<table>
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<tr>
<th>System Strategic Direction</th>
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<th>SMART Goals</th>
<th>Strategies To Achieve the Goal</th>
<th>Links Curriculum Plan QIP QCS</th>
<th>Responsibility</th>
<th>CEWA Service Delivery</th>
<th>Success Indicators Reportable in Annual Report</th>
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</table>
| Learning Leadership Formation | Strategic Objective 1 Maintain the focus on Numeracy skills. | Throughout 2017 the school continues to focus on numeracy both in terms of student performance data as well as the development of a consistent approach to the teaching practices of this key learning area. | - Continue the use of ENI and INCAS data.  
- Focus on other aspects of numeracy, apart from number, which will be problem solving and geometry & measurement.  
- In each year level identify key teaching points that are ‘not negotiable’.  
- School Climates Survey data 2015:  
  - Staff 5, 6, 7-9 & 11.  
  - Student Engagement in Learning: Learning Confidence 7-9 | 302 Analysis and Discussion of Data  
308 Effective Pedagogical Practices | Leadership Team  
All staff | PANL Initiative  
PD with Paul Woodley & Paul Swan  
School Support Consultant | That by the end of 2017 ENI & INCAS data will indicate that 90% of students are above the minimum standard in numeracy.  
Use of Numeracy Practices Guide, Teacher tests and observations demonstrate an improvement of skills. |
| Transforming our people to lead outstanding Catholic communities | Strategic Objective 1 Focus on Literacy skills by investigating teaching and learning programs based on current research. | Throughout 2017 the school gives priority to Brightpath both in terms of student performance data as well as the development of a consistent approach to the teaching practices of this learning area in literacy. Explore Explicit Teaching as part of the learning in classes to work along-side Walker Learning. | - Make greater use of INCAS data.  
- Focus on Brightpath teacher rulers and advanced reporting  
- Focus on grammar & punctuation, as a part of literacy.  
- Investigate how Explicit teaching would work in our context.  
- School Climates Survey data 2015:  
  - Staff 5, 6, 7-9 & 11.  
  - Student Engagement in Learning: Learning Confidence 7-9 | 302 Analysis and Discussion of Data  
308 Effective Pedagogical Practices | Leadership Team  
All staff | PALIS Initiative:  
School Support Consultant  
Brightpath  
Ashleigh DeCampo (6 Stages of Writing)  
Teaching and Learning Team  
Dr Lorraine Hammond School of Education ECU | That by the end of 2017 INCAS data will indicate that 90% of students are above the minimum standard in literacy. Teacher observations and Brightpath Data to demonstrate an improvement of skills. Demonstration of Explicit teaching in classrooms. |
| Engagement Early years learning and care | Strategic Objective 1 Explore the possibilities of Explicit Instruction. | The curriculum delivery plan identifies curriculum, teaching and learning priorities and requirements. | - Use Australian Curriculum to develop Curriculum Plan which involves a Literacy and Numeracy Policy and Scope & Sequence for all year levels.  
- Develop a Handwriting focus of what to teach  
- Present to parents what is being taught and when  
- The curriculum is used as a basis for ongoing staff discussions about the best ways to maximise student learning and wellbeing.  
- School Climates Survey data 2015:  
  - Staff 5, 6, 7-9 & 11.  
  - Student Engagement in Learning: Learning Confidence 7-9 | 306 Systematic Curriculum Delivery | Leadership Team  
All staff | - School Support Consultant  
- Dr Lorraine Hammond  
- TREE Schools | Completing a checklist to see what is being taught and when, Observe programs and assessment of staff. Parent engagement – attendance at information evenings |
| Partnering across communities to provide the best opportunities for young families | Strategic Objective 1 Develop an explicit, coherent, sequenced plan for curriculum delivery across the years of school which makes clear what (and when) teachers should teach and students should learn | The plan for curriculum delivery is shared with parents, families and the wider community and feedback is sought on ways to make the school curriculum responsive to local needs; | | | | | |
### Annual School Improvement Plan - 2017

