HOLY CROSS SCHOOL

2017 School Annual Improvement Plan

SECTION 1: STRATEGIC CONSIDERATIONS

SCHOOL COMMUNITY CONTEXT:

SCHOOL PROFILE AND DEMOGRAPHIC DATA

Holy Cross School is the only Catholic primary school on the northern beaches. It is part of the Northern Beaches Parish. Holy Cross School has 531 students enrolled as of the beginning of the 2017 school year. The gender balance is fairly even, with 52.35% male and 47.65% female.

The cultural mix of families at Holy Cross School continues to expand. There are 29 students whose main language is not English (5.46%) and 36 students (6.78%) who were not born in Australia. These students hail from Indonesia, England, Ireland, Japan, Papua New Guinea, South Africa, New Zealand, Philippines and Jersey. The percentage of Aboriginal or Torres Strait Islander students has continued to rise over the past three years, and stands at 3.01% currently.

Catholic students make up 59.1% or the population, compared to 61.9% of staff. The remaining mix of religious denominations include 16.8% other Christian religions (22.2% staff), 6.2% claiming no religion and 0.5% who have nominated other religions. For 17.4% it is not stated.

The attendance rates for students in 2016 was above the CES average, at 93.47%

Academic results for the 2016 school year showed some promise. SRS scores above and below the benchmark were in the green zone for Maths and Religion, however, 12% of students were below in English. Our NAPLAN relative gain scores sat at -9.9% for Reading, 10.85% for Writing and 0.12 for Numeracy. There were only 28.37% of students over the National Mean Score (NMS) in Numeracy, compared to 44.29% in Reading. Writing had the least amount of students below the NMS, at 7.14%.

The staff retention rate at Holy Cross is excellent, with the only Permanent teacher not returning in 2017 being one on exchange to Canada. The number of staff employed for 2016 was 53, made up of 36 teachers and 17 school officers. There is a balanced mix of recent graduates, teachers with 5-10 years of experience and very experienced teachers, with at least two with a Masters degree.

In 2016, our staff and students began the process of identifying and breaking open the charism of Holy Cross School. It is in draft form and will continue to be developed and explored, with links to the school history. This will link in with the school's 30th Anniversary celebrations throughout 2017. Our mission is to, "*Promote a true sense of belonging within a Christian environment, which embraces Gospel values. We will support, encourage and challenge individual development, with respect for the just and equitable rights of each person.*" Holy Cross School operates within a Positive Behaviour Framework, in which students focus on correct behaviour and are rewarded positively. We are in the process of having our Behaviour Management policy ratified.

Results from our Staff Satisfaction Survey 2016 indicate that our best practice areas include Catholic Ethos, Leadership, Staff Engagement, Resources and Improvement Processes. We recorded an overall satisfaction score of 85%. Our Parent Surveys indicate that our best practice areas are Leadership and Resources, whereas our areas to work on include Catholic Ethos, Learning and Teaching and Improvement Processes. We recorded an overall satisfaction score of 78%. This data is from a response rate of 33.2%. Our student data showed that our best practice areas were Learning and Teaching and Catholic Ethos, whereas our scores were lower in Leadership, Improvement Processes and Resources. The overall satisfaction score is 79%. 37 students participated in the surveys.

Section 1 Continued

CATHOLIC EDUCATION COMMUNITY STRATEGIC DIRECTIONS:

- Lived and celebrated Catholic identity, mission and Holy Cross charism
- Optimal learning and wellbeing for all students
- Access and stewardship of quality Catholic education
- Prophetic and creative leadership

LOCAL, STATE AND NATIONAL AGENDAS:

- LOCAL
  - Data analysis of student achievement / informed decision making (BI Tool)
  - Professional Learning Communities
  - Review of Inclusive Practices (Shaddock Report)
  - Middle Management / Leadership Development
  - Parent Engagement
  - School Improvement
  - Staff and student wellbeing
  - Visible Learning
  - Access and stewardship of quality Catholic education
  - Prophetic and creative leadership
- STATE
  - Improved standards in NAPLAN
- NATIONAL
  - Online NAPLAN testing regime
  - Review and continue rollout of Australian Core Curriculum
  - STEM government focus
  - AITSL Standards for teachers and Principals

