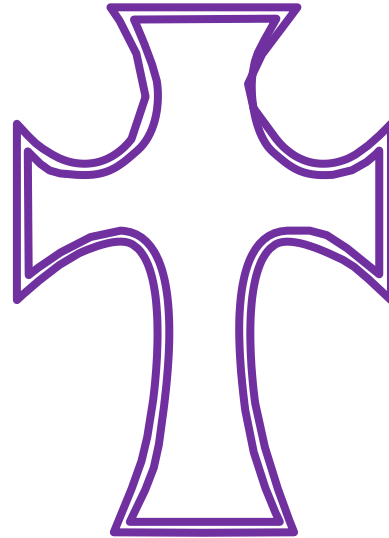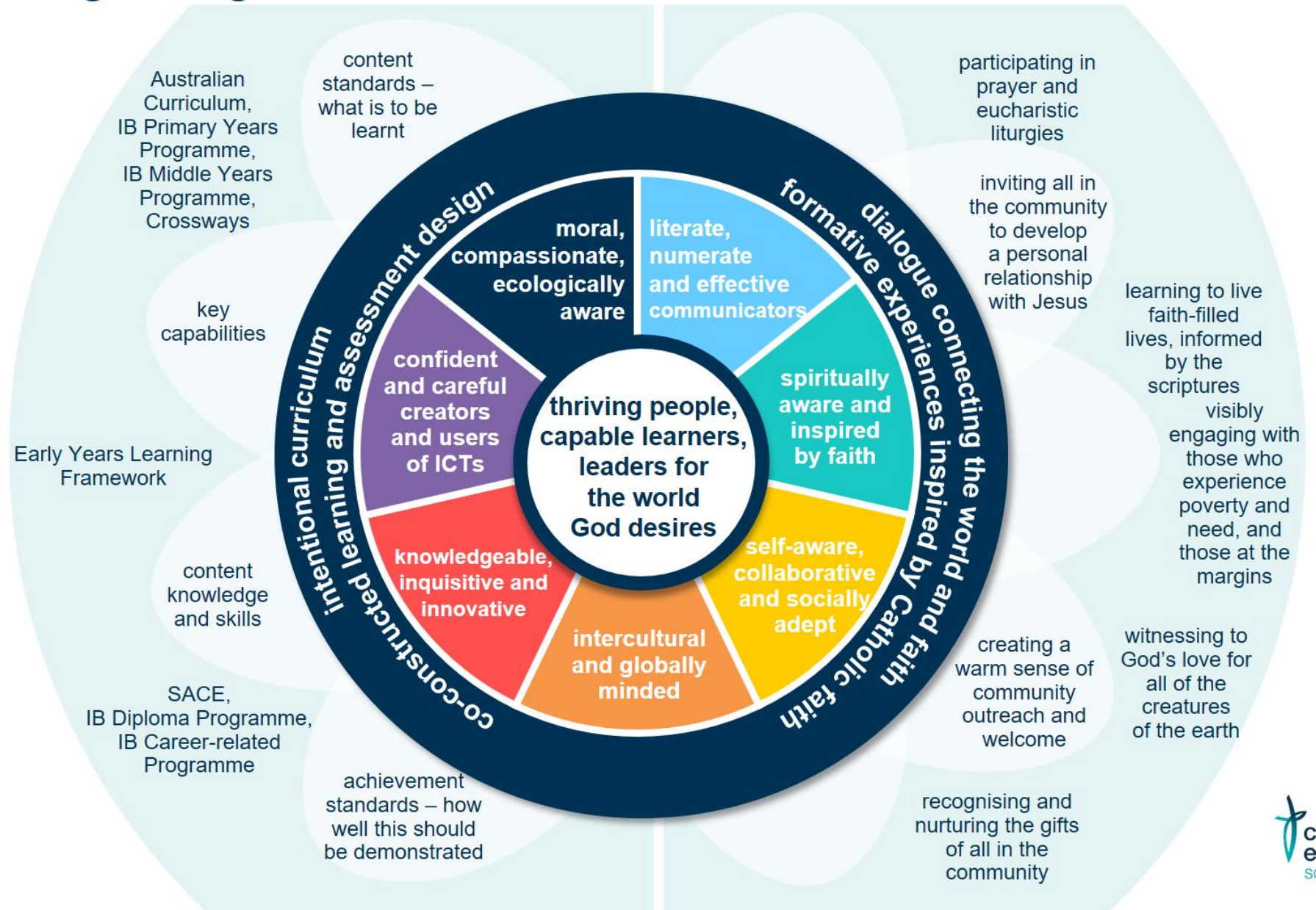# 2022 SCHOOL IMPROVEMENT PLAN

