

Our Vision *(as articulated in the School Improvement Plan)*

St Francis Xavier's vision is to develop:

- Students who are inspired by the Gospel and led by the Holy Spirit to grow and act for justice and the common good.
- Students who are literate and numerate
- Students who have skills to be creative, critical thinkers and effective communicators and collaborators
- Students that have the capacity to take an active role in their own learning
- Students that are active and informed citizens

Our Strategic Intent

(as articulated in the School Improvement Plan - brief overarching statement outlining what the school is looking to achieve over the next four years)

At SFX we want to maximise the learning for all students. This means that we need to consider all learners and how they learn best. With the belief that all learners can be successful, we want to provide effective pedagogy, informed by data, which embraces multiple entry points for learners and enables them to work through the progression of learning. To enable this we need to ensure that all teachers:

- Develop a deep understanding of the **progression of learning** in all areas of the curriculum
- Teachers are committed to ongoing improvement and are supported in this process by the development of a strong culture of **professional learning**
- Can support the **Catholic Identity** of the school by providing opportunity for students to learn and understand about self, others and God

Priority 1: Progression of Learning

Goal: *To develop a deep understanding of the progression of learning in all areas of the curriculum.*

Intended Outcome	Evidence of Success	Key Improvement Strategies	Responsibility	Actions	Evidence of Effectiveness
To maximise learning growth for all students SO THAT students can reach their full potential.	<p>Increase in % retention in top two bands in Reading, Writing and Numeracy in NAPLAN</p> <p>Increase in students achieving high growth in Reading, Writing and Numeracy between Yrs 3 and 5</p> <p>Relative Growth Report (NAPLAN): Increase the percentage of students making 'above state' growth</p> <p>Teachers will achieve 100% of their students making required growth in Pat R and Pat Maths (Ref. Expected Growth - Holmes-Smith)</p> <p>Increase the percentage positive in all elements of CEMSIS, student Survey</p>	<p>Develop facilitated planning structures to explore progression of learning and common practices in pedagogical approaches</p> <p>Develop data literacy skills to support differentiated teaching and multiple entry points in progression of learning</p>	<p>Literacy Team</p> <p>Leadership Team</p>	<p>Develop processes to use the 6+1 traits assessment tool and embed it to consistently address the progression of growth in writing</p> <p>Continue to explore assessment tools to complement our current writing assessment tool</p> <p>Use the Assessment Schedule to create a data plan in collaboration with staff</p> <p>Use data to support differentiated teaching at the students' point of need (Collaborative Assessment, Case Management Meetings, Learning Walks and Talks)</p> <p>Develop protocols and implement practices for Case Management Meetings</p> <p>Provide opportunities for Facilitated Planning/team teaching to support teachers in the progression of learning</p>	<p>Staff regularly using a consistent tool to track and assess and plan writing from P-6 using school template</p> <p>Nominated groups have trialed alternate Writing Assessment tools i.e. Bright Path</p> <p>Identified data sets used effectively and clear understanding by staff about the purpose of data</p> <p>Data to inform precision in learning intentions & success criteria, student voice, goal setting and engagement.</p> <p>Conduct case management meetings with clear expectations and processes</p> <p>Collaborative use of assessment data to inform planning and team teaching with evidence of consistent expected practices in pedagogy</p>

(SIF sphere/s relevant to priority to be checked accordingly)

Religious Dimension
Sphere



Learning and Teaching
Sphere



Leadership and
Management Sphere



Student Wellbeing
Sphere



School Community
Sphere



Priority 2: Professional Learning

Goal: *To develop and sustain a strong culture of professional learning across the school.*

Intended Outcome	Evidence of Success	Key Improvement Strategies	Responsibility	Actions	Evidence of Effectiveness
That all staff will be engaged in, supported and accountable for their own learning and that of their colleagues SO THAT learning growth for all students is maximised.	<p>School Improvement Surveys: Staff CEMSIS Survey</p> <p>Increase the percentage positive in the following Domains:</p> <ul style="list-style-type: none"> Professional Learning (9.4) Collaboration around an Improvement Strategy Collaboration in teams Support for teams Collective efficacy <p>PL Plan</p>	Support teachers to understand their point of need and identify a focus for improvement aligned with the school improvement priorities	Leadership Team	<p>Refine structures and protocols for facilitated planning</p> <p>Explore a culture of Coaching, Mentoring and Feedback including Professional Learning for Leadership Team</p> <p>Provide opportunity for teachers to reflect on their practice (Waterfall Chart, Staff Reflection Journals, Google Keep)</p> <p>Explore ongoing approach for staff reflection and review</p> <p>Learning Walks with opportunities for feedback conversations</p>	<p>Expected practice established around facilitated planning - e.g. Maths/Literacy/RE Timetable</p> <p>PL around the culture of coaching, mentoring and feedback. Opportunities for peer coaching and mentoring identified through facilitated planning</p> <p>Use of reflection journal to provide opportunities for staff to reflect on practice which is built into professional learning meetings/planning</p> <p>Increased frequency of reflection meetings with leadership (ARMS)</p> <p>Feedback given to staff through facilitated planning & coaching</p> <p>Data collected on effectiveness of PL through Learning Walks</p>

