

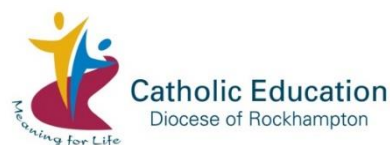


St John's Catholic Primary School

Walkerston

School Improvement Plan

2019 – 2021



School Context:

The Sisters of Mercy established St John's School in 1923 as a parish school to educate the children living in Walkerston and in the predominantly Maltese farming community surrounding it. Soon after that, the Sisters added boarding facilities also, to cater for children further 'up the valley'. The boarding facility continued until the end of 1976. A Sister of Mercy filled the position of Principal until 1981 and the first lay principal was appointed the following year. The sisters retained a presence in the school until 1989, and one Sister continued to live in the convent until 1996.

The Sisters of Mercy charism comes to them through their founder, Catherine McAuley, an Irish woman born in 1778 in Dublin who called on her Sisters of Mercy to not just talk about love and compassion, but to do something about helping other people in need. Education became one of the key ministries of the Sisters, and very many Australians thank the Sisters of Mercy for their education.

At St John's School we strive to continue the Mercy tradition through our School Virtues of Love, Honesty, Excellence and Thankfulness.

With St John, the Apostle, as our patron saint, we are called to follow his example and to live out our school motto "Love one another as I have loved you". Our school Mission Statement also challenges us to:

- live our gospel Values
- bring Jesus' message of love to each child
- recognise and develop the gifts and talents of each child
- as a community, help each child grow to their full potential

St John's School is committed to the education of the whole child and each student is challenged to reach their full potential in all areas of development. We offer to children from Prep to Year 6 excellence in education based on Christian values in a family atmosphere.

School Self-review process

Our school undertakes an Annual Data Self-review of selected aspects of Rockhampton Catholic Education's School Improvement Framework. This self-review, covering all the aspects of the Framework during the five-year cycle, is documented, verified and then contributes to the final report for the External Validation Visit in the fifth year of the cycle. The self-review also informs this School Improvement Plan when it is revised each year. The Annual Data Self-review is a whole school process led by the Principal and Leadership Team and supported by the Assistant Director: Schools.

The schedule our school will utilise for the Annual Data Self-review is included at the end of this Plan.

Verification of the self-review will be provided by personnel from the Catholic Education Office, coordinated by the relevant AD: Schools. For certain aspects of the self-review the AD: Mission, AD: Curriculum and AD: Administration (or their nominee) is the appropriate verifier.

Review of School Improvement Plan

This School Improvement Plan sets the school's direction and priorities for a three-year period on a continuing basis. It is a response to the school's self-assessment of the four Dimensions of the School Improvement Framework (SIF) and ongoing Annual Data Self-review. Annually, improvements achieved are reported to the school community in the Annual School Report. As the School Improvement Plan is renewed each year, completed elements are archived to contribute to the External Validation Report in fifth year of the cycle and new elements are identified and added so that the Plan remains a document spanning a three-year period of time.

Developed from Catholic Education Archdiocese of Canberra & Goulburn Strategic Plan

Three-year School Improvement Plan Year: 2019

Include complete details for goals of the current year on this page and brief direction for goals for the next two years on the next page.

YEAR 1

Strategic Goal/s (maximum of 6 for the year)	DIMENSION	Evidence (e.g. ECSIP, Religious Education Audit)	Key Strategies	Indicators of Success	Evaluation
<i>What do you want to achieve in the next three years? What measurable targets and timelines do you want to meet? Include goals for the current year.</i>	<i>To which of the four Catholic Education Dimensions does each goal relate?</i>	<i>What background data do you have as the basis for this goal? What data will be collected (student learning; demographic; perception; school process)?</i>	<i>What strategies/approaches will you employ to achieve this goal? Who are the key personnel?</i>	<i>How will you know if/when you have achieved this goal?</i>	<i>Is the goal completed, rescheduled, continuing, changed due to other priorities</i>
Embed a “Rule of 3” – Scripture, Catholic Social Teaching and School Virtues – with additional consideration given to MRJ, to planning, school procedures and policies to better align ‘vision’ documents with day-to-day practises.	Catholic Identity	<ul style="list-style-type: none"> • Catholic Identity Audit (Term 2, 2017). • NSIT (Term 2, 2017) 	<ul style="list-style-type: none"> • When developing or revisiting procedures or policies, teaching and learning or Catholic Identity initiatives, use “Rule of 3” lenses to ensure alignment e.g. writing of units of work at the school. • Revise RE planning template to allow for notes on how the Rule of 3 is applied. • Review and align School Curriculum Framework with this lens • Support the Diocesan approach of MJR by providing training to a school-based MJR ‘champion’. • Following training, work with ‘champion’ and APRE to consider ways to implement this thinking to daily and embedded practices. • Feedback to staff on MJR from ‘champion’ • Examine ways for MJR thinking to be used in teaching and learning situations, in conjunction with current practices. 	<ul style="list-style-type: none"> • The “Rule of 3” visible in planning templates • School documents and decision making reflects consideration of “Rule of 3” thinking 	