St Mary Magdalene's School, Elizabeth Grove
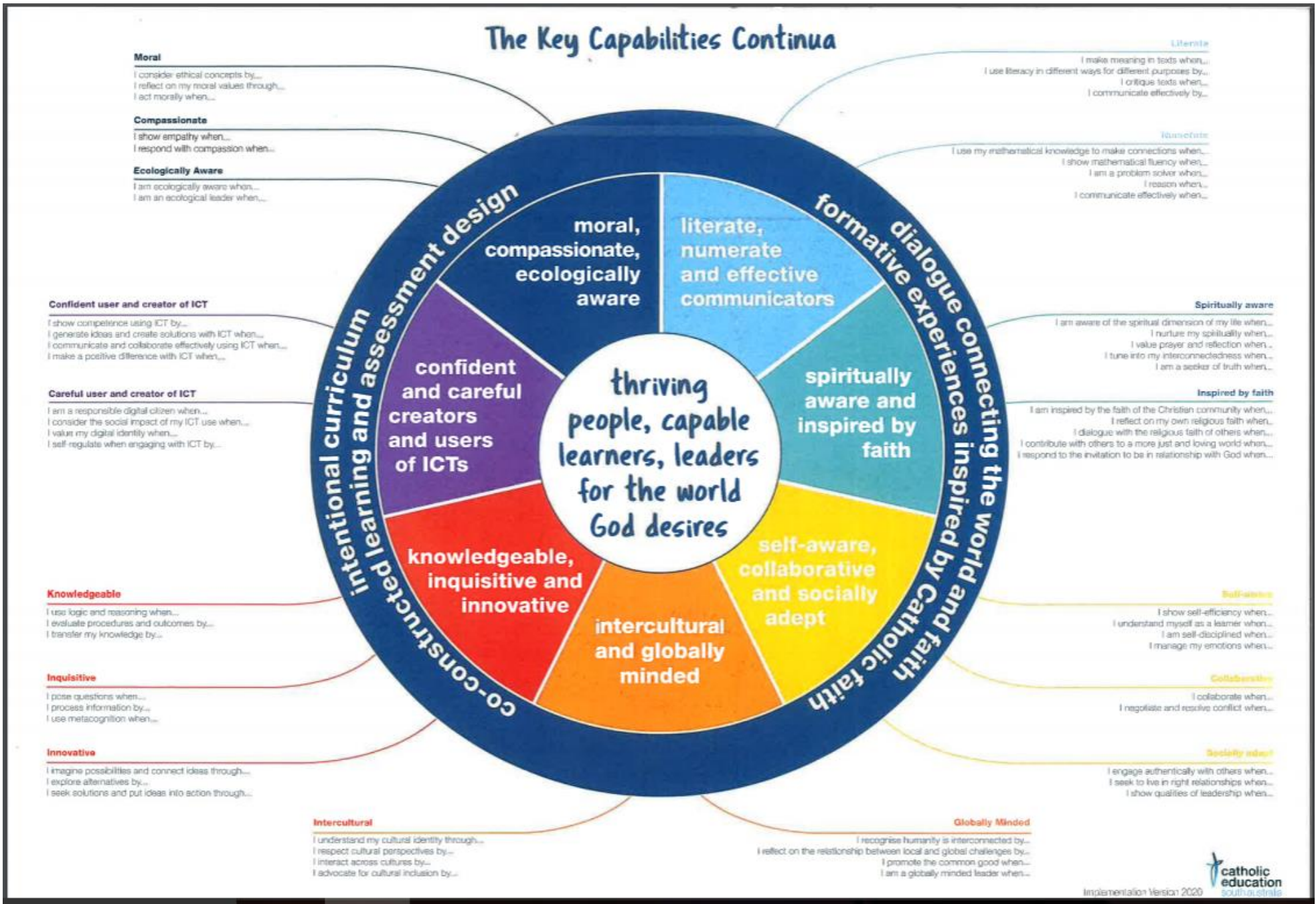
Thriving People......... Capable Learners.......... Leaders for the World God Desires

Living Learning Leading Framework

Australian Curriculum, IB Primary Years Programme, IB Middle Years Programme, Crossways

content standards – what is to be learnt

key capabilities

Early Years Learning Framework

content knowledge and skills

SACE, IB Diploma Programme, IB Career-related Programme

achievement standards – how well this should be demonstrated

participating in prayer and eucharistic liturgies

inviting all in the community to develop a personal relationship with Jesus

learning to live faith-filled lives, informed by the scriptures

visibly engaging with those who experience poverty and need, and those at the margins

