

ANNUAL ACTION PLAN 2019

PRIORITY 1

To improve student Writing and Spelling outcomes

SPECIFIC STRATEGIES (5 KEY ASPECTS)

Leadership & Stewardship

CHECS - 3.2 Building Staff Capacity

- Engage in professional learning
- Staff work collaboratively in teams to identify, evidence based strategies to support the development of writing and spelling
- Staff members develop a comprehensive Professional Learning Plan
- Staff engage in coaching and mentoring
- Leadership develops a Staff Professional Development Plan

Learning & Teaching

CHECS - 4.2 Effective Teaching

- Teachers set clear and rigorous expectations for all learners
- Teachers know their students and their needs
- Staff agree on sound pedagogies to support writing and spelling
- Students are provided with a range of learning experiences
- Teachers effectively use explicit instruction

STAFF LEARNING: What we need to learn?

PEDAGOGY

- SMART Spelling rules, strategies, editing and word lists - supplement with other lists
- THRASS and/or SMART for staff who have yet to be trained
- 4 - Spelling knowledges - Etymological, morphemic, phonological, visual
- OLSEL through PLTs - phonological awareness; stretching out individual sounds, syllabification, phoneme fist, onset & rime - 15 mins daily
- VCOP
- Coaching / Mentoring

ASSESSMENT

- PAT-S - Foundation students mid year to determine intervention needs
- AIST - F-2 and any lower achieving students
- SEAPART pre preps 2019 using results to plan for term 1
- SWST tests for year levels students are in

INTERVENTION / EXTENSION

- Boost Teaching, Gillon, Check Ins

RESOURCES

- [Education Department Website](#) (evidence based pedagogy)

PACING GUIDE

Term 1

- Teachers review Writing and Spelling data (SWST, PAT-S 2018, AIST, Writing Samples) and set goals with students (Feb)
- PLT teams to revisit their spelling scope & sequence
- Align spelling rules in all year levels
- Align spelling knowledges
- Teachers develop a PLP to match AAP goals 2019
- Purchase and implement Smart Spelling Foundation Program
- Implement weekly Spelling Learning Cycles
- Attend VCOP PD
- Staff Professional Development Plan reviewed to support PD needs
- Attend SMART spelling PD with Michelle Hutchison

Term 2

- Implement SMART Spelling strategies
- Deliver Spelling Learning Cycles
- Explore and implement OLSEL strategies
- Staff Professional Development Plan reviewed to support PD needs
- Begin to develop a Program Plan for Spelling and Writing based on agreed, evidence based pedagogy
- Leadership to support the coaching and mentoring of staff

Term 3

- Implement SMART Spelling strategies
- Deliver Spelling Learning Cycles
- Staff Professional Development Plan reviewed to support PD needs
- Consolidate and evaluate a Program Plan for Spelling and Writing and how it is to be taught across all year levels

Term 4

- Finalise Program for Spelling & Writing, including agreed pedagogy
- Analyse PAT Assessments (Oct) and SWST Assessments (Nov)
- Staff Professional Development Plan reviewed to support PD needs
- AAP Priority Reflection (Dec)

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PRIORITY 2

To improve student wellbeing outcomes

SPECIFIC STRATEGIES (5 KEY ASPECTS)

Wellbeing

CHECS- 5.3 Safe Learning Environment

- Develop a whole-school, consistent approach to positive behaviour
- Celebrate student achievement
- Promote and build student engagement, independence and self-motivation
- Provide opportunities for student voice
- Provide a safe, respectful and inclusive learning environment
- Support the diverse cultural, social and learning needs of the students

Staff Learning: What we need to learn?

PEDAGOGY

- Tom Hierch - 7 Keys to Success - Significant 72
- Well Being Journal's Program
- Restorative Practices
- Respectful Relationships
- Relationships & Sexuality Program
- Bounce Back / You Can Do It
- Circle Time

ASSESSMENT

- Respectful Relationships Program
- Wellbeing Discussions - Weekly Class Meetings, Circle Time, etc.
- Journals to record GEM = Gratitude, Empathy, Mindfulness
- Surveys (Wellbeing, Insight SRC, etc.)

