

Annual School Improvement Plan 2015

St Mary's School

To do ordinary things extraordinarily well

Faith Life



Annual School Improvement Plan
2015

2014 – 2017 QUALITY CATHOLIC SCHOOL STRATEGIC PLAN - ST MARY'S SCHOOL, MERREDIN

PROFILE

St Mary's School is a Catholic primary school founded in 1926 and staffed by the Sisters of St Joseph of the Sacred Heart until 1986. The school continues to strive for the ideals of Blessed Mary MacKillop in its service to country children and families. The school of today endeavours to create a comfortable atmosphere for all children, which will enhance their self-esteem, confidence, dignity, respect and willingness to learn. The school is committed to the education of the whole child based on Gospel values to foster growth in their Faith Journey to become more Christ-like. The school strives for excellence in all areas and involves the parents and community in the education of the children. This endeavour is carried out in a caring environment where individual needs are catered for in a spirit of compassion, understanding and encouragement. A team approach to education is a feature of St Mary's. The School enjoys excellent support from the School Board and a very active Parents and Friends Association. The school also enjoys a very close and supportive relationship with the Parish.

MOTTO

Faith Life

MISSION STATEMENT

"To do ordinary things extraordinarily well"

VISION STATEMENT

St Mary's School endeavours to create a comfortable atmosphere for all children, which will enhance their self-esteem, confidence, dignity, respect and willingness to learn. The school is committed to the education of the whole child based on Gospel values to foster growth in our faith journey to become more like Christ. We strive for excellence in all areas and involve the parents and community in the education of the children of our school. We hope to lead the children to an integration of faith, life and learning and in doing so prepare them for their place in society. We strive for this in a caring environment where individual needs are catered for in a spirit of compassion, understanding and encouragement.

CORE VALUES

Faith - We believe strongly in God and in each other.

Responsibility - We have a duty to be accountable to ourselves and to others.

Leadership - We set a positive example in the classroom, playground and community.

Sportsmanship - We play fairly for the enjoyment of all and encourage each other to do our best.

Respect - We value others, their property, the environment and ourselves.

Trust - We rely on each other to do the right thing.

Honesty - We tell the truth and act truthfully.

Forgiveness - We accept apologies and give others the opportunity to do the right thing and to have another chance.



QUALITY CATHOLIC SCHOOLING

LEARNING	ENGAGEMENT	ACCOUNTABILITY	DISCIPLESHIP
– is what we do. We are committed to learning at every level.	– is essential. We are committed to Catholic Education's mission through positive relationships with all	– is not optional. We have personal and collective responsibility for our systems' success	– is our calling. We are committed to deepening our relationship with Jesus.
What did I learn today? How did I help others learn today? How did I share knowledge today? What did I learn from my experiences today? How did I model learning to those around me today?	How did I engage with others today? How did I promote positive relationships with students/staff/parents today? What did I do today to promote engagement? How did I build stronger relationships today? How did I engage with others today?	How did I help others succeed today? How did I contribute to system success today? How did I raise standards today? What was my role in today's successes and failure? What did I do to achieve successful outcomes today? How did I take responsibility for my work quality today?	How did I create space for Jesus today? How did I experience Jesus in others today? How did my actions reflect Jesus today? How did I deepen my relationship with Jesus today? How did I live out the teachings of Jesus today? How did my actions reflect the spirit of Jesus today?

