

IMPROVEMENT GOALS



HOLY CROSS SCHOOL WOOLLOOWIN

2020



- **1: Staff Professional Learning through faith formation and religious education pedagogy.**

The new humanity of a recontextualised Catholic world view is known, nurtured and celebrated in word and action, in the context of the Mercy Charism, by all members of the Holy Cross school community.

Staff Professional Learning through faith formation and religious education pedagogy.

In response to: External school review recommendations: In the context of the Mercy charism, consider the outcomes of the Catholic Identity Project to further define and clarify the recontextualised world view of the school community and revitalise the school's religious education curriculum to reflect a contemporary and accessible understanding of Catholic Identity.

Description	Completion	Staff involved
Module – Rationality: Faith Seeking Understanding	Term 4	All staff
Scripture twilights are offered and available	Term 4	Teaching Staff
RE Assessment professional learning with ongoing conversations with EO:RE	Term 4	Teachers of religion
Resourcing for Three Worlds of Text Support in classrooms	Term 4	APRE

- **2: Increase the connection with Mercy organisations.**

The new humanity of a recontextualised Catholic world view is known, nurtured and celebrated in word and action, in the context of the Mercy Charism, by all members of the Holy Cross school community.

The religious life of the school to implicitly include aspects of the Mercy charism - such as founders day, Mercy Wisdom quotes, Mercy Moments

Increase the connection with Mercy organisations.

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Description	Completion	Staff involved
Invite the Sisters of Mercy within the HC Parish to whole school events: Book Week Parade, McAuley Day, Holy Cross Feast Day, Easter Liturgy.	Term 4	APRE

- **3: Educating parent community about the Catholic Social teaching and how this is enlivened within the HC community.**

The new humanity of a recontextualised Catholic world view is known, nurtured and celebrated in word and action, in the context of the Mercy Charism, by all members of the Holy Cross school community.

Promote Catholic Social Teaching

Description	Completion	Staff involved
Principal and APRE provide newsletter items	Term 4	Principal & APRE

- **4: Catholic perspectives are embedded through guided planning processes, professional learning, and supported classroom teaching.**

The new humanity of a recontextualised Catholic world view is known, nurtured and celebrated in word and action, in the context of the Mercy Charism, by all members of the Holy Cross school community.

Catholic perspectives are embedded through guided planning processes, professional learning, and supported classroom teaching.

Conceptual Framework Element	Description	Completion	Staff involved
STAFF FORMATION and PROFESSIONAL DEVELOPMENT of Catholic Perspectives	Introduce the BCE catholic perspectives website to teachers	Term 1	All staff
STUDENT LEARNING and TEACHING of Catholic Perspectives	Catholic perspectives are included in teaching and learning cycles through incorporation of Promote, Challenge and Explore in HPE	Term 4	APRE, Principal, Teaching staff

Excellent Learning and Teaching



- **1: By the end of 2020 90% of students in Yrs 3-6 will achieve Benchmark 20-24 in the Writing Criteria.**

Holy Cross School is an authentically data-informed Professional Learning Community where teaching and learning is focused on students achieving their full human potential.

The use of the Business Intelligence Tool, ACER and NCCD Data along with Data Walls to analyse student progress and achievement to inform planning and teaching cycle.

Communicate data collection agenda to students and parents.

Description	Completion	Staff involved
Termly Data collection, analysis and short cycle planning	Term 4	PLL, STIE & Class teachers
Report progress - each term to BCE and each semester to parents	Term 4	PLL Principal

- **2: By the end of 2019 - 90% of students in Prep – Year 2 will meet the BCE Targets for PM Benchmarks.**

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The use of the Business Intelligence Tool, ACER and NCCD Data along with Data Walls to analyse student progress and achievement to inform planning and teaching cycle.

Communicate data collection agenda to students and parents.

Description	Completion	Staff involved
Termly Data collection, analysis and short cycle planning	Term 4	Teachers & School leadership
Report progress - each term to BCE and each semester to parents	Term 4	PLL & Principal

- **3: Staff will continue with NuMa professional learning and begin to include specific strategies in their mathematics teaching**

Proven evidence – based pedagogical norms are embedded in the Holy Cross connected curriculum delivery so that students achieve their full potential as builders’ of a new humanity.

Use of the NuMa framework and promoted teaching strategies

Description	Completion	Staff involved
NuMa Professional Learning for staff	Term 1	All teaching staff
Maths Routines and familiarisation with the NUMA framework through Staff Meetings.	Term 4	All teaching staff, EO

- **4: Create a contextualised data plan**

Holy Cross School is an authentically data-informed Professional Learning Community where teaching and learning is focused on students achieving their full human potential.

