

St John's School, Rangeway



SCHOOL ANNUAL PLAN 2014





2014 ANNUAL IMPROVEMENT PLAN

System Strategic Outcomes (LEAD)	Strategic Plan Link (School)	SMART Goals (Specific, Measurable, Achievable, Result Orientated, Timed)	Actions/Strategies (How will we do it?)	Responsibility & Timeline (Who will lead/drive this? When will the action be done?)	Resources (How will we utilize our human & financial resources)	QCS Component link	Success indicators (How we will know we have been successful)
Learning Enhance student achievement and wellbeing Increase student and staff engagement in their own learning and faith formation	Implement National Standards	By the end of 2014, K-Yr 2 classroom teachers will have investigated and assessed themselves against each of the quality standards, showing evidence of how they have achieved the standards. They will also have developed an ECE Charter.	<ul style="list-style-type: none"> NQS P.D – Polycorn 10/2 (Teachers only) NQS P.D - Consultant at school 7/3 (Teachers and EAs, ATAs) Tuesday and Friday PLC times scheduled for professional discussion and investigation Peer enhancement visits aligned with Quality Standards. Professional reading in regards to ECE Leadership Team visits 	Emma and ECE team Ongoing Standards to be assessed and charter completed by end of 2014 Continue to implement and review beyond 2014	PLC Meetings NQS documents Professional readings File to collect evidence	The NQS correlates with all the QCS components, particularly Domain 2- Community Domain 3- Education (Student Learning & Support) S4.04 Accountability and Compliance S4.03 Finances and Facilities	Each strand of the NQS will have been investigated over K-2 and any changes required implemented. A charter will be completed and communicated to school community. Teaching practices/environment/relationships consistent with NQS.
	Implementing Australian curriculum – History and Geography	By the end of 2014, classroom teachers will have unpacked and investigated the History and Geography learning areas of the Australian Curriculum, including some evidence of programming and teaching.	<ul style="list-style-type: none"> Use of Tuesday PLC and Friday PLC for professional discussion Discussions with other schools in regards to process undertaken Programme experimentation Investigation and sharing of current school resources Investigation , purchasing and sharing of new resources 	Melissa Ongoing in 2014 Completed by the end of 2014 Full implementation for 2015	PLC Meetings Australian Curriculum Website Curriculum budget Peer schools	S3.02 Curriculum S3.04 Teaching Practices	Level of staff discussion and knowledge reflected in discussion, programming and teaching Class based activities reflecting the Australian Curriculum



	Literacy implement Whole school approach to spelling	By the end of Term 3 2014, classroom teachers need to show links in their teaching programmes to the implementation of the whole school approach to spelling.	<ul style="list-style-type: none"> Draft completed 2013 Review early Term 3 2014 Investigate spelling programming consistent with whole school approach. Linking planning to Australian Curriculum 	Melissa & Emma Term 3 Programmes to show evidence Ongoing beyond Term 3 2014	PLC Meetings Whole School Plan Programme Samples Spelling resources e.g. WTW, Diana Rigg, Synthetic phonics.	S3.02 Curriculum S3.04 Teaching Practices S3.05 Assessment	Spelling programmes will show appropriate links back to whole school spelling plan. Resources used by teachers will support whole school spelling plan.
	Literacy implement Whole school approach to Writing – genres	By the end of Term 4 2014, classroom teachers will have investigated writing genres and have developed a draft scope and sequence across the year levels.	<ul style="list-style-type: none"> Use of Friday PLC (x2) Term 4 2014 Investigate types of writing genres and what they look like across the year levels (samples) Make links back to the Australian Curriculum and C grade descriptors Investigate and share current school resources Investigation , purchasing and sharing of new resources 	Emma Term 2 2014 Draft scope and sequence completed Term 3 2014 Review Term 4 2014 Scope and sequence completed.	PLC Meetings Australian Curriculum Website Curriculum budget	S3.02 Curriculum S3.04 Teaching Practices	English programmes will show links back to the Writing genre scope and sequence. A range of writing genres will be appropriately covered across the year levels.
	Mathematics Problem Solving Mathematics		<ul style="list-style-type: none"> Explore common language of different strategies Explicit classroom teaching of strategies and when happen Use of common set of charts Development of scope and sequence of strategies 	Melissa	PLC Meetings Australian Curriculum Website Problem Solving teacher texts and resources	S3.02 Curriculum S3.04 Teaching Practices	Level of staff discussion and knowledge reflected in discussion, programming and teaching Class based activities reflecting the problem solving strategies Level of student knowledge in discussion, work samples and tests



