

School Improvement Plan 2023–2026

E1325, Our Lady Star of the Sea Primary School, Ocean Grove



Our Vision

Inspired by Mary and guided by our faith in her Son, Jesus,
we aspire to be a respectful, nurturing and engaging learning community.

“I have come so that you may have life and have it to the full.” John 10:10

Our Strategic Intent

Our Lady Star of the Sea: Setting the right course

Inspired by our vision and with pride in our Catholic **identity**, we will continue to build a learning culture
that values teacher professionalism and **collaboration**
to ensure that every child is catered for, engaged, and discovers their **voice** in learning.

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Priority 1 IDENTITY 'The Star Way'

Goal	Intended Outcome/s	Target/s
To enrich the identity of Our Lady Star of the Sea through faithfulness to the school's vision and values	<p>That the RE curriculum is aligned with other curriculum areas and the capabilities through a scope and sequence, allowing students and teachers to experience and express their faith in many ways</p> <p>That liturgy, prayer and knowledge of the scriptures are integral to our Catholic identity and values</p> <p>That learning in faith is recontextualized for students, to create meaning and relevance to their own lives and that of others e.g., To be a Fire Carrier School</p> <p>That we build staff knowledge and confidence around Prayer and its relationship with today's world.</p> <p>That the school's organisational structure provides for collective and collaborative teacher planning teams that focus on</p>	<p>Religious Dimension: Target 1.3.4 The school community makes connections between faith and culture as part of living out the Good News and illustrating a dynamic faith (recontextualisation), supporting all to take action in the community and wider Church.</p> <p>Strengthen 2.1.4 The school community takes active responsibility for celebrating the Catholic tradition, and continuously enriching the life and Catholic identity of the school.</p> <p>Strengthen Student MACSIS Domain 10: Catholic Identity. Increase student perceptions about the Catholic identity of the school.</p> <p>Staff MACSIS domain 9 Q 9.3 Professional Learning increase over the next 4 years staff feeling positively the professional learning improves their teaching practise.</p> <hr/> <p>Learning and Teaching: Target 1.1.3 Teachers are given plentiful opportunities to receive feedback on classroom practice, as well as strategies to support to analyse the feedback. Coaching or mentoring is undertaken on a consistent basis.</p> <p>TSA: Collated data through groups will show increased achievement in teaching staff knowing the content and how to teach it particularly in the area of Indigenous and Torres Strait Islanders</p>

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	<p>developing an effective differentiated curriculum.</p> <p>That the capacity of classroom teachers will develop best practice with a whole school approach to learning and teaching</p> <p>That the school wide approach to wellbeing continues with a continuous emphasis on supporting students through an embedded culture of positive education.</p> <p>That community engagement continues to be a high priority at Our Lady Star of the Sea</p>	<p>School Community: Target 2.1.4 The school story and tradition are used consistently and coherently as the foundation for learning, reflection and improvement. All members of the community demonstrate commitment to the Catholic mission of the school through all words, deeds and actions. Increase MACSIS positive endorsement for Community Engagement field with an upward trend.</p> <hr/> <p>Leadership and Management: Strengthen 2.1.4 The school has a visible, comprehensive and explicitly planned approach to whole-school improvement, focused on data-informed, evidence-based and co-constructed action that is collaborative and aligned to improving student learning outcomes.</p> <p>Student MACSIS Domain 8: Student Safety - Perceptions of student physical and psychological safety while at school shows an upward trend Parents MACSIS Student Safety -to have this data strengthened</p>
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Leadership and
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Priority 2 DIALOGUE

Goal	Intended Outcome/s	Target/s
To enable all students and staff to have a voice and to be engaged as inquisitive, passionate and collaborative learners.	<p>That instructional models for teaching are used to embed daily lessons and gather feedback from students in order to inform next steps in teaching</p> <p>That our school embraces a culture of learning where communication and technology platforms are effectively used to support authentic partnerships with all stakeholders</p> <p>That there is a clear focus on the collection and collation of a range of data, particularly in the areas of literacy and numeracy.</p> <p>That all staff are proficient in the use of data through rigorous dialogue and consistent and effective practices focused on growth</p> <p>That consistent assessment practices are used to inform learning and teaching</p>	<p>Religious Dimension: Target 4.3.4 Teachers negotiate the interconnections between faith, culture and life through a dialogue with students that honours encounter. Strengthen 4.4.4 Leaders and teachers in collaboration with the broader parish community work to nurture the ongoing religious learning and faith development of all learners. Strengthen 4.1.4 Teachers are supported to share, design and develop professional learning and faith formation activities for others across the school community. Teachers and leaders are encouraged to lead the learning, development and formation of others.</p> <p>MACSIS To see an upward trend in Staff Feedback data. An increase of teachers saying they modify teaching based on data.</p> <hr/> <p>Leadership and Management: Target 1.1.4 The school maintains a high- performing culture of organised and responsive professional learning underpinned by continuous feedback, data and research. 2.4.4 School physical and digital learning environments are integrated, iterative and innovative sites of dynamic, data-informed professional practice where successful strategies, effective administration and confident Catholic leadership converge. The school leverages digital affordances that animate learning and teaching within networked communities beyond the school.</p>