OUR STRATEGIES

<p>St Mary's School is a Catholic School committed to building positive relationships between staff, students and parents. We cater for all students and challenge them to reach their potential in all development domains. At St Mary's School we will strive to maintain our focus on education in the following ways:</p> <ul style="list-style-type: none"> ➢ Maintaining R.E. as the first learning area. ➢ Working as a team for the benefit of the students. ➢ Using best practice teaching strategies that are reviewed and built upon and promote metacognition and social constructivism (e.g. Bloom's Taxonomy, Kagan Cooperative Learning, PLD strategies). ➢ Maintaining IT resources that support effective student learning. ➢ Implementing the Australian Curriculum in a prompt and timely manner. ➢ Regularly assessing students and monitoring progress. ➢ Utilising current programs and developing the curriculum. ➢ Providing high quality professional development for staff. ➢ Having high expectations of each other and of our students. ➢ Providing early childhood programs that enable us to support students at an early developmental age. 	<p>We recognise parents as the first educators of their children and believe that students whose parents are involved in the school and positive about the school and learning are more likely to achieve positive outcomes. We are focused on developing students who will contribute positively to the wider community and be good citizens. At St Mary's School we will strive to maintain community in the following ways:</p> <ul style="list-style-type: none"> ➢ Maintaining the link between St Mary's Church and St Mary's School. ➢ Providing opportunities for parents to be involved in the life of the school. ➢ Holding events that promote positive relationships between parents, students and staff within each group and across each group. ➢ Welcoming parents and community members into the school and recognising the positive impact they have on student learning. ➢ Developing a sense of community that goes beyond the school walls. ➢ Reporting to parents in various forms and providing opportunities for families to share learning experiences with their children. ➢ Providing leadership opportunities for students. ➢ Making wider community partnerships through business networks. 	<p>St Mary's School is maintained and managed to a high standard and we ensure that resources are allocated to provide the most impact on students' holistic development. At St Mary's we strive to maintain a high standard of stewardship in the following ways:</p> <ul style="list-style-type: none"> ➢ Maintaining and making available up to date policies and procedures so that all stakeholders are informed of our expectations. ➢ Maintaining a physical environment that is safe, welcoming and comfortable for all community members especially students. ➢ Maintaining a physical environment that sets the standard for student work and presentation. ➢ Promptly providing records and information to satisfy system and government accountability measures. ➢ Meeting regularly with the St Mary's School Board. 	<p>St Mary's is first and foremost a Catholic School – This means it must be a good school (Mandate 2009-2015 p.12). At St Mary's School we will strive to maintain our Catholic Identity in the following ways:</p> <ul style="list-style-type: none"> ➢ Putting Christ at the centre of our daily lives. ➢ Creating a prayerful environment including opportunities for students and families to express their faith in prayer, liturgy and masses. ➢ Maintaining an environment that will create a sense of wonder. ➢ Continuing to promote our school Charism through our faction names. ➢ Promoting evangelisation by living out and striving to demonstrate our school values. ➢ Making religious education real through acts of service and compassion. ➢ Being seen as active Christians in the community.
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MEASURES OF SUCCESS

<ul style="list-style-type: none"> ➢ Staff working collaboratively across year levels for the benefit of students. ➢ Comprehensive Scope and Sequence including agreed strategies that is utilised by all class teachers. ➢ Effective IT equipment that is integrated into learning. ➢ Approved Australian Curriculum units are taught and reported on. ➢ Staff involved in PD that reflects school priorities and incorporate this learning in daily practice. ➢ Regular discussion on teaching practices and expectations at Staff, PL and Cluster Meetings. ➢ Strong early childhood program that incorporates community agencies and regular monitoring of achievement. 	<ul style="list-style-type: none"> ➢ Strong Parish/School relationship. School representation on Parish committees and Parish representation on School committees. ➢ Parents involved in learning, social and community building events. ➢ New families being welcomed in to the school community by existing families. ➢ Parents understand the link between parent involvement and more positive student outcomes. ➢ School has an association with other community bodies. ➢ Students are involved and effective in their leadership pursuits. 	<ul style="list-style-type: none"> ➢ Policies are up to date and reflect school context. ➢ Policies are easily accessible. ➢ School facilities are maintained to a high standard. ➢ Learning environment reflects school priorities and sets a high standard for students. ➢ All records are current, up to date and available in a format that enables us to satisfy data collection requirements. ➢ Grounds and maintenance is reported on at monthly Board meetings. 	<ul style="list-style-type: none"> ➢ There are sacred spaces around the school. ➢ There are masses and liturgies that encourage community involvement. ➢ Faction names are referred to instead of colours. ➢ School values are communicated across the school. ➢ Christian Service activities occurring which involve staff and students.
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OUR PLANS