	Instruction leadership ATSIL	<p>By the end of Term 1 class teachers will have undertaken the ATSIL on line professional web questionnaire and established an area of focuses for development during Instructional Leadership visits and conversations. which will take place in Term 2.</p> <p>BY the end of Term 2 specialist teachers will have undertaken the ATSIL on line professional web questionnaire and established an area of focuses for development during Instructional Leadership visits and conversations. which will take place in Term 2.</p>	<ul style="list-style-type: none"> • release time arrange for class teachers during PLC hymn singing release time • The area of development will be discussed during the Instructional leadership process with goals set and support offered for the teachers development of the chosen area of foci . 	<p>Maureen/ Emma Term 1</p> <p>During scheduled Term 2 Instruction leadership visits</p>	PLC meeting time release ATSIL website	<p>S3.04 Teaching Practices S4.01 Professional Learning S4.05 School Improvement Processes S4.04 Accountability and Compliance</p>	Professional improvement goal chosen , supported and reviewed during Term 3
	Hattie	<p>By the end of Term One 2014 the teaching staff and EAs will have a working understanding of John Hattie regarding , Explicit Instruction, measuring growth and effective feedback as demonstrated by discussion articulation of each aspect.</p>	<ul style="list-style-type: none"> • introductory PLC to the researcher and work of John Hattie at a PLC meeting for class teachers • Maureen work with Judi Hollands who has been trained in Hattie's PD to develop a PD day for staff • Whole Day PD lead by Maureen for teachers and EAs • Activity and discussion sheets displayed in staff photocopy workroom 	Maureen Term 1	1 PLC meeting Meeting with Judi Holland 1 PD Day	<p>S3.04 Teaching Practices S3.08 Student Achievement S3.12 Student Engagement S4.01 Professional Learning S4.05 School Improvement Processes</p>	Level of staff discussion and knowledge reflected in discussion and activity completion
		<p>By the end of Term Four each explicit instruction outcomes for at least one lesson a day by each teacher , EA and student</p>	<ul style="list-style-type: none"> • Teachers choose the Hattie focus for 2014 to be Explicit Instruction • Teachers developed a whole school agreement 	Maureen By end of 2014 – reviewed during each term	PLC meetings		Teachers and EAs implemented explicit articulation of outcomes for at least one lesson a day by

		will be an embedded expectation and practice within St John's School The explicit teaching foci will be documented in teachers DWP and/or programmes.	on the level of implementation for each term. <ul style="list-style-type: none"> • Agreed review timeline and support structures negotiated with teaching staff • A Hattie training PD will be organized with St Francis School for the commencement of 2015 		Shared costing of PD with St Francis Xavier		each teacher , EA and student will be an embedded expectation and practice within St John's School The explicit teaching foci will be documented in teachers DWP and/or programmes.
	Lee Crocket 21st century	By the end of Term 2 we will have trialed one topic using the Lee Crocket 21 st Century process, format and website	<ul style="list-style-type: none"> • Emma, Damien, Tracy and Maureen attend the 2 day training PD on Lee Crockets 21century learning • Each of the 4 trial one topic during Term 2 sharing the process with each other • presenting the 4 topics trialed to the staff 	Emma, Damien, Tracy and Maureen	PD attendance including cost flights and accommodation Cost of the website access PLC input	S3.04 Teaching Practices S3.12 Student Engagement S3.01 Vision for Learning S3.02 Curriculum S3.08 Student Achievement S4.01 Professional Learning	One topic trial successfully enabling and evidencing higher order thinking