Through collaboration and shared wisdom, provide professional development to staff on the Diocesan Teaching and Learning Framework and work to create a plan for St John's	Effective Teaching and Learning	NSIT <ul style="list-style-type: none"> • An expert teaching team – NSIT Domain 5 • Systematic curriculum delivery – NSIT Domain 6 • Differentiated teaching and learning – NSIT Domain 7 • Effective pedagogical practices – NSIT Domain 8 	<ul style="list-style-type: none"> • Lead staff through initial SWPF Slides • Engage with staff meeting templates from portal page. • Update current SCF • Develop a SWP models 	<ul style="list-style-type: none"> • Meeting of timelines set out in TLF planner (developed with Shae, Sandra C and Nathaniel) 	
By the end of 2019, develop a linear continuum of linked achievement standards in Mathematics, and then set school-wide moderation tasks to examine student achievement above and below year levels.	Effective Teaching and Learning	<ul style="list-style-type: none"> • NSIT audit • NAPLAN results 	<ul style="list-style-type: none"> • School scope and sequence used to discuss links across year levels and the curriculum through whole staff discussions (Term 2). • Teachers identify 1 linked Numeracy AS and develop a unit/assessable task to be implemented Term 3. This is to be taught and assessed by Wk8. Information, results and data to be shared at Wk8 staff meeting (this will support S2 regional CTJ task). During meeting discuss: <ul style="list-style-type: none"> - Critical teaching and learning is to occur above and below year levels. - Student achievement • Investigate data tools to support the measurement of student growth/achievement e.g. PATM, MAI etc. • By 2020 develop set tasks for each term and communicate this to staff. 	<ul style="list-style-type: none"> • By the end of 2019 a minimum of 4 link numeracy AS will be identified and communicated to staff for integration into planning for 2020 	
By the end of 2019, embed "6+1 Writing Traits" as a framework to support student writing and literacy learning across the school.	Effective Teaching and Learning	<ul style="list-style-type: none"> • Consistent school-wide approach to writing. • Need for a consistent language in aspects of writing. • Data/ feedback from NSIT and NAPLAN 	<ul style="list-style-type: none"> • Traits framework evident in term planning. • Teachers to develop a professional learning goal targeting their own learning, development and implementation of <i>Writing Traits</i>. • Examine ways to integrate into existing practices to support development of teacher skills and student achievement – e.g. Daily 5, CAFÉ etc. 	<ul style="list-style-type: none"> • Students can articulate details of the Writing traits and use these skills during generic and everyday writing. • Visual cues: co-created posters etc. • Students following the attributes/ disciplines /rules for each aspect; • Improvement of student results/ signs of success 	

				<ul style="list-style-type: none"> • Staff meetings used to allow teachers to reflect on student growth, teaching practice etc. 	
Embed revised school Behaviour Management policy following 2018 review.	Pastoral Support and Wellbeing	<ul style="list-style-type: none"> • NSIT feedback – need for review 	<ul style="list-style-type: none"> • Consultation with staff on: <ul style="list-style-type: none"> ➢ School rules based on the Virtues language. ➢ Formulate a structure of ‘steps’ clearly outlining expectations and consequences • Communicate expectations with students and parents • Investigate support materials e.g. posters/visuals etc. • Considerations given to MJR language 	<ul style="list-style-type: none"> • St John’s Virtues language and thinking evident in conversations with students • Visuals etc. displaying expectations/reminders for students. • Virtue posters in classrooms discuss 	
Following 2018 Technology review, examine the report and work with stakeholders to interpret data and set goals.	Leadership, Partnership and Resourcing	<ul style="list-style-type: none"> • Growing enrolments • Changes to school needs Maintenance plan 	<ul style="list-style-type: none"> • Share report with stakeholders – L/Ship team, IT staff, school staff, parents etc. • Break report into areas – Infrastructure, Digital media and T&L – to assist with distribution and responsibility • Look to reform a Technology committee to assist with the interpretation of the data from the report 	<ul style="list-style-type: none"> • Maintenance program implemented • Technology master plan recommendations implemented 	

Three-year School Improvement Plan Years: 2020 - 2021

This page outlines the direction for the school in this Dimension for the next two years. Some goals may extend for more than one year.


