

School Improvement Plan 2019

St Patricks School Katanning



CECWA Strategic Directions	CATHOLIC IDENTITY (Discipleship)	EDUCATION (Learning)	COMMUNITY (Engagement)	STEWARDSHIP (Accountability)				
Focus Area	Informed by Evidence <i>Qualitative and quantitative</i>	Specific <i>Performance & development goal to be achieved (stated simply)</i>	Measurable <i>Evidence that will be used to demonstrate progression and goal</i>	Achievable <i>What actions will I take to achieve the goal?</i>	Relevant <i>How does the goal connect to the school's strategic plan (and/or other plans)?</i>	Time Bound <i>What are the timeframe milestones?</i> <i>Timeframe within which the goal will be achieved</i>	Resources <i>Support/resources that will be required to achieve the goal.</i> <i>Key personnel: who is responsible / ensuring we are on track</i>	Success Criteria <i>How will you know you have been successful (quantitative and measurable)?</i>
Evangelisation Focus	Staff Faith Formation	Support staff in forming a personal relationship with Jesus	Staff willingness and active participation in faith formation. Participation in Sunday Mass	Combined Faith Formation PD with Narrogin - Sam Clear United in Faith, Hope & Love Monday Staff Prayer FSW 2019	Evangelisation plan	By 2020 we want our staff growing in a personal relationship with Jesus, so we can better help our students to form a personal relationship with Jesus	Andrew Gammon Debra Bearcoft Julie Poett Parish priest Sr Christine	Staff sharing their personal experiences with students.

Aboriginal Education Focus	Aboriginal Education - Reconciliation	Support staff to better understand reconciliation and how it is integral to the workings of Christ	Practices that support the development of all regardless of race, ethnicity, culture, language or religion	CCM and AEIM Revision of Aboriginal Education Policy	Aboriginal Education Plan Evangelisation Plan	By 2020 we want our staff aligning their understanding of Christ vision with reconciliation and how that impacts our teaching	Andrew Gammon Debra Bearcoft Gecko's Coordinator TBA	Reconciliation and aboriginal education to be integrated into teaching through cross-curricular priorities.
Stewardship (Staff Growth and Development)	Continued Implementation of teacher Appraisal program aligned with the AITSL standards	Culture of collaboration, feedback and walkthroughs embedded	Peer observation checklist specific to the Engagement Norms Admin observation checklists specific to AITSL	Focus on engagement norms for EI. Teacher performance measured using AITSL standards.	Strategic plan Curriculum Plan	2 x peer observations per term Informal Admin observation weekly Formal Admin observation termly	Engagement norms AITSL standards Teacher developed checklists EA growth process Andrew Gammon	Culture of collaboration, feedback and walkthroughs embedded Peer observations Staff engagement in PLC's
Curriculum Plan Focus	Effective Instruction Practices embedded	Shared belief and understanding about what we do, how we do it and why we do it.	Change in pedagogical approach to teaching. Peer and admin observations	PLC Readings Effective instruction practices including engagement norms and TAPPLE Lesson plan and delivery	Strategic Plan Curriculum Plan	By the end of 2019 staff will have adopted effective instruction practices Planning and lesson delivery will reflect research behind learning	Engagement Norms / Tapple Educeri Andrew Gammon Joe Ybarra Jan Flemming	Staff Planning Meetings Peer and Principal Observations
Curriculum Plan Focus	7 Steps to Writing Talk for Writing	Application of pedagogical knowledge to writing progress	Whole school planners - genre	7 Steps to Writing Talk for Writing	Strategic Plan Curriculum Plan	Whole school scope and sequence outlining when each genre will be taught	Emily Holmes Debra Bearcroft Andrew Gammon	Staff Planning Meetings PLC's Peer and Principal Observations

<p>Early Years Focus</p>	<p>National Quality Standard – Quality Area One: Educational program and practice</p>	<p>That our teaching is deliberate and purposeful with clearly defined learning intentions, and that Education Assistants are involved in the teaching and reflection process.</p> <p>That all staff critically reflect on their practice using ongoing cycles of review, assessments and data</p>	<p>Principal Observations</p> <p>Peer Observations</p> <p>Termly Planning Meetings</p> <p>Staff Appraisal Process</p> <p>NQS Audit</p>	<p>Cycle of review evident in planning docs</p> <p>Use of forward planners</p> <p>Clearly identified communication processes between EAs and Teachers</p> <p>Clear defined learning intentions</p>	<p>Strategic Plan</p> <p>Curriculum Plan</p> <p>Staff Appraisal Process</p>	<p>By the end of 2019 will have processes in place to assist us in meeting NQS Quality Area One</p>	<p>Jan Flemming</p> <p>Andrew Gammon</p> <p>Debra Bearcroft</p> <p>Nadine Rundle</p>	<p>EA feedback through growth process will outline how communication is going</p> <p>Cycle of review will be evident in planning documents</p> <p>Peer and Principal Observations</p>
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