

Holy Spirit Bray Park

2024 ANNUAL IMPROVEMENT PLAN



Vision Holy Spirit School, through its Christian values and Catholic tradition, provides a happy, caring, safe and supportive community in which children will grow to recognise and achieve their full potential.

Mission Our mission is to develop students as lifelong learners through a balanced curriculum enriched by Gospel values whilst empowering them to make a positive contribution to the community.

Values

- HEART** We value building positive relationships with one another.
- MIND** We strive for excellence in our education program.
- SPIRIT** We nurture and develop our faith as a strong foundation for life

Strategic priority	Target ¹ : Targets that inspire and set your school's direction <i>"Where do we need to go?"</i>	Targets: Measurable targets to track progress towards your school's objectives <i>"How do we know we are getting there?"</i>	Actions: Actions required to drive progress of key results <i>"What will we do to get there?"</i>	Timeline: <i>"When do we want to get there by?"</i>	Responsibilities & Accountabilities: <i>"Who is responsible for ensuring it happens?"</i>
Catholic identity	Build capacity in teachers to understand the intent of the Religious Education curriculum so planning processes are streamlined using backward design and moderation process are applied to make defensible judgements against the Religious Education curriculum.	<p>Year level teams create one short cycle in Religious Education per term using the backward design methodology.</p> <p>Teachers create engaging assessment tasks that align directly to the Religious Education curriculum and are recorded in the assessment table in the unit plan.</p> <p>Teachers confidently moderate assessment tasks in Religious Education using the assessment table as a guide for determining 'At' and 'Above'.</p>	<p>Planning with the APRE</p> <p>Create a whole school planning template for Religious Education.</p> <p>Moderate assessment tasks in RE across year levels at least once per term – supported by APRE and EORE</p>	<p>Planning – once a term</p> <p>Moderation – once a term</p> <p>Planning template – ongoing</p>	<p>APRE</p> <p>EORE – Beth Nolen</p> <p>RE committee</p>
Learning and teaching	Please complete EIA (page 2)				
Wellbeing	Increase our ongoing commitment to the wellbeing of all stakeholders in our school community.	<p>Teachers and students have a common understanding of what is meant by 'wellbeing'.</p> <p>Build capacity with our staff and students to engage with wellbeing resources.</p> <p>Teachers develop a toolkit of ways to effectively manage their work demands.</p>	<p>Review and raise awareness of the current Staff and Student Wellbeing Policy with teachers and ensure this policy is communicated with the parent body.</p> <p>Introduce the Smiling Minds Resource to all students and staff.</p>	<p>Review of Wellbeing Policy – Term One</p> <p>Implementation ongoing throughout the year</p> <p>Smiling Minds resource made available to teachers and students from Term One</p> <p>BCE Wellbeing tools – ongoing</p>	<p>Leadership Team</p> <p>Wellbeing committee</p>

Explicit Improvement Agenda

Holy Spirit, Bray Park

		Staff feel a sense of wellbeing and supported in their workplace.	Unpack BCE Wellbeing Tools and resources. Teachers implement Smiling Minds into their classrooms. Opportunities to connect ie Well Being week, social gatherings		
Our people					
Diversity and inclusion	Build confidence in staff to implement cultural sensitivity to classroom teaching and learning. Build awareness of the First Nations perspective embedded through Australian Curriculum V.9.0	Teachers will grow their understanding of Indigenous spirituality through participation in a Professional Development Day at Ngutana Lui. Endorsement of the Holy Spirit Reconciliation Action Plan. Engaging with the V9.0 curriculum – Aboriginal and Torres Strait islander Histories and culture during planning sessions	Identification of First Nations people’s resources (including teaching resources) in the Holy Spirit School Resource Centre. Purchase of resources created by first nations people – identify their use across the curriculum. Launch of RAP plan through a whole school ceremony in consultation with local elders.	Endorsement of RAP plan by the end of Term One 2024. Resources introduced/purchased ongoing throughout the year. Planning sessions across year levels to explore V9 curriculum priorities and connections – ongoing	Leadership team PLL RAP Committee Erin Doughty – Education Officer Teacher Librarian
Organisational effectiveness					

1. Use the data available to your school (i.e. HealthCheck, NSIT Review) to identify gaps in school performance and inform objectives aligned to strategic priorities.
2. Within the Targets column, set targets against the data available within your school’s HealthCheck, if applicable.
3. Schools must include both a learning and teaching (EIA) and a Catholic Identity (AIP) target. We recommend that schools include a maximum 1-2 additional targets across the strategic priorities.

Explicit Improvement Agenda

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Target: Embedding and transferring our backward design and assessment techniques across Learning Areas

Success Criteria: *(Success Criteria identify 4 to 8 observable characteristics of the intended future state for the school once this EIA has been achieved – describing what success looks like)*

Data Literacy:

Teachers systematically collect and analyse a range of data sets using our school process of notice, wonder, action at the whole school, year level, class, and individual student levels to inform a teaching response.

Plan:

Teachers are confident with Holy Spirit's planning process that is informed by the Model of Pedagogy and Backward Design to develop responsive cycles of learning in English.

Holy spirit's planning process is evident in HASS and Religion planning with assessment clarity tables planned for.

Teach:

Evidence of the Achievement Standard is visible, co-constructed and accessible on the learning walls of English, HASS and Religion.

Assess:

Teacher provides multiple opportunities for student to demonstrate their learning.

Teachers have clarity of working at and beyond standard in English when making defensible judgements.

Moderate:

Teachers engage in ongoing cycles of moderation against the Achievement Standard for English.