

St John's School, Rangeway



SCHOOL ANNUAL IMPROVEMENT PLAN

2017





2017 Annual School Improvement Plan Overview

Learning	Engagement	Accountability	Discipleship
Effective teaching and learning practices will be embedded: <ul style="list-style-type: none"> Criteria based self-assessment by students Instructional Walk and Talks, Three Levels of Feedback Reading Data Wall Case Management Meetings processes for students at risks 	Use of Digital technology to engage parents/ carers in student learning <ul style="list-style-type: none"> Facebook Website Blogs 	Involvement of staff, parents and community members in school review processes <ul style="list-style-type: none"> Code of Conduct QCS reviews 	Embed the Nano Nagle Chrism into the life of the school, through: <ul style="list-style-type: none"> the newsletter information using key sayings of Nano Nagle the school Feast Day
The expansion of Digital; Learning skills, knowledge and curriculum <ul style="list-style-type: none"> Expand staff and students Digital Literacy skills, Teacher knowledge of the Digital Technologies Curriculum Expand the integration of Digital Literacy within student learning 	Nature Play area and Play Pods The collaborative establishment of Stage 3 Natural Play areas and Play Pods by the P&F, School Board, staff and school community	Staff Performance Management and Professional Development processes , linked to AITSL Standards, will be reviewed and developed	A scope and sequence detailing the key teachings about the Church will be developed
Incorporate inquiry based teaching and learning of Mathematics within STEM Science, Technology, Enterprise, Mathematics <ul style="list-style-type: none"> Active student learning investigations within Mathematics (STEM) 	Establish 0-4 year old playgroups		

NB: Alongside these focused priorities, we will continue our School Improvement foci of

- Increased student achievement, including Literacy (particularly Spelling, Grammar and Punctuation) Numeracy and Evangelisation/Religious Education
- National Quality Standards and EYLF implementation, AITSL Standards, SCSA (Western Australian Curriculum) implementation, Evangelisation Plan



2017 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	Implementing Visible Learning: Learning Intentions and Success Criteria • Goal 1, 2 and 3:	• By the end of Semester One, as dictated by the Learning Intention, students will be provided with opportunities to self-assess their learning intentions through displayed co-constructed success criteria and the use of the 5 questions.	• PLC focus on Co Constructing Success Criteria • Gradual Release of Responsibility Model • Participation in the regional School Improvement Collaborative Work (SICW) (Sharratt) • Professional Readings • Opportunities for Professional Dialogue • Peer enhancement processes • Instructional Leadership • Walk and Talk analysis • Programme planning feedback	• QCS 302 Analysis and Discussion of Data • QCS 308 Effective Pedagogical Practice • NAPLAN • Curriculum Plan (CP)	• Whole Staff, Leadership team and Faces on data team (Brett)	• School Improvement Collaborative Work (SICW) (Sharratt) • Fischer & Fey Gradual Release of Responsibility (GRR) • PLC • Curriculum • Scheduled time for walk and talks	• Level of staff knowledge reflected in professional dialogue. • Students can clearly articulate the learning intention and success criteria of lessons. • Students are beginning to self assess their learning intention against the co constructed success criteria
	Walk and Talks • Goal 1, 2 and 3:	• By the end of Semester one, the Leadership Team and Faces on data team would have conducted at least two walk and talks per class, with this data being relayed to the staff for whole school analysis	• PLC focus on Walk and Talks • Participation in the regional SICW (Sharratt) • Professional Readings • Opportunities for Professional Dialogue •	• QCS 302 Analysis and Discussion of Data • QCS 308 Effective Pedagogical Practice	• Teaching Staff, Leadership team and Faces on data team (Brett)	• SICW (Sharratt) • Regional Meetings • Skype calls • CEWA Learning Consultant (Penny) • PLC • Curriculum • Scheduled time for walk and	• Visual displays of the 5 questions embedded in each classroom. • Evidence of reference as seen in Walk and Talk Meeting discussions. • Improved achievement in student data



