

Annual School Improvement Plan, 2017

System Strategic Outcomes (LEAD)	Strategic Plan Link (School)	Goals	Actions/Strategies (How will we do it?)	Responsibility & Timeline (Who will lead/drive this? When will the action be done?)	Resources (How will we utilize our human & financial resources)	QCS Component link	Success indicators (How we will know we have been successful)
<p style="color: red; font-weight: bold; font-size: 1.2em; margin: 0;">Learning</p> <p style="font-size: 0.8em; margin: 5px 0 0 10px;">Enhance student achievement and wellbeing</p> <p style="font-size: 0.8em; margin: 5px 0 0 10px;">Increase student and staff engagement in their own learning and faith formation</p>				Once a month, people with resp. need to review the effectiveness of the actions/strategies in achieving the set goals.			
	<p>Promote high quality teaching practices across the school to accommodate the varying developmental needs of students.</p>	<p>Teachers utilise Learning Intentions (LI), Success Criteria (SC), Guided Practice / Differentiation and Feedback in all lessons.</p> <p style="color: red; font-weight: bold;">Balance of surface level and deep conceptual learning experiences.</p>	<p>PLC structure will promote and facilitate collaboration and sharing of teaching and assessment practices among staff. (Focus on three levels of feedback).</p> <p>Key teachers will facilitate teaching practices and promote a balance of surface level and deep conceptual learning through modelling, informal coaching and shoulder to shoulder.</p> <p>Each teacher determines where s/he currently sits on the AITSL continuum for standard 5 and reflects upon what they need to achieve in order to progress to the next stage of development - informal coaching to be provided by Assistant Principals.</p>	<p>Teachers Building Capacity Document</p> <p>Classroom teachers</p> <p>Teacher Assistants</p> <p>Leadership team</p> <p>All teaching staff</p>	<p>Hattie's 'Visible Learning'.</p> <p>AITSL resources</p> <p>Key Teachers</p> <p>AITSL Teaching Practices Continuum.</p> <p>NAPLAN data</p>	<p>We will continue to link QCS, AITSL, AC and SCASA.</p> <p>QCS 305: An Expert Teaching Team.</p> <p>QCS: 302 Analysis of Data</p>	<p>Teachers using LI, SC, differentiation and three levels of feedback in their daily teaching.</p> <p>Staff modelling teaching practices and strategies to peers.</p> <p>Differentiation aligned with SC data.</p> <p>Informal coaching provided to staff by the Assistant Principals. Feedback based on class observation</p>

	Consistently use data to inform teaching practices.	Administer and analyse Informal Prose Inventory and PM Benchmark reading assessments; MAIs in Yr 1 & 2; Diana Rigg Spelling assessments and PP Online Entry assessment.	As above		IPIs / Running Records Dianna Rigg Spelling Tests MAIs		Continue to use NAPLAN and reading assessment data to inform teaching practice and planned learning experiences.
	Harness the use of ICT to support excellence in teaching and learning.	NAPLAN data - analysing effect size.	Kindergarden Screening for speech				
		Upskill teachers to use iPads as an effective teaching and learning tool.	Key Teacher ICT will provide coaching, shoulder to shoulder and mentoring to assist staff to expand their use of iPads and digital technologies.	Key teacher ICT – Salv All Staff	iPad pods (2 sets of 30) 1:1 programme in Yr 4 & 5.		iPads continuing to be used as a learning and assessment tool.
		Facilitate understanding and implementation of the Digital Technologies component of the Australian Curriculum.	PLCs and PD devoted to unpacking the scope and sequence for the Technologies learning area	Key Teacher ICT / AP			Technologies component of the Curriculum being taught in all classes.
Affirm, respect and develop the individuality and uniqueness of each child.	Continue to apply a consistent approach to documentation of students with special needs	Teachers will continue to use a uniform IP and IEP proforma. Case management meetings.	Special Education Coordinator - Ian Pearce assist class teachers to develop IEP's and Individual Plans	Ian Pearce All teaching staff		Implementation of IPs and IEPs that are continually reviewed and adjusted to reflect the changing needs of students – parents are informed of these advancements.	
	Continue with Kids Matter – social and emotional development	Introduction of a school-wide buddy system whereby one value per term is addressed e.g. respect. Sensory sessions incorporated within whole school morning fitness.	Sensory IPs – Diane Verson	Zoe Newman and Diane Verson.			
	Providing extension programs for children in Yrs 1-6.	Continuation of ACE program, critical thinking skills and philosophy program.	Class teachers – identification of students requiring extension.	Trish Barton		Students being challenged to further develop their cognitive skills.	

