

Annual School Improvement Plan - 2017

System Strategic Direction	School Strategic Plan Link	SMART Goals	Strategies To Achieve the Goal	Links QCS Other plans	Responsibility	CEWA Service Delivery	Success Indicators
<p>Learning</p> <p>Leadership Formation</p> <p>Transforming our people to lead outstanding Catholic communities</p>	<p>Develop a whole school approach to data collection and review</p> <p>Provide differentiated education to cater for the needs of all students.</p> <p>Assessment</p>	<p>S: Specific Goal By the end of 2017, a whole school data collection system will have been implemented.</p> <p>Action Research Question <i>How can we improve the way we track student progress and the needs of individual students and class cohorts, in particular middle to upper end students?</i></p> <p>M: Measurable Results of student progress will be maintained through the Whole School Data Collection system (e.g. ACER, APPRAISE, T-SHARE)</p> <p>A: Actions See to strategies.</p> <p>R: Results Refer to success indicators</p> <p>T: Timed</p> <p>Term 1:</p> <ul style="list-style-type: none"> • Assessments undertaken on students. • CAPS and IEPs begun • Staff reviewing of school data • Identifying a learning area focus for tracking student growth across the school <p>Term 2:</p> <ul style="list-style-type: none"> • Identifying needs of students in our classes and researching/putting into place strategies to support these students progress • CAPS and IEPs reviewed <p>Term 3:</p> <ul style="list-style-type: none"> • Continuation of term 2 <p>Term 4:</p> <ul style="list-style-type: none"> • Complete end of year testing • Review progress over the course of the year and measure against our success indicators. 	<ul style="list-style-type: none"> • Monitor of students data from a leadership level, in which teachers are supported in reviewing their class/student data • Review of CAPs and IEPs between teachers and member of leadership team. • Use PLC time to explore best practice in personalised learning, multi-age grouping • Focus on a particular learning area/program to track student progress on a school level E.g. EMU, soundwaves/Diana rigg. • Identify individual interests/motivators of all students. 	<p>QCS 302 Analysis and Discussion of Data</p> <p>NQS 1.1.1 Curriculum decision-making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.</p> <p>AITSL Standards 3: Plan for and implement effective teaching and learning</p>	<p>Leadership Team and Teaching Staff</p> <p>Kristy</p> <p>Teaching Staff</p>		<ul style="list-style-type: none"> • All Students have made individual progress and growth which was demonstrated in school based and national data (NAPLAN, acer) • Teachers increased use of data has assisted them to plan for the specific needs of students • Teachers have a wider range of strategies to assist them in differentiating their teaching to cater for the needs of all students

<p>Engagement</p> <p>Early years learning and care</p> <p>Partnering across communities to provide the best opportunities for young families</p>	<p>Student and Teacher engagement</p>	<p>S: Specific Goal Staff interests of contemporary teaching and learning, Personalised Learning and Problem Based Learning strategies will be investigated.</p> <p>M: Measurable Contemporary teaching strategies and environments will be maintained and further developed</p> <p>A: Actions See to strategies.</p> <p>R: Results Refer to success indicators</p> <p>T: Timed Throughout the course of the year, reflection and investigation will occur through PLC's and PD for staff. Student's interests will be incorporated throughout the year through various teaching strategies.</p>	<ul style="list-style-type: none"> • Further deepen of our knowledge in contemporary learning spaces • Investigate contemporary teaching strategies. E.g. STEM, interest based projects • Organise a Staff Wellbeing Day in Term 1 • Provide opportunities for PD for staff to further develop their skills • Establish Action Teams in early 2017 	<p>401 Staff Wellbeing <i>Staff wellbeing refers to the potential impact that work has on an individual's physical and mental health and the employer's moral and legal responsibility to promote this among all employees. A commitment to fostering a culture of cooperation, trust and mutual respect exists, where all individuals are treated with dignity, and can work at their optimum level.</i></p>	<p>All Staff</p> <p>Kristy/Learning Area Co-ordinators</p> <p>Leadership Team & Learning Area Co-ordinators</p> <p>SIT Team/AP/Leadership Team</p>	<ul style="list-style-type: none"> • Staff have implemented a variety of contemporary teaching strategies, including PBL's and personalised learning • Teachers have demonstrated how they differentiate their lessons. • Projects based on students' interest have been incorporated in teachers planning
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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>	Assessment	<p>S: Specific Goal By the end of 2017, students' academic progress will be monitored and tracked. A Protective Behaviours and Resilience program will be implemented.</p> <p>M: Measurable Student academic progress be monitored and tracked via</p> <p>A: Actions See to strategies.</p> <p>R: Results Refer to success indicators</p> <p>T: Timed <u>Protective Behaviours Program:</u> T1: Staff trained T2 & T3: implemented T4: reviewed and adapted <u>Resilience Program</u> T1: Team to investigate and report back to rest of staff to decide on a program T2: Training T3 & T4: implemented and review at the end of the year.</p>	<ul style="list-style-type: none"> Prioritise CAPs, IEPs and BMP. Ensuring students progress be monitored and tracked at least each term. Research and implement a Protective Behaviours Program and Resilience program, which will then be decided on by staff. Train all staff in PB&R programs. Common language of these programs will be used as a whole school approach and will be taught explicitly during Health, other relevant learning areas and incidentally throughout the school day. Evaluate of the AITSL standards during teachers planning meetings with Richard. Focus tracking student progress and investigating strategies to support personalised learning during PLC's. Continued promotion of Friendship Benches be promoted regularly with students at the beginning of each term. 	<p>AITSL Standard 5: assess, provide feedback and report on students learning</p>	<p>Kristy</p> <p>Protective Behaviours and Resilience Team</p> <p>Leadership team & staff</p> <p>Richard</p> <p>Kristy</p>		<ul style="list-style-type: none"> A Protective behaviours and Resilience program has been implemented and all staff have been trained. Students and staff use a common language based on the PB & R Programs. IEPS, CAPS & BMPs have been implemented, and have been updated each term.

<p>Discipleship</p> <p>Educating at the margins</p> <p>Engaging with the most vulnerable and marginalized in our society</p>	<p>Catholic Life and Culture</p>	<p>S: Specific Goal Prayer will be a focus in our daily lives at school and at home.</p> <p>M: Measurable</p> <p>A: Actions See to strategies.</p> <p>R: Results Refer to success indicators</p> <p>T: Timed Throughout the year, during Religious dedicated time and incidentally throughout the day.</p>	<ul style="list-style-type: none"> Recite prayers with students during morning, recess, lunch and end of day Encourage parents to pray at home with their children, through the newsletter, class notes etc. Ensure Year 6 students change the prayer table in the hall as part of their leadership role. Treat others the way we want to be treated by their on going relationship with their students Eg. Staff role model living like Christ. 	<p>Evangelisation plan 2016-2019</p>	<p>Teaching Staff</p> <p>Admin staff/classroom teachers/ Principal</p> <p>Year 6 class and Teacher</p>	<ul style="list-style-type: none"> The year six students have consistently changed the prayer table to suit the liturgical calendar and prayer focus. Students are able to recite all class prayers (following school prayer plan) Reminders have been sent through newsletters and class notes, encouraging families to pray.
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<p>QCS COMPONENT REVIEWS during this year</p> <p>QCS 302 Analysis and Discussion of Data</p> <p>401 Staff Wellbeing</p>	<p>ONGOING MONITORING</p>	<p>EVALUATION</p>
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