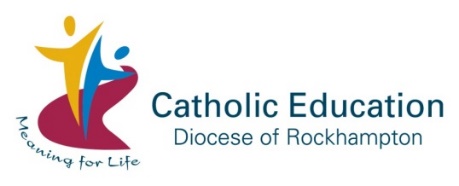


***St John’s Catholic Primary School***

***Walkerston***

School Improvement Plan

*2017 – 2019*



**School Context:**

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| 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.

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| Three-year School Improvement Plan | | | Year: 2017 | | 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** |
| *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.* | *To which of the four Catholic Education Dimensions does each goal relate?* | *What background data do you have as the basis for this goal? What data will be collected (student learning; demographic; perception; school process)?* | | *What strategies/approaches will you employ to achieve this goal? Who are the key personnel?* | | *How will you know if/when you have achieved this goal?* | *Is the goal completed, rescheduled, continuing, changed due to other priorities* |
| The school will analyse data gathered on the Catholic identity of the school to ensure a clear summary of priorities are identified and communicated to the community. | Catholic Identity | * Catholic Identity audit conducted by Jim Hanley (2015) * Data from ECSIP (Term 2, 2016) * Catholic Identity Audit (Term 2, 2017) * Satisfaction surveys (Term 2, 2017) | | * Unpacking the data: * Leadership Team, with Vicki Heggie to assist with interpreting the data, look at the feedback from ECSIP and CI audits. * Create a summary for staff, review the summary and add further information where necessary. * Staff will assist with identifying the ‘big rocks’. * With the School Board and P&F (whole school community lens) share report and see additional feedback if necessary. Some community consultation in this process may be necessary – look for options. * Communicate summary to the community as commendations, considerations/critical questions/ recommendations and key goals | | * From the report develop a list of key goals and a timeline for addressing (Catholic Identity Master Plan) that will outline aspects of visual, spiritual, formation and personal development needs for our faith community. This will inform the development of future improvement plans. | The APRE and CEO staff have worked collaboratively to break down the feedback from ECSIP and CI audit |
| By the end of 2017 reflect and review:   * Vision Statement; * Mission Statement; * St John’s Virtues;   and where necessary, work in consultation with the community and wider stakeholders to align these documents. | Catholic Identity | * Catholic Identity audit conducted by Jim Hanley (2015) * Data from ECSIP (Term 2, 2016) * Catholic Identity Audit (Term 2, 2017) * Satisfaction surveys (Term 2, 2017) | | Vision/Mission/Virtues alignment:   * Consultation and review with staff, School Board and community * Seek feedback from community * Policy if necessary – School Board. * To be ratified by Board once draft is approved   Embedding the Virtues   * Leadership team in consultation with staff/lead teachers to review and develop an implementation plan for the Virtues. This will be as a yearly overview of clearly outline the virtue, classroom teaching expectation, activities or events that are scheduled that can align with the virtue for the term etc. * Create a clear plan for the purpose, implementation and communication of the Virtues for staff, students and community. This could include lessons/teaching moments, House Spirit, behaviour management etc. | | * VS, MS and Virtues evident and prominent within the school, evident in interactions, class programs, student work, policies e.g. behaviour management/ pastoral care. * VS, MS and Virtues can be named and explained by all in the community. * Virtues have a clear whole-school approach and yearly overview for lessons/ teaching and House spirit days. |  |
| By the end of 2017, review and align practice and pedagogy to develop an agreed school-wide approach to Mathematics, which is then documented in the school Mathematics Learning Area Overview. | Effective Teaching and Learning | * NAPLAN data * Discussions with staff regarding current practice, pedagogy etc. * Mathematics Assessment Interview (MAI) * Discussion with teachers (limitations/ demands of having a ‘text’ etc.) * GT/GR and Teacher Capability plan | | * Appointment of Mathematics Lead Teacher with clear role statement (see role statement for further strategies) * Engage key staff to provide ongoing teacher support and professional learning (CEO, AMSI, HBPLS etc.) * Analysis of data to inform teaching: Years 1 to 4 MAI; whole-school NAPLAN – what do students to well/ what challenges do students have * PD in area of ASoT (specifically DQ1); learning goals, proficiency scales, methods of tracking student success/ outcomes and celebrating student success * Collaborate with St Brendan’s school to develop yearly overview for priority achievement standards and learning goals for identified (with matched proficiency scales). * Staff meetings and other release opportunities to for sharing etc. | | * *Term 1*: Teachers implement 2 learning goals and 1 associated proficiency scale; opportunities for sharing/ successes at Wk6 staff meeting; collaboration with St Brendan’s staff Wk8 * *Term 2*: Teachers broaden number of LGs and PSs to 3; ongoing opportunities for discussions/collaboration; use of school-wide planning template for all mathematics. * *Term 3*: Further deepening of practice – learning walks to see other teachers implementing goals/ scales (visually, pedagogically etc.). Begin developing ‘rich tasks’, Semester 2 data collection of MAI (Years 1 – 4); * *Term 4*: Full implementation of LGs and PSs into Mathematics – planning, teaching and learning.   By the end of the year:   * Review current Mathematics learning area overview and review and update to include:   + School-wide scope and sequence with identified priority standards;   + Year level overview of learning goals for achievement standards;   + Inclusion of proficiency scales for priority standards. * Review school Mathematics program, update where necessary, and make current in line with any curriculum changes; * Conduct a review and stocktake of current maths resources |  |
| By the end of 2017 collaboratively analyse data gathered from NSIT audit to identify a clear summary of priorities and future actions, which are shared with the community. | Effective Teaching and Learning | * NSIT (Term 1, 2017) * Satisfaction Surveys (term 2, 2017) | | * Unpacking the data: * Leadership Team, with Michael McCusker to assist with reviewing the data. Look at the feedback from satisfaction surveys also. * Create a summary for staff highlighting commendations and recommendations. * Review the summary and add further information where necessary. * Staff will assist with identifying the ‘big rocks’. * With the School Board and P&F (whole school community lens) share report and see additional feedback if necessary. Some community consultation in this process may be necessary – look for options. * Communicate summary to the community as commendations, considerations/critical questions/ recommendations and key goals | |  |  |
| In 2017, in collaboration with staff and parents, explore proactive approaches to promote mental health and wellbeing across the school. | Pastoral Support and Wellbeing | * 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 | | * Staff professional learning – reading, workshops, personal goal setting * Workshop sessions for parents * Student lessons * School policy/procedure developed stating the school’s strategic intent towards positive psychology | | * Clear procedures identified to teach the community about ways to enhance a positive psychology/ mindset/ well-being |  |
| In consultation with key stakeholders (CEO) develop a school capital and maintenance master plan. | Leadership, Partnership and Resourcing | * Growing enrolments * Changes to school needs * Maintenance plan | | * Work with CEO personnel to develop Capital master plan to allow for school-based or CEO funded projects/ maintenance/ investment of funds. | | * Clear path forward for Capital works at the school |  |
| Utilise available data and feedback from staff to guide future decision making in areas of community partnerships and resourcing. | Leadership, Partnership and Resourcing | * NSIT * Domain 1 – An explicit improvement agenda * Domain 4 – Targeted use of school resources * Domain 9 – School & community partnerships | | * Leadership Team with CEO staff work to identify ‘big rock’s and develop pathways forward * Staff and other key community stakeholders e.g. Board and P&F, meet to review and update school procedures (where necessary) | | * Commendations from NSIT used to celebrate current successes * Recommendations used to develop master plans |  |

