

## Annual School Improvement Plan 2018

### St John's Primary School, Scarborough

<b>CEWA</b> Strategic Intent	<b>LEARNING</b> Leadership Formation: <i>Transforming our people to lead outstanding Catholic communities</i>	<b>ENGAGEMENT</b> Early years learning and care: <i>Partnering across communities to provide the best opportunities for young families</i>	<b>ACCOUNTABILITY</b> Health and well-being of students and staff: <i>Providing learning environments where everyone feels safe and can flourish</i>	<b>DISCIPLINESHIP</b> Educating at the margins: <i>Engaging with the most vulnerable and marginalised in our society</i>
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Focus Area <i>Indicate which LEAD intent is met through the focus. Ideally each would be met at least once.</i>	Informed by Evidence <i>Qualitative and quantitative</i>	Specific Performance & development goal to be achieved (stated simply)	Measurable Evidence that will be used to demonstrate progression and goal	Achievable What actions will I take to achieve the goal?	Relevant How does the goal connect to the school's strategic plan (and/ or other plans)?	Time Bound What are the timeframe milestones?  <i>Timeframe within which the goal will be achieved</i>	Resources Support/resources that will be required to achieve the goal. <i>Key personnel: who is responsible / ensuring we are on track</i>	Success Criteria How will you know you have been successful (quantitative and measurable)?
<p>Focus 1: Data Informed Practice explored through Numeracy Intervention requirements</p> <p style="color: blue; font-weight: bold; font-size: 1.2em;">LEAD</p>	<p>Curriculum Plan shows that NAPLAN Numeracy Data in Year 3 indicates a slight downward trend.</p> <p>ACER PAT Maths Assessments indicate inconsistent growth of individual students.</p> <p>MAI Assessments for students requiring intervention</p>	<p>All students in from Years 2 - 6 maintain or improve on current PAT Maths stanine.</p> <p>All students who require numeracy intervention improve a minimum of one Growth Point.</p>	<p>NAPLAN Data</p> <p>ACER PAT Maths Assessments</p> <p>MAI Growth Point Data</p>	<p>Develop a Data Wall specifically focusing on MAI &amp; PAT Maths Data and use this to begin case management meetings around specific students, collectively addressing their point of need.</p>	<p>Curriculum Plan Focus</p> <p>Strategic Plan Focus Areas: <b>LEARNING</b></p> <p>- To use data as a means to make purposeful change to performance and gains in students' achievement.</p>	<p>Data Wall developed by the end of Week 5, Term One.</p> <p>Case Management meetings being held regularly at PLCs by end of Term 1.</p>	<p>Curriculum Coordinator to maintain data wall and lead Case Management Meetings.</p> <p>Learning Support Teachers to manage Assessment data collection and facilitate intervention structures.</p> <p>Class Teachers to participate in Case Management Meetings</p>	<p>Fortnightly case management meetings centred around data from the data wall.</p> <p>Student growth in PAT Stanines and MAI Growth Points.</p>
<p>Focus 2: Differentiation/ STEM Integration/ Student Autonomy</p> <p style="color: blue; font-weight: bold; font-size: 1.2em;">LEAD</p>	<p>Curriculum plan includes NAPLAN data indicating a wide spread of abilities across cohorts – indicating a need for strong differentiation structures across the school.</p>	<p>Differentiation in literacy and numeracy lesson structure and delivery across all year levels.</p> <p>Increase in teacher confidence to deliver engaging, relevant, informative and integrated STEM learning programs.</p>	<p>Improved NAPLAN results.</p> <p>Development of an Integrated STEM Scope and Sequence.</p>	<p>Develop a whole school differentiation commitment/ process paper, exploring ways that differentiation is offered to students and embedded in teacher planning.</p> <p>Develop Scope and Sequence for STEM integration across Years 1-6.</p> <p>Provide Professional Learning opportunities for teachers in STEM integration – exploring project based learning.</p>	<p>Strategic Plan Focus Areas: <b>LEARNING:</b></p> <p>Teachers are encouraged to tailor their teaching to students' needs and readiness and identify skills gaps and misunderstandings. Catering for individual differences by offering multiple means of representation, engagement and expression.</p> <p><b>ACCOUNTABILITY:</b></p> <p>Teachers show evidence of differentiation consideration for students when planning lessons.</p> <p>Provide professional learning opportunities that allow for the development of staff skills, knowledge and capacity to improve learning for students.</p>	<p>Differentiation Commitment paper (?? Wording??) developed by the end of Semester One, 2018.</p> <p>STEM integrated Scope &amp; Sequence Developed by the end of Semester One, 2018.</p> <p>Professional Learning Opportunities offered throughout the year.</p>	<p>Curriculum Coordinator to coordinate</p> <p>All teaching staff to participate in PL and development of Scope &amp; Sequence.</p> <p>Learning Support Teachers to assist with development</p> <p>Leadership Team to support</p>	<p>Differentiation practices in place at a classroom level and following the structures outlined in St John's Differentiation Commitment paper.</p> <p>Student CAPs &amp; IEPs and regularly updated and associated parent meetings to occur regularly.</p> <p>STEM Scope &amp; Sequence influencing teacher planning.</p>

