

Annual Action Plan 2023

E1289, Holy Spirit Community School, Ringwood North



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.

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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 T+L	Create and collect evidence on staff needs in RE	Staff Survey termly Ongoing Learning Walks (Responsibility of SLT)
			REL T+L	Organise staff share learning and ideas from completed RE accreditation	Percentage of staff accredited will increase Meeting agendas / meeting timetables show staff running meetings
			REL Sacramental REL T+L	Increase opportunities for student focussed and led liturgies with an emphasis on prayer and scripture and inclusion of parents	Planned liturgies in calendar, 1 level per term.
			SLT	Leadership to build staff capacity for prayer by running Term 1 prayer modelling the understanding of the 10 characteristics of prayer	Staff prayers T2-4 have improved and including characteristics of prayer Improved Staff MACSIS data (Q14.15, 14.12, 14.11, 14.8)
			REL T+L	Plan and run a School Closure Day on Faith Formation / Scripture: <ul style="list-style-type: none"> - Jewish Museum - Mary McKillop - Rosemary Prosser 	Improved MACSIS Data (Q14.13, 14.6)

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				- Peta Goldberg Regular ongoing PLT's in scripture for all staff	
			REL T+L	Run regular staff PD to continue to build staff capacity to explicitly teach Catholic beliefs, Catholic mission, traditions and practices.	Meetings schedule / agenda Learning Walks observations Staff Survey (termly)
			Corinne begins then REL T+L	Audit iconography / signage around the school	Audit evidence document (Term 1 and T4 pre and post)
That Pedagogy of Encounter is evident in learning & teaching practices by all teaching staff across the school.	MACSIS Survey: Students, Staff, Parents Upward trend in the <i>Catholic Identity (Family: Domain 7, Students: Domain 10, Staff: Domain 14)</i>	Build consistent understanding of the PoE across the staff	REL T+L	Timetable Facilitated Planning in RE using PoE (Minimum once a term)	Timetable and Agendas Planners including PoE
			WB	Explore STAR values linking to Pedagogy of Encounter (Scripture)	STAR Values to be linked Printed Icons of STAR updated and displayed with Catholic Faith Links Displayed in every classroom.

	MACS average	2019 data	2021 data
Family	65%	67%	57%
Students	64%	61%	62%
Staff	75%	62%	69%

(SIF sphere/s relevant to priority to be checked accordingly)

Religious Dimension Sphere <input checked="" type="checkbox"/>	Learning and Teaching Sphere <input checked="" type="checkbox"/>	Leadership and Management Sphere <input type="checkbox"/>	Student Wellbeing Sphere <input checked="" type="checkbox"/>	School Community Sphere <input type="checkbox"/>
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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 increase	<p><i>Wellbeing Student Survey Data to maintain / improve Engagement Data</i></p> <p>MACSIS Student Survey Domain 2 School Engagement to improve. Currently 49% & MACS average 56%</p> <p>Wellbeing Student Survey currently 21% (S1) and 33% (S2) 5/6 both 38%</p>	<p>Build capacity in S and T in effective goal setting and feedback (T to S & S to S & S to T) (S=students, T=teachers)</p> <p>Build teacher capacity and understanding of the inquiry learning process</p>		Increase staff knowledge of the Assessment Waterfall Chart(AWC) and the components that underpin the AWC (9)	<p>Shared beliefs and understandings - evidence in planning documents</p> <p>Survey staff understanding of knowledge of the AWC (hot dot)</p> <p>Learning Walks Meeting agenda</p>
				Create a survey for student voice, gather specific data where student voice currently is, where is it not?	Results of survey MACSIS Student survey (Q 9.3,9.4)
				Provide PD / PLT for staff on student voice and student agency in curriculum areas	Meeting agendas Post assessment survey on SV

