

St John's School, Rangeway



SCHOOL ANNUAL IMPROVEMENT PLAN 2016





2016 Annual School Improvement Plan

Overview

Learning	Engagement	Accountability	Discipleship
<p>Visible Learning structures will be embedded into daily practice of articulated learning intentions, success criteria and providing the three level of feedback</p>	<p>A shared agreement and structures for enhanced professional learning and feedback will be implemented by staff.</p>	<p>The school policies, programmes and structures related to school community safety and well being will be reviewed and updated.</p>	<p>A Nano Nagle Information Booklet will be produced, outlining information about Nano Nagle , her qualities, the Charism of Presentation Schools and how they are lived out at St John's School.</p>
<p>Structures for measuring and tracking students' improvement in the areas of Reading will be incorporated in whole school practices.</p>	<p>The development of Cultural Competencies, of those within the school community,</p>		<p>A St John's School Social Justice Charter will be produced, which incorporates the Year of Mercy and Catholic Social Justice teachings</p>
<p>Introduce a whole school programme to increase the social connection between students across the school.</p>			

NB: Alongside these focused priorities, we will continue our school improvement foci of

- *Increased student achievement, including Literacy (particularly Grammar and Punctuation) Numeracy and Evangelisation/Religious Education*
- *National Quality Standards*
- *AITSL Standards*
- *SCSA (Western Australian Curriculum) implementation, including 2016 focus on implementation of the Humanities ASS*



2016 ANNUAL SCHOOL IMPROVEMENT PLAN

1. System Strategic Outcomes (LEAD)	2.School Strategic 2014-19 Plan Goal Link	3. SMART Goals	4. Strategies to achieve the Goal	5. Links	6. Responsibility & Timeline	7. CEWA Service Delivery Support & other key resources	8. Success indicators
LEARNING Enhance student achievement and wellbeing Increase student and staff engagement in their own learning and faith formation	<ul style="list-style-type: none"> • Visible Learning structures will be embedded into daily practice of articulated learning intentions, success criteria • Goal 1, 2 and 3: 	<ul style="list-style-type: none"> • By the end of Semester One, Learning Intentions and Success Criteria will be an embedded and visible part of the teaching/ learning cycle for students and teachers within most of the Learning Areas. (Learning Intentions and Success Criteria will differ according to need.) 	<ul style="list-style-type: none"> • PLC focus on Learning Intentions and Success Criteria • Professional Readings • Professional Dialogue • Peer enhancement processes • Instructional Leadership • Walk through by Maureen • Walk through and programme planning feedback 	<ul style="list-style-type: none"> • QCS 302 Analysis and Discussion of Data • QCS 308 Effective Pedagogical Practice • NAPLAN • Curriculum Plan (CP) 	<ul style="list-style-type: none"> • Visible Learning Team (Brett, Damien, • By the end of Semester One- 	<ul style="list-style-type: none"> • PLC • Curriculum • Scheduled time for walk through by Maureen and VL team 	<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. • Evidence of reference as seen in Peer Enhancement and/or Instructional Leadership and PLC Meeting discussions.
	<ul style="list-style-type: none"> • Three Levels of Feedback • Goal 1, 2 and 3: 	<ul style="list-style-type: none"> • By the end of Semester One, staff will analyse the Three Levels of Feedback within PLCs, and teaching and learning interactions • By the end of the Term 4 teaching processes will show evidence of the practise of the three levels of feedback 	<ul style="list-style-type: none"> • PLC focus on levels of feedback • PLC role-plays and scenarios to develop shared understanding • Instructional Leadership • Professional Readings • Professional Dialogue • Peer enhancement processes • Walk through by Maureen and VL team members • EAS will be trained in giving the three levels of feedback 	<ul style="list-style-type: none"> • QCS 308 Effective Pedagogical Practices • NAPLAN • Curriculum Plan (CP) 	<ul style="list-style-type: none"> • Visible Learning Team (Brett, Damien • School Support Consultant • Semester One-Walk through and programme planning feedback • Whole Staff Initiative, including training of EAs by Brett 	<ul style="list-style-type: none"> • PLC • Scheduled time for walk through by Maureen and VL team • training time scheduled of EAs • By the end of Term 4 	<ul style="list-style-type: none"> • Improved achievement in student data Level of staff knowledge reflected in discussion. • Evidence of reference as seen in Peer Enhancement and/or Instructional Leadership and PLC Meeting discussions. • Improved achievement in student data
	<ul style="list-style-type: none"> • Structures for measuring and tracking students' improvement in the areas of Reading will be incorporated in whole school 	<ul style="list-style-type: none"> • By the end of Term One Reading data will be collated and used for tracking processes. • By the end of the Term 4 a visible representation of 	<ul style="list-style-type: none"> • Lyn Sharratt PD • Regular PLC focus • Visible presentation of student tracking in word recognition (PP) Reading levels (Year 1-3) and Literacy Pro levels (Year 3-6) • Student tracking of 	<ul style="list-style-type: none"> • QCS 302 Analysis and Discussion of Data • QCS 308 Effective Pedagogical 	<ul style="list-style-type: none"> • Lyn Sharratt Team (Maureen, Brett, Damien, Kylie, Patrick, Nora) • St School Support Consultant • Stage 1: end of Term One 	<ul style="list-style-type: none"> • Lyn Sharratt Regional Project • Regional CE consultants • PD • PLC 	<ul style="list-style-type: none"> • Minutes of PLC meetings • Visible presentation of student tracking in word recognition (PP) Reading levels (Year 1-3) and Literacy Pro levels (Year 3-6)



