

FUTURE DIRECTIONS

A template for school strategic planning in response to review recommendations

SCHOOL: St Sebastian's - YERONGA

Date of Review: September 2019

Type of Review: ESR

STRONG CATHOLIC IDENTITY <input type="checkbox"/> Mission <input type="checkbox"/> Formation <input type="checkbox"/> Culture <input type="checkbox"/> Curriculum					
ESR Recommendations	Objectives	Strategies	Indicator	Goals (SMART) e.g.	OPERATIONAL DETAIL
	High level objectives that drive the improvement agenda for the next 5 years	Means by which to achieve objectives. Should be relevant to the life of the strategic plan. Based on evidence-based practice	How you will know if you have achieved your objective - how success will be measured.	<input checked="" type="checkbox"/> Catholic Perspectives <input checked="" type="checkbox"/> ESR Recommendations <input checked="" type="checkbox"/> Local Context	<input type="checkbox"/> Description <input type="checkbox"/> Completion <input type="checkbox"/> Staff involved <input type="checkbox"/> Resources
Review and further develop the modes of expression given to the charism of Saint Mary of the Cross MacKillop.	St Sebastian's values and nurtures the religious life of the school with opportunities to experience, practise and share our Catholic Identity in an open and inclusive way.	<p>Celebrate and deepen our Catholic culture by giving expression to the charism of St Mary of the Cross MacKillop.</p> <p>Using the review, we will further develop the future directions of how charism is expressed at St Sebastian's.</p> <p>Build capacity and engagement around our Catholic Identity through the charism of Saint Mary of the Cross MacKillop.</p> <p>Building onto our Catholic culture through a staff and student formation plan.</p> <p>Embed Catholic perspectives across the curriculum</p>	<p>Mary MacKillop charism is visible in shared language, iconography and action, informing our school community's understanding and celebration of our catholic faith .</p> <p>Staff and student formation plan which clearly establishes the modes of expression given to St Mary of the Cross Charism.</p> <p>Evidence of staff and student engagement and participation in formation activities which inform classroom practice and the teaching of RE</p> <p>Catholic perspectives embedded within all curriculum areas, evident in planning documents and teaching practice</p> <p>Induction processes for staff include introduction to Mary MacKillop charism and Josephite traditions</p> <p>A rich, inclusive and recontextualised prayer and liturgical life in evident within the school</p>	<p>2020</p> <p>By the end of 2020:</p> <input checked="" type="checkbox"/> Catholic Perspectives across the curriculum <ul style="list-style-type: none"> Through a focus on planning and professional development, we will embed Catholic perspectives in Health and English <input checked="" type="checkbox"/> ESR Recommendations <ul style="list-style-type: none"> We will have staff and student formation plans reflecting the charism of St Mary of the Cross MacKillop <input checked="" type="checkbox"/> Local Context <ul style="list-style-type: none"> 	<p>Goal 1: Catholic perspectives</p> <ul style="list-style-type: none"> Designated planning with APRE/PLL aligned to Catholic perspectives Professional learning for staff Engagement with BCE EO:RE Develop planning templates for RE <p>Goal 2: Formation plan</p> <ul style="list-style-type: none"> Review current modes of expression given to the charism St Mary of the Cross MacKillop. Develop staff and student formation plans Embed Mary MacKillop charism in all school activities
				<p>2021</p> <input checked="" type="checkbox"/> Catholic perspectives <ul style="list-style-type: none"> Through a focus on planning and professional development, we will embed Catholic perspectives in HASS and Science <input checked="" type="checkbox"/> Catholic Perspectives across the curriculum <input checked="" type="checkbox"/> ESR Recommendations <ul style="list-style-type: none"> We will implement staff and establish student formation plans reflecting the charism of St Mary of the Cross MacKillop We will review and implement RAP plan 	<ul style="list-style-type: none"> Designated planning with APRE/PLL aligned to Catholic perspectives Professional learning for staff Engagement with BCE EO:RE Develop planning templates for RE Review current modes of expression given to the charism St Mary of the Cross MacKillop.

