

# Annual Action Plan 2023

E1336 Our Lady of Fatima School, Rosebud



## *A place of encounter...*

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

Our Lady of Fatima is a community where the traditions of the Catholic Church are reflected and practiced, where all children are empowered to develop to their full potential. Our curriculum aims to meet the challenges of a changing world both locally and globally.

### **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)*

**Our Lady of Fatima engages in the process of strategic thinking and planning, caring deeply for their students and manifesting in the development of its School Improvement Plan for the next four years:**

1. A strengthening of the Catholic culture of the school.
2. Adopting a whole school approach to personalising learning.
3. Building the collective efficacy of teachers.
4. Maximising community connections and parent engagement in learning.

**DREAM** *of possibilities.*  
**BELIEVE** *in yourself.*  
**ACHIEVE** *great things.*

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## Priority 1 Strengthen the Catholic culture of the school

*At the heart of every Catholic school is the desire for the full flourishing of each student across religious, physical, cognitive and social domains. The improvement agenda is enlightened by faith, animated by love and leading to hope (HoH).*

**Goal: To commit to a shared model of witness in our Catholic tradition through a contemporary lens.**

Intended Outcome	Targets and Annual Targets	Key Improvement Strategies	Responsibility	Actions	Evidence
Enhance the Religious Education curriculum and pedagogy.	<p><b>MACSSIS Catholic identity – Students</b> 10.1: increase; 10.4 increase</p> <p><b>MACSSIS Catholic identity – Staff</b> 14.5 increase</p> <p><b>MACSSIS Catholic identity – Families</b> 7.5 increase</p> <p>SIF Religious Dimension move from 4.2.1 to 4.2.2; move from 1.3.1 to 1.3.2</p>	<ul style="list-style-type: none"> <li>REL works with teaching teams to facilitate planning that addresses the strands / dimensions in the curriculum</li> <li>Build RE curriculum opportunities into the inquiry cycle and cross-curricular priorities and empower students with knowledge of the Catholic Social Teachings</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>REL</li> <li>L&amp;T leader</li> </ul>	<ul style="list-style-type: none"> <li>Lead PL in RE curriculum development and Pedagogy of Encounter and the development of planning documents to reflect this</li> <li>Lead facilitated planning with teams</li> <li>Assessment and moderation of work samples aligned to the achievement standards</li> <li>Leading &amp; co-teaching model</li> <li>Consult with MACS on 1.3.2</li> </ul>	<ul style="list-style-type: none"> <li>ECSI data</li> <li>Student work samples of moderated work</li> <li>Professional learning slides</li> <li>Planning documentation</li> <li>Completed leadership template showing attendance in classrooms</li> </ul>
Cultivate opportunities for students, staff and parents to make explicit connections to their faith and spirituality, leading to action.	<p><b>MACSSIS Catholic Identity – Families</b> 7.1: increase 7.5: increase</p> <p>Religious Dimension move from 2.1.2 to 2.1.3 Wellbeing Dimension move from 3.1.2 to 3.1.3 RE Dimension move from 1.4.1 to 1.4.2</p>	<ul style="list-style-type: none"> <li>Ensure that Catholic traditions and values are known, celebrated and active</li> <li>Staff actively privilege time to worship with students and the community as a priority</li> <li>Faith leader models prayer and leads reflective discussion on the Gospel</li> <li>A whole school approach to prayer routines is developed</li> </ul>	<ul style="list-style-type: none"> <li>REL</li> <li>Principal</li> </ul>	<ul style="list-style-type: none"> <li>Co-create a school prayer with students, staff and consult with the Parish Priest</li> <li>Develop understanding of Liturgy and celebration through co-created prayer experiences.</li> <li>Faith formation included in the SAC</li> <li>Celebrate Catholic Education Week</li> <li>Become a FIRE Carrier school</li> <li>Students involved with charitable works</li> <li>Explore times for shared prayer experiences and invite parents</li> </ul>	<ul style="list-style-type: none"> <li>School prayer</li> <li>Catholic Education Week</li> <li>Connect to charities: 'Food For All', 'Socktober'</li> <li>Create and use reflection tools to evaluate students' understandings of prayer</li> </ul>

Religious Dimension Sphere



Learning and Teaching Sphere



Leadership and Management Sphere



Student Wellbeing Sphere



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## Priority 2 Adopt a whole school approach to personalising learning

*Educators need to ensure that learners are intellectually and behaviourally engaged, and also emotionally invested in learning that is personally meaningful (HoH).*

