



Annual School Improvement Plan 2018

St John's School

CEWA Strategic Intent	LEARNING Leadership Formation: <i>Transforming our people to lead outstanding Catholic communities</i>	ENGAGEMENT Early years learning and care: <i>Partnering across communities to provide the best opportunities for young families</i>	ACCOUNTABILITY Health and well-being of students and staff: <i>Providing learning environments where everyone feels safe and can flourish</i>	DISCIPLESHIP Educating at the margins: <i>Engaging with the most vulnerable and marginalized in our society</i>
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Focus Area <i>Indicate which LEAD intent is met through the focus. Ideally each would be met at least once.</i>	Informed by Evidence Qualitative and quantitative	Specific <i>Performance & development goal to be achieved (stated simply)</i>	Measurable <i>Evidence that will be used to demonstrate progression and goal</i>	Achievable <i>What actions will I take to achieve the goal?</i>	Relevant <i>How does the goal connect to the school's strategic plan (and/ or other plans)?</i>	Time Bound <i>What are the timeframe milestones? Timeframe within which the goal will be achieved</i>	Resources <i>Support/resources that will be required</i> <u>Key personnel:</u> <i>who is responsible / ensuring we are on track</i>	Success Criteria <i>How will you know you have been successful (quantitative and measurable)?</i>
Focus 1: Scripture: Aligning and development of key Scripture passages and understanding from the RE Units of Work at each year level and across the school LEAD	<ul style="list-style-type: none"> ❖ In analysing BRLA Assessment results, this was an area of potential growth and need. ❖ Staff expressed the desire to increase their knowledge and understanding of Scripture for our development and so that it can be better imparted to students, 	<ul style="list-style-type: none"> ❖ Develop and chart the Scripture passages used within the RE Units at each Year level through collaborative PLC input ❖ Purchase additional resources for the teaching and development of Scripture and key understanding in the RE Units of Work ❖ School focus on the development of understanding key Scriptural passages, within the school and staff 	<ul style="list-style-type: none"> ❖ Chart and resources evident in classroom during Walk and Talk visits ❖ Scripture references and information within school newsletter ❖ Scripture focus for Annual Staff retreat ❖ RE Unit assessments related to Scripture 	<ul style="list-style-type: none"> ❖ APRE to source resources ❖ Principal and APRE noting Scripture references in programme ❖ PLC focus passages and information in the newsletter ❖ Scripture passage a focus during staff prayer 	<ul style="list-style-type: none"> ❖ Strategic Plan focus 1.2a 4.1b ❖ Evangelisation Plan 	<ul style="list-style-type: none"> ❖ Newsletters and staff prayer focus Term 1 ❖ Resource purchase Term 2 ❖ PLC scope chart of Scripture Term 3 	<ul style="list-style-type: none"> ❖ APRE to purchase resources with recommendation from staff ❖ Brett 	<ul style="list-style-type: none"> ❖ Increase achievement in Scripture questions on BRLA assessment



