

## Annual School Improvement Plan - 2016

1. System Strategic Outcomes  <b>WHY</b>	2. School Strategic Plan Link  (School Strategic Plan)  <b>WHY</b>	3. SMART Goals  (Specific, Measurable, Achievable, Result Orientated, Timed)  <b>WHAT</b>	4. Strategies To Achieve the Goal  <b>HOW we will work together</b> <b>HOW we will do what we do</b>	5. Links	6. Responsibility  <b>WHO is responsible to deliver and WHEN</b>	7. CEWA Service Delivery Support & other Key Resources	8. Success Indicators  <b>Reportable in Annual Report</b>
<b>Learning</b>  Enhance student achievement and wellbeing  Increase student and staff engagement in their own learning and faith formation		During 2016 the staff will develop and implement a whole school approach to the teaching of reading.	Develop a school-wide approach to the teaching of reading. This would could include the use of a school designed program and the introduction of a commercially produced reading program. In-servicing of staff on reading assessment is required and a reading data wall will be developed where regular feedback and discussion is held on individual student progress.	Formal reading assessments, NAPLAN, PIPS, PatR, IPI	Katelyn	New literacy consultant	Term 1: * Data wall in operation * Staff in-serviced on comprehension program Term 2: * School-based Reading assessment document Term 3: * Detailed analysis of NAPLAN reading data.
		By the end of 2016 staff will competently share, discuss, analyse and use data to drive the improvement agenda in reading.	Develop a whole school understanding of St Damien's approach to the teaching and assessment of reading. Develop staff expertise in the administration of both formal and informal reading assessment. Analyse data collected at the very end of 2015 and develop reading level/age targets and a monitoring of development process. Analyse 2016 NAPLAN data at a whole school and individual level, analyse progress over time and compare to school reading data.		Katelyn/Brett/Joe		* Minimum of one staff meeting/term discussing the reading data wall and current reading programs.
		Throughout 2016 the school will see improved student outcomes in Numeracy, problem solving and basic fact recall.	Continued implementation of Envision Maths and Mental Maths. Continued professional development, further acquisition of appropriate resources, such as MAB, staff meetings and teachers observing other teachers using best practice Mathematics teaching.	NAPLAN, Pat M	Katelyn/Brett/Joe		Term 3: * Detailed analysis of NAPLAN numeracy data.
		During 2016 the staff will implement a whole school approach to the teaching of spelling.	Prepare 4 Year Old Kindergarten students for future spelling using the <i>Let's Decode</i> formats. Continue to use the <i>Diana Rigg Phonic Sequence</i> for teaching the spelling of phonic concepts, prefixes and suffixes from Pre-Primary to Year 6 Introduce <i>Spelling Mastery</i> in Years 1-6 Create and implement a whole school scope and sequence using the Spalding Spelling Rules and Spelling Mastery for Pre-Primary to Year 6.	NAPLAN, South Australian spelling test, Spelling Mastery levels, Diana Rigg placement test	Katelyn		Term 1: * <i>Let's Decode</i> in-service * <i>Begin Spelling Mastery</i> End of 2011 * Whole school spelling scope and sequence will be complete.

		By the end of 2016 staff will have improved student achievement in Religious Education.	Focus on both Section C of the RE curriculum documents and assessment in Religious Education. Develop end of unit assessments.	Bishops Literacy assessment	Brett		Each term: * Each term's end of unit assessments will be created PP-6 * 1 staff meeting will have focused on Section C of curriculum. Term 3: * Analysis of BRLA data
<b>Engagement</b>		By the end of 2016 leadership responsibilities will be shared with staff, particularly in terms of leading professional learning teams.	A broadening of the leadership roles and responsibilities take place within school operations.  Introduction of curriculum coordinators and development of committees.		Joe		Term 1: * Leadership roles to be decided on. * Curriculum coordinators and committees finalised.
Enhance parental engagement in their child's learning and faith formation		By the end of 2016 an Environmental Centre policy will be developed with clearly defined roles and responsibilities to ensure the sustainability of the program.	With the gardener and the Science teacher overseeing the coordination of the centres and a staff member to manage each one of the three centres, all staff and students will be aware of how the centres operate and their role within them. Staff will need to continue to be in-serviced about the practicalities and the running of the centres, but perhaps most significantly in a Catholic school, staff will need to understand the environmental centres in the context of their faith and the message of <i>Laudato Si'</i> .		Brett		Environmental centre policy written.
Develop our people to be leaders in Catholic Education's mission							

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<p><b>Accountability</b></p> <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>Throughout 2016 the staff will continue with the implementation of EDI throughout the school.</p>	<p>In order to continue to develop all staff in the delivery of EDI lessons, it will need to be constantly reviewed, in-serviced, observed occurring in classrooms and openly and honestly discussed. Looking forward, staff professional development days, staff meetings, classroom observations by admin team and each other will need to continue to form the basis of future development of staff. We will continue to draw on the expertise of Dr Lorraine Hammond and the admin staff at St Helena's Ellenbrook, with whom a professional relationship has been developed in 2015.</p> <p>Learning walks will be used to observe EDI in practice and provide feedback to teachers.</p>		<p>Katelyn</p>		<p>All staff observed using EDI each term. EDI coaching with 4 staff members per term. Contact new administration at St Helena's in Term 1 to establish professional relationship with new Principal and AP Regular learning walks – scheduled and unscheduled.</p>
<p><b>Discipleship</b></p> <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>During 2016 the school will update its evangelisation plan.</p> <p>By the end of 2016 the MJR program will be fully immersed into all aspects of school life.</p>	<p>With the appointment of a new principal, the leadership team will attend a number of evangelisation planning days with the Bishop to begin the process of updating our school evangelisation plan. As a community we will continue to update our evangelisation plan.</p> <p>It is intended that next year the staff would have fully immersed themselves in the MJR philosophy and continue to make the person of Jesus alive in our school. In order to achieve this, further professional development will be required, with an assistant principal attending the annual conference.</p>		<p>Joe</p> <p>Katelyn</p>	<p>Sr Christine Bishop</p>	<p>Bishop evangelisation planning days, Term 1</p> <p>Throughout 2016, update school evangelization plan as a community.</p> <p>Katelyn to attend conference, Term 1</p>

**QCS COMPONENT REVIEWS during this year**

