



ST MARY' CATHOLIC PRIMARY SCHOOL ANNUAL ACTION PLAN Year: 2011



School Name: **St Mary's Catholic Primary School** Year of the Cycle: **4**
 Location: **Ascot Vale**



Our School Vision

At St. Mary's we believe that Jesus and the gospel values are central to our life-long journey in the Catholic faith. We value and support strong links between students, staff, families and the parish community by nurturing spiritual development.

We are a welcoming, inclusive and supportive community that values genuine relationships.

Each child has the right to feel happy, safe and valued as a creative and unique individual, in an environment where self-esteem, respect and resilience are fostered.

We educate children to become life-long learners, actively engaged in a changing world. In a stimulating environment, we implement innovative, consistent teaching and learning practices which cater for individual needs and encourage risk taking.

St. Mary's leadership and management teams value, support and empower all members of the school community



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EDUCATION in FAITH

Goal/s articulated in the School Improvement Plan

To further strengthen the Catholic culture of the school community
To enhance teaching and learning in Religious Education

Intended Outcomes	Target	Key Improvement Strategies	Evidence/ Action	Responsibility /Status
1. That Education in Faith continues to be a priority for all members of the school community	<ul style="list-style-type: none"> That all teaching staff will attain appropriate Accreditation. To fully Support all aspects of a Catholic School thus improving survey results. To provide annually a Faith Development Day 	<p>Strengthen the school as a learning community by continuing with practices using contemporary approaches (as researched through contemporary learning project 2009 – 2010) to teaching and learning and on the Principles of Learning and Teaching (POLT)</p> <p>2011 Provide genuine opportunities for staff members to contribute to decisions regarding curriculum, professional learning and school policy</p> <p>2011 Strengthen teachers' capacity in the analysis and rigorous use of performance and attitudinal data to inform planning and development of learning programmes and pedagogy</p>	<ul style="list-style-type: none"> Weekly newsletter reflections and RE news Sacramental meetings (28th July, 22nd September) Daily whole school prayer & special intentions RE display in foyer Legion of Mary visits after each sacrament Father Justin class visits P - 6 Weekly school masses Grades 4 – 6 Term Reconciliation 	REC
2. That all staff are given opportunities to develop their spirituality			<ul style="list-style-type: none"> Ensure that the professional learning program provides opportunities for personal faith development of staff Modelling/leading of meditation (mindfulness) for staff & students Staff prayer at all staff meetings & rotate responsibility 	



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<p>3. That students live out gospel values</p>			<ul style="list-style-type: none"> • Masses • RE lessons • core values • Buddies • Senior school students assisting at the annual Senior Citizen Christmas mass • Fundraising for (the Philippines, Disabled children, Centacare, MacKillop Family Services • St Vincent De Paul group liaising with school to assist with families in need in our community • Christmas Giving Tree 	
<p>4. That students will be more engaged in the R.E. programme</p>	<p>That students will respond positively to the R.E. audit tool items relating to the Religious Education programme</p>		<ul style="list-style-type: none"> • Ongoing resourcing and a strategic purchasing plan to regularly update those resources (\$7,000 budget) • Purchase of Godly play materials and PD, Bibles, Big Books (Good Shepherd), • Rich Assessment Tasks (Sem 2) • Social Justice Forum, Bahay Tuluyan • Whole school based unit (Saint Mary MacKillop) 	



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<p>5. That teachers will be more confident in the implementation, assessment and reporting of Religious Education, reflecting contemporary approaches to teaching and learning</p>	<ul style="list-style-type: none">• That planning incorporates Religious Education throughout all areas of the Curriculum.		<p>Further develop the whole school approach to the implementation of the R.E. Curriculum Framework, building teachers' capacity to expand the repertoire of teaching approaches (through planning/staff meetings (twice a term) – tracking tool for assessment and reporting, with all students at standard.</p> <p>Provide support for staff to gain appropriate Accreditation to teach in a Catholic School and to teach Religious Education in a Catholic school (ARM's)</p>	
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LEARNING and TEACHING

