

Creating Possibilities 2020 – 2025

St Anne’s College School Improvement Plan

CATHOLIC IDENTITY		
Aspiration	Commitment	Action
We aspire to be a Catholic community that gives life to the vision and mission of the college.	We commit to creating an environment that supports the lived experience of a faith filled community, inspired by a loving God	We will engage in genuine faith dialogue, acknowledging that each person has a different relationship with God and a different faith journey
LEARNING AND TEACHING		
Aspiration	Commitment	Action
We aspire to be a community of learners who push boundaries and remain open to new possibilities	We commit to providing welcoming, inclusive learning environments where student voice and discernment are central to the development of learning experiences	We will provide opportunities for choice, voice and discernment, allowing learners to see themselves as authentic agents in their learning
LEADERSHIP		
Aspiration	Commitment	Action
We aspire to be a community where leadership is celebrated and encouraged	We commit to creating an environment that enables and empowers all community members to develop leadership qualities	We will build opportunities for leadership across the college and provide access to leadership skill development
PASTORAL WELLBEING		
Aspiration	Commitment	Action
We aspire to be a welcoming Catholic community in the spirit of inclusivity, diversity and connectedness	We commit to processes and practices which value the dignity, safety and wellbeing of all	We will develop a positive learning climate around social, academic and emotional learning, providing opportunities for wider community engagement in learning
STEWARDSHIP OF RESOURCES		
Aspiration	Commitment	Action
We aspire to respond to and anticipate the needs of the college community in a changing world	We commit to ensuring that policies, procedures and practices support the effective, just and equitable use of facilities, resources and financial management	We will continue to develop and update the college masterplan in response to student population growth, ensuring that the needs of the community are considered in a strategic manner

ANNUAL ACTION PLAN

Strategic Directions 2022

Strategic direction one: Developing a pedagogy of dialogue

In acknowledging that each person has a different relationship with God and a different faith journey, opportunities for genuine faith dialogue are known and encouraged. In an increasingly pluralistic, multicultural society, voices, views and perspectives of all are recognised as a positive contribution to developing the Catholic faith – this is often referred to as recontextualisation. Pope Francis provides the following insight into the value of dialogue:

“Dialogue is born when I am capable of recognising others as a gift of God and accept they have something to tell me.” (Tweet, 21/09/2016)

Strategic direction two: Promoting learning growth and achievement

As authentic agents in their learning, students are aware of where they are at and how to get to the next point of learning, understanding their learning journey as a continuum. Students set and monitor goals and targets for their learning. Students lead the learning through engaging with opportunities for student voice and discernment. The Catholic Education Sandhurst Ltd Strategic Plan Goal #2: Learning Success, highlights this direction:

“Every child and student engaged in developing and achieving their aspirational learning goals scaffolded by effective teaching and unified high expectations.”

Strategic direction three: Enhancing Learning engagement

As authentic agents in their learning, students are empowered to have a sense of ownership and responsibility for their individual learning journey. An environment of high expectations, celebrating success, positive supportive relationships and genuine focus on wellbeing are important elements in promoting a strong culture of learning. The following aspiration statement from the St Anne’s College school improvement plan indicates the importance of student connectedness and sense of responsibility for their learning:

“We aspire to be a community of learners who push boundaries and remain open to new possibilities”

Strategic direction four: Strengthening parent and wider community partnerships

In acknowledging families as the most influential educators and the fact that students thrive when families are engaged in their children’s learning, we aim for an inclusive environment where there is a shared commitment to objectives and genuine collaboration. It is important to identify opportunities to utilise community knowledge, building sustainable partnerships to enhance learning. The Sandhurst Family Community Partnerships document highlights this important element of school improvement with the following pillars statement:

“Families and schools ‘funds of usable knowledge’, when shared, make a positive difference to student learning.”

Strategic Direction One: Developing a pedagogy of dialogue

Catholic Context

Students, families and staff inspired by the Catholic story. Living justly to make a difference in the world in the spirit of Jesus. Pope Francis, speaking on Education and young people

"... foster their distinctiveness, beauty and uniqueness, and their capacity for relationship with others and with the world around them." (Pope Francis)

Improvement Measures

- A movement in the ECSI Victoria Scale data towards a dialogue school
- A movement in the Melbourne Scale data towards Recontextualisation

Initiatives

- Recontextualisation opportunities sought in day-to-day learning experiences
- Visiting guest speakers from different faith backgrounds
- Engagement in Catholic traditions eg feast days
- Share special celebrations experienced in different faith communities represented in our student cohort
- Staff build capacity in learning sessions
- Experiences strategically mapped eg guest speakers

Success Criteria

- Student desire to address/take action around issues raised through dialogue
- Students questioning to find out more about other faiths/backgrounds
- Respectful listening, responding and conversation

Evaluation Questions

- How effective were the professional learning opportunities for staff in terms of deepening understanding of dialogue?
- Where are the signs of recontextualisation emerging in the college community? (visual, verbal, action)
- What were the opportunities for sharing experiences with the wider college community? To what extent were these attended or engaged with?
- What community connections have been formed for future development in this area?