	<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 continue to analyse the Three Levels of Feedback within PLCs, and teaching and learning interactions to enhance deeper student learning • 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 VL feedback • PLC role-plays and scenarios to develop shared understanding • Instructional Leadership • Professional Readings • Opportunities for Professional Dialogue • Peer enhancement processes • Walk and Talks analysis • 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"> • Faces on data Team (Brett) • Whole Staff Initiative, including training of EAs by Brett 	<ul style="list-style-type: none"> • SICW (Sharratt) • Visible Learning (Hattie) • PLC • Training time scheduled of EAs • By the end of Term 4 	<ul style="list-style-type: none"> • 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"> • Case Management meetings • Goal 1, 2 and 3: 	<ul style="list-style-type: none"> • By the end of Semester One staff will continue to analyse the Reading Data Wall to track reading progression across the respective year levels and as a basis to implement case management meetings for specific students • By the end of the year, teaching staff will have refined the Case Management meetings and conducted, at minimum, one per semester 	<ul style="list-style-type: none"> • Learning relayed from the SICW by the Faces on Data team to the staff • Planned Data Wall meeting times for clustered year levels • Instructional Leadership • Opportunities for Professional dialogue • Professional Readings • Participation in Case Management Meetings • Participation in the SICW (Sharratt) • Opportunities for Professional dialogue • Professional Readings • Scheduled conferences during PLC meetings 	<ul style="list-style-type: none"> • QCS 308 Effective Pedagogical Practices • QCS 302 Analysis and Discussion of Data • QCS 303 Culture that Promotes Learning QCS • QCS 305 An Expert Teaching Team • Curriculum Plan 	<ul style="list-style-type: none"> • Whole Staff • Faces on Data Team (Brett, Kylie, Chris) • Teaching Staff • Leadership Team • Faces on data team (Brett) 	<ul style="list-style-type: none"> • SICW (Sharratt) • CEWA Learning Consultant (Penny) • PLC • SICW (Sharratt) • CEWA Learning Consultant Penny) • PLC 	<ul style="list-style-type: none"> • Planned analysis meetings with teaching staff. Particularly adjacent year levels • Incidental discussion on data walls within the Staff Room • Timetabled Case Management meetings occurring • Improved student data



	The expansion of Digital; Learning skills, knowledge and curriculum <ul style="list-style-type: none"> Expand staff and students Digital Literacy skills, Teacher knowledge of the Western Australian Curriculum: Digital Technologies Expand the integration of Digital Literacy within student learning opportunities 	<ul style="list-style-type: none"> By the end of Semester Two staff and students will be familiar with Office 365 Suite. By the end of 2017 will learn how to implement the Digital Technologies curriculum across other learning areas. 	<ul style="list-style-type: none"> Term 1-Maureen to complete a curriculum audit, trained in use of OneNote and CLANED Term 2-Visits by ICT leader to lighthouse schools, assistance given. Term 2- Principal will receive PD on the elements of CEWA365. Term 3- KeyTeacher to present PD to staff. support staff, develop shared understanding of curriculum and shared expectations, administer survey for baseline analysis. Term 4- Develop a common learning project, develop class support kits, investigate Uni SA MOOK Key ICT Teacher attending PD 	<ul style="list-style-type: none"> SCSA, CLANED, LEADING LIGHTS QCS-305 An Expert Teaching Team 	<ul style="list-style-type: none"> Maureen Damien, CEWA/SCSA Consultants Classroom Teachers, Students 	<ul style="list-style-type: none"> CEWA Consultants, Lighthouse schools 	<ul style="list-style-type: none"> Student survey and classroom observations. School based and common assessment. Independent analysis by CEWA and SCSA consultant. Teacher survey. Recording of number of schools interacting with the project schools.
	Incorporate inquiry based teaching and learning of Mathematics within STEM (Science, Technology, Enterprise, Mathematics) <ul style="list-style-type: none"> Active student learning investigations within Mathematics (STEM) 	<ul style="list-style-type: none"> By the end of the year, teaching staff will be implementing an inquiry based mode (Active student investigations) within Mathematics 	<ul style="list-style-type: none"> PLC Professional Readings on importance/relevance of STEM and inquiry based learning Sharing and trialling of exemplar processes for inquiry based learning Opportunities for professional dialogue 	<ul style="list-style-type: none"> QCS 308 Effective Pedagogical Practices 	<ul style="list-style-type: none"> Brett Teaching Staff 	<ul style="list-style-type: none"> STEM focus CEWA consultant (Penny) 	<ul style="list-style-type: none"> Evidence of teachers incorporating inquiry based learning practices within Mathematics



