












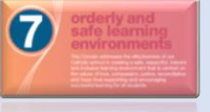




Standards & Domains	SMART Goal	Self - assessment (E,M,D)	Actions	Supported by...	Evidence of Success
<p>Leading Teaching & Learning</p> <p>Curriculum</p> 	<p>All teachers have a strong understanding and subsequent high-quality implementation of Literacy.</p> 	<p>Green</p> <p>Yellow</p> <p>Red</p>	<p>Teaching staff, in teams, to be released to meet with Leader of Learning on a regular basis.</p> <p>Dedicated 'Literacy' Staff Meeting to occur once/twice a term.</p> <p>Leader of Learning to regularly meet with each team, to provide support and guidance.</p> <p>Support the development of student fluency in Literacy and Numeracy through a daily review.</p> 	<p>Year Level team meetings to occur each term, so that time is devoted for additional planning, etc.</p> <p>Leader of Learning and Deputy Principal (DP) to organise timetables for teacher release.</p> 	<p>All teachers are actively incorporating learnt skills, knowledge, practice into Literacy lessons.</p> <p>PAT-R scores to demonstrate 12 months growth from the previous year's result.</p> <p>2022 NAPLAN Literacy results to have growth from previous testing cycle (2021).</p>
<p>Leading Teaching & Learning</p> <p>Curriculum</p> 	<p>High-quality teaching and learning to be occurring in Mathematics, and high-quality implementation of Numeracy.</p> 	<p>Green</p> <p>Yellow</p> <p>Red</p>	<p>Leader of Learning to work with Year Level teams to support implementation of the school's Numeracy direction, which includes its Scope and Sequence.</p> <p>Leader of Learning to provide Numeracy professional learning at Staff Meetings once a term.</p> <p>A daily review in Literacy and Numeracy occurs in each classroom.</p> 	<p>Release time for teaching staff to meet Leader of Learning.</p> <p>Leader of Learning and DP to organise timetables for teacher release.</p> 	<p>All teachers actively incorporating Numeracy practices into the teaching and learning of Mathematics.</p> <p>PAT-M scores to demonstrate 12 months growth from the previous year's result.</p> <p>2022 NAPLAN Numeracy results to have growth from previous testing cycle (2021).</p>
<p>Leading for system excellence</p> <p>Curriculum</p> 	<p>High quality and consistent assessment and moderation to be occurring across the school.</p> 	<p>Green</p> <p>Yellow</p> <p>Red</p>	<p>Staff meet regularly to moderate samples of work and develop consistency in assessment, differentiation and adjustments (this includes discussing grades and data collected from Assessing Writing in Australia Project).</p> <p>A consistent approach across the school in assessment and moderation.</p> <p>Pulse Check-In to be implemented, and to occur once a term. Data analysis and pertinent follow-up where appropriate (as per school processes).</p> 	<p>Leader of Learning to support and keep track of Assessment Schedule.</p> <p>School leadership to meet with teaching staff after completion of termly Pulse Check-In.</p> 	<p>Teachers completed the A&M modules.</p> <p>Improved assessment and moderation consistency.</p> <p>Teachers implement the Pulse Check-In and students to complete.</p>
<p>Leading Catholic Identity</p> <p>Catholic Identity</p>	<p>Maintain and enhance the Catholic Identity of the school, by engaging students</p>	<p>Green</p> <p>Yellow</p> <p>Red</p>	<p>LLL survey to be implemented with community aligned with CESA rollout.</p> <p>Teaching staff to continue to receive professional learning in Catholic Social teaching and Godly play.</p>	<p>The Crossways professional learning to continue to occur during 2022 (APRIM to lead).</p>	<p>Student demonstrating high levels of engagement, wellbeing and relationships.</p> <p>Teaching staff who have accessed Catholic Social Teaching professional</p>

	<p>and the school community</p>	<p>Leadership, staff and students are provided with opportunities for spiritual and religious formation.</p> <p>School Leadership (Principal and DP) attend and participate in formal opportunities for spiritual and religious formation on at least once every 3 years.</p> <p>Staff are provided with opportunity for prayer participation and reflection on a weekly basis. A designated PL day is provided each year for staff to have the opportunity for personal nourishment and development.</p> <p>Students are provided with regular opportunities for the development of spiritual and religious formation; through class prayer, Christian meditation, social justice initiatives, year level (and school) Masses/Liturgies, Sacramental preparation (for middle primary students)</p> <p style="text-align: right;">Catholic Identity</p>	<p>Principal and DP to communicate the process for the LLL survey.</p> <p>School leadership and Parish Priest to liaise with staff and students to create co-constructed meaningful opportunities to engage with their faith and the Catholic Identity of the school.</p> <p style="text-align: right;">CEO role in School Improvement</p>	<p>learning share with colleagues at Staff Meeting.</p> <p>Teaching and learning for Godly Play (R-2) occurring in classrooms.</p> <p>Students and parents consider Catholic Identity is high at Saint David's Tea Tree Gully.</p> <p>A deeper spirituality.</p> <p>Religious Education formation is enhanced.</p> <p>High levels of Graduate Certificate completion.</p> <p>CPF3 take-up is high (for Grad. Cert. qualifiers).</p> <p>RELAT scores demonstrate growth.</p>
<p>Leading the Management of the school</p> 	<p>Ensure that the school's resources and staff are efficiently organised and managed to provide an effective and safe learning environment as well as value for money.</p> 	<p>Growth in student numbers, with focus on Early Years i.e., Playgroup and Reception.</p> <p>Review and analyse School Tours and their impact on enrolment.</p> <p>Masterplan is enacted to ensure adequate growth is catered for.</p> <p>Further improvement of school grounds.</p> <p>Continue to market the school- Principal Tours, Facebook, signage.</p> <p>Review and analyse Strategic Plan.</p> <p style="text-align: right;">Resource Management</p>	<p>Engagement with key stakeholders i.e., ELCs to boost Early Years profile.</p> <p>Shaky Leadership Consulting</p> <p>CESA Building and Development Team</p>	<p>Enrolment growth is consistent.</p> <p>Student retention is high; early departures are for qualifying circumstances.</p> <p>Staffing ratio is in accordance with enrolments while also taking into consideration student needs.</p> <p>School provides excellent facilities and learning while also catering for growth.</p> <p>Improved aesthetics for Saint David's and improved brand image for both school and CESA.</p>
<p>Engaging and working with the community</p> <p>Community</p> 	<p>Strong connections, rapport and (subsequently) trusting relationships with Saint David's community including staff.</p> 	<p>Clear, consistent, and transparent communication to all stakeholders; presence at events, occasions, and day to day happenings.</p> <p>Enrolment is non-discriminatory; reflects the changing diversity in the community; and aims for enrolment growth.</p> <p>Promotion of Saint David's as a school for all students and families; this is reflected in the marketing and branding, as well as personal communication.</p> <p>Continue to engage community through our Social Media accounts.</p> <p>Rejuvenate the P&F committee so that it is thriving.</p> <p>Create regular opportunities for staff to connect, learn new skills and to enhance morale.</p> <p style="text-align: right;">Community</p>	<p>All Staff and community representatives of Saint David's.</p> <p>Principal and DP to implement satisfaction surveys.</p> <p>Develop PID for Parent Reps so staff and parents are clear of the role</p> <p>Regular staff engagement and well-being checks with Executive members.</p> <p>Regular social Club activities</p> <p style="text-align: right;">CEO role in School</p>	<p>Sustained enrolment growth and diverse members in the community reflecting demographic changes.</p> <p>Staff, students and parents are of the opinion that relationships and belonging is high at Saint David's.</p>