witnessing to God's love for all of the creatures of the earth

creating a warm sense of community outreach and welcome

recognising and nurturing the gifts of all in the community

intentional curriculum learning and assessment design

Co-constructed

dialogue connecting the world and faith by Catholic faith

formative experiences inspired by Catholic faith

moral, compassionate, ecologically aware

literate, numerate and effective communicators

confident and careful creators and users of ICTs

spiritually aware and inspired by faith

thriving people, capable learners, leaders for the world God desires

knowledgeable, inquisitive and innovative

self-aware, collaborative and socially adept

intercultural and globally minded

catholic education south australia

Thriving People……… Capable Learners………. Leaders for the World God Desires

The Key Capabilities Continua

Center
thriving people, capable learners, leaders for the world God desires

Wheel segments
- moral, compassionate, ecologically aware
- literate, numerate and effective communicators
- spiritually aware and inspired by faith
- self-aware, collaborative and socially adept
- intercultural and globally minded
- knowledgeable, inquisitive and innovative
- confident and careful creators and users of ICTs

Ring labels
- intentional curriculum learning and assessment design
- dialogue connecting the world God desires
- formative experiences inspired by Catholic faith
- Co-constructed

Moral
I consider ethical concepts by...
I reflect on my moral values through...
I act morally when...

Compassionate
I show empathy when...
I respond with compassion when...

Ecologically Aware
I am ecologically aware when...
I am an ecological leader when...

Confident user and creator of ICT
I show competence using ICT by...
I generate ideas and create solutions with ICT when...
I communicate and collaborate effectively using ICT when...
I make a positive difference with ICT when...

Careful user and creator of ICT
I am a responsible digital citizen when...
I consider the social impact of my ICT use when...
I value my digital identity when...
I self-regulate when engaging with ICT by...

Knowledgeable
I use logic and reasoning when...
I evaluate procedures and outcomes by...
I transfer my knowledge by...

Inquisitive
I pose questions when...
I process information by...
I use metacognition when...

Innovative
I imagine possibilities and connect ideas through...
I explore alternatives by...
I seek solutions and put ideas into action through...

Intercultural
I understand my cultural identity through...
I respect cultural perspectives by...
I interact across cultures by...
I advocate for cultural inclusion by...

Globally Minded
I recognise humanity is interconnected by...
I reflect on the relationship between local and global challenges by...
I promote the common good when...
I am a globally minded leader when...

Literate
I make meaning in texts when...
I use literacy in different ways for different purposes by...
I critique texts when...
I communicate effectively by...

Numerate
I use my mathematical knowledge to make connections when...
I show mathematical fluency when...
I am a problem solver when...
I reason when...
I communicate effectively when...

Spiritually aware
I am aware of the spiritual dimension of my life when...
I nurture my spirituality when...
I value prayer and reflection when...
I tune into my interconnectedness when...
I am a seeker of truth when...

Inspired by faith
I am inspired by the faith of the Christian community when...
I reflect on my own religious faith when...
I dialogue with the religious faith of others when...
I contribute with others to a more just and loving world when...
I respond to the invitation to be in relationship with God when...

Self-aware
I show self-efficiency when...
I understand myself as a learner when...
I am self-disciplined when...
I manage my emotions when...

Collaborative
I collaborate when...
I negotiate and resolve conflict when...

Socially adept
I engage authentically with others when...
I seek to live in right relationships when...
I show qualities of leadership when...

Thriving People……… Capable Learners………. Leaders for the World God Desires

Live Learn Lead Framework and Key Capabilities Continua Links-
Spiritually aware and inspired by faith
Moral, compassionate and ecologically aware

Live, Learn Lead Standard	Performance Standard	Strategies Actions / Goals	Resources/ Responsibilities	Success indicators / Evidence Balanced Score card
Catholic Identity	Catholic school identity is experienced within a culture of dialogue in an inclusive school community. The school's Vision and Mission articulates its role in the identity development of young people and is foundationally based on high quality teaching and learning in religious education which includes the Gospel of Jesus, the faith and mission of the Catholic Church and a Christian understanding of the human person. All students and staff experience Catholic faith, liturgy, culture and Tradition in ways that are contemporary, authentic and meaningful. The school recognises its responsibilities and accountability to the wider community	*Implementation of the New Crossways curriculum* • APRIM to continue to engage and support staff with planning and utilising the New Crossways • As a Cluster work together to develop a deeper understanding of the New Cross Ways Curriculum • Support staff with ongoing formation and expressing the 'big ideas' with the New Crossways • Create, collate and collect units of work	APRIM Head of Campus Principal RE Team CESA Fr Pat Cluster group LLL Framework Elaborations New Crossways Framework	Improved RELAT scores with 75- 80 % answers correct CESA Crossways Professional Learning Mercy Cluster Topic for the Week 5, Term 1, 2 & 3 Staff gathering New Crossways implementation in classroom programs – Collaborative planning Staff can articulate how they can use and embed the Wisdom strand into their lessons and have tried a few strategies Deeper planning evidenced in the classroom Programs working towards 20% of grades in the A band Establish a 'Teams' Collection of 'Big Ideas' resource Establish a school scope and sequence and directly link this to the Mercy Charism and keys