			Enhanced teacher confidence and theological understanding of recontextualised approach and Catholic perspectives	<ul style="list-style-type: none"> We will re-engage school and parish community following CoVid 19 restrictions <input checked="" type="checkbox"/> Local Context <ul style="list-style-type: none"> We will promote the use of meditative prayer to enhance prayer life of school. 	<ul style="list-style-type: none"> Develop staff and student formation plans Embed Mary MacKillop charism in all school activities We will promote the use of meditative prayer to enhance prayer life of school.
				2022 <input checked="" type="checkbox"/> Catholic perspectives <input checked="" type="checkbox"/> Catholic Perspectives across the curriculum <input checked="" type="checkbox"/> ESR Recommendations <input checked="" type="checkbox"/> Local Context	

EXCELLENT LEARNING AND TEACHING


ESR Recommendations	Objectives	Strategies	Indicator	Goals (SMART) e.g.	OPERATIONAL DETAIL
	High level objectives that drive the improvement agenda for the next 5 years	Means by which to achieve objectives. Should be relevant to the life of the strategic plan. Based on evidence-based practice	How you will know if you have achieved your objective - how success will be measured.	<input checked="" type="checkbox"/> Catholic Perspectives <input checked="" type="checkbox"/> Learning Growth SMART <input checked="" type="checkbox"/> Attendance <input checked="" type="checkbox"/> ESR Recommendations <input checked="" type="checkbox"/> Local Context	<input type="checkbox"/> Description <input type="checkbox"/> Completion <input type="checkbox"/> Staff involved <input type="checkbox"/> Resources
<p>Customise the BCE Model of Pedagogy to the St Sebastian's context where you make explicit the shared vision and the particular strategies employed by the school e.g. the collaborative learning approach and design thinking.</p> <p>Review the Whole School Curriculum Delivery Plan.</p> <p>Establish a fully documented Professional Learning Plan and develop a comprehensive and systematic approach to the observation, feedback and coaching of staff that includes protocols for each to ensure conversations are focused on reflection of practice and the stimulation of professional growth.</p> <p>Formalise an induction and orientation process for staff in the St Sebastian's context, with a particular focus on early career teachers and new staff.</p>	<p><i>St Sebastian's embeds innovative pedagogy to engage and progress the learning, achievement and wellbeing of all.</i></p>	<p>Identify and meet the learning needs of every learner</p> <p>Maximise learning growth for each learner by pursuing evidence-based, high quality practice</p> <p>Build staff capacity in evidence-based teaching practice</p> <p>Foster a whole school approach to curriculum delivery and pedagogy</p> <p>Prioritise wellbeing of all</p>	<p>All staff use Engage to record NCCD and personalised support for individual student learning</p> <p>10-15% of student population included in NCCD</p> <p>Student learning data indicates consistent growth for all learners</p> <p>Students reach BCE benchmarks for literacy and numeracy</p> <p>Data is routinely used to inform teaching practice</p> <p>Differentiated practice is evident in planning documents and teaching practice</p> <p>St Sebastian's whole school curriculum delivery plan, incorporating our vision for learning, informs school-wide teaching practice</p> <p>Visual representation of the core pedagogy in the St Sebastian's context.</p>	<p>2020</p> <input checked="" type="checkbox"/> Learning Growth <ul style="list-style-type: none"> We will maximise learning growth for each learner so that: <ul style="list-style-type: none"> By the end of 2020, 95% of Prep- Year 2 students achieve the BCE PM benchmarks and 95% of Year 3 – 6 students will achieve a score of 20-24 on the writing analysis tool; and By the end of 2020, 90% of Prep students achieve BCE benchmarks for Trusting the Count; and By the end of Semester 1, 2020, 90% of Year 1 students will have achieved conceptual understanding in Trusting the count; and By the end of 2020, 90% of Year 2 students will have achieved conceptual understanding in place value; and By the end of 2020, all students in Years 3 – 6 who require monitoring will achieve conceptual understanding in Trusting the Count and place value <input checked="" type="checkbox"/> Attendance <ul style="list-style-type: none"> Meet the learning needs of all students, leading to higher levels of student engagement so that 90% of students attend 90% of the time <input checked="" type="checkbox"/> ESR Recommendations <input checked="" type="checkbox"/> Local Context <ul style="list-style-type: none"> We will have developed and embedded clearly articulated process, outlining roles and responsibilities in the collection and review of 	<p>Goal 1: Learning growth</p> <p>Customise the BCE Model of Pedagogy to the St Sebastian's context to make explicit the shared vision and the particular strategies employed by the school.</p> <p>PL for staff in NuMa</p> <p>Establish planning templates to include differentiation and learning adjustments</p> <p>Establish processes for collaborative planning and learning using St Sebastian model of pedagogy and vision for learning – implementing our agreed practices</p> <p>Collaborate with partner schools (St Ita's) to facilitate consistency in planning and pedagogical practices.</p> <p>Staff induction into charism and ways of working at St Sebastian's</p> <p>Develop a data plan</p> <p>Goal 2: Attendance</p>

