2023 Annual Action Plan

Proclaim The Gospel - Optimise Learning and Wellbeing - Engage Community

Learning for a Life Fully Lived

Contents

CURRENT CONTEXT

At Good Samaritan Catholic Primary School we understand the Gospel truth that we are all called to 'have life and have it to the full' (Jn 10:10). Learning brings hope. In a Catholic school that hope is based on the experience of God's love and care for all. Catholic educators see learning as a journey of endless possibilities, where students are energised to seek meaning and explore questions about the world around them. Our Catholic faith calls us to embrace the contemporary world with a Catholic imagination, and a particular hope-filled view of the human person and all of creation. Created in the image and likeness of God, each of us is creative, oriented to life and love, and filled with infinite possibility. As such, in each person we can reveal something of God, which provides each person with a unique dignity that deserves unconditional respect.

At the very heart of our school is a desire for the full flourishing of each child, across religious, physical, cognitive, emotional and social domains. Here we support children to grow in virtue and to embrace a view of themselves and the world that leads to peace, justice, and the prospering of the whole of creation. It is a journey that is enlightened by faith, animated by love and leading to hope.

In 2023 we seek to cultivate a culture through our collective and collaborative efforts whereby we:
- celebrate and build upon past successes;
- critically evaluate where we need to improve;
- identify opportunities for growth and development;
- make the right decisions for our context;
- and taking actions that ensure we rise to the challenges presented to us.

Snapshot Data

Enrolment 2023: 632
% of children with a Language Background Other Than English: 92%
Number of children from a Refugee Background: 181
Number of families: 462
School ICSEA value: 898
Distribution of Socio-Educational Advantage: 68% bottom quartile, 19% lower middle, 11% upper middle, 3% top quartile

LEARNING FOR A LIFE FULLY LIVED

As the children journey through their pilgrimage of learning and revelation....

They will explore the world around them, while learning to be:	Through their explorations, they will respond to issues of global significance:	Enabling them to:
• **Reflective** - thinking about things before acting and applying learning from past situations to future situations.	• recognising and responding to the **dignity of the human person**	• develop a rich **understanding of the Catholic faith.**
• **Creative** - using their imagination to think about things differently.	• living in a relationship with others, through **participating in community.**	• develop a **strong sense of identity.**
• **Optimistic** - thinking positively about their learning and believing they can succeed.	• demonstrating a **preferential option for the poor**	• develop a **strong sense of wellbeing.**
• **Curious** - thinking, wondering and asking questions.	• caring for **our common home**	• become **confident and engaged learners.**
• **Collaborative** - working positively with others and cooperating as part of a team.	• **working together for the common good** to improve the wellbeing of people in our society and the wider world.	• connect with and **contribute to their world.**
• **Resilient** - keep trying and not give up even when things get hard.		• become **effective communicators.**

STRATEGIC PLAN 2022 -2025

STRATEGIC INTENTS	PROCLAIM THE GOSPEL		OPTIMISE LEARNING AND WELLBEING		ENGAGE IN COMMUNITY	
EDUCATIONAL PRIORITIES	A COMMUNITY OF FAITH		PURPOSEFUL, MEANINGFUL AND ENGAGING LEARNING		STRONG RELATIONSHIPS	
Dimension	Prayer and Liturgy	Identity and Mission	Teaching & Learning	Learning Environment	Family Engagement	Community Engagement
Improvement Focus	Liturgy & Sacrament	Belonging & Connecting Taking Action	Developmental Progression Differentiated Teaching and Learning Curriculum for Global Citizenship	Learner Agency & Voice Positive Behaviours for Learning & Wellbeing	Family Agency & Voice Engagement in Learning	Learning Partnerships Linking Services & Agencies

ORGANISATIONAL PRIORITIES	OPTIMAL PROFESSIONAL GROWTH			SUSTAINABLE RESOURCE MANAGEMENT	
Dimension	Bearing Witness	Leading Learning	Practice Excellence	Resource Management	Organisational Design
Improvement Focus	Charism & Identity	Shared Leadership	Professional Inquiry Health and Wellbeing	Affordability & Accessibility Capital Improvements	Organisational Alignment Information Management

KEY IMPROVEMENT STRATEGIES

The full flourishing of every child is the core objective of the school. The outcomes that we seek to improve are not limited to academic outcomes; they include a broad range of intentions, including better learner engagement, greater enjoyment of learning and improved children's health and wellbeing.

We understand that improved outcomes will only be achieved through collaborative, systematic and school-wide improvement efforts that are focussed on the quality of learning, teaching and leading in the school. To achieve our strategic intentions, the school needs to function as a learning community underpinned by a belief that, no matter the circumstance within which we operate, improvement is always possible. If the children are to flourish, then all those who support them and the environment is which they work must flourish as well.

Our approach is underpinned by the understanding that improvement is contingent upon activating three concurrent and mutually reinforcing capacity building strategies: strengthening our *individual*, *social* and *organisational capital*.