<ul style="list-style-type: none"> ➢ Collaborative, education focused staff/PLC/cluster meetings. ➢ Scope and sequence documents referred to and updated including agreed practices. ➢ Australian Curriculum Implementation Plan. ➢ Early childhood support coordinator. ➢ Regular discussion with local health 	<ul style="list-style-type: none"> ➢ Two staff members on Parish Council and one staff member on Parish Finance Committee. ➢ Parish Priest on Board and scheduled visits to classes. ➢ Through P&F – Parent social activities. ➢ Welcome BBQ. ➢ Reporting to Parents Policy. 	<ul style="list-style-type: none"> ➢ Annual policy review – school updates policies the year immediately after they are reviewed by CEOVA. ➢ Policy Files in all school buildings and policies relevant to parents on website. ➢ Maintenance Plan. ➢ To provide an annual balanced budget within 	<ul style="list-style-type: none"> ➢ School grounds are cared for in a manner that promotes a sense of wonder. ➢ Masses that involve community i.e. Beginning of Year Mass with blessing of student leadership badges, Mothers' Day Mass and morning tea, Grandparents' Day mass. ➢ Use faction banners and names at all relevant
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professionals.	<ul style="list-style-type: none"> ➢ P&F Reps contact new families – organised at enrolment. ➢ Promote parent involvement and positive student outcomes in newsletters and parent forums. ➢ Maintain relationship with Merredin Shire Liaison Officer, Wheatbelt PD region, Goldfields Leaders' Network, Merredin Health. ➢ Head Boy/Girl Role Description and other nominated student leaders. 	<p>CEO guidelines which reflects school priorities.</p> <ul style="list-style-type: none"> ➢ Ongoing training and development for office staff. ➢ Ongoing review of grounds with school groundsman and School Board building and maintenance contact. 	<p>occasions.</p> <ul style="list-style-type: none"> ➢ Install signage in classrooms and in school grounds and refer to this regularly, include on website, staff use values for student reflection and goal setting. ➢ Staff Christian Service Program. ➢ Year 6/7 students involved at Op Shop and Science students involved in shire based activities such as tree planting and care for the environment.
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QCS TOOL

<p>Domain 3: Education</p> <p>301 An Explicit Improvement Agenda</p> <p>302 Analysis and Discussion of Data</p> <p>303 A Culture that Promotes Learning</p> <p>304 Targeted use of School Resources</p> <p>305 An Expert Teaching Team</p> <p>306 Systematic Curriculum Delivery</p> <p>307 Differentiated Teaching and Learning</p> <p>308 Effective Pedagogical Practices</p>	<p>Domain 2: Community</p> <p>201 Engagement with the School Community</p> <p>202 Wider Community Partnerships</p>	<p>Domain 4: Stewardship</p> <p>401 Staff Wellbeing</p> <p>402 Pastoral Care of Students</p>	<p>Domain 1: Catholic Identity</p> <p>101 Systematic Evangelisation Planning</p> <p>102 Integrating Catholic Faith, life and Culture</p>
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FOLLOW UP

