## St John's School – Fogarty EDvance Placemat

Vision Statement/Moral Purpose: Provide a holistic education that inspires, supports and accepts....'Every Story, Every Opportunity'

Aspiration (2023-2025): To move from performing 'at like schools' to performing close to/at WA state mean in NAPLAN Numeracy assessments.

Focus Areas:	Description:	Objectives:			
A. LEADERSHIP & MANAGEMENT	Develop staff capability and accountability	1.1 To improve EA/ATA role clarity and accountability processes.	1.2 To increase teacher capacity to use data to inform the teaching and learning cycle.	1.3 To build a collaborative professional learning culture.	1.4 To upskill knowledge and practice of individual professional and personal wellbeing.
B. CURRICULUM AND TEACHING	Highly effective teaching and learning implemented in all classrooms	2.1 To further reduce variability in teaching practices between classrooms.	2.2 To have consistent high impact teaching strategies.	2.3 To improve whole school Literacy practices.	
C. CONDITIONS FOR LEARNING AND STUDENT VOICE	3. Ensure optimal conditions for learning and achievement across the school community	3.1 To have consistent behaviour engagement initiatives and practices across the school.	3.2 To improve students' well-being and behaviour by implementing the evidenced based practices.	3.3 To improve Aboriginal student engagement.	3.4 To scaffold and accelerate student learning by enhancing the physical environment and use of resources.
D. CATHOLIC IDENTITY	4. Inspire Christ centred leaders by providing an education that integrates faith, life and culture	4.1 To raise religious awareness and knowledge of the Trinity.	4.2 To bring the Fruit of the Spirit and Gospel Values to life, intrinsically and extrinsically.	4.3 To engage with the school community to provide faith encounters that support the individual faith journey.	

## **Initiatives** (Major Work Streams)

A. Leadership & Management Owner: Melissa and Emma	
A1 Plan, promote and implement EA/ATA coaching, observation and feedback protocols and processes	Owner: Emma and Tessa
A2 Introduce data discussion meetings	Owner: Melissa, Emma and Tessa
A3 Develop and implement Staff Charter	Owner: Melissa
A4 Develop and implement a staff wellbeing plan	Owner: Melissa
B. Curriculum & Teaching Owner: Tessa and Emma	
B1 Develop whole school sets of agreed Scope and Sequences in Numeracy and Literacy	Owner: Tessa and Emma
B2 Implement a whole school off the shelf Maths Program with ongoing assessments	Owner: Tessa and Emma
B3 Plan, model and promote Quality Assurance Checks for Daily Reviews	Owner: Tessa and Emma
B4 Continue to implement and embed high-impact teaching strategies	Owner: Tessa and Emma
B5 To examine and refine existing Literacy Practices based on current school data and research	Owner: Tessa and Emma
C. Conditions for Learning & Student Voice Owner: Emma and Melissa	
C1 Introduce and upskill all staff in the Berry Street Education Model	Owner: Emma
C2 Create a behaviour engagement framework/flow chart to be used across the school	Owner: Emma, Tessa and Melissa
C3 Introduce Aboriginal community collaboration initiatives to further improve student engagement	Owner: Emma, Tessa and Melissa
C4 Address the identified place, space and technology needs within the classroom environment	Owner: Meissa
D. Catholic Identity Owner: Tessa	
D1 Develop a deeper staff understanding of the Fruit of the Spirit	Owner: Tessa
D2 Raise awareness of the Gospel Values for staff, students and the school community	Owner: Tessa
D3 Develop a deeper staff understanding of the Trinity and the Apostles' Creed	Owner: Tessa