Key Improvement Strategy	Improvement Actions
1. Develop Individual Capital *Develop capacities that enable individual staff members to flourish.*	- Provide opportunities for faith formation for all staff. - Develop leadership capacity of all educators and support staff. - Build pedagogical content knowledge of teachers. - Develop the capacity of educators to use evidence–based targeted high impact teaching practices. - Develop the assessment capability of educators. - Engage staff in professional learning designed to stimulate their thinking and professional knowledge and to ensure that their practice is critically informed and up-to-date. - Support the mental health and wellbeing of all staff.
2. Develop Social Capital *Develop capacities that enable teams and groups of staff to flourish.*	- Maintain positive and caring relationships between staff, children and families grounded in the understanding of the sacred dignity of the human person. - Maintain a strong, collegial culture of mutual trust and support. - Promote team learning and collaboration. - Develop educators' capacities for learning leadership. - Develop structures for regular dialogue and knowledge sharing among staff.
3. Develop Organisational Capital *Develop capacities that enable the school to flourish as a learning organisation.*	- Develop an environment of religious formation that celebrates and engages both the Catholic tradition and relationship with the wider Church. - Develop a culture of courageous renewal characterised by inquiry, innovation and exploration. - Develop processes and structures that allow the school to learn and react effectively in uncertain and dynamic environments. - Build capacity for rigorous self-evaluation including systematic data collection and analysis. - Effectively manage and deploy school resources to support childrens' learning and wellbeing. - Cultivate relationships with external agencies and organisations to mobilise resources to support childrens' learning and wellbeing, especially the most vulnerable . - Develop structures for regular dialogue and knowledge sharing among staff and others, such as parents, community members and other organisations when appropriate. - Develop structures for succession planning and sustaining effective leadership practices.

A COMMUNITY OF FAITH

Dimension	Improvement Focus	Improvement Goal	Improvement Actions	Evaluation Measures	Intended Outcomes
Prayer and Liturgy	Liturgy & Sacraments	1.1 The Catholic identity of the school is expressed through the school community's shared experiences of prayer, liturgy and sacrament.	• RELS support staff and children to take an active role in the planning, preparation and conduct of class and whole-school prayer and liturgies • School liturgies are held at regular intervals throughout the year, reflecting the liturgical calendar and school events. • Update Sacramental program to reflect changes in parish requirements. • Train a new cohort of altar servers to assist with school liturgies. • Bethany and Emmaus teaching staff provided access to liturgy planning PL (Brisbane Archdiocese).	• Sacramental Program Statement of practice is documented. • A minimum of 6 children are trained as altar servers. • A minimum of 4 teachers complete the online Liturgy Planning PL (Brisbane). • That in 2023 the percentage of children who have a positive response to *Catholic identity* on the MACSSIS Survey is at or above 70%.	• Staff and children take an active role in the planning and organisation of class and whole-school prayer and liturgies. • Increased number of liturgies conducted throughout the year that are directly linked to the children's inquiries. • The whole school community is engaged in designing prayer and liturgies, through which people have the opportunity to encounter the sacred.
Identity and Mission	Belonging and Connecting	1.2 The Catholic identity of the school is enriched through working in partnership with Our Lady's Parish and the local Chaldean parishes to fulfil our shared mission to proclaim the Gospel.	• Liaise closely with Parish Priest to strengthen links between school and parish. • Strengthen links withs with the local Chaldean and Syro-Malabar parishes • Strengthen the capacity of the Chaldean Saturday School to plan and manage their catechist program.	• In 2023 the % of Catholic enrolments is at or above 90% • The number of visits and engagement from local parish priests • Reduction in the number of reported issues of poor behaviour among Chaldean Saturday School participants • Staff have an increased understanding of the faith traditions of the Eastern Rites.	• School staff, in collaboration with the broader parish community, work to nurture the ongoing religious learning and faith development of all learners. • Strong working relationship with the local Eastern Rite Catholic parishes. • The school community takes active responsibility for celebrating the Catholic tradition, and continuously enriching the life and Catholic identity of the school.
	Taking Action	1.3 The Catholic identity of the school is enriched through children, families and school staff working in partnership to take action and act for the common good of all.	• Design learning sequences that enable children to interpret the world through the lens of CST and make decisions that promote a just society. • The Children's Leadership Team identify, plan and lead the implementation of social justice activities that engage children across all year levels.	• All published learning sequences document outcomes that direct planning for social justice action. • That in 2023 the percentage of children who have a positive response to *school engagement* on the MACSSIS Survey is at or above 80%.	• Children take purposeful social justice actions throughout the course of their learning program.