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	<p>That feedback is consistently used as a regular aspect of staff growth for the improvement of practice.</p> <p>That opportunities are provided for staff dialogue around professional goals that are aligned with our School Improvement Plan</p> <p>That student feedback is used to improve student outcomes and teacher practice</p> <p>That student leadership is authentic and contributes towards whole school decisions</p>	<p>2.5.4 The school's plan for delivering a high-quality curriculum engages the whole school community in planning and documenting innovative learning and teaching practices that produce a range of data to measure the impact of teaching initiatives and learning outcomes.</p> <p>1.3.4 The school's leadership development initiatives are focused on succession planning and sustaining effective leadership practices.</p> <p>Staff MACSIS Maintain and enhance Collaboration in Teams Domain 11 on the question staff often use assessment data as a springboard for discussion for teaching</p> <p>Staff MACSIS Domain 5 Feedback: Q 5.5, over the next 4 years show an increase to teaching and non teaching staff feeling they positively learn from the evaluation process at school.</p> <p>MACSIS Student voice will show an upward trend by 2026.</p> <hr/> <p>Learning and Teaching 1.2.4 Teachers are actively encouraged to pursue high-quality, ongoing professional learning which reflects specific goals set out for school improvement. They use evidence from practice and current research to set goals that are sufficiently challenging for their professional growth. 2.5.4 Teachers critique their use of teaching strategies, dependent on context and evidence. 3.3.4 Teachers use data regularly in cycles of inquiry (with other teachers) to make changes to practice that are transferable.</p> <p>Naplan data will reflect an upward trend in growth in the area of Mathematics.</p> <p>The school tailored perception data about Mathematics will show an increase in students' engagement.</p> <p>MACSIS Staff Professional Learning increase Q 9.4 whereby learning opportunities are designed in response to teacher's learning needs.</p>
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		<p>Student Wellbeing: Target 1.4.3 Students provide input to school leaders and teachers when planning wellbeing activities and positive behaviour initiatives.</p> <p>Strengthen 3.2.3 Teachers design learning activities that use peer feedback and self reflection as a regular part of practice to empower students.</p> <p>Target 3.3.3 Students are valued and active decision-makers and innovators in their school community on matters of student learning, wellbeing, safety and responsibility.</p> <p>MACSIS Students response is strengthened Q7.7 How often do you have the opportunity to make suggestions about how your school could be safer?</p> <hr/> <p>School Community: Target 1.3.4 The school facilitates ongoing dialogue between all members of the community. Students, families and staff initiate and lead community conversations. The collective voice of the community informs the school's culture and educational approach.</p> <p>Family engagement: 1.6 Strengthen families positively endorsing that the school supports parents to engage in their children's learning.</p> <p>AAP tracking will be completed and documented at least once per term by the Leadership team</p> <p>All teachers have a professional learning plan that has direct links to at least one SIP goal.</p>
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(SIF sphere/s relevant to priority to be checked accordingly)

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Priority 3 AGENCY

Goal	Intended Outcome/s	Target/s
<p>To build agency by giving all learners the tools to make choices and take action in their learning.</p>	<p>That our assessment practices in RE have strengthened</p> <p>That metacognitive and reflective practices are visible in the learning process to deepen student learning</p> <p>That students are empowered to further develop metacognition capabilities, to identify learning goals and increase decision making skills.</p> <p>That peer observation and feedback processes enable staff reflection to improve their professional practice</p> <p>That teachers are engaged in cycles of inquiry that monitor the effectiveness of evidence based practice and next steps in teaching</p> <p>That students (and staff) have a strong sense of belonging and wellbeing, self-regulate and have</p>	<p>Religious Dimension Target: To increase the percentage of students assessed in RE below or above standard.</p> <hr/> <p>Student Wellbeing: Target 3.2.4 Teachers work collaboratively with external community partnerships to develop opportunities for student empowerment as informed by feedback and evidence.</p> <p>MACSIS: Student engagement data will increase and show an upward trend by 2026 Student - Learning Disposition domain will increase whereby students feel confident they can work out ways to get their school work done well.</p> <hr/> <p>Leadership and Management: MACSIS Instructional Leadership: Strengthen Domain (4.3) staff positively endorsing that leadership defers to staff expertise around learning and teaching.</p> <p>Naplan: To see an increase in Naplan data with most students achieving above the 60th percentile.</p> <p>Learning and Teaching:</p>

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<p>self-efficacy and agency in their learning.</p> <p>That students who are working above the benchmark are extended through critical thinking strategies and enrichment programs.</p> <p>That students are connected and challenged in their learning through differentiation</p> <p>That instructional models of teaching are supported by coaching and mentoring by school leaders and peer observation and feedback</p> <p>That leadership capacity is built to provide teaching staff structured coaching and mentoring conversations around the school’s pedagogy and instructional models.</p> <p>That an instructional model of coaching is adopted for all leaders</p>	<p>Target 1.1.3 Teachers are given plentiful opportunities to receive feedback on classroom practice, as well as strategies or support to analyse the feedback. Coaching or mentoring is undertaken on a consistent basis.</p> <p>Strengthen 2.4.4 Teachers embrace approaches which encourage student self - efficacy and agency in learning.</p> <p>Target 2.7.4 Teacher expectations across the school foster a strong culture of success and the full flourishing of every student.</p> <p>Target: 3.5.4 Teachers use feedback as an integral part of the learning process, enabling students to self-regulate, self-assess and reflect on their own learning.</p> <p>Whole school PAT data will show an extension and increase of highest achieving students.</p> <p>Semester 2 2021 Critical and Creative Thinking Assessment: To increase the percentage of students assessed above or below standard in Critical and Creative Thinking with better confidence and accuracy..</p> <p>Naplan Data Naplan maintain or strengthen that students remain above the minimal standard in all NAPLAN results</p> <p>To increase the number of Year 3 students working in Bands 5 and 6 and Year 5 students working in Bands 7 and 8</p> <p>To increase the average scaled score in Year 3 Numeracy and Year 5 Numeracy by 2026</p>
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