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Engage Enhance parental engagement in their child's learning and faith formation Develop our people to be leaders in Catholic Education's mission	Develop School Community Partnership Agreement	By Term 4 a St John's School community Partnership Agreement will be published.	<ul style="list-style-type: none"> • Collaboratively develop a process for developing involving the ATA, Leadership team and CEO Aboriginal education Consultant. • Develop the Partnership Agreement in collaboration with Aboriginal Parent committee, ATAs Leadership and parents representatives and staff • Use questionnaires and one on one informal meeting meetings to gather parent input 	Maureen, Zoe, Leslie Aboriginal school consultant Focus during Term 3 To be published during Term 4	ATA and CEO consultant meeting and planning time	S2.01 Engagement with families S3.10 Cultural Diversity S4.04 Accountability and Compliance	Collaborative developed Partnership agreement with input from large variety of sources
	Restorative Practice	By the end of Term 4, classroom teachers will have been trialing community circles within the classroom. Teachers to become fluent in the use of Restorative Practice questioning.	<ul style="list-style-type: none"> • PLC with new classroom teachers to summarise the key points from the RP P.D attended by staff in 2013 • Whole School Staff Meetings: share resources and tips/professional dialogue • Restorative files for each classroom with resources and opportunities to record student behavior. 	Emma By the end of 2014	Whole School Staff Meetings Sharing via pigeon holes, emails websites Questioning cards Use of RP file with resources and CD	S3.11 Student Wellbeing and Pastoral Care S3.12 Student engagement	Teachers will be using community circles at least once a week within their classrooms. Increase in dialogue surrounding Restorative Practice.



	Personalised Learning Plans Reporting to parent achievement of learning goals	<ul style="list-style-type: none"> • That all parent /carers are involved in developing PLP with the child and teacher twice a year. • A standard school follow up letter will be sent to the parents who do not respond to the newsletter , class and Facebook invitations. 	A school common letter to parents and carers who have not made appointment s for PLP within expected timeframe	Maureen		S2.01 Engagement with families S3.10 Cultural Diversity S3.08 Student Achievement S4.04 Accountability and Compliance	A school common letter to parents and carers who have not made appointment s for PLP within expected timeframe, names and letter recorded. At least 95% 3 way interviews undertaken twice a term
	ITC communication – website and Facebook	<ul style="list-style-type: none"> • By the end of Term 3 the school website will be revamped in a format that can enable staff to upload the data and graphics • Damien to maintain the school Facebook, using a portion of IT Admin time each week 	<ul style="list-style-type: none"> • Update outdated information and photographs • Maureen and Damien to work with Terry (webmaster) to re develop the school website and convert to a different program which will enable Lauren, Louise Damien to upload information directly to the website. • Lauren, Louise Damien trained to upload information to website 	Maureen Damien	Time with Terry Terry costing of service	S2.01 Engagement with families S2.03 Wider partnerships S4.03 Finances and Facilities	New updated website established School staff can upload directly to website
	Outreach and involvement in community	The students will be involved in sharing their talents and learning within the wider community	<ul style="list-style-type: none"> • School involvement in cultural and Arts events within the community • Harmony Day – dance and art at Maitland Park Harmony Day community event – Indian Dance and Art • Showcase event 	Lauren and Jane Dances Art work – Kristen Art competitions Young Writers Melissa	Material and costumes	S1.04 Social Action and Justice S2.01 Engagement with families S2.03 Wider partnerships S3.10 Cultural Diversity	The students involvement and attendance in the community events , including Harmony Day, Showcase Art and writing competitions offered within the community



