

System Strategic Direction	School Strategic Plan Link	SMART Goals	Strategies To Achieve the Goal	Links Curriculum Plan QIP QCS	Responsibility	CEWA Service Delivery	Success Indicators <i>Reportable in Annual Report</i>
<p>Learning</p> <p>Leadership Formation</p> <p>Transforming our people to lead outstanding Catholic communities</p>	<p>Regularly assessing students and monitoring progress.</p> <p>Having high expectations of each other and of our students.</p>	<p>By the end of 2017 65% of all students from Pre-Primary to Year 2 will have achieved proficient or above against the Term 4 target in regards to Reading Recovery Levels.</p>	<p>Ensure we listen to students read regularly and conduct running records.</p> <p>Ensure we are explicitly teaching reading skills through guided reading sessions.</p> <p>Explicitly teaching comprehension skills.</p> <p>Continue to analyse standardised testing results.</p> <p>Identify students who need further assistance and refer them to Reading Recovery or other support structures.</p> <p>Literacy support to continue from PP-6.</p> <p>Continue to implement PLD strategies across the school.</p> <p>PP-Year 2 running records completed for every student by the end of each term.</p>	<p>QCS 307 & 308</p> <p>CP Goal 1</p> <p>Reading Targets</p> <p>Standard 1 QIP</p>	<p>Early Childhood Education (ECE) Team</p> <p>School Improvement Leader (SIL)</p> <p>Each term teachers will provide data to ensure tracking of students and target.</p> <p>ECE team under direction of SIL create data wall and discuss progress and improvements needed in practice</p>	<p>School Support Coordinator (SSC) – focus on Reading Comprehension Strategies and teaching methods</p> <p>School Improvement Advisor (SIA) to discuss data with Principal</p> <p>GEMS Network to discuss achievement in comparison to region</p>	<p>Staff listening to students read regularly</p> <p>Student progression in Reading Recovery Levels based on comprehension, fluency and decoding skills</p> <p>Regular staff discussions about data and progression of individual students during PLMs</p> <p>Explicit teaching of reading comprehension skills during guided reading sessions</p> <p>At least 65% of all ECE students achieving the target stated.</p>
<p>Learning</p> <p>Leadership Formation</p> <p>Transforming our people to lead outstanding Catholic communities</p>	<p>Regularly assessing students and monitoring progress.</p> <p>Having high expectations of each other and of our students.</p>	<p>By the end of 2017 65% of all students from Years 3 to Year 6 will have achieved proficient or above against the Term 4 target in the Number and Algebra section of MTS Summative Testing.</p>	<p>At the end of each term, each class will complete the MTS Testing: Summative in the area of Number and Algebra to track progress.</p> <p>Explicitly teach Number Strategies.</p> <p>Use of Mathletics, Paul Swan resources and Curriculum Organiser for programming, planning and assessment</p> <p>Continue to analyse standardised testing results.</p> <p>Identify students who need further assistance and refer them to support structures.</p>	<p>QCS 307 & 308</p> <p>CP Goal 2</p> <p>Numeracy Targets</p>	<p>Middle & Senior Teacher Team</p> <p>School Improvement Leader (SIL)</p> <p>Each term teachers will provide data to ensure tracking of students and target.</p> <p>Middle & Senior team under direction of SIL create data wall and</p>	<p>SSC – provide advice and knowledge of different approaches</p> <p>Numeracy Team – PD during PLC time</p> <p>Audit of Mathematical Resources and provide advice of new materials</p>	<p>Whole school process of structured Numeracy Lessons</p> <p>Staff understanding common Numeracy language</p> <p>Student progression in Number Scores throughout Years 3-6</p>

<p>Learning</p> <p>Leadership Formation</p> <p>Transforming our people to lead outstanding Catholic communities</p>			<p>Shoulder to shoulder learning from each other in relation to best use of Numeracy Block in PLMs</p> <p>Use of Hands-on Mathematics materials including Mathematics Games</p> <p>The creation of an agreed lesson format to include warm ups and mental strategies.</p>		<p>discuss progress and improvements needed in practice</p>	<p>SIA to discuss data with Principal</p> <p>GEMS Network to discuss achievement in comparison to region</p>	<p>NAPLAN results improved in Mathematics</p> <p>Regular staff discussions about data and progression of individual students during PLMs</p>
	<p>Providing high quality professional development for staff, in particular in IT.</p>	<p>By the end of 2017 all staff will have explored the LEADing Lights Project and implemented at least one phase of the project.</p>	<p>Keep abreast of the LEADing Lights Project and communicate resources and developments throughout the year.</p> <p>Organise Professional development of staff in at least one phase of the project.</p> <p>Identify a Key Teacher of IT to lead the progress of the school and keep up to date with the LEADing Lights Project</p> <p>Introduce a voluntary IT learning afternoon for staff to share knew knowledge of IT especially applications involving CEWA365.</p>	<p>QCS 301 & 303</p>	<p>Key Teacher in IT</p> <p>IT Leadership Team</p> <p>All staff</p>	<p>Aidan McCarthy and LEADing Lights CEWA Team</p> <p>SSC – provide advice and knowledge of how other schools are implementing CEWA365</p>	<p>All staff implementing at least one phase of the LEADing Lights Project</p> <p>Key IT Teacher identified and leading the project</p> <p>Staff attending the voluntary IT sessions</p>
	<p>Utilising current programs and delivering and implementing the Australian Curriculum</p>	<p>By the end of 2017, through the delivery of the Australian Curriculum, all students, staff and families will learn about the histories and cultures of Aboriginal and Torres Strait Islander peoples.</p>	<p>All staff will ensure Aboriginal and Torres Strait Islander peoples’ histories and cultures continue to be a cross-curriculum priority where possible.</p> <p>St Mary’s School will ensure acknowledgement of country is stated at the beginning of all significant public events within the school.</p> <p>St Mary’s School will ensure significant Aboriginal cultural and historical dates are celebrated or commemorated as isolated events, eg. NAIDOC Week, National Sorry Day.</p> <p>Explicit teaching of Aboriginal histories and cultures to be taught by HASS Specialist teacher.</p> <p>Staff knowledge and awareness of Aboriginal histories and cultures will be improved by including an Aboriginal Learning agenda item in all staff meetings.</p> <p>Investigate and arrange a Cultural Infusion Day – ‘Aboriginal For a Day’ Incursion for the whole school.</p>	<p>QCS 201 202 303 306 402</p>	<p>All staff</p> <p>HASS Teacher</p> <p>GECKO Coordinator (AP)</p>	<p>Visit from the Aboriginal Education Team</p>	<p>Improvement of staff cultural awareness.</p> <p>Cross-curriculum priorities will be further evident in classrooms.</p> <p>Successful delivery of Cultural Infusion Incursion.</p> <p>Completion of units of work in relation to Aborginal culture and history through HASS.</p> <p>Staff Meetings including Aboriginal Learning section.</p> <p>Successful celebration or commorative evensts throughout the year.</p>

