

St John's School, Rangeway



SCHOOL ANNUAL IMPROVEMENT PLAN 2015





2015 Annual School Improvement Plan

Overview

Learning	Engagement	Accountability	Discipleship
Implementing WA/Australian Curriculum <ul style="list-style-type: none"> Teachers will be planning, teaching and reporting using the Australian Curriculum. 	Develop School Community Partnership Agreement <ul style="list-style-type: none"> A collaboratively developed St John's School Community Partnership Agreement will be published. 	Implement Policies and Procedures in Line with CEO, System, and Government requirements/audits <ul style="list-style-type: none"> The school will meet and implement all audit and government requirements, including policies and procedures. 	Implementing the Vision and Mission of the school, based on the Nano Nagle Charism <ul style="list-style-type: none"> The Vision and Mission of the school will be implemented based on the Nano Nagle Charism.
Implementing Hattie's Explicit Teaching Model <ul style="list-style-type: none"> Explicit instruction outcomes and success criteria will be an embedded part of the teaching learning cycle for students and teachers 	Develop Cultural Competencies <ul style="list-style-type: none"> Cultural competence and inclusion of the Yamatji culture will be evident within the school. 	5 yr Capital, Maintenance and ITC plans <ul style="list-style-type: none"> A 3 year ITC Plan and 5 year Maintenance and Capital Development Plan will be developed and implemented. 	Fruit of Spirit <ul style="list-style-type: none"> The Fruit of the Spirit programme will be embedded within each classroom and across the school.
Literacy: Implement Whole School Approach to Writing –Genres <ul style="list-style-type: none"> A scope and sequence for writing genres across the year levels will be developed 	Promote Communication through ITC – website and Facebook <ul style="list-style-type: none"> The school website will be updated Ongoing maintenance of St John's School Facebook page 	Implement National Quality Standards <ul style="list-style-type: none"> The National Quality Standards will be implemented and assessed. 	Eucharist <ul style="list-style-type: none"> The Eucharist focus from the Evangelisation Plan will be fully implemented, with an increased knowledge and understanding of the Eucharist by members of the school community.
ITC- Introduce Chrome Book and Google Apps for Education <ul style="list-style-type: none"> Google Apps will be an embedded part of staff meetings and PLC processes. Chromebooks/lpads will be utilized in the teaching learning processes 	Embed Social Emotional Scope and Sequence <ul style="list-style-type: none"> The Social and Emotional Scope and Sequence will be finalised and implemented. 	Implementation of SEQTA The staff will consistently implement the SEQTA components: <ul style="list-style-type: none"> Pastoral Care notes Reporting Recording 	Enrolment Pack, which reflects the school's commitment to inclusivity <ul style="list-style-type: none"> Equality of access will be provided through inclusive practices, differentiated learning and access of parents to assistance based on needs, as promoted in an enrolment pamphlet and promotional information.
Embed AITSL Standards <ul style="list-style-type: none"> Teaching staff will increase their knowledge, use and application of the AITSL Standards, the website and its purpose. 	Develop Leadership Capacity <ul style="list-style-type: none"> Leadership capacity will be developed and demonstrated by the APs and leaders and staff at St John's school 	Natural Playscape <ul style="list-style-type: none"> The school's natural playscape will be completed and in use. 	
Implement National Quality Standards <ul style="list-style-type: none"> Implement and assessing learning and teaching programmes for Kindy to Year 2 against the National Quality Standards. 			