**Goal: To foster a strong culture of learning, curiosity, engagement and creativity.**

Intended Outcome	Targets and Annual Targets	Key Improvement Strategies	Responsibility	Actions	Evidence
Foster deep learning by creating student-centred and enabling environments in which the sacred dignity of all learners is honoured.	<b>MACSSIS Student-Teacher-Student Relationships – Student</b> 4.2 increase ; 4.4 increase  Wellbeing dimension move from 2.3.2 to 2.3.3	<ul style="list-style-type: none"> <li>Targeted teaching</li> <li>Use of scaffolded learning opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Learning and Teaching leader</li> <li>Wellbeing leader</li> <li>School Improvement Team</li> </ul>	<ul style="list-style-type: none"> <li>Teachers group students according to need using data to inform decisions</li> <li>Make learning steps visible through differentiated success criteria</li> <li>Make adjustments at point of need based on learner disposition; modifications noted on planning</li> </ul>	<ul style="list-style-type: none"> <li>PLPs</li> <li>PAT SEW results</li> <li>Student observational notes</li> <li>Evidence of differentiation on planning (targeted teaching ESO direction, adjustments, etc)</li> </ul>
Implement highly effective teaching strategies, using research-based teaching practices, to ensure that every student is engaged, challenged and learning successfully	Learning and Teaching Dimension move from 2.6.2 to 2.6.3	<ul style="list-style-type: none"> <li>Implement the High Impact Teaching Strategies</li> <li>Develop teacher knowledge of the Literacy and Maths toolkits</li> </ul>	<ul style="list-style-type: none"> <li>Learning and Teaching leader</li> <li>Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Lead PL in Literacy and Numeracy development</li> <li>Lead facilitated planning with teams</li> <li>Assessment and moderation of work samples aligned to the achievement standards</li> <li>Leading &amp; co-teaching model with leaders</li> <li>Co-design of planning documents for Literacy and Numeracy in consultation with staff</li> <li>PL in HITS</li> </ul>	<ul style="list-style-type: none"> <li>PL attended - evidence</li> <li>Planning templates developed</li> <li>Completed planning documentation</li> <li>Individual and targeted teaching groups</li> </ul>
Use valid and reliable evidence to make precise decisions regarding student growth and progress	<b>MACSSIS Staff Collaboration in Teams Domain 11</b> 11.4 increase  Learning and Teaching dimension: move 3.1.2 to 3.1.3; move 3.2.2 to 3.2.3; move from 3.3.2 to 3.3.3	<ul style="list-style-type: none"> <li>Collect and analyse formative and summative data</li> <li>Facilitated planning time: Literacy and Numeracy fortnightly</li> </ul>	<ul style="list-style-type: none"> <li>School Improvement Team</li> </ul>	<ul style="list-style-type: none"> <li>Use of pre and post testing data to identify student needs and growth by collecting specific data</li> <li>PL in learning progressions for Numeracy and Literacy</li> <li>Data dialogue</li> </ul>	<ul style="list-style-type: none"> <li>Planning correlation between learning and assessment</li> <li>Assessment for as and of - evident on planning and assessment data</li> <li>Individual and targeted teaching groups</li> </ul>

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## Priority 3 Build collective efficacy of teachers

*Curriculum design in a Catholic school provides opportunities for the learning community to actively engage in collaborative, socially connected and relevant learning. With community partners, entrepreneurial educators design curriculum that moves learners beyond the boundaries of the traditional school. The design, at its best, engages families and local and global communities to support, extend and challenge learning (HoH).*

**Goal: To create a collegial and fulfilling professional environment in which staff are highly effective in their roles.**

