



2024 – 2028 School Strategic Plan

Vision

St Gerard Majella students will follow the SGM Way by being faith-filled, respectful community members who act with justice, inclusion and compassion to reach their full potential.

Mission

St. Gerard Majella School will be a place where relationships with God and within the community will be fostered.

An education will be offered to develop the whole child – spiritually, academically, socially, culturally and physically. All students will be challenged to develop and achieve their potential.

Parents will be involved and share in policy making.

Values on which this Mission Statement is based: **Faith; Justice; Inclusion; Compassion; Respect**

ENCOUNTER CATHOLIC IDENTITY

School Improvement Priority	Links to: Internal / External School Review, School Data, ECSI &/or Encounter Catholic Identity Matrix Recommendations	Link to: Strategic Directions Priorities, School Effectiveness Framework & Clarity	Strategies (How the improvement priority will be actioned.)	Improvement Indicators (What does success look like?)	Implementation (SAIP)				
					2024	2025	2026	2027	2028

<p>1. Formation – Forming intentionally within the community</p> <p>To be a thriving and vibrant faith-centred Catholic Community</p>	<p><i>From the 2023 ECSI Data, plan for 2024 Staff Formation and curriculum.</i></p> <p>To continue to remain true to our Franciscan charism endeavouring to share the gospel 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>Strategic Directions</p> <p>1 <input checked="" type="checkbox"/> 6 <input type="checkbox"/></p> <p>2 <input 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>SEF</p> <p>ECL <input checked="" type="checkbox"/></p> <p>1 <input type="checkbox"/> 6 <input type="checkbox"/></p> <p>2 <input type="checkbox"/> 7 <input type="checkbox"/></p> <p>3 <input checked="" type="checkbox"/> 8 <input type="checkbox"/></p> <p>4 <input type="checkbox"/> 9 <input checked="" type="checkbox"/></p> <p>5 <input type="checkbox"/></p> <p>Clarity</p> <p>1 <input 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 type="checkbox"/> 11 <input type="checkbox"/></p> <p>5 <input type="checkbox"/> 12 <input type="checkbox"/></p> <p>6 <input type="checkbox"/> 13 <input type="checkbox"/></p> <p>7 <input checked="" type="checkbox"/> 14 <input type="checkbox"/></p>	<p>Continue to establish, develop and progress a comprehensive staff formation framework that provides a strong foundation for personal, spiritual 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 sessios for School Officers</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.</p>	<p>Staff identify and review personal spiritual formation goals as part of their annual goal setting (PGIAP).</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>	<p>✓</p>	<p>✓</p>			
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			Revitalise the Catholic Identity markers. Evidence of recontextualized iconography signs, symbols, and artwork							
<p>2. RE Curriculum – Learning and Teaching in Community</p> <p>Strengthen the capacity to model and teach Religious Education curriculum with a re-contextualised worldview.</p>	<p>From the 2023 ECSI Data, plan for 2024 Staff Formation and curriculum.</p>	<p>Strategic Directions</p> <p>1 <input type="checkbox"/> 6 <input checked="" type="checkbox"/></p> <p>2 <input checked="" type="checkbox"/> 7 <input type="checkbox"/></p> <p>3 <input checked="" 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>SEF</p> <p>ECl <input checked="" type="checkbox"/></p> <p>1 <input type="checkbox"/> 6 <input checked="" type="checkbox"/></p> <p>2 <input type="checkbox"/> 7 <input checked="" type="checkbox"/></p> <p>3 <input type="checkbox"/> 8 <input checked="" type="checkbox"/></p> <p>4 <input type="checkbox"/> 9 <input type="checkbox"/></p> <p>5 <input type="checkbox"/></p> <p>Clarity</p> <p>1 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/></p> <p>2 <input checked="" type="checkbox"/> 9 <input type="checkbox"/></p> <p>3 <input checked="" type="checkbox"/> 10 <input type="checkbox"/></p> <p>4 <input type="checkbox"/> 11 <input checked="" type="checkbox"/></p> <p>5 <input type="checkbox"/> 12 <input type="checkbox"/></p> <p>6 <input type="checkbox"/> 13 <input type="checkbox"/></p> <p>7 <input checked="" type="checkbox"/> 14 <input type="checkbox"/></p>	<p>Continue to target professional learning to build teacher religious literacy capacity, to better teach the RE Curriculum.</p> <p>Differentiation of RE assessment Ensure multiple forms of assessment for all students to demonstrate their learning</p> <p>High Impact Engagement strategies in RE</p> <p>Teacher pedagogy delivers Religious Education in a dynamic and meaningful way.</p> <p>To develop a whole school approach to implementing pedagogical change</p> <p>To develop SGM mental models around Religious Education (as a rigorous subject).</p> <p>Review and develop resources available to teachers to enhance their religious literacy and the teaching of religious education.</p>	<p>Differentiation in RE assessment is visible in planning</p> <p>Observations of HIEs</p> <p>Teachers recognise, identify and embed Catholic perspectives throughout learning areas.</p> <p>Through Learning Walks and Talks, it will be evident that planning is transferred into learning and teaching.</p> <p>Teachers competency and confidence in their theological understandings have been enhanced.</p> <p>Teachers will be able to articulate the pedagogical approaches used in RE.</p> <p>SRS marks will show the full spread of A-E across year levels in RE.</p>		✓	✓			



