target	Key Improvement Strategies and Actions	Responsibility	Evidence of Success	Budget/ Resources
95% of students will demonstrate improved literacy and numeracy outcomes in DIBELS and PAT by the end of Term 4.	**With a focus on teaching, planning, and programming, CECG-devised curriculum resources and instructional materials will continue to be implemented.** ➢ Use of RFF to prepare for delivery of English and Maths lessons ➢ Implement Initialit in Kindergarten, Year One and Year Two ➢ Training key staff in Initialit, MiniLit and Macqlit Programs ➢ Establish a school-based repository for CECG-devised curriculum resources and instructional materials ➢ Focus on engagement, teaching and preparation ➢ Continue Spelling Mastery implementation ➢ Continue to embed the use of Maths Burst resources for Years 4 - 6. ➢ Develop revised Maths and English Block planning scaffolds	Principal Assistant Principal/ HITP and English Leader Curriculum Coordinator/ HITP and Maths Leader	➢ Annotated and hyperlinked programs that include K - 6 Mathematics Scope and Sequence, LVC materials, and Ochre resources ➢ Annotated programs demonstrating use of K - 6 English Scope and Sequence and LVC materials ➢ Annotated programs demonstrating use of the CECG 3 - 6 English programs ➢ Annotated programs demonstrating use of CECG 4 - 6 Maths Burst resources	Ochre Resources IntiatLit Resources HITP Handbook Maths LVC K-6 3-6 English programs K-2 Low Variation Curriculum The Writing Revolution resources Spelling Mastery Program 3-6 Extra RFF to work with Maths/ HITP Leader Extra RFF to work with English/ HITP Leader
	Build capacity in data literacy and the use of data to improve student achievement for staff, students and parents/carers ➢ Provide opportunities for teachers to interrogate DIBELS, PAT and Writing data, and identification of students at risk. ○ Remove school-based assessment instruments for classroom teachers ➢ Teachers spend time after key assessment periods providing individual feedback to students about their achievements and goals ➢ Data analysis meetings occur after key assessment periods ➢ Use data from DIBELS assessment to implement a multi-tiered system of support (intervention) ○ Reduce % of students in Year 1 requiring intensive support to 8% ○ Reduce % of students in Year 2 requiring intensive support to 3% ○ Reduce % of students in Year 3 requiring intensive support to 10% ➢ Use data from PAT Reading assessment to identify students-at-risk and implement intervention programs using classroom support personnel, and class-based misconceptions to be addressed through re-teaching and consolidated during Daily Review. ➢ Data from PAT Maths assessment will be used to identify students at risk and implement intervention programs using classroom support personnel; class-based misconceptions will be addressed through re-teaching and consolidated through Daily Review. ➢ Provide DIBELS data to parents. Offer a parent information session about how to interpret the data, what the assessments measured, how they were administered, and provide activities that best support their children at home.	AP/ Assessment Leader Principal, Assistant Principal, Classroom Support Teachers, Classroom Teachers Classroom Teachers Classroom Teachers Principal, Assistant Principal, Classroom Support Teachers	➢ Teachers use data to inform practice and programming (evident in programs or program evaluations) ➢ Revised assessment schedule used, which prioritises CE Assessment Schedule	CE Assessment Schedule PAT DIBELS Extra RFF for teachers to work with the Assessment Leader to build capacity in data literacy

Key Area and Target	Key Improvement Strategies and Actions	Responsibility	Evidence of Success	Budget/ Resources

Three measures of intellectual engagement will exceed the **Tell Them From Me** norm: student interest and motivation, effort, and quality instruction.	**Embed professional knowledge of High Impact Teaching Practices through a range of Professional Learning opportunities with a focus on Explicit Direct Instruction.**
	➢ All teaching staff participate in two/three PL/ staff meetings per term with a focus on:
	  ○ Explicit Direct Instruction Book Study
	  ○ Key information in CECG HITP Handbook (eg DR, engagement norms, explicit instruction).
	    ○ Develop a one-page document that outlines our School Norms regarding Engagement, Protocols, Content
	➢ Teachers will participate in CE-devised Catalyst System Days
	➢ Leadership staff will work with the COGLearn Coach to identify areas of focus in Term 1 and Term 3 (e.g. engagement, pace, timing, daily review, EI lessons)
	➢ The teaching staff is encouraged to participate in HITP Primary Intensives during the end of T1 and T3 stand-down period
	➢ Allocated leaders attend network meetings and Curriculum Working Group meetings, provide updates to the Principal and staff, and act on action items.
		Leadership Team
		COGlearn coach
		Teaching staff
		IT Coordinator
			➢ Teachers use HITP focus protocols that have been provided by HITP leaders through the weekly memo.
			➢ Teaching staff use feedback from COGlearn coach visits (Terms 1 and 3) to improve teaching practice
			➢ Years 3 - 6 participate in a day of e-safety activities developed by the IT Coordinator prior to the distribution of the Student Acceptable Use Agreement, and as a result, the school records fewer incidents of unacceptable use.
				Book for each teaching team:
				(Explicit Direct Instruction (EDI) The Power of the Well-Crafted, Well-Taught Lesson by John R. Hollingsworth, Silvia E. Ybarra
				Budget for allocated leaders to attend curriculum working groups and network meetings
				Access to CE Catalyst PL
				COGlearn coach
				E-safety Commissioner website

	Sustain High-impact Teaching Practices through purposeful classroom observation, reflective conversations and feedback. ➢ Devise a framework/ plan for instructional coaching, feedback, and observation was developed to include a focus on teacher/classroom norms, classroom environment, curriculum, and school norms. ➢ Implement cognitive coaching ➢ Development of a Statement of Practice for Instructional Coaching	COGlearn facilitator AP and CC/ HITP Leaders	➢ Leadership implementing the framework for instructional coaching from Term 1 ➢ Each staff member receives one cognitive coaching session each Semester, including observation and discussion ➢ Statement of Practice for Cognitive Coaching	CE HITP Handbook Observation proformas - CE or site-developed COGLearn

Goal 3: Enhance partnerships with the community
NSIT Elements: Partnership and Community, Stewardship and Resources

Key Area and Target	Key Improvement Strategies and Actions	Responsibility	Evidence of Success	Budget/ Resources
Enhance student outcomes and opportunities through partnership with key community organisations and stakeholders.	Continue to implement the School Community Council Transition Plan based on the charter and guidelines developed by Catholic Education. Obtain an updated version of the SCC Charter and Guidelines. Provide opportunities for new members to join the Council and for office bearers to recommit. Provide opportunities for school community members to 'sign up' to assist at school and SCC events (form working parties). Publicise these at events and through the school newsletter. Establish new Working Parties. Promote and provide information to the school community about the SCC through the school newsletter (min. bi-termly). Share the AIP with the Council to guide the alignment between the school and the Council. Invite the Josephite sisters living in our Parish to visit the school for the School Feast Day events and other important events.	Principal and Community Council Chair Principal Community Council members Principal and Council Executive Community Council Community Council Secretary or Chair Principal and Assistant Principal Sisters of St Joseph	➤ Positive response by the number of parents wishing to join the Council following invitations in the newsletter. ➤ Improved communication between the Community Council and the wider community, evidenced by bi-termly contributions in the newsletter. ➤ The formation of new Working Parties with discrete Terms of Reference following a community consultation process led by the Community Council ➤ Relationship with the Sisters of St Joseph living in our Parish	SCC Charter and Guidelines.