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| Three-year School Improvement Plan | | | Years: 2018 - 2019 | | 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** |
| *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.* | *To which of the four Catholic Education Dimensions does each goal relate?* | *What background data do you have as the basis for this goal? What data will be collected (student learning; demographic; perception; school process)?* | | *What strategies/approaches will you employ to achieve this goal? Who are the key personnel?* | | *How will you know if/when you have achieved this goal?* | *Is the goal completed, rescheduled, continuing, changed due to other priorities* |
| Continue to promote and initiate more opportunities for the formation of staff and parents. | Catholic Identity | * Catholic Identity audit conducted by Jim Hanley (2015). * Data from ECSIP (Term 2, 2016). * Catholic Identity Audit (Term 2, 2017). * Satisfaction surveys (Term 2, 2017). | | * Review data from audits and satisfaction surveys for to identify community needs – staff, parents, students. This may require additional more targeted specific surveys/ questioning. * Align needs with current contexts (local and global), needs, school-based interests/ initiatives (Mercy Sisters, Virtues etc.). | | * Opportunities for parents and staff to engage in faith formation/ further studies. |  |
| Incorporate a “Rule of 3” – Scripture, Catholic Social Teaching and School Virtues – to school procedures and policies. | Catholic Identity | * Catholic Identity Audit (Term 2, 2017). | | * When developing or revisiting procedures or policies, teaching and learning or Catholic Identity initiatives use suggested lenses to ensure alignment e.g. writing of units of work at the school. | | * The “Rule of 3” visible in school documents and decision making. |  |
| Articulate a consistent approach to teaching of Daily 5 and use data to analyse the effectiveness of its implementation. | Effective Teaching and Learning | * Consistent school-wide approach to literacy blocks (identified by teachers in 2015). * Need for a consistent language in aspects of reading and writing. * Data/ feedback from NSIT. | | * In consultation with staff, develop a ‘guiding statement’ for D5 to give teachers a clear idea of: * Why (rational and purpose), * How (expected time break-up) and * What (language, activities, principles etc.) is expected. * Data from DRA used to inform teaching and learning, particularly in the area of D5 * Use learning walks as a means of identifying consistent practice and implementation, peer collaboration/ learning opportunities and providing feedback to teachers. * Sharing of professional practice at staff meetings, planning meetings etc. * Aligning principles of C.A.F.E. to D5 | | * Students can articulate details of the 5 aspects of D5 and the rules/expectations that go with each of these aspects. * Visual cues: co-created posters with 5 aspects of D5, \*\*\*\*\* * Students following the attributes/ disciplines /rules for each aspect; * Improvement of student results/ signs of success |  |
| To enhance and support the professional development of staff by building an understanding of a personal goal setting process. | Pastoral Support and Wellbeing | * Professional goal setting and peer mentoring as a part of AITSL standards (and be reflective of ASoT framework) * Personal goal setting as part of ‘positive psychology’/ wellbeing professional learning * Northern Region goal | | * Staff to use the S.M.A.R.T. goal format to formulate 3 professional goals. These are broken down into: * 1 goal relating specifically to core school-based teaching and learning goal * 1 relating to one other school goal; or; 1 relating to an aspect of professional development /learning of their interest (does not have to link with school goals) * Michael McCusker to do introduction to goal-setting (link to standards, regional focus, teacher classification needs etc.). This will include professional learning on writing a S.M.A.R.T. goal * Teaching staff to complete TSAT tool (AITSL) * Teachers to be released to talk with principal, work through template and write goals – Term 1 2018 * Teachers to meet with principal beginning of Term 2 and Term 4 to discuss progress with goals etc. | | * Peer coaching and mentoring a regular part of school life e.g. learning walks, collaborative planning etc. * Teachers actively seeking opportunities to engage in internal learning experiences |  |
| Utilise available data and feedback from staff to guide future decision making in areas of community partnerships and resourcing. | Leadership, Partnership and Resourcing | * NSIT * Domain 1 – An explicit improvement agenda * Domain 4 – Targeted use of school resources * Domain 9 – School & community partnerships | | * With the finance secretary, develop accountable measures for spending within the school budget, particularly for areas of curriculum resourcing and consumable cost. | | * Commendations from NSIT used to celebrate current successes * Recommendations used to develop master plans |  |