<p>2014 – Reviewed Goals</p> <p>Implement and maintain Kagan strategies and Bloom's Taxonomy questioning in our classroom. (Achieved)</p> <p>In 2014, staff have attended Professional Development on Kagan and Diana Rigg literacy strategies. Staff have attended Cluster meetings to discuss the implementation of Bloom's Taxonomy in classes, and Bloom's questioning techniques have been recorded on video and shared with fellow colleagues. A student in each class is rewarded per week on a particular Kagan social skill, and a document entitled, 'Agreed Practices for each year group,' has been created to ensure Kagan strategies and Bloom's Questioning skills are occurring in each year level.</p> <p>All staff work as a team towards our focus for the year 'Good to Great.' All staff are aware of our student behaviour expectations and ensure that this high standard is maintained. Staff expect high student work standards. (Partially Achieved)</p> <p>This particular goal needs to be monitored again in 2015. Staff may expect high student work standards, but there is no consistency across the classes, and no clear definition of what 'high work standards' consist of. Behaviour expectations are not consistent throughout the school. A behaviour management policy will be written in collaboration with staff at the conclusion of 2014.</p>	<p>2014 – Reviewed Goals</p> <p>Maintain our reporting to parents' policy and promote opportunities that encourage parents to be involved in their children's learning. (Achieved)</p> <p>Parents at St Mary's are given multiple opportunities to be involved in student learning. Parents are invited to become involved in school Carnivals, Open Morning, Parent Information Evening and Three Way Interviews. The school has purchased a parenting subscription through Michael Gross that parents can access through the school newsletter. Workbooks are sent home with students each term, for parents to peruse and comment upon. The use of the program, SEQTA, has ensured that communication and pastoral care notes are documented throughout the year.</p> <p>Continue student leadership roles of Head Boy, Head Girl, Faction Captains, Bus Buddies and Library Monitors. (Achieved)</p> <p>Continue Head Boy/Girl presenting awards at Monday morning briefing. (Achieved)</p> <p>All of these leadership roles have been continued in 2014, and will continue in 2015 also. Head Boy/Girl continue to present the awards at the Monday morning assembly.</p> <p>Continue Year 6/7 evangelisation roles where students visit other classes. (Achieved)</p> <p>The Monday before each Whole School Mass, Year 6/7 buddies have visited their buddy class to teach the class about the Mass they will be attending. This method of evangelisation has been very successful and will continue in 2015.</p>	<p>2014 – Reviewed Goals</p> <p>All policies are up to date and reviewed accordingly. (Achieved)</p> <p>All policies are relevant and current and are reviewed when necessary by staff members in a collaborative setting. The review process follows the CEO review process.</p> <p>Publish relevant policies and procedures on the school website and have available in school buildings for easy access. (Achieved)</p> <p>Each class has a policy folder that includes all up to-date policies. All policies are available on the school website for parent access and are updated where necessary.</p> <p>Monitor the school environment regularly. (Achieved)</p> <p>Our maintenance team and the School Board ensure that necessary repairs are occurring and that the environment is safe. Louise, our Occupational Health and Safety Officer, is in the process of producing safety checklists and audits, which will occur in 2015.</p> <p>Present a neat, clean and engaging environment that sets a high standard and inspires students and community members to respect and contribute to it. (Achieved)</p> <p>Our gardens and environments are well-maintained and respected throughout the year. Each class has a budget to spend during the year to ensure students are provided with adequate resources and so engaging environments are maintained and developed. In 2015, staff have requested that each class be updated on the budget levels at the conclusion of each term.</p> <p>Maintain good and accurate records. (Achieved)</p> <p>Ensure we are well aware in advance of system requirements. (Achieved)</p> <p>Teachers have maintained accurate records by using the SEQTA program. Absentees have been accounted for and recorded, and pastoral care notes have been entered where necessary. Each pastoral care note is also sent to Ray for his records, and to ensure repetitive cases are followed up.</p>	<p>2014 – Reviewed Goals</p> <p>We use our school values to set goals and reflect on how we are contributing to our school and community. (Achieved)</p> <p>At assembly held twice per term, certificates are awarded to students based on school values. We attended a Fruits of the Spirit Professional Development to assist in student reflection of and dedication to the school values. A large emphasis on school values will continue in 2015.</p> <p>Our environment is prayerful and we provide opportunities for faith formation of students, staff and parents. (Achieved)</p> <p>We engage in class prayers numerous times per day, plus before assemblies and other school gatherings. Staff attend Morning Prayer on Wednesdays, before staff meetings and pray the rosary together often, particularly in the months of May, September and October. Confirmation Retreats, other Sacrament events/preparation, Masses and Reflections are held to assist in the faith formation of students. Staff participate in numerous Professional Development to increase faith formation, and attend retreats. Parents are encouraged to attend Mass and other school liturgies and religious events.</p> <p>We demonstrate we are a Christian community by involving ourselves in community and social justice activities. (Partially Achieved)</p> <p>Staff participate in Community Service work during the final week of Term Four. Students are involved in social justice projects, such as Christmas Appeals and Food Drives, to assist people in our community. Unfortunately, efforts to provide students with more volunteer work have not been successful, due to insurance reasons.</p>
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<p>2015 – Reviewed Goals</p> <p>By the end of 2015 85% of students in Year 3 and 5 will achieve above the national standard in their NAPLAN results for Grammar and Punctuation.</p> <p>Year 5 = 92%</p> <p>Year 3 = 94%</p> <p>By the end of 2015 85% of students in Pre-Primary to Year 2 will achieve above the following Reading Levels:</p> <p>PP = Level 3</p> <p>Year 1 = Level 16</p> <p>Year 2 = Level 28</p>	<p>2015 – Reviewed Goals</p> <p>By the end of 2015, we would have established a professional partnership with Two Dogs, sharing a vision of Community Service.</p> <p>P&F Goal:</p> <p>To fundraise a minimum of \$7500 (not including tuckshop) to support school resources and other activities for the advancement of our children's education.</p>	<p>2015 – Reviewed Goals</p> <p>By the end of 2015, 80% of all staff will have attended Religious Education Professional Development in order to achieve or maintain accreditation.</p>	<p>2015 – Reviewed Goals</p> <p>By the end of 2015 the students in Years 3 and 5 will achieve 40% or higher (as a school average) in the Bible written/short answer section in the Bishops' Religious Literacy Test. The average results in this section in 2014 were 30%.</p>
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QCS REVIEW PLAN TIMELINE

