



ST TERESA'S
— SCHOOL —
RAVENSHOE

**WEDNESDAY 24TH JANUARY,
2024.**

Principal's Report Week 1 Term 1, 2024.



Principal's Message

Embracing a Year of Growth and Learning - Welcome to the 2024 School Year!

"Grant us the wisdom to navigate challenges, the strength to persevere, and the compassion to support one another. Together, may we create an environment where learning flourishes, and bonds strengthen. Amen."

Dear Parents, Guardians, and Students,

Welcome back to the excitement and energy that heralds the beginning of a brand-new school year St Teresa's Catholic Primary School. It's with great enthusiasm and anticipation that we extend a warm welcome to both returning families and those who are joining us for the first time.

As we stand on the threshold of the 2024 academic year, there's a palpable sense of optimism and possibility in the air. The start of the school year is a time of new beginnings, fresh opportunities, and the chance to build upon the knowledge and experiences gained in the past.

The heart of any school is its students, and we are thrilled to have each and every one of you back in our classrooms. Your energy, curiosity, and unique perspectives are what make our school community vibrant and dynamic. We are committed to providing a nurturing environment where each student can thrive academically, socially, and emotionally.

To our returning families, welcome back! We trust you had a restful and enjoyable break, and we're eager to continue the journey of learning and growth with your child. Your ongoing support and engagement are invaluable, and we look forward to another year of partnership in your child's education.

To our new families, a heartfelt welcome! We are delighted to have you as part of the St. Teresa's School community. As you embark on this educational adventure with us, know that our doors are always open, and we are here to support you every step of the way.

As we set our sights on the months ahead, let us embrace the opportunities for growth, learning, and connection. Together, we can create an environment that fosters not only academic excellence but also the development of essential life skills and character traits that will serve our students well in the future.

To our students, we encourage you to approach this year with curiosity, determination, and an open mind. Each day is a chance to learn something new, make a friend, and discover your own unique strengths.

In closing, here's to a fantastic 2024 filled with discovery, achievement, and memorable experiences. We are excited to embark on this journey with you and look forward to a year of shared successes, challenges, and joyous moments.

Wishing everyone a wonderful start to the school year!

As Christians, what keeps us going is the hope that we share as we follow Jesus.

The Gospel from John was:

John 1:35-42

35 The next day John was there again with two of his disciples. 36 When he saw Jesus passing by, he said, "Look, the Lamb of God!" 37 When the two disciples heard him say this, they followed Jesus. 38 Turning around, Jesus saw them following and asked, "What do you want?" They said, "Rabbi" (which means "Teacher"), "where are you staying?" 39 "Come," he replied, "and you will see. "So they went and saw where he was staying, and they spent that day with him. It was about four in the afternoon. 40 Andrew, Simon Peter's brother, was one of the two who heard what John had said and who had followed Jesus. 41 The first thing Andrew did was to find his brother Simon and tell him, "We have found the Messiah" (that is, the Christ). 42 And he brought him to Jesus. Jesus looked at him and said, "You are Simon son of John. You will be called Cephas" (which, when translated, is Peter).

Jesus's words in verse 38 provide a message to us which is a great lead in to 2024, "What do you want?"

As we enter the new school year, we are compelled to ask ourselves, "What do you want?"

- For yourself
- For your community
- For your students
- For your family
- For your fellow staff members

And the words of Jesus in verse 39 call us to action and invites us to be present in the moment to others *“Come,” he replied, “and you will see.”*

Amidst the challenges that we face, the hope of Jesus will endure.

Uniforms

As we start the new school year, I want to send a friendly reminder to help you prepare your child for their return to school.

All Black Shoes / Sports Shoes: Ensure your child's school shoes are in good condition and are all black. This will contribute to a neat and uniform appearance for all students.

Hair Guidelines:

- Hair must be kept neat and tidy at all times.
- Hairstyles such as tracks, undercuts, and fades are not suitable for St Teresa’s School.
- Hair should not fall over the eyes, and shoulder-length hair must be tied back to avoid distraction during class time. This is a requirement for all genders.
- When thinking about hair accessories please ensure match our school colours and fit with our school uniform.
- It is important that all students present with their natural hair colour.

Uniforms:

- **These fine young students display the St Teresa’s uniform standard, including school hat, uniform shirt, black shorts or skorts, dark blue socks and black shoes. Uniforms are available at the school office at very reasonable prices.**



Your ongoing support is invaluable to us, and together, we can create a positive and focused learning environment for all students. If you have any questions or concerns, please do not hesitate to reach out to us.

Thank you for your attention to these details, and we look forward to welcoming your child back for another successful school year.

2024 Enrolments 24 – 23.01.24

Classes	Teachers		
Prep	Sylvia JUHAS		16
Year 1/2	Eleanor MABIN	Year 1 = 7	25
		Year 2 = 18	
Year 3/4	Kristie HENDERSON	Year 3 = 12	25
		Year 4 = 13	
Year 5/6	Katie COLE	Year 5 = 6	15
		Year 6 = 9	
		Total	81

Staffing 2024

Principal - Mike AITKEN	
Assistant Principal Religious Education Mike AITKEN (term 1)	Administration & Finance Deb McDonnell
<u>Middle Leadership</u> Helen BARKER – 7 days per fortnight Position of Leadership - Diversity Position of Leadership - Learning and Teaching	<u>Teaching Staff</u> Sylvia JUHAS Year Prep Eleanor MABIN Year 1-2 Kristie HENDERSON Year 3-4 Katie COLE Year Year 5-6 Justine McDONNELL – 1 day per week Julie STEWART – 1 day per week
<u>School Officer Support & Auxillary staff 2024</u> Carole SMITH – whole school student support and office support Karina HOGARTH – whole school student support Morgan REYNOLDS – whole school student support	Rosie EVERETT Renaë VOLPE– Year 1/2 support Jasmin BLAKENEY – Prep support Marion DAVIS - cleaner x 4 days per week Liz BRADFORD - cleaner x 1 day per week

Looking to the Future in 2024

Every term in 2024 is a 10-week term.