The creation of a contextualised data plan.

In response to: External school review recommendations: Develop a contextualised data plan, noting strategic timelines for the collection and analysis of data, to articulate the school’s purposeful and consistent use of data, ensuring there is alignment when planning curriculum. Actively support teachers to further develop their skills to interpret and depth their understanding of data to inform teaching and learning. Utilise school and student learning data to communicate the school’s improvement agenda.

Description	Completion	Staff involved
Draft and discuss with staff a contextualised data plan	Term 2	Teaching staff
Formalise school data plan	Term 4	Teaching staff

- **5: The evidence of Effective and Expected practices throughout the school**

Proven evidence – based pedagogical norms are embedded in the Holy Cross connected curriculum delivery so that students achieve their full potential as builders’ of a new humanity.

Learning Walks and Talks, Review and Response, 4C's, Gradual release of responsibility, Whole Part Whole, Learning Intentions & Success Criteria are embedded in whole school practices

In response to: External school review recommendations: Develop a contextualised data plan, noting strategic timelines for the collection and analysis of data, to articulate the school’s purposeful and consistent use of data, ensuring there is alignment when planning curriculum. Actively support teachers to further develop their skills to interpret and depth their understanding of data to inform teaching and learning. Utilise school and student learning data to communicate the school’s improvement agenda.

Description	Completion	Staff involved
Learning Walks and Talks, Review and Response, 4C's, Gradual release of responsibility, Whole Part Whole, Learning Intentions & Success Criteria are embedded in whole school practices	Term 4	PLL, Principal, Teaching Staff
Actively support teachers to further develop their skills to interpret and depth their understanding of pedagogical norms to inform teaching and learning through collaborative planning sessions.	Term 4	PLL, Principal, T-L, Teaching staff
Formalise the process of mentoring and coaching, introducing with ECT.	Term 4	Kerrie McEwan, Olivia Galano, PLL, Principal
The use of the Business Intelligence Tool, ACER and NCCD Data along with Data Walls to analyse student progress and achievement to inform planning and teaching cycle.	Term 4	PLL, Principal, Teaching Staff

- **6: A three Year Professional learning Plan is developed for 2020-2022**

[Link to Strategic Plan](#)

Proven evidence – based pedagogical norms are embedded in the Holy Cross connected curriculum delivery so that students achieve their full potential as builders’ of a new humanity.

A three Year Professional learning Plan is developed for 2020-2022

Description	Completion	Staff involved
A three Year Professional learning Plan is developed for 2020-2022	Term 2	Leadership Team in consultation with staff



- **1: Develop staff capacity in digital learning.**

Holy Cross School is a connected 21st century recontextualized and sustainable Catholic learning community which enables our students to live and learn a meaningful new humanity.

Develop staff capacity in digital learning.

In response to: External school review recommendations: Develop clear strategic plans with respect to Master Planning and IT so future directions can be realised in a coordinated manner. Ensure processes continue to be collaborative in nature and known to the community to ensure ownership, articulation of and action to achieve intended objectives. Promote technology use in learning and teaching that aligns with the ACARA General Capabilities as well as for sustaining effective ICT resourcing across the school.

Description	Completion	Staff involved
Undertake the digital literacy program	Term 4	All staff
Loan application for new student computers, purchased, and delivered to classrooms	Term 1	Principal and PP, APRE, Tech support

- **2: Promotion of school attendance through newsletter, signage and attendance award**

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Promotion of school attendance through newsletter, signage and attendance awards

Description	Completion	Staff involved
Ongoing communication throughout the year via media	Term 4	Office staff
Have student attendance awards in Semester 2	Term 4	Leadership Team

- **3: School attendance policy and procedures written**

Holy Cross School is a connected 21st century recontextualized and sustainable Catholic learning community which enables our students to live and learn a meaningful new humanity.

School attendance policy and procedures written

Description	Completion	Staff involved
Draft student attendance policy	Term 1	Principal
Have a Professional learning session run with teachers with Amanda Schwartz	Term 2	Teachers

- **4: Masterplan work commenced to enhance safe play and collaborative working spaces**

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Developed Masterplans for the school are commenced, funded, and time-lined.

Description	Completion	Staff involved
Completion of shed movement	Term 1	Principal, Groundsman,
Stage 1 application to Archdiocese	Term 2	Principal
Stage 1 of project undertaken	Term 4	Principal