

## School Improvement Plan for St John's Primary School Commencement Year: 2019

<b>CEWA Strategic Intent</b>	<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>DISCIPLESHIP</b> 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. 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 <i>How will you know you have been successful (quantitative and measurable)?</i>
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### Evangelisation Plan Focus

<b>Focus Area One:</b> Establishing a common knowledge around the Dominican Pillars (Prayer, Study, Community & Service) in order to enhance school values.	QSC 101 (Systematic Evangelisation Planning) Recommendations from 2018 review  QCS (Integrating Catholic life and Culture) 102 Review to be undertaken in 2019	<b>Prayer</b> - Establish clear guidelines around the sacraments to ensure clarity for both school and parish.  <b>Study</b> – Effective Implementation of new RE Programs.  Increase staff knowledge and understanding of the Dominican Charism.  <b>Community</b> - Enhance active engagement between the parish and school communities.  <b>Service</b> – Develop and improve understanding of school values; Truth, Achievement & Respect.	Number of staff attending the professional learning event with Dr Margaret Scharf.  Increased school community members attending weekend masses.  Visible student respect toward adults and each other. Use of manners and increased displays of courtesy to others.	Connect the Guilds with the Four Pillars – possible consideration around renaming guilds.  <b>Prayer</b> – St John's admin to meet with Fr Grant to discuss 2019 Sacrament planning.  <b>Study</b> - Teach using new units of work. PLC to discuss planning around this.  Staff will attend professional learning event with Dr Margaret Scharf that allows for focus on the Dominican Charism.  <b>Community</b> – Establish Youth Masses.  <b>Service</b> - Students will engage in explicit lessons during prayer assemblies focussing on the school values; Truth, Achievement & Respect.	Strategic Plan Point 1 (faith development) – 'Aspire to the school motto "VERITAS" and uphold the Dominican Way through the development of the whole person to be more like Christ.'  Strategic Plan Engagement Goal 6 – 'Establish strong relationships with families, parish and parish community to actively engage in school improvement conversation.'	Term 1 2019  Early Term 1 2019  Throughout 2019 as units are released  12 <sup>th</sup> April 2019  Semester One 2019  Planned for by staff on Term 1, lessons to begin in Term 2, 2019.	School Principal - Mary  AP RE – Vladimir  Parish Priest – Fr Grant Gorddard  New CEWA RE Programs (as found on SharePoint Website).  Prayer Assemblies  Dr Margaret Scharf – Dominican Sister	High staff attendance at the professional learning event with Dr Margaret Scharf.  More school community members attending weekend masses.  Visible student respect toward adults and each other. Use of manners and increased displays of courtesy to others.
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### Aboriginal Education Plan Focus

Focus Area <i>Indicate which LEAD intent is met through the focus. Ideally each</i>	Informed by Evidence	Specific Performance & development goal to be	Measurable Evidence that will be used to demonstrate	Achievable What actions will be taken to achieve the goal?	Relevant How does the goal connect to the school's	Time Bound What are the timeframe milestones?	Resources Support/resources that will be	Success Criteria <i>How will you know you have been successful</i>
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<i>would be met at least once.</i>	<i>Qualitative and quantitative</i>	<i>achieved (stated simply)</i>	<i>progression and goal</i>		<i>strategic plan (and/ or other plans)?</i>	<i>Timeframe within which the goal will be achieved</i>	<i>required to achieve the goal. Key personnel: who is responsible / ensuring we are on track</i>	<i>(quantitative and measurable)?</i>
<b>Focus Area Two:</b> Development of our own authentic teaching skills and knowledge around aboriginal culture to then enrich student understanding.	Teacher observations indicate a lack of understanding with St John's students regarding aboriginal cultural sensitivities.  Aboriginal Education Policy Principle 2 – 'St John's school is committed to increasing knowledge and understanding of the histories, cultures, and experiences of Aboriginal peoples.'	Staff will enhance their understanding of aboriginal culture and feel more comfortable about teaching indigenous culture to students.  Students will indicate a greater understanding of cultural sensitivities with aboriginal culture.	Staff participate in Professional Development / PLC. (This could be via online resources or with a presenter- Phil Narkle)  Increased evidence within classrooms of day to day exposure to aboriginal culture.  Increased time dedicated to education around aboriginal culture.	Arrange for Phil Narkle to visit the school for staff professional learning event.  Yirri Yakkin Incursion  Noongar posters will be provided to each class.  Provide variation to Welcome to County at assemblies – Visuals will also be added for greater exposure.  NAIDOC Week class mass scheduled (end of term 2) – Year 5/6  Year 5 and 6 students to commence online Noongar education – Education Perfect.	Aboriginal Education Policy Principle 2 – 'St John's school is committed to increasing knowledge and understanding of the histories, cultures, and experiences of Aboriginal peoples.'	Term One 2019  Term Two 2019  Early 2019  Early 2019  Week 10 – Term 2, 2019  Beginning of 2019	Seasons resources on display in each classroom.  Online Noongar education – Education Perfect (Year 5/6)  Aboriginal Education Committee – Adele & Greg.  CEWA Aboriginal Education consultants  Online PL resources (Adele and Greg to share)	Improved understanding of Noongar words and terms for students and teachers.  Increase in teacher confidence to teach elements of aboriginal culture – considering cultural sensitivities.

