



MELBOURNE
ARCHDIOCESE
CATHOLIC SCHOOLS

Annual Action Plan 2021

E1216, St Bridget's Primary School, Greythorn



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

At St Bridget's we are strong and courageous. We believe that individuals must stand up for the values expressed in the Gospels (freedom, love, justice, integrity and forgiveness), in spite of fear, failure and retribution.

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)

To develop a culture of continuous Professional Learning to deliver consistent and contemporary curriculum based on data where student agency is visible and to enable each student to flourish within a Catholic context.

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Priority 1 - Connection with Catholic Faith and Life Experiences

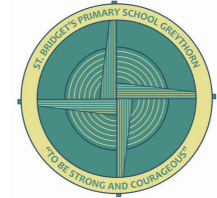
Goal: To strengthen the capacity for teachers to deliver an engaging RE curriculum and pedagogy which encourages students to explore their own questions and ideas of faith in the context of their lived experience.

Intended Outcome	Targets and Annual Targets	Key Improvement Strategies	Responsibility	Actions	Evidence
Through the Prayer Collective and other professional learning opportunities and experiences teachers, students and families are more confident in connecting the Catholic Faith and life experiences.	Consistent Pedagogy; Shared understanding of the Characteristics of Prayer; Improvement in Religious Dimension areas of MACSSIS Surveys (parent, staff, student) in; Improvement in ECSI; Introduction of Pedagogical Reflection Tool as a benchmark	By the end of 2021 all staff are all actively engaged in the professional learning opportunities provided through the Prayer Collective and using Prayer and Scripture Stories that students make connections to their lived experiences.	Prayer Collective Team	The school is actively participating in the Prayer Collective with Holy Saviour, Vermont Sth. Through the Prayer Collective professional learning opportunities are provided for staff to improve pedagogical practice That the Vision Statement is renewed and reflects the shared beliefs of the school	

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

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Religious Dimension
Sphere

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Learning and Teaching
Sphere

Leadership and
Management Sphere

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Student Wellbeing
Sphere

School Community
Sphere

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Priority 2 - Consistent Contemporary Pedagogy

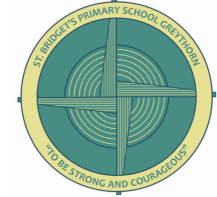
Goal: To develop and embed a shared and consistent understanding of contemporary pedagogy

Intended Outcome	Targets and Annual Targets	Key Improvement Strategies	Responsibility	Actions	Evidence
That professional and pedagogical practice are improved through specific training in using learning intentions and success criteria and other effective, research based teaching practices	Consistent pedagogy; Waterfall Chart; Learning Walks and Talks; MACS SIS; student feedback	By the end of 2021 all teachers will have undertaken professional development about and implementation of Learning Intentions, Success Criteria and Descriptive Feedback as part of the <u>Waterfall Chart Framework</u>	Learning Collaborative All staff Leadership Team	The school is part of the Learning Collaborative 3. Through the Learning Collaborative professional development opportunities are provided for staff to improve pedagogical practice. Learning Intentions and Success Criteria will be visible in each classroom (including Specialists) as well as in all work programs. All teachers will engage	



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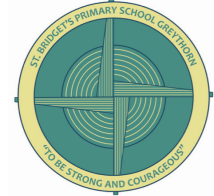
				<p>students in discussion about the Learning Intention and Success Criteria.</p> <p>Staff will begin the implementation of a framework for student feedback.</p> <p>Principal and/or Learning and Teaching Leader will conduct Learning Walks</p>	
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(SIF sphere/s relevant to priority to be checked accordingly)

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Priority 3 - Use of data to differentiate learning to improve student growth

Goal: To use data more consistently to inform teaching and monitor learning growth

Intended Outcome	Targets and Annual Targets	Key Improvement Strategies	Responsibility	Actions	Evidence
<p>That a data plan is developed and implemented</p> <p>That teacher confidence increases in applying strategies of differentiation to improve student growth</p>	<p>Data Plan; Data Wall; Evidence of Planning - differentiated; targeted professional development on differentiation; modelling and feedback sessions on differentiation strategies; Case Management Meetings to monitor student progress</p>	<p>By the end of 2021 the school will have completed the Numeracy and Literacy Data Wall and started analysing the data</p> <p>All teachers will have had professional development with our Gifted Educators about differentiation strategies</p>	<p>Leadership Team, Classroom Teachers</p> <p>Principal, Teachers, Gifted Educators</p>	<p>Development of a Literacy and Numeracy Data Wall</p> <p>Staff Meetings targeted to analyse the data on the Data Wall</p> <p>Time allocated for teachers to work with Gifted Educators in the form of one on one planning sessions, modelling and/or feedback sessions</p> <p>All teachers to choose a differentiation strategy as their Individual Professional Learning Plan</p>	

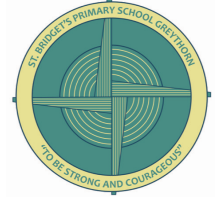
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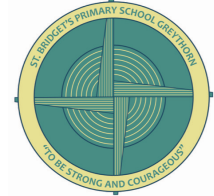


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Priority 4 - Wellbeing Framework

Goal: To develop a clear, cohesive and evidence-driven well being philosophy and framework, which provides avenues for student agency and which links student wellbeing and learning outcomes

Intended Outcome	Targets and Annual Targets	Key Improvement Strategies	Responsibility	Actions	Evidence
That a wellbeing philosophy and framework will be developed and implemented with explicit links to learning outcomes	Regular SRC meetings; Bounce Back; student wellbeing surveys; MACS SIS; updated behaviour management policy; wellbeing philosophy and framework; appointment of wellbeing leader; increased support from LSOs; opportunities for student voice	<p>By the end of 2021 the school will have investigated and decided on a student wellbeing philosophy and framework</p> <p>Create opportunities for student voice</p> <p>Survey the children about their personal wellbeing. Involve the SRC in the development of the survey</p> <p>Whole school approach to Bounce Back with same topic being undertaken weekly in all classes</p> <p>Increased LSO presence in classrooms and on yard to support students</p>	Leadership Team, all Classroom Teachers	<p>Appointment of a Student Wellbeing Leader</p> <p>Regular minuted SRC Meetings</p> <p>Development of a Student Wellbeing Survey</p> <p>Parent teacher interviews to include students</p> <p>Bounce Back implemented as a whole school approach</p> <p>Increase staff to Learning Support Team</p>	

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