

SFDS Master SIP 2019-2022



Key Theme And Goal		
Curriculum and Pedagogy Mapping and Documentation <b><i>SFds has a clear whole school plan for curriculum delivery to facilitate access to consistent, coherent and high quality learning.</i></b>		
SIP 2019-2022 Goals	Timeline	Milestones
<i>To renew SFds' School Vision for our school community.</i>	End of- 2019	<ol style="list-style-type: none"> <li>1. School closure day Term 1 2019 to review and renew the SFds Vision statement.</li> <li>2. End of Term 1 Renewed SFds Vision published to school and community.</li> </ol>
<i>To renew a Vision for Learning and Teaching at SFds.</i>	End of 2019	<ol style="list-style-type: none"> <li>1. Term 1 Curriculum team to review and renew current policies around learning and teaching.</li> <li>2. Term 1 Curriculum Team to draft a Vision for Learning and Teaching at SFds factoring in work on SFds Visible Learner in 2017-2018.</li> <li>3. A draft Vision is taken to staff for consultation and ratification.</li> </ol>
<i>To develop consistent learning and teaching expectations and pedagogy that are embedded across the school.</i>	Starting in 2019 until End of 2020	<ol style="list-style-type: none"> <li>1. Curriculum Team to develop a number of non-negotiable pedagogical practices for English and Mathematics.</li> <li>2. A process of consultation with staff around non-negotiables takes place.</li> <li>3. Non-negotiable expectations are ratified by staff and published</li> <li>4. SFDS Learning and Teaching expectations and pedagogy is embedded across the school</li> </ol>
<i>To develop a shared language of learning that is used by</i>	End of 2020	<ol style="list-style-type: none"> <li>1. Beginning of 2019 each classroom has LI, SC and Exit slip board that are used throughout the week</li> </ol>

<i>students and staff across the school.</i>		<ol style="list-style-type: none"> <li>2. Mid 2019 the Learning Pit is used in all classrooms across the school</li> <li>3. End of 2019, students seek feedback using SC and LI actively in their learning</li> <li>4. End of 2020 teachers actively seek feedback from students as Students will be able to discuss their learning with any person who may walk into the room using the key language and strategies of - Learning Intentions, Success Criteria, Feedback (peer to peer, teacher to student, student to teacher), the Learning Pit by the end of 2020</li> </ol>
<i>That SFdS's approach to learning and teaching in each Curriculum area is documented and used across the school (Pedagogical strategies, scope and sequences, unit planning templates and planners, Learning Targets, Assessment Schedule, Vision for each Curriculum Area)</i>	End 2021	<ol style="list-style-type: none"> <li>1. Beginning of 2019, English and Mathematics leaders draft a template for English and Mathematics curriculum areas</li> <li>2. End of 2019, English and Mathematics curriculum areas are completed and ratified by staff</li> <li>3. Renewal of Francis Framework in line with the expectations of the 2019 school community, Renewed RE framework and the Victorian Curriculum</li> <li>4. Mid 2020 Religious Education and Inquiry curriculum areas drafted and ratified by staff</li> <li>5. End of 2020 PE, Italian, The Arts, ADT drafted and ratified by staff</li> <li>6. 2021, all curriculum areas reviewed and revised as needed</li> </ol>
<b>Key Theme And Goal</b>		
<p>Targets and Data Analysis</p> <p><b><u>At SFDS data will be used to make informed decisions to drive continuous improvement.</u></b></p>		
<b>SIP 2019-2022 Goals</b>	<b>Timeline</b>	<b>Milestones</b>
<i>To monitor and assess the SFdS teaching expectations and pedagogy and ensure they are effective (know thy impact).</i>	On-going (After 2020)	<ol style="list-style-type: none"> <li>1. Semester review using PAT, BAS data, Early years literacy data, and NAPLAN achievement data to forensically look into all of the SFdS teaching expectations and pedagogical strategies.</li> </ol>