(SIF sphere/s relevant to priority to be checked accordingly)

Religious Dimension Sphere	<input type="checkbox"/>	Learning and Teaching Sphere	<input type="checkbox"/>	Leadership and Management Sphere	<input type="checkbox"/>	Student Wellbeing Sphere	<input type="checkbox"/>	School Community Sphere	<input type="checkbox"/>
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Priority 3: Catholic Identity

Goal: *To strengthen our Catholic identity*

Intended Outcome	Evidence of Success	Key Improvement Strategies	Responsibility	Actions	Evidence of Effectiveness
That a shared understanding of being a Catholic Educator is understood by all staff so that students make authentic connections between faith and life.	<p>CEMSIS data 2021</p> <p>Tracking Pedagogical Tool (Survey)</p> <p>RE reflected in the Data Plan</p>	Develop teacher's understanding of Catholic identity and to align this with the Religious Education Curriculum.		<p>Provide consecutive Professional learning sessions to deepen understanding of progressions of learning and the pedagogy of encounter</p> <p>Continue to develop teachers knowledge of RE achievement standards and content descriptors in relation to planning and assessment</p> <p>Develop a shared belief and understanding of being a Catholic Educator ie. Ignatian Spirituality, Franciscan Story</p> <p>Collaboration in RE Collective Partnering to learn - Assessment and Reporting in RE</p> <p>Learning Walks with opportunities for feedback conversations</p> <p>Maintain relationships with Parish through Sacramental program and celebrations</p>	<p>Regular facilitated planning sessions to support progression of learning in RE</p> <p>Pedagogy of Encounter evident in classroom practice</p> <p>Planning shows clear links to Content Descriptors. Collaborative assessment against achievement Standards in RE</p> <p>Reporting against Standards at Mid and End of Year Report RE reflected in the Data Plans</p> <p>Students and staff participate in; Class prayer, Liturgies, School Masses, Social Justice Outreach, explicit links to wellbeing CEMSIS data 2021</p> <p>Collaborative assessment of student work across schools, to support assessment and reporting</p> <p>Tracking Pedagogical Tool (Survey)</p> <p>Students able to articulate their learning and answer the 5 questions LI and SC visible for RE, evidence of feedback cycle (what is working/not working)</p> <p>Staff and student connections with parish</p>

Religious Dimension
Sphere

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Priority 4: Parent Engagement

Goal: *School Community - To increase Parent Engagement*

Intended Outcome	Evidence of Success	Key Improvement Strategies	Responsibility	Actions	Evidence of Effectiveness
That parents are more engaged in their child's education SO THAT parents partner with the school to improve and support their child's learning.	<p>School Improvement Surveys: Staff Survey – Family - Engagement Family - Barriers to engagement</p> <p>Evidence of Family Engagement in learning and events</p>	<p>Provide information to parents about student programs and learning</p> <p>Create an Enrolments Committee to coordinate promotion strategies</p>	<p>Principal & Leadership Team</p> <p>Education Board</p>	<p>Students share learning strategies through videos which are accessible to parents</p> <p>Introduce SeeSaw software with the junior level (P-2)</p> <p>Community conversations with the principal and parents</p> <p>Seeking feedback from Parents in regard to school activities</p> <p>Curriculum news shared with families each term</p> <p>Develop a steering committee consisting of parents and staff to drive the School Promotion Initiative - School Tours, Visits to kinders and kinder visits to school</p> <p>Process and protocols for enrolment enquiries, school tours and streaming of events</p> <p>Develop an additional steering committee consisting of Education Board to review school policies</p> <p>Parent Forums - Curriculum, Human Development, Multi-age classes, Cyber Safety, Sacrament Nights</p>	<p>Parent feedback about video shared. Greater engagement between parents and children about their learning</p> <p>Parents providing feedback to their children about their work</p> <p>Parent participation in conversations</p> <p>Greater parent engagement</p> <p>Starting Taste of School to invite any kinders (Mid Term 1)</p> <p>Document of protocols- Key staff and Year 6 leaders trained</p> <p>School policies reviewed and updated</p> <p>Increased parent attendance and greater response in CEMIS survey data</p>