<p>3. Outreach -Living and Serving as Community</p> <p>For all students to engage in meaningful prayer experiences, social justice and outreach</p>	<p>From the 2023 ECSI Data, plan for 2024 Staff Formation and curriculum.</p>	<p>Strategic Directions</p> <p>1 <input checked="" type="checkbox"/> 6 <input type="checkbox"/></p> <p>2 <input 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>SEF</p> <p>ECI <input checked="" type="checkbox"/></p> <p>1 <input type="checkbox"/> 6 <input type="checkbox"/></p> <p>2 <input type="checkbox"/> 7 <input type="checkbox"/></p> <p>3 <input checked="" type="checkbox"/> 8 <input type="checkbox"/></p> <p>4 <input type="checkbox"/> 9 <input checked="" type="checkbox"/></p> <p>5 <input type="checkbox"/></p> <p>Clarity</p> <p>1 <input type="checkbox"/> 8 <input type="checkbox"/></p> <p>2 <input type="checkbox"/> 9 <input type="checkbox"/></p> <p>3 <input type="checkbox"/> 10 <input type="checkbox"/></p> <p>4 <input 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 type="checkbox"/> 14 <input type="checkbox"/></p>	<p>Opportunities are provided for staff and students to participate in identified charitable and missionary work that connect with the school’s charism.</p> <p>A whole school plan for social justice projects linked to Franciscan Charism (in RE plan)</p> <p>Connection to broader church through cohort attendance at Eucharistic celebrations at OLHOC Church, St Monica’s Cathedral and St Mary’s Chapel.</p>	<p>An enacted whole school scope and sequence for Social Justice projects.</p>		✓	✓		
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2024 – 2028 School Strategic Plan

FIRST NATIONS PERSPECTIVES

School Improvement Priority	Links to: Internal / External School Review, School Data	Link to: Strategic Directions Priorities, School Effectiveness Framework & Clarity	Strategies (How the improvement priority will be actioned.)	Improvement Indicators (What does success look like?)	Implementation (SAIP)					
					2024	2025	2026	2027	2028	