PRIORITY 2: PURPOSEFUL, MEANINGFUL AND ENGAGING LEARNING

Dimension	Improvement Focus	Improvement Goal	Improvement Actions	Improvement Measures	Improvement Outcomes
Teaching and Learning	Developmental Progression	2.1 All teachers have the pedagogical content knowledge required to design and plan learning that targets teaching at children's zones of proximal development.	• Develop teachers' understanding of and Implementation The Professional Learning Team (PLT) Cycle (Griffin) in planning. • Develop teachers' pedagogical content knowledge and understanding of ways that readers construct meaning and analyse texts in sociocultural contexts. • Develop teachers' knowledge and understanding of the use of learning progressions in English and Mathematics	• PLT Cycle documented as a Statement of Practice. • All children make satisfactory progress in relation to the progressions described in the Victorian EAL curriculum, English and Mathematics curriculum, and or the goals in children's learning support plan.	• Teachers have increased knowledge and understanding of children's developmental progression in reading. • Teachers collaboratively consider evidence and determine next steps for individual or target groups of children when designing learning. • Teachers, in partnership with students and families, frequently and continuously adapt learning goals based on evidence of student progress and growth.
	Differentiated Teaching and Learning	2.2 All educators differentiate teaching to meet the specific learning needs of children across the full range of abilities.	• The Learning Diversity team supports Home Group teachers to develop, implement and evaluate Personalised Learning Plans. • Implement the processes and strategies included in the Good Samaritan Responding to the Diversity of Children's Learning Pathways. • Build teachers understanding of the process included in the Responding to the Diversity of Children's Learning Pathways site.	• A PLP is in place for all children requiring supplementary and substantial learning adjustments • All children participating in NI achieve expected growth. • Teachers use the *Responding to the Diversity of Children's Learning Pathways* site to guide decision making.	• Valid and reliable assessment data is regularly collected, monitored and deeply analysed in reading and numeracy. • All tier 3 PLPs are case managed • Adjustments and personalised learning plans are aligned with the child's specific learning needs and documented in a consistent way across year levels. • Support processes for children requiring Tier 2 & 3 levels of intervention, and their teachers, reflect the RTI model and are applied consistently across the school. • Teachers, in partnership with students and families, frequently and continuously adapt learning goals based on evidence of student progress and growth. • Teacher teams plan instruction that challenges all students at different stages on the learning continuum.

Purposeful, Meaningful and Engaging Learning

Today, a globalised environment means that young people must be versatile learners who develop and apply a range of capabilities associated with working, communicating and collaborating with others across the world. These capabilities include not only new knowledge and skills, but also new literacies, dispositions and cultural awareness. Learning within a globalised environment offers new opportunities not only to understand others, but to understand more deeply one's self, identity, and cultural practices.

Horizons of Hope, Vision, CEOM, 2016

Dimension	Improvement Focus	Improvement Goal	Improvement Actions	Improvement Measures	Improvement Outcomes
Teaching and Learning	Curriculum for Global Citizenship	2.3 The children's learning journey is shaped by a purposeful, meaningful and engaging curriculum that is designed to enable them to respond to issues of personal and global significance.	• PME Innovation Team to meet a minimum of 2 days per term. • Design learning sequences that provide real-life intercultural experiences which deepen students' understanding of the world and their place in it. • Review curriculum adjusted to ensure it responds to school goals. • Establish/embed consistent approaches and processes for curriculum/unit planning • Build and enhance learning opportunities for children across F-6 with a particular focus on science, technology, engineering and maths (STEM). • Introduce Digital Technologies specialist area F-6 • Build and enhance play based learning opportunities across F-2.	• Learning Sequences 1-6 are documented and published on Inquiry Portal. • Play based learning is enacted across F-2 classes. • Learning sequences provide real-life intercultural experiences which deepen students' understanding of the world and their place in it. • The learning outcomes of Learning Sequences 1-6 are mapped against the Victorian Curriculum Where the progression of learning from year to year is evident. • Learning Sequences 4-3 are taught, audited and reviewed.	• Inquiry Portal launched and used by teachers to plan inquiry units • F-2 Play Inquiry is implemented as per inquiry cycle. Staff build knowledge, skill and confidence to plan for and conduct play based learning.

Purposeful, Meaningful and Engaging Learning

Dimension	Improvement Focus	Improvement Goal	Improvement Actions	Improvement Measures	Improvement Outcomes
Learning Environment	Learner Agency and Voice	2.4 All children are active participants in their own learning and wellbeing through having 'voice' and agency.	• Review the Learning Super Powers, Learner Profile and the Learning Conversations: content, process, opportunities for voice and agency. • Establish the PBLW Children's Leaders Team. • Identify opportunities where the CLT can initiate and lead activities that promote the common good of the local community.(1.3)	• That in 2023 the percentage of children who have a positive response to *student voice* on the MACSSIS Survey is at or above 65%. • That in 2023 the percentage of children who have a positive response to student voice on the MACSSIS Survey is at or above 65%. • That in 2023 the percentage of children who have a positive response to *learner disposition* on the MACSSIS Survey is at or above 70%.	• Children are active decision-makers on matters of their wellbeing, safety and responsibilities. • Children are active decision-makers on matters relating to their learning. • Children are actively engaging in learning conversations and goal setting with their parents and teachers.
	Positive Behaviours for Learning and Wellbeing	2.5 Strategies to promote positive behaviours for learning and wellbeing are in place and consistently implemented.	• Re-establish the PBLW workgroup to lead development work. • Provide ongoing learning/mentoring support for staff. • Review and refine school policy - Approved Consequences for Behaviour • Publish PBLW matrix. • Introduce MHIPS initiative.	• In 2023 student attendance is at or above 95% • That in 2023 the percentage of children who have a positive response to *school belonging* on the MACSSIS Survey is at or above 70%. • That in 2023 the percentage of children who have a positive response to *student safety* on the MACSSIS Survey is at or above 60%.	• All children have and express an obvious sense of belonging. • The school has clear strategies to promote appropriate behaviour - including agreed responses and consequences for inappropriate student behaviour.

