

School Improvement Plan 2023–2026

[E 1048, St Augustine's, Yarraville]



Our Vision

Our commitment to all members of our school community arises from the importance we place upon Jesus Christ and his teachings of love, justice, human dignity, forgiveness, joy and compassion.

We long to build a truly faithful Community:

- **Where we enable all children to feel connected to school and find it a safe, nurturing place where they are seen as important and capable.**
- **Where we celebrate and encourage diversity in our community, school and classrooms.**
- **Where we encourage learning to be a lifelong process for all and where we can make positive contributions to our world.**
- **Where we provide positive school and classroom cultures where children are central and where each individual is valued.**
- **Where we are active participants of the St Augustine's Parish.**
- **Where we work to build relationships and where respect for self, others and all things is central.**

Our Strategic Intent

(brief overarching statement outlining what the school is looking to achieve over the next four years)

Over the next 4 years at St. Augustine's, we will strengthen learning, teaching and wellbeing with the establishment of High Standards in all areas to enable High Growth for all that is fostered and nurtured within a culture and environment of Striving For Best.

Targets Codes: Student/Staff Learning (SL), Process/Programs (PP), Perception (P), Demographic (D)

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High Standards

Goal	Intended Outcome/s	Target/s
<p>Implement a school wide pedagogical framework to uncover the full curriculum.</p>	<p>Religious Dimension 4.2.2 Teachers are supported by leaders to collaboratively plan and design learning and teaching in Religious Education, using pedagogical practices that engage students in dialogue.</p> <p>Learning and Teaching 2.5.3 Teachers adapt strategies, taking into account both the cohort and individual needs of students.</p> <p>2.2.3 Teachers collaboratively design the curriculum for all students, moving across levels and bands as required.</p> <p>Leadership and Management 2.5.3 The school’s plan for delivering a high-quality curriculum for students informs current and future capital investment and planning of physical and digital learning infrastructure.</p>	<ul style="list-style-type: none"> • <i>An increase in students achieving Above and Well Above Standard across all domains in relation to the reporting 5 point scale, particularly in English, Maths and Religious Education. SL</i> • <i>Aitsl TSA collated data through groups will show increased achievement for standard 2 ‘Know the content and how to teach it’ SL (Staff Learning)</i> • <i>Mathematics processes audit shows improvement for target learning based on the analysis of data PP</i> • <i>Facilitated planning feedback survey will show growth in staff satisfaction with facilitated planning and increased alignment to the pedagogical framework PP</i> • <i>Whole school curriculum auditing will show growth in breadth and depth of curriculum planned for in teams PP</i> • <i>There will be movement across the SIF from PP</i> (4.2.1- 4.2.2) RE (2.5.1- 2.5.3) LT (2.2.2-2.2.3)LT (2.5.1- 2.5.3) LM • <i>All students performing below or above standard on Tier one assessments undergo further targeted assessment according to the</i>

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		<p><i>schools RTI assessment processes PP</i></p> <ul style="list-style-type: none"> • <i>Staff MACSSIS Domain 11 ‘Collaboration in Teams’ will show trending growth across the 4 years for question 11.7 in particular P</i> • <i>Student MACSSIS survey will show trending growth for Domain 9 Student Voice</i> • <i>All teachers of RE and school leaders are accredited or have begun the pathway towards accreditation to teach RE D</i>
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Religious Dimension
Sphere



Learning and Teaching
Sphere



Leadership and
Management Sphere



Student Wellbeing
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School Community
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High Growth