<p>1. First Nations communities and families are honoured, their cultures and beliefs are respected.</p>		<p>Strategic Directions</p> <p>1 <input type="checkbox"/> 6 <input type="checkbox"/></p> <p>2 <input type="checkbox"/> 7 <input type="checkbox"/></p> <p>3 <input type="checkbox"/> 8 <input type="checkbox"/></p> <p>4 <input checked="" type="checkbox"/> 9 <input type="checkbox"/></p> <p>5 <input type="checkbox"/> 10 <input type="checkbox"/></p> <p>SEF</p> <p>ECI <input type="checkbox"/></p> <p>1 <input type="checkbox"/> 6 <input type="checkbox"/></p> <p>2 <input type="checkbox"/> 7 <input type="checkbox"/></p> <p>3 <input checked="" type="checkbox"/> 8 <input type="checkbox"/></p> <p>4 <input type="checkbox"/> 9 <input checked="" type="checkbox"/></p> <p>5 <input type="checkbox"/></p> <p>Clarity</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 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 type="checkbox"/> 14 <input type="checkbox"/></p>	<p>Partnerships with First Nation families and local community groups and utilise their expertise and resources - invitation to families to contribute to cultural awareness at SGM e.g. Harmony Day, NAIDOC Day</p> <p>First Nations experiences (dance, culture)</p> <p>First Nations Student Leaders part of Student leadership roles</p> <p>Finalise and implement the SGM Reconciliation Action Plan to build upon meaningful relationships, respect and opportunities.</p> <p>Prioritise ILO role and develop position description. Consider creative alternatives.</p> <p>Create opportunities for first nations families to be involved (eg cuppa mornings to discuss upcoming events)</p>	<p>Positive school community data within well-being survey data showing improvement (10%)</p> <p>Improvement in attendance of first nations families at school events.</p>					
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<p>2. Our school is committed to Closing the Gap imperatives for every First Nations student.</p>		<p>Strategic Directions</p> <p>1 <input type="checkbox"/> 6 <input type="checkbox"/></p> <p>2 <input type="checkbox"/> 7 <input type="checkbox"/></p> <p>3 <input type="checkbox"/> 8 <input type="checkbox"/></p> <p>4 <input checked="" type="checkbox"/> 9 <input type="checkbox"/></p> <p>5 <input type="checkbox"/> 10 <input type="checkbox"/></p> <p>SEF</p> <p>ECI <input type="checkbox"/></p> <p>1 <input type="checkbox"/> 6 <input type="checkbox"/></p> <p>2 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/></p> <p>3 <input type="checkbox"/> 8 <input checked="" type="checkbox"/></p> <p>4 <input type="checkbox"/> 9 <input type="checkbox"/></p> <p>5 <input type="checkbox"/></p> <p>Clarity</p> <p>1 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/></p> <p>2 <input checked="" type="checkbox"/> 9 <input type="checkbox"/></p> <p>3 <input checked="" type="checkbox"/> 10 <input type="checkbox"/></p> <p>4 <input type="checkbox"/> 11 <input checked="" type="checkbox"/></p> <p>5 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/></p> <p>6 <input checked="" type="checkbox"/> 13 <input checked="" type="checkbox"/></p> <p>7 <input type="checkbox"/> 14 <input checked="" type="checkbox"/></p>	<p>Wellbeing Survey data - use filters to analyse First nations data</p> <p>Focus on attendance and engagement data - termly (dedicated agenda item on leadership meetings) and follow up with check in with family</p> <p>Whole School intervention plan including First Nation students</p> <p>Culturally responsive curriculum</p> <p>Analysis of diagnostic assessment data</p> <p>Progress monitoring termly in Leadership meetings to ensure positive trajectory.</p> <p>Resources - Good to Great schools, Narragunnawali, Australians Together, Culture is Life</p>	<p>Support for student wellbeing data within well being survey data showing improvement (10%)</p> <p>Attendance data showing 10% improvement (as current data shows explanations provided by home)</p> <p>Improvements noted in targeted intervention data if applicable (eg MacqLit - WARP & YARC results - intervention records)</p> <p>First Nations students show growth as a result of targeted intervention. Monitoring through case management meetings if needed.</p> <p>First Nations data analysed at Leadership meeting to achieve 10 % growth over the year (DIBELS, Phonics Check, Writing samples, Mathematics assessment, Numeracy Check, Brigance)</p> <p>Check teacher unit plan for links to Australian Curriculum to embed First Nation Perspectives.</p>					
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ENGAGEMENT – WELLBEING AND LEARNING

School Improvement Priority	Links to: Internal / External School Review, School Data	Link to: Strategic Directions Priorities, School Effectiveness Framework & Clarity	Strategies (How the improvement priority will be actioned.)	Improvement Indicators (What does success look like?)	Implementation (SAIP)				
					2024	2025	2026	2027	2028