Strategic Direction Two: Promoting Learning Growth and Achievement

Catholic Context

“Our shared objective is to form the young, helping them to grow to maturity as simple, competent and honest people, who know how to love with fidelity, who know how to live life as a response to the call of God, and who will engage in their future profession as a service to society.” (Pope Francis, June 2013)

Improvement Measures

- The standard deviation for Year 7 and 9 students in NAPLAN Numeracy decreases by 2 standard deviations
- Increase in NAPLAN writing criteria for audience, sentence structure and vocabulary
- ROL data increase exceeding CES benchmarks
- Learning assets % increase from Novice to Intermediate, Intermediate to Expert

Initiatives

- Embed a learning culture that enables students to create, receive feedback and achieve their learning goals.
- Professional learning on the interpretation and analysis of data sets such as PAT and Essential Assessment
- Develop the Pedagogy leader role to build teacher capability to deliver consistent, high quality, collaborative and responsive teaching practice
- Formative Assessment development
- Continue work with Maureen Cann: engaging a learning and teaching cycle
- Consistent embedding of learner assets into assessment and learning designs
- Specific and targeted professional learning for staff in teaching Mathematics Growth vs Achievement focus of learning conversations

Success Criteria

- Every student experiences at least 12 months growth in their learning
- Students meeting individual learning goals
- Children applying assets when working towards goals

Evaluation Questions

- What do the students say about the impact of formative assessment?
- What do the data tell us about learning growth from February to November?
- Where is the learning and teaching cycle visible in planning documents?
- What do teaching teams say about the pedagogy leaders impact on teacher practice?

Strategic Direction Three: Enhancing Learning Engagement

Catholic Context

“Our shared objective is to form the young, helping them to grow to maturity as simple, competent and honest people, who know how to love with fidelity, who know how to live life as a response to the call of God, and who will engage in their future profession as a service to society.” (Pope Francis, June 2013)

Improvement Measures

- Higher overall percentage attendance rates
- Improved submission of tasks in line with assessment timelines
- Improvement in PAT - SLQ General Satisfaction results (need specific targets)

Initiatives

- Individual goal setting
- Wellbeing connections – including wellbeing days and initiatives run by the wellbeing team
- Clear and concise rubrics
- Excursions linked to inquiry focus
- Student discernment (choice, voice, agency) opportunities are prioritised when planning for learning
- Applying a universal design for learning approach to planning
- Expanding the student voice program
- Expand the Koori Education Worker position to 2 days per week
- Development of specialisations for senior school students
- Increase careers program (Year 7-10)

Success Criteria

- Articulate where am I going, how am I going, where to next in my learning
- Less students on an attendance plan
- Increased engagement, agency in direction of learning
- High participation rates in all aspects of school life eg sports days, liturgies etc
- More students initiating ideas
- Less behaviour incidents on SIMON
- Using the language of expectations

Evaluation Questions

- What have been the outcomes of the student voice program?
- Where is the evidence of student discernment in planning documentation?
- What is the moderation of rubrics telling us?
- What is the feedback in learning conversations about student motivation?

Strategic Direction Four: Strengthening parent and wider community partnerships

Catholic Context

"The family is the salt of the earth and the light of the world, it is the leaven of society." Pope Francis 2013

Improvement Measures

- Increase in il Giornale and Facebook subscription
- Increase in usage statistics for PAM

Initiatives

- Continue to develop the learning conversation structure
- Creating a Deputy Principal in Community and Wellbeing
- Creating a role for Branding and Logistics (inclusive of community outreach in role description)
- Family engagement and information sessions
- Connection of student voice group to the advisory council

Success Criteria

- Established community partnerships
- Family engagement in learning focus
- Increased Learning Conversation participation
- Increasing profile of St Anne's College in the community
- Establishing Business connections

Evaluation Questions

- What partnerships have been established with community groups?
- What opportunities have there been for parents to connect with student learning?
- What opportunities have there been to celebrate diversity in our community?
- What feedback does the parent community have in regards to learning conversations and reporting processes?