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Focus 3: Sustainability  <b>LEAD</b>	School records show an inconsistent approach to sustainability structures at the school.	Sustainability forward plan developed to indicate school goals and project requirements.	Sustainability Forward Planning document developed and held on school database.	Establish a Sustainability Committee of Staff, students and parents.  Develop a school recycling program & gardening project.	Evangelisation Plan  Strategic Plan Focus Areas: ENGAGEMENT: -To foster the sustainability model of environment care and impact  QIP Quality Area 3.3.1 & 3.3.2 – 2018 QIP Focus Priorities.	Recycling in place by the end of Term 2.  Sustainability Forward Planning document developed by end of 2018.	Sustainability Committee	Sustainability forward plan in place by the end of 2018.  School sustainability projects involving students (eg. Recycling) undertaken throughout 2018 and beyond
Focus 4: School Promotion  <b>LEAD</b>	2017 QCS Survey indicated current marketing strategies are not visible in the wider community.  Decrease of CEWA & St John's School enrolments to begin 2018 school year.	Increase of 2018 student enrolments.	Student enrolment records held on school database.	Appoint a Marketing Manager to ensure promotion of the school and increase enrolments.  Greater commitment to use of website, specifically looking at the class pages sharing learning experiences.	Strategic Plan Focus Areas: ENGAGEMENT: Establish strong relationships with families, parish and parish community to actively engage in school improvement conversation.	By the conclusion of 2018	Secondment of Marketing Manager (Board Sub Committee Member) to the board sub Committee  Community and Communications School Board Sub Committee  School Principal  Assistant Principal	Increase in number of students enrolled at St John's school by the end of 2018.
Focus 5: Protective Behaviours & Health Curriculum  <b>LEAD</b>	Currently no protective behaviours program /curriculum embedded within the school – school required to meet the government's mandated approach to child protection.	All classroom teachers teaching the Keeping Safe Curriculum as part of the Health learning area.  School based scope and sequence developed for curriculum implementation.	Teacher programs and Health assessment records indicating teaching of the content and implementation of the curriculum.	Fully implement the Keeping Safe Protective behaviours curriculum.  Develop a school scope and sequence incorporating Highway Heroes and Keeping Safe Curriculum.	Strategic Plan Focus Areas: ENGAGEMENT: To build on pastoral care initiatives that promote dignity and integrity of all school members as priority.	By the conclusion of 2018	Keeping Safe Trainer/ Coordinator (Melinda Midson)  Program resources	Teacher programs and Health assessment records indicating teaching of the content and implementation of the curriculum.

Informed by evidence from:

ONGOING EVALUATION

- 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



Spiral of Inquiry (Timperley, Halbert & Kaser 2014)