<p>1. Establish a process to systematically review student outcomes data to identify individual student learning goals in Mathematics and English.</p>	<p>Link to 2023 5-Year Review - Recommendation number 1.</p>	<p>Strategic Directions</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>SEF</p> <p>ECI <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 type="checkbox"/></p> <p>Clarity</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>	<ul style="list-style-type: none"> Continue to systematically and collaboratively analyse and review student outcomes data to identify areas of improvement. Establish agreed, ambitious and achievable cohort, class and individual student targets, based on relevant data. Build shared ownership of the above targets, ensuring that staff have a clear understanding of the pedagogical practices and strategies required to achieve them. Teachers encourage and assist students to monitor their own learning and to set goals for future learning. Establish timelines and guidelines for the development of student goals Rigorously monitor the achievement of those targets as a measure of the efficacy of high-impact engagement, teaching and wellbeing strategies. 	<ul style="list-style-type: none"> Reflection of student survey data (under learning and teaching and RYS) to indicate student well-being and participation in learning activities (engagement). 'Engage' data reflects a decrease in Level 1 behaviour (disengaged students). Teaching staff provide regular targeted feedback regarding student goal achievement during PLTs and opportunities in staff meetings throughout the year. Whole school data show increased growth each term, minimum of 12 months of growth in one year. Students with disabilities will have growth goals identified in PLP documents. recognise and celebrate growth in fortnightly/end of year awards Individual students' goals in English and Mathematics are co-constructed, visible in the classroom and regularly reviewed. (eg student desks, student diaries, class goals display). 	<p>✓</p>	<p>✓</p>			
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			<ul style="list-style-type: none"> • <i>Communication with parents and families provides information about where students are in their learning, what progress they have made over time, and what they might do to support their children's future learning.</i> • <i>Three-way learning check-in (Term 1), Three-way learning conference (Term 3).</i> • <i>Tailored, early and sustained interventions are in place for students identified as requiring additional support</i> 							
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<p>2. Development of consistent whole-school assessment practices.</p>	<p>Link to 2023 5-Year Review - Recommendation number 3.</p>	<p>Strategic Directions</p> <p>1 <input type="checkbox"/> 6 <input type="checkbox"/></p> <p>2 <input type="checkbox"/> 7 <input type="checkbox"/></p> <p>3 <input checked="" 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>SEF</p> <p>ECI <input type="checkbox"/></p> <p>1 <input type="checkbox"/> 6 <input checked="" type="checkbox"/></p> <p>2 <input type="checkbox"/> 7 <input checked="" type="checkbox"/></p> <p>3 <input type="checkbox"/> 8 <input checked="" type="checkbox"/></p> <p>4 <input type="checkbox"/> 9 <input type="checkbox"/></p> <p>5 <input type="checkbox"/></p> <p>Clarity</p> <p>1 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/></p> <p>2 <input checked="" type="checkbox"/> 9 <input type="checkbox"/></p> <p>3 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/></p> <p>4 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/></p> <p>5 <input type="checkbox"/> 12 <input 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>	<ul style="list-style-type: none"> ● Refine assessment tasks and marking guides with the aim of developing consistency and clarity across all year levels and subject areas. ● Align all marking guides with the standards described in the Australian Curriculum. ● Ensure that marking guides serve the dual purpose of guiding teachers in their judgments about standards and providing clarity to students about what they are expected to learn and how they can improve their achievement level. ● Teaching staff and Leadership Team to complete QCAA Assessment Literacy modules ● Use of QCAA planning app to support three levels of planning ● PLTs - diversity and learning and teaching staff to co-plan assessment with teachers at the beginning of every term 	<ul style="list-style-type: none"> - All Mathematics assessment is created and implemented using the proficiencies as the assessable elements, and Standard Elaborations for the marking sheets. - Evident in school documentation for all learning areas. - Unpacking marking guides and task sheets. - Utilisation of Assessment Waterfall chart - Bump it up walls evident in classrooms - Students are able to articulate learning intentions and success criteria. - Documents outline students' individual adjustments. - Students and teachers able to articulate individual adjustments required for assessment (as per SGM AARA) 					
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<p>3. Implementation of High Impact Engagement Strategies, High Impact Teaching Strategies and High Impact Wellbeing Strategies</p>	<p>Link to 2023 5-Year Review - Recommendation number 4.</p> <p>Support teachers in refining and enhancing their understanding and implementation of the effective teaching methods subscribed to, and ensure consistency of practice across the school.</p>	<p>Strategic Directions</p> <p>1 <input type="checkbox"/> 6 <input checked="" 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"/> 10 <input type="checkbox"/></p> <p>SEF</p> <p>ECI <input type="checkbox"/></p> <p>1 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/></p> <p>2 <input 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>Clarity</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 checked="" type="checkbox"/></p> <p>5 <input type="checkbox"/> 12 <input 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>	<ul style="list-style-type: none"> The High Impact Engagement, Teaching Strategies and Wellbeing Strategies documents are roadmapped and embedded to ensure consistency across all learning areas in every classroom. Research-based strategies are explicitly modelled and implemented with staff and as part of new staff induction processes. HIES, HITS and HIWS are modelled for staff by knowledgeable others (KO). School Leaders and KO observe classroom practice and provide feedback on the implementation of the HIES, HITS and HIWS. Class teachers will observe and provide peer feedback on the use of HIES, HITS and HIWS. Student feedback is sought around HIES, HITS and HIWS (can be through observation, survey, direct questioning, walks / talks) 	<p>-Staff articulate what strategies are of focus as outlined in roadmap.</p> <p>- HIES, HITS and HIWS teaching strategies will be observed regularly in classrooms and feedback provided.</p> <p>- Teachers individual goals are set and implemented for HITS, HIES, HIWS strategies and are regularly monitored (PGIAP and profiling)</p> <p>-Wellbeing and feedback surveys and observations (Parent/Staff/Student) will show an improvement in student engagement and learning (Feedback Surveys)</p> <p>Students identify a positive sense of well-being, resulting in better learning outcomes, improved attendance and more positive behaviour. This is reflected in student learning data, attendance rates and data from Engage.</p> <p>- Staff able to articulate and demonstrate agreed whole school pedagogical practices.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>		
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2024 – 2028 School Strategic Plan

