

ST AGNES' MATRAVILLE ANNUAL PLAN 2010

KEY AREA 1: CATHOLIC LIFE AND RELIGIOUS EDUCATION

COMPONENTS	PERFORMANCE INDICATORS
1.1 Vision and Mission	<p>Jesus and His Mission are central to the school's mission and permeates all aspects of policy, planning and action in the school</p> <p>Effective approaches which promote the evangelising mission of the church</p> <p>The school promotes opportunities for the community to actively participate in the life of the parish and wider church</p>
1.3 Religious Education	<p>The Religious Education Curriculum is implemented and directs quality teaching practice.</p> <p>Religious Education is Assessed and Reported on effectively.</p>
1.4 Parents, Parish and the Broader Community	<p>The school responds to the evangelising mission of the church and celebrates Catholic life.</p> <p>The school has a close relationship with priest and parish and members of school community participate in the life of the church.</p> <p>The school assists parents in their role as primary educators of their children in faith</p>

KEY AREA 2: STUDENTS AND THEIR LEARNING

COMPONENTS	PERFORMANCE INDICATORS
2.1 Educational Potential	<p>A school culture of accountability, review and improvement informed by the use of data, target setting and other relevant data to inform whole school improvement in teaching and learning</p> <p>Differentiation learning and intervention are clearly evident across the school's curriculum</p> <p>School developing sustainable approach to identifying educational programs that support the learning needs of all students</p> <p>Teachers provide explicit, meaningful and timely feedback to students and parents</p> <p>Opportunities are provided for students to critically reflect on their learning</p>
2.2 Rights and Responsibilities	<p>A whole school approach to respecting, valuing and protecting the rights of everyone to learn.</p> <p>School policies and procedures effectively articulate rights and responsibilities.</p> <p>There is a fair and restorative whole school approach to respecting student learning and managing behaviour.</p>

2.3 Reporting Student Achievement	A comprehensive whole school approach that includes a variety of opportunities for dialogue, consultation and feedback with parents
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KEY AREA 3: PEDAGOGY

COMPONENTS	PERFORMANCE INDICATORS
3.1 Curriculum Provision	<p>Innovative and sustainable approaches to the organisation of learning and timetabling optimise teaching and learning times</p> <p>Educational Plan developed, reviewed and updated according to the learning needs of the school</p>
3.2 Provision for the Diverse Needs of all Children	<p>Proactive commitment to providing to the diverse needs of the children</p> <p>Student progress monitored and tracked regularly, reviewed and appropriately communicated</p>
3.3 Teaching Practices	<p>The school functions as a learning community and adopts a collaborative and reflective approach to teaching and learning that is enhanced by ongoing, well targeted professional development</p> <p>Teachers share common language to describe their understanding of effective teaching practices</p> <p>The use of ICT across the curriculum provides for varying opportunities for students to become effective and competent uses of technology</p>
3.5 Assessment	<p>An effective whole school approach to assessment to inform the teaching and learning process and to continue to improve whole school, cohort and individual student performance</p> <p>Data analysis is comprehensive and valid, and covers the range of school based and external assessments</p>
3.6 School Climate, learning environment and Relationships	<p>The school climate demonstrates a spirit of collegiality, shared goals and responsibility for achievements, success and sustained improvement in teaching and learning</p> <p>There are well established ,effective procedures which ensure a safe, secure and welcoming learning environment that focuses on effective communication, consultation and shared decision making</p>
3.7 Professional Learning	<p>The school is innovative and manages change effectively.</p> <p>There is a professional learning culture where skills, experiences and understandings of all staff are utilised to create a team learning environment.</p> <p>There is a commitment to the professional development of all staff and networking and collegiality are valued and</p>

	present. Staff take responsibility for their professional learning.
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KEY AREA 4: HUMAN RESOURCES LEADERSHIP AND MANAGEMENT

COMPONENTS	PERFORMANCE INDICATORS
4.4 Succession Planning	<p>Opportunities provided for teachers to contribute to the shared leadership of the school</p> <p>The school effectively utilises system resources, documents and processes which strengthen leadership capacity</p>

KEY AREA 6: PARENTS, PARTNERSHIP, CONSULTATION AND COMMUNICATION

COMPONENTS	PERFORMANCE INDICATORS
6.1 Parent Involvement	<p>The school has effective and inclusive structures and practices in place that emphasise the importance of involving parents in their child's learning</p> <p>There are clear and agreed whole school protocols and practices in place to engage in two way communication with school community</p>

KEY AREA 7: STRATEGIC LEADERSHIP AND MANAGEMENT

COMPONENTS	PERFORMANCE INDICATORS
7.2 Innovation, development and change	<p>The school actively demonstrates key characteristics of an effective learning community through reflective practice and shared decision making</p> <p>Planning for change and improvement is well informed by comprehensive analysis of the school's performance</p>