ROUND THE CORNER CONSIDERATIONS:

- Increased enrolment of students with disabilities
- NAPLAN online
- Building and grounds improvement
- Further strengthening of academic standards
- Roll out of one-to-one program
- Commencement of Professional Learning Community
- 30th Anniversary celebrations
- Strengthening of parent connection and engagement (P&F)

IMPLICATIONS FOR SCHOOL PLANNING OVER NEXT 2 – 3 YEARS:

- Building teacher capacity and learning
- Continued development and monitoring of Professional Learning Communities
- Ongoing leadership and middle leadership development
- Professional learning and budgetary considerations for modified staffing structure
- Student and staff wellbeing initiatives and structures
- Continuation of master planning for enlargement of classrooms
- Staffing structures around student improvement
- Parent Engagement

SECTION 2: SCHOOL IMPROVEMENT STRATEGIES (DEVELOPMENTAL)

FOCUS AREA 1 (School Generated) – Celebrated and Lived Catholic Identity

DIAGNOSIS AND FOCUS OF CHANGE:

Holy Cross School is an integral part of the Northern Beaches Parish of Cairns offering a commitment to supporting, encouraging and challenging individual development, with respect for the just and equitable rights of each person. Our educational program strives to embrace gospel values whilst being both pastorally and academically attentive to the needs of our students, promoting a true sense of belonging within a Christian environment.

Staff at Holy Cross unite in a supportive workplace filled with spiritual and faith development, and endeavour to inspire students to prayer, celebration, and a deeper knowledge of Catholic traditions and beliefs. Staff provide positive role models to our community to assist each member to come to know and identify more fully with the living spirit of Christ.

During the process of review and reflection, the lack of alignment between the place and purpose of Holy Cross School within the community, and the understanding of how this is displayed and understood was highlighted. Explicit and strategic exposure to the Holy Cross charism, increased community building, and positive relationships building between staff and students will assist with increased understanding of acceptance, forgiveness and inclusion (especially with regards to students with disabilities).

THEORY IN ACTION:

When members of our community understand the ways in which we are authentically Catholic and Christian, and see how our school community lives the Gospel, then we will be better enabled to be the people of God and be rightly known as a Catholic Christian educational community.

When the community can identify the practices that promote and enhance our identity, then we can engage in them in deeper and more meaningful ways. When there is a common and consistent articulation of our identity, then the expectations of how we speak, act and relate are clear.

When the core characteristics of Jesus are embedded in the day-to-day ways we do things, then people will experience living and working within a Christ-inspired community. A common and clearly articulated and lived way of being, relating and responding to things, will provide optimal likelihood for consistency with a clear sense of identity: who we are and how we do things grounded in Christ.

When effective positive behaviour programmes and strategies are in place across the school for the prevention of negative relationships and behaviours, then all students will be able to productively participate in all levels of learning with an improvement in relationships and behaviours. When effective programmes and strategies are in place for the prevention of negative relationships and behaviours, then a greater sense of well-being will be experienced by students and their families.

GOAL FOR FOCUS AREA 1: Celebrated and Lived Catholic Identity

1. Develop and clearly articulate the Holy Cross Charism and our Catholic identity, to be known as the Holy Cross Way
2. Continuation of the implementation of Positive Schools, and explicit alignment with our Catholic identity and charism
3. Revise the current structure of the Holy Cross Learning Support Department with the view to providing a better model of support for teachers, students and parents / carers as per the Shaddock Report
4. Review of the current Holy Cross SEL program and alignment with well-being initiatives and intervention programs with explicit reference to the Holy Cross Way
5. Reignite the P&F through Parent Engagement and increased opportunities for community building
6. Increase the publicity of the many Holy Cross Service and Outreach programs and look for additional ways to connect with those in need

SEF DIMENSION:

☐	A culture that promotes learning	☐	Differentiated teaching and learning
☐	An expert teaching team	☒	Effective pedagogical practices
☒	An explicit improvement agenda	☒	Productive School-community partnerships
☐	Analysis and discussion of data	☐	Systematic curriculum delivery
☒	Celebrated and lived catholic identity	☐	Targeted use of school resources

CEC STRATEGIC DIRECTIONS:

