

# Western Trinity Annual Action Plan 2021



**PRIORITY:** *To link reading, writing and spelling to improve student outcomes in Literacy*

## CHARACTERISTICS OF HIGHLY EFFECTIVE CATHOLIC SCHOOLS

### Leadership & Stewardship

#### CHECS - 3.2 Building Staff Capacity

- Engage in professional learning
- Staff work collaboratively in teams to identify, evidence based strategies to support the development of writing and spelling

### Learning & Teaching

#### CHECS - 4.2 Effective Teaching

- Teachers know their students and their needs
- Staff agree on and use sound pedagogies to support reading, writing and spelling
- Learning experiences are purposeful and interrelated
- Teachers effectively use explicit instruction

#### CHECS - 4.3 Engaging students in their own learning

- Explicit learning intentions and success criteria

### Community Engagement

#### CHECS - 2.1 Partnering with families

- Collaboratively build capacity of staff and families for improved student learning

### STAFF REQUIREMENTS: What do we need to be successful this year?

#### PEDAGOGY

- Scaffolding Literacy
- [F/1 Early Literacy Inquiry](#)
- Fountas & Pinnell LLI
- SMART Spelling Rules
- 4 - Spelling Knowledges & Word Study
- Consolidate OLSEL & VCOP

#### ASSESSMENT

- PAT-S & PAT-R
- Termly Student Writing Samples
- AIST - F-2 (students in need)
- Fountas & Pinnell
- SEAPART pre preps 2021
- SWST tests for year levels
- SPAT (optional)

#### INTERVENTION / EXTENSION

- Guided Reading
- Fountas & Pinnell (Learning Literacy Intervention)
- Boost Teaching
- Gillon Phonics
- [F/1 Early Literacy Inquiry](#) (Helen Bettes)

#### RESOURCES

- [Education Department Website](#) (evidence based pedagogy)
- [High Impact Teaching Strategies](#) (evidence based)

## PACING GUIDE

### Term 1

- Teachers review Reading, Writing & Spelling data (Writing Samples) and set goals with students (Feb)
- Upskilling staff in use of F&P LLI

### Term 2

- F/1 Early Literacy Inquiry (2 days PD)
- Explore and implement OLSEL strategies

### Term 3

- F/1 Early Literacy Inquiry (2 days PD)
- Attend Scaffolding Literacy PD

### Term 4

- F/1 Early Literacy Inquiry (2 days PD)
- Attend Scaffolding Literacy PD
- Agreed pedagogy of Literacy Block

- F/1 Teachers begin Early Literacy Inquiry (2 days PD)
- Include spelling knowledges and rules in all year levels
- Unpack High Impact Teaching Strategy 1 - Setting Goals

- Revisit VCOP
- Unpack HITS Strategy 2 - Structuring Lessons
- Unpack HITS 3 - Explicit teaching

- Unpack HITS 4 - Explicit teaching
- Implement Scaffolding Literacy into teaching practice

- Analyse PAT Assessments (Oct) and SWST Assessments (Nov)
- AAP Priority Reflection (Dec)
- Unpack HITS 5 - Collaborative Learning

## SUCCESS CRITERIA

### CURRENT REALITY (2020)

### TARGETS (2021)

<b>St Malachy's</b>	69% at or above in spelling 81% at or above in reading 70% at or above in writing	75% of students to be at or above in spelling 88% at or above in reading 75% at or above in writing
<b>Sacred Heart</b>	59% of students at or above in spelling 39% at or above in reading 55% of students at or above in writing	70% of students at or above in spelling 60% at or above in reading 70% of students at or above in writing
<b>St Joseph's</b>	57% of students at or above in spelling 48% at or above in reading 60% of students at or above in writing	75% of students at or above in spelling 83% at or above in reading 75% of students at or above in writing

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## PRIORITY:

**To teach students how to articulate and regulate their emotions**

### CHARACTERISTICS OF HIGHLY EFFECTIVE CATHOLIC SCHOOLS

#### Wellbeing

##### CHECS- 5.2 Wellbeing Practice

- Curriculum addresses emotional needs of all students
- Team approach to whole school wellbeing
- Collection of wellbeing data

##### CHECS- 5.3 Safe Learning Environment

- Support students' diverse learning needs

##### CHECS- 5.4 Rights and Responsibilities

- Student voice is evident and supported

#### Learning & Teaching

##### CHECS - 4.3 Engaging students in their own learning

- Students identify their needs and set goals

#### Leadership & Stewardship

##### CHECS - 3.2 Building Staff Capacity

- Engage in professional learning

#### Community Engagement

##### CHECS - 2.1 Partnering with families

- Evidence of student learning is visible

#### STAFF REQUIREMENTS: What do we need to be successful this year?

##### PEDAGOGY

- Tom Hierch - Significant 72
- Zones of Regulation
- Respectful Relationships
- Circle Time

##### ASSESSMENT

- Respectful Relationships Program
- Surveys (Wellbeing, Insight SRC, etc.)
- Wellbeing Discussions - Weekly Class Meetings, Circle Time, etc.
- SEL Boost Sessions

##### INTERVENTION / EXTENSION

- Chaplain
- eSmart (Cyber Safety)
- [Student Wellbeing Hub](#)

##### RESOURCES

- Wellbeing Surveys (Termly)
- Wellbeing Journal Program
- Relationships & Sexuality Program
- Child Safety Policies & Procedures