2015 ANNUAL SCHOOL IMPROVEMENT PLAN

System Strategic Outcomes (LEAD)	<ul style="list-style-type: none"> Building on prior initiatives Sch Improve 2014-19 Plan Goal Link 	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 utilise 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	Implementing WA/ Australian Curriculum , Introduced in 2013-2014 Goal 2	By the end of 2015, classroom teachers will be planning, teaching and reporting using the Australian Curriculum	<ul style="list-style-type: none"> Professional development and discussion Programme experimentation and sharing Investigation and sharing of resources Shared moderation of work samples 	Damien Brett Full implementation for 2015	PLC Meetings AC Website Curriculum budget Peer schools	306 Systematic Curriculum Delivery	<ul style="list-style-type: none"> Knowledge reflected in discussion, programming and teaching. Class based activities reflecting the AC.
	Hattie-Explicit teaching learning intention and use of Growth Points, introduced in 2014 Goal 1&2	By the end of Term Two explicit instruction outcomes and success criteria will be visually displayed for Literacy, Numeracy and one other Learning Area each day and documented in teachers DWP and/or programmes.	<ul style="list-style-type: none"> Staff PD; Week 4 Term 1 Leader PD 2 days in Semester 1 – Damien, Brett, Maureen and Kylie Hattie Growth Points used to analyse school standardised assessment data 	Maureen Damien Brett Semester One Data and growth analysis by Semester Two	PD PLC Curriculum budget for PD and training Peer schools	302 Analysis and Discussion of Data 308 Effective Pedagogical Practices	<ul style="list-style-type: none"> Level of staff knowledge reflected in discussion. Students articulate the outcome and success criteria of lessons. Visual displays embedded in each classroom. Hattie Growth Point analysis
	Literacy: Implement whole school approach to Writing – genres as per Spelling in 2014 Goal 1	By the end of Term 3 2015, classroom teachers will have developed a scope and sequence for writing genres across the year levels.	<ul style="list-style-type: none"> Use of PLCs Investigate types of writing genres across the year levels Make links back to the Australian Curriculum Moderation of writing samples, Begin & end year 	Brett Term 2 2015 Draft scope and sequence completed Term 3 2015 Review Term 4 2015 Scope and sequence completed	PLC Meetings Australian Curriculum Website Curriculum budget	306 Systematic Curriculum Delivery	<ul style="list-style-type: none"> English programmes show links to writing genre scope and sequence. A range of writing genres will be covered across year levels. Map of genres taught NAPLAN progress samples beginning and end of year against moderation against Australian Curriculum standards