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		Identify and engage in practices which will support staff and students in deepening their appreciation of the Catholic Faith, Traditions and scriptures • Continued focus on interpreting the Scripture in particular each of the Gospels as part of staff prayer • Breaking open the Sunday Gospel as part of whole school Monday morning prayer • Embedding practices such as Christian meditation to enhance staff faith formation and spirituality • Continued focus on Mercy Values (two a term) • Mercy Retreat with Mercy schools and Sisters of Mercy		Leaders, staff and students regularly engage in spiritual and Religious Formation Weekly scripture will be included on weekly staff memo, then shared and unpacked each week during whole school prayer Students/Staff will be able to more readily connect their story and experiences with those of the Gospels with a focus on Matthew, Mark Luke and John each per term Evidence of Catholic Identity around the school grounds and classrooms – Mercy Values posters displayed Establishing sacred space etiquettes/ routines Promotion and development of the student Outreach/Liturgical group Pulse Check in survey Student
		Call to Ecological Conversion & Action	Staff	Class / whole school – raising awareness on Sustainability issues School Audit Reduction in school costs Sustainability practices within the school will improve and a heightened awareness of global environmental issues

		Understand, articulate and make visible the core principles of Social Catholic Teaching • Develop further student voice – Civics and Service group with a focus on outreach and sustainability • Continue to support the Mission and outreach works of the sisters of Mercy and other Catholic agencies.	Caritas Speakers - Vinnies	Develop a Sustainability Action Plan Improvement Team - *Civics and Citizenship (POR) Civics and Citizenship* Group consolidated to hear and respond to the voice of the children Revisioning Mercy in Action / outreach programs in line with COVID safe rule Breakfast Club Greater articulation of the Mercy Charism and better understanding of the connection between Mercy Values and Gospel values (Mercy Cup)

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Live Learn Lead Framework and Key Capabilities Continua Links-
Literate and Numerate
Knowledgeable, inquisitive and innovative
Confident and careful creators of ICT's

Live, Learn Lead Standard	Performance Standard	Strategies Actions / Goals	Resources/ Responsibilities	Success indicators / Evidence Balanced Score Card
Curriculum and co-constructed learning and assessment design	The school's curriculum and assessment design reflect its Vision and Mission. The school creates an environment where productive collaboration and interaction occurs between teachers and students within a culture of dialogue and high expectations. Teachers demonstrate high levels of knowledge of contemporary curriculum and assessment theory, practices and processes. The learning environment reflects the learning preferences, interests, needs and cultural perspective of all students. Research-based teaching and assessment practices are evident across the school.	**_LITERACY_** _Continue to build and consolidate the capacity of staff to plan and implement strategies and learning programs that enable ongoing improvement in literacy with a focus on Reading, Spelling and Writing_ • Provide ongoing Professional Learning for teachers to improve the teaching of reading and spelling. • Implementing a more comprehensive approach to teaching spelling. • Establish daily routines (R-3) using 'Heggertys' Tier 1 phonemic awareness and the principles of Multi-sensory Structured Learning (MSL)	LLL Framework Elaborations PD – Inilialit, Multilit, TAP course (SMM) Leadership Team SQPT Team Class Teachers Co educators Readers (PM, genre specific, decodable texts-Little Learners Letters and Sounds, Decodable Readers Australia and Fitzroy) Posters (genre) Literacy Kit- Michael Heggerty Books,	Improved PAT and NAPLAN data over time All children in the first years of school have progressed towards developmental milestones for learning 95% of students in each year level are meeting NMS Staff will be able to articulate the skills required to be a successful reader and speller and draw upon this knowledge to intervene e.g. incorporate phonological awareness instruction, seek and employ effective intervention etc. Staff will exhibit improved pedagogy in the teaching of spelling and reading with a particular focus on oral language, phonological awareness, letter-sound knowledge (phonics), fluency, vocabulary and comprehension

