

SYSTEM STRATEGIC DIRECTION	SCHOOL STRATEGIC PLAN LINK	SMART GOALS	STRATEGIES TO ACHIEVE THE GOALS	links <i>Curriculum Plan- QIP/QCS</i>	Responsibility	CEWA Service Delivery	Success Indicators <i>Reportable in Annual Report</i>
<p>LEARNING</p> <p>Enhance student achievement and wellbeing</p> <p>Increase student and staff engagement in their own learning and faith formation</p>	<p>An explicit assessment schedule and data collection process is implemented to continuously monitor student performance</p> <p>Enhance student achievement and well being:</p> <ul style="list-style-type: none"> Differentiate teaching and learning programs <p>Explicit and clear school wide achievement targets are in place for Literacy and Numeracy</p> <ul style="list-style-type: none"> 2017 focus- Comprehension 	<p>By the end of 2017: All teachers will be continuously collecting, analyzing and recording school wide data in order to inform teaching and learning.</p> <p>All students will have a regularly updated electronic file that records all testing throughout their primary school year (see Student Handover Form) Teachers and support staff will use the data continuously to inform differentiated teaching and learning programs.</p> <p>By the end of 2017 all teachers will demonstrate that provision of differentiation is evident in the classroom through programs and assessments.</p> <p>By the end of 2017, all students will meet the achievement targets, set for their differentiated level, in each year level for literacy and numeracy with a particular focus on improving comprehension skills across every learning area.</p> <p>By the end of 2017 students will have developed a repertoire of comprehension strategies to use in both literacy and numeracy activities.</p>	<p>Professional learning on assessment, types of assessment visible learning and ways to use data. Introduce an evidence based professional learning cycle for staff (Timperley Model, 2011)</p> <p>Assessment schedule is clear and accompanied by realistically set timelines.</p> <p>Enhance understanding and use of performance data through timetabled whole staff discussion sessions.</p> <p>Focus on improving teacher assessment practices in PLC's.</p> <p>Adjust programs and assessments to reflect the diverse needs of students in each class</p> <p>ILP's and CAP's to be monitored and reviewed every term or more often as required.</p> <p>Targets are clear and accompanied by set timelines.</p> <p>Teachers to share whole class data in meetings for shared collective, reflection and feedback to inform point of teaching.</p> <p>Staff develop a list of whole school comprehension strategies to implement in all classrooms.</p> <p>Professional learning focus on comprehension to improve overall literacy and numeracy results</p>	<p>QCS 301: An Explicit Improvement Agenda</p> <p>QCS 303: A culture that promotes learning (2017)</p> <p>AITSL 3.6 Evaluate and improve teaching and learning programs</p> <p>QCS 307: Differentiated teaching and learning (2017) AITSL 1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities.</p> <p>NQS Element 1.2.2 Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning</p>	<p>Class teachers</p> <p>Leadership Team</p>	<p>Western Australian Curriculum Judging Standards</p> <p>First Steps</p> <p>Dan Wood - School Improvement Advisor</p>	<p>Improved NAPLAN results and school assessment data</p> <p>Analysis of 2017 NAPLAN results and school data with a comparison with previous years</p> <p>Anecdotal teacher observations of children's work</p> <p>Measurable improvement in students' outcomes, particularly Literacy and Numeracy. Within the classroom context there will be visible differentiation of learning for students such as ability grouping, enrichment programs, learning support.</p>

<p>ENGAGEMENT</p> <p>Enhance parental engagement in their child's learning and faith formation.</p> <p>Develop our people to be leaders in Catholic Education's Mission.</p>	<p>Further enhancing positive and enriching relationships between staff and parents by providing organisational clarity around school procedures, practice and expectations.</p>	<p>By the end of 2017 the school will have continued to establish strong relationships with families, parish and the wider community to actively engage in school improvement conversation</p>	<p>Implement learning journeys for Term 1, 2016 to provide information to parents regarding curriculum in the classroom.</p> <p>Increase parent/family participation and attendance at school events.</p> <p>Communication through a variety of mediums such as newsletters, SMS, email and face to face</p> <p>The school collects evidence to evaluate the impact of strategies established to strengthen home/ school/ community engagement</p> <p>The school organizes curriculum and social events with schools in the Shire of Yilgarn.</p>	<p>QCS 201: Engagement with the school community</p> <p>AITSL 7.3 Engage with parents and carers</p> <p>NQS: 1.1.4 Documentation and programs are available to families</p>	<p>All staff</p> <p>Leadership team</p>		<p>Analysis of verbal parent feedback</p> <p>There is a visible improvement in attendance at school parent meetings and church events from St Joseph's school community</p> <p>Curriculum and sporting events organized with Moorine Rock Primary School</p>
---	--	--	---	--	---	--	--



