



# St Gerard Majella 2024 SAIP



## ENCOUNTER CATHOLIC IDENTITY

School Improvement Priority (From School Strategic Plan)	SMART Goal (Specific, measurable, attainable, relevant, time-bound)	Strategy (From School Strategic Plan)	Link to: Strategic Directions Priorities and Clarity Parameters	Actions <b>PHYSICAL (HOW WILL WE DO IT?)</b>	Lead	When	Improvement Indicators (What does success look like?)
<p><b>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.</b></p> <p>For St Gerard Majella to be a thriving and vibrant faith-centered Catholic Community</p>	<p>By the end of 2024, staff, students and families will have renewed understanding of Catholic Identity within the context of St Gerard Majella School, evidenced by improved responses in Feedback Surveys.</p>	<p>ECSI Survey in 2023</p> <p>Professional Learning opportunities eg staff meetings, external webinars and immersion days offered through retreats etc.</p> <p>To update staff formation plan</p> <p>To continue to remain true to our Franciscan charism endeavouring to share the gospel</p>	<p><b>Strategic Directions</b></p> <p>1 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/></p> <p>2 <input checked="" type="checkbox"/> 7 <input type="checkbox"/></p> <p>3 <input type="checkbox"/> 8 <input type="checkbox"/></p> <p>4 <input type="checkbox"/> 9 <input type="checkbox"/></p> <p>5 <input type="checkbox"/> 10 <input type="checkbox"/></p> <p><b>Clarity</b></p> <p>1 <input checked="" type="checkbox"/> 8 <input type="checkbox"/></p> <p>2 <input checked="" type="checkbox"/> 9 <input type="checkbox"/></p> <p>3 <input type="checkbox"/> 10 <input checked="" type="checkbox"/></p> <p>4 <input checked="" type="checkbox"/> 11 <input type="checkbox"/></p> <p>5 <input type="checkbox"/> 12 <input checked="" type="checkbox"/></p> <p>6 <input type="checkbox"/> 13 <input type="checkbox"/></p> <p>7 <input checked="" type="checkbox"/> 14 <input checked="" type="checkbox"/></p> <p>SEF <input type="checkbox"/></p> <p>ECI <input checked="" type="checkbox"/></p>	<p>Data Analysis of ECSI Survey results - shared in staff meetings and to parent groups/workshops.</p> <p>Staff Meetings and PLT sessions dedicated to unpacking of ECSI data and our school context.</p> <p>Review of Staff Formation Plan in light of ECSI Survey results.</p> <p>Iconography</p> <p>RE Units and pedagogy</p> <p>Assessment in RE</p> <p>RLoS</p> <p>Continue to establish, develop and progress a comprehensive staff formation framework that provides a strong foundation for personal, spiritual</p>	<p>Belinda Kelly</p>	<p>Term 1 - 4 2024</p>	<p>Parent, staff and students knowledge base increased.</p> <p>ECSI survey data analysed with leadership team and presented to school staff, P&amp;F and school board.</p> <p>Formation Plan shared with school staff and parents.</p> <p>Staff identify and review personal spiritual formation goals as part of their annual goal setting (PGIAP).</p>

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		<p>values within an inclusive and welcoming school community.</p> <p>Our Franciscan charism is enacted, articulated and evident by all who are part of or encounter our community.</p>	<p>1 <input checked="" type="checkbox"/> 6 <input type="checkbox"/>                  2 <input type="checkbox"/> 7 <input type="checkbox"/>                  3 <input type="checkbox"/> 8 <input type="checkbox"/>                  4 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/>                  5 <input checked="" type="checkbox"/></p>	<p>and theological growth of staff, connected directly to their personal and professional lives.</p> <p>Continue to increase and promote community spiritual formation in the religious life of the school through prayer, liturgies, assemblies and religious celebrations so that staff, students and parents have a re-contextualised understanding of the Catholic faith and school charism.</p> <p>Formation session at Seville with School Officers (Christine Ritchie)</p> <p>Continue to develop the school’s charism including initiatives across the church calendar.</p> <p>Review, refine and develop opportunities for staff prayer and worship.</p> <p>Further enhance strong links between School, parish and the broader community.                  Revitalise the Catholic Identity markers.                  Evidence of recontextualized iconography signs, symbols, and artwork</p>		<p>All non-teaching staff engage in formation experiences on an annual basis. (School Officer meeting to begin with prayer)</p> <p>Holistic and inclusive spiritual and faith formation opportunities are offered to staff and students</p>
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## ENGAGEMENT – WELLBEING AND LEARNING

