Annual Action Plan **2024**

E1289, Holy Spirit Community School, Ringwood North

Melbourne Archdiocese
Catholic Schools

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

"… the fruit of the Spirit is love, joy, peace, patience, kindness, generosity, faithfulness, gentleness and self-control." Galatians 5:22

Holy Spirit Community School seeks to develop the Fruits of the Spirit by …

Developing a sense of belonging where ***love*** of and ***respect*** for oneself, family, community (local and global) and our Earth will be nurtured, a love of learning fostered and individual needs recognised in an inclusive environment.

Working towards a deep knowledge of our students so that through personal reflection, prayer, knowledge of scripture and the example we (staff and parent/s) aspire to set in the school and wider community, ***faith*** is demonstrated as relevant to their lives today.

Actively promoting a sense of ***peace*** through the advocacy of justice, compassion, equity and reconciliation where honesty and open communication will be valued.

Challenging and nurturing all individuals to ***grow*** through ***balancing*** their lives spiritually, intellectually, emotionally, academically and socially in a constantly changing world.

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)

Holy Spirit Community School is committed to a whole school improvement agenda with an emphasis on our learning culture, engagement, and Catholic Identity.

Annual Action Plan **2024**

E1289, Holy Spirit Community School, Ringwood North

Melbourne Archdiocese
Catholic Schools

FAITH FAMILY FRIENDSHIP

Priority 1

Goal: To empower students to make meaningful connections between faith, life and context.

Intended Outcome	Targets and Annual Targets	Key Improvement Strategies	Responsibility	Actions	Evidence
That students are empowered to make meaningful connections between faith, life and context.	Positive growth in the three preferred stances of ECSI and upward trend on Catholic Identity measures in MACSIS	**Foster and grow/continue the journey of staff faith formation** **Improve staff pedagogy around enabling dialogue in order to make life connections**	REL working with RE advisor from MACS	Staff focus groups (particularly LSO) to LISTEN - DEFINE - UPSKILL. Ensure we are explicit with the terms we use like PD, and evidence on staff needs in RE etc.	Meeting Agenda & Minutes Meeting schedule Attendance register Survey compilation Learning Walks
			REL & L&T	Further staff PD on types and ways to pray. (10 characteristics of Prayer) Signage (QR codes) around the school.	Staff prayers include characteristics of prayer Staff Meeting on types of prayer Improved Staff MACSIS data (Q14.15, 14.12, 14.11, 14.8) Photos of icons around the school Rapid Action Plan …
			REL & L&T & WB RE advisor from MACS	Link Scripture, Prayer and Wellbeing particularly, via PD e.g. Berry Street.	Meeting agendas / meeting timetables STAR linked to Scripture Learning Walks
			REL & Leadership &	Participation in Prayer (e.g. At	Participation by all staff with external specialists.

<table>
<tr><td></td><td></td><td></td><td>RE advisor from MACS</td><td>Closure days) and including LSOs and school community leading prayer.</td><td>Attendance register</td></tr>
<tr><td></td><td></td><td></td><td>Sacramental Coordinator, REL & Classroom teachers</td><td>Increase opportunities for student focussed and led liturgies, with an emphasis on prayer and scripture and inclusion of parents</td><td>Embedded lessons into L&T program for RE including prayer creations.

Level Masses - parent involvement</td></tr>
<tr><td>That Pedagogy of Encounter is evident in learning & teaching practices by all teaching staff across the school.</td><td>MACSIS Survey: Students, Staff, Parents
Upward trend in the Catholic Identity (Family: Domain 7, Students: Domain 10, Staff: Domain 14)

<table><tr><th></th><th>MACS average</th><th>2019 data</th><th>2021 data</th></tr><tr><td>Family</td><td>65%</td><td>67%</td><td>57%</td></tr><tr><td>Students</td><td>64%</td><td>61%</td><td>62%</td></tr><tr><td>Staff</td><td>75%</td><td>62%</td><td>69%</td></tr></table></td><td>Build consistent understanding of the PoE across the staff</td><td>REL</td><td>Timetable Facilitated Planning in RE using PoE (Minimum once a term)</td><td>Timetable and Agendas

