

# 2016 St Anthony's Kedron – Annual School Action Plan



Priority 1: Mission and Religious Education		Priority 2: Learning and Teaching	
<p><b>GOAL</b> Better understand how Catholic identity is expressed and be intentional about developing and enhancing that identity through every facet of vision and practice, learning, leading and living within our community.</p> <p><b>STRATEGY</b></p> <ul style="list-style-type: none"> <li>• Build a cohesive and integrated approach to the Religious life of the school with a focus on sophisticating the Franciscan story.</li> <li>• Create opportunities to embed Catholic Identity through authentic experiences of Catholic traditions and values relevant to the modern world.</li> <li>• Build teacher confidence and competence to teach the RE Curriculum.</li> </ul>		<p><b>GOAL</b> Build teacher clarity, capacity and confidence to have a positive impact on each student's learning by providing opportunities for teachers to collaborate through a shared language of learning.</p> <p><b>STRATEGY</b></p> <ul style="list-style-type: none"> <li>• Embed practices and processes to align pedagogy and curriculum so that teaching has a positive impact on each student's learning.</li> <li>• Establish the BCE High Yield Strategies within the learning context of St Anthony's:                             <ul style="list-style-type: none"> <li>○ Data Walls</li> <li>○ Review and Response</li> <li>○ Learning Walks and Talks (Feedback)</li> </ul> </li> </ul>	
ACTIONS	EVIDENCE	ACTIONS	EVIDENCE
<ul style="list-style-type: none"> <li>• Review scope and sequence so best matched year level (as point in time document)</li> <li>• Professional Development to support teachers in RE planning using model of pedagogy</li> <li>• Focus on assessment using the achievement standard to assist teachers to identify multi levels of student progress and achievement</li> <li>• Development of units of work</li> <li>• Engage with Catholic Identity by sophisticating St Anthony's Catholic identity through a focus on the Religious Life of the School – sophisticating the Franciscan story to better understand how the Catholic identity is expressed in our work and practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Planning and support sessions for class teachers to further develop units based on the RE Curriculum.</li> <li>• Planning connections evident to BCE Model of Pedagogy.</li> <li>• Clear alignment between the School Wide Positive Behaviour Plan to Franciscan Values (CARE Matrix)</li> <li>• Parent Education learning opportunities on the School's Five Franciscan Values, Ethos and CARE Matrix</li> <li>• Franciscan story is evident in Religious Life of the School (practices and culture eg leadership symbol, sporting house names.)</li> </ul>	<p><i>Provide opportunities for teachers to collaborate and build <b>clarity</b> through:</i></p> <ul style="list-style-type: none"> <li>▪ Year 5/6 Contemporary learning focus</li> <li>▪ Year 1 Contemporary learning focus</li> <li>▪ Using the English &amp; RE Curriculum to engage in quality teaching and learning practices</li> <li>▪ Using BCE Model of Pedagogy to Make Learning Visible through identifying Learning Intentions and Success Criteria, and by applying Feedback</li> <li>▪ Establishing Technologies enriched learning environments to enable children to collaborate, communicate, create, think critically and problem solve.</li> <li>▪ Establish Review &amp; Response processes</li> <li>▪ Establish professional practices of collaboration to engage in learning walks and talks</li> <li>▪ Shared understanding of the characteristics and dispositions of an effective learner (Language of Learning that includes learning dispositions (what and how learning looks like and how do they talk about it, growth mind set) and the learning process (what do they do – pedagogy, actions and practices).</li> </ul>	<ul style="list-style-type: none"> <li>• Staff and students using the shared language of learning to communicate their understanding about learning – <b>What am I learning? How am I going? How do I know? How can I improve? What do I do when I get stuck?</b></li> <li>• Teachers adopting pedagogical practices that have the greatest impact on student progression – shift in teacher practice</li> <li>• Teachers engaged in <b>learning walks &amp; talks</b> and leadership to gather data about walks &amp; talks and classroom practices (notice &amp; wonder discussions)</li> <li>• Each cohort using <b>learning improvement plans</b></li> <li>• Staff engaging in the use of <b>technologies</b> –especially in gathering data about learning and students engaged in reflective practices.</li> <li>• Teachers sharing mistakes and successes with each other – engaged in the <b>Review and Response process</b></li> <li>• Teachers using <b>Data Walls</b> as a tool to measure student progress and a source of discussions.</li> <li>• Teacher tool kit produced as a resource to encourage consistency</li> <li>• Data collection                             <ul style="list-style-type: none"> <li>• data sets to gather over the year including Yr 5/6 and Yr 1 with a focus on visible learning, collaboration, curriculum and wellbeing</li> <li>• video and survey opportunities</li> </ul> </li> </ul>

## 2016 St Anthony's Kedron – Annual School Action Plan



### Priority 3: Professional Practice and Collaborative Relationships

### Priority 4: Strategic Resourcing

**GOAL**  
Enhance professional practices and collaborative relationships with staff to support a positive learning environment that is inclusive of staff, students and parents.

**STRATEGY**

- Strengthen collaborative relationships through mentoring, coaching, Learning Improvement Plans and professional feedback.
- Encourage staff to strengthen their leadership skills and capabilities and encourage them to take on new responsibilities.
- Provide opportunities for consultation and communication within the school community.

**GOAL**  
Ensure systems and processes are in place so that resources are aligned to the school vision and mission and strategic planning to enable fair and equitable access for all learners.

**STRATEGY**  
Engage in effective collaborative and transparent decision making processes that are accountable and sustainable for our community.

Priority 3: Professional Practice and Collaborative Relationships		Priority 4: Strategic Resourcing	
ACTIONS	EVIDENCE	ACTIONS	EVIDENCE
<ul style="list-style-type: none"> <li>• Primary Learning Leader will work with teachers to support their professional practices.</li> <li>• Targeted Support teacher and relief time provided to enable teachers to engage in professional conversations and opportunities for planning to support the well-being of the students.</li> <li>• Staff professional meetings will focus on pedagogy, practices and supporting colleagues.</li> <li>• Creating opportunities for staff, parents and student to engage in positive conversations about learning and the Religious Life of the School.</li> </ul>	<ul style="list-style-type: none"> <li>• Professional Learning can be seen to have a positive influence on teacher pedagogy and on student well-being.</li> <li>• Data about impact on professional capacity of teachers after work with primary learning leader.</li> <li>• Data about impact on targeted support.</li> <li>• Staff Meetings will have a focus on professional learning conversations and co-learning. All teachers will be engaged in professional learning conversations that identify how student learning has improved.</li> <li>• Teachers are engaged in a professional conversation around learning improvement and commit to trying out pedagogical practices (<b>cohort focussed Learning Improvement plans</b>)</li> <li>• Community members have actively contributed to positive conversations about learning, eg World Café, P&amp;F Meetings, School Pastoral Board, Parent Support Group.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate the process for allocation for funding to support improved student learning.</li> <li>• Communicate the maintenance plan for the ongoing management of buildings and resources.</li> <li>• Engage an outside agency to develop a Master Plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Data about impact of resource allocation that has improved student learning outcomes (staff allocation, resources, professional development).</li> <li>• Educational Brief has been completed and community consultation contributed to this process.</li> <li>• Maintenance Plan has been reviewed and is sustainable.</li> </ul>