	<p>practices.</p> <ul style="list-style-type: none"> By the end of 2016 we will have embedded processes which measure and track Reading. Goal 1 and 3: 	<p>student achievement data will be available for analysis.</p>	<p>achievement and growth in NAPLAN</p> <ul style="list-style-type: none"> Student achievement tracking of PAT testing Effective school record processes for student learning interventions and support developed and implemented 	<p>Practices</p> <ul style="list-style-type: none"> NAPLAN Curriculum Plan (CP) Bishops' Religious Literacy Assessment (BRLA) 	<ul style="list-style-type: none"> Whole initiative achievement by the : end of Term 4 		<ul style="list-style-type: none"> Student tracking of achievement and growth in NAPLAN and PAT testing Effective school record/tracking processes for student learning interventions and support
	<p>Introduce a whole school programme to increase the social connection between students across the school.</p> <ul style="list-style-type: none"> Processes in place to target QCS cultural data suggesting student body lacking connectedness Goal 2 	<ul style="list-style-type: none"> By May a school based school program will be implanted to achieve significant in the social connectedness data of the Cultural survey 	<ul style="list-style-type: none"> Whole school agreed approach Social stories Manner and respect for others and self, promoted and enforced Extended options to cater for varied interests for play Team building/ cooperative learning activities for students and staff Dedicated time program for social skills development Continue Drumbeat Implementation of the Social and Emotional Scope and Sequence, evident in teaching and learning Restorative Justice conversations Involvement of student ministry as to how to engender this further Buddies established between Year 6and 1 extended to other classes collaborative learning strategies modeled in staff meeting and PLC and list displayed in staff room 	<ul style="list-style-type: none"> QCS 201 Engagement with School Community School Climate Survey (SCS) 	<ul style="list-style-type: none"> Leadership team Tony Evidence evident from Term One Planning and programmes Student Ministries By May, when cultural tool survey is undertaken 	<ul style="list-style-type: none"> PLC meeting reflection and discussion time Restorative justice posters Social and Emotional Scope and Sequence Collaborative Learning resources available in library and use in staff meetings Parent Meeting 	<ul style="list-style-type: none"> Improved social emotional responses and interaction amongst students. QCS tool data School Climate Survey data 2015 (baseline) & 2016 (post response) – increase in the percentile ratings Evident in teachers' teaching learning programmes. Language and terminology of the scope and sequence evident in daily life of school Evident in staff student interaction and conversation from Term One