<p><i>To develop a schoolwide systematic plan for the collection, communication (feedback), analysis and use of student achievement and wellbeing data.</i></p>	<p>End of 2019</p>	<ol style="list-style-type: none"> <li>1. Term 1 Curriculum team to review and renew current policies around learning and teaching.</li> <li>2. Term 1 Curriculum Team to draft a Vision for Learning and Teaching at SFdS factoring in work on SFdS Visible Learner in 2017-2018.</li> <li>3. A draft Vision is taken to staff for consultation and ratification.</li> </ol>
<p><i>To build the capacity of all staff to use data to powerfully impact student learning including progress over time.</i></p>	<p>End of 2020 and ongoing</p>	<ol style="list-style-type: none"> <li>1. That SPA is used as the primary data analysis and storage tool at the school, specifically including early years literacy data by the end of 2019.</li> <li>2. That there are consistent methods for collecting, displaying and storing data across the school including all teachers accessing and using SPA and Google Drive by mid-2019.</li> <li>3. That there are scheduled opportunities for staff members to share, discuss and analyse data via the 2019 and 2020 Meeting Schedules.</li> <li>4. For all teachers to have a comprehensive understanding of the assessments used at SFdS by mid-2019, in the SFdS Assessment Schedule.</li> <li>5. That all staff undertakes effective PL in using student data to drive outcomes in English and Mathematics in 2019.</li> <li>6. That teachers develop their capacity to use formative assessment to drive learning outcomes by the end of 2019.</li> <li>7. That all teaching staff understands, can interpret and effectively use data to drive teaching for their students so that there is a high level of data literacy amongst staff by the end of 2020.</li> </ol>
<p><i>For student achievement and wellbeing data to be shared with students and families on an ongoing basis in order to improve student outcomes.</i></p>	<p>Ongoing - End of 2021</p>	<ol style="list-style-type: none"> <li>1. That Seesaw or a similar portfolio sharing software platform is trialed in 2020.</li> <li>2. That the SFdS Reporting policies and procedures are <b>reviewed</b> and renewed by the end of 2019.</li> <li>3. That by the end of 2021 there is transparency of student achievement data with parents.</li> </ol>
<p><i>That student achievement targets, growth targets and benchmarks are established, reviewed and monitored</i></p>	<p>End of 2019</p>	<ol style="list-style-type: none"> <li>1. That by the end of 2018 Targets for Growth, and new benchmarks are established from existing data by the Curriculum Team.</li> <li>2. That the 2019 Targets are shared with new teams at the end of 2018 school year planning.</li> </ol>

<i>ongoingly throughout the year by all staff.</i>		3. That these targets are reviewed termly and progress towards these are tracked. With new targets being generated where necessary in 2019 and ongoingly.
<b>Key Theme And Goal</b>		
Performance and Development <b><u>SFDS has a culture of collaboration, feedback seeking, and professional growth.</u></b>		
SIP 2019-2022 Goals	Timeline	Milestones
<i>To provide opportunities for teacher learning utilising the expertise of staff and the school community.</i>	End of 2021	<ol style="list-style-type: none"> <li>1. That EBTP provide weekly opportunities for staff to share and discuss high yield pedagogical strategies by the end of 2019.</li> <li>2. That learning walks and observations by the Curriculum Team take place over agreed parameters with the focus VL pedagogy by the end of 2020.</li> <li>3. That there is a procedure in place for teachers to nominate peers to observe best practice from, focusing on the identified SFdS pedagogical practices in English and Mathematics - this will be organised by the DP by the end of 2021.</li> </ol>
<i>That collective teacher efficacy is high and there is shared responsibility for all students amongst the staff. (Efficacy = skills/ability + belief)</i>	End of 2022	<ol style="list-style-type: none"> <li>1. That SFdS Leadership Team develops key indicators in consultation with staff around Collective Teacher Efficacy.</li> <li>2. That a baseline effect size is measured and then collected yearly to measure growth.</li> <li>3. That by the end of 2022, all staff members rate their self-efficacy to teach as high and work productively in teams to drive student achievement including: <ol style="list-style-type: none"> <li>a. Shared teaching and assessment of students in grades, across classes</li> <li>b. Shared data analysis of cohorts and individual students to action-plan for improved student outcomes</li> <li>c. Sharing of expertise and best pedagogical practice</li> </ol> </li> </ol>
<i>To develop the capacity of staff to give and receive effective feedback for improvement of practice.</i>	End of 2021	<ol style="list-style-type: none"> <li>1. That an established protocol for peer observation is developed and ratified by staff by the end of 2019.</li> <li>2. That staff are upskilled on giving and receiving feedback by the of 2020.</li> <li>3. That observation and feedback is part of the culture of teaching at SFdS by the end of 2021.</li> </ol>

