Vision: Holy Spirit Catholic community is inspired by the gift of the Catholic story and tradition, encouraging all members ‘to live, to love and to grow in Christ’. Holy Spirit Catholic School is committed to developing the fundamental value of each person. Through sharing and living the Catholic story and tradition, we foster learning that enables students, families, school and community to engage in a collaborative partnership for a life-long journey of education.
<table>
<thead>
<tr>
<th>Focus area/ID</th>
<th>Strategies / Actions this year 2016</th>
<th>Performance measures (Links to targets in SSP)</th>
<th>Leadership and resources</th>
<th>Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Catholic identity</td>
<td>Holy Spirit will continue to grow and nurture the prayer life and spirituality of staff and students through Religious Education lesson based on the <em>Journey in Faith</em> program, staff professional development, liturgies, community engagement and school prayer life.</td>
<td>Holy Spirit School is committed to building the vibrancy of liturgy, sacramental and prayer life within the school and to provide on going professional development in Religious Education for staff.</td>
<td>Parish priest Resources CEO contact</td>
<td>End Term 4</td>
</tr>
<tr>
<td>2: Teaching and Learning</td>
<td>To ensure that student achievement data is recorded, analysed and moderated to help determine specific ways to enhance learning for all students. The Curriculum co-ordinators will work collaboratively with Holy Spirit staff and Catholic Education Staff to achieve this goal.</td>
<td>Student achievement data, used to help determine specific ways to enhance learning for all students, especially those who are at risk of not achieving age-appropriate outcomes.</td>
<td>Time to conduct tests and record results</td>
<td>End of Term 4</td>
</tr>
<tr>
<td>3. Leadership</td>
<td>Provide opportunities for all staff to undertake Professional development in order to respond to local, national and international education agendas.</td>
<td>All Holy Spirit School staff are actively involved in ongoing professional development; there is a robust ‘improvement culture’ in the school.</td>
<td>Scheduled release time in teams</td>
<td>Commencing in Term 1 - ongoing</td>
</tr>
<tr>
<td>Focus area/ID</td>
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<td>4. Pastoral care and wellbeing</td>
<td>Through the year the Positive Behaviours Model and Kidsmatter program will be revised to embedded good practice across the school.</td>
<td>Staff and students use well defined and widely understood processes to actively support the positive behaviours</td>
<td>Action Team Whole staff &amp; staff meetings</td>
<td>Term 4, 2016</td>
</tr>
<tr>
<td>5. Community and culture</td>
<td>There will be regular opportunities for participation of families in the planning and running of a variety of cultural events, including Welcoming Family Picnic, Harmony day, Reconciliation Day, School movie night, Multicultural Day etc.</td>
<td>Holy Spirit School holds culturally significant days/events throughout the school year.</td>
<td>Time, Parent volunteers, Specialist teachers</td>
<td>Ongoing until end of year</td>
</tr>
<tr>
<td>6. Finance, facilities and resources</td>
<td>The school actively seeks to be resourced in information technology with hardware, software and professional development for staff and students to meet contemporary standards for learning in a digital world.</td>
<td>The resources to meet contemporary standards for learning.</td>
<td>Time and money to update resources CEO support</td>
<td>Beginning in term 1</td>
</tr>
</tbody>
</table>
1: Catholic Identity. Holy Spirit community is inspired by the gift of the Catholic story and tradition, encouraging all members ‘to live, to love and to grow in Christ’.

Goals:
There is collaborative, meaningful engagement between the school local priests and Parish (including St Martin de Porres); with particular emphasis on the Sacramental programs.

Students live life as witnesses to the gospel values; they know and understand key traditions and practices of the Catholic faith.

Holy Spirit School is committed to building the vibrancy of liturgy, sacramental and prayer life within the school.

Targets: By 2017

- 80% of staff and students are satisfied or very satisfied with school support for their spiritual development (Q. 6 in Staff Satisfaction Survey, Q. 5 on Student Satisfaction Survey)
- Each year, 100% of enrolled Catholic student are given the opportunity to participate in relevant Sacramental programs
- All classroom teachers are fully qualified to teach Religious Education or actively engaged in a relevant formation program.
- Religious Education Program is aligned to requirements of Journey of Faith.
- A minimum of four Social Justice focus events are embedded on the School Calendar.

CONTEXT
These plans have been informed by the following:
- Catholic Diocese of Darwin, Strategic Pastoral Plan, 2011-2015
- Catholic Education and Office and Schools, Diocese of Darwin NT, Strategic Plan: Towards 2017
- The Melbourne Declaration on Educational Goals for Young Australian, 2008, (Ministerial Council for Education, Early Childhood Development and Youth Affairs)
- A deep knowledge and appreciation of the Parish and wider community that we serve.
2: Teaching and Learning. Students experience meaningful and challenging learning environments which value lifelong learning, high expectations and collaborative partnerships between home, school and the wider community, respecting our Catholic identity.

Goals:
Students achieve minimum benchmark in National Testing (NAPLAN).

Student achievement data, including NAPLAN, is used to help determine specific ways to enhance learning for all students, especially those who are at risk of not achieving age-appropriate outcomes.

Teachers meet regularly to discuss teaching and student progress and to plan whole school approaches to teaching and learning.

Information and communications technologies are fully integrated into all aspects of teaching and learning.

Philosophy and actions of Visible Learning Schools are fully implemented across all elements.