						St John	's School — KPI	s Table			
Moral Purpo	se/Vision	Statement: Pro	vide a holistic	education that ins	nires, support		every Story, Every Op				
Aspiration (		To				· · · · · · · · · · · · · · · · · · ·	WA state mean in N		cy assessments.		
Aspiration (		Jsed to Measure Progress		rmance 2022/2023		Interim Targets		2025 Interim To			2026 Final Targets
	Yr 3-5	NAPLAN progress score		ol Growth Effect		AN progress score		gress score for No	umeracy is maintained to be	Yr 3-5 NAPLAN	progress score for Numeracy is maintained to be
KPIs		neracy is maintained to ater than 'CEWA schools'	Size CEWA Growth	Fffect Size		y is maintained to han 'CEWA schools'	greater than 'CEWA	schools'		greater than 'CE	EWA schools'
ģ											
Over		meracy School mean is /at WA state mean	St John's School Mean 377	ol Year Three	St John's School 5 and 10 uni	ool mean is between	St John's School mea	n is within 5 units	of comparator	St John's School	mean is within 5 units of comparator
all As	C103C 10	, at TTA state mean	State Year Thr	ee Mean 400	comparator	ns below me					
Overall Aspiration	Yr 5 Nu	meracy School mean is	St John's Schoo	ol Year Five Mean	St John's Sch	ool mean is between	n St John's School mea	n is within 5 unit o	of comparator	St John's School	mean is within 5 unit of comparator
ž		/at WA state mean	467		5 and 10 uni						
			State Year Fiv	e Mean 488	comparator						
Fo	cus Areas	Descrip	otion					Objectives (cop	y & paste from Placemat)		
A. LEADEI	RSHID &	1. Develop staff cap	ability and	1.1 To improve E	,	•	To increase teacher cap	•	1.3 To build a collaborativ	ve professional	1.4 To upskill knowledge and practice of individual professional and personal wellbeing.
MANAGE		accountabili		accountability pro	ocesses.	cycle	a to inform the teaching e.	una learning	learning culture.		individual professional and personal wellbeing.
		2. Highly effective te	aching and	2.1 To further red	luce variabilit	v in teaching 22	To have consistent high i	mnact teaching	2.3 To improve whole scho	ol Literacy	
B. CURRI	CULUM	learning implemen		practices betwee			tegies.	input readining	practices.	or Liferacy	
AND TEA	CHING	classroom	s								
C. COND	ITIONS			3.1 To have consi			To improve students' we		3.3 To improve Aboriginal	student	3.3 To scaffold and accelerate student learning
FOR LEAI	RNING	3. Ensure optimal collearning and achievement		engagement inition the school.	atives and prac		aviour by implementing ed practices.	the evidenced	engagement.		by enhancing the physical environment and use of resources.
AND STU		school commu				2430	ou prudincosi				0. 103001.033
VOIC	CE			4.1 To raise relig	ious awarenes	s and 4.2	To bring the Fruit of the	Spirit and	4.3 To engage with the sch	nool community to	
D. CATI		4. Inspire Christ centre providing an educe		knowledge of the		Gos	pel Values to life, intrins		provide faith encounters th		
IDENT	TITY	integrates faith, life				extri	insically.		individual faith journey.		
		ot all Objectives will have	KPI measures)								
A. LEADE Objective		MANAGEMENT Used to Measure Progres	s Basalii	ne Performance 202	22/2023	2024 ln	iterim Targets	20	25 Interim Targets		2026 Final Targets
Objective	OHI Sur	<u> </u>	Performance	Contracts: Second C	Quartile	Performance Contro	acts: Second Quartile	Performance Co	ontracts: Top Quartile		ontracts: Top Quartile
1.1				e Management: Third ormance Review: Third		Consequence Mana People Performance	gement: Second Quartile e Review: Second		anagement: Top Quartile ance Review: Top Quartile		anagement: Top Quartile ance Review: Top Quartile
						Quartile			·		
1.2											
1.2											
B. CURRI		TEACHING		D. (	22 /2022	2004:	L. C. T.	^^	OF Late to T		2024 5:
Objective 2.1	Metric	Used to Measure Progres	s Baselir	ne Performance 202	22/2023	2024 ln	terim Targets	20	25 Interim Targets		2026 Final Targets
		nute Westwood Maths Test a achievement of age level		tion 80% at term targetion 60 % at term targetion		5% increase of studend of term target	dents achieving age level	10% increase o	f students achieving age level	10% increase o	of students achieving age level end of term target score
2.2		erm target score	Year 3 Addi	tion 83% at term tar	get score (T3)	end of fermi largers	score	ena or term rarg	ger score		
2.2				tion 74% at term targetion 75% at term targetion 75% at term targetic							
	NADIAN	l Spelling	Year 6 Addi	tion 68% at term targ	get score (T3)	St John's School man	an is between 5 and 10	St John's School	mean is within 5 units of	St John's School	mean is within 5 units of comparator
	Yr 3 & 5	Spelling School mean is	State Year T	hree Mean 400		units below the comp		comparator	mean is within 5 units of	St John's School	mean is within 3 units of comparator
	close to/	at WA state mean		ool Year Five Mean 4 ive Mean 488	67						
2.3	Dogulto	f Spelling Mastery Placemer		10% at expected yea	r lovol	50/4 ingrages of stud	dents working at each	10% incresses	f students working at each	10% ingrassas	f students working at each expected year level
		ch year level	Year Four 21	% at expected year	level	expected year leve		expected year		1070 increase of	r stodellis workling di eddi expedied year level
				% at expected year le at expected year le							

