



### Vision

We strive to make Jesus real in the lives of our students, families and staff.

### Mission

**As a faith community**, we strive to make Jesus real in the lives of our students, families and staff by living the gospel values in our daily work.

**As an educational community**, we recognise that each child is created in the image of God. We are committed to supporting and motivating all students to achieve their full potential.

**As a professional community of educators**, we are committed to ensuring every child develops the knowledge, skills and values necessary to actively engage in the world of the future.

### Values

**Welcoming**  
*Matt 25:40*

**Thankful**  
*Thes 5:18*

**Saying Sorry**  
*Prov 17:9*

**Encouraging**  
*Phil 4:13*

**Inclusive**  
*Rom2:11*

**Enthusiastic**  
*Ephes 6:7*

## Priorities

### Catholic Identity

#### Goal

By the end of 2021, staff will have developed a common understanding of how Catholic Identity is expressed in the everyday life of the school:

- curriculum
- social interactions
- relationships

#### Strategies

The APRE will support teachers to identify where Catholic Perspectives authentically fit in current units of work. The APRE will regularly and systematically unpack for parents the language around Catholic Perspectives. PL and formation opportunities for staff to unpack the language and theology of Catholic Identity.

#### Success Measures

Teachers will pose questions about Human Dignity, Genuine Belonging, Choices and Humans are Social and Sacred during social interactions and within the curriculum context. Parents will have an understanding of Catholic Perspectives in the everyday life of the school and in curriculum. Staff collaboratively create statements that reflect a shared understanding of the 4 focus Catholic Perspectives.

### Diversity and Inclusion

#### Goal

By the end of 2021, all teachers will collect, analyse and utilise data to develop teaching responses.

#### Strategies

Weekly provision for teaching staff to meet with ST-IE and other professionals to plan for and monitor EAP's.

Use of SMILE & SMIRC programs to support students with additional needs.

Employment of a teacher on Tuesdays to make it possible for teachers to meet with others professional to discuss the needs of students.

#### Success measures

- Teachers will provide differentiated learning that meets the needs of all students.
- All students will make progress in their learning.
- Weaknesses and gaps in the curriculum will be identified and remedied.

### Learning and Teaching

#### Goal

1. By the end of 2021, students will have an improved knowledge and understanding of spelling patterns and the morphology and etymology of words.
2. By the end of 2021, staff will have an improved confidence and capacity to teach writing in a way that engages students.
3. By the end of 2021, teachers will have an enhanced capacity to confidently address the five key elements of reading. (Phonemic awareness, sound/letter knowledge, fluency, vocabulary and comprehension).

#### Strategies

Goal 1. Teachers develop a shared set of beliefs and identify an aligned set of practices that will inform a whole school approach to the teaching of spelling.

Professional reading and learning about the four spelling knowledges, spelling strategies, dimensions of spelling, assessment and the Big Ideas of spelling.

Goal 2 Teachers develop a shared set of beliefs and identify an aligned set of practices that will inform a whole school approach to the teaching of writing.

Engage Literacy Solutions for modelling and counseling:

- Pedagogical approaches for the teaching of writing (GRR)
- The Reading/Writing Connection.
- Writing as a response to literature.
- Teaching grammar, sentence structure and language features in context.

Goal 3 Professional learning to improve teacher understanding of phonemic awareness and phonics, fluency, vocabulary and comprehension.

Collaborative planning to produce a sequence of lessons for the explicit instruction of vocabulary. Explore proficiency scales for vocab and comprehension.

#### Success measures

- Goal 1.
- A focus on inquiry over rote learning.
  - An improvement in the retention and application of spelling generalizations and familiar patterns will be evident in student writing.
- Goal 2.
- Improvement in the eight criterion of the writing analysis.
  - GRR utilized by teachers when teaching writing.
  - Differentiated instruction that meets the needs of students.
- Goal 3.
- Explicit teaching of phonemic awareness and phonics.
  - Explicit teaching of vocabulary will be evident in classrooms.
  - Explicit teaching of comprehension strategies will be evident in classrooms.

### Wellbeing

#### Goal

By the end of 2021, we will improve student Social Awareness and Social Management.

#### Strategies

PL for staff on the Zones of Regulation. Explicit teaching of students about the Zones of Regulation. Revisit the Personal and Social General Capability. Revisit the Universal Tier One Supports (EMoT). PL in the use of *Game Factory* and *You Can Do It*. Teachers use and explicitly teach the language and strategies of *Making Jesus Real*.

#### Success measures

- Engage data will reflect improved social awareness and social management.
- There will be fewer disruptions to teaching & learning.
- Learning conversations will occur more frequently in classrooms than behaviour conversations.

### Our people

#### Goal

By the end of 2021, teachers and students will have an improved capacity to use technology to support learning and teaching, and wellbeing, particularly in relation to assessment, reporting and behaviour.

#### Strategies

Provide professional learning and workshops for teachers to improve their capacity to utilize Essential Assessment and Seesaw. Explicitly teach students how to record their thinking and understanding using Seesaw. Regular meetings to analysis behaviour data and report to staff on a monthly basis.

#### Success measures

- Students will use Seesaw to record thinking and learning and demonstrate growth.
- Teachers will use data to identify student learning needs
- Teachers will use data to create engaging and differentiated curriculum.
- Teachers will share student learning and growth with parents/caregivers in an ongoing manner.
- Teachers will use the behaviour data to modify as required.