

Annual Action Plan 2022

[E1360 Sacred Heart Croydon]



Our Vision *(as articulated in the School Improvement Plan)*

Sacred Heart Parish Primary School is a community where all members grow in the knowledge, spirit and life of the Catholic Church. We strive to live the Gospel values guided by the teachings of Jesus.

By providing a well-balanced curriculum, we endeavour to create a learning environment in which all children are taught the skills necessary for them to reach their full potential.

Each individual is supported, encouraged and challenged to undertake a meaningful role in society.

Our Strategic Intent

(as articulated in the School Improvement Plan - brief overarching statement outlining what the school is looking to achieve over the next four years)

As a vibrant, Catholic learning community, we will develop engaged, purposeful and successful learners, supported by expert teachers, who shape the world for the common good.

Priority 1: Catholic Identity

Goal: To increase dialogue around our Catholic Identity and faith traditions.

Intended Outcome	Key Improvement Strategies	Responsibility	Actions	Evidence of Success
<p>That teacher understanding and capacity to implement multiple entry-level tasks develops</p> <p>That staff capacity to identify effective formative assessment for Religious Education develops.</p>	<p>Encourage dialogue, critical thinking and reflection through an inquiry process to support students' Catholic identity.</p> <p>Model effective assessment, moderation and data analysis in connection to the Religious Education Curriculum.</p> <p>Utilise the Learning Walks and Talks (Dr. Lyn Sharratt) to reflect on our current teaching practises, our successes and our challenges.</p> <p>Explore the top 5 HIT's according to Dr Lyn Sharratt including the model of Gradual Release, Accountable Talk, Robust Curriculum, Differentiation and</p>	<p>Classroom Teachers</p> <p>Teaching and Learning Leader</p> <p>Religious Education Leader (Curriculum + Support)</p> <p>Leadership Team</p>	<p>Continue exploration of engaging provocation tasks linking our Catholic teachings to the whole school Inquiry concept.</p> <p>Implement Visible Thinking Routines that support Critical Thinking, Reflection and Formative Assessment of Religious Education concepts.</p> <p>Support and resources given to the development of staff theological knowledge surrounding different Religious Education concepts, such as analysis of the Friendly Guides, Scripture Comparison.</p> <p>Moderation staff meeting analysing RE Formative assessments.</p>	<p>Increase the % of students marked Above Standard in the area of Knowledge and Understanding in Religious Education. (C and above)</p> <p>Increase the % of positive responses to the Catholic Identity student questions</p> <p><i>Ed in Faith meeting each</i></p> <p><i>Thinking routines with provocations.</i></p> <p><i>Collaborative Planning - Friendly Guides used with all teams to develop teachers own Faith</i></p> <p><i>Review and link upcoming concepts to scripture at the end of 2022 ready for 2023.</i></p>

Religious Dimension
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Learning and Teaching
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Leadership and
Management Sphere



Student Wellbeing
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School Community
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Priority 2: Expert Teaching

Goal: To strengthen our feedback practises and make it an integral part of our pedagogical practices development

Intended Outcome	Key Improvement Strategies	Responsibility	Actions	Evidence
That the feedback frequency and interactions around quality teaching practise increase	To provide set structures to guide professional dialogue between the leadership team, staff and students.	Leadership Team Collaborative Learning Team	Implementation of Learning Walks in Maths, Literacy and RE.	Learning Walks happening consistently, on a regular basis.
	To increase feedback between students and teachers, focussed on learning and teaching strategies	Curriculum Leader SIP Team	Implement and use Data Walls for Numeracy and Literacy	Use of Data Walls at Literacy and Numeracy Planning
That the Feedback Policy is used to guide specific, targeted professional dialogue between staff.	To have shared beliefs and understandings about effective feedback, what it is, between who, how it looks and how it is used.		Through reviewing our Model of Inquiry, define feedback and how it affects our teaching practise. Explore the 360°view of feedback <i>Tracey Ezard</i> to work with staff to develop trust and high performing teams , to begin learning walks Continue Lyn Sharratt's work	Post Change2 data increase MACSSIS Data School Engagement and Student Voice in the student survey

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Priority 3: Student Engagement

Goal: To strengthen student engagement and voice in their own learning

Intended Outcome	Key Improvement Strategies	Responsibility	Actions	Evidence
That teachers engage in action research around student engagement and voice.	<p>Through the Teaching Sprints Process, teachers participate in and engage with modelled action research around the HITS of Differentiation.</p> <p>Using the Sprint Tool Kit teachers complete their own action research into one of the HITS.</p> <p>Learning Walks and Talks are used as a formative assessment/reflection tool to guide and simulate teacher learning.</p>	<p>SIP team</p> <p>Leadership Team</p> <p>Teaching Staff</p> <p>LSO's + Learning Diversity Leaders</p>	<p>Learning Walks and talks within teams and between teams.</p> <p>Explore 5 questions with staff prior to learning walks. also introduce questions to students</p> <p>All/Most Staff Meetings for Term 1 will be contextualised by the concept of differentiation, allowing staff to engage in Professional Learning around differentiation and what it looks like when put into practise.</p> <p>Learning and Teaching Leader/leadership team to gather resources on differentiation (Term 1) and other HITS throughout 2021.</p> <p>SIP team - Action research shaped by the Sprint Process</p>	<p>Improvement in results of the Sacred Heart Croydon Engagement Survey specifically (Question: 6, 12, 14, 15, 18, 21, 22)</p> <p>MACSSIS Data School Engagement and Student Voice.</p> <p>Greater retention of the % of students who achieve and remain in the top two bands in both Literacy and Numeracy. (NAPLAN & PAT M/R)</p> <p>That the engagement and academic performance of boys increases.</p> <p>Staff Meetings in Term 1 based on Differentiation</p>
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