Intended Outcome	Targets and Annual Targets	Key Improvement Strategies	Responsibility	Actions	Evidence
Promote and support a learning culture built on research, reflection, shared practice and continuous improvement	<p><b>MACSSIS Communication Domain 6 – Families</b> 6.8 increase</p> <p><b>MACSSIS Instructional Leadership Domain 4 – Staff</b> 4.1 increase; 4.6 increase; 8.6 increase Leadership and Management dimension: move from 2.1.1 to 2.1.2; move from 2.2.2 to 2.2.3; move from 2.4.2 to 2.4.3; move from 2.5.1 to 2.5.2</p>	<ul style="list-style-type: none"> <li>Targeted, facilitated professional learning about pedagogical practices</li> <li>Strategic and explicit meeting schedule aligned to the AAP</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Leaders</li> <li>Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Principal as lead learner with SIT</li> <li>Regular domain-specific and pedagogical professional reading as a focus for discussion in staff meetings</li> <li>Lead facilitated learning and teaching with teams</li> <li>Additional professional learning in Numeracy making use of the 2023 Mathematics grant</li> </ul>	<ul style="list-style-type: none"> <li>Planning norms</li> <li>New planning structure</li> <li>Student data shift</li> <li>Learning walks</li> </ul>
Build their pedagogical content knowledge to engage in authentic dialogue that progresses student learning	<p><b>MACSSIS Communication Domain 6 – Families</b> 6.7 increase</p> <p>Learning and Teaching dimension: move from 1.2.1 to 1.2.2; move from 1.3.2 to 1.3.3</p>	<ul style="list-style-type: none"> <li>Develop unit plan templates for Literacy and Numeracy in consultation with teaching staff</li> <li>Engage in explicit teaching practices (HITS)</li> <li>Use data to write learning intentions and co-design success criteria with students</li> </ul>	<ul style="list-style-type: none"> <li>Learning and Teaching leader</li> <li>Teachers</li> <li>Wellbeing/ Diversity Leader</li> </ul>	<ul style="list-style-type: none"> <li>Create Literacy and Numeracy planners that are reflective of contemporary pedagogical practices</li> <li>Teachers set high expectations for students: modelling, discussion, etc; share the expectation that everyone will reflect and grow (HITS)</li> <li>Staff undertake learning walks as part of our continuous professional improvement strategy</li> </ul>	<ul style="list-style-type: none"> <li>Templates for literacy and numeracy</li> <li>LI and SC in planning and visible in learning environments</li> <li>Learning walks</li> <li>Conversations / discussions (minutes of area meetings)</li> </ul>

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## Priority 4 Maximise community connections and parent engagement in learning

*Teachers in Catholic schools reach out to engage with families, bringing them into the full knowledge that their role as parent and their particular knowledge of their child is valued and essential for the best possible educational outcomes. Mindful of the three major contexts in which children learn, teachers are curious about the inner life of the child, and their life beyond the classroom, seeking to know the family's narrative and aspirations and that of the community surrounding them (HoH).*

**Goal: To strengthen and invigorate high expectations, a strong sense of community and promote relationships between the School and the broader community.**

Intended Outcome	Targets and Annual Targets	Key Improvement Strategies	Responsibility	Actions	Evidence
Engage parents and carers as partners in learning	<p><b>MACSSIS Family Engagement Domain 2 – Family</b> 1.2 increase; 1.6 increase</p> <p>Community dimension: move from 3.1.1 to 3.1.2</p>	<ul style="list-style-type: none"> <li>Establish Parent / carer support in classrooms</li> <li>Parents participate in whole school learning events in subject-specific areas</li> <li>Fortnightly newsletter includes information for families about learning</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Learning Diversity leader</li> <li>Wellbeing leader</li> <li>Councillor</li> <li>All staff</li> </ul>	<ul style="list-style-type: none"> <li>Develop guidelines for parent / carer classroom support</li> <li>Design Parent / carer support in classroom course</li> <li>Learning showcases once a term (eg: Science Week, maths open afternoon, Book Week, etc)</li> </ul>	<ul style="list-style-type: none"> <li>SeeSaw</li> <li>Parent/carers support in classroom timetable</li> <li>Parent/carers Teacher interviews</li> <li>PSGs</li> </ul>
Make connections with community partners to enhance student engagement and learning	<p><b>MACSSIS Communication Domain 6 – Family</b> 6.3 increase</p> <p><b>MACSSIS Instructional Leadership Domain 4 – Staff</b> 4.8 increase; 4.9 increase</p> <p>Community dimension: move from 3.2.1 to 3.2.2; move from 4.2.2 to 4.2.3</p> <p>Leadership &amp; Management dimension: move from 3.1.2 to 3.1.3; move from 3.2.2 to 3.2.3; move from 3.4.0 to 3.4.2</p>	<ul style="list-style-type: none"> <li>Reintroduce Parents and Friends (PFA) Association</li> <li>Network with community partnerships with local organisations, businesses, etc</li> <li>Review planning for sustainability and related programs and delivery</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Community Engagement leader</li> <li>Learning &amp; Teaching Leader</li> <li>Wellbeing leader</li> </ul>	<ul style="list-style-type: none"> <li>Create PFA guidelines and appoint members</li> <li>Increase profile of School Advisory Committee</li> <li>Seesaw – share student learning</li> <li>Showcase and expo evenings</li> <li>Approach community organisations, agencies and services for support as required (eg: MPS Council, allied health, sustainability organisations)</li> <li>Make connections with local kinders as part of our transition program</li> <li>Sustainability: Role descriptors, new employment of Gardening/Wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>PFA establishment and event schedule.</li> <li>That the school has clear structures</li> <li>Newsletter</li> <li>Learning expos and events</li> <li>Seesaw: family interaction statistics</li> <li>Surveys</li> <li>Garden program established with Year 3/4 students, as well as connections with other cohort/students.</li> </ul>

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