2014	2015	2016	2017
<p>Engagement with Families</p> <p>Learning Environment</p> <p>Student Achievement</p> <p>Accountability and Compliance</p>	<p>101 Systematic Evangelisation Planning</p> <p>202 Wider Community Partnerships</p> <p>302 Analysis and Discussion of Data</p> <p>401 Staff Well-Being</p>	<p>TBC</p> <p>TBC</p> <p>TBC</p>	<p>TBC</p> <p>TBC</p> <p>TBC</p>



STRATEGIC DIRECTION 2014 - 2016

LEADing in a flourishing Catholic Education system

FOCUS AREA	INTENT	OUTCOMES
LEARNING (Education)	LEARNING is what we do – We are committed to learning at every level.	<ul style="list-style-type: none">› Enhance student achievement and wellbeing› Increase student and staff engagement in their own learning and faith formation
ENGAGEMENT (Community)	ENGAGEMENT is essential – We are committed to Catholic Education's mission through relationships with all.	<ul style="list-style-type: none">› Enhance parental engagement in their child's learning and faith formation› Develop our people to be leaders in Catholic Education's mission
ACCOUNTABILITY (Stewardship)	ACCOUNTABILITY is not optional – We have personal and collective responsibility for our system's success.	<ul style="list-style-type: none">› Increase understanding of our individual and collective responsibility for Catholic Education's mission› Ensure inclusivity, good governance and the resource allocation required to meet our mission
DISCIPLESHIP (Catholic Identity)	DISCIPLESHIP is our calling – We are committed to deepening our relationship with Jesus.	<ul style="list-style-type: none">› Enhance opportunities for personal faith development› Increase enrolment of the vulnerable, poor and marginalised as a visible sign of our faith in action

System Strategic Outcomes (LEAD)	School Strategic Plan Link 2014 - 2017	SMART Goals	Actions (How will we do it?)	Responsibility (Who will lead this?)	Resources (How will we utilise our human & financial resources?)	QCS Tool Link	Success Indicators (How we will know we have been successful?)
<p>Learning</p> <p>Enhance student achievement and wellbeing</p> <p>Increase student and staff engagement in their own learning and faith formation</p>	<p>Utilising current programs and developing the curriculum</p> <p>Using best practise teaching strategies that are reviewed and built upon</p>	<p>1. By the end of 2015 85% of students in Year 3 and 5 will achieve above the national standard in their NAPLAN results for Grammar and Punctuation.</p>	<p>Create a scope and sequence across the school for Grammar and Punctuation</p> <p>Ensure we are all explicitly teaching Grammar and Punctuation within the Balanced Literacy Lesson and highlight in programs</p> <p>Continue to analyse standardised test results and other data to inform our teaching of Grammar and punctuation and to identify students who need further assistance.</p> <p>Increase the amount of time Literacy support is conducted across the school</p> <p>Continue to integrate PLD Literacy Strategies across the school</p> <p>Continue to further our understanding of best practise through professional reading</p>	<p>All staff</p>	<p>Time at staff and PLC meetings</p> <p>This area given Professional Development Budget priority</p> <p>Funds directed to more Literacy Support Time</p>	<p>301</p> <p>304</p> <p>308</p>	<p>Staff following the scope and sequence and explicitly teaching Grammar & Punctuation which is evident in their programs</p> <p>Regular discussions and readings at PLC and staff meetings on data and best teaching practices</p> <p>PLD Literacy Strategies being used across the school</p> <p>NAPLAN data reflects the success of the set goal</p>