Term 1. Monday 22 January – Thursday 28 March

School begins on Tuesday, 23 January, and the Australia Day holiday is on Friday, 26 January.

Term 2. Monday 15 April – Friday 21 June

Term 3. Monday 8 July – Friday 13 September

Term 4. Monday 30 September – Friday 6 December

(Mr Aitken is on professional leave from 25 March to 17 May. A relief Principal will be appointed for this period.)



SCHOOL TUCKSHOP

Thank you to Mrs Anna Bevan for taking on the Convenor for the Tuckshop this year. We really appreciate it!!



The Tuckshop will commence operations next Tuesday 30th January, 2024. Our Tuckshop operates one day per week. A separate note will be sent home with all the information on the Tuckshop and how to order for your child.

SCHOOL LIBRARY BORROWING DAYS



PREP – FRIDAY

YEAR 1 /2 – FRIDAY

YEAR 3 /4 - THURSDAY

YEAR 5/6 - FRIDAY

Ready For
SCHOOL
Ready to SUCCEED

Anaphylaxis

From time to time, we have children attending St Teresa's Catholic Primary School who suffer from an anaphylactic reaction. These reactions can be serious and even life threatening.

The symptoms of anaphylactic shock may include hives, itching, swelling, watery eyes, runny nose, vomiting, diarrhoea, stomach cramps, coughing, wheezing, throat tightness/closing, difficulty swallowing, difficulty breathing, dizziness, fainting, and loss of consciousness or a change of skin colour. The most dangerous symptoms are breathing difficulties or a drop in blood pressure, which can be potentially fatal.

Parents of children who suffer from anaphylaxis due to allergic reaction are required to provide an EpiPen for their child's use at school, if required. These should accompany the child on all activities outside the classroom. The school also maintains an EPIPEN (automatic injector device to administer adrenalin) in our first aid kit for emergency situations.

As caregivers we need to take all precautions necessary to minimise risk of a life threatening anaphylaxis. As a community we can work together to minimise risks associated with being exposed to triggers to such attacks.

The school has created an **Anaphylaxis Policy** for St Teresa's Catholic Primary School, Ravenshoe. A copy of this document can be provided on request.

What Does this mean for our school?

Currently we have students who are allergic to dogs and horses. We ask parents and care givers to not have these animals brought into the school grounds. We ask parents and care givers to speak with their students regarding why this is important. While we can never entirely enforce or regulate what comes from home, we emphasise the importance of hygiene at home and at school – washing of hands if anyone entering the school have been in contact with these animals.

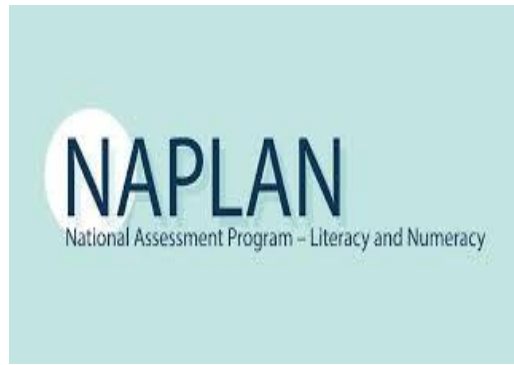
Cyclone Season – Advice to Parents.

In the light of the impact our recent extreme weather event had on Far North Queensland I feel it necessary to remind everyone accordingly.

When it comes to extreme weather events in Queensland, it's not a matter of 'if' but 'when', and this year there is a 74% chance of more cyclones than average. St Teresa's Catholic Primary School is currently undertaking steps to prepare for the upcoming cyclone season, including ensuring contacts are up to date and accurate, to assist in communications in the event of a severe weather event. We may be in contact to confirm details.

Whilst these events can always be distressing, as Queenslanders we always show a strong resilience and community spirit, and through this, we always get through. If our school is affected by a cyclone, storm surge or other event, we will keep you apprised of the school's situation through principal.ravenshoe@cns.catholic.edu.au (may be SMS, email and other methods), in line with state and local emergency advice.

We can't control or prevent these events, but we can be prepared. We recommend that every family gets prepared with the Get Ready Queensland initiative here and create their own Dangerous Weather Emergency Plan here.

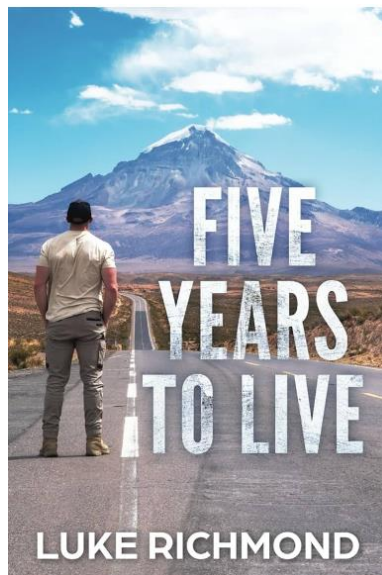


NAPLAN is used by governments, education authorities and schools to determine whether young Australians are meeting important goals in literacy and numeracy. All students in Years 3, 5, 7 and 9 are expected to sit the NAPLAN tests, which are held in March each year. NAPLAN gives a snapshot of how children are performing in reading, writing, spelling, punctuation, grammar, and numeracy. It complements other effective classroom assessment and reporting practices.

Testing conducted 13 March – 25 March

LEARNING OPPORTUNITIES

The Principal's Book Pick



A Christmas gift from my daughter.