STRONG RELATIONSHIPS

Every family has aspirations for their child. Catholic schools honour the role of parents as the first and ongoing nurturers and educators of their children. In partnering with families, this life-giving relationship transforms the possibilities for each child and promotes optimal engagement, achievement and wellbeing.

Horizons of Hope, CEOM, 2017

Dimension	Improvement Focus	Improvement Goal	Improvement Actions	Improvement Measures	Improvement Outcomes
Family Engagement	Family Agency & Voice	3.1 Structures and processes have been established to listen and respond to the agency and voice of parents and families.	• Continue formation of School Advisory Council (SAC) based on MACS Ltd governance guidelines and SAC terms of reference. • Conduct regular community conversations throughout the year so that parents can give testimony to their aspiration. • Implement the *Walk, Talk & Learn* initiative across all year levels • Build parents' understanding of and capacity to advocate on behalf of their children. • Develop and implement strategies that promote family health and wellbeing literacy. • Strengthen parents' capacity to access education and wellbeing services and advocate for their children.	• All newly arrived refugee families receive a home visit within the first 10 weeks of them joining the school community. • Parent attendance at SAC meetings is at or above 80% • In 2023 the average rate of family attendance at the term Learning Conversations is at or above 85%.	• SAC is an established school structure. • Parents have multiple opportunities to express their voice and agency across a range of school operations.

Strong Relationships

Dimension	Improvement Focus	Improvement Goal	Improvement Actions	Improvement Measures	Improvement Outcomes
Family Engagement	Engagement in Learning	3.2 Structures and processes have been established that facilitate the Learning by the Power of Three relationship.	• Implement the *Walk, Talk & Learn* initiative across all year levels • Increase the number of playgroup sessions offered to families from 5 to 7. • Conduct evaluation of the transition to school program. • Review school enrolment and orientation processes to ensure that children from refugee backgrounds are supported in their transition to school. • Learning Showcases are conducted at the end of each Inquiry Unit.	• Rate of family attendance at Learning Conversations to be at or above 85%. • Rate of family attendance at Learning Walks to be at or above 25%. • Rate of family attendance at Learning Showcases to be at or above 25%. • Parent satisfaction and feedback to learning walks is positive. • A learning walk is held at each year level in each semester.	• Learning Walks are an established practice across F-6. • Learning Showcases are an established practice across F-6. • Parents have a number of opportunities to engage in children's learning program • Parents' understanding of and capacity to support their child's learning is strengthened. • More families and children have access to playgroup sessions.

Strong Relationships

Community organisations play an important role in delivering services and programs to the community that frequently focus on improving the opportunities and resources available to children, young people and their families. Partnerships between schools and community organisations provide an opportunity for services and resources to be more accessible and delivered more efficiently. By partnering with community organisations, schools have the ability to plan and develop infrastructure and programs that assist young people across the community. This also helps foster greater integration between schools and communities creating better outcomes for children, young people and their families.

Community Organisation and School Partnerships DEET, 2020

Dimension	Improvement Focus	Improvement Goal	Improvement Actions	Improvement Measures	Improvement Outcomes
Community Engagement	Learning Partnerships	3.3 Partnerships have been established with a range of educational institutions that create learning opportunities otherwise not available within the School.	• Principal to continue as a member of Primary Schools Mental Health First Aid Advisory Board (University of Melbourne). • Establish partnerships to further curriculum development and learning opportunities in STEM • Continue to expand the relationship with *Community Hubs Australia* and their network of school communities. • Continue to build the capacity of the *Roxburgh Park Transition Network* by engaging in evidence-based and collaborative inquiry to improve transition to school. • Participate in UniMelb (Faculty of Architecture, Building and Planning) Research Project: *Schools as Community Hubs* • Engage with schools in Family School Partnership Network Inquiry to influence policy. • Actively engage with members of the Hume Early Years partnership to support program development. • Engage Dr Helen Goode to support LFL Pathway coaching program		• *Roxburgh Park Transition Network* operates as an evidence based community of practice. • Good Sam is a trial school for the Primary Schools Mental Health First Aid program • Contract with CHA extended for a further 3 years. • Enhanced knowledge about how to develop, implement and improve community hubs. • The Kitchen Garden program is expanded to include all year levels. • LFL Pathway participants develop knowledge, skill and confidence in coaching others.

Strong Relationships

Dimension	Improvement Focus	Improvement Goal	Improvement Actions	Improvement Measures	Improvement Outcomes
Community Engagement	Linking Services & Agencies	3.4. Partnerships with a range of government, health and community organisations have been established to deliver learning and wellbeing services otherwise not available within the School.	• Work with NWPHN and ASPIRE partners to renew ASPIRE strategy 2022 - 2024. • MCH mobile service to be available to families one day per term. • Expand contracted service provision with CatholicCare Victoria with the engagement of Child Psychologist • Engage *Big Therapies* and other providers to provide allied health services to children and families in the early years. • Strengthen partnership with Extend OSHC to expand program and increase participation rates. • Conduct Refugee Strategy Stakeholder Engagement Forum, with Maria Vamvakinou MP	• Child psychology provision at 0.2FTE. • Speech pathology provision at 0.4FTE. • Counselling provision at 0.8FTE. • MCH mobile van attends once per term. • Increased number of children attending OSHC program.	• ASPIRE: identified partners are involved in collaborative planning and are committed to the purposes and objectives of the partnership. • Early intervention pathways are established for children in the early years stages of learning. • Teachers are provided with needs based PL to respond to children in their classes. • Increased onsite availability of allied health services to families and children. • Increased number of families accessing the OHSC program.

