

## Our Vision

Mackillop Education, informed by our Catholic ethos and values, is committed to equity and access to learning for all children and young people. We believe in the transformative and liberating power of education, supported by a safe community that strives for excellence, enabling every student to flourish and achieve their full potential.

## Our Strategic Intent

Mackillop Education aims to foster a deeper understanding of our Catholic identity and nurture the spirituality of each person in our community. Student learning outcomes will be enhanced by: a focus on instructional leadership; the implementation of targeted, informed interventions; increased student voice; and the strengthening of learning partnerships through enhanced collaboration with the wider community.

## Excellence in Learning and Teaching

*Developing lifelong learners for a global and dynamic world through evidence-based practice, embracing diversity and connecting learning to students' lives and the ways they learn best.*

Focus	Targets	Key Improvement Strategies	1	2	Responsibility	Actions	Evidence
Increase staff knowledge, understanding and whole-school implementation of evidence-based literacy instruction.	<i>Consolidate the use of data to inform instructional decision making and targeted literacy interventions.</i>	<i>To implement a range of evidence-based screeners to inform individualised intervention.</i>			MELT LLT Teachers & ES	<ul style="list-style-type: none"> <li>- Train staff in how to use the instructional decision-making flowchart to inform universal and diagnostic assessments and interventions in Term 3</li> <li>- Revisit the flowchart once per term, following student testing days</li> </ul>	Instructional decision-making flowchart (VIC-EDU-F-024 Assessment Guide) Assessment data Intervention tracking  Meeting schedule
		Implementation of targeted literacy interventions aligned with the 'Response to Intervention' (RTI): <ul style="list-style-type: none"> <li>• Tier 1: Structured Synthetic Phonics (SSP) for whole class</li> <li>• Tier 2: SSP in small groups</li> <li>• Tier 3: SSP through individual intervention</li> </ul>			LLT Teachers & ES	<ul style="list-style-type: none"> <li>- All staff are trained in Sounds Write within their first year of employment</li> <li>- Model explicit Sounds Write instruction in Learning and Teaching Meetings, once per term</li> <li>- Train and model the implementation of literacy screeners by end of Term 3</li> <li>- Staff to give and receive feedback on the delivery of Sounds Write, once per term</li> </ul>	Staff certificates  Data analysis in MELT & LLT minutes
	<i>Ensure staff understand the components of a Structured Literacy block.</i>	<i>Whole school implementation of three components of the Structured Literacy block</i>			MELT LLT	<ul style="list-style-type: none"> <li>- Train staff on the different components of a structured literacy block (oral language, phonics, comprehension,</li> </ul>	Staff meeting minutes. PL feedback



# Annual Action Plan 2024

E1397 MacKillop Education: Geelong – Maidstone – Caulfield



					vocabulary, phonemic awareness, fluency) by end of Term 3	
				Teachers & ES	- Staff implementation of phonics, phonemic awareness and fluency in daily literacy block by end of Term 4	Instructional walks & observations  Curriculum planning documents

Embedded Spheres:

Learning and Teaching

## Authentic Voice and Agency

*Creating a safe and secure environment that nurtures confident and empowered students through active participation in their learning and by providing opportunities for authentic voice.*

Focus	Targets	Key Improvement Strategies	1	2	Responsibility	Actions	Evidence
<b>Develop student voice, agency and learning confidence.</b>	<i>Explicitly embed the Resilience, Rights and Respectful Relationships (RRRR) framework into the curriculum.</i>	<i>Develop staff confidence and capacity in delivering all areas of the RRRR</i>			MELT LLT Teachers	Each campus to deliver daily RRRR curriculum, totalling no less than an hour across the week.  Include two reflective sessions each term, embedded in weekly curriculum meetings, that provide time for staff to discuss progress of the RRRR implementation and to problem solve challenges.	Curriculum documentation Timetable  Meeting schedule
	<i>Enhance student wellbeing through psychoeducation and Sanctuary</i>	<i>Provide opportunities for parents and carers to engage in psycho-education sessions</i>			MELT LLT Teachers	Implement psycho-education sessions at least once a term that all parents and carers are invited to attend.	Meeting schedule
	<i>Increase opportunities for student voice and student feedback.</i>	<i>Improve student understanding of how, when, and where, they can voice concerns formally.</i>			MELT LLT Teachers & ES	Explicit teaching of complaints procedure in all classrooms twice per year  Implement student leadership meetings twice per term.	Classroom posters Lesson resources  Student leaders elected. Student leader forums
<b>Develop a whole staff understanding of Child Safe Standards</b>	<i>Embed Child Safe Standards (CSS) into every-day practice.</i>	<i>Enhance staff knowledge and understanding of the CSS and embed them in practice.</i>			MELT LLT	- All staff complete MacKillop Education Child Safe Standards e-learning module at the beginning of each year	Learning & Development records. Notice boards visible Signed Child safety Code of Conduct