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Focus 2 Development of oral language and thinking skills using conversational questioning and rich tasks LEAD	<ul style="list-style-type: none"> ❖ Desire by Leadership and staff to continue the development of pedagogical initiatives undertaken over the last 3 years ❖ Large number of students entering school with speech issues and limited vocabulary ❖ Need to develop oral language and thinking skills using conversational questioning and rich tasks ❖ Analysis of English assessment and areas of need, in OLI, Early Years data, NAPLAN analysis 	<ul style="list-style-type: none"> ❖ Refine Instructional Walk and Talks ❖ Refine the Case Management Meeting Process ❖ Development of oral language and thinking skills using conversational questioning and rich tasks ❖ AFaFE Notice Nudge Narrate ❖ Increased language during ECE creative play 	<ul style="list-style-type: none"> ❖ Tracking of parent and child use of 3N ❖ MP-UP language incorporated to enhance deeper problem solving and computational thinking, as evidenced in 95% of staff planning, ❖ Evidence and observed in class visits ❖ 90% of students demonstrate 0.6 in language related assessments and in above growth between Years 3 and 5 ❖ Record of walk and talk visits and review of findings 	<ul style="list-style-type: none"> ❖ PLC and PD for teaching and no-teaching staff ❖ PLC focus with teacher and EA to deepen language and creative play conversations ❖ Playgroup – training and modelling of Teacher and Family liaison officer 	<ul style="list-style-type: none"> ❖ Strategic Plan Focus 1.2, 1.3, 2.2 	<ul style="list-style-type: none"> ❖ AFaFE Notice Nudge Narrate-implemented Term 1 ❖ Walks and talk from Term 1 ❖ Case management review and implement Term 1 ❖ Development of Oral skills term 3 	<ul style="list-style-type: none"> ❖ AFaFE training and resources ❖ SCSA English curriculum ❖ CEWA consultants ❖ Kylie Maureen 	<ul style="list-style-type: none"> ❖ Increase in Language /English assessment results over 2018 – target 0.8 growth increase. ❖ Continued Twice National average growth from Year 3 to Year 5 in NAPLAN
Focus 3 To continue to deepen and refine the pedagogical (teaching and learning) practices: Writing LEAD	<ul style="list-style-type: none"> ❖ Writing – NAPLAN data show areas of concern with spelling, grammar, and punctuation within writing 	<ul style="list-style-type: none"> ❖ 90% of students demonstrate 0.8 or above growth between Years 3 and 5 ❖ 100% of students show increase and growth in Writing assessment, moderations, target 0.8 	<ul style="list-style-type: none"> ❖ NAPLAN data & Brightpath moderated Writing samples. 	<ul style="list-style-type: none"> ❖ Introduction of Brightpath to assist with moderation across the school. ❖ Coordinate PD and PLC focus on Writing. ❖ Data wall developed from PP to year 6 	<ul style="list-style-type: none"> ❖ Strategic Plan focus 1.1, 1.2, 1.3, 2.4 ❖ Curriculum Plan 	<ul style="list-style-type: none"> ❖ By end of Term 1, 2018 all staff upskilled in Brightpath ❖ 2018 NAPLAN data (August) analysis ❖ Common theme writing pieces twice a year 	<ul style="list-style-type: none"> ❖ Brett – to lead PLC development. ❖ Brett, Chris Kerr to drive moderation sessions 	<ul style="list-style-type: none"> ❖ Increased number of students showing growth at or above 0.8 from Yr 3 to Yr 5 Writing and within each year level on moderated pieces