Oliverity	AA at da liberal ta AA a a a a Darana	P I' D (	2024 Later to To make	2025 Late day Tourists	2027 [ ] - 1 ] 1
Objective	Metric Used to Measure Progress	Baseline Performance 2022/2023	2024 Interim Targets	2025 Interim Targets	2026 Final Targets
3.1					
	Berry Street Education Model (BSEM)	0% of staff completion of BSEM training	50% of staff completion of BSEM training	100% of staff completion of BSEM training	Maintain 100% of staff completion of BSEM training
	staff training & use of strategies	0% of staff using BSEM strategies effectively (as	50% of staff using BSEM strategies	100% of staff using BSEM strategies effectively	Maintain 100% of staff using BSEM strategies effectively (as per
3.2		per documentation in SEQTA & observations)	effectively (as per documentation in SEQTA & observations)	(as per documentation in SEQTA & observations)	documentation in SEQTA & observations)
3.3	Aboriginal student attendance rates (SEQTA)				
3.4					
. CATHO	LIC IDENTITY				
Dbjective	Metric Used to Measure Progress	Baseline Performance 2022/2023	2024 Interim Targets	2025 Interim Targets	2026 Final Targets
	School designed survey to ascertain	Results of the school designed survey to be	20% improvement in school designed survey	40% improvement in school designed survey	60% improvement in school designed survey results
3.1	current staff knowledge of The Trinity	added once this has been designed, administered and analysed	results	results	
3.2					
3.3					

St John's School – Project Management Plan												
		20	24			20	25			20	26	
	T1	T2	Т3	T4	T1	T2	Т3	T4	T1	T2	T3	T4
A. FOCUS AREA NAME – LEADERSHIP & MANAGEMENT												
(FOCUS AREA OWNER: MELISSA & EMMA)												
A1. Plan, promote and implement EA/ATA coaching, observation and	feed	back	proto	cols (	and p	roces	ses.					
Owner: Emma & Tessa							l					
LT to review teacher coaching model with an EA/ATA lens  LT to formulate a proforma of coaching questions and share with												
EAS/ATAS												
LT to share the trial process with EA/ATA staff												
Add all details of EA/ATA coaching conversations to Staff Feedback procedures												
Administer the coaching process with all EAs/ATAs, including a timeline												
Review the coaching process after a year of implementation												
A2. Introduce data discussion meetings.												
Owner: Melissa, Emma & Tessa												
LT to liaise with other schools re their processes and procedures for data discussion meetings												
LT to draft a format and process for data discussion meetings												
LT to draft a proforma to record minutes of data discussion meetings												
LT to trial a data discussion meeting with select classroom teachers												
LT to review the process following on from the trial												
LT to introduce data discussion meetings to teachers												
Schedule and conduct data discussion meetings												
Review data discussion meetings after a year of implementation												
A3. Develop and implement Staff Charter.  Owner: Melissa  MM & CEWA Psychologist to plan a PL session on how staff want to feel when they are at school  LT/CEWA Psychologist to lead a PL session on how staff want to feel at school & identified behaviours												
Wellbeing Committee review data collated from PL												
Reviewed data as a whole staff at a Staff Meeting & with CEWA Psychologist												
Publish Staff Charter using a graphic design process												
Present Staff Charter to key stakeholders												
Publicise Staff Charter on various platforms & display in Staffroom												
Regularly revisit the Staff Charter via Teams, Staff Meetings, PL												
A4. Develop and implement a staff wellbeing plan Owner: Melissa												
Examination of Staff Wellbeing Plans from other schools												
Formulate a draft of a Staff Wellbeing Plan with input from Wellbeing Committee and CEWA Psychologist												
Circulate the draft of the Staff Wellbeing Plan with staff												
Implement and revise the Staff Wellbeing Plan												
Revise and edit the Staff Wellbeing Plan after a year of implementation												
B. FOCUS AREA NAME – CURRICULUM & TEACHING												
(FOCUS AREA OWNER: EMMA & TESSA)												
B1. Develop whole school sets of agreed Scope and Sequences in Lite Owner: Emma & Tessa	racy	and N	Vume	racy.								
Create a template for each year level listing term fluency, review and content ideas (using SCSA, Serpentine PS & Ochre resources)												
Align Daily Review, Fluency and Maths Trek/Curriculum for each year level												
Classroom teachers to discuss and review the compatibility of document												
with school context and any issues presented  Staff develop Numeracy Scope & Sequence and implement across all year												
levels												