What would you do if you only had five years left to live? For some, this is a tragic reality, for most, it's a question they will never be forced to answer. Luke Richmond asks this question often, not from morbid curiosity, but to ensure he is filling his days with value and living life with no regrets. Provocative and motivational.

Every Child
Every Classroom
Everyday

St Teresa's Life of the School Calendar – Term 1, 2024

Month	Wk.	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Jan	1	21	22 Student Free Mandatory final completion date	23 School Commences Prep cohort 1	24 School Commences Prep cohort 2 Staff Meeting	25 Whole School Commences	26 Australia Day	27
Jan / Feb	2	28 Letter of introduction home to all parents.	29 Staff Briefing – 8:10	30 Assembly P&F AGM	31 Brave Heart Staff Meeting (First Aid refresher)	1	2	3
Feb	3 Planning upload	4	5 Staff Briefing – 8:10	6 Assembly	7 Staff Meeting	8	9 Opening School Mass & Student Leader Badges 9:30am	10
Feb	4	11 Parent/teacher/ student meetings or phone call this week if required	12 Staff Briefing – 8:10	13 Assembly Shrove Tuesday	14 Staff Meeting Ash Wednesday Mass 11.50am	15	16 State Census	17
Feb	5 First Sunday of Lent	18	19 Staff Briefing – 8:10	20 Assembly	21 School Officer PD Day Staff Meeting	22	23 Fete – Cake mixes / baking Goods Gold coin donation	24
Feb / Mar	6 First Sunday of Lent	25	26 Staff Briefing – 8:10	27 Assembly	28 Principal's Debrief - Cairns Staff Meeting	29 Senior Leadership Conference	1 Fete - Princesses, Princesses Day Gold coin donation	2
Mar	7 First Sunday of Lent	3 Cross Country Practise	4 Staff Briefing – 8:10	5 Assembly	6 Staff Meeting	7	8 Fete – Superhero Gold coin donation	9
Mar	8 First Sunday of Lent	10 Cross Country Practise Planning upload	11 Staff Briefing – 8:10	12 Assembly	13 NAPLAN open Staff Meeting Staff Meeting	14	15 Saint Patrick's Day Prayer Assembly Green Day Gold coin donation Saint Patrick's Day Fete - Green Day	16
Mar	9 First Sunday of Lent	17 Cross Country Practise	18 Staff Briefing - 8:10 Open Classrooms p/t/s interviews	19 Assembly Open Classrooms p/t/s interviews	20 Lenten Prayer No Staff Meeting Open Classrooms p/t/s interviews Staff Meeting	21 Open Classrooms p/t/s interviews	22 Open Classrooms p/t/s interviews	23
Mar	10 Holy Week	24 Palm Sunday	25 NAPLAN closes. Staff briefing – 8.10	26 Cross Country	27 Staff Meeting Cross Country Presentation 2pm	28 Last Day of Term Liturgy 2pm	29 Good Friday	30
Mike on leave in week 10 to week 6 term 2								

OUR VISION

To offer every student in every school a world class education enriched by their lived encounter with the Catholic faith.

OUR FOCUS ON STUDENTS

Our focus is to provide quality education for our students and enrich their human qualities consistent with the key points of difference of a Catholic school. As our students progress and complete their education they will be:

- Discerning young people, formed in the values of a Catholic faith community.
- Effective and respectful communicators.
- Creative and critical thinkers who solve problems and make responsible decisions with an informed moral conscience for the common good.
- Self-directed, responsible, lifelong learners.
- Collaborative contributors who find meaning, dignity and purpose in work and life and who respect the rights of all and who contribute to the common good.

OUR GUIDING PRINCIPLES

Our Strategic Directions 2021-2025 invites each one of us to be informed by, act with, and be committed to the following core principles:

- Be people of Mission and Witness inspired by what is best for all students in our schools.
- Move forward together – strengthening relationships between families, staff, school and system leaders, Clergy and the Diocese.
- Be accountable for student learning through a commitment to continuous improvement.
- Be courageous – encountering possibilities and engaging in dialogue to achieve excellence in all we do.
- Embrace and enhance individual gifts, talents, wisdom and capabilities.
- Accept co-responsibility for stewardship, accountability and system sustainability.
- Provide voice and agency for all.

Strategic Directions 2021-2025

Encounter – Catholic Identity

The formation of staff and students through a Catholic lens and furthering our understanding of First Nations cultures and ways of knowing, being and doing.

First Nations Perspectives

Understand the cultures of the First Nations peoples and provide learning environments which are culturally safe and embrace culturally responsive and high impact pedagogies, with a strong emphasis on engagement, wellbeing and success.

Engagement – Wellbeing & Learning

Consistent planning and teaching that is responsive to students and the context in which they live and learn.

Capability

Recruitment, retention, development and professional learning to build an inspiring, engaged and highly effective professional staff.

Our 10 Priorities

2. Religious Education

Every student benefits from an engaging, contemporary and personally relevant religious education curriculum.

1. Encounter

Our Catholic Education community experiences a Catholic Faith formation that deepens our understanding of the Church's mission and which invites an encounter with the person of Jesus.

3. Learning and Teaching documentation

The Catholic Education Community co-creates consistent system Learning and Teaching documentation.

4. First Nations

First Nations communities and families are honoured, their cultures and beliefs respected, and our schools committed to Closing the Gap imperatives for every First Nations student.

5. Extension

Every student accesses opportunities that extend their learning and personal horizons.

10. Rural and remote

Every student from rural and remote communities benefits from targeted support for their schools.

8. Significant learning needs

Every student with significant learning needs (eg disability, EAL/D) receives adjustments and interventions to enable equitable access and participation in learning.

7. Learning pathways

Every student's learning pathway is enabled by adjustments to learning experiences, targets, interventions and initiatives, and monitors improvement over time.