L&T RE/Inquiry planners include aspects of PoE cycle</td></tr>
<tr><td></td><td></td><td></td><td>REL, L&T & WB Leader</td><td>Explore STAR values linking to Pedagogy of Encounter (Scripture)</td><td>STAR Values to be linked to scripture

Printed Icons of STAR updated and displayed with Catholic Faith Links

Displayed in every classroom.</td></tr>
</table>

(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 ☐

Annual Action Plan **2024**

E1289, Holy Spirit Community School, Ringwood North

Melbourne Archdiocese Catholic Schools

FAITH FAMILY FRIENDSHIP

Priority 2

Goal: To embed a learning culture that promotes engagement, learning and growth for all.

Intended Outcome	Targets and Annual Targets	Key Improvement Strategies	Responsibility	Actions	Evidence
That student engagement in learning and voice increases.	*CHECK 2023 MACISIS data and add in* *Wellbeing Student Survey Data to maintain / improve Engagement Data* MACSIS Student Survey *Domain 2 School Engagement* to improve. Currently 49% & MACS average 56% Wellbeing Student Survey currently 21% (S1) and 33% (S2) 5/6 both 38%	**Build teacher capacity and understanding of how to maximise student engagement in classroom**	L&T / WB / LD	Explore PD around student voice and link to Inquiry Explore student voice strategies Undertake Berry street training for all staff. Share resources to central location for Berry street Create agreed non-negotiable from what Berry street strategies and resources will be used, including LSO expectation/role in the classroom and playground. Revisit tier 1 and 2 strategies for PBL in light of Berry street training.	Staff meeting agenda linked Research based student voice strategies list created and shared with staff Google Drive resources created Berry Street agreed norm document in level planning area on drive PBL tier 2 training organised (LSO invited - Roland Wans) Start of meeting agenda Rapid Action Pl…

Annual Action Plan **2024**

E1289, Holy Spirit Community School, Ringwood North

Melbourne Archdiocese Catholic Schools

FAITH FAMILY FRIENDSHIP

<table>
<tr>
<td>That learning outcomes improve for all students.</td>
<td>To improve student growth in Numeracy between Years 3 and 5

<table>
<tr><th>SPA data</th><th>Mean school growth</th><th>Mean state growth</th></tr>
<tr><td>2021</td><td>68.41</td><td>85.06</td></tr>
</table>

<table>
<tr><th>% of students</th><th>Low</th><th>Med</th><th>High</th></tr>
<tr><td>State</td><td>25</td><td>50</td><td>25</td></tr>
<tr><td>school: 2021</td><td>29.63</td><td>61.11</td><td>9.26</td></tr>
<tr><td>school: 2019</td><td>15.52</td><td>55.17</td><td>29.31</td></tr>
</table>

To improve the percentage of students operating in top 2 bands in Numeracy in Year 5 (2021: 32%)</td>
<td>Build the capacity of teachers to engage student learning through differentiation and the use of data.</td>
<td>L&T / WB / Lit & Maths Leaders</td>
<td>Have data walls that are current to 2024 for Maths and Literacy

Create a routine to explore the use of the data walls to inform case management

Create a visual that outlines the case management process and next steps in T and L model

Use data in facilitated planning to differentiate L&T in Literacy and Mathematics.

Embed Instructional Model:
• Revisit and confirm the instructional model in T And L
• Create non-negotiables for consistent practices in Reading, Writing & Maths
• Implement the I.M in all curriculum areas
• unpack cognitive load theory
• OCHRE Resource unpack & upskill</td>
<td>Maths and Literacy Data Walls are up to date with 2024 data in HUB

Staff meeting item agenda (Routine and Visual for Case Management)
Routine doc shared on useful links

Literacy and Maths planners include differentiation T+L
Facilitated planning timetables for levels

Staff meeting agenda
Evidence on planners
Visual or model to show how the IM is implemented in each curr area.