### Curriculum Plan Focus

<b>Focus Area Three:</b> Enhance writing teaching practices to directly influence student writing outcomes.	NAPLAN Writing Data  Brightpath Persuasive and Narrative Data  Curriculum Plan Goals and Data  Writing and Grammar & Punctuation Survey that was completed by teachers	Staff consistently implement the whole school writing approach.  Commit to high quality structures in the literacy block.  Develop a Whole School Literacy Block Planning Structure incorporating a refined explicitly teaching focus.	- Evidence of VOICES being used in the explicit teaching of writing. -Students articulating elements of high quality writing. -Improved results in Brightpath Data -Upward trends within NAPLAN Data -Enhanced teacher confidence and knowledge in explicitly teaching writing concepts (based on staff pre and post survey). -Dedicated whole school writing block.	Regular moderation of BrightPath writing tasks  PD day enhancing current whole school writing approach (Ashlee De Campo)  One on one release time to discuss planning (incorporating the gradual release)  Enhancing the whole school approach the writing documentation.  Staff actively use the Whole School Literacy Block Structure.	Strategic Plan Learning Goal 3 – 'To use data as a means to make purposeful change to performance and gains in students' achievement.  Start Plan Goal 2 – 'Establish a culture that promotes learning, embraces effective teaching practices and establishes a mindset that all that is done within the school is to enhance student achievement.'	One PLC per term for the moderation of Brightpath results.  Begin 2019  Share writing planning documents at PLCs each term.	Mary, Katherine, Stephanie and Lisa  St John's Whole School Writing Approach (VOICES, Cups & Arms etc.)  First Steps resources  Brightpath Teaching Guidelines  Literacy Deidcated Time Planning template	Improved BrightPath results across narrative and persuasive texts.  Improved teacher confidence around moderating writing (based on reflective surveys).  Improved Writing NAPLAN results
<b>Focus Area Four:</b> Enhance Grammar and Punctuation teaching practices to directly influence student Grammar and Punctuation outcomes.	ACER PAT G & P Assessment (Year 3 – 6)  Brightpath Oral Language Assessment (K-1)  OnEntry Assessment – Oral Language	Enhance the explicit teaching of Grammar and punctuation skills within writing lessons and through high quality literature.	NAPLAN Data  Work Samples  ACER PAT Grammar and Punctuation  Consistent and detailed teacher programs	Staff complete a pre and post survey on focus areas for improvement in teaching G & P  PD day enhancing current whole school writing approach (Ashlee)  One on one release time to discuss planning (gradual release).	Strat Plan Accountability Goal 1 – 'To apply whole school strategy, scope and sequence; as well as assessment and reporting methodology that successfully aligns to the EYLF and AC	Throughout 2019  Terms 2 and 4 (see assessment timeline)  PLC data analysis of PAT results (weeks 4 each term)	PAT assessment  First Steps	Improved results in ACER PAT G&P Assessments.  Improved Grammar and Punctuation NAPLAN results.