School Improvement Priority (From School Strategic Plan)	SMART Goal (Specific, measurable, attainable, relevant, time-bound)	Strategy (From School Strategic Plan)	Link to: Strategic Directions Priorities and Clarity Parameters	Actions	Lead	When	Improvement Indicators (What does success look like?)
<p>To establish a process to systematically review student outcomes data to identify individual student learning goals in Mathematics and English.</p>	<p>By the end of 2024, teachers will be data literate and able to interpret whole school data.</p>	<ul style="list-style-type: none"> <li>Continue to systematically review student outcomes data to identify areas of improvement.</li> <li>Establish agreed, ambitious and achievable cohort, class and individual student targets, based on relevant data.</li> <li>Build shared ownership of the above targets, ensuring that staff have a clear understanding of the pedagogical</li> </ul>	<p><b>Strategic Directions</b></p> <p>1 <input type="checkbox"/> 6 <input checked="" type="checkbox"/></p> <p>2 <input type="checkbox"/> 7 <input type="checkbox"/></p> <p>3 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/></p> <p>4 <input type="checkbox"/> 9 <input type="checkbox"/></p> <p>5 <input type="checkbox"/> 10 <input type="checkbox"/></p> <p><b>Clarity</b></p> <p>1 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/></p> <p>2 <input type="checkbox"/> 9 <input type="checkbox"/></p> <p>3 <input checked="" type="checkbox"/> 10 <input type="checkbox"/></p> <p>4 <input checked="" type="checkbox"/> 11 <input type="checkbox"/></p> <p>5 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/></p> <p>6 <input checked="" type="checkbox"/> 13 <input type="checkbox"/></p> <p>7 <input checked="" type="checkbox"/> 14 <input checked="" type="checkbox"/></p> <p><b>SEF</b></p> <p><b>ECI</b> <input type="checkbox"/></p> <p>1 <input checked="" type="checkbox"/> 6 <input type="checkbox"/></p> <p>2 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/></p> <p>3 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/></p> <p>4 <input checked="" type="checkbox"/> 9 <input type="checkbox"/></p> <p>5 <input checked="" type="checkbox"/></p>	<p>Reflection of student survey data (under learning and teaching and RYS) to indicate student well-being and participation in learning activities (engagement).</p> <p>‘Engage’ data reflects a decrease in Level 1 behaviour (disengaged students).</p> <p>Teaching staff provide regular targeted feedback regarding student goal achievement during PLTs and opportunities in staff meetings throughout the year.</p> <p>Whole school data show increased growth each term, minimum of 12 months of growth. Students with disabilities will have growth goals identified in PLP documents.</p> <p>Recognise and celebrate growth in fortnightly/end of year awards</p>	<p>LLT</p> <p>APLT</p> <p>Diversity</p>	<p>Term 1 - 4, 2024</p>	<p><i>Teachers can articulate how data is used in teaching practices to inform student goals.</i></p> <p><i>Reflection of student survey data (under learning and teaching and RYS) to indicate student well-being and participation in learning activities (engagement).</i></p> <p><i>‘Engage’ data reflects a decrease in Level 1 behaviour (disengaged students).</i></p> <p><i>Teaching staff provide regular targeted feedback regarding student goal achievement during PLTs and opportunities in staff</i></p>

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		<p><i>practices and strategies required to achieve them.</i></p> <ul style="list-style-type: none"> <li>• <i>Establish timelines and guidelines for the development of student goals</i></li> <li>• <i>Rigorously monitor the achievement of those targets as a measure of the efficacy of high-impact teaching and wellbeing strategies.</i></li> </ul>		<p>Individual students' goals in English and Maths are co-constructed, visible in the classroom and regularly reviewed. (eg student desks, student diaries, class goals display.</p> <p>Staff meetings once per term - all teaching and Leadership staff systematically review the same sets of data (staff meeting to focus on data such as attendance and engagement)</p> <p>Teachers to complete data literacy survey to inform professional learning.</p> <p><b>Early-term PLT:</b> Teachers review Academic data - PAT results, Year 1 screeners, SWST, Letter Naming Fluency (LNF), Phonemic Segmentation Fluency (PSF), Nonsense Word Fluency (NWF), Word Reading Fluency (WRF), Oral Reading Fluency (ORF), and/or MAZE <b>and</b>, with guidance from leadership, set goals for students for each term.</p> <p><b>Mid-term PLT:</b> review progress in relation to earlier goals</p> <p><b>Late-term PLT:</b></p>		<p><i>meetings throughout the year.</i></p> <p><i>Whole school data to show growth each semester.</i></p> <p><i>Individual students' goals in English and Maths are co-constructed, visible in the classroom and regularly reviewed. (eg student desks, student diaries, class goals display.</i></p>
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				<p>revisit initial goals to gauge level of success and inform next steps.</p> <p>Lower school data will drive early intervention. Potential to timetable SO intervention during SM (maybe CT, SO and DT targeting differentiated phonics intervention)</p> <p>Leadership to monitor whole school data minimum of once per term in a Leadership meeting.</p> <p>Targeted data wall with a focus on Big Six of Reading (Oral Language, Phonological awareness, phonics, fluency, vocabulary and comprehension)</p>			
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