Goal/s articulated in the School Improvement Plan

To create effective teaching and learning through the provision of a contemporary curriculum which caters to the needs of all students

Intended Outcomes	Target	Key Improvement Strategies	Evidence/Action	Responsibility/ Status
<p>1. To improve student outcomes, enjoyment and engagement in Numeracy and Literacy, with increased focus on middle and upper school</p>	<p>P-2 Literacy and SINE scores be at or above like school benchmarks</p> <p>Reduce the proportion of students in Years 3 and 5 achieving NAPLAN scores at or below National Standard and increase proportion of students scoring above this standard.</p> <p>Every child to maintain progress through at least two VELs progression points in a calendar year.</p>	<p>Strengthen the school as a learning community by continuing with practices using contemporary approaches (as researched through contemporary learning project 2009 – 2010) to teaching and learning and on the Principles of Learning and Teaching (POLT)</p> <p>2011 Provide genuine opportunities for staff members to contribute to decisions regarding curriculum, professional learning and school policy</p> <p>2011 Strengthen teachers' capacity in the analysis and rigorous use of performance and attitudinal data to inform planning and development of learning programs and pedagogy</p>	<p>Increased strategic resourcing in Inquiry, RE, Literacy and Numeracy through purchase of ICT, books, assessment tools, Literacy games and Maths resources.</p> <p>Classroom displays used to scaffold, demonstrate and celebrate student learning</p> <p>Intervention programs continued to support students identified as 'at risk' in Literacy and Numeracy</p> <p>Student participation in external Community Learning initiatives e.g. Premier's Reading Challenge, Maths Olympiad</p> <p>Student attitudinal data reflects self-efficacy.</p>	<p>Learning & Teaching Coordinator</p>
<p>2. To use assessment data to inform teaching and learning</p>	<p>Each child to be engaged in learning that meets their individual needs</p>		<p>Planning documents demonstrate provision for personalisation and opportunities for student choice.</p> <p>Students achieving target levels in Literacy and Numeracy</p> <p>Staff using a wide range of assessment tools and strategies to establish students'</p>	



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<p>3. Strengthen staff capacity and consistency in contemporary teaching and learning approaches</p>	<p>Teaching and Learning variable in the staff survey to exceed 85%</p>		<p>progress and needs</p> <p>Maintenance of database of all standardised test results for all students in the school</p> <p>NAPLAN Maths data analysis used in timely way to inform teaching and learning</p> <p>Through facilitated planning sessions with coordinators, consistency in pedagogy developed or strengthened</p> <p>Regular staff participation in professional development opportunities both internally, through professional reading and PLTS, and externally</p> <p>Opportunities provided at staff meetings for discussion of, and familiarisation with, new curriculum initiatives e.g. AUSVELS and Australian Curriculum</p> <p>The confident use of contemporary teaching and learning models and tools embedded in classroom practice</p>	
<p>4. To enhance the teaching and learning of Religion</p>	<p>See 'Education in Faith' sphere.</p>		<p>Through professional development, work on developing consistency in RE pedagogy</p> <p>Encourage the natural integration of RE into other curriculum areas where appropriate</p>	