☐	Access and stewardship of quality Catholic education	☐	Optimal learning and wellbeing for all students
☒	Lived and celebrated Catholic Identity	☐	Prophetic and creative leadership

1. To develop and clearly articulate the Holy Cross Charism and our Catholic identity, to be known as the Holy Cross Way :

STRATEGIES TO ACHIEVE GOAL	CAPACITY BUILDING REQUIRED	PROCEDURAL CONSIDERATIONS	BUDEGETARY CONSIDERATIONS
o align and refer to our charism within the weekly Positive Behaviour Focus	o when discussing behaviours and the Holy Cross Positive Behaviour Policy, refer to the Holy Cross Charism o ongoing parental engagement and unpacking of the Holy Cross Positive Behaviour Framework	o incorporate discussion and reference of the Holy Cross charism in staff, P&F, Board and Finance meetings and newsletters o source Parent Engagement PD relevant to our charism	o cost of publication and flags for the front of the school ≈ $2,000 o cost of PD to be charged as an entry fee and subsidised by the P&F

o regular reference to the Holy Cross charism (the Holy Cross Way) in the school newsletter and other forms of communication	o ongoing unpacking of the Holy Cross charism with staff and students o creation of posters and other forms of art work to promote our charism	o adjust weekly assembly to reinforce and revisit the Holy Cross Way	o cost of art materials and design fees ≈ $500
o align Staff Committees with our charism and SAIP so staff can see the direction and purpose of all the extra things they do	o revamp the current staff committee document to align with our charism headings o encourage all staff to volunteer to sit on one committee for the year	o present the document to staff and explain the purpose for the restructure o provide time at staff meetings for staff to meet	o none required
o explicitly show how the Holy Cross charism is lived on a day to day basis throughout the school	o align the weekly Positive Behaviour Focus with our charism and explicitly demonstrate the connection o use our weekly newsletter, Cairns Post, Facebook and other forms of communication to educate members of the wider community	o adjust the publication of the Positive Behaviour Focus to highlight how it relates to our charism	o Cost of advertising in newspaper

2. Continuation of the implementation of Positive Schools, and explicit alignment with our Catholic identity and charism:			
STRATEGIES TO ACHIEVE GOAL	**CAPACITY BUILDING REQUIRED**	**PROCEDURAL CONSIDERATIONS**	**BUDEGETARY CONSIDERATIONS**
o Revision of the Holy Cross Positive Behaviour Framework. Formally endorse the document and share with the community	o Continuation of the upskilling of teachers in positive education practices and restorative practices o Building of parental understanding, and the strengthening of partnership in relation to values, expectations, and a common pathway	o Participation of staff at the Positive Schools conference o Continuation and refinement of practice by the 'Positive Behaviour Team' o Continued Upskilling and PD for whole Staff. o Forums and PD for parents developing understanding and shared practice	o Cost of PD funded through Teacher Capability Grant and school PD budget

o **Review the Holy Cross newsletter** and look for ways to highlight and promote positive behaviours throughout the school community	o Building of parental understanding, and the strengthening of partnership in relation to values, expectations, a common pathway	o Inclusion of articles of interest on the Parent Portal with reference in the fortnightly newsletter	o None required
o **Update the Assembly reward systems and certificates**	o Update the Student of the Week certificate to align more closely with the Holy Cross charism and positive behaviour focus o **Align the awarding of certificates to align with the positive behaviour focus** o **Introduce a class award aligned with the weekly positive behaviour focus**	o Prompt regular communication with staff	o Cost of design and printing of new certificates
o Explicit instruction regarding the role Holy Cross School plays within the parish and the mission of the Catholic church	o Inclusion of a 'Message from the Parish' in the newsletter o **Invite Father Neil along to P&F meetings and functions** o Review 'APRE News' with an increased focus on communication from Pope Francis, and events taking place both within our Parish and across the globe	o **Allocation of staff meetings** o Sourcing of appropriate material for the newsletter o Staff PD	o None required
o **Review of inclusive practices, and restructuring of the current Learning Support model**	o **Redefine the purpose and place of Learning Support at Holy Cross** o Unpack policies and procedures with regards to inclusive education	o **Relocate Learning Support department to the ground floor in A Block** o **Consider staffing arrangements** o **Review role descriptions** o Investigate best practices in inclusive education o **Staff PD** o Parent PD	o Cost of staff and parent PD
o Increased awareness of the Holy Cross service and outreach initiatives and	o Look for additional ways to demonstrate our Holy Cross charism o Unpack our charism with the Justice Squad	o Consider refocusing the role of the student committees, in particular the Justice Squad	o None required