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ENGAGEMENT Enhance parental engagement in their child's learning and faith formation. Develop our people to be leaders in Catholic Education's mission.	Use of Digital Technologies to engage parents/carers in student learning <ul style="list-style-type: none"> • Facebook • Website • Blogs 	<ul style="list-style-type: none"> • By the end of each term, classes will post a class notice of student learning and engagement on the school Facebook page. • Weekly uploading of current information and photos on the school Website. • By the end of Term 2, classroom blogs operational for those classroom teachers who have indicated an interest. 	<ul style="list-style-type: none"> • Facebook notices of school activities and student learning, including from the Student Ministry groups. • Website • Family social and school events • Blogs developed and implemented 	<ul style="list-style-type: none"> • QCS 201 Engagement with School Community • QCS 202 Wider Community Partnerships 	<ul style="list-style-type: none"> • Classroom Teachers • Damien, Brett, Office Staff • Tracey • Nora and Brett • K/PP introduce SeeSaw programme: Nicole 	<ul style="list-style-type: none"> • Staff • IT provider-Norris and Hyde • Grant schools • ITC Key Teacher programme 	<ul style="list-style-type: none"> • Engagement in school Facebook page is indicated through weekly engagement and activity reports. • Enrolments via school website link. Feedback from families and public. • Feedback from parents/carers. • Survey at the conclusion of the year.
	Nature Play area and Play Pods The collaborative establishment by the P&F, School Board, staff and school community of <ul style="list-style-type: none"> • Yr 1-6 Play Pods Stage • K-PP Natural Play 	<ul style="list-style-type: none"> • By the end of Term 1 the Year 1-6 play area play pods will be established • By end of Semester 2 ECE Natural Play area will be established 	<ul style="list-style-type: none"> • A dedicated shed will be established and arranged to enable easy access for students. • The Social Ministry will assist in leading the development of school rules and expectations for students' use of the playpods. • Review K/PP Natural Playscape conversion and implement • Donated material and time 	<ul style="list-style-type: none"> • QCS 303 A Culture that Promotes Learning • QCS 304 Targeted use of School Resources 	<ul style="list-style-type: none"> • Maureen - shed • Kylie and ECE team - for Yr 1-2 playpod organisation • Social Committee and the leader of the Year 3-6 aspect of the play pod and the Social committee Nicole and Nora 	<ul style="list-style-type: none"> • ECE CEWA team • Rangeway Child Parent Centre Ngala 	<ul style="list-style-type: none"> • The Year 1-6 play area play pod is established • Rules and expectation have been developed and implemented • ECE Natural Play area will be established