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<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>A shared agreement and structures for enhanced professional learning and feedback will be implemented by staff</p> <p>Goal 4</p> <ul style="list-style-type: none"> 	<ul style="list-style-type: none"> By the end of Term 4 we will be implemented shared agreements for the processes used in professional dialogue, surrounding student achievement in specific learning areas. 	<ul style="list-style-type: none"> Shared belief statements Participation in the Regional Lyn Sharratt project Staff unpacking Hattie's level of feedback in relation to their feedback to peers and teacher to EAs PLC/Cluster meetings Professional feedback and dialogue Peer enhancement/ Instructional leadership processes Professional readings Giving others effective feedback 	<ul style="list-style-type: none"> QCS 301 An Explicit Improvement Agenda School Climate Survey (SCS) 	<ul style="list-style-type: none"> Brett, Maureen Damien Lyn Sharratt Team: Brett, Maureen Damien, Kylie, Patrick and Nora Lyn Sharratt and CE support staff Staff <p>By end of Term 4</p>	<ul style="list-style-type: none"> Lyn Sharratt project and team LS PD PLC Professional Reading Instructional Leadership Peer enhancement 	<ul style="list-style-type: none"> Regular and arranged staff professional meetings on student movement Staff feedback questionnaire and tracking sheet of levels of feedback during peer enhancement feedback School Climate Survey data 2015 (baseline) & 2016 (post response) – increase in the percentile ratings
	<ul style="list-style-type: none"> The development of Cultural Competencies, of those within the school community, Cultural competence and inclusion of the Yamatji culture and cultures within the school community will be evident within the teaching, learning and life of the school. <p>Goal 3</p>	<ul style="list-style-type: none"> By the end of Term 3 2016 evidence of cultural competence and inclusion of the Yamatji and other cultures within the school will be evident within the school calendars, events, teachers' term programming website and life of the school. 	<ul style="list-style-type: none"> An Acknowledgement of Country included at the commencement of official school events and Thursday assemblies ATAs timetabled release time to locate suitable Yamatji resources for class teachers on identified topics Local Area and culture resources available and in use Activities included in NAIDOC Week, Year Six Camp. Aboriginal Education focusing on aspect of the Yamatji local culture Guest speakers to teach culturally sensitive aspects. 	<ul style="list-style-type: none"> QCS 201 Engagement with School Community Aboriginal Education Plan (AEP) 	<ul style="list-style-type: none"> Robert Shaw CE Aboriginal Ed Consultant Zoe, Sherie, Maureen Brett <p>By the end of Term 3</p>	<ul style="list-style-type: none"> ATAs Teachers Robert Shaw, CE Aboriginal Consultant meeting and planning time. Teacher planning time. Yamatji Resources Access GECKO Programme for funded speakers 	<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.



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<p>ACCOUNTABILITY 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>	<ul style="list-style-type: none"> The school policies, programmes and structures related to school community safety and well being will be reviewed and updated Goal 1b, 3a, 3b 	<ul style="list-style-type: none"> By the end of 2016 the school will have reviewed and implemented all audit and government requirements, including policies and procedures related to student safety and well being By the end of 2016 the school will meet or be working towards meeting the National Quality Standards 	<ul style="list-style-type: none"> Timetable Leadership meetings/PLCs to update relevant policies/procedures using Google Aps Updates communicated with wider school community ECE staff given time and further training to implement and achieve the NQS standards Kylie given release time to work with ECE staff to achieve the NQS standards Prepare audit file in readiness for scheduled audit 	<ul style="list-style-type: none"> QCS 301 An Explicit Improvement Agenda School Cyclic Review (SCR) School Audit Process (SAP) 	<ul style="list-style-type: none"> Leadership Team Kylie (NQS) By notified audit visit NQS: by Dec 2016 	<ul style="list-style-type: none"> Administration time Intranet CEO examples Allocated duties to Louise and Tracey Board 	<ul style="list-style-type: none"> Positive audit report with all required policies, processes and procedures updated and meet audit and NQS requirements