	<ul style="list-style-type: none"> Leadership- more flat line leadership shared by staff , spread across staff as leaders of initiatives PLC meetings ... 	By the end of Term 1 a more diverse shared leadership will be established with advertised areas of responsibility	<ul style="list-style-type: none"> Damien – Emerging Leaders Drumbeat – Lauren Kylie mentoring ECE team undertaking NQS Emma Early Intervention , Learning and Special Needs, Literacy Melissa Mathematics Various volunteer staff – Student Ministries 	Leadership team inviting staff Damien- ITC, School Facebook Kylie- mentoring Erica Emma and ECE team responsibly for NQS implementation Tony – Sport Lauren – Drumbeat , Music and performing arts within the school and involvement in wider community events	Training in the area of responsibility Release time , e.g. Damien IT admin, Kylie release time for mentoring Timetable structure to enable student ministry meeting monthly during fitness	S4.01 Professional Learning S4.02 Staff well being School improvement processes	Flatter lined leadership Increase staff leadership capacity
	Training special ministers and altar servers	By the end of Term Two, EP, DOM, LS, LO have received the training to undertake the duties associated with the role of Special Minister	<ul style="list-style-type: none"> Liaise with Parish Priest in regards to training Establishment of a mutual meeting time for training 	Melissa	Contact Parish Priest Training by Parish Priest	S1.01 Vision and Mission S1.02 Evangelisation S1.03 Catholic Life and Culture	Staff have completed the training and received a certificate
		By the end of Term Three, students have received the training to undertake the duties associated with the role of Altar Server	<ul style="list-style-type: none"> Liaise with Parish Priest in regards to training Establishment of a mutual meeting time for training Follow up practise session with APRE 		Contact Parish Priest Training by Parish Priest Practise sessions with APRE	S1.01 Vision and Mission S1.02 Evangelisation S1.03 Catholic Life and Culture	Students have completed the training and have completed the duties at a Mass



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LEAD							
Accountability Increase understanding of our individual and collective responsibility for Catholic Education's mission Ensure inclusivity, good governance and the resource allocation required to meet our mission	Policies and procedures in line with CEO, system, and government requirements	By the end of Term 2 2014, Behaviour Management Policy will be updated in line with Restorative Practice.	<ul style="list-style-type: none"> Review current policy Professional reading of principles of Restorative Practice Changes made to policy in line with Restorative Practice 4W forms altered in line with updated policy Policy communicated to staff and school community 	Emma By the end of Term 2 2014	Administration time Current policy Restorative Practice resources/professional reading	S3.11 Student Wellbeing and Pastoral Care S3.12 Student Engagement S4.04 Accountability and Compliance S4.03 Finances and Facilities	
		By Week 3 of Term Two publish updated Privacy Policy and Collection of Information policy in line with new laws	<ul style="list-style-type: none"> Review crisis management and Evacuation Plan 	Maureen Term 2	Maureen time allocated Examples from CEO intranet	S4.04 Accountability and Compliance	By Week 3 of Term Two publish updated Privacy Policy and Collection of Information policy in line with new laws
		By the end of Term 2 2014, the crisis management and evacuation plan will be reviewed and updated.	<ul style="list-style-type: none"> Review current policy Review CEO policies Changes made to policy to reflect other mandated policies Staff areas of responsibility updated Trials of evacuation plans Visual information in classrooms updated if necessary Policy communicated to staff and school community 	Emma By the end of Term 2 2014	Administration time Current policy-crisis management and evacuation plan Other related policies e.g. CEO Visual displays of information.	S3.11 Student Wellbeing and Pastoral Care S4.04 Accountability and Compliance	By the end of Term 2, 2014 our policy will be updated and communicated to staff and school community and we will have implemented evacuation drills within the school.