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				Explore ways to increase and maximise SRC (VIC SRC) Implement new strategies	completed PD																					
				Revise and clarify our instructional models in Literacy and Maths.	One page doc for Literacy And Mathematics Remind teachers of where to locate information.																					
That learning outcomes improve for all students	<p>To improve student growth in Numeracy between Years 3 and 5</p> <table border="1"> <thead> <tr> <th>SPA data</th> <th>Mean school growth</th> <th>Mean state growth</th> </tr> </thead> <tbody> <tr> <td>2021</td> <td>68.41</td> <td>85.06</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>% of students</th> <th>Low</th> <th>Med</th> <th>High</th> </tr> </thead> <tbody> <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> </tbody> </table> <p>To improve the percentage of students operating in top 2 bands in Numeracy in Year 5 (2021: 32%)</p>	SPA data	Mean school growth	Mean state growth	2021	68.41	85.06	% of students	Low	Med	High	State	25	50	25	school: 2021	29.63	61.11	9.26	school: 2019	15.52	55.17	29.31	Build the capacity of teachers to engage student learning through differentiation and the use of data.	Create a Data Plan (highlight where case management is used)	Staff Handbook Evidence of the data plan CIM to further embed data plan
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<p>That agreed data informed pedagogical practices are consistently implemented in classrooms</p>	<p>MACSIS Staff Survey <i>Domain 11: Collaboration in Teams</i> to maintain/improve Currently 80% & MACS average 70%</p>	<p>Build teacher capacity to discern the use of High Impact Instructional Teaching Strategies.</p>		<p>Provide PD on HITS (umbrella) Differentiation is the major priority - focus on extension pedagogy.</p>	<p>Learning Walks Meeting agendas Student Data Shared practise from staff to staff</p>
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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 <i>professional learning</i> is aligned with the school improvement agenda	MACSIS Staff Survey Domain 9: Professional Learning to improve. 2021 50% & MACS average 55% <i>2022: 67%, MACS 60%</i>	Empower staff to share responsibility for communicating and enacting the School Improvement Plan		Implement Collaborative Inquiry	Minutes of CIM Agenda of CIMS Data (pre and post) AITSL survey Framework and templates MACSIS - improvement in Domain 9.
	Explore staff voice and input in discerning needs and sourcing professional learning? (aligned with SIP/AAP) <i>HOW/WHAT our staff want to improve?</i>				
	MACSIS Staff Survey Domain 10: Collaboration around improved strategy to improve. Currently 68% & MACS 2021 average 70% <i>Teaching staff: 73%</i> <i>Non-Teaching staff: 38%</i> <i>2022:</i> <i>Overall; 79% (MACS 65%)</i> <i>Teaching: 84%</i> <i>Non teaching: 67%</i>			Develop a routine for opportunities for staff feedback at the end of meetings.	Add feedback routine to agendas for meetings Planning days feedback Data Days Feedback Closure days Feedback 5 Staff meetings Above and below line in CIM,
That <i>feedback</i> between all is specific and related to school	MACSIS Staff Survey Domain 5: <i>Perceptions of the amount and quality of feedback staff receive to improve.</i> Currently	Develop a Feedback Framework that sits within the Professional Learning Plan		Define the purpose of what feedback looks like and create an agreed set of protocols for	Documented protocols for feedback Build a culture of feedback within the

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improvement priorities	<p>40% & MACS average 41% 2022: 36%, MACS:39%</p> <p>MACSIS Staff Survey Domain 10: Collaboration around improved strategy to improve. Currently 68% & MACS average 70% Teaching staff: 73% Non-Teaching staff: 38%</p> <p>2022: Overall: 79% (MACS 65%) Teaching: 84% Non teaching: 67%</p>			feedback.	CIMs cycle/process.
That there is greater clarity about the school improvement priorities for all members of the school community	<p>MACSIS Staff Survey Domain 4: Instructional Leadership, question 4.6 to maintain/improve. Currently 76% & MACS average 70% 2022: 81% (MACS: 68%)</p>	<p>Use various communication platforms to regularly share the school's improvement priorities and targets with the school community.</p> <p>Seek opportunities to invite the community to engage with the school in achieving its goals.</p>		Document a professional learning plan policy	Professional Learning Plan Staff meeting/CIM minutes
	<p>MACSIS Student Survey Domain 9: Student Voice to improve. Currently 62% & MACS average 58% 2022: 55% (MACS:57%)</p>		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)	
	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		

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Religious Dimension Sphere

Learning and Teaching Sphere

Leadership and Management Sphere

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