6. Workforce

Every student benefits from inspiring, engaging, and highly professional teachers, school and CES leaders and support and professional staff.

9. Transitions

Every student experiences a seamless and positive transition through and across schools.

Zoom



Catholic Education
Diocese of Cairns
Learning with Faith and Vision



SCHOOL ANNUAL IMPROVEMENT PLAN – SAIP 2024

SCHOOL	St Teresa's Catholic Primary School - Ravenshoe
YEAR	2024

The Vision - *To offer every student in every school a world class education enriched by their lived encounter with the Catholic faith.*

Our Focus for Students - Our focus is to provide quality education for our students and enrich their human qualities consistent with the key points of difference of a Catholic school.

As our student's progress and complete their education they will be:

- *Discerning young people, formed in the values of a Catholic faith community.*
- *Effective and respectful communicators.*
- *Creative and critical thinkers who solve problems and make responsible decisions with an informed moral conscience for the common good.*
- *Self-directed, responsible, lifelong learners.*

Collaborative contributors who find meaning, dignity and purpose in work and life and who respect the rights of all and who contribute to the common good.

Our Guiding Principles - Our Strategic Directions 2021–2025 invites each one of us to be informed by, act with, and be committed to the following core principles:

- *Be people of Mission and Witness inspired by what is best for all students in our schools.*
- *Move forward together – strengthening relationships between families, staff, school and system leaders, Clergy and the Diocese.*
- *Be accountable for student learning through a commitment to continuous improvement.*
- *Be courageous – encountering possibilities and engaging in dialogue to achieve excellence in all we do.*
- *Embrace and enhance individual gifts, talents, wisdom and capabilities.*
- *Accept co-responsibility for stewardship, accountability and system sustainability.*
- *Provide voice and agency for all.*

IMPROVEMENT PRIORITY	SEF DIMENSION	SMART GOAL/S	STRATEGIES	IMPROVEMENT INDICATORS	WHO/WHEN
<p>Encounter – Catholic Identity</p> <p><i>The formation of staff and students through a Catholic lens and furthering our understanding of First Nations cultures and ways of knowing, being and doing.</i></p> <p>Strategic Directions 2021-2025 Priority</p> <p>#1 Encounter Our Catholic Education community experiences a Catholic Faith formation that deepens our understanding of the Church’s mission and which invites an encounter with the person of Jesus.</p> <p>#2 Religious Education #3 Learning and Teaching Documentation #4 First Nations #10 Rural and Remote</p> <p><i>2023 Points of celebration (strength areas)</i></p> <p>Introduction of School Officers PD – one day per term.</p> <p>Survey results – parents feel invited into the school and feel welcome to participate in celebrations (secular {Grandparents day} and religious {lent- feast day- advent}). Making connections over the whole Lent-Easter period – Advent- 4 weeks . St Patrick's Day fate- learning on</p>	<p>Religious Education</p> <p>Every student benefits from an engaging, contemporary, and personally relevant religious education curriculum.</p> <p>Faith formation, prayer and worship opportunities are created to meet the increasingly diverse cultural and religious needs of staff, students and families to foster their capacity to grow in their knowledge of and relationship with God.</p> <p>The school community gives priority to offering opportunities for social action and justice outreach for students, staff and families enabling greater confidence in 'knowing and identifying with the living Spirit of Christ' inspired by Catholic Social Teaching;</p>	<p>By the end of 2024, all teachers will have engaged with the understanding of pedagogical practices that enhance the delivery of the Religious Education Curriculum learning experiences that were shaped in 2024, by using strategies that include Bibliodrama, Recontextualization and the Hermeneutical Communicative Model.</p> <p>By the end of 2024, the Mercy Charism will be embedded and known by the school community through learning and teaching opportunities for staff and students, and literature on the school website for the wider community.</p> <p>By the end of 2024, teachers will have developed a deeper understanding of the explicit teaching of prayer in the classroom evidenced through teacher and student engagement.</p> <p>100% of teachers maintain an appropriate level of professional learning required for accreditation to teach in a Catholic School or to teach Religion and seek to regularly engage in formation opportunities.</p> <p>Throughout 2024, some families will have embraced the opportunity to participate in school and parish opportunities.</p> <p>Throughout 2024, some students, with the support of their families and the parish, will receive the</p>	<p>Using strategies that include Bibliodrama, Recontextualization and Hermeneutical Communicative Models.</p> <p>Review the cycle in multiage schools. Formation of staff- knowing what they are teaching and WHY they are teaching it.</p> <p>By continuing to devise ways that are specific to the aspects of the Charism and the works of Catherine McAuley referred to and embedded in the Religious Life of the School.</p> <p><i>Ensuring that the school’s newly developed website informs users of the school’s connection with the Mercy Charism.</i></p> <p>Professional Development Focus – <u>Christian Meditation Formation</u></p> <p>Term 1:</p> <ul style="list-style-type: none"> O Week: Full day – January 19 Teacher Retreat Day at Siloam: Christian Meditation Formation Day Week 3: Staff Meeting #2 <p>Practical planning for introduction of Christian Meditation to Year Level Groups.</p> <ul style="list-style-type: none"> Week 4: Beginning Feb 12 Introduce meditation / Christian meditation to students 	<p>Evidence of Catholic perspectives across school policies, processes, guidelines and structures.</p> <p>Evidence of Catholic perspectives across the curriculum.</p> <p>Inclusion of the Charism and the works of Catherine McAuley on the school website.</p> <p>School based spiritual and faith formation plans.</p> <p>Communication and parent</p>	<p>APRE Staff Parish Identity and Outreach Team</p>