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STUDENT WELLBEING

Goal/s articulated in the School Improvement Plan

To strengthen Student Wellbeing and positive relationships

Intended Outcomes	Target	Key Improvement Strategies	Evidence/Action	Responsibility/ Status
1. That student safety and classroom behaviour improve	<ul style="list-style-type: none"> • Student Safety Variable in the Student survey will improve. • Classroom Behaviour Variable in the Student survey will improve. 	<p>Strengthen the school as a learning community by continuing with practices using contemporary approaches (as researched through contemporary learning project 2009 – 2010) to teaching and learning and on the Principles of Learning and Teaching (POLT) 2011.</p> <p>Provide genuine opportunities for staff members to contribute to decisions regarding curriculum, professional learning and school policy.</p> <p>2011 Strengthen teachers' capacity in the analysis and rigorous use of performance and attitudinal data to inform planning and development of learning programs and pedagogy</p>	<ul style="list-style-type: none"> • Provide opportunities for new staff to visit Restorative practice schools. Continue with Restorative Practices approach to behaviour management from P-6. • Revise anti-bullying policy and behaviour management protocols via Restorative Justice Philosophy. • Whole school anti bullying focus reintroduce Bounce Back programme Term 2. • Office staff to ensure front door always locked and all visitors sign in. • Continue to develop consistent approaches and processes to student welfare & behaviour management • Student Wellbeing meetings with POL's • Review of behaviour reflection process • To continue to develop a data base to more effectively track individual student progress and interventions with ongoing evaluation of ILP's. • Evaluate the possibility of employing a counsellor and promote the value of the SEASON'S Programme. 	



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<p>2. That students demonstrate an understanding of the core values of the school social skills program.</p>	<ul style="list-style-type: none">• Improve student connectedness and Student Motivation.• Improve Social Skills (parent survey) to the top 25% of schools.• SRC Staff Climate Student Decision Making – work towards the top 25% of schools		<ul style="list-style-type: none">• Continue to develop student leadership, by providing students with the opportunity to have input into the school routines and structures through class meetings and student leadership. (twice a term)• Staff to allocate a weekly values awards to students• Fortnightly Bounce Back Core Value school focus. Raffle ticket system with weekly school award.	
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LEADERSHIP and MANAGEMENT				
Goal/s articulated in the School Improvement Plan				
To strengthen the leadership of the school through enhanced staff engagement				
To provide a safe and effective learning environment				
Intended Outcomes	Target	Key Improvement Strategies	Evidence/ Action	Responsibility Status
1. That staff feel empowered and are involved in some school decision making processes	<ul style="list-style-type: none"> Empowerment variable in the staff survey will improve from previous year. 	<p>Strengthen the school as a learning community by continuing with practices using contemporary approaches (as researched through contemporary learning project 2009 – 2010) to teaching and learning and on the Principles of Learning and Teaching (POLT)</p> <p>2011 Provide genuine opportunities for staff members to contribute to decisions regarding curriculum, professional learning and school policy</p> <p>2011 Strengthen teachers' capacity in the analysis and rigorous use of performance and attitudinal data to inform planning and development of learning programmes and pedagogy</p>	<ul style="list-style-type: none"> Empower staff to be part of all school processes. Explore ways to improve empowerment among the staff whilst retaining a strong feeling of teamwork and ownership – LCL Coaching Teams POL 1 structure Development of an Induction process that links to the updated distributed staff handbook for new staff. 	
2. That staff satisfaction with school feedback and appraisal practices improve	<ul style="list-style-type: none"> Appraisal and Recognition variable in the staff survey will improve. Individual Morale variable in the staff survey will improve. 		<ul style="list-style-type: none"> Develop a more formal Appraisal Process with staff ownership to raise staff morale. Staff discussion with Principal with more opportunities for feedback. 	
3. That staff confidence in their professional	<ul style="list-style-type: none"> Professional Growth variable in the staff survey will improve. 	<ul style="list-style-type: none"> Continue to in-service staff in house and externally. 	<ul style="list-style-type: none"> Experts share skills. Co-ordinators attend planning and bridge between PLT's and Planning. Mentoring of staff with other staff. 	