System Strategic Outcomes (LEAD)	School Strategic Plan Link 2014 - 2017	SMART Goals	Actions (How will we do it?)	Responsibility (Who will lead this?)	Resources (How will we utilise our human & financial resources?)	QCS Tool Link	Success Indicators (How we will know we have been successful?)
<p>Learning</p> <p>Enhance student achievement and wellbeing</p> <p>Increase student and staff engagement in their own learning and faith formation</p>	<p>Utilising current programs and developing the curriculum</p> <p>Using best practise teaching strategies that are reviewed and built upon</p>	<p>2. By the end of 2015 85% of students in Pre-Primary to Year 2 will achieve above the following Reading Levels:</p> <ul style="list-style-type: none"> • PP = Level 3 • Year 1 = Level 16 • Year 2 = Level 28 	<p>Ensure we listen to children read regularly and conduct Running Records</p> <p>Ensure we are explicitly teaching Reading skills through Guided Reading sessions within the Balanced Literacy Lesson</p> <p>Continue to analyse standardised test results and other data to inform our teaching of Reading and to identify students who need further assistance.</p> <p>Increase the amount of time Literacy support is conducted across the school</p> <p>Continue to integrate PLD Literacy Strategies across the school</p>	<p>All staff</p>	<p>Time at staff and PLC meetings</p> <p>This area given Professional Development Budget priority</p> <p>Funds directed to more Literacy Support Time</p>	<p>301</p> <p>304</p> <p>308</p>	<p>Running Records are documented on each student</p> <p>Guided Reading sessions are taking place each day</p> <p>Regular discussions and readings at PLC and staff meetings on data and best teaching practices</p> <p>Support structure implemented and maintained throughout the year</p> <p>PLD Literacy Strategies being used across the school</p>

System Strategic Outcomes (LEAD)	School Strategic Plan Link 2014 - 2017	SMART Goals	Actions (How will we do it?)	Responsibility (Who will lead this?)	Resources (How will we utilise our human & financial resources?)	QCS Component Link	Success Indicators (How we will know we have been successful?)
<p>Engagement</p> <p>Enhance parental engagement in their child's learning and faith formation</p> <p>Develop our people to be leaders in Catholic Education's mission</p>	<p>Developing a sense of community that goes beyond the school walls</p>	<p>By the end of 2015, we would have established a professional partnership with Two Dogs, sharing a vision of Community Service.</p>	<p>Invite Two Dogs to a P&F meeting to inform us of their role in the community.</p> <p>Two Dogs to speak to the students about vegetable patch and soil (environmental studies, sustainability).</p> <p>Link the P&F with Two Dogs for fundraising opportunities (sausage sizzles).</p> <p>Aim to get the students involved in some community service at Two Dogs (weeding etc). Tree planting in the community.</p>	<p>Leadership Team</p> <p>P&F</p> <p>Staff</p> <p>Students</p>	<p>Leadership Team to liaise with Two Dogs to establish a continuous form of communication</p> <p>P&F to organise fundraiser with Two Dogs</p> <p>P&F Funds already agreed to for maintenance of Vegetable garden</p>	<p>202</p>	<p>A productive vegetable garden</p> <p>Students understand the importance of sustainability and our appropriate environmental responsibilities</p> <p>Two Dogs employees have visited the school.</p> <p>Evidence of advertising in the school newsletter</p> <p>Invite the Mercury to attend any school visits to promote partnership in the wider community.</p>