<p>already established connections and using these to open to words of the Gospel through recontextualization.</p> <p><i>Points of challenge (areas for growth)</i></p> <p>Identifying as Aboriginal or Torres Strait Islander- seems to lack identity. Difficulty tapping into community in this space. NAIDOC day liturgy not attended by parents (who were invited) as opposed to other liturgies that are attended.</p> <p>While students take part in prayer they may struggle with making connections to their everyday. Hope that the meditation focus in 2024 might offer some connections.</p> <p>Parents are challenges with being in the church (led by Priest).</p>		<p>sacrament of Baptism, Eucharist, Confirmation and Reconciliation.</p>	<ul style="list-style-type: none"> • Week 5: beginning Feb 19: Christian Meditation as ‘prayer of the heart’ • Week 6: beginning Feb 26 • Week 7: beginning March 4 Continue meditation • Week 8: beginning March 11 Continue meditation • Week 9: beginning March 18 Review the experience of introducing Christian Meditation for both teachers and students. <p>Term 2 Staff Meeting: Pedagogical Experience – HCM (Teach Religion) 5/6 Scripture – to use to enhance Scripture, Dialogue and Literacy. Continuation of Week 5 visits by the team- working with school officers – working with teachers on units.</p> <p>Term 3 Staff Meeting: Pedagogical Experience - Recontextualization P/1/2 Scripture Focus (Teach Religion) – to use to enhance Scripture, Dialogue and Literacy. Continuation of Week 5 visits by the team- working with school officers – working with teachers on units.</p> <p>Term 4 Staff Meeting: (Teach in Catholic School) Recontextualization 3/4 Scripture Focus (Teach Religion). Continuation of Week 5 visits by the team- working with school officers – working with teachers on units.</p> <p>Community: To continue to engage the community in the religious life of the school and to encourage them to</p>	<p>involvement in prayer and liturgical experiences.</p> <p>Student and family participation in liturgies and masses with the parish.</p> <p>Students participate and receive the sacrament.</p>	
---	--	--	---	--	--

			<p>be a part of prayer and liturgical experiences with their children.</p> <p>Opportunities to celebrate the community as opposed to the events e.g with the formation of the prayer garden how will the celebrations capture the Catholic Identity as opposed to just the space.</p> <p>Parish Relationship: To continue to build the relationship between the parish and school.</p> <p>Sacramental Program: To support the parish and the families within the school who are requesting preparation for the sacraments.</p>		
--	--	--	--	--	--

IMPROVEMENT PRIORITY

Encounter – Catholic Identity

The formation of staff and students through a Catholic lens and furthering our **understanding of First Nations cultures and ways of knowing, being and doing.**

Strategic Directions 2021-2025 Priority

#1 Encounter

Our Catholic Education community experiences a Catholic Faith formation that deepens our understanding of the Church’s mission and which invites an encounter with the person of Jesus.

#2 Religious Education

#3 Learning and Teaching Documentation

#4 First Nations

#10 Rural and Remote

<p>Let’s Talk Institutional Integrity: Key Findings: Increasing prejudice</p>	<p>Let’s Talk Race Relations: prejudice, all talk no action, bias, we are a judgemental society in all aspects.</p>	<p>Let’s Talk Historical Acceptance</p>	<p>Let’s Talk Equality and Equity</p>	<p>Let’s talk Unity Celebrating Supporting Valuing Enhancing Promoting Engaging</p>
<p><u>Where to next? :</u></p> <ul style="list-style-type: none"> • All voices of the community coming together to provide solutions for experiences of racial prejudice • More resources and education on First Nations histories and cultures to embed in the curriculum • Acknowledgement of Country everyday • Scope and Sequence of p-6 subjects where it is to be embedded • Rectify past wrongs, more conversations around truth telling 	<p><u>Where to next? :</u></p> <ul style="list-style-type: none"> • Indigenous Liaison officer • Supporting those who want to promote positive race relations • More involvement with community members • Acceptance of/ from community • Whole school Reconciliation liturgy • Prioritising NAIDOC day • Planned in advance with consultation with others 	<p><u>Where to next?</u></p> <ul style="list-style-type: none"> • Provide more opportunities for First Nations people and/or traditional owners to be invited to the school community to share their culture and stories. • Truth telling- providing the untold side of history/ first Nation recounts • Learning protocols, respectful practices, meeting places • Found embedded in ACARA and conceptual frameworks thus giving First Nations people a voice of what happened. 	<p><u>Where to next?</u></p> <ul style="list-style-type: none"> • Comparing Catholic Church and aim of reconciliation to find mutual understandings and differences we need to address • Indigenous Liaison officer • Their side of the story is told within the Australian curriculum. 	

