

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	1. 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	2. 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 – KPIs Table						
Moral Purpose/Vision Statement:		Provide a holistic education that inspires, supports and accepts....'Every Story, Every Opportunity'.				
Aspiration (for 2023 - 2025):		To move from performing 'at like schools' to performing close to/at WA state mean in NAPLAN Numeracy assessments.				
KPIs for Overall Aspiration	Metric Used to Measure Progress	Baseline Performance 2022/2023	2024 Interim Targets	2025 Interim Targets	2026 Final Targets	
	Yr 3-5 NAPLAN progress score for Numeracy is maintained to be greater than 'CEWA schools'	St John's School Growth Effect Size CEWA Growth Effect Size	Yr 3-5 NAPLAN progress score for Numeracy is maintained to be greater than 'CEWA schools'	Yr 3-5 NAPLAN progress score for Numeracy is maintained to be greater than 'CEWA schools'	Yr 3-5 NAPLAN progress score for Numeracy is maintained to be greater than 'CEWA schools'	
	Yr 3 Numeracy School mean is close to/at WA state mean	St John's School Year Three Mean 377 State Year Three Mean 400	St John's School mean is between 5 and 10 units below the comparator	St John's School mean is within 5 units of comparator	St John's School mean is within 5 units of comparator	
	Yr 5 Numeracy School mean is close to/at WA state mean	St John's School Year Five Mean 467 State Year Five Mean 488	St John's School mean is between 5 and 10 units below the comparator	St John's School mean is within 5 unit of comparator	St John's School mean is within 5 unit of comparator	
Focus Areas		Description		Objectives (copy & paste from Placemat)		
A. LEADERSHIP & MANAGEMENT	1. 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.
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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.	3.3 To scaffold and accelerate student learning by enhancing the physical environment and use of resources.
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KPI TABLE (NB: Not all Objectives will have KPI measures)						
A. LEADERSHIP & MANAGEMENT						
Objective	Metric Used to Measure Progress	Baseline Performance 2022/2023	2024 Interim Targets	2025 Interim Targets	2026 Final Targets	
1.1	OHI Survey	Performance Contracts: Second Quartile Consequence Management: Third Quartile People Performance Review: Third Quartile	Performance Contracts: Second Quartile Consequence Management: Second Quartile People Performance Review: Second Quartile	Performance Contracts: Top Quartile Consequence Management: Top Quartile People Performance Review: Top Quartile	Performance Contracts: Top Quartile Consequence Management: Top Quartile People Performance Review: Top Quartile	
1.2						
1.2						
1.3						
B. CURRICULUM & TEACHING						
Objective	Metric Used to Measure Progress	Baseline Performance 2022/2023	2024 Interim Targets	2025 Interim Targets	2026 Final Targets	
2.1						
2.2	One Minute Westwood Maths Test Yr 1 – 6 achievement of age level end of term target score	Year 1 Addition 80% at term target score (T3) Year 2 Addition 60 % at term target score (T3) Year 3 Addition 83% at term target score (T3) Year 4 Addition 74% at term target score (T3) Year 5 Addition 75% at term target score (T3) Year 6 Addition 68% at term target score (T3)	5% increase of students achieving age level end of term target score	10% increase of students achieving age level end of term target score	10% increase of students achieving age level end of term target score	
2.3	NAPLAN Spelling Yr 3 & 5 Spelling School mean is close to/at WA state mean	St John's School Year Three Mean 377 State Year Three Mean 400 St John's School Year Five Mean 467 State Year Five Mean 488	St John's School mean is between 5 and 10 units below the comparator	St John's School mean is within 5 units of comparator	St John's School mean is within 5 units of comparator	
	Results of Spelling Mastery Placement Test match year level	Year Three 40% at expected year level Year Four 21% at expected year level Year Five 9% at expected year level Year Six 0% at expected year level	5% increase of students working at each expected year level	10% increase of students working at each expected year level	10% increase of students working at each expected year level	

C. CONDITIONS FOR LEARNING AND STUDENT VOICE					
Objective	Metric Used to Measure Progress	Baseline Performance 2022/2023	2024 Interim Targets	2025 Interim Targets	2026 Final Targets
3.1					
3.2	Berry Street Education Model (BSEM) staff training & use of strategies	0% of staff completion of BSEM training 0% of staff using BSEM strategies effectively (as per documentation in SEQTA & observations)	50% of staff completion of BSEM training 50% of staff using BSEM strategies effectively (as per documentation in SEQTA & observations)	100% of staff completion of BSEM training 100% of staff using BSEM strategies effectively (as per documentation in SEQTA & observations)	Maintain 100% of staff completion of BSEM training Maintain 100% of staff using BSEM strategies effectively (as per documentation in SEQTA & observations)
3.3	Aboriginal student attendance rates (SEQTA)				
3.4					
D. CATHOLIC IDENTITY					
Objective	Metric Used to Measure Progress	Baseline Performance 2022/2023	2024 Interim Targets	2025 Interim Targets	2026 Final Targets
3.1	School designed survey to ascertain current staff knowledge of The Trinity	Results of the school designed survey to be added once this has been designed, administered and analysed	20% improvement in school designed survey results	40% improvement in school designed survey results	60% improvement in school designed survey results
3.2					
3.3					

St John's School – Project Management Plan

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[illegible]

[illegible]

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St John's School – Fogarty EDvance Milestones Timeline

	2024				2024			
	Term 1		Term 2		Term 3		Term 4	
	Review 1	Review 2	Review 1	Review 2	Review 1	Review 2	Review 1	Review 2
A. FOCUS AREA NAME – LEADERSHIP & MANAGEMENT (FOCUS AREA OWNER: MELISSA & EMMA)								
A1. Plan, promote and implement EA/ATA coaching, observation and feedback protocols and processes. 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 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 and Sequences. Owner: Emma & Tessa								

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 ongoing assessments. 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 Daily Reviews. 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								
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 in Numeracy. 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 current school data 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 & STUDENT VOICE (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								
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 the 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 Numeracy needs within the classroom environment								
Owner: Melissa								
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								
(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 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								
D2. Raise awareness of the Gospel Values for staff, students and the school community.								
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. Examine, at a staff level, the connection between the Fruit of the Spirit and Gospel Values. 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 the Apostles' Creed. 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								