**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

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| ASPECTS WITHIN THE DIMENSIONS | INDICATIVE TIMELINE | 2017 | 2018 | 2019 | 2020 | 2021 |
| **CATHOLIC ETHOS & IDENTITY** | |
| Catholic Ethos and Identity self-review | |  |  |  |  |  |
| ECSIP – timing determined in consultation with Catholic Education Office | |  |  |  |  |  |
| Catholic ethos and identity audit | |  |  |  |  | X |
| **EFFECTIVE TEACHING & LEARNING** | |
| Analysis and discussion of data – NSIT Domain 2 | |  |  |  |  |  |
| 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 | |  |  |  |  |  |
| National Aboriginal and Torres Strait Islander Education Strategy\* | |  |  |  |  |  |
| **PASTORAL SUPPORT & WELLBEING** | |
| A culture that promotes learning – NSIT Domain 3 | |  |  |  |  |  |
| NSSF audit | |  |  |  |  |  |
| **LEADERSHIP, PARTNERSHIP & RESOURCING** | |
| An explicit improvement agenda – NSIT Domain 1 | |  |  |  |  |  |
| Targeted use of school resources – NSIT Domain 4 | |  |  |  |  |  |
| School-community partnerships – NSIT Domain 9 | |  |  |  |  |  |
| NSSAB registration requirements document\* | |  |  |  |  |  |
| CEDR annual requirements document | | X | X | X | X | X |
| Annual School Report | | X | X | X | X | X |
| External NSIT audit | |  |  |  |  | X |
| Satisfaction surveys (parent, staff, student) – twice in 5 year cycle | |  |  |  |  |  |
| WH&S audit\* | |  |  |  |  |  |
| Technology master plan – twice in 5 year cycle | |  |  |  |  |  |
| Maintenance Plan\* | |  |  |  |  |  |
| Capital master plan\* | |  |  |  |  |  |
| School Improvement Plan | | X | X | X | X | X |

\*Conducted by personnel from Rockhampton Catholic Education Office