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		• instruction in a whole group setting • Establish daily routines (3-6) in a whole group setting. *Develop further our school-wide pedagogy* *Consistent Lessons structure, investigations and questioning for Mathematics* • All staff to utilize the 'common' planner in English to ensure all areas of the curriculum are being addressed and taught • Sustain a consistent *evidence based multi-tiered* approach to intervention within the school utilising Tier 1, 2 and 3 approaches • Assess Reception student's oral language and Phonological awareness using the Record of Oral Language and a Phonological Awareness Screening tool during Term 1. • Identify EALD students at risk to inform future intervention.	flashcards, whiteboards, Letters and Sounds Flashcards etc InitiaLit Kits (1 per JP class) Release time to conduct assessments and carryout intervention Ongoing PD with CESA during Staff meetings and Professional Learning Communities. MultiLit, Intialit Prelit Analysis of PAT, NAPLAN, Phonics screening and other relevant data to guide improvement agenda	Instruction will be more explicit and include regular review Staff will exhibit understanding of the meta-language that accompanies the pedagogy. E.g. phoneme, grapheme, encoding, decoding, suffixes, prefixes, root words, base words, etymology, morphology, word study etc. Teachers will plan effective spelling, reading and writing lessons based on the needs of their students Students will be writing with passion and depth, cohesion, creativity and towards an intended audience. • School policies, structures and procedures will reflect Effective English Language learning • Teachers Programs will reflect school wide pedagogy including the explicit and deliberate and targeted teaching • Teacher survey/professional conversations will reflect growth and confidence in literacy instruction • Documented evidence of our learning

Thriving People……… Capable Learners………. Leaders for the World God Desires

		• Review current spelling test and determine the best way to collect data and identify student learning needs and pathways and to monitor whole school and student progress • *7 Steps to Writing Success* Develop further and build upon work undertaken and connect this learning with our understanding of *'Composing Written Text'* • Establish a school wide approach to teaching writing using consistent language and expectations **NUMERACY** *Continue to build and consolidate the capacity of staff to plan and implement strategies and learning programs that enable ongoing improvement in Numeracy with a focus on fluency, problem solving, investigations, measurement and geometry*		• Student works (Improvement evidences through testing scores, levels, scales) • EYA Consistent school approach to teaching writing addressing secretarial and authorial aspects of writing by utilising the 7 Steps to Writing and Composing Written Texts. Improved writing output by students Better engagement in writing, Improvement in NAPLAN results over time Teacher's programs Work samples Comparison of baseline data and improvement using pre and post assessments Anecdotal notes relating to the use of the skills in all other lessons

		- consistent lesson structure adopted across the school - Focus on the development of student's basic number skills through the 'Fluency' program - Continue to develop a positive mindset in numeracy and mathematics for all staff and students - Greater development and confidence in teacher pedagogical content knowledge and delivery of the Curriculum - Greater use of the Mathematic Progressions to inform teaching and learning steps		Better engagement in maths, students wanting to do maths Fluency activities occurring in classes throughout the day SQPT – analysis on PAT data and intervention / improvement plan set Staff actively using data to inform practice
		Further develop teacher's and Co educators knowledge and understanding of EALD Learners so as to accelerate their English Language Proficiency. *Collect, Analyse and maintain data for EAL students*	Leader of T&L/EALD Teachers Leadership Team Learning Improvement Team CESA consultants Scorelink Pat testing Scaling continuum Work samples	More staff will be confident to analyse work samples and level EAL students. Staff will be able to articulate and embed methodologies that accelerate English language learning. Learning plans will reflect analysis of data including levels.

Thriving People……… Capable Learners………. Leaders for the World God Desires

		• teachers to identify students area of need using the scope and scales • Training of two more staff for scaling • On- going professional training and planning with co educators who supports EALD students • Annual Plan for EALD students • Analysis of work samples Use of scope and scaling documents to inform teaching	Standardised tests Running Records PM Benchmarks CMS assessments	Ongoing collection and use of data is embedded into practice. • Scorelink data • NAPLAN • Scaling and levelling improvements • Documented evidence of our learning • Data reflects growth

Live Learn Lead Framework and Key Capabilities Continua Links-

Self-aware, collaborative and socially adept
Intercultural and globally minded
Confident and careful creators of ICT's

Live, Learn Lead Standard	Performance Standard	Strategies Actions / Goals	Resources/ Responsibilities	Success indicators / Evidence Balanced Score Card
Student agency, identity, learning and leadership	The school creates a learning environment where student voice, agency and leadership enable students to reflect and understand their identity development. Students are able to influence change and collaborate to make decisions about their learning and how it is to be assessed. Students develop the skills and confidence to become highly effective, independent learners. The school has established a strong culture of high expecta2tions among students which promotes inquiry and innovation and contributes to student self-efficacy, empowerment and sense of school pride.	Students and staff engage with the LLL key capabilities Continua

Students engage with the Pulse survey each term
Staff analyse Pulse data and actively engage with students to unpack any areas of concern

Develop a social literacy scope and sequence to ensure all staff are embedding practices drawn from our Professional learning

Review of data derived from behaviour and students need and develop and response plan /guideline for staff

Update - Behaviour Ed process and its implementation across the school (whole staff) | LLL Framework Elaborations