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<p>DISCIPLESHIP Enhance opportunities for personal faith development</p> <p>Increase enrolment of the vulnerable, poor and marginalised</p>	<ul style="list-style-type: none"> A Nano Nagle Information Booklet will be produced, outlining information about Nano Nagle, her qualities, the Charism of Presentation Schools and how they are lived out at St John's School. Goal 1a, 1c, 1d 	<ul style="list-style-type: none"> By the end of Term 1 the Leadership Team will have a deeper understanding of the Nano Nagle Charism from which to lead the Vision and Mission of the school in the school community. By the end of Term 4 aspects of the Nano Nagle tradition and charism will be regularly evident in an information booklet, communication and 	<ul style="list-style-type: none"> Physical representations of Nano Nagle symbolism, life and charism evident within the school staff identify and list values and qualities of Nano Nagle lists of the values and qualities displayed in staff room, classrooms and throughout the school (Damien) Certificates acknowledge students who exhibit values of Nano Nagle presented at assemblies, School celebration of the Feast of Nano Nagle on 	<ul style="list-style-type: none"> QCS 102 Integrating Catholic Faith, Life and Culture Evangelisation Plan (EP) 	<ul style="list-style-type: none"> Damien /APRE School Support RE Consultant Leadership team: Term 1 Whole staff and community Term 4 Feast Day celebration November 21 	<ul style="list-style-type: none"> Nagle Education Alliance of Australia (Link on Landing Page) 	<ul style="list-style-type: none"> Aspect of the Nano Nagle tradition and charism are regularly evident in communication and the language within the school. Lists of the values and qualities displayed in staff room, classrooms and throughout the school



		the language within the school.	<p>November 21</p> <ul style="list-style-type: none"> Update school website with further information Teaching staff , students and parents the symbols within the school flags related to Nano Nagle Newsletter input by Damien 				<ul style="list-style-type: none"> Record of Nano Nagle certificates given at assemblies
<ul style="list-style-type: none"> Knowing and living out the values of Mercy and Social Justice in our school and outreach programmes Goal 1a, 1b, 1c,1d 	<p>A St John's School Social Justice Charter will be produced, which incorporates d Catholic Social Justice teachings within the framework of the 'Year of Mercy'</p>	<ul style="list-style-type: none"> By the end of the Year staff students and the school community can name/describe qualities and actions of mercy and social justice. 	<ul style="list-style-type: none"> Newsletter input by Maureen and Damien Staff PLD and meeting input and professional readings Staff retreat focus The learning and singing of the Diocesan Year of Mercy hymn written by Sr Lyn 	<ul style="list-style-type: none"> QCS 102 Integrating Catholic Faith, Life and Culture Evangelisation Plan (EP) 	<ul style="list-style-type: none"> Damien /APRE School Support RE Consultant Fr Michael 	<ul style="list-style-type: none"> Catholic website related to Year of Mercy Diocese and Archdiocesan resources and websites Fr Michael and CE RE consultant Scheduling of staff retreat 	<ul style="list-style-type: none"> Level of knowledge in staff and classroom discussions
		<ul style="list-style-type: none"> By the end of the Year we will have developed and produced St John's School Social Justice Charter, which will outline how staff and students enacted social justice within the school and wider community 	<ul style="list-style-type: none"> Newsletter input by Maureen and Damien Staff PLD and meeting input and professional readings Staff retreat focus Visits to Holland Street school, Visit by students/choir to Nazareth House. Supporting for Catholic charities e.g. Communio, Food bank, Winter Appeal Clean Up Australia Day 	<ul style="list-style-type: none"> QCS 102 Integrating Catholic Faith, Life and Culture Evangelisation Plan (EP) 	<ul style="list-style-type: none"> Damien /APRE By end of year Retreat Term 2 	<ul style="list-style-type: none"> Catholic website related to Year of Mercy Diocese and Archdiocesan resources and websites Fr Michael and CE RE consultant Scheduling of staff retreat Scheduling of visits and fundraising activities 	<ul style="list-style-type: none"> Scheduled visits Money raised during fund raising