			<p>Evidence-based pedagogical planning and teaching practices (eg High yield strategies) are implemented consistently across the school with clear expectations communicated.</p> <p>Staff, students and parents share a common language of pedagogy and the collaborative model that is used at St Sebastian's.</p> <p>School leaders spend time working with teachers to improve their teaching practices, included modelling, evaluating and providing feedback on classroom teaching.</p> <p>Evidence of whole school curriculum delivery plan and expectation in both staff and parent handbooks.</p> <p>Established staff induction processes, including St Sebastian's vision for learning and curriculum delivery plan</p> <p>High levels of engagement and attendance evidenced eg surveys, attendance data eg 90% attendance</p> <p>Staff are confident and proficient in the use of NuMa strategies</p>	<p>NCCD, ensuring student needs are being best catered for.</p> <ul style="list-style-type: none"> We will maximise the use of 1:1 technology to support student learning <p>2021</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Catholic Perspectives across Curriculum <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning Growth We will maximise learning growth for each learner so that: <ul style="list-style-type: none"> By the end of 2021, 95% of Prep- Year 2 students achieve the BCE PM benchmarks and 95% of Year 3 – 6 students will achieve a score of 20-24 on the writing analysis tool; and By the end of 2021, 90% of Prep students achieve BCE benchmarks for Trusting the Count; By the end of Semester 1, 2021, 100% of Year 1 students will have achieved conceptual understanding in Trusting the count; and 50% in Place Value By the end of 2021, 95% of Year 2 students will have achieved conceptual understanding in place value; and 50% in Multiplicative thinking By the end of 2021, all students in Years 3-6 will be engaged in Numeracy monitoring tools <input checked="" type="checkbox"/> Attendance Meet the learning needs of all students, leading to higher levels of student engagement so that 90% of students attend 90% of the time <ul style="list-style-type: none"> <input checked="" type="checkbox"/> ESR Recommendations <input checked="" type="checkbox"/> Local Context <ul style="list-style-type: none"> We will consolidate on developed and embedded clearly articulated process, outlining roles and responsibilities in the collection and review of NCCD, ensuring student needs are being best catered for. 	<p>Parent education and communication, linking attendance to resilience</p> <p>Monitoring attendance records and following up on absentees</p> <p>Investigate social emotional wellbeing programs for students</p> <p>Goal 3: NCCD Develop a clearly articulated process for identifying needs of all students, including an outline of roles and responsibilities</p> <p>PL for staff in the use of NCCD data and evidence</p> <p>Customise the BCE Model of Pedagogy to the St Sebastian's context to make explicit the shared vision and the particular strategies employed by the school.</p> <p>PL for staff in NuMa</p> <p>Implement planning templates to include differentiation and learning adjustments</p> <p>Implement processes for collaborative planning and learning using St Sebastian model of pedagogy and vision for learning – implementing our agreed practices : Attendance</p> <p>Parent education and communication, linking attendance to resilience</p> <p>Monitoring attendance records and following up on absentees</p> <p>Investigate social emotional wellbeing programs for students . Introduction of Pastoral Care Groups</p> <p>Introduction of Learning Dispositions for Active Learners</p>
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				<ul style="list-style-type: none"> We will embed St Sebastian's Learning Dispositions in both planning and student engagement to provide students a language to support their discourse and attitude to their learning . Establish a fully documented Professional Learning Plan and develop a comprehensive and systematic approach to the observation, feedback and coaching of staff that includes protocols for each to ensure conversations are focused on reflection of practice and the stimulation of professional growth. Implement 1:1 use of ICT and make use of Seesaw App to support learning and enhance communication with the development of online folios. Participation of staff in Deepening Learning with iPad professional development <p>Review whole school curriculum delivery plan</p>	
				<p>2022</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Catholic Perspectives across Curriculum <input checked="" type="checkbox"/> Learning Growth <input checked="" type="checkbox"/> Attendance <input checked="" type="checkbox"/> ESR Recommendations <input checked="" type="checkbox"/> Local Context 	
BUILDING A SUSTAINABLE FUTURE					
ESR Recommendations	Objectives High level objectives that drive the improvement agenda for the next 5 years	Strategies Means by which to achieve objectives. Should be relevant to the life of the strategic plan. Based on evidence-based practice	Indicator How you will know if you have achieved your objective - how success will be measured.	Goals (SMART) e.g. <input checked="" type="checkbox"/> ESR Recommendations <input checked="" type="checkbox"/> Local Context	OPERATIONAL DETAIL <input type="checkbox"/> Description <input type="checkbox"/> Completion <input type="checkbox"/> Staff involved <input type="checkbox"/> Resources
N/A	We are a collaborative and reflective community that embraces change and drives continuous improvement	<p>Deepen partnerships with parish, families and community</p> <p>Foster personal and collective responsibility</p> <p>Build a culture of reflection, evaluation and continuous improvement</p>	<p>There is regular reflection and evaluation of practice</p> <p>There are systematic opportunities for observation, feedback and collaboration</p> <p>Regular school involvement in monthly parish family masses</p>	<p>2020</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> ESR Recommendations <input checked="" type="checkbox"/> Local Context <p>2021</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> ESR Recommendations <input checked="" type="checkbox"/> Local Context <p>Implement a whole school approach to coaching and mentoring with a focus on supporting early years teachers and new staff</p>	<p>Think about goals/activities in out years</p>

