

School Improvement Plan (SIP) 2020

QUEEN OF APOSTLES RIVERTON



<p>CECWA Strategic Directions</p> <p><i>“Catholic Education Western Australia is a Christ-centred community of engaged learning environments, inspiring all to actively live the Gospel.”</i></p>	<p>CATHOLIC IDENTITY</p> <p><i>Inspiring Christ-centred Leaders</i></p>	<p>EDUCATION</p> <p><i>Catholic Schools of Excellence</i></p>	<p>COMMUNITY</p> <p><i>Catholic Pastoral Communities</i></p>	<p>STEWARDSHIP</p> <p><i>Accessible, Affordable and Sustainable System of Schools</i></p>
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The School Improvement Plan (SIP) is not intended to capture all the strategic activities of a school but rather prioritise the key areas of focus that will have the highest impact on realising sustained and relevant improvement. Schools are encouraged to limit the number of goals established to maximise depth and impact of strategy. Similarly, the SIP is an iterative document that aligns with the ongoing nature of change that occurs in a school in order to embed processes and practices that lead to a quality Catholic education. Regular monitoring, review and updating of the SIP is encouraged and schools may find the addition of notes and/ or appendices to capture significant milestones and achievements useful in celebrating success and establishing the next iteration of improvement goals.

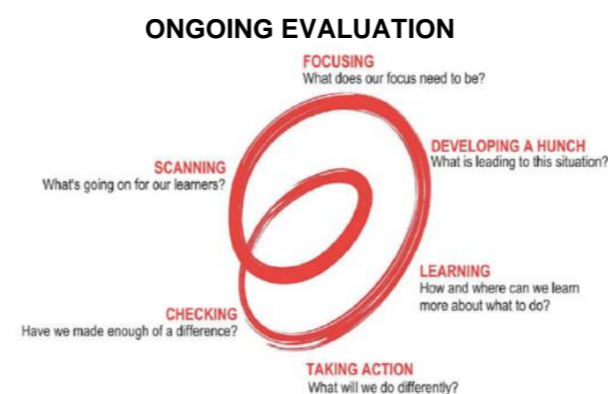
Focus Area	Informed by Evidence	Specific	Measurable	Achievable	Relevant	Time Bound	Resources	Success Indicators	Monitoring Process and Progress
	<i>Qualitative and quantitative</i>	<i>Performance & development goal to be achieved (stated simply)</i>	<i>Evidence that will be used to demonstrate progression and goal achievement</i>	<i>What actions will we take to achieve the goal?</i>	<i>How does the goal connect to your school's strategic plan (and/ or other plans)?</i>	<i>What are the timeframe milestones? Timeframe within which the goal will be achieved</i>	<i>Support/resources that will be required to achieve the goal. Key school-based personnel: Who is responsible for ensuring we are on track?</i>	<i>How will we know we have been successful (quantitative and measurable)?</i>	<i>How will we ensure we are on track and have not taken our eyes off the goals?</i>
Evangelisation Plan Focus	Flowing from Vision and Mission work in 2019 Evangelisation Plan	Increased awareness of revised School Values.	Physical display of Value statements around school environment – indoors and outdoors. Student and Staff capacity to recall and explain the meaning of our values	Pull up with values banners to be designed Posters for classrooms to be designed Add values to newsletter and website/facebook	From our Evangelisation Plan – Vision and Mission renewal	Banners and posters – end of Semester 1 Newsletter/website/Facebook - end of Term 1	Funding allocation within budget Leadership Team Class Teachers – responsible to display and facilitate discussion within class	100% of classrooms have posters on display 100% display of banners at school assemblies 80% of students in Years 4-6 are able to name and explain values in Survey Monkey	Leadership Team review at the end of Term 1 and Term 2. Survey results at the end of Term 3