OPTIMAL PROFESSIONAL GROWTH

Faith formation of Catholic school community members is Christ-centred. It is an intentional, ongoing and reflective process that focuses on the growth of individuals and communities from their lived experiences, in spiritual awareness, theological understanding, vocational motivation and capabilities for mission and service in the Church and the world (NCEC 2016, p. 9).

Horizons of Hope, Leadership, CEM, 2017

Dimension	Improvement Focus	Improvement Goal	Improvement Actions	Improvement Measures	Improvement Outcomes
Bearing Witness	Charism and Identity	4.1 School structures and ways of working generate and support school staff to confidently bear witness to Scripture, sacraments, stories, symbols and beliefs of our faith	• Provide opportunities for faith formation for all members of staff. • Support teaching staff to gain/maintain accreditation to teach in a Catholic school and /or religious education	• 100% of teachers have completed a minimum of 5 hrs of faith formation in 2023. • 100% of teachers have completed a minimum of 6 hrs of accreditation professional learning in 2023.	• All teachers are supported in their faith formation and professional development in Religious Education • School plan is documented to support teaching staff maintain and/or gain accreditation to teach RE as per CECV policy.
Leading Learning	Shared Leadership	4.2 School structures and ways of working generate and support shared leadership, team learning and collaboration among all school staff.	• Establish REL Team F-2/Yrs3-6 Structure. • Establish PMEL Innovation Team. • Conduct *Leadership for Learning Pathway* (second Semester) for STEM, Learning Diversity, PBLW and RE Teacher Leaders • Conduct leadership coaching program (Dr. Helen Goode) for all members of the Leadership For Learning Team • Broaden leadership structures with new positions in: STEM, RE, Learning Diversity	• A minimum of 8 staff have completed or commenced the Leadership for Learning Pathway by the commencement of semester 2.	• Stage 1 of the LFL Pathway is developed and documented. • 6 teachers complete stage 1 of the LFL Pathway . • Members of LFLT receive personalised support through leadership coaching • PMEL Innovation Team is established. • PBLW Team is established. • REL Team structure and work schedule is established. • Middle leadership positions of responsibility are established in RE, STEM, Learning Diversity and Wellbeing.

Optimal Professional Growth

Dimension	Improvement Focus	Improvement Goal	Improvement Actions	Improvement Measures	Improvement Outcomes
Practice Excellence	Professional Inquiry	4.3 School structures and ways of working generate and support continuous professional inquiry for all school staff.	• PMEL Innovation Team is established to lead professional inquiry across the curriculum. • RE Team lead professional inquiry across the curriculum. • F-2 staff engage in professional inquiry: How can we build and enhance play based learning opportunities across F-2? • Establish Multiage Inquiry: "How can we introduce and implement a mulitiage class structure that best meets the learning and wellbeing needs of children in years 1 and 2?" • Conduct LFL Pathway Inquiry "How can a mentor Teacher influence the development of the school as a learning organisation?" • Conduct STEM inquiry: "How do we develop a comprehensive F-6 approach to STEM learning that is purposeful, meaningful and engaging for all children?" • Number Intervention Tutors engaged in ongoing professional inquiry to support their practice.	• All staff have a PIP in place by the end of term 2. • That in 2023 the percentage of staff who have a positive response to *professional learning* on the MACSSIS Survey is at or above 60%. • That in 2023 the percentage of staff who have a positive response to *feedback* on the MACSSIS Survey is at or above 55%. • That in 2023 the percentage of staff who have a positive response to *collective efficacy* on the MACSSIS Survey is at or above 80%. • 6 staff complete Managing Challenging Behaviours PL (Monash Uni.) • 2 staff complete the Leading Collaboration through STEM Education (Monash University) • STEM Mentor Teacher is appointed. • PMEL, LFL , PBLW and RE teams are formed and operating successfully.	• Staff can identify and access the range of professional learning opportunities open to them. • Opportunities for professional learning and inquiry are made available to all staff across a broad range of dimensions of practice. • Team planning, Village and staff meetings are planned and conducted as sites of professional learning. • School staff are actively pursue high-quality, ongoing professional learning which reflects specific goals set out for school improvement. They use evidence from practice and current research to set goals that are sufficiently challenging for their professional growth.

Optimal Professional Growth

School effectiveness in a Catholic school provides opportunities for staff to develop a greater sense of inquiry and growth in themselves and their communities. It supports engagement in asking big questions, navigating change to bring the needs of the [children] to the forefront and an openness to identifying practices that best serve the community.

In Catholic schools there is no separation between time for learning and time for formation.