			<p>We encourage and seek community involvement</p> <p>Staff set professional goals aligned to the school's strategic an annual improvement plans</p> <p>All classroom teaching and learning is open-door with a team- teaching approach</p> <p>Team teachers work together to foster and engage students in collaborative learning</p> <p>Our yearly theme strives to support the well-being of all</p>	<p>2022</p> <p><input checked="" type="checkbox"/> ESR Recommendations</p> <p><input checked="" type="checkbox"/> Local Context</p>	
	<p>We use resources sustainably, with transparency and accountability</p>	<p>Focus on sustainable resourcing</p> <p>Drive ecological action</p> <p>Adopt transparent and accountable processes</p>	<p>Master plan is developed and being implemented</p> <p>ERAMP data informs planning and use of resources</p> <p>Reduced ecological footprint eg power, waste, water use</p> <p>Responsible and sustainable budget processes which align with BCE guidelines</p> <p>IT plan is developed and being implemented</p>	<p>2020</p> <p><input checked="" type="checkbox"/> ESR Recommendations</p> <p><input checked="" type="checkbox"/> Local Context</p> <ul style="list-style-type: none"> • We will formally engage with NAPLAN online in Years 3 and 5 • We will implement responsible and sustainable practices to ensure proper management of school resources 	<p>Goal 1: NAPLAN online</p> <ul style="list-style-type: none"> • PL for teachers • Opportunities for students to trial • Information sessions for parents • Implement audit recommendations re resourcing for NAPLAN online • Mapping ICT capabilities in planning documents • Review and reflection of NAPLAN online <p>Goal 2 Responsible Management</p> <ul style="list-style-type: none"> • Implementation of budget • Exploration of Master Planning process. • Use ERAMP data that informs planning and use of resources
				<p>2021</p> <p><input checked="" type="checkbox"/> ESR Recommendations</p> <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> Local Context We will formally engage with NAPLAN online in Years 3 and 5 • We will implement responsible and sustainable practices to ensure proper management of school resources 	<ul style="list-style-type: none"> • PL for teachers • Opportunities for students to trial • Information sessions for parents • Implement audit recommendations re resourcing for NAPLAN online • Mapping ICT capabilities in planning documents • Review and reflection of NAPLAN online • Implementation of budget

					<ul style="list-style-type: none"> Implementation of Eco Educate program across all year levels. Use ERAMP data that informs planning and use of resources
				2022 <input checked="" type="checkbox"/> ESR Recommendations <input checked="" type="checkbox"/> Local Context	