	<ul style="list-style-type: none"> ● P&F Stage 3 Natural Play areas and Play Pods ● Goal 1, 2a, 4 	<ul style="list-style-type: none"> ● By the end of Term 2 2017 Stage 3 Natural Play areas and Play Pods will have been established collaboratively by the P&F, School Board, staff and school community. 	<ul style="list-style-type: none"> ● The ECE and Leadership Team work with P&F to purchased suitable play equipment for the Nature Play and the play pod as areas are developed ● The fence line is extended to accommodate the Nature Play area. ● The P&F committee set a timeline of works by contractors and busy bee to undertake the next stage of the Nature play area ● the Board is consulted and works in collaboration through the P&F representative ● Play pod storage, e.g. shed is arranged 	<ul style="list-style-type: none"> ● QCS 201 Engagement with the School Community ● QCS 202 Wider Community Partnerships ● QCS 303 A Culture that Promotes Learning ● QCS 304 Targeted use of School Resources ● QCS 02 Pastoral Care of Students 	<ul style="list-style-type: none"> ● P&F Committee led by Nicole Beaver ● Jude Darby - liaison on School Board ● Maureen ● Kylie and ECE team 	<ul style="list-style-type: none"> ● P&F Committee ● P&F Federation ● Kid safe WA 	<ul style="list-style-type: none"> ● Stage 3 Natural Play areas and Play Pods established and in use ● Record of collaborative input, e.g. minutes and feedback from the stakeholders
	<p>Establish 0-4 year old playgroups</p> <ul style="list-style-type: none"> ● Goal 1, 2a, 2b, 2c, 3, 	<ul style="list-style-type: none"> ● By the middle of Term 1 2017 an Aboriginal Families as First Educators (AFaFE) programme through a facilitated 0-4 Year Old Aboriginal Playgroup and a Multicultural Playgroup will be operating, using the Australian Abecedarian Approach (3a) 	<ul style="list-style-type: none"> ● Submission of the funding proposal in consultation with CEWA consultant. ● Support letter from local Aboriginal and community organisation ● Suitable staffing (Nicole and Sherie) organised and facilities (Kindy Room) ● Advertised within the school and local community ● Enrolment procedures undertaken ● Leadership and Staff trained in the Australian Abecedarian Approach (3a) ● Monthly Playgroup committee meetings, reported to School Board 	<ul style="list-style-type: none"> ● QCS 201 Engagement with the School Community ● QCS 303 A Culture that Promotes Learning ● QCS 305 An Expert Teaching Team ● QCS 402 Pastoral Care of Students 	<ul style="list-style-type: none"> ● Grant submission and administration - Maureen ● Community liaison and involvement Maureen and Sherie ● Nicole: Leading the playgroups ● Provide educational sessions based on what families indicate are their needs: Nicole , Ngala ● Family liaison: Sherie 	<ul style="list-style-type: none"> ● CEWA Dave wood, Fran Italiano, Lynne Beckingham ● Bundiyarra Aboriginal Community Corp ● Streetwork Aboriginal Corp ● Child and Parent Centre – Rangeway: Ngala Midwest Gascoyne ● Allied Health Services ● CentreCare Family Services and Helping Minds Family Support agencies 	<ul style="list-style-type: none"> ● Increased strong relationship, involvement and participation and engagement with local Aboriginal and community organisations. ● Increased enrolments of Aboriginal children in St John's School ● Meeting IAS grant targets, as outlined in the grant proposal ● Improved AEDC and OLI data