Leadership Team

Andrea Richardson/Geoff Aufderheide

Heads of School

School Quality Performance Team

Campus Team

School Counsellor and well-being Coordinator

Co educators – Wellbeing support person | Student self-assessment of identity is high
Students regularly reflect on learning/growth relative to Key Capabilities Continua
Student sense of belonging is high
Student self-assessment of relationships is high
Student agency and leadership developing to empower all students
Safety is high and a priority for all
More widespread and focused use of the schools wellbeing/social skills approaches

Students can Identify where they are on the LLL key capabilities Continua and plan for the future

Development of a School Pride statement

Mindful strategies being implemented in classes |

Thriving People........ Capable Learners......... Leaders for the World God Desires

	Ongoing implementation of the 'Peaceful Kids' program	Planning meetings	General feel and look of the school reflects Kindness and Respect. High sense of belonging and school pride
	Review of the What's the Buzz? Program to include Visible learning, Positive Education, Growth mindsets, Brain Education (Mind up), CPC, social skills programs etc to ensure good practices are embedded in our daily practices and taught explicitly	Review meetings Surveys – Pulse Peaceful Kids training Wellbeing Survey Mind Up Curriculum	Students being able to articulate how the brain works and how it affects learning. New Scope and Sequence –'*Beginning and Belonging and Beyond*' Guidelines established
	Update of Trauma sensitive practices for all staff		Survey data analyses by staff and the SQPT actions
		Angela Davis	Mindful and Restorative Practices embedded and evidence of a common language
	• PD – Angela Davis • Partners in Practice – (Catherine McAuley, St Brigid's, St Mary Magdalene's & St Thomas More)	All staff	Students self-regulate behaviour and contribute to the improvement of relationships and learning outcomes • Teaching using the Mind Up • Teacher programs • Anecdotal Notes • Curriculum, Student Interviews

Thriving People……… Capable Learners………. Leaders for the World God Desires

Live Learn Lead Framework and Key Capabilities Continua Links-

Self-aware, collaborative and socially adept
Intercultural and globally minded
Moral, compassionate, ecological aware
Spiritually aware and inspired by faith

Live, Learn Lead Standard	Performance Standard	Strategies Actions / Goals	Resources/ Responsibilities	Success indicators / Evidence Balanced Score Card
Community engagement	Strong leadership of the school promotes a vision for learning that recognises the primary role of parents and families in the identity development and education of their children. The school creates a culture of welcome and inclusion that recognises difference and diversity and establishes ongoing strategic relationships with the parish, government and non-government agencies, community groups, businesses and other educational providers to enhance learning opportunities, outcomes and pathways for all students. Parents and families are active contributors to school decision making and planning processes.	Market the school in the community through the Marketing Coordinator Continue where possible links with the local Kindergartens/ CCC Enrich staff/parent communication and relationships Encourage more families to attend playgroup and ELY Grow enrolment by marketing the school in the community Establish an improved Transition program for children in preschool	LLL Framework Elaborations	Regular feedback and communication with parents through seesaw, and other online platforms Improved sharing of the learning journey 2% enrolment growth over 2 years Growth of Early years participants and programs

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		Including a before school checklist/ screening Develop a parent feedback forum Enhance and continue relationships with: • SVDP • Mercy Sisters • Elizabeth Catholic Parish • Outside agencies • Xavier College (Gawler), St Columba College • Local Kindergartens		

Live Learn Lead Framework and Key Capabilities Continua Links-

Self-aware, collaborative and socially adept
Intercultural and globally minded
Moral, compassionate, ecological aware
Knowledgeable, inquisitive and innovative

Live, Learn Lead Standard	Performance Standard	Strategies Actions / Goals	Resources/ Responsibilities	Success indicators / Evidence Balanced Score Card
Optimal resource allocation, infrastructure provision and capital development capacity	The school has a governance structure which ensures that it can execute its responsibilities effectively. The school's operational policies, practices and programs align with its vision, mission and goals. Structures and processes enable the school to respond to the current and future needs of all learners, to comply with system and government requirements, and to operate in a just, sustainable and ethical manner. The school manages its finances effectively to benefit the school community and allocates its resources in a targeted manner to maximise the learning and the wellbeing of its students.	• Begin work on the 2022-2025 Strategic plan based on gap analysis, staff, student and parent feedback as well as testing and results • Establish a Master Plan (STM/SMM) with the focus on: • Increasing and improving Early Years provisions • Upgrade of Administration building • Re visioning classroom spaces (JP) • Establishing a designated Sacred Space • Improve Nature play space • Work with Playford Council to improved safety and parking around the school	LLL Framework Elaborations Principal Head of Campus APRIM Staff School Board Parish Priest School Quality Performance Leader (Jamie Blowes) Key CESA staff Finance Officer	*Optimal staffing ratio* *Enrolment remain stable* *10% Revenue allocated to Capital Development* *Financial Stability* *Maintain low fee structure* 2020- 2025 Strategic plan finalised Capital Development expression of interest completed and planning undertaken Master Planning process to be implemented Land acquisition plan established if deemed suitable PPS, Council , CMS plan to fence oval, establish a kiss and drop zone and more parking on Somerset grove.