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| Accountability             | Strategic Objective 2      | In 2017 a culture exists for staff and students who regard feedback not only as a consequence of performance but also as a leverage to enhance improvement which will ultimately impact positively on student outcomes. | - Develop opportunities for in-house professional learning about feedback.  
- Link peer appraisal model to AITSL.  
- Allow for timely feedback to students.  
- Develop greater self-reflection provision for students.  
- School Climate Survey data 2015 (baseline) & 2016 (post response) – increase in the percentile ratings for the following items: Staff – 10, 11, 17, 20, 21, 22. Students – 3, 5, 7, 8. | 308 Effective Pedagogical Practices | - All staff | School Support Consultant TREE Schools Brendon Spillane SIA | School Climate Survey data 2015 (baseline) & 2016 (post response) – increase in the percentile ratings for the following items: Staff – 10, 11, 17, 20, 21, 22. Students – 3, 5, 7, 8. Better informed Test Book comments from teachers. Work assessed in class is completed in a short time frame. Staff Appraisals using AITSL standards. |
| Health and well-being of students and staff | Strategic Objective 3 | In 2017 staff, children and parents to become more involved in community and Parish based events to help promote a strong sense of support for those in need. Continue our Making Jesus Real focus across the whole school. | - Develop opportunities for students to attend Geengeelup Nursing Home.  
- Parents and staff to involvement in the Bridgetown Primary Breakfast Club  
- Mini Vinnies  
- Making Jesus Real  
- Support Flores Project  
- Develop opportunities for students, staff, parents and parishioners to be involved in Parish activities. School Climate Survey data 2015: Staff Social Justice 23-28 Students Christian Service 17 | 202 Wider Community Partnerships | - All staff  
- Parents – Board, P&F, Parents Reps, students & Parish | SIA Religious Education Team Parish Priest Sr Christine Clarke Sandra Peterson CEO Faith & Formation Team | Involvement of staff, parents and students helping in our wider community. Financial donation given to Bishop Holohan’s CatholicCare Day, Caritas Missions and the Flores Project. |
| Providing learning environments where everyone feels safe and can flourish | Strategic Objective 3 | Staff, Student and Parishioner attendance at Commissioning Masses, Pentecost Soccer Match, Sacramental Celebrations, Feast Day, special events throughout the year and end of year celebrations. | School Climate Survey data 2015:  
Students Catholic Culture 12, 13 & 17.  
Staff Catholic Culture 23, 24 & 28  
Parents Catholic Culture 18.  
| 102 Integrating Catholic Faith, Life and Culture | - Principal  
- All staff  
- Parents – Board, P&F, Parents Reps, students & Parish | SIA Religious Education Team Bishop Holohan Parish Priest Sr Christine Clarke Sandra Peterson CEO Faith & Formation Team | Activities completed as a whole school and effectiveness of our school Evangelisation Plan. Attendance at Masses for families and staff. Attendance by staff, families and parishioners at special events throughout the year. |

**Term 1 Commence:**
- Parish Priest  
- School Support Consultant  
- Tree Schools  
- Brendon Spillane  
- SIA  

**Term 2:**
- Parish Priest  
- School Support Consultant  
- Tree Schools  
- Brendon Spillane  
- SIA  

**Term 3:**
- Parish Priest  
- School Support Consultant  
- Tree Schools  
- Brendon Spillane  
- SIA  

**Term 4:**
- Parish Priest  
- School Support Consultant  
- Tree Schools  
- Brendon Spillane  
- SIA  

### SMART Goals
- Percentile ratings (baseline) & 2016 (post response)  
- School Climate Survey data 2015  
- School Climate Survey data 2016  
- Student and Parishioner participation in School and Parish activities  
- Staff Appraisals using AITSL standards.
<table>
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<tr>
<th>QCS COMPONENT REVIEWS during this year</th>
<th>ONGOING MONITORING</th>
<th>EVALUATION</th>
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<td>302 Analysis and Discussion of Data</td>
<td>Each term staff to use a Staff or PLC Meeting to engage in discussion about where we are at and where to next. Leadership team to monitor implementation and align professional development to our plan.</td>
<td>Improved students learning outcomes? Improved teacher capacity? What do we need to do now? Where to next? What progress have we made thus far?</td>
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