	Development Pre and Post testing to measure growth of students with learning concerns.		Consistent use of correct terminology for language conventions  Enhanced teacher confidence and knowledge in explicitly teaching Grammar & Punctuation concepts (based on staff pre and post survey).		<i>implementation and expectations'</i>  Strategic Plan Learning Goal 4 – <i>'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.'</i>	Late 2018 to inform 2019 goals Again term 3 2019 to check development  Share writing (incorporating Grammar & Punctuation) planning documents at PLCs each term.	Whole School writing approach (staff drive)  First Steps Oral Language Continuum  Data from staff survey around writing.	
<b>Focus Area Five:</b> Enhance classroom pedagogy and data informed practices to influence differentiation structures.	QCS 308 (Effective Pedagogical Practices) Recommendations  Case Management Meetings	Establish reflective structures around the CEWA Vision for Learning Initiative  Embed effective, well researched pedagogical strategies across year levels. Eg: feedback structures, higher order thinking, First Steps Strategies).  Deepen teacher knowledge in how to effectively use learning sprints within planning.	Shoulder to shoulder learning embedded in regular timetable  Deeper discussions at PLCs regarding teacher effectiveness based on classroom visits  Higher quality programming  Networking with other schools  Introduce Reflective journals etc.	Commit to more regular high quality professional reading.  CEWA specialists for school and Beaches PD's.  Establish a Grammar & Punctuation data wall utilising ACER PAT Data.  Implementation of <i>Managing Students Individual Needs</i> guidelines (CAP & IEP timeline etc.)	QCS 308 (Effective Pedagogical Practices) Recommendations  Strategic Plan Learning Goal 3 – <i>'To use data as a means to make purposeful change to performance and gains in students' achievement.'</i>  QCS 302 (Analysis and discussion of data) Recommendations	Through 2019  Established Term 1 2019  PLC Intro Sem 1 2019	Commitment during PLC times  Katherine, Mary, Stephanie, Lisa	NAPLAN results  Observable high impact strategies across classrooms (reg self reflection tools, work samples, Well structured and planned for differentiated learning  Increased confidence & consistency of BrightPath  Evidence of the Gradual release model established for Numeracy and Literacy (mod, shared, guided, ind)
<b>Early Years Focus</b>								
<b>Focus Area</b> <i>Indicate which LEAD intent is met through the focus. Ideally each would be met at least once.</i>	<b>Informed by Evidence</b>  <i>Qualitative and quantitative</i>	<b>Specific Performance &amp; development goal to be achieved (stated simply)</b>	<b>Measurable Evidence that will be used to demonstrate progression and goal</b>	<b>Achievable What actions will I take to achieve the goal?</b>	<b>Relevant How does the goal connect to the school's strategic plan (and/ or other plans)?</b>	<b>Time Bound What are the timeframe milestones?</b>  <i>Timeframe within which the goal will be achieved</i>	<b>Resources Support/resources that will be required to achieve the goal.</b> <b>Key personnel: who is responsible / ensuring we are on track</b>	<b>Success Criteria How will you know you have been successful (quantitative and measurable)?</b>
<b>Focus Area Six:</b>	NQS QIP Review 3.2.3 – <i>'The service cares for the</i>	Establish better recycling structures within the school.	Maintain worm farm and explore ways	Explore the introduction of Greenbatch bins to recycle hard plastics.	Strategic Plan Engagement Goal 5 – <i>'To foster the sustainability model of</i>	Ongoing.	Midaries Regional Council – Face your Waste workshops.	Reduced water useage.

Refine and improve Sustainable structures throughout the school, specifically in the Early Years	<i>environment and supports children to become environmentally responsible.</i>  Strategic Plan Review - Accountability Goal 2 – ‘Align teaching practices and protocols to AITSL standards and National Quality Standards (NQS) to ensure teacher quality and performance is significantly monitored.’	Become a water wise school.  Reduce waster around the school.	students can have more ownership.  Remida incursions. Mindarie Waste incursion.  Indroduction of recycled art around the school.	Introduce Yellow Council Recycling Bins. Establish a soft plastics collection system to go to Coles. Encourage parents to buy wet swimwear bags for wet and soiled clothing to reduce the use of plastic bags (\$9 from Kmart). Added to booklist in 2020? Introduce a waste free lunchbox day across the school. Research/explore how the water pump could be used in a more water wise way (less wasteful). Explore ways to upcycle items (links with artists)	<i>environment care and impact.</i>  Strategic Plan Accountability Goal 2 – ‘Align teaching practices and protocols to AITSL standards and National Quality Standards (NQS) to ensure teacher quality and performance is significantly monitored.’  NQS QIP 3.2.3 – ‘The service cares for the environment and supports children to become environmentally responsible.’	Waste Free lunchbox day to commence Term 1, 2019.	Incursions – RE-Mida  Artists – Richard Dahlsen & Andy Goldsworthy	Increased upcycling with recycled and natural materials.
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### Other Areas of Focus

<b>Focus Area Seven:</b> Continued Implementation of Keeping Safe Curriculum & Child Protection Expectations	Mandated Keeping Safe Curriculum - undertaking  NQS, Quality Area 2: Health and Safety: 2.3.2 & 2.3.4	Teacher knowledge and capacity to teach KSC.  Ongoing Professional Development re: Childsafe Framework and KSC	Mandatory Reporting.  Review of programmes during Staff Performance Appraisals.	Incorporating Keeping Safe Curriculum with SCASA Health Curriculum and Highway Heroes program.	A Govt mandated undertaking to ensure all students have raised understandings of personal safety.	Mandatory Reporting - Bi annually  KSC progress – annual review of programme	Mandatory Reporting Mel Midson – tr/presenter of Childsafe Framework and KSC.  KSC teacherand resources to accompany programme. Online resources.	Improved understandings of Childsafe Framework within teaching staff.  Visible/Audible student involvement in supportive language.  improved confidence in what is accepatable and unacceptable behaviour/boundaries within the school community.
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#### Informed by evidence from:

- 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