IMPROVEMENT PRIORITY	SEF DIMENSION	SMART GOAL/S	STRATEGIES	IMPROVEMENT INDICATORS	WHO/WHEN
<p data-bbox="109 229 427 421"> Engagement – Wellbeing & Learning (Curriculum focus) </p> <p data-bbox="109 480 439 608"> <i>Consistent planning and teaching that is responsive to students and the context in which they live and learn.</i> </p> <p data-bbox="109 652 416 703"> Strategic Directions 2021-2025 Priority </p> <p data-bbox="109 711 376 762"> # 3. Learning and Teaching documentation </p> <p data-bbox="109 770 439 882"> The Catholic Education Community co-creates consistent system Learning and Teaching documentation. </p> <p data-bbox="109 919 271 940"> # 4 First Nations </p> <p data-bbox="109 948 241 968"> # 5 Extension </p> <p data-bbox="109 976 250 997"> # 6 Workforce </p> <p data-bbox="109 1005 333 1026"> # 7 Learning pathways </p> <p data-bbox="109 1034 400 1054"> # 8 Significant learning needs </p> <p data-bbox="109 1062 331 1083"> # 10 Rural and remote </p>	<p data-bbox="465 248 719 539"> Reporting processes are aligned with the curriculum and designed to provide parents, families and students themselves with information about the achievement of curriculum intentions and progress over time; and, </p>	<p data-bbox="748 181 1099 501"> By the end of 2024, the school will develop and implement a v9 Maths Scope and Sequence plan that is an explicit, coherent, sequenced plan for curriculum delivery across all year levels in a Multi Age context at St Teresa's School. Mathematics Assessment tasks and criteria sheets for each term will be embedded into the Scope and Sequence plan. </p> <p data-bbox="748 564 1066 676"> Staff will be able to articulate an agreed practice in Maths by answering the 5 questions from Clarity. </p> <p data-bbox="748 684 875 705"> 5 Questions: </p> <ol data-bbox="797 727 1106 1171" style="list-style-type: none"> 1. What are you teaching? Why? 2. How are you teaching? What is your pedagogy for this task? 3. How do you know you are being effective? 4. How can you improve? 5. Where would you go for help? 	<p data-bbox="1131 181 1482 325"> Professional Learning Team meetings twice per term to develop the St Teresa's Scope and Sequence in Mathematics based on v9 of the Australian Curriculum. </p> <p data-bbox="1131 363 1469 501"> Professional Learning in v9 Mathematics. Term 1 0 Week – Big Ideas Week 6 – Mathematical Processes </p> <p data-bbox="1131 539 1473 651"> Term 2 Week - How to plan a unit of work Week - Creating a balanced assessment portfolio </p> <p data-bbox="1131 689 1451 884"> Explicit modelling of evidence-informed pedagogical practices. Each term - - class teachers to visit other CES schools to observe and discuss Maths pedagogy with other teachers. </p> <p data-bbox="1131 922 1464 1034"> Learning walks into classrooms to ensure that the pedagogy of v9 Mathematics is being consistently implemented. </p> <p data-bbox="1131 1104 1487 1267"> Implementing informed pedagogical practice and teaching content from v9 Mathematics in the strand of Number and testing Number using Essential Assessment pre- test; Mid-test and post-test. </p>	<p data-bbox="1520 226 1872 421"> A published Scope and Sequence in Mathematics using the v9 Australian Curriculum for Multi Age classes on the Learning and Teaching Site. Assessment tasks and criteria sheets are embedded into the plan. </p> <p data-bbox="1520 459 1854 603"> Teachers will be able to articulate how they are planning v9 of the Australian Curriculum in Mathematics after attending professional learning. </p> <p data-bbox="1520 667 1868 1018"> When conducting learning walks and talks school leadership will hear from students and staff when asking 5 Clarity questions and affirm how the learning and teaching of Maths at St Teresa's is aligning with the v9 curriculum. Observation of differentiated teaching strategies and planning to ensure every student is engaged, challenged appropriately and learning successfully. </p> <p data-bbox="1520 1082 1872 1276"> Individual student evidence of 6 months growth per Semester in the Mathematics strand of Number will be collected using Essential Assessment Data and will be displayed on the school Maths Data wall. </p>	<p data-bbox="1897 210 2130 405"> Class Teachers LLT CES consultants PLTs twice per term Class teacher visits to other CES schools once per term. </p>

		<p>Students will show individual growth in the v9 Mathematics Strand of Number by 6 months per Semester.</p>			
--	--	--	--	--	--

IMPROVEMENT PRIORITY	SEF DIMENSION	SMART GOAL/S	STRATEGIES	IMPROVEMENT INDICATORS	WHO/WHEN
<p data-bbox="107 288 430 579"> Engagement <i>– Wellbeing & Learning (Diversity – Inclusive practices, behaviour)</i> </p> <p data-bbox="107 639 441 767"> <i>Consistent planning and teaching that is responsive to students and the context in which they live and learn.</i> </p> <p data-bbox="107 783 416 834"> Strategic Directions 2021-2025 Priority </p> <p data-bbox="107 847 439 1050"> #8 Significant Learning Needs Every student with significant learning needs (e.g., disability, EAL/D) receive adjustments and interventions to enable equitable access and participation in learning. </p> <p data-bbox="107 1082 365 1313"> #3 Learning and Teaching Documentation #4 First Nations #5 Extension #6 Workforce #7 Learning Pathways #9 Transitions #10 Rural and Remote </p>	<p data-bbox="463 288 712 643"> The staff of the school demonstrate an understanding of the importance of positive and caring relationships to successful learning and work to build mutually respectful relationships (based on gospel values) across the school community. </p> <p data-bbox="463 659 719 1013"> The school has clear strategies to promote appropriate behaviour - including agreed responses and consequences for inappropriate student behaviour - and the school provides sufficient support for teachers to implement these policies. </p>	<p data-bbox="745 244 1097 400"> 80% of staff share a common set of beliefs that are an integral part of their understanding of student learning, motivations and psychology. </p> <p data-bbox="745 432 1099 491"> 80% of staff share the belief that all students are capable of learning? </p> <p data-bbox="745 528 1104 722"> 100% of staff, in response to tracking and monitoring individual learning and wellbeing, make reasonable adjustments to student interactions, teaching and learning. </p> <p data-bbox="745 743 1093 970"> 100% of staff identify and address the educational needs of individual students? Adjustments are tailored, early and sustained interventions in place for students with educational needs. </p>	<p data-bbox="1131 212 1494 336"> Identify an 'Internal Coach' (who will lead the work of the team) and a 'Data Manager' (who will lead the collation and analysis of data). </p> <p data-bbox="1131 368 1456 427"> Attend 2 full face-to-face days of PD. </p> <p data-bbox="1131 432 1487 515"> TBA: CNS04162:001 MTSS Cohort 3 Tier 1 Day 1 </p> <p data-bbox="1131 520 1487 603"> TBA: CNS04163:001 - MTSS Cohort 3 Tier 1 Day 2 </p> <p data-bbox="1131 635 1480 751"> Scheduled team meetings - Usually 45 mins per fortnight. If fortnightly is not achievable, then it is recommended at least 3 per term. </p> <p data-bbox="1131 783 1487 1018"> Scheduled staff meetings - A minimum of 1 staff meeting per term is required to provide updates and gather input from your staff to progress MTSS-E. The CES Consultants Student Engagement (your external coaches) can support your team to plan for these. </p> <p data-bbox="1131 1050 1471 1166"> In addition to the training, the Consultants Student Engagement will be available to support you on this journey. </p>	<p data-bbox="1520 320 1821 512"> Academic and pastoral tracking including learning progress and achievement, attendance, and behaviour and appropriate support and intervention. </p> <p data-bbox="1520 528 1850 624"> Data is analyzed, understood and used by teachers to improve educational outcomes? </p> <p data-bbox="1520 639 1883 802"> Support for engagement, progress, achievement and wellbeing is provided for groups of students who may have particular learning needs including: </p> <p data-bbox="1520 818 1877 879"> <i>Aboriginal and Torres Strait Islander Students Gifted and talented.</i> </p> <p data-bbox="1520 895 1771 927"> <i>Students with a disability</i> </p> <p data-bbox="1520 943 1883 1007"> <i>Students with English as a Additional Language or Dialect</i> </p> <p data-bbox="1520 1023 1816 1086"> <i>Students in Out of Home Care Refugee Students?</i> </p> <p data-bbox="1520 1102 1865 1190"> Professional learning and training are in place throughout the school year. </p> <p data-bbox="1520 1206 1850 1262"> The school provides safe and inclusive learning environments. </p> <p data-bbox="1520 1278 1816 1334"> The school has developed Strategic Improvement Plans </p> <p data-bbox="1520 1350 1839 1406"> Necessary core documentation exists and is utilized. </p>	<p data-bbox="1897 256 2047 400"> PoL – Diversity Principal All staff In 2024 CES Staff </p>