	Implementa- tion of SEQTA	By the end of Term 1 the staff will be implementing SEQTA attendance procedures on a daily basis	<ul style="list-style-type: none"> • Training for staff by CEO consultant • Guide notes for staff issued as received from CEO • Lauren to continue monitoring and checking the satchel list against the SEQTA records for each class, and inform Emma of an issue to be followed up • Teachers following up and recording absentee notes • Lauren to monitor frequency of absentee resolutions and inform Emma if follow up required 	Maureen, Damien Louise and Lauren	Training by CEO consultant Assistance given by Damien, Lauren, Louise and Emma Guide line updates from CEO issued to staff	S3.11 Student well-being and Pastoral Care S4.04 Accountability and Compliance S2.01 Engagement with families S4.03 Finances and Facilities	Daily input of absentee and follow up of not4s within the week of return
		By the end of Term 3 staff will be consistently using the SEQTA pastoral care component to record notes and parent meetings	<ul style="list-style-type: none"> • Staff training and input time given during PLC 	Maureen, Damien	Staff training by Maureen & Damien	S3.11 Student well-being and Pastoral Care S4.04 Accountability and Compliance S2.01 Engagement with families	Pastoral notes, parent meetings, behavioural incidents recorded in SEQTA
		By the end of Term 4 handover information lists and notes will be attached in SEQTA	<ul style="list-style-type: none"> • Staff training and input time given during PLC 	Maureen, Damien	Staff training by Maureen & Damien	S3.11 Student well-being and Pastoral Care S4.04 Accountability S2.01 Engagement with families	2014 Handover information recorded in SEQTA
	ITC network and hardware upgrade	By the commencement of Term 2 the school network and infrastructures will be upgrades to provide smooth quick wireless access	<ul style="list-style-type: none"> • New ITC support company contracted • Quotes received and approved by Board, reflecting ITC Network report and advice from CEO • Network and wireless infrastructure upgraded 	Maureen Damien	Cost of new OTC company contract Cost of hardware and hrs to install	S4.05 School Improvement Processes S4.02 Staff well being S4.03 Finances and Facilities	Quicker smooth operation of Network

	ITC network – additional Ipads and hardware Investigate and extend use of Ipads for children with special needs and teaching and learning	By the end of Term 3 a bank of Ipads and/ or tablets will be added to the school network and Apple TV to the Kindy and PP classroom and purchase apps to support improved learning outcomes	<ul style="list-style-type: none"> • Damien to investigate and present a proposal including quotes to the leadership team, staff then to the school Board • Installation expectations outlined to ICT support company • implementation protocols established with staff • Continue to identify apps to use with special needs and other children • Greater bank of Ipads for more consistent and effective use throughout the year levels. • P.D on how to effectively use Ipads to enhance teaching programme • Air-play installed so Ipads can be viewed on Smartboards • Continued tech support time for maintenance of computers/ipads • P.D to share ideas 	Damien	Cost of Ipads and new hardware and purchase of apps Training of staff Damien release time of ITC administration	S3.04 Teaching Practices S4.05 School Improvement Processes S4.02 Staff well being S4.03 Finances and Facilities	By the end of Term 3 a bank of Ipads and/ or tablets will be added to the school network and Apple TV to the Kindy and PP classroom and purchase apps to support improved learning outcomes
	Natural Play-investigated	By the end of Term 4 2014 we will have the initial stages of a Natural Playscape completed.	<ul style="list-style-type: none"> • P.D in Perth to investigate natural playscape • Visits of natural playscapes within Geraldton Schools • School visit by Natural Play consultant (Kerry) – discussion of plans and quotes • P&F investigate other options • Receive design for community consultation • Set up sponsorship/donation 	Emma and Jane – End of Term 4, 2014	Cost of P.D/flights/accommodation Consultation visits Cost of design, resources, labour etc P&F and Board School community involvement Groundsperson involvement Handling of sponsorship/d	S2.01 Engagement with families S3.03 Learning Environment S3.12 Student Engagement S4.04 Accountability and Compliance S4.03 Finances and Facilities	Completion of a natural playscape