Leadership Team develop agreed set of practices for Handwriting across									
the school  Leadership Team develop Writing Scope and Sequence to be implemented									
across all year levels									
Staff develop Grammar Scope and Sequence and implement across all									
year levels.									
Review Scope & Sequence after a year of implementation									
B2. Implement a whole school off the shelf Maths Program with ongoin Owner: Emma & Tessa	ig ass	essm	ents.						
LT/Finance Officer to order all associated materials for the Maths			Ι	1	l				
Program, ready to arrive for implementation in 2024									
LT to organise professional development for chosen Maths Program as									
provided by the supplier									
LT to derive and disseminate non-negotiables in relation to the									
implementation of the Maths Program  LT to provide time (Pupil Free Days/PLCs/Cluster Meetings) for teachers to									
undertake the initial set up of the program									
Conduct termly check ins and reviews of Maths Program implementation									
Share implementation of Maths Program to key stakeholders									
Review Maths Program after a year of implementation									
B3. Plan, model and promote Quality Assurance Checks for Daily Rev	ews.	<u> </u>	1						
Owner: Emma & Tessa	<b></b>								
LT to source Daily Review checklists from other schools									
LT to create a Quality Assurance Checklist with all the non-negotiables for									
Daily Reviews									
LT to share the Quality Assurance Checklist and schedule with all staff									
LT to conduct the Quality Assurance Checks and provide classroom									
teachers with the documentation									
LT to analyse the data collected to inform ongoing teacher upskilling in			-						
relation to Daily Reviews									
LT to share the collected data with teachers									
Review Quality Assurance Checks after a year of implementation									
B4. Continue to implement and embed high-impact teaching strategies	j.					<u> </u>			
Owner: Emma & Tessa									
Present additional high-impact teaching strategies to staff									
LT/classroom teachers to model high-impact teaching strategies to staff									
Classroom observations (from peer and/or LT) to assess how high impact									
teaching strategies are being implemented									
LT to provide feedback from observations									
Conduct ongoing PLCs re high impact teaching strategies, implementation, observations and refinements									
B5. To examine and refine existing Literacy Practices based on curren	t sebe	ماطو	***	od roc	oard				
Owner: Emma & Tessa	i scrio	or ac	iia ai	iu res	eurci	•			
LT to facilitate cluster meeting to establish how Daily Reviews are			Π		Ι				
currently being implemented in Literacy (are these being done									
consistently from K – 6)									
LT to help teachers to interpret current school data (EYLND, Spelling									
Mastery, Literacy Pro etc) and workshop to set overall class goals – make connections to research and the 'why' to these									
LT to conduct class observations of a Literacy lesson/block and provide									
feedback (open to peer feedback and classroom observation)									
Teacher self-reflection on improved practice and set future Literacy goals									
C. FOCUS AREA NAME – CONDITIONS FOR LEARNING & STUDENT V	OICE								
(FOCUS AREA OWNER: EMMA & MELISSA)									
C1. Introduce and upskill all staff in the Berry Street Education Model									
Owner: Emma									
LT to source/allocate funds to cover the costs of whole staff training									
LT to liaise with CEWA re accessing BSEM training, face to face									
LT to allocate Pupil Free Days – four in total				L					
Create a BSEM Committee to oversee the whole school implementation									
All staff to complete the four days of BSEM training									