regularly share with the wider community	to align their work with our mission as a school community o Investigate the use of ICT to promote ways in which we serve and reach out to others		
o Strengthen our connection with our past through the celebration of the 30th anniversary of the opening of the school	o Seek assistance from staff with the organisation and promotion of our anniversary o Promote the anniversary throughout the Parish and community, and seek assistance with the gathering of information o Engage the services of the Holy Cross ILO to reconnect our community with our past	o Set up a staff committee	o $10,000 (6211)

3. Revise the current structure of the Holy Cross Learning Support Department with the view to providing a better model of support for teachers, students and parents / carers as per the Shaddock Report

STRATEGIES TO ACHIEVE GOAL	CAPACITY BUILDING REQUIRED	PROCEDURAL CONSIDERATIONS	BUDEGETARY CONSIDERATIONS
o Appointment of a second Learning Support Teacher	o None	o Appoint suitably qualified teacher o Provide a mentor and appropriate support to ensure a successful transition	o Staffing budget
o Creation of two additional classrooms to provide work areas for School Officer who offer student support and enrichments	o none	o Employ a builder to design and install learning hubs to enable School Officers to work with small groups of students	o $30,000
o Educate parents on inclusion and acceptance of students with disabilities	o Building of parental understanding, and the strengthening of partnership in relation to values, expectations, and a common pathway	o Sourcing appropriate PD	o None required

o Incorporation of Enrichment within the role of the Teacher Librarian	o Investigate best practice for teaching and learning across the Diocese and beyond o Use of PLCs to highlight students and look at ways to enrich their learning o Investigate the use of a STEM lab to enrich students' learning	o Use of PLCs to support this initiative	o Staffing budget o Teacher Capability funding

4. Review of the current Holy Cross SEL program and alignment with well-being initiatives and intervention programs with explicit reference to the Holy Cross Way			
STRATEGIES TO ACHIEVE GOAL	**CAPACITY BUILDING REQUIRED**	**PROCEDURAL CONSIDERATIONS**	**BUDEGETARY CONSIDERATIONS**
o Review and revamp current SEL program	o Set regular meeting time with APRE, Holy Cross Counsellor and Principal	o Investigate the purchase and implementation of Second Step program o Assign regular meetings with staff on the use and implementation of this program o Visit schools currently using the program to ensure a successful transition o Align Second Step with ACARA and Program Achieve o Investigate ways to ensure Organisation is appropriately taught across the school	$3,500
o Create a whole school vision for SEL o Align the work carried out by the Counsellor and the SEL coordinator to provide consistency and targeted intervention across the school	o Arrange fortnightly meetings o Coordinate time in the classroom role-modelling to staff how to deliver the SEL program	o Investigate a range of intervention programs to assist with appropriate selection o Survey staff regarding student needs	None required
o Education of parents in SEL	o Provision of appropriate PD and relevant articles in the newsletter and on the Parent Portal o Organise a Parent Night to promote the	o source articles of interest on SEL o upskill staff on current SEL initiatives	None required

	new program with suggestions for ways parents can continue addressing SEL at home o Attend P&F meetings to communicate direction of school and seek their feedback and support with the process		
o 'Keeping it Alive'	o Use songs and clips at assembly to reinforce lessons taught in the classroom o Refer to recent lessons during Buddy Time / teach SEL during Buddy Time	o Create visuals around the school using student contributions o Use 'Look what's been going on in…'section of the newsletter to promote SEL	