	<p>ITC- introduce chrome book and google apps for education Leadership team focus in 2014 and part of change over in 2014</p> <p>Goal 1-3</p>	<p>By Term 2 Google Apps will be an embedded part of staff meetings and PLC processes</p>	<ul style="list-style-type: none"> • Staff training – • Small group training with ITC Coordinators • Teacher Buddy programs • One application a meeting used as part of meeting processes, e.g policy review • Planned scope and sequence for introduction of google aps and skills sets 	<p>Damien Brett Elicia</p> <p>Term One coordination and planning by Damien and Brett and introduction of 2 aps embedded in meting procedures</p>	<p>Chrome books for teachers in Year 3- 6</p> <p>Access for all staff</p> <p>iPad access for staff</p> <p>CEO IT Consultant</p>	<p>304 Targeted Use of School Resources</p>	<ul style="list-style-type: none"> • Increased level of independent and collaborative use in staff meetings, PLC. • Revision of policies use
	<p>ITC- introduce chrome book and google apps for education- Introduced in 2014 focus in</p> <p>Goal 1-3</p>	<p>By Term 4 Chrome books/ IPads and Google apps will be utilized in the teaching learning processes at least once a week in each class</p>	<ul style="list-style-type: none"> • Staff training – PD , PLC and staff meetings • Small group withdrawal with ITC Coordinators • Buddy programmes for teachers • Planned scope and sequence for introduction of google aps and skill sets • Integration with ICT Lessons 	<p>Damien Brett Elicia</p> <p>Term One coordination and planning by Damien and Brett and introduction of 2 aps per year level per term and embedded in lessons procedures</p>	<p>Chrome books for teacher and banks shared between Year 3-4 and Year 5-6</p> <p>Banks of 8 Ipads for Year 1 and 2 shared between K-PP</p>	<p>304 Targeted Use of School Resources</p>	<ul style="list-style-type: none"> • Evidence of planning and use as seen in DWP and programmes. • Evidence of use in children work displayed in their room and in the school.
	<p>Empowering and developing professional capabilities- building on development of last 3-4 years</p> <p>Goal 3</p>	<p>By Term 3 staff will have increased knowledge, use and application of the AITSL Standards, the website and its purpose.</p>	<ul style="list-style-type: none"> • Staff training – PLC and staff meetings • Staff documentation provided in programming file • Revisit AITSL survey • Individual goal setting linked to Peer Enhancement and/or Instructional Leadership 	<p>Damien Brett Maureen</p> <p>Term One – Website exploration</p> <p>Term Two – Uploading of documentation and survey completion</p>	<p>PLC Meetings</p> <p>Peer support</p>	<p>305 An Expert Teaching Team</p>	<ul style="list-style-type: none"> • Evidence of reference as seen in Peer Enhancement and/or Instructional Leadership and PLC Meeting discussions. • Evidence by reflection, documentation and inputting of data into AITSL & TRBWA website.
	<p>Implement National Quality Standards</p> <p>Goal 1-3</p>	<p>By the end of 2015, K-Yr 2 classroom teachers will have implemented and been assessed their learning and teaching programmes against the National Quality Standards.</p>	<ul style="list-style-type: none"> • Regular PLC and meeting times scheduled to investigate and assess our practices against each standard • Peer enhancement visits aligned with Quality Standards. • Collate and store evidence of achievement in each of the standards and corresponding elements • Principal assessment of each standard. 	<p>Kylie (Lead NQS teacher)</p> <p>ECE Team</p> <p>Maureen (assessment)</p> <p>Review completed by end of 2015</p>	<p>PLC Meetings</p> <p>NQS documents</p> <p>Professional readings</p> <p>File/App to collect evidence</p> <p>ECE consultants</p>	<p>301 An Explicit Improvement Agenda</p>	<ul style="list-style-type: none"> • Each strand of the NQS will have been investigated over K-2 and required changes implemented to ensure each standard is assessed as being met.

System Strategic Outcomes (LEAD)	<ul style="list-style-type: none"> Building on prior initiatives Sch Improve 2014-19 Plan Goal Link 	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 utilise our human & financial resources)	QCS Component link	Success indicators (How we will know we have been successful)
<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>Develop School Community Partnership Agreement- prior discussions in 2014</p> <p>Goal 3</p>	By end of Term 4 a St John's School Community Partnership Agreement will be published to the school community.	<ul style="list-style-type: none"> Develop the Partnership Agreement in collaboration with Aboriginal Parent Committee, ATAs, Leadership Team, parents representatives and staff Use questionnaires and one on one informal meeting meetings to gather parent input 	Maureen, Zoe, Sherie, Leslie, Aboriginal School Consultant Focus on development and draft during Term 1-3 To be published and presented to the School Community during Term 4	ATA and CEO Aboriginal Consultant meeting time School Community Meetings PLC and Staff Meetings Student input	201 Engagement with School Community	<ul style="list-style-type: none"> Collaborative partnership agreement with input from large variety of sources
	<p>Cultural competencies building on focus over 2010-2014</p> <p>Goal 3</p>	By the end of Term 4 2015 evidence of Yamatji cultural competence and inclusion will be evident within the school calendars, events and teachers' term programming, website	<ul style="list-style-type: none"> Activities included in NAIDOC Week, Year Six Camp. Aboriginal Education focusing on aspect of the Yamatji local culture to be integrated into the class curriculum. Guest speakers to teach culturally sensitive aspects. An Acknowledgement of Country is included at the commencement of official school events and Thursday assemblies 	Maureen Leadership Team, Zoe, Sherie, Leslie Aboriginal School Consultant Teachers	ATA and CEO Aboriginal Consultant meeting and planning time. Teacher planning time. Guest speaker programme finances. Build activity cost into camp costs	201 Engagement with School Community	<ul style="list-style-type: none"> Activities listed on Calendar and newsletter. Cultural inclusion in teacher programmes and children work samples. Guest speaker visits and documentation. Acknowledgement of Country in Assembly format.
	<p>ITC Communication – School Website and Facebook- developed in 2014</p> <p>Goal 1 & 2a</p>	<ul style="list-style-type: none"> By the end of Term 1, the school website will be revamped in a format that can enable appropriate staff to upload the data and graphics Ongoing maintenance of school Facebook, using a portion of IT Admin time each week 	<ul style="list-style-type: none"> Update outdated information and photographs Maureen, Damien and Brett to work with (webmaster) to re develop the school website and convert to a different program which will enable uploading of information directly to the website. Lauren, Louise and Damien trained to upload information to website 	Maureen, Damien, Brett, Lauren and Louise Cimetta CEO ITC Consultant Contractor Ongoing	Time with contractor costing of service	201 Engagement with School Community	<ul style="list-style-type: none"> New updated website School staff can upload directly to website Community accessing Website and Facebook website and Facebook counts