		<p>P&F Goal: To fundraise a minimum of \$7500 (not including tuckshop) to support school resources and other activities for the advancement of our children's education.</p>	<p>Various class and whole school fundraisers</p>	<p>P&F Executive Class Reps Parent Community</p>	<p>Clear communication and encouraging parents to be involved</p> <p>Promotion of events in the wider community</p>	<p>201</p>	<p>Financials at the end of the year</p>
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System Strategic Outcomes (LEAD)	School Strategic Plan Link 2014 - 2017	SMART Goals	Actions (How will we do it?)	Responsibility (Who will lead this?)	Resources (How will we utilise our human & financial resources?)	QCS Component Link	Success Indicators (How we will know we have been successful?)
<p>Accountability</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>Promptly providing records and information to satisfy system accountability measures</p>	<p>By the end of 2015, 80% of all staff will have attended Religious Education Professional Development in order to achieve or maintain accreditation.</p>	<p>APRE to educate staff on their accreditation status.</p> <p>APRE to demonstrate how to use the Professional Learning Portal to enrol in courses.</p> <p>School to continue to provide 6 hours of RE PD, in 2015 a staff retreat day to New Norcia.</p>	<p>APRE</p> <p>Staff</p>	<p>PD budget will be prioritized for accreditation purposes.</p>	<p>101</p>	<p>RE certificates</p> <p>Staff reporting knowledge back during PLMs</p> <p>Attendance at Staff Retreat Day</p> <p>All staff are capable of booking their own RE Professional development using the Professional Learning Portal</p>

System Strategic Outcomes (LEAD)	School Strategic Plan Link 2014 - 2017	SMART Goals	Actions (How will we do it?)	Responsibility (Who will lead this?)	Resources (How will we utilise our human & financial resources?)	QCS Component Link	Success Indicators (How we will know we have been successful?)
<p>Discipleship</p> <p>Enhance opportunities for personal faith development</p> <p>Increase enrolment of the vulnerable, poor and marginalized as a visible sign of our faith in action</p>	<p>Creating a prayerful environment including opportunities for students and families to express their faith in prayer, liturgy and masses.</p>	<p>By the end of 2015 the students in Years 3 and 5 will achieve 40% or higher (as a school average) in the Bible written/short answer section in the Bishops' Religious Literacy Test. The average results in this section in 2014 were 30%.</p>	<p>Purchase and consistently use new children's Break Through Bibles for Years 3-6.</p> <p>Purchase a number of Bible Story texts for K-2 to store in their classrooms</p> <p>Each class to attend Weekday Mass 9am- once per term.</p> <p>Invite Father Zyga to go through the Mass and symbols within the church</p> <p>Father Zyga to continue to visit classrooms throughout the year</p> <p>Teachers will take their classes to the Church more regularly and expose students to the Church and Mass (focusing on the order of the Mass)</p> <p>Participate in practice tests/past papers to prepare students for the types of questions/language used in the test.</p> <p>PLC readings about Scripture for staff</p>	<p>Staff</p> <p>APRE</p>	<p>RE Budget to be used for purchase of Bibles and Books</p> <p>Father Zyga to visit school</p> <p>Students to visit church</p>	<p>101</p>	<p>Bishops' Test results will be greater than goal of 40%</p> <p>Students understand Church and its symbols</p> <p>Students attending Mass regularly</p> <p>Increased student participation in the Mass</p> <p>Staff have greater understanding of the Scriptures.</p>

ASIP 2015 Goals Reviewed:

Learning

1. By the end of 2015 85% of students in Year 3 and 5 will achieve above the national standard in their NAPLAN results for Grammar and Punctuation.

Year 3- 94%

Year 5- 92% Goal was achieved, due to explicit teaching. We created a scope and sequence for Grammar and Punctuation. We looked at standardised testing results. Elisha Cooper supported classes during Literacy. We created a scope and sequence across the school for Grammar and Punctuation. All staff explicitly taught Grammar and Punctuation within the Balanced Literacy lesson and highlighted in programs. Continually analysed standardised test results and other data to inform our teaching of Grammar of Punctuation and to identify students who need further assistance. We increased the amount of time Literacy support is conducted across the school and we continued to integrate PLD Literacy Strategies across the school. We continued to further our understanding of best practise through professional reading.

2. By the end of 2015 85% of students in Pre-Primary to Year 2 will achieve above the following Reading Levels: PP = Level 3, Year 1 = Level 16, Year 2 = Level 28.