<p><i>That teachers are upskilled to become coaches of learning and use this to improve teaching practices at the school.</i></p>	<p>End of 2022</p>	<ol style="list-style-type: none"> <li>1. That the Leadership Team and Curriculum Team undertake PL in Coaching by the end of 2020.</li> <li>2. That the Leadership coaches each other in order to develop their capacity as coaches.</li> <li>3. That coaching is provided as an option for professional growth by the end of 2021.</li> </ol>
<p>To develop an approach to fostering Professional Growth at SFdS that includes individual staff Professional Learning Plans.</p> <p>That all staff have opportunities for professional development in line with the school improvement plan.</p>	<p>End of 2020</p>	<ol style="list-style-type: none"> <li>1. That the leadership investigates best practice of PL plans and frameworks from other schools in 2019.</li> <li>2. That there is an overview of PL at SFdS for the current School Improvement Plan.</li> <li>3. That each staff member has a plan for PL at SFdS developed in consultation with Leadership by the end of 2020 that includes: <ol style="list-style-type: none"> <li>a. Use of professional practice hours that are linked with the SIP</li> <li>b. Scheduled opportunities for performance appraisal</li> <li>c. Career pathway discussion and planning (opportunities for middle/senior leadership)</li> </ol> </li> </ol>
<p>That there are multiple opportunities for staff to formally receive feedback on their performance in accordance with their goals.</p>	<p>End of 2020</p>	<ol style="list-style-type: none"> <li>1. That the leadership investigates best practice around feedback and performance appraisal and develops a SFdS approach.</li> <li>2. That the ARM process reviewed and renewed to an ongoing appraisal process that aligns with staff Professional Learning Plans.</li> </ol>
<p>That the school has a plan in place for the development of middle and senior Leadership</p>	<p>Ongoing</p>	<ol style="list-style-type: none"> <li>1. That the school develops opportunities for Middle and Senior Leadership positions.</li> <li>2. That the school invests in developing the capacity of staff as leaders.</li> </ol>

Key Theme And Goal		
COMMUNICATION <b><u>That communication at SFdS is clear and purposeful.</u></b>		
SIP 2018-2021 Goals	Timeline	Milestones
<i>That there are clear communication processes and their purpose is known throughout the school community.</i>	End of 2019	<ol style="list-style-type: none"> <li>1. That the staff handbook for 2019 lists the key communication strategies used at SFdS and their associated purposes.</li> <li>2. That there is a staff briefing at 8:15 am on a Tuesday breaking down the upcoming week and highlighting any important information including feedback from the SWT, CT and LT meetings.</li> <li>3. That there is an electronic display in the Staff Room that shows an electronic whiteboard - detailing the timeline and key information for the week</li> <li>4. That there are weekly 15 minute meetings with LSOs to brief them and provide a feedback opportunity.</li> </ol>
<i>That staff have opportunities to provide feedback about things that affect their daily teaching.</i>	End of 2019	<ol style="list-style-type: none"> <li>1. That a standing item to begin each EBTP planning is an opportunity for staff to feedback about current practice WWW and EBI, Leader to record and feedback to CT/LT/SWT</li> <li>2. That current vehicle for feedback are clarified and maintained:               <ol style="list-style-type: none"> <li>a. Open door policy to discuss with Principal and Deputy Principal</li> <li>b. Collaborative Planning</li> <li>c. Email</li> <li>d. Staff meetings AOB</li> </ol> </li> </ol>
<i>That parents have opportunities to feedback on matters that impact their child's experience at school.</i>	2019- 2022	<ol style="list-style-type: none"> <li>1. That the role of SAB in being a conduit for the parent community is clarified and advertised.</li> <li>2. That the purpose and charter of the SAB is revisited and renewed.</li> <li>3. That there is a POL for School Community Liaison who runs and organises community feedback opportunities by the end of 2022</li> <li>4. That current vehicle for feedback are clarified and maintained:               <ol style="list-style-type: none"> <li>a. Open door policy to discuss with Principal and Deputy Principal</li> </ol> </li> </ol>