The school features a personalised learning environment where a significant portion of learning is inquiry based and digitally enabled.

Targets:
- 80% of students to achieve the National benchmarks in National Assessment Program (NAPLAN).
- Holy Spirit CPS is acknowledged as a leading school in the creative use of digital technologies to enhance learning in the NT.
- Teacher handbooks and parent information articulate ‘whole school approaches’ to the teaching of all learning areas.
- Whole school assessment plan articulates clearly defined targets at all year levels.
- 90% of students achieve a .4 or more effect size in comparative data of Year 3 and Year 5 NAPLAN Data.
- 90% of students achieve a .4 or more effect size in identified assessment areas as identified in the school assessment plan for English and Mathematics.
- Visible Learning is common place and systematically embedded in school. (Refer Matrix 11)
3: Leadership and management: Holy Spirit encourages and supports leadership opportunities for all members through collaborative decision-making and shared responsibility focused on bringing to life the Vision and Mission of the school community

**Goals:**
School structures provide leadership opportunities for all staff, students and members of the wider school community.

There is strong positional leadership (principal, other formal leadership positions, School Board Chair, student leaders), supported by leadership that has been distributed according to needs and aspirations.

All Holy Spirit School staff are actively involved in individual and team improvement activities; there is a robust ‘improvement culture’ in the school.

Professional Development Program responds to local, National and International Education Agendas.

**Targets:**
- 80% of staff, parents and students express satisfaction about the way the school is lead and managed (Q. 22-24: Parent satisfaction survey; Q. 18,25, 26: Teacher Satisfaction survey; Q. 22, 24: Student satisfaction survey)
- Organisational Chart explicitly documents positions of leadership.
- 100% of staff is members of an Action Team that is aligned to the School Improvement Plan.
- All staff completes Formation Review in accordance with the expected schedule. (Satisfaction surveys measure teacher satisfaction with process; 80% of goals outlined in process are achieved)
- 80% staff express satisfaction about professional development opportunities on leadership as well as opportunities to participate in leadership.
- 90% of short and long term goals outlined in student ‘Individual Learning Plans’ are achieved.
- Visible Learning is commonplace and systematically embedded in school. (Refer Matrix 11)
4: Pastoral care and wellbeing: Holy Spirit commits to safe, friendly and supportive environments in which all are encouraged to grow spiritually, emotionally, socially and physically.

**Goals:**
Holy Spirit School develops well defined and widely understood processes for Pastoral Care and Well Being.

Staff and students use well defined and widely understood processes to actively support positive PCW outcomes for ‘at risk’ members of the school community, especially students.

Holy Spirit CPS continuously reviews and improves Work, Health and Safety across all three services of the school.

**Targets:**
- School has a well developed Positive Behaviour plan that is embedded in good practice across the school with clear student/parent/teacher understandings and expectations
- Positive Behaviour processes are understood by more than 80% of the school community.
  (Note: Bullying No Way/Bounce Back/MJR principles and process are well defined and widely understood).
- Work Health and Safety Audits achieve ‘evidence demonstrated’ for more than 80% of targeted areas.
- 100% success rate is achieved in relation to identified items within the Work Health and Safety Action Plan.
5: Community and culture. Holy Spirit celebrates its cultural diversity recognising and valuing the unique contributions of all in our community.

**Goals:**
Holy Spirit School holds culturally significant days/events throughout the school year.

Holy Spirit endeavours to be inclusion and support families to be a part of their child’s education through creating opportunities throughout the year.

**Targets:**
- School Calendar identifies culturally significant days along with evidence of how these are honoured within the school.
- Participation levels of families in calendar events are measured: evaluation processes promote changes to ensure improved attendances.
- Enrolment profile reflects cultural diversity within the local area demographic.
- Visible Learning is commonplace and systematically embedded in school. (Refer Matrix 11)

6: Finance, facilities and resources: Holy Spirit commits to wise and just stewardship of facilities and resources to serve the common good of the school and wider community.

**Goals:**
The school meets the requirements of all financial audits and standards established by external agencies.

The school Master Plan is comprehensive and reviewed annually to ensure that capital works projects are planned, funded and implemented to community expectations.

The resources in technology meet contemporary standards for learning in a digital world.

The school is committed to environmental stewardship and demonstrates this through actions and attitudes.

**Targets:**
- Satisfactory results in Work Health and Safety audits with demonstrated evidence of “achieved’ in more than 80% of key areas.
- Block Grant Applications are submitted and implemented annually or biannually dependent on budget allocations.
- 90% of items outlined in Annual ICT Action Plan are achieved.
- A 3-5 year action plan is developed to ensure whole school community is working towards environmental responsible behaviour.
EVALUATION OF THE SCHOOL STRATEGIC PLAN
Leaders of Focus Areas provided an update to the Leadership Team in Week 9 each term.
The overall SSP is reviewed by the Leadership Team in Week 1 each term.

MODIFICATIONS TO THE PLAN
The School Strategic Plan may be modified – usually at the beginning of Term Four – for any of the following reasons:
- Significant changes to the school context
- External factors that impact on the school, such as systemic plans or projects that the school is obliged to adopt,
- Success (or lack of success) in Focus areas.

ANNUAL SCHOOL IMPROVEMENT PLAN
The Annual School Improvement Plan (attached) explains how goals and targets in the School Strategic Plan will be addressed for the year in question. The Annual School Improvement Plan for 2016 is attached.