LTYENTYE APURTE CATHOLIC SCHOOL

2013/2014 ACTION PLAN

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Key Area	Strategic Plan Goal	Strategies	Accountabilities	Evidence of Success
Catholic Identity	1.1 Signage, Religious Symbols pointing to Catholicity of the school	1.1 Religious symbols including a statue of Saint Therese to be placed in the Office Foyer. A crucifix and image of Our Lady to be placed in all classrooms and other learning areas (crucifix & image common to all rooms). A new school logo to be developed which identifies the Catholicity of the school.	1.1 Principal, REC, Spirituality Committee	1.1 Every part of the school displaying reminders of our Catholicity New School Logo with religious dimension School shirts with religious dimension
	2.1 Celebration of the Sacraments	2.1 Children are to be prepared for the Sacraments as part of the school Religious Education Programme. The celebration of the sacraments is to be a joint parish/school celebration.	2.1 REC, Class Teachers, Spirituality Committee	1.2 Children receive the sacraments after thorough preparation Religious Education has primacy of place in teaching & learning
	1.3 Opportunities for the spiritual development of staff	1.3 Continue to provide the opportunity for staff spiritual development by the Marist Mission & Life Formation Team (I Believe Programme;	1.3 Principal, REC, MLF Team	1.3 All staff have opportunities to deepen their spirituality through PD offered locally and

		I Serve Programme). Spiritual input regularly at staff meetings and school assemblies. Annual Diocesan Leadership Conference.		in the wider community.
Teaching & Learning	1.5 Support the R&R Project's objective regarding the establishment of a Middle School	1.5 In 2014 establish a modified form of Middle Schooling which will include VET, and the opportunity for VET certificates to be awarded. Utilize the talents of staff members in the delivery of the Middle School Programme.	1.5 School Executive & Curriculum Committee. Teaching Staff.	1.5 Middle School established VET Certificates awarded The involvement of teachers from outside the Middle School in the delivery of the curriculum
	2.4 Evidence of good planning, assessment, and teaching evaluation	2.4 Introduce a common approach to the teaching of spelling and maths across all year levels. Continue to monitor the progress of all children through regular diagnostic and general testing	2.4 Curriculum Co-ordinator; Class Teachers; Inclusion Support Teacher	2.4 Improved student learning outcomes.
Leadership	1.3 Increased leadership development opportunities for staff	1.3 Establishment of an expanded school leadership team which meets regularly and makes decisions through consensus. Consult all staff at staff meetings about important issues and involve them in the decision making	1.3 Principal; School Leadership Team; Staff Committees	1.3 Effective and cohesive Leadership Team Decision making largely through consultation and consensus Shared responsibility

		process. Through a series of staff committees delegate various responsibilities and leadership opportunities to both teaching & non-teaching staff. Ensure the Formation Review process is followed and provides an opportunity for staff to plan their own professional growth.		and ownership by staff
Pastoral Care & Well Being	2.1 Produce a Pastoral Care Policy	2.1 Introduction of the Kids Matter Framework and as this framework in rolled out develop a Pastoral Care Policy based on the four components	2.1 Kids Matter Action Team; Pastoral Care Committee	2.1 Successful introduction of Components 2 & 3 of Kids Matter Framework and the first draft of a Pastoral Care Policy
	2.2 Establish a Pastoral Care Committee	2.2 The Kids Matter Framework is implemented through the Action Team with the support of the Pastoral Care Committee All staff will be in-serviced on the four components of the Kids Matter Framework. A Behaviour Management Programme will form part of the Implementation of the Kids Matter Framework	2.2 Kids Matter Action Team; Pastoral Care Committee	2.2 Introduction of a Behaviour Management Programme

	3.2 Engage Catholic Care to provide additional support	3.2 A counsellor from Catholic Care will support the school community and visit weekly.	3.2 Principal; Inclusion Support Teacher; Kids Matter Team Leader	3.2 Regular service from Catholic Care Counsellor and improved sense of well-being for targeted children
Community & Culture	1.2 Encourage Arrerente staff to contribute to school leadership and committees, and involvement in the school generally	1.2 Include Arrerente staff on the school executive and ensure their presence on staff committees. Give priority to the teaching of language and culture and provide funding and practical support for Bush Trips and other cultural activities. Continue to have Arrerente culture obvious in the school including in prayer and liturgy. (School signage) Involve Arrerente staff in a leadership/co-ordination role at school assemblies	1.2 Principal; Deputy Principal/Cultural; School Leadership Team Arrerente Language Teacher REC	1.2 Arrerente Staff sharing in school leadership CILT members and School Leadership working together Bush Trips and other Cultural Activities
	2.2 Use the employment of community members on the school staff as a means to support students with family and	2.2 All classes to be supported by Arrerente staff Arrerente staff to be used in liaison with families, and to welcome families into the school.	2.2 Arrerente Staff; School Liaison Officer	2.2 Arrerente Staff working in all classes Families feeling welcome in the school and at school activities

	community links.			
Finance, Facilities & Resources	3.1 ICT Planning and use of resources	3.1 Look for ways to develop the ICT skills of all staff. Develop a realistic process to maintain ICT infrastructure in the school.	3.1 Principal; ICT Committee	3.1 Improved ICT skills of teachers and support staff Increased use of the Computer Room as a learning center as confidence of staff grows A plan to maintain ICT infrastructure in the school in conjunction with CEO support.