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ACCOUNTABILITY Increase understanding of our individual and collective responsibility for Catholic Education's mission.	Involvement of staff, parents and community members in school review processes • Code of Conduct • QCS reviews	<ul style="list-style-type: none"> By the end of Term 1 the school community will have been presented with, and informed of, the St John's Code of Conduct By the end of 2017 parent/ carers and the school community will be involved in giving feedback and input into 3 QCS review components 	<ul style="list-style-type: none"> The Code of Conduct is communicated with wider school community through the website, newsletters and parent information meetings volunteers and contractor sign the Code of Conduct form Review committees are established in Term 4 and responsible for developing feedback questionnaire or processes to gain parent input regarding the QCS review components The feedback is incorporated into the staff review processes by the committees 	<ul style="list-style-type: none"> QCS 301 An Explicit Improvement QCS 101 Systematic Evangelisation Planning QCS 201 Engagement with the School Community QCS 202 Wider Community Partnerships 	<ul style="list-style-type: none"> Maureen Leadership Team QCS Review committees 	<ul style="list-style-type: none"> CEWA consultants 	<ul style="list-style-type: none"> Parents/carer, volunteers, contractors signed Code of Conduct acknowledgement form Feedback and input data from stakeholder Complete QCS review component plans
Ensure inclusivity, good governance and the resource allocation required to meet our mission.	Staff Performance Management and Professional Development processes, linked to AITSL Standards, will be reviewed and developed	<ul style="list-style-type: none"> By the end of Term 1 Teacher performance management and professional development processes will be reviewed and linked to the AITSL Standards By the end of Term 2 an agreed process will be developed for the AP Deed of Agreement review processes, which will be undertaken in Term 3 2017. 	<ul style="list-style-type: none"> Review with Leadership and staff the current Performance Management and Peer Enhancement processes. Investigate processes used in other schools in the system Develop shared agreement regarding and update processes with links to AITSL standard. Leadership Team meeting focus to unpack the AITSL Leadership standards An agreed process will be developed for the AP Deed of Agreement review process, which will be undertaken in Term 3 2017 	<ul style="list-style-type: none"> QCS 305 An Expert Teaching Team 	<ul style="list-style-type: none"> Maureen Leadership Team - Term 1 review St John's Process and investigate other schools and system Term 2 develop updated processes in line with AITSL Maureen Leadership Team focus during leadership meetings 	<ul style="list-style-type: none"> CEWA; employee relations CPPA CAPA 	<ul style="list-style-type: none"> By the end of Term 1 the staff performance management and professional development processes will be documented and linked to the AITSL Standards are being implemented Leadership agenda and discussion of AITSL standards PLC minutes New AP review process undertaken



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DISCIPLESHIP Enhance opportunities for personal faith development Increase enrolment of the vulnerable, poor and marginalised	Embed the Nano Nagle Chrism into the life of the school, through: <ul style="list-style-type: none"> the newsletter information using key sayings of Nano Nagle the school Presentation Feast Day. 	<ul style="list-style-type: none"> Include information in the school's weekly newsletter about the Charism of Nano Nagle. By the end of Term 2 displays in the classroom and the school of key sayings by Nano Nagle. 	<ul style="list-style-type: none"> Physical representations of Nano Nagle symbolism, life and charism evident within the school. lists of the values and qualities displayed in staff room, classrooms and throughout the school (Damien) Certificates acknowledging students who exhibit values of Nano Nagle, presented at Feast Day Mass. Newsletter input by Damien. 	<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 Feast Day celebration Key Nano Nagle sayings in classrooms and around the school (Damien end of Term 2) 	<ul style="list-style-type: none"> Nagle Education Alliance of Australia (Link on Landing Page) NEAA Conference in Sydney (Maureen to attend) 	<ul style="list-style-type: none"> 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. Weekly entries in the school newsletter
	A scope and sequence detailing the key teachings about the Church will be developed	<ul style="list-style-type: none"> By the end of 2017 a scope and sequence will be developed detailing the key teachings about the Church, including the Eucharist. 	<ul style="list-style-type: none"> Professional development on the key teachings and Eucharist in Term 1. Teaching Masses Shared understandings of how to plan engaging Mass that allows for involvement/ownership. The scope and sequence is incorporated into the updating of the School Evangelisation Plan. Retreat focus will be the teaching and rituals of the church 	<ul style="list-style-type: none"> QCS102 Integrating Catholic Faith, Life and Culture QCS101 Systematic Evangelisation Planning 	<ul style="list-style-type: none"> Maureen-Faith Leader Parish Priests-Fr Larry/Fr Michael Damien APRE Teaching Staff Students CEWA RE Consultant Alan Gotti 	<ul style="list-style-type: none"> School Evangelisation Plan Planning Guide for Celebrating Liturgy in Catholic Schools RE Guidelines CE Memorandum/ Resources Celebrating with Children Vols 1 & 2 	<ul style="list-style-type: none"> Scope and sequence Evangelisation Plan includes the updated Scope and Sequence BRLA assessment data analysis Staff/Students more involved in the planning of Eucharistic celebrations.