BSEM Committee to facilitate the implementation and non-negotiables									
LT to allocate regular PLCs/Cluster Meetings to continue upskilling and									
implementation									
C2. Create a behaviour engagement framework/flow chart to be use Owner: Emma, Tessa & Melissa	d acr	oss th	e sch	ool.					
LT review current behaviour management plan and identify what practices to maintain or modify									
Staff and students provide feedback on current behaviour management									
plan									
Source behaviour engagement frameworks/flow charts from other schools  Source assistance and support from CEWA Consultants in developing a									
behaviour engagement framework/flow chart									
Draft a behaviour engagement framework/flow chart									
Present behaviour engagement framework/flow chart to key stakeholders									
Implement behaviour engagement framework/flow chart across the school									
Review behaviour engagement framework/flow chart after one year of implementation									
C3 Introduce Aboriginal community collaboration initiatives to further	impro	ve stu	dent	engo	geme	ent		l	
Owner: Melissa, Emma, Tessa									
Liaise with Aboriginal Senior School Community Consultant and Aboriginal Teaching Assistants									
Invite school Aboriginal community to attend an initial 'meet and greet'									
afternoon tea									
Host termly afternoon teas to gather feedback in relation to Aboriginal student engagement									
Invite members of the school Aboriginal community (including students)									
to share their story at termly meetings to build connection									
Track attendance rates of Aboriginal students  ATAs make regular pastoral care phone calls, completing template, to									
support Aboriginal families									
C4 Address the identified place, space and technology within the clas	sroon	envi	ronm	ent					
Owner: Melissa								ı	
Conduct a stocktake of current Numeracy resources									
Conduct a stocktake of current Literacy reading resources									
Share stocktakes with staff									
Brainstorm wish list items to address Numeracy/Literacy needs in the									
classroom Liaise with School Advisory Council and P&F about funds for Numeracy &									
Literacy resources/needs									
Liaise with Finance Officer about budgeting for future purchase of Literacy & Numeracy resources/needs									
Devise and implement plan for purchase and storage of Numeracy &									
Literacy resources/needs									
Share plan with relevant stakeholders									
D. CATHOLIC IDENTITY – DESCRIPTION									
(FOCUS AREA OWNER: TESSA)									
D1. Develop a deeper staff understanding of the Fruit of the Spirit									
Owner: Tessa  LT to conduct an audit of current practices relating to the Fruit of the		1	1	1	1		1 1	l	
Spirit.									
Plan a PLC Meeting/Staff Retreat to further educate and explain the Fruit									
of the Spirit.									
Formulate an overview of the integration of the Fruit of the Spirit (non- negotiables)									
Disseminate information re the Fruit of the Spirit and school processes to key stakeholders									
Conduct regular staff reminders about the integration of the Fruit of the									
Spirit across all facets of school life									
Examine, at a staff level, the connection between the Fruit of the Spirit and Gospel Values									
D2. Raise awareness of the Gospel Values for staff, students and the	schoo	com	munit	у.					
Owner: Tessa									
Professional Learning on the Gospel Values									

Discussion re whole school Gospel Values focus linked with moral purpose, Student Code of Conduct, Mission Statement etc							
LT to create a one page overview for use with staff, students, parents, enrolment interview etc							
Disseminate information re the Gospel Values to key stakeholders							
Conduct regular reminders about the integration of the Gospel Values across all facets of school life							
D3 Develop a deeper staff understanding of the Trinity and the Apos Owner: Tessa	tles' C	reed					
Plan and deliver a Staff Retreat Day about the Trinity							
Plan and deliver a Staff Retreat Day about the Apostles' Creed							
Develop a scope and sequence document on opportunities to highlight the Trinity and Creed in the Liturgical Year							