			plan for school community <ul style="list-style-type: none"> Investigate donations of materials Finalise design in dialogue with chosen company Building commences 		onations		
	Art room air conditioning	By the end of Term 2 split air conditioning in the Art room will be upgrade, funded by the P&F	<ul style="list-style-type: none"> Quotes investigated The company commissioned to install the new air conditioning and remove the existing evaporative unit 	P&F – Jane and Maureen	P&F funded	S4.05 School Improvement Processes S4.02 Staff well being S3.11 Student well-being and pastoral care S4.03 Finances and Facilities	The installation of the split air conditioning unit



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<p>Discipleship</p> <p>Enhance opportunities for personal faith development</p> <p>Increase enrolment of the vulnerable, poor and marginalised as a visible sign of our faith in action</p>	Evangelisation Plan updated	<p>By the end of Term Two, the Evangelisation Plan for 2014 – 2016 will be finalised, ready for distribution and implementation.</p> <p>(Draft – Week 6)</p> <p>(Final – Week 9)</p>	<ul style="list-style-type: none"> 2011-2013 Evangelisation Plan emailed to staff for perusing Use of PLC Meetings to unpack previous Evangelisation Plan and draft 2014 – 2016 Evangelisation Plan Sharing of ideas, plans, process with other local schools Examine Evangelisation Plans from other schools for ideas Establishment of draft Evangelisation Plan Staff to provide feedback and input on draft Utilisation of QCS Components (Evangelisation & Vision and Mission to aid formulation of updated Evangelisation Plan Finalise Evangelisation Plan Present Evangelisation Plan to School Board Present Evangelisation Plan to School Community 	<p>Melissa</p> <p>End of Term Two 2014</p>	<p>Input from St John's School Staff</p> <p>Input from other Geraldton schools</p> <p>Use of various Evangelisation Plans from other schools</p> <p>School Board</p> <p>School Community</p>	<p>S1.01 Vision and Mission</p> <p>S1.02 Evangelisation</p>	Completion and publication/presentation of 2014 – 2016 Evangelisation Plan
	Staff Retreat	Provide the opportunity for staff personal faith development in a retreat style format.	<ul style="list-style-type: none"> Explore various options for staff retreat presenters via list on CEO Noticeboard and through RE Consultant contacts 	<p>Melissa</p> <p>Ongoing in Terms One and Two 2014</p> <p>Staff Retreat –</p>	<p>Cost of PD:</p> <ul style="list-style-type: none"> Presenter fee Presenter travel Presenter accommodation 	<p>S4.02 Staff Wellbeing</p> <p>S1.02 Evangelis</p>	Attending staff participate in the Staff Retreat and provide feedback in regards to the success of the



			<ul style="list-style-type: none"> • Present presenter options to the Leadership Team • Finalise presenter and outline of retreat • Book accommodation, retreat venue and catering • Liaise with staff in regards to all aspects of retreat • Organise application for Accreditation renewal hours through CEO • Arrange all resources & equipment required for retreat • Request feedback from staff in regards to retreat • Conduct initial planning for 2015 staff retreat 	Thursday 29 May & Friday 30 May	<ul style="list-style-type: none"> • Staff accommodation • Venue hire • PD resources • Catering • Transport • Staff wages <p>Presenter - John Coleman</p> <p>Staff from various agencies involved in retreat</p> <p>St John's School Staff</p>	ation	retreat and recommendations for 2014.
	Promotion package develop for enrolment , which including a cross section of children	By the end of Term 3 a new St John's enrolment promotion package will be produced included commercially produced Handbook and package folder	<ul style="list-style-type: none"> • Discussion held with school photo company and local printer • Discussion held with School Board • Quotes received • Promotion photos undertaken by Academy company • School Handbook, Privacy and collection notices re vised • Package drafted for comment, e.g. what parents would find helpful in school enrolment information package • Then produced 	Maureen Louise Melissa and Emma Produced by end of Term 3	Costing of photo package Commercial printing of handbook and folder Time in revising documents in package	Engagem ent with families Wider partnerships Cultural diversity S4.04 Accounta bility and Complian ce S4.03 Finances and Facilities	A professional presentation of new school enrolment , information package