Goal	Intended Outcome/s	Target/s
Ensure school wide growth through data informed cycles.	<p>Learning and Teaching</p> <p>3.3.3 Teachers collaboratively consider data and evidence, and determine next steps for individual or target groups (small group & cohort) of students when designing learning.</p> <p>3.5.3 Teachers maximise the use of ongoing, timely and consequential feedback to enable the progress and growth of learners</p> <p>Leadership and Management</p> <p>1.1.3 The school engages staff to develop and facilitate professional learning that aligns with both the school improvement plan and identified challenges for student learning.</p> <p>2.1.2 The school collaboratively develops a plan for whole-school improvement that is informed by a wide set of data relating to community expectations about student learning.</p>	<ul style="list-style-type: none"> • An increase in retention of students in the top 2 bands for NAPLAN Reading and Numeracy SL • An increase in students achieving medium to high relative growth in NAPLAN Reading and Numeracy SL • All students show growth on the PAT scale for PAT M and PAT R SL • Students on intervention show expected growth from pre to post assessment on the same tool SL • A school data plan encompassing multiple measures will be created and reviewed at least annually PP • Movement across SIF PP 3.3.1 to 3.3.3 (L&T) 3.5.1 to 3.5.3 (L&T) 1.1.2 to 1.1.3 (L&M) 2.1.1 to 2.1.2 (L&M) • Staff MACSSIS survey will show growth within Domain 5: Feedback particularly for questions 5.1, 5.2 and 5.5 P • Student MACSSIS survey question 1.1 will show growth across the 4 years P

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Learning and Teaching Sphere



Leadership and Management Sphere



Student Wellbeing Sphere



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Striving for Best

Goal	Intended Outcome/s	Target/s
<p>Develop school wide culture and practices of feedback and goal setting.</p>	<p>Learning and Teaching 1.1.2 Leaders give feedback on teacher performance in both formal and informal settings (e.g. through observations, coaching). Teachers regularly participate in peer mentoring by observing each other’s practice to learn with and from one another.</p> <p>2.6.3 Teachers model what success will look like, linked to specific learning intentions, and engage students in the process.</p> <p>3.4.3 Teachers routinely monitor student goals and adjust them accordingly with students during learning conversations.</p> <p>Student Wellbeing 3.3.3 Students are valued and active decision-makers and innovators in their school community on matters of student learning, wellbeing, safety and responsibility.</p> <p>Community 1.3.3 School leaders ensure that all feedback mechanisms are visible and accessible to all members of the school community, valuing the multiple perspectives of all members of the community.</p>	<ul style="list-style-type: none"> ● <i>An increase in students achieving Above and Well Above Standard across all domains in relation to the reporting 5 point scale, particularly in Personal and Social Capabilities and Critical and Creative Thinking. SL</i> ● <i>All teachers will have a professional learning plan aligned to Aitsl Australian Professional Standards for teachers (APST) and include direct links to each of the SIP goals as measured through ARM documentation (Staff Learning data)</i> ● <i>SIF rubric will show movement from P</i> 1.1.1 to 1.1.2 (L&T) 2.6.2 to 2.6.3 (L7T) 3.4.1 to 3.4.3 (L&T) 3.3.1 to 3.3.3 (SW) 1.3.1 to 1.3.3 (C) ● <i>Student MACSSIS data will show an upward trend in Domain 6 Learning Dispositions in particular 6.6, 6.8 and 6.10, Student Domain 1 Rigorous Expectations in particular 1.1 and 1.2 and Domain 9 Student Voice in particular 9.6 P</i> ● <i>Family MACSSIS data will show an upward trend for Family Survey Domain 4 School Climate, particularly 4.1, 4.2, 24.3 and Student Survey Domain 3 School Climate. P</i>

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High Profile

Goal

Intended Outcome/s

Target/s

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<p>Enhance the school image and presence in the local community.</p>	<p>Community 4.1.4 Staff/Parents seek opportunities for the school to contribute to whole-community issues and emphasise the interconnectedness of the school and its community.</p>	<ul style="list-style-type: none"> • <i>Prep/Foundation enrolments will grow to be a larger proportion of overall enrolments. D</i> • <i>Prep Enrolments will show an increased consistent trend year to year. D</i>
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Religious Dimension Sphere



Learning and Teaching Sphere



Leadership and Management Sphere



Student Wellbeing Sphere



School Community Sphere

