

# School Improvement Plan for St Joseph's School

Commencement Year: 2019

<b>CECWA Strategic Directions</b>	<b>CATHOLIC IDENTITY (Discipleship)</b>	<b>EDUCATION (Learning)</b>	<b>COMMUNITY (Engagement)</b>	<b>STEWARDSHIP (Accountability)</b>
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<b>Focus Area</b>	<b>Informed by Evidence</b>  <i>Qualitative and quantitative</i>	<b>Specific</b> <i>Performance &amp; development goal to be achieved (stated simply)</i>	<b>Measurable</b> <i>Evidence that will be used to demonstrate progression and goal</i>	<b>Achievable</b> <i>What actions will I take to achieve the goal?</i>	<b>Relevant</b> <i>How does the goal connect to the school's strategic plan (and/ or other plans)?</i>	<b>Time Bound</b> <i>What are the timeframe milestones? Timeframe within which the goal will be achieved</i>	<b>Resources</b> <i>Key <u>personnel</u>: who is responsible / ensuring we are on track</i>	<b>Success Criteria</b>
Evangelisation Plan Focus	Evangelisation plan and Strategic plan	Faith Formation for Parent community  To develop staff faith formation	Pre and post survey  Collation of data from each session	Run Parent workshop/s  Introduce "Afternoons with JC" to staff once a term to unpack Church documents and teachings	To deepen the knowledge of our charisms in our community	Delivered in Term 1, 2019  Introduce Term 3 2019	REC and LT  Staff  Evangelisation team	Results of pre and post surveys  Staff feedback
Aboriginal Education Plan Focus	Aboriginal Education Improvement Map (AEIM)  Reconciliation Plan	Greater understanding by staff and students of shared history of Australia	Imbedding aboriginal awareness focus in learning areas	Cultural awareness training for staff.  Show evidence of cultural awareness in programs.  Develop a bank of resources for staff to use with students.	Staff to develop a greater cultural awareness of the local indigenous people	Term 2 or 3	CC, HOP, HOS  ATA and Geckos co-ordinator	Staff complete in-service. Evidence of cultural awareness in learning programs.
Curriculum Plan Focus  Numeracy	NAPLAN, OLNA, formal assessment	PRIMARY Development of numeracy intervention program on primary campus	To measure NAPLAN - Comparison of 2017, 2018 and 2019 NAPLAN  Pre and post testing	PRIMARY Setup dedicated primary numeracy team to deliver programs.  Trialling: <ul style="list-style-type: none"> <li>CAMS &amp; STAMS</li> </ul> Using: <ul style="list-style-type: none"> <li>Cambridge resources (Teacher Book, Student Book &amp; HOTMaths)</li> </ul>	Strategic plan 'Learning' 1.1, 1.2, 1.3	Parent workshop in Term 2 (primary)  Strategies embedded by end of Term 1 2019	HOP and primary maths staff  Cross campus links team	Increased results of STAMS & CAMS Placement Test results

		SECONDARY Identify the 'nearly there' secondary students and develop and embed strategies to move these students up a band.	Comparison of 2017, 2018 and 2019 OLNA results	SECONDARY 1. Introduce problem solving schema for yrs 7-9 2. Focus on secondary homework accountability 3. Run primary parent workshop			HOS and secondary mathematics staff	Increased % of Yr 7s to reach Band 6. Increased % of Yr 9s to reach Band 8.  Increased student % achieving OLNA by November 2019.
Early Years Focus	NQS Audit Group Reflection Survey	Develop programs that further explore play pedagogy and open ended learning activities.  Utilise and use the outdoor space/area for more meaningful learning.	Visible in programs.  Show evidence of how the area is being used (photos, newsletter articles)	QA 1 – Education Program & Practice Include more play pedagogy and open ended learning experiences. Year 1 & 2 teachers to plan for collaborative learning across Literacy & Numeracy.  QA 3 – Physical Environment Investigate better use of utilising outdoor learning environment to facilitate productive learning experiences.	NQS Quality Area 1 & 3	QA 1 - Term 1 2019    QA 3 – End of Term 3	HOP, Early years Committee	Programs show evidence of more open ended learning activities (checked by HOP)  Evidence of increased use – noted of HOP
ICT	Informed by data generated by the ongoing DTiF project.	Develop additional projects for students to engage with that enhance and utilise ICT Digital Technologies content and application of ICT in all Learning Areas.	Changes in scores in the DTiF project survey data- staff and students.	Ongoing Professional Learning days-DTiF and DT focused. Class programs to have ICT component listed. Implement and review Years 5 & 6 personal iPad program.  Run ICT workshop for secondary parents (SEQTA< Education Perfect, Clickview, Hot Maths)  SEQTA Portal for Primary parents to access for End of Year reports.	To provide staff with a rich knowledge of DT processes and applications that can be used to effectively enhance class content.	PL workshops to run in 2019. All programs- all Learning Areas and year groups to have ICT annotated and the activity/measurement outlined, which links to a specific task/s and/or activities.	CC, Key Teacher- DT, ICT Manager and DT teaching staff. CEWA- DT team members. DTiF staff- ACARA.	All programs demonstrate ICT focus. Select assessment tasks link back to the program highlighting ICT in the assessment structure

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