Priority 1.2 Evangelisation and Faith Formation

- Involvement in Catching Fire Faith Formation program.
- Providing students and staff with multiple opportunities for faith formation.
- Celebrating days of religious significance to focus upon values associated with the school’s ethos and charism.
- Active altar server program.
- Involvement in significant parish events.

Actions for 2016

- Select three additional staff to be involved in the Keepers of the Flame program.
  Three teachers joined the Catching Fire team this year. The Catching Fire team led the Lenten Program and met to discuss plans for the Religious Life of the School.
- Staff involved in retreat to Mary MacKillop place in Sydney and follow up retreat at Santa Teresa Ormiston.
  Staff members enjoyed both retreat opportunities.
- Students participate in meaningful prayer rituals in their classroom and through whole school prayer assemblies.
- Investigate how prayer is developed and experienced in the classroom.
- Use of BCE and electronic resources to enhance prayer and faith formation in class and in the community.
- Provide the opportunity and training for students to be involved in altar serving.
- Student involvement in Our Lady of Lourdes Feast day celebrations, Ash Wednesday Mass and other significant events.
- Promote opportunities for Faith Formation to families through the newsletter and Skoolbag App E.g. Year of Mercy pilgrimages.

Priority 2.5 Learning and Teaching Improvement

- Most staff participate in efforts to improve learning and teaching.
- Many staff actively strive to improve their learning and teaching strategies.
- Professional learning is strategically linked to the Learning and Teaching goals.
- Data is somewhat being used to inform learning and teaching.

Actions for 2016

- Employ a Primary Learning Leader to progress the DELT strategy into classroom practice and to enhance teacher effectiveness through mentoring, professional learning, collaboration and cooperation.
- Development of role of PLL during 2016.
• Ensure high quality monitoring tools to measure the impact of teaching on each student’s learning at OLOL i.e. writing samples, baseline data sets like PM benchmarking and CAP.
• Engage with processes and practices to identify evidence of student learning, in particular with the BI tool.
• Provide teachers with a collaborative and supportive opportunity to review evidence of student learning and evaluate the impact of teaching.
• Implement Professional Development to improve teaching and learning i.e. the effective use of feedback to apply these in the daily learning and teaching.
• Identify and provide professional development to build capacity in staff.
• Collect, analyse and utilise data implementation strategies to effectively enhance teaching and learning.
• Participate in reflective inquiry to assess the impact on student achievement and develop a positive learning culture within OLOL.

Priority 4.1 Stewardship of Resources

• Most staff members are aware of the importance of the principles of Catholic Social Teaching including a genuine care and respect for the environment.
• Resources are available to meet the needs of those in need.
• Processes are in place to address the allocation and use of resources throughout the school.
• Staff members are aware of the processes for the allocation and purchase of resources. Staff members are consulted regarding the purchase of additional resources.
• School resources are generally respected and cared for.
• Procedures exist to support the sustainable use of facilities and resources.
• The allocation and deployment of staff throughout the school takes account of needs evidenced by school and student data.

Actions for 2016

• Continue to provide financial assistance to the disadvantaged and marginalised to ensure their ongoing enrolment at OLOL.
• Investigate how human resources are distributed throughout the school.
• Ensure that correct procedures for purchasing resources is followed.
• Beginning with the Religion Curriculum, audit teaching resources and link these to units of work to ensure that resources are being used effectively.
• Audit the current use of resources to support the teaching of the English Curriculum.
• Purchase additional resources to support the teaching of the English Curriculum.
• Create greater awareness of the need to care for school resources.
• Investigate the possibility of shared resource locations for each year level.
• Consider the development of a policy to support the sustainable use of facilities and resources.
• Explore different models of supporting students and teachers in the classroom in response to data.
• Develop a policy regarding the purchase of resources.