Strategic Plan				Annual Improvement Plan	
EXAMPLE	EXAMPLE	EXAMPLE	EXAMPLE	EXAMPLE	EXAMPLE
EXCELLENT LEARNING AND TEACHING					
ESR Recommendations	Objectives High level objectives that drive the improvement agenda for the next 5 years	Strategies Means by which to achieve objectives. Should be relevant to the life of the strategic plan. Based on evidence-based practice	Indicator How you will know if you have achieved your objective - how success will be measured.	Goals (SMART) e.g. <input checked="" type="checkbox"/> Attendance <input checked="" type="checkbox"/> Catholic Perspectives <input checked="" type="checkbox"/> Learning Growth SMART <input checked="" type="checkbox"/> Local Context/ESR Recommendations	OPERATIONAL DETAIL <input type="checkbox"/> Description <input type="checkbox"/> Completion <input type="checkbox"/> Staff involved <input type="checkbox"/> Resources
<p>Review and revitalise the school's commitment to core pedagogies of Discovery Learning /Design Thinking and Team Teaching and thereby provide clarity around the Learning Dispositions to ensure that they are well known and practised by teachers and students.</p> <p>Create a visual representation that is owned by the school community to capture framework and expectations.</p> <p>Strengthen curriculum delivery to ensure planning</p>	<p><i>(School Name) inspires a love of learning by developing young people as local and global citizens.</i></p> 	<p>Drive continuous improvement in high quality learning and teaching across all key learning areas to maximise learning growth for each learner.</p> <p>Foster a whole school approach to curriculum delivery, that is responsive to learner voice, caters for diversity and maximises learning growth for all students.</p> <p>Build teacher capacity in the use of (school name's) core pedagogies of discovery learning and design thinking.</p>	<p>A visual representation of the core pedagogies and learning dispositions displayed in learning and teaching spaces and communicated to wider school community.</p> <p>Staff, students and parents share a common language of pedagogy and learning dispositions.</p> <p>Whole school consistency in planning and pedagogy.</p> <p>Evidence of discovery learning and design thinking at Learning showcase evenings.</p> <p>Consistent use of HYS and effective and expected practices in the pursuit of high quality learning and teaching.</p>	<p>2020</p> <p><input checked="" type="checkbox"/> Catholic Perspectives: All teaching staff to have participated in professional learning in relation to Catholic Perspectives across the curriculum and application to learning and teaching planning cycles.</p> <p><input checked="" type="checkbox"/> Attendance: (Name of school) will strengthen a culture which values student engagement and participations for full days, to achieve a level of at least 90% of students attending school 90% of the time.</p> <p><input checked="" type="checkbox"/> Learning Growth: By end of 2019, 80% or more of our learners in Prep, 85% or more across Year 1 and Year 2 are displaying reading skills placing them at or above the expected growth benchmark for their year level (PM Benchmark growth level markers: Prep 5-8; Year 1 - 14-18; Year 2 - 22-26).</p> <p><input checked="" type="checkbox"/> Local Context / ESR Improvement Goals: By the end of 2020, (name of school) will have developed a whole school pedagogical</p>	<p>Review the school's current practice in core pedagogies. (<i>Discovery Learning /Design Thinking</i>)</p> <p>Stocktake the current programs, processes, assessments and strategies for learning and teaching at (school name) to identify alignment to the Australian Curriculum.</p> <p>Update (school name's) Vision for Learning and Teaching to recommit and inform the development of a whole school curriculum delivery plan.</p> <p>Revision of the Qualities of an Effective Learner and the Learning Process to reflect the BCE and school Effective and Expected practices.</p> <p>Establish consistency in planning expectations across all year levels and</p>

Strategic Plan				Annual Improvement Plan	
is enacted in all KLAs & provides rigour.				<p>framework, aligned to the vision for learning, which is represented visually and published to parents and students.</p> <p>By the end of 2020, planning in all year levels and all KLAs will be in accordance with (name of school) planning template.</p>	<p>KLAs based on BCE model and line of sight documents.</p> <p>Engage with BCE staff to provide professional learning and clarity around the Learning Dispositions to ensure that they are well known and practised by teachers and students.</p>