SIF Rubric, MACS, 2020

Dimension	Improvement Focus	Improvement Goal	Improvement Actions	Improvement Measures	Improvement Outcomes
Practice Excellence	Health and Wellbeing	4.4 School structures and ways of working support staff to deal with challenges and change, manage stress and maintain their physical and mental health.	• Regular evaluation of COVIDSafe settings to ensure adequate safety mechanisms are in place. • Provide free Flu Vaccination for all staff. • Continually review staff workload to identify 'pressure points' that may negatively impact on wellbeing. • Empower employees and family members with timely information and education that contribute to their optimal health and well-being. • Promote self and communal care practices, particularly in relation to mental health and wellbeing. • Monitor staff absences to identify recurring issues.	• That in 2023 the percentage of staff who have a positive response to *psychological safety* on the MACSSIS Survey is at or above 65%. • That in 2023 the percentage of staff who have a positive response to *staff safety* on the MACSSIS Survey is at or above 70%. • That in 2023 the percentage of staff who have a positive response to *school climate* on the MACSSIS Survey is at or above 75%.	• School staff feel a strong sense of support for their health and wellbeing. • High level of vaccination among the staff group. • Good Samaritan is a COVIDSafe workplace.

PRIORITY 5: SUSTAINABLE RESOURCE MANAGEMENT

> *Stewardship is the complex interplay of resources: human, financial and environmental. Leaders steward these resources in support of the core business of schools – learning and teaching and improving the educational outcomes of all [children]. Leaders draw on Christian values and ethics in their decision making and are accountable for the financial management and viability of the school. When addressing infrastructure and planning, leaders take account of the need for learning spaces to be well designed, equipped and maintained, with technology provision aligning with contemporary program delivery*
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> *Horizons of Hope, Leadership, CEM, 2017*

Dimension	Improvement Focus	Improvement Goal	Improvement Actions	Improvement Measures	Improvement Outcomes
Business Management	Resource Management	5.1 School structures and ways of working generate and support the sustainable acquisition and allocation of school's resources (human, financial, physical and time) to enable the achievement of school goals.	• Develop Finance Plan 2023-2025 in alignment with the school's Strategic Plan, Site Master Plan and maintenance plan • All eligible families for concessional fees are identified and transferred to the new fee payment schedule.	• % of families accessing the CSEF is at or above 75%. • 100% of families eligible for concessional fee are identified and access the rate. • School enrolment as of 28/02/23 is at or above 610. • School enrolment as of 28/08/23 is at or above 630.	• All families, regardless of financial situation, are able to access an education at the School. • The school has a well-defined business plan encompassing future growth of resources and infrastructure developed through sustainable strategic management processes. • The school's resources (financial, physical, personnel) are effectively managed.
	Capital Improvements	5.2 School structures and ways of working generate and support the sustainable development of the physical environment of the school to support the learning and wellbeing of all.	• Maintain and update the School Master Plan as required. • Refurbish Years 3-6 children's toilets. • Refurbish administration work spaces. • Refurbish playgroup room. • Complete design of Junior Outdoor learning space/playground and tender for construction. • Renew Kitchen Garden space to ensure ongoing development to meet curriculum objectives. • Install shade sail in the courtyard.	• School Master Plan is current and reflects site changes - actual and planned - as of 01/12/2023 • Planned capital improvements are completed on time and within budget.	• The school has an attractive and stimulating physical environment that supports learning and wellbeing for all.

Sustainable Resource Management

> *Effective Catholic schools remain ever conscious of the needs of tomorrow and the interaction between the present and future. They create and articulate a compelling vision for improvement and change, informed by the context and charism of the school, and this serves as a constant point of reference. Effective schools maintain good governance, aligning school-based policy and practice with the requirements of systemic and government compliance.*
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> *Horizons of Hope, Leadership, CEM, 2017*

Dimension	Improvement Focus	Improvement Goal	Improvement Actions	Improvement Measures	Improvement Outcomes
Organisational Design	Organisational Alignment	5.3 School structures and ways of working generate organisationally aligned and effective approaches to improving the learning and wellbeing outcomes of children.	• Publish School Strategic Plan 2022 - 2025 - digital and print • Establish the role of STEM Mentor Teacher (0.4FTE) • STEM Mentor teacher released to support STEM inquiry and planning process. • Establish the role of Learning Diversity Mentor Teacher (0.4FTE).	• Strategic plan published by the end of term 2. • Mentor Teacher PD documented. • STEM mentor teacher support to HGT is timetabled .	• The strategic intents and priorities of the school are explicitly expressed, communicated and accessible to all members of the school community. • Multiage structure is operating in Nazareth Village. • Implementation of *Responding to Learning Diversity Framework* is supported
	Information Management	5.4 School structures and ways of working generate and support information management to inform decision making, planning and evaluative processes.	• Develop data management capabilities of teachers and education support staff • Establish processes/structures for collecting and monitoring school-wide data • Regular opportunities timetabled for LFT to discuss the adjustments for children requiring Tier 2 & 3 levels of intervention • Build capacity of staff to access components of *ICON* relevant to their role • Build capacity of staff to access components of *nForma* relevant to their role	•	• Accurate and up to date Information about a child's learning history and progress is accessible to all stakeholders. • Staff can confidently and capably enter and access information on *ICON* relevant to their role. • Staff can confidently and capably enter and access information on *nForma* relevant to their role. • SWAN database is regularly reviewed to ensure it is up to date