St John's School – Fogarty EDvance Milestones Timeline											
		20	24			20	24				
	Ter	m 1	Ter	m 2	Ter	m 3	Ter	m 4			
	Review 1	Review 2	Review 1	Review 2	Review 1	Review 2	Review 1	Review 2			
A. FOCUS AREA NAME – LEADERSHIP & MANAGEMEN		2	1	2	1	2	1	2			
(FOCUS AREA OWNER: MELISSA & EMMA)											
A1. Plan, promote and implement EA/ATA coaching, observat	ion and f	eedback	protocol	ls and pr	ocesses.						
Owner: Emma & Tessa											
LT to review teacher coaching model with an EA/ATA lens											
LT to formulate a proforma of coaching questions and share with EAs/ATAs											
LT to share the trial process with EA/ATA staff											
Add all details of EA/ATA coaching conversations to Staff											
Feedback procedures											
Administer the coaching process with all EAs/ATAs, including a timeline											
Review the coaching process after a year of implementation											
A2. Introduce data discussion meetings.											
Owner: Melissa, Emma & Tessa											
LT to liaise with other schools re their processes and procedures for data discussion meetings											
LT to draft a format and process for data discussion meetings											
LT to draft a proforma to record minutes of data discussion meetings											
LT to trial a data discussion meeting with select classroom teachers											
LT to review the process following on from the trial											
LT to introduce data discussion meetings to teachers											
Schedule and conduct data discussion meetings											
Review data discussion meetings after a year of implementation											
A3. Develop and implement Staff Charter. Owner: Melissa											
MM & CEWA Psychologist to plan a PL session on how staff want	I										
to feel when they are at school											
LT/CEWA Psychologist to lead a PL session on how staff want to feel at school & identified behaviours											
Wellbeing Committee review data collated from PL											
Reviewed data as a whole staff at a Staff Meeting & with CEWA Psychologist											
Publish Staff Charter using a graphic design process											
Present Staff Charter to key stakeholders											
Publicise Staff Charter on various platforms & display in Staffroom											
Regularly revisit the Staff Charter via Teams, Staff Meetings, PL											
A4. Develop and implement a staff wellbeing plan Owner: Melissa											
Examination of Staff Wellbeing Plans from other schools											
Formulate a draft of a Staff Wellbeing Plan with input from											
Wellbeing Committee and CEWA Psychologist											
Circulate the draft of the Staff Wellbeing Plan with staff											
Implement and revise the Staff Wellbeing Plan											
Revise and edit the Staff Wellbeing Plan after a year of implementation											
B. FOCUS AREA NAME – CURRICULUM & TEACHING (FOCUS AREA OWNER: EMMA & TESSA)											
B1. Develop a whole school set of agreed Numeracy Scope a	nd Segue	ences									
Owner: Emma & Tessa	a ocque										

Create a template for each year level listing term fluency, review						
and content ideas (using SCSA, Serpentine PS & Ochre resources)  Align Daily Review, Fluency and Math Trek/Curriculum for each						
year level						
Classroom teachers to discuss and review the compatibility of						
document with school context and any issues presented						
Numeracy Scope & Sequence is implemented across all year levels						
Review Numeracy Scope & Sequence after a year of						
implementation						
B2. Implement a whole school off the shelf Maths Program with	n ongoing	g assessm	nents.			
Owner: Emma & Tessa						
LT/Finance Officer to order all associated materials for the Maths						
Program, ready to arrive for implementation in 2024						
LT to organise professional development for chosen Maths						
Program as provided by the supplier  LT to derive and disseminate non-negotiables in relation to the						
implementation of the Maths Program						
LT to provide time (Pupil Free Days/PLCs/Cluster Meetings) for						
teachers to undertake the initial set up of the program						
Conduct termly check ins and reviews of Maths Program						
implementation						
Share implementation of Maths Program to key stakeholders						
Review Maths Program after a year of implementation						
B3. Plan, model and promote Quality Assurance Checks for Do	aily Revie	ws.	L	L		
Owner: Emma & Tessa	,					
LT to source Daily Review checklists from other schools						
LT to create a Quality Assurance Checklist with all the non-						
negotiables for Daily Reviews						
LT to share the Quality Assurance Checklist and schedule with all						
staff						
LT to conduct the Quality Assurance Checks and provide classroom teachers with the documentation						
classiooni teachers with the documentation						
LT to analyse the data collected to inform ongoing teacher						
upskilling in relation to Daily Reviews						
LT to share the collected data with teachers						
Review Quality Assurance Checks after a year of implementation						
B4. Continue to implement and embed high-impact teaching st	rategies	in Numar	.acv			
Owner: Emma & Tessa	ruiegies	iii i voinei	ucy.			
Present additional high-impact teaching strategies to staff	<u> </u>					
LT/classroom teachers to model high-impact teaching strategies						
to staff						
Classroom observations (from peer and/or LT) to assess how high						
impact teaching strategies are being implemented						
LT to provide feedback from observations						
Conduct ongoing PLCs re high impact teaching strategies,						
implementation, observations and refinements						
B5. To examine and refine existing Literacy Practices based o	n current	school d	ata and	research		
Owner: Emma & Tessa						
LT to facilitate cluster meeting to establish how Daily Reviews are						
currently being implemented (are these being done consistently						
from K – 6)						
LT to help teachers to interpret current school data (EYLND, SM etc) and workshop to set overall class goals – make connections						
to research and the 'why' to these						
LT to conduct class observations of a Literacy lesson/block and						
provide feedback (open to peer feedback and classroom						
observation)						
Teacher self-reflection on improved practice and set future						
Literacy goals						
C. FOCUS AREA NAME – CONDITIONS FOR LEARNING & STUD	ENT VOIC	Œ				
(Focus Area Owner: Emma & Melissa)						
C1. Introduce and upskill all staff in the Berry Street Education	Model					