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		• Support staff to explore Leadership and take on leadership roles with the school • Provide opportunity to be 'person in charge' • Develop POR and Key teacher structures to promote leadership and responsibilities amongst staff and succession planning • Strong SQPT • Strong IDEAS Project team	Planning time Regular meeting time Review and feedback for key staff	Staff providing leadership in a variety of areas – Curriculum leaders, wellbeing, POR Staff taking on further study Different staff members applying for leadership roles/ express interest in leadership opportunities Staff completing Leadership course and applying for acting position Staff applying for certification Staff /Student voice Staff skills being developed Confidence of staff to lead learning

Thriving People……… Capable Learners………. Leaders for the World God Desires

Living Learning Leading Standard - St Thomas More/St Mary Magdalene's Schools 2021

	Performance Standard	Indicators	Developing	Meeting	Excelling

Catholic Identity	*Catholic school identity is experienced within a culture of dialogue in an inclusive school community. The school's Vision and Mission articulates its role in the identity development of young people and is foundationally based on high quality teaching and learning in religious education which includes the Gospel of Jesus, the faith and mission of the Catholic Church and a Christian understanding of the human person. All students and staff experience Catholic faith, liturgy, culture and Tradition in ways that are contemporary, authentic and meaningful. The school recognises its responsibilities and accountability to the wider community.*	School identity
		• Education in identity
		  - Dialogue and reflection
		  - Formative experiences and relationships
		• Religious Education
			The school's Vision and Mission articulates its role in the identity development of students, but this is still to permeate school policies, planning and practices. The school provides opportunities for students and staff to engage in ongoing reflective practice and faith formation through prayer, liturgy, culture and traditions. A limited range of social justice activities support the engagement of the school community in contributing to the common good. There is collaboration between the school and the life of its local parish(es).	Most teachers support, foster and contribute to the expression of the Catholic faith and the Vision and Mission of the school. The school has structures and processes which support the personal and religious identity development of students. The school provides opportunities for most members of the school community to engage in ongoing reflective practice and faith formation through prayer, liturgy, culture and traditions. The school is well integrated into the life of its local parish(es). Teachers have understanding of Catholic social teaching and are beginning to effectively integrate this into classroom practice in authentic and meaningful ways.	The school's Vision and Mission recognises the challenges and opportunities presented by contemporary society in the personal and religious identity development of students. Students have the skills to critically evaluate how contemporary society and culture shapes and influences their personal identity development. The school provides regular opportunities for all members of the school community to experience Catholic faith, liturgy, culture and Tradition in meaningful and authentic ways. The principles and practices of Catholic social teaching and a commitment to the common good, with a special concern for those who are vulnerable and marginalised, are evident across the school.

Thriving People……… Capable Learners………. Leaders for the World God Desires

Living Learning Leading Standard - St Thomas More/St Mary Magdalene's Schools 2021

	Performance Standard	Indicators	**Developing**	Meeting	Excelling
Curriculum and coconstructed learning and assessment design	*The school's curriculum and assessment design reflect its Vision and Mission. The school creates an environment where productive collaboration and interaction occurs between teachers and students within a culture of dialogue and high expectations. Teachers demonstrate high levels of knowledge of contemporary curriculum and assessment theory, practices and processes. The learning environment reflects the learning preferences, interests, needs and cultural perspective of all students. Research-based teaching and assessment practices are evident across the school.*	• Curriculum knowledge • Learning design • Assessment design.	The school is developing a whole-school understanding of effective teaching that is based on a shared view of the characteristics of cooperative and collaborative teaching and learning. There is evidence of student-centred flexible learning environments and opportunities for students to have input into curriculum, assessment and reporting practices. The school is developing a more effective strategy to use data to discuss student achievement levels and overall school performance and to plan strategies for ongoing improvement.	The curriculum design provides learning experiences that meet the learning needs of most students enabling them to be successful. Students are provided with opportunities to provide input into their learning. Most teachers are collaborating to plan, review and assess the curriculum, share best practice, analyse student work and participate in group moderation of standards. School performance data are presented to staff and the school community for information rather than for in-depth analysis of teaching practices and school improvement processes.	Curriculum design reflects the school's shared vision for learning and is a constant focus for collaboration and dialogue. Teachers are experts in their specialist fields and are highly effective in their pedagogical knowledge and skill. There is a whole-school approach to the principles and practices of assessment of and for learning which meet the diverse learning needs of all students. Teachers' data literacy skills are a high priority so that staff have the capacity to analyse and use data to improve and/or transform existing practices for whole school, cohort and individual student performance.