PP: 33%

Year 1: 78%

Year 2: 52%

Reading skills explicitly taught, standardised results were analysed, PLD strategies used. Goals set were a little too high and these have been reviewed. We need to focus on reading comprehension as well, not just decoding skills. We have been committed to listening to children read regularly and conducted Running Records. We have explicitly taught reading skills through guided reading sessions within the Balanced Literacy lesson. We continually analysed standardised testing results and other data to inform our teaching of reading and to identify students who need further assistance. We increased the amount of time literacy support is conducted across the school.

Engagement

3. By the end of 2015, we would have established a professional partnership with Two Dogs, sharing a vision of Community Service.

This goal has been achieved. A small partnership was achieved. Two Dogs has spoken to Kindy and helped with the vegetable patch. Staff Community Service conducted at Two Dogs. In relation to our strategic plan, we branched out to other community groups. Please see QCS review.

4. P&F Goal: To fundraise a minimum of \$7500 (not including tuckshop) to support school resources and other activities for the advancement of our children's education.

Achieved. \$30 000 was raised. These funds were used to purchase several new MacBooks, iPads, RE Resources and Reading Resources across the school.

Accountability

5. By the end of 2015, 80% of all staff will have attended Religious Education Professional Development in order to achieve or maintain accreditation.

95% achieved. This year the majority of staff were involved in a Staff Spiritual Retreat at New Norcia with St Joseph's School, Northam. Staff also attended several Accreditation Units throughout the year.

Discipleship

6. By the end of 2015 the students in Years 3 and 5 will achieve 40% or higher (as a school average) in the Bible written/short answer section in the Bishops' Religious Literacy Test. The average results in this section in 2014 were 30%.

Year 3: 67%

Year 5: 43% Goal achieved. We purchased and consistently used children's Break Through Bibles for Year 3-6. We purchased a number of Bible Story texts for K-2 to store in their classrooms. Each class attended Weekday Mass once per term. We invited Father Zyga to go through the Mass and symbols within the Church- focusing on the order of the Mass. Father Zyga continued to visit classrooms throughout the year. Teachers took their classes to the Church more regularly and exposed students to the Church and Mass. Students participated in practice tests/past papers to prepare students for the types of questions/language used in the test.

QCS Mid-2015 Goals Reviewed – What have we done so far?

101 Systemic Evangelisation Planning (Score 5.3)

- Annual Religious Education PD as a whole staff is organised.
- Introduction and use of the Breakthrough Bible and related teacher resources.
- Making scripture real during specific seasons eg. Lent and Gospel Readings at morning assemblies.
- Sharing of Breakthrough Bible activities and resources.
- Celebrating Holy Week and other major scripture stories in an active way.
- Select PD that is specific to building Scripture knowledge and understanding.

202 Wider Community Partnerships (Score 4.6)

- Students are engaged with community representatives in order to improve desired outcomes.
- The school has begun connecting with relevant local business that align with school outcomes, eg Collgar Windfarm, Merredin Shire, Agricultural Centre.
- Principal has joined and attended Wheatbelt Business Network meetings once a month to network with local business.
- Staff have collaborated with various community groups on projects aligned with student outcomes.
- Staff have been involved in the following partnerships - Emergency Planning Group, Early Years Network, Interagency Network, Wheatbelt Business Network, Two Dogs, Community Service, Wind Farm, Churches Fraternal, Merredin Shire.

302 Analysis and Discussion of Data (Score 5)

- As a cluster, discussion and analysis of data has happened promptly after the assessment, to ensure that the information is current and useful.

401 Staff Well Being (Score 4.3)

- Staff development processes are now evident and well established with use of a whole school professional development record. These now need to be uploaded on tshare and continued to be shared at staff meetings.
- Whole staff efforts are recognised and appreciated at the staff meeting during pastoral care for staff and students.
- Constructive feedback has a focus on staff strengths to ensure positive and trusting relationships are developed.
- Professional development record of all staff is available on MyHR – do we need this to be accessible to everyone?
- Staff encouraged to undertake PD that is relevant to them.
- Staff pastoral care has been added to the staff meeting agenda.
- Staff still need to develop and follow a feedback proforma – to be completed at the beginning of 2016