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competence will be enhanced			<ul style="list-style-type: none"> • Leadership Team setting goals and ensuring systematic communication with all staff 	
4. Goal setting for Leadership team in order to ensure cohesiveness & professional approach.		<ul style="list-style-type: none"> • Encourage staff to take on Leadership Roles 	<ul style="list-style-type: none"> • Using information from Staff Appraisal to support and motivate staff, raising staff morale and empowering decision making. 	
5. Provide well maintained facilities and resources that promote student engagement	<ul style="list-style-type: none"> • School development with new ICT throughout the school. 		<ul style="list-style-type: none"> • Continue raising funds through grants and fundraising. • Maintain and update resources i.e. Provision of budget for all teachers and coordinators to manage. • Allocate budgets towards internal and external furnishings • Sustain ongoing costs of all new buildings and environments • Update staff laptops • New school IT server. • New ICT Suite OF Computers • New wireless system. • Maintain current resources. 	



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SCHOOL COMMUNITY				
Goal/s articulated in the School Improvement Plan				
To optimise inclusiveness through the strengthening of partnerships between home, school, parish and the wider community				
Intended Outcomes	Target	Key Improvement Strategies	Evidence/Actions	Responsibility /Status
1. That parents continue to be involved in the life of the school	Maintain the organisation set up in Term One 2011 To improve Student Learning Outcomes.	<ul style="list-style-type: none"> • Strengthen the school as a learning community • Support Learning and Teaching Practices. • Foster the Development of life skills e.g. Healthy Lifestyle. 	<ul style="list-style-type: none"> • Parents and Friends Association. • Fund Raising Events. • School Community support groups. • Reading Challenge. • Book Club. • Classroom Helpers. • Class Representatives. • Working With Children Checks. • Healthy Canteen. • Ride to School Days. • Fathers' Association. • Father's Camp. • Foodbank. 	
2. The school is a welcoming environment where opportunities are provided for all to celebrate together	To promote a warm, welcoming and inclusive environment. To continue to provide as many opportunities as practical for our community to celebrate together	<ul style="list-style-type: none"> • Keeping our entrance foyer bright and welcoming. • Continuing to organise opportunities as practicable for our community to celebrate together. • Sharing successes of community members through assemblies, newsletters • Begin preparation for Italian day and explore opportunities to expand to other cultures. • Keeping the entrance foyer bright and welcoming. 	<ul style="list-style-type: none"> • Open afternoon for Family week. • Mothers' Day Luncheon. • School Assembly. • Awards. • Newsletter. 	



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		<ul style="list-style-type: none"> • Setting up a Parent organisation Noticeboard. 		
<p>3. Students make links with the wider community to support their learning.</p>	<p>Provide opportunities to develop strong links with the wider community.</p> <p>Empower students to use a wide variety of contemporary tools to assist learning.</p>	<ul style="list-style-type: none"> • Students are supported and guided in accessing learning opportunities outside the school. • Guide the students to use the wider community to enhance learning 	<ul style="list-style-type: none"> • Sporting clinics. • Visiting sports persons. • Transition programmes. • Support Agencies e.g. St Vincent De Paul, Centacare. • Incursions • Local Services visiting, e.g. Fire Brigade • Use of Ascot Vale Library and Leisure Centre. • Elderly Citizens Luncheon. • School Camps. 	



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Education in Faith

Class teachers to formalise a prayer structure in the class room, Morning Prayer, before meal and the end of the day. On assembly days, start with the school prayer and end the assembly with a reflection prayer.

Learning & Technology

Now that children have been tested, children at risk could be seen & monitored 3 to 4 times a week.

Dot and Sandra to organise a list for specialist teachers of those children at risk.

Student Wellbeing

Commitment to bounce back and circle time.

Office staff to ensure all visitors are wearing badges and signing in and the front door is locked at all times.

Value Award Certificate to be given out at Assembly. One per class per week.

Leadership & Management

Redistribute Computers and Laptops throughout the school, renewing server

Term 2, week 3, think of goals personal and individual goals for the term. Informal discussions with Graham once a term for 20 minutes, to assist raising staff morale and empowering staff decision making.

School Community

Train classroom helpers prep – 4, and ensure they all have working with children checks

Wider community – workshops

Begin Italian day and explore other cultural days.