Focus Area	Informed by Evidence	Specific	Measurable	Achievable	Relevant	Time Bound	Resources	Success Criteria
Focus 2 The expansion of Digital learning skills, knowledge, and curriculum, including computational thinking LEAD	<ul style="list-style-type: none"> ❖ Introduction an implementation of Digital Technology SCSACurriculum ❖ Involvement in AC ARA Digital Technology Project: Computational Thinking ❖ Focus on 21st Century learning environment: Maker-Space. 	<ul style="list-style-type: none"> ❖ The expansion and Implementation of the SCSA of Digital learning skills, knowledge, and curriculum ❖ The achievement of the ACARA Digital Technology Computational Skills Project ❖ The conversion of the Library and ICT room into 21st Century Maker-Space environment 	<ul style="list-style-type: none"> ❖ Embedding the SCSA Digital Tech curriculum, as evidences in teaching and learning programmes and classrooms ❖ Develop computation thinking across the school- as charted ❖ ACARA Digital Technologies and STEAMED initiatives ❖ Conversion of ICT room into 21st Century Learning space ❖ Completion of MOOC Foundations Course by teachers 	<ul style="list-style-type: none"> ❖ PD and PLC presented by ACARA Consultant and Digital Technology Coordinator ❖ DT coordinator attending Lead teacher PD ❖ PLC focus ❖ Research and visits to other Lead schools ❖ Conversion of ICT and Library in collaboration with school Board 	<ul style="list-style-type: none"> ❖ Strategic Plan focus 1.2, 1.2iii, 2.4, 3.1, 3.2 ❖ ICT Plan 	<ul style="list-style-type: none"> ❖ Conversion of ITC and Library Term 1 ❖ Dt PD term 1 Pupil Free day ❖ PLC and PD throughout 2018 ❖ Completion of MOOC Foundation s Course by teachers by end Term 3 	<ul style="list-style-type: none"> ❖ ACARA Consultant ❖ CEWA training ❖ DT coordinator ❖ School Board ❖ P&F ❖ Brett ❖ Lauren Mc Mile 	<ul style="list-style-type: none"> ❖ Conversion of facilities ❖ Evidence in teacher programme and teaching Learning throughout the school ❖ MOOC con completion ❖ Level of confidence of staff ❖ Imporve TIM: Technology Integration Matrix scores
Focus 3 Embed levels of feedback for students, and staff performance appraisal and development model LEAD	<p><u>Students</u></p> <ul style="list-style-type: none"> ❖ Continuing implementation of levels of Feedback <p><u>Staff</u></p> <ul style="list-style-type: none"> ❖ During QCS review and review of Performance management processes staff expresses a need to review and redevelopment which was undertaken in 2017 for implementation in2018 ❖ The use of One Note was a suitable format and assist to learn Offcie 365 component 	<p><u>Students</u></p> <ul style="list-style-type: none"> ❖ Teachers and staff consistently given diverse feedback based on the 3 levels of feedback <p><u>Staff</u></p> <ul style="list-style-type: none"> ❖ Embed the performance appraisal and development model based upon the AITSL Teaching Standards for teaching staff and Duty statement for non-teaching staff all staff. 	<p><u>Students</u></p> <ul style="list-style-type: none"> ❖ Staff to students, students to student levels of feedback, as noted during class visits and student t3teacher interactions <p><u>Staff</u></p> <ul style="list-style-type: none"> ❖ Leadership and teaching staff using Staff OneNote to record feedback, goal and professional development based on AITSL Teaching Standards ❖ Non-teaching staff, using Duty Statement 	<ul style="list-style-type: none"> ❖ PLC to continue to develop staff skills in implementing 3 levels of feedback ❖ Class visit feedback to students and teachers ❖ Use of OneNote to record self and other feedback at staff level ❖ Performance development conversations scheduled and undertaken 	<ul style="list-style-type: none"> ❖ Strategic Plan focus 1.2, 1.2, 1.3, 2.2, 2.4, 3.3, 	<ul style="list-style-type: none"> ❖ Class visits and feedback Term 1 	<ul style="list-style-type: none"> ❖ One Note ❖ Leadership team ❖ Maureen 	<ul style="list-style-type: none"> ❖ Evidence in classroom Language Improved assessmen t result, students' growth, ❖ Staff developme nt and leadership



Voice of the Child LEAD	❖ Staff identified a need to increase the Voice of the child, during the review of Code of Conduct and the Child Safe Framework introductory PD	❖ Students advocacy as noted in the NQS standards ❖ Increased students voice and range of choices in learning foci and tasks ❖ Increased voice through eh Student Ministry ❖ Increased students voice in review and development of the Schools policies and Practices including those focused-on students' well-being and safety	❖ The meeting notes and included input of students in teacher programmes, school policies and practices	❖ Student Ministry meetings, students' inputs through class teacher discussions ❖ Student representation through class discussion, student ministers, as appropriate, when reviewing a developing school polices and practice	❖ Strategic Plan focus 1.2, 1.3, 2.1 2.2, 2.4, 4.1, 4.2	❖ Student ministry Term 1 ❖ Class based input – term 1	❖ Student ministry Ministry Leaders ❖	❖ QCS and climate reviews ❖ Feedback from staff and students and parents
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Informed by evidence from:

- LEAD system intent
- Evangelisation Plan
- Curriculum Plan
- Data analysis of
- Quality Improvement Plan
- Aboriginal Education Plan
- Quality Catholic Schooling
- School Cyclic Review
- School Climate Surveys
- Student Data E.g. Appraise, attendance, wellbeing
- AEIM: Aboriginal Education Improvement Map
- TIM: Technology Integration Matrix

ONGOING EVALUATION



Spiral of Inquiry (Timperley, Halbert & Kaser 2014)