SUPPORTING DOCUMENTATION

Curriculum

[Australian Curriculum, Assessment and Reporting Authority \(ACARA\)](#)
[Statements of Learning](#)
[National Consumer and Financial Literacy Framework, 2011](#)
[Education Services Australia](#)
[Scoutle](#)
[Melbourne Declaration on Education](#)
[School Curriculum and Standards Authority](#)
[WA Curriculum and Assessment Outline](#)

Early Childhood Development

[Early Childhood Development Working Group](#)
[Engaging Families in the Early Childhood Development Story Project](#)
[National Information Agreement on Early Childhood Education and Care](#)
[National Quality Standards](#)
[The Australian Children's Education and Care Quality Authority \(ACECQA\)](#)

Education and the Arts

[National Education and the Arts Statement](#)

Indigenous Education

[Aboriginal and Torres Strait Islander Indigenous Education Action Plan 2010-2014](#)
[Indigenous Education Action Plan 2010-2014 Consultation](#)
[Indigenous Education Working Group](#)
[Australian Directions in Indigenous Education 2005–2008](#)
[Publications](#)

Information and Communications Technology

[Australian Information and Communications Technology in Education Committee \(AICTEC\)](#)
[MCEETYA Joint Statement on Education and Training in the Information Economy](#)
[Publications](#)

Languages Education

[Languages Education Working Group](#)
[National Statement and Plan on Languages Education in Australian Schools 2005–2008](#)
[Publications](#)

National Assessment Program

[National Assessment Program](#)
[Civics and Citizenship](#)
[Science Literacy](#)
[ICT Literacy](#)
[Data Standards Manual](#)
[Publications—Measuring and Reporting Student performance](#)
[My School Website](#)

National Goals for Schooling

[Melbourne Declaration on Educational Goals for Young Australians](#)
[Melbourne Declaration Action Plan](#)
[Australian Education Ministers' First Biennial Forum \(2008\)](#)
[Australian Education Ministers' Second Biennial Forum \(2010\)](#)

Religious Education

[The Bishop's Mandate 2009-2015](#)
[Mandate: Welcome to parents, carers and families](#)
[Religious Education Policy](#)
[Framework for the Development of Pastoral Care in Catholic Schools](#)
[Bishops Literacy Assessment](#)

Reporting on Schooling/Schools

[National Report on Schooling in Australia](#)
[WA Curriculum and Assessment Outline](#)

Safe School Environment

[National Safe Schools Framework](#)
[Bullying No Way! website](#)
[Cyber-Safety](#)
[CEO Policies](#)

Schools Resourcing

[Resourcing the National Goals](#)
[Publications](#)



Students with Disability

[Disability Standards for Education 2005](#)
[Nationally Consistent Collection of Data \(NCCD\)](#)

Teachers and Teaching

[Australian Institute for Teaching and School Leadership \(AITSL\)](#)
[Publications](#)
[National Professional Standards for Teachers](#)
[National Professional Standards for Principals](#)
[Leadership Programs](#)
[Early Career Teachers Program](#)
[Accreditation](#)
[CEOWA Professional Learning Portal](#)

Transition from School

[Stepping Forward](#)
[Career and Transition Services Framework](#)

Vocational Education and Training

New framework for Vocational Education in Schools - [Policy Directions](#)
New framework for Vocational Education in Schools - [Implementation Plan](#)
[VET publications](#)

Youth Affairs

[Youth Affairs Working Group](#)
[Contributing and Changing](#)
[National Youth Affairs Research Scheme](#)
(NYARS)