	<p>Embed Social emotional scope and sequence developed in 2014</p> <p>Goal 2c</p>	<ul style="list-style-type: none"> By the end of Term 1 the Social and Emotional Scope and Sequence will be finalized after initial trial, with full implementation into all areas of the curriculum by the end of Term 2 	<ul style="list-style-type: none"> Inclusion of scope and sequence in teachers' documentation, e.g. programme file Discussion and revisiting at PLC Meetings Reference to scope and sequence in Staff Handbook and Induction Training for newly appointed staff in scope and sequence Parent Friendly Meeting – Tony Parent friendly pamphlet 	<p>Damien, Brett, teachers</p> <p>Tony</p>	<p>PLC meeting reflection and discussion time</p> <p>Parent Meeting</p>	<p>402 Pastoral Care of Students</p>	<ul style="list-style-type: none"> Improved social emotional responses and interaction amongst students. QCS tool data Evident in teachers' teaching learning programmes. Language and terminology of the scope and sequence evident in daily life of school.
	<p>Leadership Capacity and training and processes, over last 4 years</p> <p>Goal 4</p>	<p>By the end of 2015, Newly appointed Aps and leaders at St John's school will have demonstrated a clear understanding of their role and demonstrated a variety of processes and skills in fulfilling their responsibilities</p>	<ul style="list-style-type: none"> All teaching staff involved in an area of responsibility Attendance at various CEO leadership PDs and meetings Completion of professional readings on leadership Participation in school based leadership meetings during and after school hours Participation in school based learnings on leadership 	<p>Maureen, APs Damien, Brett, Kylie- Mentor and ECE leaders</p> <p>Tony – Sport and health CEO Consultants</p>	<p>CEO Emerging leaders programme</p> <p>CEO Consultants</p> <p>Professional reading materials</p> <p>PD & meeting opportunities</p> <p>AP meeting</p> <p>Early Years and Mentors PD</p>	<p>305 An Expert Teaching Team</p>	<ul style="list-style-type: none"> Leaders taking responsibility to produce initiative outcomes in their area of responsibility. Increased use of leadership knowledge, effective processes and language in all facets of school life.



