

School Improvement Plan 2020
St Patricks School Katanning



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| CECWA Strategic Directions "Catholic Education Western Australia is a Christ-centred community of engaged learning environments inspiring all to actively live the Gospel." | CATHOLIC IDENTITY (Inspiring Christ-centred Leaders) | EDUCATION (Catholic Schools of Excellence) | COMMUNITY (Catholic Pastoral Communities) | STEWARDSHIP (Accesible, Affordable and Sustainable System of Schools) |
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| Focus Area | Informed by Evidence <i>Qualitative and quantitative</i> | Specific Performance & development goal <i>to be achieved (stated simply)</i> | Measurable Evidence that will be used to demonstrate progression and goal | Achievable What actions will I take to achieve the goal? | Relevant How does the goal connect to the school's strategic plan (and/ or other plans)? | Time Bound What are the timeframe milestones? <i>Timeframe within which the goal will be achieved</i> | Resources Support/resources that will be required to achieve the goal. <i>Key personnel: who is responsible / ensuring we are on track</i> | Success Criteria How will you know you have been successful (quantitative and measurable)? |
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| Evangelisation Focus – Call to discipleship | Australian Catholic Social Justice initiative, "Reading the Signs of the Times" | Each class to engage in a social justice project (one class per term) | Whole school engagement in class projects (See, judge, act) See - the need Judge - based on Gospel teachings Act – for transformation | Class discussions Exploring local and gobal needs or injustices Engage other classes / whole school community Bring Catholic social justice teaching, gospel values and Bishops mandate to life. | Engagement and Discipleship Catholic Social Justice Teaching Gospel Teachings Bishops Mandate Catholic Educations vision and mission | By the end of 2020, each class would have presented their social justice project and community will have a greater appreciation for local and global issues and injustices. | Australian Catholic Social Justice initiative, "Reading the Signs of the Times" Gospel readings Bishops Mandate Local/Global agencies Catholic Educations vision and mission | Greater awareness of local and global injustices Greater awareness of Catholic Educations mission Greater awareness of the Bishops Mandate How "Concern" relates to social justice |

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| Aboriginal Education Plan | <p>Transforming Lives Strategy</p> <p>Bishops Mandate</p> <p>Low indigenous student enrolments</p> | <p>Dark Emu PLC Focus - Book review and discussion aimed at creating awareness and acceptance for aboriginal culture, traditions, history, language and perspectives.</p> <p>Increase indigenous student enrolment</p> | <p>Staff engaged in book review and tasks through Microsoft TEAMS</p> <p>Staff/Student relationships</p> <p>Increased indigenous student enrolments</p> <p>Connections with community</p> | <p>Complete book review and PLC tasks and discussions</p> <p>Engage with community</p> <p>Indigenous culture visible in the school</p> | <p>Catholic Educations vision and mission</p> <p>Catholic Social Justice Teachings</p> <p>Gospel Values</p> <p>Bishops Mandate</p> <p>SD – Discipleship and Engagement</p> | <p>By the end of 2020, staff will have completed the book review, Dark Emu, and engaged in conversations creating a greater awareness and acceptance for aboriginal culture, traditions, history, language and perspectives.</p> | <p>Dark Emu</p> <p>Microsoft TEAMS</p> <p>School Leadership Team</p> <p>Key Teacher Aboriginal Perspectives (Paulette, Kiara)</p> <p>CEWA Aboriginal Education Team – Leon Ridgeway</p> <p>All Staff</p> | <p>Staff will resubmit the CCM survey aiming for an overall improvement.</p> <p>Increased Indigenous student enrolments</p> <p>Greater representation of Indigenous culture throughout the school</p> |
| Curriculum Plan Focus | <p>Effective Instruction Practices embedded</p> <p>Continued implementation of Talk for Writing</p> | <p>Shared belief and understanding regarding effective teaching and learning practices</p> <p>Application of pedagogical knowledge to writing progress</p> | <p>Change in pedagogical approach to teaching</p> <p>Leadership class observations and coaching</p> <p>Whole school planners - genre</p> | <p>PLC Readings</p> <p>Effective instruction practices including engagement norms and TAPPLE</p> <p>Lesson plan and delivery</p> <p>Talk for Writing</p> | <p>Strategic Plan</p> <p>Curriculum Plan</p> | <p>By the end of 2020:</p> <p>Staff will have adopted effective instruction practices</p> <p>Planning and lesson delivery will reflect research into learning</p> <p>Developed whole school scope and sequence outlining when each genre will be taught</p> | <p>Engagement Norms / Tapple</p> <p>EduCeri</p> <p>Talk for Writing resources</p> <p>Andrew Gammon</p> <p>Julia Horgan</p> <p>Emily Holmes</p> <p>Jan Flemming</p> <p>All staff</p> | <p>Planning/Curriculum meetings</p> <p>PLC discussions</p> <p>Classroom Observations</p> <p>Feedback</p> |

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| Stewardship (Staff Growth and Development) | Continued Implementation of teacher appraisal process aligned with the AITSL standards and Catholic Identity Continued Implementation of EA growth process | Culture of collaboration, feedback and class observations embedded Termly curriculum and planning meetings Termly coaching sessions | Leadership observations Self-evaluations Goal setting / coaching | Focus on effective teaching strategies Teacher performance measured across AITSL standards and Catholic Identity | Strategic plan Curriculum Plan Staff Growth and Development Plans | By the end of each term, staff will have been engaged in planning, delivery and coaching sessions, as well as formal and informal class observations. | Effective teaching checklists AITSL standards - Teacher developed checklists EA growth process Andrew Gammon Julia Horgan Emily Holmes | Culture of collaboration, feedback and class observations embedded Improved teacher performance in line with AITSL and Catholic Identity Improved student outcomes |
| Early Years Focus | National Quality Standard – Quality Area One: Educational program and practice | That our teaching is deliberate and purposeful with clearly defined learning intentions, and that Education Assistants are involved in the teaching and reflection process. That all staff critically reflect on their practice using ongoing cycles of review, assessments and data | Leadership Observations Termly Planning / Teaching Meetings Staff Appraisal Process Cyclic Review | Cycle of review evident in planning docs Use of forward planners Clearly identified communication processes between EAs and Teachers Clearly defined learning intentions | Strategic Plan Curriculum Plan Staff Appraisal Process | By the end of 2020 will have processes in place to assist us in meeting NQS Quality Area One | Jan Flemming Andrew Gammon Julia Horgan Nadine Rundle Emily Holmes | EA feedback through growth process will outline how communication is going Cycle of review will be evident in planning documents Leadership Observations Cyclic Review |