Engagement	Strategic Plan Link (School)	Goals	Actions/Strategies (How will we do it?)	Responsibility & Timeline (Who will lead/drive this? When will the action be done?)	Resources (How will we utilize our human & financial resources)	QCS Component link	Success indicators (How we will know we have been successful)
<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>Develop the capacity of teachers to lead teams, learning, provide constructive feedback and manage staff in their teams.</p>	<p>Empower staff to become middle leaders who develop teaching practices.</p> <p>Discern our school's charisms to enhance the spiritual character and unique contribution to the school.</p>	<p>Introduce another Key Teacher in Numeracy (one K-2, one 3-6). Time is scheduled for them to work with individual classroom teachers. KTN will also lead and coordinate PLCs designed to promote clarity, feedback and a balance between surface and deep conceptual learning.</p> <p>Introduce a new Key Teacher Literacy (As above)</p> <p>Maintain Key Teacher ICT</p> <p>Draw upon stories of our school's founders and patron saints to create a motto for each faction.</p>	<p>Leadership team</p> <p>Rachel and Debbie – KTN.</p> <p>All staff and senior students will be involved in creation of the mottos.</p>	<p>Key Teacher Numeracy PD</p> <p>Key Teacher Literacy PD</p>		<p>Key Teachers collaborating with other staff during PLCs and shoulder to shoulder.</p> <p>Programme meetings - use of data to inform methodology; reflection on strategies used, feedback provided.</p> <p>Creation of mottos for each faction.</p> <p>Weave charisms / mottos into the fabric of our school culture – code of conduct, behavior management and reward structures.</p>
	<p>Streamline communication and school organisational practices to improve clarity of purpose.</p>	<p>Improve communication of school based practices.</p>	<p>Induction Booklet for new staff</p> <p>Newsletters</p> <p>Weekly snapshot</p>	<p>Principal and APs</p> <p>Aurelia Cooper– Administrative Assistant.</p>	<p>Weekly snapshot</p> <p>Staff meetings and PLCs</p> <p>Newsletters</p>		<p>Staff are informed of school based practices.</p> <p>Staff share and are committed to a common vision.</p>

Accountability							
<p>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>	<p>Consistently implement the Charter for Early Childhood Education; plan for and progress changes to K-2 classrooms and playground; both to comply with National Quality Standards.</p>	<p>Implement the school based charter for Early Childhood (developed last year).</p> <p>Implement the NQS improvement plan.</p>	<p>Liz and Elana collaborate with early childhood staff to facilitate the enactment of the charter.</p> <p>As above</p>	<p>Liz De Filippi Elana Sparks Early childhood teachers</p>	<p>NQS Guidelines</p>		<p>School Charter for early childhood is established.</p> <p>NQS improvement plan is being addressed.</p>
	<p>Continue to manage the budget responsibly and prioritise resourcing of the goals in this plan.</p>	<p>Prioritise goals for 2017:</p> <ol style="list-style-type: none"> 1. Upgrade general furniture 2. Resources for the implementation of Digital Technologies and STEM e.g. robotics kits, laptops. 	<p>Meetings will relevant stakeholders.</p> <p>Principal liaises with Board and bursar in regards to budget allocation for prioritised goals.</p>	<p>Principal – Greg Green OSHC staff Early childhood staff Board Providers Principal Bursar Board P&F</p>	<p>Principal Principal Board P&F</p>		<p>The budget accommodates the prioritized goals and needs of the school.</p>
Discipleship							
	Goals	Actions/Strategies (How will we do it?)	Responsibility & Timeline (Who will lead/drive this? When will the action be done?)	Resources (How will we utilize our human & financial resources)	QCS Component link	Success indicators (How we will know we have been successful)	
<p>Enhance opportunities for personal faith development</p> <p>Increase enrolment of the vulnerable, poor and marginalised as a visible sign of our faith in action</p>	<p>Continue to seek ways to strengthen relationships and to work collaboratively with St Anthony's families and the Parish.</p>	<p>Maintain strong parish/family relationships through planning and running Sacramental workshops / programmes.</p>	<p>Sacramental parent meetings and parent / child workshops.</p> <p>Attendance of staff at Sacramental Masses</p>	<p>Principal Assistant Principals Teachers involved in Sacramental years All staff Father Marian Parish rep – Melissa Doyle.</p>	<p>Newsletters Letters Meetings between parish and school.</p>	<p>Staff, families and parish collaboration.</p>	
	<p>Continue to foster staff faith development</p>	<p>Provide a balance of faith and knowledge based professional development.</p>		<p>All staff</p>		<p>Faith based professional development.</p>	
	<p>Provide an atmosphere which reflects Christ's teaching and projects him as a life model through the integration of faith, life and learning.</p>	<p>Continue to deliver a solid Religious Education programme that is supplemented with social justice projects.</p>	<p>Project Compassion Life Link Caritas</p>	<p>Teaching staff</p>		<p>Teaching programs and school based activities reflect Christ's teachings.</p>	

End Point (2017)

- Teacher analysing and utilising data to inform teaching methodology.
- All teachers to use explicit LI, SC differentiation and feedback effectively.
- Feedback
 - Task level
 - Process level
 - Self-regulation level
- Balance of surface and deep, conceptual learning in all subjects.
- Key teachers facilitate 'Instructional Rounds' in Literacy & Numeracy → focus is on instructional practice
- Regular Case Management Meetings
 - student work samples analysed
 - clear specific recommendation decided upon and recorded
 - reflection/reporting on success/failure justified with st. evidence (work samples)

Key Teachers:

- Modelling in classroom (by KTN) of good practises around one specific outcome – e.g. feedback, explicit teaching leading into differentiate activities, warm-up activities
- Meeting (one to one) to discuss planning of good practises
- Modelling in classroom (by class teacher) of activities – feedback given