					<ul style="list-style-type: none"> <li>- Child Safety notice board at each campus</li> <li>-All staff review and sign the Child Safety Code of Conduct annually</li> <li>- Child Safety as a standing item on staff, LLT and MELT meeting agendas.</li> </ul>	MELT, LLT & staff meeting minutes
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Embedded Spheres:

Learning and Teaching

Student Wellbeing

School Community

## Transformative Faith and Spirituality

*Nurturing the faith and spirituality of our diverse school community, through developing a rich understanding of the Catholic tradition.*

Focus	Targets	Key Improvement Strategies	1	2	Responsibility	Actions	Evidence
Value and foster the unique spiritual journey of each person in our school community	<i>Build community knowledge of spiritual practices and the connection to wellbeing and health.</i>	<i>Provide staff with opportunities to explore spirituality</i>			MELT LLT Supervisors	Develop and share the MacKillop Education Reflection Guide (T1)  All leaders to model spiritual reflection (T2)  All staff provided with opportunities to lead reflection at meetings and gatherings (T2-4)	Reflection Guide Campus meeting minutes Campus reflection schedules  Employment of Spirituality and Mental Health and Wellbeing Coordinator  Twice yearly all staff reflection days
	<i>A practice of supporting community spiritual growth through reflection and dialogue</i>	<i>Provide students and guardians with opportunities for self-reflection and dialogue.</i>			Leaders & staff	For key teachers to lead a spiritual reflection for students, within classroom or event (T4)	Assemblies Lesson Plans
					MELT LLT	Ongoing student-led social justice initiatives, utilising the Student Voice programs.	Newsletters Curriculum planning SRC minutes Campus calendars



# Annual Action Plan 2024

E1397 MacKillop Education: Geelong – Maidstone – Caulfield



Embedded Spheres:

Religious Dimension

School Community

Student Wellbeing

## Collaborative Partnerships for Learning

Enhancing community engagement through effective communication that centres around student learning and achievement and inspires hope.

Focus	Targets	Key Improvement Strategies	1	2	Responsibility	Actions	Evidence
Improve collaboration and communication for staff and the wider school community.	Implement SIMON as a new learning management system.	Develop whole-staff confidence and practice in using the Learning Management System			MELT SIMON Team MFS IT	Train staff in use of SIMON for curriculum planning, attendance, and daily organisation by end of Term 2  Create SIMON user protocols, guides, and resources by end of Term 2	Training schedule, presentations & feedback  Creation of Lesson plan library.  SIMON manuals
		Create and implement the student academic report in the Student Management System			MELT SIMON Team MFS IT	IT to create template for student reports on SIMON By end of Term 2  Support staff to generate student reports in SIMON for Semester 1.	Student reports Training presentations & feedback
		Introducing students and guardians to SIMON			MELT SIMON Team MFS IT LLT	Setup guardian access to SIMON and deliver guardian information sessions by end of Term 3.  Creation and sharing of SIMON resources for guardians by end of Term 3	Guardian portal Training presentations & feedback  Guardians using SIMON app.  Student/guardian SIMON resource pack

<p><b>Increased whole-school understanding of trauma-informed practices</b></p>	<p><i>Shared whole-school understanding of ReLATE trauma-informed practice</i></p>	<p><i>Continue developing and implementing a whole staff ReLATE training program.</i></p>			<p>MELT LLT</p>	<p>Review the staff ReLATE professional learning program by end of Term 4 Further develop the ReLATE orientation program for new staff</p>	<p>Training presentations &amp; feedback</p>
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Embedded Spheres:

Learning and Teaching

School Community

## Effective Instructional Leadership

*Fostering leadership for learning, with a clear instructional focus and shared responsibility for the improvement of student academic outcomes.*

Focus	Targets	Key Improvement Strategies	1	2	Responsibility	Actions	Evidence
<p><b>Develop a whole school instructional model</b></p>	<p><i>A whole staff understanding of an instructional model</i></p>	<p><i>Research, design and develop an instructional model that aligns with ReLATE principles and informed by science of learning and other documentation</i></p>			<p>MELT Curriculum Leaders</p>	<ul style="list-style-type: none"> <li>- Collate all MacKillop Ed documentation that currently exists that will inform our Instructional Model</li> <li>- Research current instructional models implemented in similar school contexts to discuss at MELT by end of Term 2.</li> <li>- Draft an instructional model by the end of Term 3</li> <li>- Review the model with staff at each campus to receive feedback before finalising the model at the end of Term 3</li> <li>- Include a PD session for all staff on instructional model by the end of Term 4, with a</li> </ul>	<p>MELT minutes Next Strategic Plan Instructional Model</p>





# Annual Action Plan 2024

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					focus on the ME Instructional Model	
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Embedded Spheres:

Leadership & Management