






Annual School Improvement Plan 2018

QUEEN OF APOSTLES SCHOOL

CEWA Strategic Intent	LEARNING Leadership Formation: <i>Transforming our people to lead outstanding Catholic communities</i>	ENGAGEMENT Early years learning and care: <i>Partnering across communities to provide the best opportunities for young families</i>	ACCOUNTABILITY Health and well-being of students and staff: <i>Providing learning environments where everyone feels safe and can flourish</i>	DISCIPLESHIP Educating at the margins: <i>Engaging with the most vulnerable and marginalized in our society</i>
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Focus Area <i>Indicate which LEAD intent is met through the focus.</i>	Informed by Evidence <i>Qualitative and quantitative</i>	Specific <i>Performance & development goal to be achieved (stated simply)</i>	Measurable <i>Evidence that will be used to demonstrate progression and goal</i>	Achievable <i>What actions will I take to achieve the goal?</i>	Relevant <i>How does the goal connect to the school's strategic plan (and/ or other plans)?</i>	Time Bound <i>What are the timeframe milestones?</i> <i>Timeframe the goal will be achieved</i>	Resources <i>Support/resources that will be required to achieve the goal.</i> <i>Key personnel: who is responsible / ensuring we are on track</i>	Success Criteria <i>How will you know you have been successful (quantitative and measurable)?</i>
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Focus 1 	Data Teachers' programs Program Meetings Tm 1 L'ship Obs of Walk Thrus	Develop staff capacity to target student needs and develop relationships (differentiation)	Teachers involved in regular Classroom Walk-throughs, providing feedback. Standardized test results over the year Data Wall	QCS Links 301 & 303 L/ship program checks Peer Observation and Development with feedback given individually and positive sharing at PLC (once a semester) Formalize a Staff Appraisal process including program meetings and reflective goal setting.	Curriculum Plan – Maths focus Strategic Plan - encourage life long learning	Teaching programs to be completed by Wk 4 each term Program Meetings each term with L/ship team Teacher Walk Thrus once a term By the end of Term 3 have process completed	All teachers 2 times a term Cluster Leaders/Leadership Team List of targeted students needing support (Records Share) Leadership Team PD on goal setting with Nick Smith CEWA Continued work with Nick Smith	Staff have been into classrooms and observations shared at PLCs All staff involved in the process Differentiated programs implemented Reflective practices in place Improved student learning
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<p>Focus 2</p> 	<p>NAPLAN data Class testing Anecdotal Evidence</p> <p>Program Meetings Tm 1 L/ship Obs of Walk Throughs Teacher programs Incorporation of NQS, ELYF and QIPs</p>	<p><i>Students improvement of number facts especially in Mental Maths</i></p> <p><i>Incorporation of explicit teaching and the WA Curriculum into a play-based learning environment for Kindy/Pre-Primary classes through developing staff understanding.</i></p> <p><i>Continue to implement Early Identification and Intervention Strategies for all students</i></p>	<p>Pre-test</p> <p>Post Test of mental maths, maths concepts</p> <p>PAT Maths improvement for 80% of class over the year.</p> <p>Anecdotal Evidence</p> <p>In programs</p> <p>L/ship obs</p> <p>Conversations</p> <p>NQS audit</p> <p>Early identification of children at risk and in need of early intervention and provision of programs to support these students.</p>	<p>Dedicated Maths of 1 hour a day</p> <p>Differentiated activities</p> <p>Focus on Mental Maths</p> <p>Whole school commitment to undertake Mental Maths daily</p> <p>Cluster Meeting discussions in PLCs</p> <p>Peer Obs</p> <p>QOY Meetings</p> <p>Visits to other schools</p>	<p>Strategic Plan Curriculum Plan</p> <p>Strategic Plan NQS, ELYF and QIPs</p>	<p>Daily Mental Maths Semester One review of progress and improvement</p> <p>Tm 2 Wk 5 Whole School PD by</p> <p>Teaching programs to be completed by Wk 4 each term</p> <p>Program Meetings each term with L/ship team</p> <p>Teacher Walk Thrus once a term</p>	<p>Ellita De Nardi Avanti Maths Maths Key Teacher</p> <p>QCS Links 301 & 303 CEWA Early Childhood Team</p>	<p>Post test improvement</p> <p>Improvement in NAPLAN data over time with same cohort</p> <p>Improvement inPAT Maths testing</p> <p>Anecdotal and observable improvements in mental maths recall and application of mental maths strategies to problem solving activities.</p> <p>Observation by L/ship team of mixture of indoor and outdoor activities. Engaging provocation areas.</p>
<p>Focus 3</p> 	<p>L/ship team obs that ICT not fully implemented by all staff</p>	<p>Staff effectively integrate technology as a strategy to improve learning outcomes for students.</p>	<p>Incorporation of ICT into Teacher programs</p> <p>Appropriate selection and use of apps</p>	<p>Walk Thrus</p> <p>Conversations at PLCs about use of ICT</p> <p>Staff PD</p> <p>Peer Observation</p> <p>Experimentation of apps</p> <p>Implementation SMAR model (Substitution, augmentation, modification and redefinition)</p>	<p>ICT Scope and Sequence Strategic Plan</p>	<p>Tm 1 PD</p> <p>PLC focus twice a term</p> <p>Integrated in programs by Wk 4 each term</p>	<p>Whole School PD Lee Crockett Tm 1</p> <p>1-1 Yrs 4-6 iPads in K-Yr 3</p> <p>Teacher laptops and iPads</p> <p>ICT Key Teacher</p>	<p>Evidence in programs</p> <p>Obs of student engagement</p> <p>Use of school resources eg Maker space room/3D printer, green screen</p> <p>Staff confidence in use of ICT</p> <p>Completing Excursion forms with these implications thought through</p>