YEAR 2&3

Strategic Goal/s (maximum of 6 for the two years)	DIMENSION	Evidence (e.g. ECSIP, Religious Education Audit)	Key Strategies	Indicators of Success	Evaluation
<i>What do you want to achieve in the next three years? What measurable targets and timelines do you want to meet? Include goals for the current year.</i>	<i>To which of the four Catholic Education Dimensions does each goal relate?</i>	<i>What background data do you have as the basis for this goal? What data will be collected (student learning; demographic; perception; school process)?</i>	<i>What strategies/approaches will you employ to achieve this goal? Who are the key personnel?</i>	<i>How will you know if/when you have achieved this goal?</i>	<i>Is the goal completed, rescheduled, continuing, changed due to other priorities</i>
Utilise available data and feedback from staff to guide future decision making in areas of community partnerships and resourcing.	Catholic Identity	<ul style="list-style-type: none"> • ESCIP report • Catholic Identity audit 	•	•	
Review and align current School Curriculum Framework to reflect changes to processes, procedures and key curriculum priorities to better communicate our Curriculum Improvement Agenda.	Effective Teaching and Learning	NSIT <ul style="list-style-type: none"> • An expert teaching team – NSIT Domain 5 • Systematic curriculum delivery – NSIT Domain 6 • Differentiated teaching and learning – NSIT Domain 7 • Effective pedagogical practices – NSIT Domain 8 	•	•	
Explore proactive approaches to promote mental health and wellbeing across the school.	Pastoral Support and Wellbeing	<ul style="list-style-type: none"> • Inclusive of the role statement of the guidance counsellor • Staff have identified increasing numbers of students dealing with anxiety, resilience etc. • National Safe Schools Framework • High Reliability Schools Framework • NSIT • Satisfaction Surveys 	•	•	

Utilise available data and feedback from staff to guide future decision making in areas of community partnerships and resourcing.	Leadership, Partnership and Resourcing	<ul style="list-style-type: none"> • NSIT <ul style="list-style-type: none"> - Domain 1 – An explicit improvement agenda - Domain 4 – Targeted use of school resources • Domain 9 – School & community partnerships 	•	•	
Through surveys and parent forums, gather additional parent feedback regarding the tuckshop based on identified areas in Parent Satisfaction surveys.	Leadership, Partnership and Resourcing	<ul style="list-style-type: none"> • 2017 Parent Satisfaction surveys 	•	•	

Proposed self-review of School Improvement Framework

School to insert 'X' to indicate the year the review will occur for each aspect. X already present indicates predetermined timing. Any change needs approval of AD: School

ASPECTS WITHIN THE DIMENSIONS	INDICATIVE TIMELINE 	2019	2020	2021	2022	2023
CATHOLIC ETHOS & IDENTITY						
Catholic Ethos and Identity self-review		X				
ECSIP – timing determined in consultation with Catholic Education Office				X		
Catholic ethos and identity audit				X		
EFFECTIVE TEACHING & LEARNING						
Analysis and discussion of data – NSIT Domain 2						
An expert teaching team – NSIT Domain 5		X				
Systematic curriculum delivery – NSIT Domain 6		X				
Differentiated teaching and learning – NSIT Domain 7			X			
Effective pedagogical practices – NSIT Domain 8			X			
National Aboriginal and Torres Strait Islander Education Strategy*						
PASTORAL SUPPORT & WELLBEING						
A culture that promotes learning – NSIT Domain 3						
NSSF audit				X		
LEADERSHIP, PARTNERSHIP & RESOURCING						
An explicit improvement agenda – NSIT Domain 1			X			
Targeted use of school resources – NSIT Domain 4				X		
School-community partnerships – NSIT Domain 9				X		
NSSAB registration requirements document*					X	
CEDR annual requirements document		X	X	X	X	
Annual School Report		X	X	X	X	
External NSIT audit				X		
Satisfaction surveys (parent, staff, student) – twice in 5 year cycle			X		X	
WH&S audit*				X		
Technology master plan – twice in 5 year cycle			X			X
Maintenance Plan*		X		X		
Capital master plan*		X		X		
School Improvement Plan		X	X	X	X	X

*Conducted by personnel from Rockhampton Catholic Education Office