Owner: Emma								
LT to source/allocate funds to cover the costs of whole staff	I							
training								
LT to liaise with CEWA re accessing BSEM training, face to face								
LT to allocate Pupil Free Days – four in total								
· · · · · · · · · · · · · · · · · · ·								
Create a BSEM Committee to oversee the whole school implementation								
All staff to complete the four days of BSEM training								
BSEM Committee to facilitate the implementation and non- negotiables								
LT to allocate regular PLCs/Cluster Meetings to continue upskilling								
and implementation								
C2. Create a behaviour engagement framework/flow chart to	be used	across t	he school					
Owner: Emma, Tessa & Melissa								
LT review current behaviour management plan and identify what								
practices to maintain or modify								
Staff and students provide feedback on current behaviour								
management plan								
Source behaviour engagement frameworks/flow charts from								
other schools								
Source assistance and support from CEWA Consultants in developing a behaviour engagement framework/flow chart								
Draft a behaviour engagement framework/flow chart			-	-				
Present behaviour engagement framework/flow chart to key stakeholders								
Implement behaviour engagement framework/flow chart across								
the school								
Review behaviour engagement framework/flow chart after one								
year of implementation								
C3 Address the identified place, space and technology Nume	racy need	ds within	the class	room env	/ironment			
Owner: Melissa			1	1		ı	ı	
Conduct a stocktake of current Numeracy resources								
Share stocktake with staff								
Brainstorm wish list items to address Numeracy needs in the								
classroom								
Liaise with School Advisory Council and P&F about funds for								
Numeracy resources/needs								
Liaise with Finance Officer about budgeting for future purchase of								
Numeracy resources/needs  Devise a plan for purchase and storage of Numeracy								
resources/needs								
Share plan with relevant stakeholders								
Enact plan to address the identified Numeracy needs within the								
classroom environment								
D. CATHOLIC IDENTITY – DESCRIPTION			l	l		<u> </u>	<u> </u>	
(FOCUS AREA OWNER: TESSA)								
D1. Develop a deeper staff understanding of the Fruit of the	Spirit							
Owner: Tessa	Spii II							
LT to conduct an audit of current practices relating to the Fruit of	l				<u> </u>			
the Spirit.								
Plan a PLC Meeting/Staff Retreat to further educate and explain								
the Fruit of the Spirit.								
Formulate an overview of the integration of the Fruit of the Spirit								
(non-negotiables)			1	1				
Disseminate information re the Fruit of the Spirit and school								
processes to key stakeholders  Conduct regular staff reminders about the integration of the Fruit			-	-				
of the Spirit across all facets of school life								
D2. Raise awareness of the Gospel Values for staff, students of	and the so	hool con	nmunity.					
Owner: Tessa								
Professional Learning on the Gospel Values								
Discussion re whole school Gospel Values focus linked with moral			-	-				
purpose, Student Code of Conduct, Mission Statement etc								
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LT to create a one page overview for use with staff, students, parents, enrolment interview etc						
Disseminate information re the Gospel Values to key stakeholders						
Conduct regular reminders about the integration of the Gospel Values across all facets of school life						
D3. Examine, at a staff level, the connection between the Fruit	of the S	oirit and	Gospel \	√alues.		
Owner: Tessa						
PLC Meeting to further educate and explain the Fruit of the Spirit and connection with Gospel Values						
Promote fortnightly Fruits of the Spirit focus with Gospel Values						
Conduct regular reminders about the integration of the Gospel Values and Fruit of the Spirit across all facets of school life						
D4. Develop a deeper staff understanding of the Trinity and	he Apost	les' Cree	d.			
Owner: Tessa						
Plan and deliver a Staff Retreat Day about the Trinity						
Plan and deliver a Staff Retreat Day about the Apostles' Creed						
Develop a scope and sequence document on opportunities to highlight the Trinity and Creed in the Liturgical Year						