

## Annual School Improvement Plan - 2017

| System Strategic Direction   | School Strategic Plan Link                    | SMART Goals   | Strategies To Achieve the Goal  | Links<br>QCS<br>Other plans | Responsibility   | CEWA Service Delivery | Success Indicators   |
|--|---|---|---|-----------------------------|--|-----------------------|--|
| <p><b>Learning</b></p> <p>Leadership Formation</p> <p>Transforming our people to lead outstanding Catholic communities</p> | Encouraging a passion for life- long learning | <p>Develop staff capacity to target student needs and develop relationships</p> <p>Provision of Leadership opportunities such as: Peer Support Leaders; School Representative Council (SRC); Social Justice Committee; Faction Captains/Vice Captains; Kindy-Yr 2 and Yr 3-Yr 6 Cluster Leaders</p> | <p>Teachers involved in regular Classroom Walk-throughs, providing feedback.</p> <p>Professional Learning Community Meetings (PLC) (once a fortnight)</p> <p>Peer Observation and Development with feedback given individually and positive sharing at PLC (once a semester)</p> <p>Professional Development targeting needs of staff.</p> <p>Program meetings and goal setting.</p> <p>Sharing professional readings at Staff Meetings and PLCs and when something of interest comes up.</p> <p>Staff Appraisal</p> <p>The continuation of leadership opportunities for both staff and students through special roles.</p> <p>Payment of SRA for Cluster Leader roles (budget allowance)</p> <p>Time for teachers to run SRC and Social Justice Committee and students to perform Leadership roles</p> | 303, 305 & 308              | <p>All teachers 2 times a term</p> <p>Cluster Leaders</p> <p>Teachers and TAs</p> <p>Individual staff</p> <p>Leadership Team</p> <p>Leadership Team, Cluster Leaders, Key Teachers</p> <p>Leadership Team</p> <p>Annually (Peer Support Leaders, SRC Executive, Social Justice committee, Cluster Leaders)</p> <p>Biannually (Faction captains, SRC class representatives)</p> |                       | <p>Staff have been into classrooms and observations shared at PLCs</p> <p>Completed by end of Term Three on a rotation timetable</p> <p>Students involved and running smoothly throughout the year</p> |

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| <p><b>Engagement</b></p> <p>Early years learning and care</p> <p>Partnering across communities to provide the best opportunities for young families</p> | Catering for the needs of all students in our school.                  | Incorporation of explicit teaching and the WA Curriculum into a play-based learning environment for Kindy/PrePrimary classes  | <p>Teaching programs reflect an appropriate emphasis on both play-based learning and explicit teaching across indoor and outdoor learning spaces. Students offered the opportunity to explore through play</p> <p>Develop a Philosophy of Early Childhood through Kindy-Year Two PLC Meetings.</p> <p>Develop staff understanding of the importance of play and the interaction between staff and students through discussions, readings and observations. Develop this through meetings with Early Learning Team from CEWA and networking with QOY.</p> | 303 & 308   | Early Childhood Team                     | CEWA Early Learning Team                 | Observation by L/ship team of mixture of indoor and outdoor activities. Engaging provocation areas. |
|   | Continue to implement Early Identification and Intervention Strategies | <p>Liase with WIZE Therapies to implement intervention services in Speech and OT Individual testing in Kindy Group and Individual therapy sessions for children in K-Yr 6.</p> <p>Continue to provide support programs that are targeted to meet student's needs (MiniLit, MultiLit, Letters and Sounds, Reading Recovery and Literacy Support)</p> | 203  | Assistant Principals and Learning Support Coordinator | CEWA staff                               | Social Worker meaningfully engaged       |   |
|   | Building a culture of strong relationships within our school           | <p>Identifying Social Needs of children and families</p> <p>Provide opportunities for Parent Education in helping their children to grow and develop</p>  | <p>Continue to budget for the employment of a Social Worker on site 2 days a week</p> <p>Parent Information Evening about Protective Behaviours in Term One by CEWA</p> <p>Parent Education Workshops hosted by the P&amp;F eg Maggie Dent. Invite other schools (OY).</p>   | 201 & 203   | Principal<br>Assistant Principals<br>P&F | Parents informed<br>Parent participation |   |

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| <b>Accountability</b><br><br>Health and well-being of students and staff<br><br><br>Providing learning environments where everyone feels safe and can flourish | Providing a safe working environment for all | To improve the wellness of staff                          | School to provide a subsidy for staff physical activities after school eg Personal training, yoga<br><br>Wellness day activities for staff on 24 April 2017<br><br>Junk Yard play provided for students in the old PP playground | 401& 402  | Principal<br><br>Leadership Team<br><br>Junk Yard Team | NGSPS                 | Staff involvement                          |
|  |  | Implement Protective Behaviours Program                   | Further develop our Keeping Safe Program throughout the school. Informing parents of the program content through an Information Night. Letters home about the content of each year level.  | 402   | Classroom teachers                                     |                       | Awareness by children of ways to keep safe |
|  |  | Impliment Code of Conduct for staff, parents and students | Staff to work towards developing a Code of Conduct and understand its implications. Develop an understanding of how to implement this through the school.  | 201   | All staff  |                       | Implimentation of Code of Conduct          |
|  |  | Integration of ICT across the curriculum                  | Staff effectively implimenting ICT and using ICT as tool within the classroom  | Using parent and Year 6 team develop a Code of Conduct which contains the 12 Codes developed by CEWA<br><br>Professional Development of Office 365 and what it offers to us as educators. Following initiative of CEWA with Leading Lights.<br><br>Continue 1-1 iPad program in Year 4 and 5 and voluntary use of BYO device in Yr 6. | Code of Conduct Policy<br><br>304<br><br>307           |                       | ICT Support Staff<br><br>Teaching staff    |

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| <b>Discipleship</b><br>Educating at the margins<br><br>Engaging with the most vulnerable and marginalized in our society | Shared responsibility for learning by all staff | Analyse data to improve student learning   | Teacher discussion about students' progress on the data wall<br><br>Learning improvement by every child<br><br>Use time during staff meetings/PLCs to look at data and discuss strategies for improvement<br><br>Continue to encourage teachers to adopt a 'plan, teach, assess, teach' philosophy<br><br>Incorporate the use of 'Cold Writes' and pre-tests when planning | 301 & 303 | Teachers<br><br>Chairperson/Cluster Leaders<br><br>Assistant Principals and Cluster Leaders<br><br>Teachers | Learning Teaching Team | Movement of student levels on Data Wall   |
|  |   | Continue social justice initiatives<br><br>Provision of financial relief to families in need<br><br>Opportunities for parents to enrol vulnerable and marginalized child/ren into our school | Fundraising for a variety of Catholic charities<br>Children continue to organise events held to support and maintain kids for kids<br><br>Advertise the opportunity for families to access Health Care card discount or fee discount through discussion with Principal   | 102       | Social Justice Committee and APs<br><br>Principal   |                        | Fundraising amounts for variety of charities<br><br>Enrolment numbers increased<br>Number of families retained due to Principal negotiated discount |

**QCS COMPONENT REVIEWS during 2017**

308 – Effective Pedagogical Practices  
 402 – Pastoral Care of Students

**ONGOING MONITORING**

Leadership Team to review ASIP during Admin Meetings once a term.

**EVALUATION**