1. **Theme: Strong Catholic identity**

**Aspiration:** Strengthen capacity to lead, engage and teach with a re-contextualised Catholic world-view within each school and office community.

**System Strategies/Strategic intents:**
Grow the holistic and inclusive formation of students and staff.

**Good Shepherd’s Broad Goal:**
Strengthen Catholic Identity through the *Heart of the Divine* by embedding the Relationship and Sexuality Education perspective.

**INDICATOR:**
- Students recognise and are open to encounter the ‘Heart of the Divine’
STRATEGIES:

- Form staff in ‘enabling dialogue’ as a Dialogue School focusing on practical skills, as well as personal and communal theology and spiritual formation
- Continue and strengthen students’ engagement with meditation and mental health education
- Staff Professional Learning for around the ‘Heart of the Divine’, charism, meditation ways to connect this to student formation
- Continue to meet with Dr Kevin Treston; Br Peter Harney cfc and BCE Education Officer - Religious Education Elizabeth Fort as a follow up with the Staff Induction Program focused on the My Story, Our Story and The Story, Good Shepherd’s Way of Being Community. Share learnings impact on student formation.
- Make explicit students’ opportunities to encounter the ‘Heart of the Divine’ through curriculum.

CAPABILITY BUILDING REQUIRED:

- On-going support and formation for teachers. Professional Learning-community Awareness of the RSE support documents on KWEB.

SUCCESS MARKERS:

- Short cycle planning, professional learning and planning documents reflect Dialogue and RSE.

ACHIEVEMENTS:

- As a Dialogue School, opportunities for professional learning provided for all staff: Catholic Identity workshop, Leuven Research Survey, Kevin Treston, Peter Harney, Story Fire, Pearl, Staff Prayer (Joyce Rupp’s Open the Door).
- RSE learning and teaching for students: Professional learning through discussion and planning at 3 weekly learning cycles.
- Wholistically sustain and foster our Good Shepherd Culture. (Induction Program).

2. Theme: Excellent learning and teaching:
   Aspiration: Grow engagement, progress, achievement and wellbeing for each student.

System Strategies/Strategic Intents:
Accelerate literacy learning through: — intensive targeted support to identified schools — identified effective and expected teaching practices.

Good Shepherd’s Broad Goal:
- Student learning improvement is sustained by commitment to an explicit learning culture across all curriculum areas

INDICATOR:
Student learning improvement is sustained by Good Shepherd’s commitment to an explicit learning culture across all curriculum areas and through strategic partnerships known and communicated across the community.

**SMART GOAL:** By the end of 2019, with a school-wide use of the embedded, consistent and targeted Effective & Expected Practices, 90% of Prep students will achieve PM Benchmark and 85% will improve 5 levels or achieve independence. 90% of Year 1 will achieve BCE Benchmark and 80% will progress by at least 6 levels or achieved independence. 90% of Year 2 will achieve BCE Benchmark and 80% will progress by at least 6 levels or achieved independence. 90% of Year 3 – 6 students will achieve the BCE Benchmark Targets for Writing.

**STRATEGIES:**

- Examine, in detail, students SRS results over time (i.e. trend analysis of subject results in all learning areas) to inform ways to achieve greater consistency of applying reporting standards consistent with ACARA to ensure ‘credit is given where credit is due’
- Consolidate and foster amongst new staff the explicit learning culture at Good Shepherd: Personalised Learning using BCE’s Effective & Expected Practices
- Build staff capacity and clarity around connections between monitoring data and Student Reporting System (SRS) data to promote precision pedagogy that is reflective in student learning outcomes

**CAPACITY BUILDING REQUIRED:**

- Professional Learning Building Collaborative Culture within teaching teams *Know Thy Impact.*

**SUCCESS MARKERS:**

- Teachers confidently use the monitoring tools, input data in BI according to BCE requirements and interpret the data to support student learning. Review & Response Meetings and Walks & Talks are regularly timetabled. Data is used in the 4C’s process. Feedback from staff for planning Professional Learning.

**ACHIEVEMENTS:**

- Professional Learning Audit of Effective and Expected Practices Moderation of students work samples.
- Professional learning of staff around ACARA Achievement Standards - to inform levels.
- Develop key messages and professional learning for parents around ACARA standards- (i.e. discrete Vs cumulative and what constitutes ‘Above’, ‘Well-Above’) to support quality conversations with children regarding SRS.
- Allocate time for staff moderation of monitoring data and potential SRS data to triangulate and inform reporting.
- Develop teacher capacity to lead students to taking ongoing ownership of their learning goals within semesters and across year - include 'language' students should use; the documentation students should use to capture their reflections, etc...

3. **Theme: Building a sustainable future:**

**Aspiration:** (a) Build sustainability through people and capability
  (b) Ensure stewardship of resources with transparency, accountability and compliance.
System Strategies/Strategic Intents:

Develop a sustainable futures strategy reflective of church teachings and informed by broader evidence.

Good Shepherd’s Broad Goal:

The leadership of the school continues to honour Good Shepherd's Way of Being Community and nourishes the explicit contemporary learning culture.

INDICATOR:

The leadership of the school continues to honour Good Shepherd's Way of Being Community and nourishes the explicit contemporary learning culture.

STRATEGIES:

- Capture the leadership use of the Coherence Framework to inform Good Shepherd’s Explicit Contemporary Learning Culture (research-based best practices) to inform discernment for selection of new principal
- Encourage and recognise classroom leadership to nourish the explicit contemporary learning culture that characterises Good Shepherd's school community
- Annual Induction program is planned and timetabled
- Encourage all students to meet the BCE requirements for attendance, in order to be successful learners.

CAPABILITY BUILDING REQUIRED:

Ongoing support and formation for staff related to Coherence Framework, Good Shepherd Way of Being Community, Contemporary Learning Culture Staff participation in annual Induction Program Inform School Community about BCE's Attendance Requirements.

SUCCESS MARKERS:

- Annual Induction program planned with 'Significant Others' Linked the Induction to ongoing Professional Learning (Elizabeth Fort BCE, Dr Kevin Treston, Steve Dunne BCE, Br Peter Harney cfc)
- All staff monitor and review attendance.

ACHIEVEMENTS:

- Staff participation in annual Induction Program and related experiences.
- Planned and explicit Professional Learning throughout the year.
- Inform School Community of BCE's Attendance requirements via Newsletter & Website throughout the year.