		<ul style="list-style-type: none"> <li>b. Email and phone calls to teachers</li> <li>c. Parent-teacher meetings</li> <li>d. SAB</li> </ul>
<b>Key Theme And Goal</b>		
<p>WELLBEING</p> <p><b><u>That every member of the SFdS community is a fully flourishing individual that is supported to bloom where they are planted and reach their full potential.</u></b></p>		
SIP 2018-2021 Goals	Timeline	Milestones
<i>That SFdS continues to implement an effective whole school approach to Positive Behaviour for Learning so that all students have the opportunity to achieve desired behavioural and learning outcomes.</i>	Ongoing	<ul style="list-style-type: none"> <li>1. That SFdS continues to review, refine and implement processes in line with our Positive Behaviour for Learning approach.</li> <li>2. That the school continues in a maintenance phase after full implementation of the PBL approach.</li> </ul>
	2019	<ul style="list-style-type: none"> <li>1. That phase 2 and 3 of the PBL approach is effectively implemented at SfdS</li> </ul>
	2020	<ul style="list-style-type: none"> <li>1. That SFdS's PBL approach is fully implemented across the school</li> </ul>
<i>That the Student Wellbeing Team continues to provide a proactive forum for discussion and actions relating to students, staff and school community wellbeing.</i>	Ongoing	<ul style="list-style-type: none"> <li>1. That weekly student wellbeing meetings for the Leadership team including the Principal, Vice Principal, Wellbeing Leader and Learning Diversity Leader.</li> <li>2. That key wellbeing information is shared with school staff, on a needs to know basis, through forums such as SFdS debrief.</li> </ul>
	2020	<ul style="list-style-type: none"> <li>1. That the SFdS School counsellor will "bookend" the week to both set students up for success at the beginning of the week and support needs at the end of the week.</li> <li>2. SFdS School counsellor to be a member of the Student Wellbeing team.</li> </ul>