INTERVENTION / EXTENSION

- School Chaplain/ Wellbeing Leader
- SEL Boost Sessions

RESOURCES

- Gap Analysis
- Wellbeing Surveys (Termly)
- eSmart
- Student Wellbeing Hub

PACING GUIDE

Term 1

- Staff and wellbeing surveys week 5
- Wellbeing as standing staff agenda item
- Trial Wellbeing Journal Program
- Review Tom Hierch Gap Analysis - what do we need to focus on
- Focus on 7 Keys to a Successful Classroom
- Weekly Class meetings
- Whole School Wellbeing Awards

- National Anti Bullying Day
- Exploring and unpacking school expectations - eg. Be Safe
- Adding cultural days to school calendar (NAIDOC, Eid, etc.)
- Significant 72 / Learning to Learn
- Term focus on one whole-school behaviour
- Teachers set wellbeing goals with students (Feb)
- Set School Wide Expectations

Term 2

- Staff and wellbeing surveys week 5
- Wellbeing a standing staff agenda item
- Focus on one expected behaviour each week for classroom
- Term focus on one whole-school behaviour

- Review with students School Wide Expectations
- Trial Wellbeing Journal
- Weekly Class Meetings
- Focus on a gap analysis item
- Whole School Wellbeing Awards

Term 3

- Staff and wellbeing surveys week 5
- Wellbeing a standing staff agenda item
- Focus on one expected behaviour each week for classroom
- Weekly Class Meetings
- Cyber Safety Week (eSmart) - (Sept)

- Evaluate Wellbeing Journal Program effectiveness
- Focus on a gap analysis item
- Term focus on one whole-school behaviour
- Whole School Wellbeing Awards
- Review with students School Wide Expectations

Term 4

- Staff and wellbeing surveys week 5
- Focus on a expected behaviour for the term / week to improve
- Gap analysis item
- Weekly Class Meetings
- Review with students School Wide Expectations

- Wellbeing a standing staff agenda item
- Focus on one expected behaviour each week
- Evaluate Wellbeing Journal Program effectiveness
- Whole School Wellbeing Awards
- Day for Daniel Celebrations (25th October)

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PRIORITY 3

To enhance our Catholic Identity

SPECIFIC STRATEGIES (5 KEY ASPECTS)

Catholic School Identity

CHECS - 1.1 Religious Education

- Encourage creative and critical thinking to bring about fullness of life
- Encourage Catholic dialogue in all learning opportunities
- Promote a Post Critical Belief
- Develop knowledge of the Catholic and other Faith traditions

CHECS - 1.2 Enhancing Catholic School Identity

- Recontextualise the Catholic faith
- Respecting the riches of other faiths, beliefs and backgrounds
- Engage all respectfully, in Prayer and liturgy
- Respond to the needs of our ECSI data

Staff Learning: What we need to learn?

PEDAGOGY

- New 'Awakenings,' Strand Based Enduring Understandings and Shared Christian Praxis
- Understand ECSI eg. PCB, Dialogue, Recontextualisation
- Develop understanding of scripture
- Catholic Social Teaching

ASSESSMENT

- Assessment tasks that promote creative and critical thinking
- Provide opportunities for students to reflect on their faith and learnings

RESOURCES

- ECSI data
- [Catholic Social Teachings](#)
- Awakenings core documents

PACING GUIDE

Term 1

2 day Retreat - unpacking New Awakenings and staff faith formation, unpack ECSI data

- Staff PLT's to focus on RE
- Unpack Strand Based Enduring Understandings
- Unpack Catholic Social Justice Teachings and link to Awakenings eg. Project Compassion

- Develop a common understanding of PCB (post critical belief), Dialogue, Recontextualisation
- Develop and identify what gives expression to the Catholic tradition
- Recontextualise prayer and liturgy
- Formalise a social justice student group
- Include Social Justice articles across school communication platforms
- Celebrate liturgy and/or Mass with community

Term 2

- Develop big picture "concepts" for teaching RE Units
- Plan a term unit of work based on a common concept to be taught in T3
- Link Catholic Social Teachings to Awakenings
- Join with Network schools in celebrating Catholic Ed. Week

- Staff PLT's to focus on RE
- Engage and communicate with community stakeholders new Awakenings
- Revisit ECSI data when designing RE units of work
- Engage in a social justice project
- Celebrate liturgy and/or Mass with community

Term 3

- Implement first RE learning cycle for the term and evaluate.
- Plan a second RE learning cycle to be taught in T4

- Revisit ECSI data when designing RE units of work
- Celebrate liturgy and/or Mass with community

Term 4

- Implement second RE learning cycle and evaluate
- Celebrate liturgy and/or Mass with community
- Incorporate 'Catholic Identity' in Annual Student Awards

- Revisit ECSI data when designing RE units of work
- Celebrate Mission Week