### PACING GUIDE

#### Term 1

- Staff and wellbeing surveys week 5
- Weekly Class meetings
- Set School Wide Expectations
- Teachers set wellbeing goals with students (March)

- National Anti Bullying Day - 20th March,
- School expectations - eg. *Be Safe, Be Respectful, Be Responsible*
- Term focus on one whole-school behaviour

#### Term 2

- Staff and wellbeing surveys week 5
- Focus on one expected behaviour each week for classroom
- Weekly Class Meetings

- Review with students School Wide Expectations
- Karl to present backfill for Zones of Regulation
- Term focus on one whole-school behaviour

#### Term 3

- Staff and wellbeing surveys week 5
- Focus on one expected behaviour each week for classroom
- Weekly Class Meetings

- Term focus on one whole-school behaviour
- Check in Zones of Regulation
- Review with students School Wide Expectations
- Cyber Safety Week (eSmart) - (Sept)

#### Term 4

- Staff and wellbeing surveys week 5
- Focus on an expected behaviour for the term/ week to improve
- Weekly Class Meetings

- Focus on one expected behaviour each week
- Day for Daniel Celebrations (25th October)
- Review with students School Wide Expectations

### SUCCESS CRITERIA

#### CURRENT REALITY (2021)

#### TARGETS (2022)

**St Malachy's**

Insight SRC - Student Wellbeing at 66%

**Insight SRC - Student Wellbeing at 70.0%**

**Sacred Heart**

Insight SRC - Student Wellbeing at 68.9%

**Insight SRC - Student Wellbeing at 80.0%**

**St Joseph's**

Insight SRC - Student Wellbeing at 81.0%

**Insight SRC - Student Wellbeing at 83%**

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## PRIORITY:

*To live justly, love tenderly and walk humbly with our God.*

### CHARACTERISTICS OF HIGHLY EFFECTIVE CATHOLIC SCHOOLS

#### Catholic School Culture

##### CHECS - 1.1 Religious Education

- Encourage creative thinking to bring about fullness of life
- Encourage Catholic dialogue in all learning opportunities
- Promote a Post Critical Belief
- Develop knowledge of the Catholic and other Faith traditions

##### CHECS - 1.2 Enhancing Catholic School Identity

- Recontextualise the Catholic faith
- Respecting the riches of other faiths, beliefs and backgrounds
- Engage all respectfully, in Prayer and liturgy
- Respond to the needs of our ECSI data

##### CHECS - 1.3 Social Action and Justice

- Catholic Social Teaching is embedded in school communication
- Catholic Social Teaching is evident in learning and teaching

#### Community Engagement

##### CHECS - 2.1 Partnering with families

- Evidence of student learning is visible

#### Learning & Teaching

##### CHECS - 4.1 Guaranteed and Viable Curriculum

- Provide a curriculum that is current, relevant and needs based

#### STAFF REQUIREMENTS: What do we need to be successful this year?

##### PEDAGOGY

- 'Awakenings' Curriculum
- Catholic Social Teaching
- Understand ECSI eg. PCB, Dialogue, Recontextualisation
- Develop understanding of scripture
- Provide opportunities for students to reflect on their faith and learnings

##### ASSESSMENT

- Assessment tasks that promote creative and critical thinking
- Action Based Projects
- [Catholic Social Teachings](#)

##### RESOURCES

- ECSI data
- Awakenings core documents
- Scripture
- ResourceSmart (Care for our Common Home)

### PACING GUIDE

#### Term 1

- Develop common understandings about our school's core values and context
- Adding cultural days to school calendar (NAIDOC, Eid, etc.)

- Catholic Social Teaching PD & PLT
- Formalise a social justice student group
- Include Social Justice articles across communication platforms

#### Term 2

- Develop a common understanding of PCB (post critical belief), Dialogue, Recontextualisation (SPUD)
- Link Catholic Social Teachings to Awakenings

- Catholic Social Teaching PLT - Scripture focus
- Celebrate liturgy and/or Mass with community

#### Term 3

- Link Catholic Social Teachings to Awakenings
- Engage in a Western Trinity Social Justice Project

- Catholic Social Teaching PLT - Unpack Preferential Option for the Poor

#### Term 4

- Link Catholic Social Teachings to Awakenings
- Create a CST Award (Mary MacKillop etc?)

- Celebrate Mission Week with links to CST
- Catholic Social Teaching PLT - Subsidiarity

### SUCCESS CRITERIA

#### CURRENT REALITY (2021)

#### TARGETS (2022)

##### St Malachy's

Insight SRC - Catholic Culture Staff Social Justice at 72%  
Insight SRC - Catholic Culture Student Social Justice at 60%

Insight SRC - Catholic Culture Staff Social Justice at 80%  
Insight SRC - Catholic Culture Student Social Justice at 70%

##### Sacred Heart

Insight SRC - Catholic Culture Staff Social Justice at 95%  
Insight SRC - Catholic Culture Student Social Justice at 72%

Insight SRC - Catholic Culture Staff Social Justice at 95+%  
Insight SRC - Catholic Culture Student Social Justice at 80%

##### St Joseph's

Insight SRC - Catholic Culture Staff Social Justice at 73%  
Insight SRC - Catholic Culture Student Social Justice at 85%

Insight SRC - Catholic Culture Staff Social Justice at 80%  
Insight SRC - Catholic Culture Student Social Justice at 90+%

Western Trinity

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