<table>
<thead>
<tr>
<th>Themes</th>
<th>Goals in 2009-2013 Strategic Plan</th>
<th>2013 Goals</th>
<th>Strategies</th>
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<tbody>
<tr>
<td>Contemporary Thinking</td>
<td>The professional identity of staff reflects contemporary thinking</td>
<td>1.1 Teachers are proficient at KnowledgeNet and are using it on a daily basis in delivering their curriculum.</td>
<td>• Continue to offer Wednesday differentiated PD sessions for Staff • eLearning co-ordinator to develop a means to enable staff to focus on children evidencing their learning online via KnowledgeNET</td>
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<td>1.2 Staff are conversant with and actively involved in practical implementation of eLearning Plan.</td>
<td>• eLearning plan promulgated to staff early in Term One • Timetable eLearning consultation into our weekly staff PD to raise issues in eLearning plan implementation • Use Wednesday PD sessions as an opportunity to support eLearning plan. • Staff to place themselves on the eLearning Pathway continuum (AAA Matrix) by the end of Term Two.</td>
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<td>1.3 Teachers participate in action research to facilitate school improvements.</td>
<td>• LOL to form and lead interest groups to work on two action research projects for 2013 • Staff will use the action research inquiry template for school improvement initiatives</td>
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<td>The professional development of staff reflects contemporary thinking</td>
<td>2.1 Staff are managing their own learning intentions.</td>
<td>• LOP to formalise coaching/mentoring plan based on staff self assessment and goals early Term One. • Staff goals incorporate the 8 elements of the St Augustine’s instructional plan, • Staff personal learning outcomes will be evidence-based to enable targeted feedback to staff on their teaching practices.</td>
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<td>2.2 Quality learning modules support student learning.</td>
<td>• Teacher Librarian to work with cohort teams to improve quality of learning modules. • Moderation of each module led by Asst Principal each term.</td>
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<td>2.3 Students receive quality feedback from teachers</td>
<td>• Consultant Tina Doe to work with staff to develop effective feedback practices to use with students.</td>
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<td>2.4 Religious Education is delivered to a</td>
<td>• The RE team meet with cohorts once a term during</td>
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### Students are engaged in high order thinking, creativity and research based skill development.

| 3.1 Teachers and students are proficient at KnowledgeNet and students and their families are using tools such as learning journals for evidence, reflection and feedback. | Staff are to begin each lesson with the learning intention (WALT)  
KnowledgeNET information night offered to parents early Term One  
Each student will receive at least 3 student reflections from a cohort teacher each term. |
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<td>2.5 The professional performance of staff reflects contemporary needs</td>
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- Staff, during PLT to discuss use of CLF rubrics to guide their teaching practice.  
- Learning walks to be led by members of the Leadership Team  
- Cohort Action Plans established to guide teacher development and practice.  
- Micro skills are on the agenda at our staff PD sessions to help guide teacher practice. |
| 3.2 Each student demonstrates measurable growth in literacy and numeracy outcomes | Staff analyse NAPLAN data to inform teaching and learning.  
LOP to minute the discussion on the 4 critical questions to enable and guide further action.  
Staff revisit the school Literacy/Numeracy Plan each term |
| 3.3 Each student articulates, records and plans learning intentions. | Teacher feedback, in response to students’ learning intentions is provided to students and discussed at weekly PLT.  
Teachers provide feedback to students on KnowledgeNET termly |
| 3.4 Each student is able to articulate and action a common set of values. | Students to be taught/immersed in the agreed values as part of PD/RE lessons.  
Making Jesus Real program is introduced to Year Five and Year Six  
Each cohort to revisit the core values of the Bounce Back program and integrate into Learning Modules. |
## St Augustine’s School – Annual Development Plan 2013

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<th>Environmenta l Awareness</th>
<th>St Augustine’s is a school focused on environmental stewardship and conservation.</th>
<th>4. Sustainability is built into learning modules and demonstrated in practice by students and staff.</th>
<th>• Core values are to be visually represented around cohort walls, outside noticeboards. • Environmental sustainability concepts to be included in learning modules as appropriate. • Cohorts to espouse the three R’s of environmental sustainability on a daily basis. • Moderation of each learning module by Asst Principal. • Staff model sustainability practices both inside and outside the classroom.</th>
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<td>Family Support</td>
<td>Social justice outreach and outreach programs exist.</td>
<td>5. The school community shows an understanding of our faith story in the local and global community.</td>
<td>• LOC to place regular excerpts in school newsletter each fortnight on social justice programs St Augustine’s is involved in. • KnowledgeNet and face book updates to showcase our participation in programs including missions/Caritas/St Joseph’s Tonga.</td>
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<td>Staff, students and parents have authentic involvement in liturgies and other celebrations.</td>
<td>6. Participation by families in school events grows and deepens.</td>
<td>• Centenary flyer of events provided to families early Term One • Stories from families, past and present are gathered and recorded.</td>
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<td>Diverse opportunities are provided to students and families.</td>
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<td>• KnowledgeNET parent evenings provided to engage parents in KnowledgeNet purpose and encourage parents to provide feedback to their children. • Staff to showcase our learning and school events via social media outlets.</td>
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<td>Improving Facilities</td>
<td>Teaching and learning spaces are reflective of the 21st century practices employed.</td>
<td>8. All learning spaces reflect an agile learning environment.</td>
<td>• C Block refurbishment to be completed • Cohort teacher to develop protocols of how learning spaces are to be used. • Cohort teachers to undertake a stocktake of cohort furniture to provide input into a plan for future purchases.</td>
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## St Augustine’s School – Annual Development Plan 2013

| Social and Emotional Development | 9. Staff feel supported in the transition to promoting a performance based culture within the school. | • Leadership team to respond to issues identified from survey and implement related strategies.  
• Cohort teachers each week discuss teaching practice at each PLT meeting  
• Through Tina Doe’s partnership initiate a common language (culture of) around improved teaching practice. |
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<td>10. Pastoral Care practices are reviewed and an action plan developed.</td>
<td>• L.O.S.E. undertakes action research into our pastoral care practices and presents to staff at the end of Term Two.</td>
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| Engaging Technology | 11. ICT is embedded creatively | • Web 2.0 tools are used by teachers and students on a regular basis.  
• KnowledgeNET pages are more engaging when using web 2.0 tools |
| Strategic Management | 12. Strategic achievements are promoted and acknowledged. | • Staff take up opportunities to educate people about St Augustine’s’ achievements.  
• Cohort activities (excursion, visiting speakers, student achievement, etc) to be recorded on the events sheet and handed to special projects co-ordinator each Friday. (One teacher in each cohort to be responsible for completing an events sheet each week) |
| 13. The Strategic Plan 2014-19 is formulated | • SRD is completed.  
• A framework for a true performance culture is developed |