<p><i>That the Wellbeing of the school community continues to improve.</i></p>		<ol style="list-style-type: none"> <li>1. There are layers of support offered to the students: <ol style="list-style-type: none"> <li>a. In classroom pastoral care and support.</li> <li>b. Implementation and teaching of the Positive Behaviour Matrix</li> <li>c. Onsite school counsellor</li> <li>d. Peaceful Kids</li> </ol> </li> <li>2. That the school investigates a whole school approach to Mindfulness as a calming strategy</li> </ol>
<p>Parents</p>		<ol style="list-style-type: none"> <li>1. That approaches to upskill parents in assisting with the wellbeing of the Peaceful Parents</li> <li>2. Effectively inform parents of wellbeing strategies to promote engagement and understanding. This will enable them to support the achievement of desired behavioural and learning outcomes. This will be achieved through the continued implementation of Positive Behaviour for Learning, Peaceful Kids, communication through the school newsletter, Harmony Day and Day for Daniel.</li> </ol>
<p>NCCD</p>		<ol style="list-style-type: none"> <li>1. That the school has consistent practises in place for recording and storing evidence of adjustments for all students included in NCCD count <ul style="list-style-type: none"> <li>● That staff are given time to record adjustments regularly throughout each term (twice a term in EBPT meetings?)</li> <li>● NCCD team to meet regularly (each term? WB meeting) to discuss and record evidence of adjustments</li> </ul> </li> </ol>
<p>LD support</p>		<ol style="list-style-type: none"> <li>1. Teachers are informed of best practice of dealing with students with behavioural and learning challenges. Continued professional learning provided around this.</li> <li>2. Clear structure for managing and supporting students with Additional needs in a positive and inclusive way.</li> <li>3. LSO support- role clarity, feedback, scaffolded based on NCCD levels</li> <li>4. Transition to new Personalised Learning Plan template</li> </ol>
<p>ASD</p>		<ol style="list-style-type: none"> <li>5. Consistent structures in place to support students with ASD, eg- break spaces, equipment and resources. <ul style="list-style-type: none"> <li>● That each child has a plan that includes supports and adjustments in place, procedure for support eg- break times and spaces, strategies, support staff involved, communication with families.</li> </ul> </li> </ol>



Wellbeing data		<ol style="list-style-type: none"> <li>1. Yard and classroom data collated, reviewed and discussed for all students.</li> <li>2. Use of School Wide Information System (SWIS) data collection tool.</li> <li>3. Annual wellbeing survey conducted and reviewed.</li> </ol> <p>Multiple measures of data will be collected and analysed to understand effectiveness of initiated programs.</p>
<b>Key Theme And Goal</b>		
<p><b><u>FAITH</u></b>  <i>That students and staff develop strong connections to their Catholic Faith which is exemplified in their interactions with others.</i></p>		
<b>SIP 2018-2021 Goals</b>	<b>Timeline</b>	<b>Milestones</b>
<i>That staff pedagogy in Religious Education at SFdS is developed to include a rigorous Inquiry approach to learning.</i>	End of 2019	<ol style="list-style-type: none"> <li>1. That all staff undertake PL in the renewed RE curriculum led by the REL and CEM consultants</li> <li>2. That the renewed RE curriculum is the core curriculum document used to plan RE units at SFdS for Religious education</li> </ol>
	End of 2019	<ol style="list-style-type: none"> <li>1. That assessment practice in RE using the Renewed curriculum is effectively implemented at SFdS</li> </ol>
	End of 2019	<ol style="list-style-type: none"> <li>1. That the refreshed Francis Framework, includes rigorous and natural links to SFdS Inquiry</li> </ol>
<i>That Parish Community links are further developed to include a school-based children's liturgy group, choir, and increased Mass attendance.</i>	End of 2020	<ol style="list-style-type: none"> <li>1. That all classes attend Mass according to a set roster (weekly Masses)</li> <li>2. That there are once a term level Masses which are planned by the teaching staff and REL</li> </ol>
	2019	<ol style="list-style-type: none"> <li>1. That students in years 4-6 have the opportunity to participate in a Children's Liturgy Group that support and assist in the running of whole school masses (Led by REL)</li> </ol>
	2019	<ol style="list-style-type: none"> <li>1. That a SFdS (years 2-6) form a school choir who sings at schools masses and school events</li> </ol>
<i>That all staff has the</i>	Ongoing	<ol style="list-style-type: none"> <li>1. That all staff are PL'd in planning a Mass and have multiple the opportunities to do so over the school year</li> </ol>

<i>opportunity to develop in their personal faith formation.</i>		<ul style="list-style-type: none"> <li>2. That all staff are PL'd in leading adults in prayer</li> <li>3. That all staff have the opportunity to lead prayer at the beginning of staff meetings</li> </ul>
	Ongoing	<ul style="list-style-type: none"> <li>1. That the biannual conference have a part focus on staff faith formation</li> </ul>