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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 Goal 1	By the end of 2015 the school will have met and implemented all audit and government requirements, including policies and procedures	<ul style="list-style-type: none"> Review policies/procedures Timetable Leadership meetings/PLCs to update relevant policies/procedures using Google Aps Updates communicated with wider school community 	Leadership Team Staff Board Review and update of policies and procedures completed by end of 2015	Administration time Intranet CEO examples	301 An Explicit Improvement Agenda	<ul style="list-style-type: none"> All required policies and procedures updated and meet audit requirements
	Five year capital maintenance and ITC plans Goal 2b	By the end of 2015 a 3 year ITC Plan and 5 year Maintenance and Capital Development plans will be in the process of being implemented	<ul style="list-style-type: none"> Board and leadership team plan for each section of school for a 5 Year: <ul style="list-style-type: none"> Capital development Maintenance Plan ITC Plan CDP Plan will included the restructure of the Administration offices 	Maureen Board members	Board time for discussion Quotes obtained	304 Targeted Use of School Resources	<ul style="list-style-type: none"> The restructure of the Administration offices will be planned and budgeted for.
	Implement National Quality Standards Goal 3a	By the end of 2015, K-Yr 2 classroom teachers will have implemented and been assessed against the National Quality Standards.	<ul style="list-style-type: none"> Regular PLC and meeting times scheduled to investigate and assess our practices against each standard Peer enhancement visits aligned with Quality Standards. Collate and store evidence of achievement in each of the standards and corresponding elements Principal assessment of each standard. QIP 	Kylie (Lead NQS teacher) ECE Team Maureen (assessment) Review completed by end of 2015	PLC Meetings NQS documents Professional readings File/App to collect evidence ECE consultants	301 An Explicit Improvement Agenda	<ul style="list-style-type: none"> Each strand of the NQS will have been investigated over K-2 and required changes implemented to ensure each standard is assessed as being met. Achievement of QIP

	<p>Implementation of SEQTA Pastoral Care notes Reporting Recording PD</p> <p>Goal 1</p>	<p>By the end of Term 2 staff will be consistently using the SEQTA pastoral care component to record notes about students and parent meetings. Each semester the teachers will be implementing the new SEQTA format and expectations for Semester reports</p>	<ul style="list-style-type: none"> • Staff training and input time given during PLCs 	<p>Maureen Damien</p>	<p>Staff training by Maureen & Damien Peter Hazebroek (SEQTA School Relationship Manager)</p>	<p>402 Pastoral Care of Students</p>	<ul style="list-style-type: none"> • Pastoral notes, parent meetings , behavioural incidents recorded in SEQTA
	<p>Natural Playscape</p> <p>Goal 2</p>	<p>By the end of Term 1, Stage One (possibly Stage Two) of the school's natural playscape will be completed.</p>	<ul style="list-style-type: none"> • Finalise total money to be contributed by P&F and possible grant • Finalise plans and a commencement date with Natural Play consultant • Organise collections to donations of materials • Source volunteers for groundwork <p>Begin construction of playscape</p>	<p>Emma/Damien Jane (P&F representative) Natural Play Consultant- Kerry Action completed by end of Term 1 2015</p>	<p>P&F contribution City of Greater Geraldton Grant (TBC) Donations Cost of construction company</p>	<p>304 Targeted Use of School Resources 402 Pastoral Care of students</p>	<ul style="list-style-type: none"> • Teachers and students will have access to the Natural Playscape for lessons and play breaks.