5. Reignite the P&F through Parent Engagement and increased opportunities for community building			
STRATEGIES TO ACHIEVE GOAL	**CAPACITY BUILDING REQUIRED**	**PROCEDURAL CONSIDERATIONS**	**BUDEGETARY CONSIDERATIONS**
o Have Parent Engagement as a regular item on the Agenda at P&F meetings	o Clarification as to the purpose and place of Parent Engagement at Holy Cross o Unpack 'the Holy Cross Way' with parents to clarify the necessity of Parent Engagement and the important part they play in our school community	o Investigate ways parents can support their child / children's educational journey o Facilitate conversation through regular reference to 'the Holy Cross Way' at parent gatherings	None required
o Raise the profile of the P&F and strengthen their focus on community building rather than fund raising	o Look at how P&F operates in other communities and pull from their successes o Refer to the constitution and reflect on the role of the P&F within our community (update if required)	o Appoint a working party to investigate the needs of our community o Make the P&F more visible e.g. photos, badges, shirts, FB coverage and acknowledgement at functions	Funded by P&F

6. Increase the publicity of the many Holy Cross Service and Outreach programs and look for additional ways to connect with those in need			
STRATEGIES TO ACHIEVE GOAL	**CAPACITY BUILDING REQUIRED**	**PROCEDURAL CONSIDERATIONS**	**BUDEGETARY CONSIDERATIONS**

o Review and revise the Holy Cross Newsletter to promote and celebrate our Catholic Identity our contribution to the Parish and wider community	o Unpack and brainstorm with students what we are currently doing and what we can do to build upon our current processes and procedures	o Incorporate Service and Outreach initiatives during Catholic Education Week o Plan ahead for CEW activities	None required
o Investigate Mini Vinnies	o Justice Squad to contact Mini Vinnies and consider how this could be embraced at Holy Cross	o Add to the agenda at meetings	None required
o Encourage the Photographers Club to be present at all events worthy of promotion	o Organise regular meeting times for students to gather and plan ahead	o Keep up to date with initiatives in the community	None required
o Look at ways to promote Service and Outreach through curriculum programs	o Review current units of work to look for opportunities for integration	o Add to 'BIT' (Brilliant Ideas for Teaching) section of staff meetings	None required

SERVICE DELIVERY TO SUPPORT FOCUS AREA:

Staff PD
Facilitation training
Mentoring
Funding

MONITORING AND EVALUATION OF STRATEGIES:

Satisfaction Surveys

CONSIDERATIONS FOR SUBSEQUENT YEARS:

Continuation
Development
Agreed
Increased
Continual

SECTION 2: SCHOOL IMPROVEMENT STRATEGIES (DEVELOPMENTAL)

FOCUS AREA 2 (School and CES Generated)

DIAGNOSIS AND FOCUS OF CHANGE:

Over the past two years, Holy Cross School has spent a substantial amount of time and energy unpacking the concept of Positive Schools and Visible Learning. Throughout this time, self-reflection, discussion and the results of survey data suggest that students and members of the Holy Cross community see scope for improvement. Whilst we have adopted many strategies thus far, a lack of clarity has most likely not provided the best outcomes possible. Staff at Holy Cross are a dedicated and hardworking group who are energised to improve practice and quality outcomes for students.

To develop a strong 'Culture for Learning' at Holy Cross will provide the necessary platform to enhance our culture of quality teaching and learning for the 21st Century. This strong 'Culture for Learning' will be driven by the development of Professional Learning Communities (PLC's) using data to examine and inform best quality teaching and learning. The 'Culture for Learning' will incorporate a focus on data and examining teaching practice using the visible learning concept of 'what works'. This will be support by 21st Century learning concepts such as one-to-one ICT.

THEORY IN ACTION:

Careful planning and reorganisation of our staffing structure at Holy Cross for 2017 will introduce a Leader of Teaching and Learning who will facilitate the PLC's for each year level. The focus of our PLC's will be in improvement in standards of reading and driven by the schools reading data from PAT Testing, NAPLAN and PM Benchmarks. By meeting on a fortnightly basis with a focus on quality teaching of reading using concepts such as reading groups, teachers will engage in professional discussion as to what works, what engages, and how the practices we are using might improve student outcomes. Teachers will have the opportunity to engage in peer coaching and observations, visits to other classrooms and schools, and access to relevant professional development.