IMPROVEMENT PRIORITY	SEF DIMENSION	SMART GOAL/S	STRATEGIES	IMPROVEMENT INDICATORS	WHO/WHEN
<p>Capability</p> <p><i>Recruitment, retention, development, and professional learning to build an inspiring, engaged and highly effective professional staff.</i></p> <p>Strategic Directions 2021-2025 Priority # 6. Every student benefit from inspiring, engaging, and highly professional teachers, school and CES leaders and support and professional staff.</p>	<p>The Catholic school aspires to be an authentic Christian community and has found ways to build a schoolwide, professional team of highly able and religiously literate teachers, including teachers who take an active leadership role beyond the learning space. Strong procedures are in place to encourage a schoolwide, shared responsibility for student learning and success. The school explicitly develops a culture of continuous professional improvement and spiritual formation that includes on the job learning, collegial feedback, mentoring and coaching arrangements.</p>	<p>100 % of staff member have completed, enacted and reviewed a PGIAP prior to the conclusion of 2023. (Continuous professional improvement)</p> <p>Each teacher and non-teacher meet with the principal to discuss PGIAP progress on a term basis. 100% of PGIAP are to contain elements of spiritual formation, on the job learning, collegial feedback. Mentoring, coaching arrangements.</p> <p>In 2023 co-create and implement a whole of school Professional Learning Plan with a clear alignment to the school's explicit improvement agenda and staff PGIAP expectations. Elements of deep understandings of how students learn, effective interventions, improve on their current teaching practices. The purpose should be committed to continuous improvement immersed in the Australian Professional Standards for Teachers.</p>	<p>The leadership team has strategies in place to assist teachers to continue to develop and share deep understandings of how students learn subjects/ content, including prerequisite skills and knowledge, common student misunderstandings and errors, learning difficulties and effective interventions.</p> <p>Teachers in the school are experts in the fields in which they teach, have high levels of confidence in teaching in those fields and are eager to expand their subject knowledge to learn how to improve on their current teaching practices.</p> <p>The school expects all teachers to be highly committed to the continuous improvement of their own teaching and to be focused on the development of knowledge and skills required to improve student learning based on the Australian Professional Standards for Teachers.</p> <p>Professional development is provided to build staff skills in curriculum planning, development and knowledge of Catholic tradition.</p>	<ul style="list-style-type: none"> • Demonstration of high yield strategies: data walls, review and response processes, and learning walks and talks • PGIAPs • Examples of observations • Outcomes and actions taken since professional development attendance • Peer-to-peer lesson observation reports • Teacher Accreditation to Teach Religion, Teacher Accreditation to Teach in a Catholic School • Staff induction resources • Initiatives/resources for early career teachers • Pedagogical framework • Visible evidence in data walls, learning walks and talks, review and response documentation • Feedback from lesson observations • Posters and signage consistent with the authoritative whole-of-school pedagogy • Evidence of collaborative teaching practice • Educational adjustments • Processes and plans that ensure Accreditation to Teach Religion are prioritised and monitored • Evidenced based SEL program 	<p>Teachers PoL – Diversity PoL- Learning and Teaching APRE Principal</p>