<p>Focus 4</p> <p>LEAD</p>	<p>Professional Growth culture encouraged</p>	<p>Use peer coaching and instructional leadership to strengthen teacher capacity – use of professional observations, discussions and instructional walks.</p>	<p>Professional Growth Plan based on SMART Goals</p>	<p>Class observations and feedback of teacher practices</p> <p>Peer observation and feedback</p> <p>Informal walk thru's with feedback</p> <p>Reflective discussions</p> <p>Research on effective practices</p>	<p>Strategic Plan: <i>Shared responsibility for learning by all staff</i></p>	<p>By the end of 2018, the teacher appraisal process based on strategic priorities and AITSL standards will be reviewed, communicated and implemented</p>	<p>PD – Nick Smith (Consultant at CEWA) on Building a Professional Growth Culture</p> <p>AITSL Teacher Standards</p>	<p>Improvement in teacher practices based on professional goal (using Hattie's effect sizes of educational practices)</p>
<p>Focus 5</p> <p>LEAD</p>	<p>Increasing number of families in the community receiving support from Church agencies such as Lifelink, St Vincent de Paul</p>	<p>Continue to develop staff awareness of the mission of the Church as an agent of social and environmental reform</p>	<p>Survey after the PD</p> <p>Encouragement to volunteer in agencies during 2018</p>	<p>PD – Laudate Si</p>	<p>Strategic Plan: <i>Engaging with the less advantaged to become more inclusive</i></p>	<p>This goal is ongoing. Volunteer situations will be provided as an ongoing commitment to social justice</p>	<p>PD – Laudate Si St Vincent de Paul Shop Front Lifelink</p>	<p>30% of staff volunteer at Catholic agencies</p>

Informed by evidence from:

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- LEAD system intent
- Evangelisation Plan
- Curriculum Plan
- Data analysis of
- Quality Improvement Plan
- Aboriginal Education Plan
- Quality Catholic Schooling
- School Cyclic Review
- School Climate Surveys
- Student Data e.g. Appraise, attendance, wellbeing
- AEIM: Aboriginal Education Improvement Map
- TIM: Technology Integration Matrix

ONGOING EVALUATION



Spiral of Inquiry (Timperley, Halbert & Kaser 2014)