Instructional Mo…</td>
</tr>
<tr>
<td>That agreed data informed pedagogical</td>
<td>MACSIS Staff Survey Domain 11: Collaboration in Teams to maintain/improve Currently 80%</td>
<td>Build teacher capacity to discern the use of High Impact Instructional Teaching</td>
<td>L&T</td>
<td>Revisit staff meeting PD on descriptive feedback (T to S)</td>
<td>Staff meeting agendas
Information in hub</td>
</tr>
</table>

practices are consistently implemented in classrooms.	& MACS average 70%	**Strategies.**		to improve staff understanding Add expectation to the CIMS process for staff to make explicit links to descriptive feedback (T to S). Model how to use the self assessment for teacher capacity in the CIM process- use the HITS to hot dot (link to Priority 3)	CIMs routine updated with descriptive feedback expectation to be shared by staff Hot dot on HITS framework pre and post - evidence in CIM framework

(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 ☐

Annual Action Plan **2024**

E1289, Holy Spirit Community School, Ringwood North

Melbourne Archdiocese Catholic Schools

FAITH FAMILY FRIENDSHIP

Priority 3

Goal: To ensure the school improvement agenda is shared and enacted by all members of the school community.

Intended Outcome	Targets and Annual Targets	Key Improvement Strategies	Responsibility	Actions	Evidence
That *professional learning* is aligned with the school improvement agenda.	MACSIS Staff Survey Domain 9: Professional Learning *to* improve. 2021 50% & MACS average 55% *2022: 67%, MACS 60%* MACSIS Staff Survey *Domain 10: Collaboration around improved strategy* to improve. Currently 68% & MACS 2021 average 70% *Teaching staff: 73%* *Non-Teaching staff: 38%* *2022:* *Overall; 79% (MACS 65%)* *Teaching: 84%* *Non teaching: 67%*	**Empower staff to share responsibility for communicating and enacting the School Improvement Plan**	SLT	Develop a succinct summary of the 3 main SIP focuses for the year that staff can articulate and communicate e.g. something catchy, not this but… *What are we working on this year??* **Building Relationships** (Berry St) **Learning together** (CIMs) **Consistent Practice** (L&T Instructional model)	Visual of 'the 3' produced and displayed 'The 3' referred to at meetings and appears on agendas Staff members would be able to voice 'the 3'
That *feedback* between all is specific and related to school improvement priorities.	MACSIS Staff Survey *Domain 5: Perceptions of the amount and quality of feedback staff receive to* improve. Currently 40% & MACS average 41% *2022: 36%, MACS:39%* MACSIS Staff Survey *Domain*	**Develop a Feedback Framework that sits within the Professional Learning Plan**	SLT	Define the purpose of what feedback looks like and create an agreed set of protocols and routines for feedback.	Documented protocols for feedback Add feedback routine to agendas for meetings. Feedback routines

	10: Collaboration around improved strategy to improve. Currently 68% & MACS average 70% *Teaching staff: 73%* *Non-Teaching staff: 38%* *2022:* *Overall; 79% (MACS 65%)* *Teaching: 84%* *Non teaching: 67%*				embedded within the CIMs process. HITS self assessment for 'feedback' for staff to improve Rapid Action Plan…
That there is greater *clarity* about the school improvement priorities for all members of the school community.	MACSIS Staff Survey Domain 4: Instructional Leadership, question 4.6 *to maintain/improve*. Currently 76% & MACS average 70% *2022: 81% (MACS: 68%)* MACSIS Student Survey *Domain 9: Student Voice to improve*. Currently 62% & MACS average 58% *2022: 55% (MACS:57%)*	**Use various communication platforms to regularly share the school's improvement priorities and targets with the school community.** **Seek opportunities to invite the community to engage with the school in achieving its goals.**	SLT	Document a professional learning plan policy	Documented Professional Learning Plan
			DA	Communicate SIP actions with community through Newsletter and once a year with Board and P+F	iNewsletter includes SIP actions MACSIS (Parent survey Q6.8)
			DA	Add a SIP page to the newsletter and website and include priorities as part of principal's report	SIP will be on the website and newsletter
			DA	Invite LSOs to join Consultative Committee	CC minutes

(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 ☑