<p>Aboriginal Education Plan Focus</p> <p>Professional & Personal Learning</p> <p>Perspectives</p>	<p>Aboriginal Education Improvement Map (AEIM)</p>	<p>Reconciliation: Share our pride Journey - Online Training to support AITSL Standards</p> <p>Aboriginal perspectives integrated into all learning areas</p> <p>Aboriginal Perspectives Key Teacher will support staff with implementation of standards</p> <p>Access Aboriginal Perspectives Grant</p>		<p>1 staff meeting to discuss and staff to complete individually. (Includes EAs)</p> <p>Incorporate into programs (state in each LA)</p> <p>Key Teacher to apply for grant</p>	<p>From our AEIM</p> <p>From our AEIM</p>	<p>1 per term 2 in Term 4 Wk 10 2020</p> <p>Each Term in each LA.</p> <p>End of 2020</p>	<p>Access to modules/websites</p> <p>Personal devices Personal responsibility</p> <p>Access: Maths Association University of Melb TEAMS SNAICC (Early Years) Key teacher responsible</p>	<p>Record kept and shared with Principal.</p> <p>Certificate given</p> <p>Opportunity to discuss at Final PLC to discuss this with others. (15 mins)</p> <p>100% of staff using Aboriginal perspectives in their planning and activities</p>	
<p>Curriculum Plan Focus</p> <p>QOY Future-Focussed Learning</p>	<p>NAPLAN Data Pre implementation student and staff survey data</p>	<p>Embedding learning intentions and success criteria and developing integrated units of work</p> <p>Students answering key questions</p> <ul style="list-style-type: none"> • What are you learning? • How are you doing? • How do you know? • How can you improve? • Where do you go for help? 	<ul style="list-style-type: none"> • LI and SC visible in every classroom • Integration of Blooms with LI evidenced in LI displays • Integrated units of work will include co-constructed essential questions by staff and students • Staff and students use 6D language • Solution Fluency evident through Restorative practices 	<ul style="list-style-type: none"> • Zoom meetings • Attending QOY regional PLC meetings • Sharing the journey with QOY colleagues • Use Shifts of Practice booklet to guide understanding of essential and herding questions • Formal and informal Professional Learning Events • Leadership/LEAD learners to conduct learning walks to ask key questions of students • Commitment to inviting CEWA consultants to regional events 	<p>Curriculum Plan</p> <p>CEWA Strategic Direction</p> <p>School Strategic Plan</p>	<p>Zoom meetings – Ongoing QOY PLC meeting – once a term</p> <p>PD Day – 28 April</p> <p>PD Day – 25 August</p> <p>Leadership and LEAD teacher review of 2020 goals – 16 Dec</p> <p>Blooms evidence aligned with LI by the end of semester 1, 2020</p> <p>Development of integrated units of work by the end of Semester 2, 2020</p>	<p>FFL resources and personnel</p> <p>Solution Fluency Teacher’s Companion</p> <p>Solution Fluency Classroom Guide</p> <p>LEAD Teachers</p> <p>CEWA Consultants</p>	<p>Improved overall NAPLAN data (5% increase in the growth of students between Year 3 and 5)</p> <p>Feedback post PD events 80% positive rating by staff</p> <p>Zoom conversations 100% participation rate</p> <p>Solution Fluency language evident in classroom displays 100% participation by teachers</p> <p>Students surveyed about their learning at the conclusion of one unit. (75% positive response rate – Success criteria)</p>	<p>QOY Minutes and PLC meetings</p> <p>PD attendance</p> <p>Classroom observations and feedback</p> <p>Ongoing engagement with and feedback from FFL facilitators</p> <p>SIA visits and updates on progress towards achievement of ASIP</p> <p>QCS Component Link – 304 Targeted Use of School Resources</p>

Early Years Focus <i>(if applicable)</i>	NQS Audit Quality Standard 3.2 <i>The environment is inclusive, promotes competence, independent exploration and learning through play</i>	Re-location of Year 1 and 2 into the ELC to facilitate enhanced opportunities to align with the NQS standards	Evolution from traditional learning environment and pedagogy to a more contemporary environment aligned with EYLF best practice	Re-location of Year 1 and 2. Purchase of additional classroom furniture Continued focus on FFL (inquiry learning)	Strategic Plan <i>Cater for all students using the FFL Framework (K-2 in light of NQS and EYLF)</i>	Environment – beginning of 2020 Inquiry Learning – 2 nd Year of a 3 year plan	FFL Resources and personnel Funding allocation within budget LEAD Teachers	100% of teachers in ELC engaging in inquiry-based practice evidenced through units of work	NQS meetings facilitated by leadership Classroom observations and feedback CEWA Early Childhood personnel to observe and deliver feedback
Additional Focus <i>(optional)</i> Curriculum - Mathematics	Strategic Plan PAT Maths data	Increasing speed and accuracy of basic facts and other mental maths. Focus on: <ul style="list-style-type: none"> Instant recall of Tables (x ÷) Instant recall of basic facts (+ -) Mental Maths facts (days in a month, cm to m etc) 	Tests Mandatory comment in Maths section of semester reports	Review of Homework Policy Review of homework grid Assembly certificates for improvement Numero Consultant to be contacted	Strategic Plan <i>Continued growth in literacy and numeracy is an ongoing priority</i>	Review student progress at end of Term 2	Mental Maths Scope and Sequence <i>(Paul Swan)</i>	85% of students pass a Basic Fact/Mental Maths test that is time controlled delivered at end of Term 2 and end of Term 4	QCS Component Link – 307 Differentiated Teaching
Additional Focus <i>(optional)</i>									

Informed by evidence from:

- CECWA Strategic Directions (2019-2021)
- School Strategic Plan
- Evangelisation Plan
- Aboriginal Education Plan / AEIM: Aboriginal Education Improvement Map
- Curriculum Plan
- Student data analysis, e.g. Appraise & other achievement data, attendance, wellbeing etc.
- National Quality Standard (NQS) Audit
- Quality Catholic Schooling Component Reviews
- School Cyclic Review
- School Climate Survey
- Technology Integration Matrix (TIMS) / Technology Uses and Perceptions Survey (TUPS)



Spiral of Inquiry (Halbert & Kaser 2014)