GOAL FOR FOCUS AREA 2: Culture that Promotes Learning

1. Develop and enhance Professional Learning Teams to improve teaching practice, data analysis and student learning outcomes in reading
2. Build upon the foundation of the school culture of positive schools and relationships
3. Develop a stronger 'Culture for Learning', and ownership, direction and reflection of learning
4. Increase student engagement and ownership of their learning through the use of ICT and 21st century teaching practice

SEF DIMENSION:

☒	A culture that promotes learning	☐	Differentiated teaching and learning
☐	An expert teaching team	☒	Effective pedagogical practices
☐	An explicit improvement agenda	☐	Productive School-community partnerships
☒	Analysis and discussion of data	☐	Systematic curriculum delivery
☐	Celebrated and lived catholic identity	☐	Targeted use of school resources

CEC STRATEGIC DIRECTIONS:	
☐ Access and stewardship of quality Catholic education	☒ Optimal learning and wellbeing for all students
☐ Lived and celebrated Catholic Identity	☐ Prophetic and creative leadership

1. Develop and enhance Professional Learning Teams to improve teaching practice, data analysis and student learning outcomes in reading			
STRATEGIES TO ACHIEVE GOAL	**CAPACITY BUILDING REQUIRED**	**PROCEDURAL CONSIDERATIONS**	**BUDEGETARY CONSIDERATIONS**
o Appoint a Professional Learning Teacher to facilitate the launch of the Holy Cross Professional Learning Community (PLC) and Professional Learning Teams (PLT)	o PLC's to be set up around quality Literacy instruction and coaching o A PLC facilitator to plan for and facilitate team meetings with a focus of reading and data. o Upskill the facilitator to lead improved practice	o Training staff to lead PLC's o Opportunity for fortnightly release together as a team to participate in PLC's o Identified Leader of Pedagogy	o 9 Hrs per week addition to the staffing schedule o SAIP Funded = $36,000
o Provision and allocation of staff PD on the use of the BI Tool for analysis and discussion of data to enhance student learning	o Upskilling staff in the use of the BI Tool o Building staff capacity in the reading, analysis and use of data. o Investigate best use of data	o Engagement of Janine Connolly to upskill the Leader of Teaching and Learning and BI Tool and data analysis o Engagement of Janine for staff PD	o None Required
o Improved reading standards	o Research and trail best practice of the teaching of reading with maximum impact to improving standards o Observation of best practice and analysis of the pros and cons in the context of Holy Cross School o Use of data to inform progress o Opportunity for coaching and observation of own practice to improve outcomes.	o Access to coaching and mentoring o Access to Professional development in the teaching of reading o Engage Literacy coaches to model, observe and assist with the development of best practise	o CES Coaching Allocation o CES Visible Learning Allocation o SAIP = 51,308 Teacher PD Days by 4.

2. Build upon the foundation of the school culture of positive schools and relationships

STRATEGIES TO ACHIEVE GOAL	CAPACITY BUILDING REQUIRED	PROCEDURAL CONSIDERATIONS	BUDEGETARY CONSIDERATIONS
o Completion and publication of the Holy Cross Positive Behaviour Framework with a strong focus on respectful, caring and positive relationships between staff, students and parents	o Continue to upskill teachers in positive education practice o Build parent school understanding and partnership in relation to values, expectations, a common pathway	o Participation of staff at the Positive Schools conference o Continue and refine practice of the 'Positive Behaviour Team' o Continued upskilling and PD of whole staff o Forums and PD for parents developing understanding and shared practice	o School PD Budget and Teacher Capability Funding

3. Develop a stronger 'Culture for Learning', and ownership, direction and reflection of learning

STRATEGIES TO ACHIEVE GOAL	CAPACITY BUILDING REQUIRED	PROCEDURAL CONSIDERATIONS	BUDEGETARY CONSIDERATIONS
o Clarification of what it looks like to be a successful learner at Holy Cross, and for students to be able to articulate this	o Professional development for staff and development of the staff understanding of a successful learner	o Develop lessons and visuals to assist building student understanding and shared language o Survey students both at the beginning and end of year to gauge success	o None Required
o Strengthening of parent engagement, so they are seen as partners in student learning	o Investigate best ways to engage parents o Upskill staff in effective communication with parents	o Forums and PD for Parents developing understanding and shared practice o Newsletter articles sharing professional material, readings, strategies and understanding of learning o Regular opportunity for parent teacher discussion and communication	o None Required

o Continuation of Visible Learning throughout the school	o Culture of open classrooms, teacher walkthroughs and observations. o PLC's set up around quality literacy instruction and coaching o Develop in students a culture for learning and achieving	o Regular opportunity for observation of other classrooms and teacher o Opportunity for fortnightly release together as a team to participate in PLC's o Opportunity for observation of best practise and PD	o None Required