Thriving People……… Capable Learners………. Leaders for the World God Desires

Living Learning Leading Standard - St Thomas More/St Mary Magdalene's Schools 2021

	Performance Standard	Indicators	Developing	<mark>Meeting</mark>	Excelling
Student agency, identity, learning and leadership	*The school creates a learning environment where student voice, agency and leadership enable students to reflect and understand their identity development. Students are able to influence change and collaborate to make decisions about their learning and how it is to be assessed. Students develop the skills and confidence to become highly effective, independent learners. The school has established a strong culture of high expectations among students which promotes inquiry and innovation and contributes to student self-efficacy, empowerment and sense of school pride.*	• Student agency and engagement in learning, assessment design and dialogue • Student reflections on their identity and capabilities growth as people, learners and leaders	Students and teachers set learning goals for aspects of their learning to enable students to direct the path of their learning. There is evidence of student centered, flexible learning environments. The school is developing processes for improving curriculum and learning design that is based on students' feedback and needs. There are structures, programs and practices in place to differentiate student learning. Students have opportunities to engage with teachers in meaningful dialogue and open interaction to support self-reflection and awareness of their own learning progress and growth.	Students and teachers set individual learning goals together and teachers help students to identify their learning progress and growth. Structures, programs and practices are in place to meet the needs of all students and to encourage them to be reflective and successful learners. The school proactively involves student input into aspects of the school. The school provides professional learning for all staff to develop the skills of dialogue, listening and responding to student voice. Teachers provide scaffolding for students to solve their own problems.	The school's structures enable students to have voice and choice and a propensity to take action to influence and direct their own learning and assessment. Students are actively engaged in the planning, structuring and sequencing of learning activities. The school's improvement cycle has student voice deeply embedded in it as an integral element. Students have opportunities to reflect, self-assess and revise their goals and to develop insights into their own capabilities and ability to succeed and to persist when facing challenges. Students can track and measure their own learning growth.

Thriving People……… Capable Learners………. Leaders for the World God Desires

Living Learning Leading Standard - St Thomas More/St Mary Magdalene's Schools 2021

	Performance Standard	Indicators	Developing	<mark>Meeting</mark>	Excelling
Community engagement	*Strong leadership of the school promotes a vision for learning that recognises the primary role of parents and families in the identity development and education of their children. The school creates a culture of welcome and inclusion that recognises difference and diversity and establishes ongoing strategic relationships with the parish, government and non-government agencies, community groups, businesses and other educational providers to enhance learning opportunities, outcomes and pathways for all students. Parents and families are active contributors to school decision making and planning processes.*	• Community involvement and engagement	There is evidence of a culture of shared responsibility for faith development, student learning and wellbeing within the school community. Structures and protocols are in place to build collaborative partnerships to strengthen community involvement and engagement. Strategies to evaluate the impact and mutual benefit of these partnerships are being developed.	School leadership is building a culture of shared responsibility for faith development, student learning and wellbeing within the whole school community. Structures and protocols to build collaborative networks and partnerships for mutual benefit are in place and are being embedded into practice across the whole school. Regular assessment and review to ensure that the strategies are being effective is being implemented.	School leaders have built an inclusive, collaborative culture that reflects the Catholic identity of the school. The school gives agency to staff, students and families in its decision-making and this agency is reflected in its policies, procedures and programs. The school has built strong partnerships with the parish, families and the wider community and has created a culture of welcome, inclusion and shared responsibility for student faith development, student learning and wellbeing. The school regularly evaluates the impact of its community engagement strategies. The school has a positive image in the community.

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Performance level:

A classification or ranking of performance based on generalised descriptors related to practice, activity, knowledge and/or skills. The Standard has three Performance Levels that classify, or rate performance based on the Performance Descriptors. They are a tool to assist Principals in leading their schools to make evidence based judgements regarding current levels of leadership, quality, achievement and effectiveness. A self-assessment indicates achievement at a 'point in time' and should be used as an 'indicator' of progress towards meeting improvement goals.

Excelling – major strengths are evident across all Domains There is evidence of extensive innovative, thoughtful and accomplished practice and continuous review and improvement.

Meeting – demonstrates competent performance on the Standard There is evidence of thoughtful and accomplished practice and review and improvement in a large majority of areas of the component. Although the component is characterised by strengths, one or more weaknesses leave clear directions for improvement.

Developing – demonstrates adequate growth towards achieving the Standard There is some evidence of thoughtful and accomplished practice and review and improvement in many areas of the component. Although the component is characterised by strengths, some weaknesses leave clear directions for planning for improvements.

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