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DISCIPLESHP Enhance opportunities for personal faith development Increase enrolment of the vulnerable, poor and marginalised as a visible sign of our faith in action	School vision and mission , Nagle Chrism Goal 1a	By the end of Term 2 both new APs will have an deeper understanding of the Nano Nagle Charism from which to lead the Vision and Mission of the school in the school community	<ul style="list-style-type: none"> Both APs to attend the Presentation Conference: Presentation people- Sharing an Ongoing Story, early in 2015 APs to develop a plan for embedding an understanding and honouring of the Nagle/ Presentation charism within the school 	APs- Damien and Brett	Costing of the attendance at the Nagle Conference	102 Integrating Catholic Faith, Life and Culture	<ul style="list-style-type: none"> Aspects of the Nano Nagle tradition and charism is regularly evident in communication and the language within the school.
	Fruit of the Spirit Programme Goal 1c	By the end of Term 2 2015, the Fruit of the Spirit programme will be embedded within each classroom and across the school.	<ul style="list-style-type: none"> Review Fruit of the Spirit resources for each year Create and implement Fruit of the Spirit timetable to be used across the school Celebrate Fruit of the Spirit programme at school assemblies (Merit awards) Communicate Fruit of the Spirit programme to wider community through newsletter and Facebook. Parent Handbook 	Damien Staff	Relevant Fruit of the Spirit resources – reviewed, updated and maintained R.E Consultant	102 Integrating Catholic Faith, Life and Culture	<ul style="list-style-type: none"> Implementation of the Fruit of the Spirit programme will be evident in each classroom and regularly communicated to wider community. QCS tool survey
	Evangelisation Plan 2015 Focus: Eucharist Goal 1b	By the end of 2015, the focus for 2015 from the Evangelisation Plan will have been fully implemented, with an increase knowledge and understanding by members of the school community	<ul style="list-style-type: none"> Teaching the various parts/symbols of the Mass during the Eucharist Staff formation-incorporate as staff retreat the Teaching of the various parts/symbols of the Mass during the Eucharist Teaching Mass for students with focus on parts/symbols of Mass during the Eucharist Communicate the different parts/symbols of Mass during the Eucharist in the newsletter over a set period of time 	Damien Fr Michael Staff in classrooms	Cost of retreat/presenter Review of resources for classroom prayer tables/prayer focus in office Time allocated for Mass	102 Integrating Catholic Faith, Life and Culture	<ul style="list-style-type: none"> Staff retreat with a Eucharist focus, Students will have participated in a Mass explicitly teaching the parts and symbols during the Eucharist, The wider community will read about the symbols within the school newsletter. Bishops' RE Test QCS tool

	Promotion of inclusivity Goal 2	Throughout 2015 provide equality of access through inclusive practices, differentiated learning and access to parents for assistance based on needs, as promoted in an enrolment pamphlet and promotional information.	<ul style="list-style-type: none"> • Provide equality of access through inclusive practices including: <ul style="list-style-type: none"> ○ Enrolments ○ Privacy Policy ○ Financial Affordability ○ Health card discount ○ Provision for those with Special Needs and Learning Difficulties 	Maureen Louise/Lauren Damien	Policies up to date Access to relevant resources/agencies	102 Integrating Catholic Faith, Life and Culture 402 Pastoral Care of Students	<ul style="list-style-type: none"> • Enrolled families are supported where required and have equal and fair access to the school and its resources. • Census • Feedback form • Special Needs data • Aboriginal fee discount • Exiting and enrolment questionnaires
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SUPPORTING DOCUMENTATION

Curriculum

[Australian Curriculum, Assessment and Reporting Authority \(ACARA\)](#)
[Statements of Learning](#)
[National Consumer and Financial Literacy Framework, 2011](#)
[Education Services Australia](#)
[Scootle](#)
[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](#)



<p>Students with Disability</p> <p><u>Disability Standards for Education 2005</u></p> <p><u>Nationally Consistent Collection of Data (NCCD)</u></p>	<p>Teachers and Teaching</p> <p><u>Australian Institute for Teaching and School Leadership (AITSL)</u></p> <p><u>Publications</u></p> <p><u>National Professional Standards for Teachers</u></p> <p><u>National Professional Standards for Principals</u></p> <p><u>Leadership Programs</u></p> <p><u>Early Career Teachers Program</u></p> <p><u>Accreditation</u></p> <p><u>CEOWA Professional Learning Portal</u></p>	<p>Transition from School</p> <p><u>Stepping Forward</u></p> <p><u>Career and Transition Services Framework</u></p>	<p>Vocational Education and Training</p> <p>New framework for Vocational Education in Schools - <u>Policy Directions</u></p> <p>New framework for Vocational Education in Schools - <u>Implementation Plan</u></p> <p><u>VET publications</u></p>
<p>Youth Affairs</p> <p><u>Youth Affairs Working Group</u></p> <p><u>Contributing and Changing</u></p> <p><u>National Youth Affairs Research Scheme (NYARS)</u></p>			