CAPABILITY

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<p>1. Review the current extensive processes used to provide feedback to staff.</p>	<p>Link to 2023 5-Year Review - Recommendation on number 2</p>	<p>Strategic Directions</p> <p>1 <input type="checkbox"/> 6 <input type="checkbox"/></p> <p>2 <input type="checkbox"/> 7 <input type="checkbox"/></p> <p>3 <input checked="" 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>SEF</p> <p>ECI <input type="checkbox"/></p> <p>1 <input type="checkbox"/> 6 <input 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 checked="" type="checkbox"/></p> <p>Clarity</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 type="checkbox"/> 10 <input type="checkbox"/></p> <p>4 <input checked="" type="checkbox"/> 11 <input type="checkbox"/></p> <p>5 <input type="checkbox"/> 12 <input 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>	<ul style="list-style-type: none"> ● Pre-survey to determine openness to observation and feedback. ● Establish and embed a school performance and development culture, inclusive of mentoring opportunities, growth coaching, peer observations and feedback, to support school priorities and individual and team capabilities. ● Ensure all staff receive high-quality feedback based on their individual needs. ● Document a plan and timetable for the implementation of the feedback processes. ● Develop protocols for feedback conversations to ensure that the feedback includes affirmations and suggestions to stimulate self-reflection. ● Implement accountability processes to ensure those practices are embedded. ● Teachers engage in reflective processes through observations and feedback 	<p>Staff take on feedback and implement.</p> <p>Staff feedback will indicate that they see the value in it and request more.</p> <p>Documented plan for the implementation of the feedback processes.</p> <p>Core practices for feedback conversations.</p> <p>Performance conversations to ensure accountability.</p>					
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<p>2. Identify areas of student learning and well-being that will be enhanced by community partners with expertise and/or facilities not available within the school.</p>	<p>Link to 2023 5-Year Review - Recommendation on number 5</p>	<p>Strategic Directions</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 type="checkbox"/> 8 <input type="checkbox"/></p> <p>4 <input type="checkbox"/> 9 <input checked="" type="checkbox"/></p> <p>5 <input type="checkbox"/> 10 <input type="checkbox"/></p> <p>SEF</p> <p>ECI <input type="checkbox"/></p> <p>1 <input type="checkbox"/> 6 <input type="checkbox"/></p> <p>2 <input type="checkbox"/> 7 <input type="checkbox"/></p> <p>3 <input type="checkbox"/> 8 <input type="checkbox"/></p> <p>4 <input type="checkbox"/> 9 <input checked="" type="checkbox"/></p> <p>5 <input type="checkbox"/></p> <p>Clarity</p> <p>1 <input checked="" type="checkbox"/> 8 <input checked="" 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 type="checkbox"/> 11 <input type="checkbox"/></p> <p>5 <input type="checkbox"/> 12 <input checked="" type="checkbox"/></p> <p>6 <input checked="" type="checkbox"/> 13 <input type="checkbox"/></p> <p>7 <input type="checkbox"/> 14 <input checked="" type="checkbox"/></p>	<ul style="list-style-type: none"> Clearly identify the needs that are to be addressed, plan the details of the partnership. Clarify the roles and responsibilities of the school and the partner. Identify the mutual benefits of the partnership. Establish communication, monitoring and review processes. 	<p>Documented community partnerships plan.</p>					
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