IMPROVEMENT TEAM RESPONSIBILITIES

Educational Priorities	A COMMUNITY OF FAITH		PURPOSEFUL, MEANINGFUL & ENGAGING LEARNING		STRONG RELATIONSHIPS	
	Prayer and Liturgy	*Identity and Mission*	*Teaching & Learning*	*Learning Environment*	*Family Engagement*	*Community Engagement*
Learning Villages	Learning Villages are the centre of all school improvement efforts. Village Teams are responsible for creating a learning environment for all children that is: ● *Learner Centred: by* encouraging and equip learners with the skills to become active, engaged participants in their own learning ● *Structured and Designed for Learning:* by designing learning that offers broad, rich and relevant experiences that children value and that support the development of the whole person. ● *Personalised:* by ensuring all children are intellectually and behaviourally engaged and also emotionally invested in learning that is purposeful and meaningful. ● *Inclusive:* by ensuring teaching practices reflect the belief that all students are capable of learning successfully if motivated and given appropriate learning opportunities and necessary support. ● *Social and Connected:* by enabling the children to collaborate and connect strongly with communities and practice beyond the classroom.					
Leadership for Learning Team (LFLT)	The LFLT will drive the School's improvement agenda. It develops, oversees, and evaluates the effectiveness and impact of the Annual Action Plan. It does this by: ● ensuring the school embraces the spirituality of all members of the community and works to ensure that this is experienced in the deep-seated call to mission. ● leading and nurturing a strong collegial culture of mutual trust and support among staff ● engaging parents as partners in the promotion of their children's learning and wellbeing. ● building the capacity of educators to lead evidence-informed growth for all learners. ● nurturing a learning environment that is safe, respectful, tolerant, inclusive and that promotes intellectual rigour. ● building networked school and community relationships					
Learning Diversity Team			Informed by the Response to Intervention (RTI) model, The Learning Diversity Team will: ● Build the capacity of educators to ensure differentiation is a feature of their practice through guiding decision making, ways of working and learning conversations when responding to the diverse needs of children ● Provide a structure to ensure a collaborative approach to effectively understand and meet the learning needs of all children. ● Provide tailored levels of support designed to help children achieve success.			
REL Team	Lead professional inquiry and initiatives in the areas of: prayer and liturgy, identity and mission, sacramental preparation, curriculum planning as well as initiatives to engage families and the parish community in the religious life of the school.					
PMEL Innovation Team	Lead professional inquiry and initiatives in the areas of: curriculum design, inquiry learning sequences, and metacognition.					
PBLW Innovation Team			Lead professional inquiry and initiatives in the areas of: defining, teaching and encouraging expected behaviours and responding to challenging behaviour.			
STEM Team			Lead professional inquiry and curriculum initiatives in the areas of: STEM education, numeracy, digital technologies, sustainability and the kitchen garden program			

Educational Priorities	A COMMUNITY OF FAITH		PURPOSEFUL, MEANINGFUL & ENGAGING LEARNING		STRONG RELATIONSHIPS	
	Prayer and Liturgy	*Identity and Mission*	*Teaching & Learning*	*Learning Environment*	*Family Engagement*	*Community Engagement*
Jericho Community Engagement Team		Will lead professional inquiry and initiatives in the areas of family and community engagement in learning and wellbeing.				
Children's Leadership Team (CLT)	The Children's Leadership Team provides a crucial point of connection between the children and school leaders. The CLT provides a forum for discussion and discernment, where children's voice and perspective are available to inform and support the decisions made by the principal and school leaders where students' wellbeing and outcomes are paramount.					
School Advisory Council (SAC)	The School Advisory Council provides a crucial point of connection between the wider school community and school leaders. The SAC provides a forum for discussion and discernment, where parent voice and community perspective are available to inform and support the decisions made by the principal and custodian of mission for the good of school and parish where students' wellbeing and outcomes are paramount.					
ASPIRE Steering Group					The ***ASPIRE* Steering Group** will continue to comprise senior staff from each of the partner organisations. The role of the Steering Group is to: ● provide project oversight and strategic leadership ● address issues of project sustainability ● manage stakeholder relationships including communication ● manage processes for project monitoring and evaluation	
Refugee Strategy Team			The role of the Refugee Strategy Team is to: ● provide oversight and strategic leadership of the school's *Strategy for Supporting Children and Families from Refugee Backgrounds* ● respond to issues identified through Home Visits ● manage stakeholder relationships including advocacy and communication ● manage processes for strategy monitoring and evaluation			