Annual School Improvement Plan - 2017

System Strategic Direction	School Strategic Plan Link	SMART Goals	Strategies To Achieve the Goal	Links <i>Curriculum Plan-QIP/QCS</i>	Responsibility	CEWA Service Delivery	Success Indicators <i>Reportable in Annual Report</i>
<p>ACCOUNTABILITY</p> <p>Increase understanding of our individual and collective responsibility for Catholic Education's mission.</p> <p>Ensure inclusivity, good governance and the resource allocation required to meet our mission</p>	<p>Using AITSL, develop a strong culture of reflective practice and improvement.</p> <p>A culture of professional learning and inquiry exists amongst the staff and positive and respectful relationships are encouraged.</p>	<p>By the end of 2017, staff to identify one or two standards from the AITSL standards to work on in order to improve teaching and learning.</p>	<p>Goal setting Shoulder to shoulder with a trusted colleague Self evaluation</p> <p>All staff to take part in AITSL Self Assessment (To be kept on file)</p> <ul style="list-style-type: none"> From this, each staff member to identify a standard to work on. This informs their 'shoulder to shoulder' work Professional growth meeting with Principal AITSL Teacher Template as a guide to improve practice. 	<p>AITSL 6.4 Apply professional learning and improve student learning</p> <p>QCS 303: A culture that promotes learning</p>	<p>Term 1: Goal setting meeting</p> <p>Term 2: Colleague, shoulder to shoulder</p> <p>Term 3: Leadership, peer and self evaluation</p>	<p>CEWA Learning Consultant</p>	<p>Improvement in children's results reviewed over time (2- 3 year period)</p>
	<p>Audit of policies</p>	<p>By the end of 2017, a number of the school policies will be reviewed</p>	<p>Scheduled professional learning sessions to review school policies.</p>		<p>Principal, school staff, School Board</p>	<p>Current policies due for review, CEWA policy documents Highway Heroes Company representatives</p>	<p>Policy guidelines are implemented and adhered to by staff and students</p>
	<p>Providing learning environments where everyone feels safe and can flourish</p>	<p>By the end of 2017, the Protective Behaviours program will be implemented with the school</p>	<p>All staff to participate in PD on Protective Behaviours or Keeping Safe. Further training as required.</p>	<p>NQS: QA 2 Health & Safety</p>	<p>Principal</p>	<p>Protective Behaviours WA Tim Wong CEWA</p>	
	<p>Audit of Early Childhood grounds and buildings and subsequent plan for including Nature Play.</p>	<p>By the end of 2017 steps towards a comprehensive early childhood grounds improvement plan will be developed so that the ECE grounds become more nature based.</p>	<p>Working party of Board and staff analyse the needs of children in the outdoor environment. Plan developed for the creation of a nature play/natural environment in ECE grounds.</p>	<p>NQS QA 3 Physical environment</p>	<p>All ECE teaching staff Kerrie Cunning (CEWA ECE Consultant) Leadership Team</p>	<p>CEWA Consultants</p>	<p>There is documented evidence that there is planning in progress.</p>

<p>DISCIPLESHIP</p> <p>Increase enrolment of the vulnerable, poor and marginalized as a visible sign of our faith in action</p> <p>Enhance opportunities for personal faith development.</p>	Develop children who have strong Christian values and demonstrate a sense of social justice.	By the end of 2017, students have participated in the Caritas Project Compassion learning program to develop awareness of those less fortunate and how we can assist in our community and the wider society.	See Evangelisation Plan: <ul style="list-style-type: none"> • Each class to implement at least one way in which advocating for those less fortunate has been adopted in their classroom <ul style="list-style-type: none"> • Introduce students to Brother Ollie and the work he does for Wheel Chairs for Kids 	<p>QCS 101: Systematic Evangelisation Planning</p>	Principal, Staff	CEO – RE Consultant	Social Justice Projects have been undertaken within each class group.
	Evangelisation Plan	<p>By the end of 2017 teachers and students will be able to articulate the life and mission of St Joseph, St Mary Mackillop and Nano Nagle so that we are able to share this knowledge with the whole school community.</p> <p>By the end of 2017 teachers and students will be able to articulate the charisms of the Josephite and Presentation orders so that the Four Pillars of Prayer, Study, Community Life, and Ministry and Service are clearly evident.</p>	<p>St Joseph’s Day to be a focus.</p> <ul style="list-style-type: none"> • Focal area in administration area on St Joseph’s on feast day and key dates throughout the year. • Use the school’s evangelisation planning objectives • Including information on our school charism in St John in the newsletter <ul style="list-style-type: none"> • Basic history of our school orders – Josephites and Presentation • Linking the Josephite and Presentation Charism’s Four Pillars with our daily lives 		Leadership Team, Staff Whole Staff Leadership Team Staff	Evangelisation Plan Josephite & Presentation Charisms	<p>Students will have gained confidence in articulating the life and mission of St Joseph’s through their words and action.</p> <p>The Josephite and Presentation Charism described as the Four Pillars will be demonstrably visible in a variety of rooms around the school.</p>

<p>QCS COMPONENT REVIEWS</p> <p><u>2016</u> 308: Effective Pedagogical Practices 101: Systematic Evangelisation Planning 302: Analysis and Discussion of Data</p> <p><u>2017</u> 307: Differentiated teaching and learning 303: A culture that promotes learning 301: An Explicit Improvement Agenda</p>	<p>ONGOING MONITORING</p>	<p>EVALUATION</p>
---	----------------------------------	--------------------------