4. Increase student engagement and ownership of their learning through the use of ICT and 21st century teaching practice

STRATEGIES TO ACHIEVE GOAL	CAPACITY BUILDING REQUIRED	PROCEDURAL CONSIDERATIONS	BUDEGETARY CONSIDERATIONS
o Appointment of an e-Learning Coordinator to support and enrich learning opportunities through the use of ICT, including a one-to-one program in Years 3 to 5 and a STEM lab	o Upskill teachers and staff in the best use of ICT o Upskill our eLearning coordinator in 21st Century practice o Investigate programs, app, and devices for most effect	o Train staff to lead eLearning o Opportunity for fortnightly release together as a team to participate in PLC's o Identified eLearning Coordinator	o 7 Hrs per week in addition to the staffing schedule SAIP Funded = $20,000

SERVICE DELIVERY TO SUPPORT FOCUS AREA:

CSTs and networking between schools of similar focus
Siarne Way to support with curriculum and teaching development, particularly in ICT
Gloria West to be involved in lesson planning, coaching, observations and best practice development
Janine Connolly to be involved in data analysis, BI Tool process, upskilling staff in use of data.
Learning Support Teachers and student services staff to assist with support and differentiation of curriculum in reading.

MONITORING AND EVALUATION OF STRATEGIES:

To ensure success and growth in a 'Culture for Learning' Holy Cross will use:
- Analysis of NAPLAN, PAT and PM Benchmark achievements to monitor student progress in reading
- Performance Growth Plan discussions to inform leadership team of staff feedback and wellbeing
- Analysis of annual staff, parent and student satisfaction survey results to gain progress and opinion on 'Culture for Learning', engagement and best practice

CONSIDERATIONS FOR SUBSEQUENT YEARS:

2018 continued provisions for PLC Teams and meetings, and employment of Leaders of Teaching and Learning as per 2017.

SECTION 3 MAINTENANCE STRATEGIES

SCHOOL EFFECTIVENESS FRAMEWORK DOMAIN	SCHOOL STRATEGY	INDICATORS OF PROGRESS	CES SERVICE DELIVERY
1. **Celebrated and lived Catholic Identity**	o Major strategy above		
2. **An Explicit Improvement Agenda**	o Improve data use o Instil a commitment to improve well-being and learning for all o Articulate our 'two rocks' regularly to the Holy Cross community so they have clarification as to our direction for 2017	o	o
3. **Analysis and Discussion of Data**	o Major strategy above		
4. **A Culture That Promotes Learning**	o Major strategy above		
5. **Targeted Use of School Resources (including response to targeted funding priorities)**	o Careful budgetary considerations to improve teaching and learning spaces (courtyard and size of classrooms) o Investigate grants to support students with disabilities, in particular with the creation of a sensory garden o Continuation of Literacy Coaching initiative o Reorganise Library to promote Information Literacy across the school o Investigate the creation of a STEM lab for 2018	o	o

SCHOOL EFFECTIVENESS FRAMEWORK DOMAIN	SCHOOL STRATEGY	INDICATORS OF PROGRESS	CES SERVICE DELIVERY
6. **An Expert Teaching Team**	o Implement new Teacher Induction initiative o Include professional learning into Weekly Notices o Leadership Team to attend 'More than Beautiful Leaders' PD o Introduce Learning Journals at the start of the year and provide Learning Intention stickers at the start of every meeting to promote their use	o	o
7. **Systematic Curriculum Delivery**	o Review of assessment model at Holy Cross to ensure students are not over assessed o Review current yearly overview and endeavour to reduce the content o Continuation of Visible Learning initiative o Consider ways to deepen understanding of concepts through enrichment initiatives and more control over the direction of their learning e.g. Maths Journals	o	o
8. **Differentiated Teaching & Learning (including Literacy and Numeracy Action Plan)**	o Major strategy above	o	o
9. **Effective Pedagogical Practices**	o Major strategy above	o	o
10. **School Community Partnerships**	o Strengthen the link between the Parish and Holy Cross and look for additional ways to connect more regularly o Celebration of 30 year since the opening of Holy Cross School		