Organisational Priorities	OPTIMAL PROFESSIONAL GROWTH			SUSTAINABLE RESOURCE MANAGEMENT	
	Bearing Witness	Leading Learning	Practice Excellence	Resource Management	Organisational Design
Learning Villages	Village Teams will design for learning that offers broad, rich and relevant experiences that students value and that support the development of the whole person. Teaching practices reflect the belief that, although children are at different stages in their learning and may be progressing at different rates, all students are capable of learning successfully if motivated and given appropriate learning opportunities and necessary support. Educators will enable the children to collaborate and connect strongly with communities and practice beyond the classroom.				
Leadership for Learning Team (LFLT)	The LFLT will drive the School's improvement agenda ensuring the school has clearly articulated strategies for improving levels of student achievement and wellbeing. It does this by ensuring the school: - has in place policies, processes, and decision-making practices that are significant levers for encouraging a whole-school approach to mission. - works to ensure the continuity of a culture of collaboration and teamwork over time across cohorts of staff; - strategies in place to assist educators to continue to develop and share deep understandings of how children best learn - applies its resources (staff time, expertise, funds, facilities, materials) in a targeted manner to meet the learning and wellbeing needs of all students. - effectively uses its physical environment and available facilities to maximise student learning - has processes to identify and respond to student needs through the allocation of staff and resources; - has structures and processes that enable the school to respond appropriately to the needs of individual learners.				
REL	The REL Team will lead inquiry and initiatives that support teachers in their faith formation and professional development in Religious Education.				
LfLP Project Team	Lead the development and implementation of the Leadership for Learning Pathway				
Administration Team				Lead the development and implementation of processes and procedures to increase efficiency in the administrative functions of the School. Includes a focus on ICON and nForma implementation, financial management, student data management, communication and the student enrolment process.	

SOURCES OF EVIDENCE

When appropriate, the school will use the following sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic priorities. Regular review of these evidence sources will provide clarity around whether we are on track for achieving the intended improvement outcomes. This will occur through regular professional discussion in the LFLT, work groups and whole staff reflective sessions.

EDUCATIONAL PRIORITIES	A COMMUNITY OF FAITH		PURPOSEFUL, MEANINGFUL AND ENGAGING LEARNING		STRONG RELATIONSHIPS	
Dimension	Prayer and Liturgy	Identity and Mission	Teaching & Learning	Learning Environment	Family Engagement	Community Engagement
Source of Evidence	• School Liturgy Plans • Agendas and minutes of RE Innovation Team Meetings • Agenda and minutes of Parish Sacramental Team meetings	• Agendas and minutes of RE Innovation Team Meetings • Inquiry Portal: audit of sequences, sample units, outcomes	• Minutes of Village meetings • Minutes of PMEL Team meetings • Agendas and minutes of LFLT Meetings • ROLD • ILPs • Minutes of PSG meetings • Inquiry Portal: audit of sequences, sample units, outcomes • NAPLAN data • PAT M outcome data • PAT R outcome data • F-2 Essential Assessment data • LFIN outcome data • Westwood outcome data • RR outcome data • Teacher assessment of children's achievement	• Minutes of PBLW workgroup meetings • Agendas and minutes of LFLT Meetings • Minutes of PBLW workgroup meetings • Minutes of CLT meetings • Minutes of PMEL Team Meetings • MACCIS child's data • Minutes of PSG meetings • ROLD • PLPs • Intervention Pathways diary • Record of SWALN meetings • SWALN transition notes • Learner Profiles • Critical incident reports • Attendance data	• Minutes of Jericho Team meetings • Minutes of Refugee Strategy Team meetings • Agenda and minutes of SAC meetings • Record of Community Conversations • Family demographic data • Playgroup demographic data • Record of Family Learning Conversations • Record of Learning Conversations • MACSSIS family data • Record of Enrolment Conversations • School website • Agenda and minutes of PSG meetings • Record of SKOOLBAG post • Record of SeeSaw posts • Community Bulletins	• Agenda and minutes of ASPIRE Steering Group meetings • Playgroup enrolment and demographic data • ASPIRE annual report • Agenda and minutes of Roxburgh Park Transition Network meetings • Agenda and minutes of Hume Early Years Partnership meetings • Contract with CatholicCare Victoria • Jericho Village Timetable • Record of vaccination clinics • Record of Big Therapies visits and referrals • Record of onsite visits by MCHN and PSW • Learning Conversation process document • Records of attendances at Jericho Village classes

ORGANISATIONAL PRIORITIES	OPTIMAL PROFESSIONAL GROWTH			SUSTAINABLE RESOURCE MANAGEMENT	
Dimension	Bearing Witness	Leading Learning	Practice Excellence	Resource Management	Organisational Design
Source of Evidence	- ECSI staff data - ECSI children's data - Record of PL - No of staff seeking accreditation	- MACSSIS staff data - Agendas and minutes of LFLT Meetings - Agenda and minutes of Village meetings - Agenda and minutes of PME Innovation Team - Agenda and minutes of RE Innovation Team meetings - Agenda and Minutes of Exec Team meetings - Agenda and record of LfLP sessions - LfLP participant journal entries	- MACSSIS staff data - Agenda and minutes of LFLT meetings - Agenda and minutes of Village meetings - Agenda and minutes of LD Team meetings - Record of annual Staff Employment Intentions - Record of PL - Staff engaged in sponsored postgraduate study	- Fee Agreements - Debtors list - Annual Financial Statement - Annual budget - Quarterly financial reports - School Master Plan - Maintenance Schedule Log - Essential Services Record - CSEF family list - Site photographs	- MACSSIS staff data - Lives Fully Lived: Strategic Plan 2016-2020 - Learning for a Life Fully Lived: Strategic Plan 2022-2025 - School policies - COVIDSafe Plan - Agenda and minutes of SAC meetings