BUSINESS AS USUAL PLAN					
Spelling Mastery	<p>Learning and Teaching documentation</p> <p>The Catholic Education Community co-creates consistent system Learning and Teaching documentation.</p> <p>EPP Analysis and Discussion of Data</p>		<ul style="list-style-type: none"> Revisit procedures around the delivery of Spelling Mastery (Years 2-6) to ensure consistency of approach. 	Spelling Mastery tests and end of year test	Years 1-6
Phonics Instruction (P-2)	<p>Learning and Teaching documentation</p> <p>The Catholic Education Community co-creates consistent system Learning and Teaching documentation.</p> <p>SCD EPP</p>		<ul style="list-style-type: none"> Implement Phonics Scope and Sequence P-2 Professional Learning for P-2 teachers to build capacity (Jo-Anne Dooner Training 24/7 modules) 	PM Benchmark Year 1 Phonics Check	P-2 Teachers
Essential Assessments	<p>Learning and Teaching documentation</p> <p>The Catholic Education Community co-creates consistent system Learning and Teaching documentation.</p>				
NCCD Action Plan	<p>Significant learning needs</p> <p>Every student with significant learning needs (e.g. disability, EAL/D) receives adjustments and interventions to enable equitable access and participation in learning.</p>		<p>All staff will be facilitated to complete DSE online training in Week 1 mandatory training day.</p> <ul style="list-style-type: none"> What is the application in our school? <p>Regular meetings with staff and school learning officers to share critical information and adjustments that support SWD.</p> <ul style="list-style-type: none"> What strategies/adjustments does the student require? 		

			<ul style="list-style-type: none"> What critical information do we need to know to be able to support the student? <p>Leadership to share and unpack key documents with teaching staff.</p> <ul style="list-style-type: none"> Early Identification and Intervention Referral Pathways at SJA Diverse Learners Team Guidelines at SJA <p>What does this look like?</p>		
Clarity	<p>Workforce</p> <p>Every student benefit from inspiring, engaging, and highly professional teachers, school and CES leaders and support and professional staff.</p>		<ul style="list-style-type: none"> Leadership team to attend 5 days of professional learning with Lyn Sharratt. Focus on 14 parameters and assessment. 		
Mandatory Training	<p>Workforce</p> <p>Every student benefit from inspiring, engaging, and highly professional teachers, school and CES leaders and support and professional staff.</p>		<ul style="list-style-type: none"> Provide all staff time to complete the training on the student free day. 		
Relationships Education	<p>Significant learning needs</p> <p>Every student with significant learning needs (e.g., disability, EAL/D) receives adjustments and interventions to enable equitable access and participation in learning.</p>	Implement Relationships Education Curriculum	<ul style="list-style-type: none"> Build the capacity of teachers in the delivery of Relationship Education <ul style="list-style-type: none"> P-4: Daniel Morecombe Curriculum (focus on protective behaviours) Yr 5-6: Real Talk Education (Puberty; Safe Use of Media & Technology. Identity and Friendships) 	<ul style="list-style-type: none"> Whole Staff introduction to Relationships Education by Caitlin Humphrys PD for targeted teachers: <ul style="list-style-type: none"> P-4 Years 5-6 	
Pre-Prep Program	<p>Transitions</p> <p>Every student experience a seamless and positive transition through and across schools.</p>				

SCHOOL BASED PLANS TO SUPPORT SAIP IMPLEMENTATION (may include)

- | | | | |
|---|--|---|---|
| <input type="checkbox"/> Strategic Plan | <input type="checkbox"/> Implementation Plan/s | <input type="checkbox"/> Data Plan | <input type="checkbox"/> Curriculum Delivery Plan |
| <input type="checkbox"/> Operational Plan | <input type="checkbox"/> Master Plan | <input type="checkbox"/> Formation Plan | <input type="checkbox"/> Pedagogical Practices Document |
| <input type="checkbox"/> Professional Learning Plan | <input type="checkbox"/> Planned approach to Literacy and Numeracy | | <input type="checkbox"/> NCCD Action Plan |

IMPROVEMENT PRIORITY	SEF DIMENSION	SMART GOAL/S	STRATEGIES	IMPROVEMENT INDICATORS	WHO/WHEN
<p data-bbox="109 233 432 472">Engagement – Wellbeing & Learning (Diversity – Inclusive practices)</p> <p data-bbox="109 533 439 655"><i>Consistent planning and teaching that is responsive to students and the context in which they live and learn.</i></p> <p data-bbox="109 711 416 762">Strategic Directions 2021-2025 Priority</p> <p data-bbox="109 775 439 975">#8 Significant Learning Needs Every student with significant learning needs (e.g., disability, EAL/D) receive adjustments and interventions to enable equitable access and participation in learning.</p> <p data-bbox="109 1015 360 1238">#3 Learning and Teaching Documentation #4 First Nations #5 Extension #6 Workforce #7 Learning Pathways #9 Transitions #10 Rural and Remote</p>	<p data-bbox="465 248 712 568">In order to lead students to have life in its fullness, the school places a high priority on ensuring that, in their day-to-day teaching, classroom teachers identify and address the learning needs of individual students, including high-achieving students.</p> <p data-bbox="465 608 719 831">Teachers are encouraged and supported to monitor closely the progress of individuals, identify learning difficulties and tailor classroom activities to levels of readiness and need.</p>	<p data-bbox="748 256 1061 336">All staff members will know the learning and wellbeing needs of every student.</p>	<p data-bbox="1131 240 1487 416">LoD will meet with SOs and CTs twice per term to discuss student Personal Learning Plan goals and to monitor and review the intervention plans which assist students in achieving their personal goals.</p> <p data-bbox="1131 536 1487 975">Professional learning opportunities are provided for all staff to enhance skills and strategies which will support NCCD requirements, curriculum adjustments, catering for high potential learners, and learning support in general. 2024 TERM 1 O Week Diversity planning day to revisit Tier 1 Tier 2 and Tier 3 planning requirements. WEEK 4 In school NCCD moderation</p>	<p data-bbox="1523 248 1868 352">Evidence of differentiated planning, tracking and monitoring of student progress, and reviewing as needed, individual learning plans.</p> <p data-bbox="1523 384 1861 464">Pre and Post intervention Data will be collected and documented as evidence of student growth.</p>	<p data-bbox="1897 209 2047 384">PoL Diversity School Officers Class Teachers CES Diversity Consultants Principal</p>

