

School Name

Annual School Improvement Plan - 2017

System Strategic Direction	School Strategic Plan Link	SMART Goals	Strategies To Achieve the Goal	Links Curriculum Plan QIP QCS	Responsibility	CEWA Service Delivery	Success Indicators <i>Reportable in Annual Report</i>
<p>Learning</p> <p>Leadership Formation</p> <p>Transforming our people to lead outstanding Catholic communities</p>	<p>Strategic Objective 1 Maintain the focus on Numeracy skills.</p>	<p>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.</p>	<ul style="list-style-type: none"> - 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 Climate Survey data 2015: <ul style="list-style-type: none"> - Staff 5, 6, 7-9 & 11. - Student Engagement in Learning: Learning Confidence 7-9 	<p>302 Analysis and Discussion of Data</p> <p>308 Effective Pedagogical Practices</p>	<ul style="list-style-type: none"> - Leadership Team - All staff <p>Commence: Term 1</p>	<ul style="list-style-type: none"> - PANL Initiative PD with Paul Woodley & Paul Swan - School Support Consultant 	<p>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.</p>
	<p>Strategic Objective 1 Focus on Literacy skills by investigating teaching and learning programs based on current research.</p> <p>Strategic Objective 1 Explore the possibilities of Explicit Instruction.</p>	<p>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.</p>	<ul style="list-style-type: none"> - 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 Climate Survey data 2015: <ul style="list-style-type: none"> - Staff 5, 6, 7-9 & 11. - Student Engagement in Learning: Learning Confidence 7-9 	<p>302 Analysis and Discussion of Data</p> <p>308 Effective Pedagogical Practices</p>	<ul style="list-style-type: none"> - Leadership Team - All staff <p>Commence: Term 1</p>	<ul style="list-style-type: none"> - PALLs Initiative: School Support Consultant - Brightpath - Ashleigh DeCampo (6 Stages of Writing) - Teaching and Learning Team - Dr Lorraine Hammond School of Education ECU 	<p>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.</p>
<p>Engagement</p> <p>Early years learning and care</p> <p>Partnering across communities to provide the best opportunities for young families</p>	<p>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</p> <p>Strategic Objective 1 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;</p>	<p>The curriculum delivery plan identifies curriculum, teaching and learning priorities and requirements.</p>	<ul style="list-style-type: none"> - 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 Climate Survey data 2015: <ul style="list-style-type: none"> - Staff 5, 6, 7-9 & 11. - Student Engagement in Learning: Learning Confidence 7-9 	<p>306 Systematic Curriculum Delivery</p>	<ul style="list-style-type: none"> - Leadership Team - All staff <p>Commence: Term 1</p>	<ul style="list-style-type: none"> - School Support Consultant - Dr Lorraine Hammond - TREE Schools 	<p>Completing a checklist to see what is being taught and when. Observe programs and assessment of staff.</p> <p>Parent engagement – attendance at information evenings</p>

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<p>Accountability</p> <p>Health and well-being of students and staff</p> <p>Providing learning environments where everyone feels safe and can flourish</p>	<p>Strategic Objective 2</p> <p>- Develop opportunities to ensure professional conversations and collegiality amongst staff and other schools.</p>	<p>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.</p>	<ul style="list-style-type: none"> - 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. 	<p>308 Effective Pedagogical Practices</p>	<p>- All staff</p> <p>Commence: Term 1</p>	<ul style="list-style-type: none"> - School Support Consultant - TREE Schools - Brendon Spillane - SIA 	<p>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.</p> <p>Better informed Test Book comments from teachers. Work assessed in class is completed in a short time frame. Staff Appraisals using AITSL standards.</p>
<p>Discipleship</p> <p>Educating at the margins</p> <p>Engaging with the most vulnerable and marginalized in our society</p>	<p>Strategic Objective 3</p> <p>- Continue with wider community and Parish involvement.</p> <p>Strategic Objective 3</p> <p>Focus on Church calendar and planned Eucharistic celebrations with School and Parish Community being closely linked.</p>	<p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> - Develop opportunities for students to attend Geegeelup 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. <p>School Climate Survey data 2015: Staff Social Justice 23-28 Students Christian Service 17</p> <p>School Climate Survey data 2015: Students Catholic Culture 12, 13 & 17. Staff Catholic Culture 23, 24 & 28 Parents Catholic Culture 18.</p>	<p>202 Wider Community Partnerships</p> <p>102 Integrating Catholic Faith, Life and Culture</p>	<p>- All staff</p> <p>- Parents – Board, P&F, Parents Reps, students & Parish</p> <p>Commence: Term 1</p> <p>- Principal</p> <p>- All staff</p> <p>- Parents – Board, P&F, Parents Reps, students & Parish</p> <p>Commence: Term 1</p>	<ul style="list-style-type: none"> - SIA - Religious Education Team - Parish Priest - Sr Christine Clarke - Sandra Peterson - CEO Faith & Formation Team - SIA - Religious Education Team - Bishop Holohan - Parish Priest - Sr Christine Clarke - Sandra Peterson - CEO Faith & Formation Team 	<p>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.</p> <p>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.</p>

QCS COMPONENT REVIEWS during this year

302 Analysis and Discussion of Data
308 Effective Pedagogical Practices
306 Systematic Curriculum Delivery
202 Wider Community Partnerships
102 Integrating Catholic Faith, Life and Culture

ONGOING MONITORING

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.

EVALUATION

Improved students learning outcomes?
Improved teacher capacity?
What do we need to do now?
Where to next?
What progress have we made thus far?