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<p>Engagement</p> <p>Early years learning and care</p> <p>Partnering across communities to provide the best opportunities for young families</p>	<p>Welcoming parents and community members into the school and recognizing the positive impact they have on student learning</p>	<p>By the end of Term 2, 2017 St Mary's will have encouraged parents to attend a Home Reading Night Information Evening.</p> <p>By the end of 2017 St Mary's will have a team of parents who have been trained to listen to students read at least three times per week.</p>	<p>Communicate out to families the dates that St Mary's will contact the K-2 night and the Years 3-6 night.</p> <p>Preparation and delivery of Powerpoint presentation.</p> <p>Organise P&F to get involved and prepare food for the night and use as a community evening.</p> <p>Invite an expression of interest to all parents to form a team of Reading Parents who will listen to students read in the morning for three mornings a week.</p> <p>Train parents in how to listen to students read, strategies to use and the logistics of the program.</p>	<p>QCS 201 & 303</p> <p>Standard 6 QIP</p> <p>CP Goal 1</p>	<p>Reading Recovery Teacher with support of all staff</p> <p>P&F Community Event</p>	<p>SSC – advice on how other schools are running a Parent Reading Program</p>	<p>Completed a successful Home Reading Night attended by a healthy number of parents from across each year level.</p> <p>Working collaboratively with the P&F to encourage a community night and network with each other.</p> <p>The creation of a variety of parents who are involved in the Reading Parents Team who listen to students read for at least three times a week</p> <p>The Reading Parents Team have completed training.</p>

Annual School Improvement Plan - 2017

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Accountability Health and well-being of students and staff Providing learning environments where everyone feels safe and can flourish	Promptly providing records and information to satisfy system and government accountability measures.	By the end of 2017 the ECE Team will have worked through the 2017 NQS QIP, reviewed the Principal Audit and established the 2018 QIP. ECE team to also provide further knowledge of the NQS and the QIP to the rest of the staff.	Have regular meetings within the PLMs to discuss the 2017 QIP and update evaluation notes as the process continues. Principal to work with the ECE SIL in regards to the 2017 Audit process. ECE Team to discuss outcomes of Principal Audit and establish the 2018 QIP. ECE Team to present knowledge and progress of the QIP during selected staff meetings to rest of staff.	All of QIP QCS 301 & 308 & 402	ECE Team under the guidance and leadership of the ECE SIL All staff	ECE CEWA Team to assist with the process and give feedback on the QIP ECE CEWA Team to visit school and observe and make further recommendations and provide learning to staff	2017 QIP will have progress notes added in relation to its progression throughout the year Staff meeting regularly to discuss QIP and NQS processes ECE SIL communicating to all of staff the NQS and how these can be related across the whole school Principal 2017 audit will be complete and new 2018 QIP been developed in consultation with the ECE team
	Maintaining and making available up to date policies and procedures so that all stakeholders are informed of our expectations.	By the end of 2017 St mary's will have created and implemented a Reconciliation Action Plan.	GECKO Coordinator will complete a survey which will inform our school in relation to where we are at in regards to the Reconciliation Action Plan needed – this will also provide school recommendations. Staff will be involved in writing the vision of the Reconciliation Action Plan (RAP). GECKO Coordinator to finalise the RAP. Plan will be communicated to staff and wider community.	QCS 201 202 402	GECKO Coordinator All staff Principal Aboriginal Families	Aboriginal Education Team	Creating a well informed RAP. Implementation of RAP. Communication of RAP to wider community.

Discipleship Educating at the margins Engaging with the most vulnerable and marginalized in our society			Recommendations will be implemented across the year. Invite Aboriginal Parents to be involved.				
	Creating a prayerful environment including opportunities for students and families to express their faith in prayer, liturgy and masses.	By the end of 2017 St Mary's School will have further established their relationship with St Mary's Parish by enhancing opportunities for students, staff and families for personal faith development inside and outside of school hours.	Each class from Years 1-6 will attend a weekday Parish Mass every term. Each class from Years 2-6 will be rostered on to Read at a Weekend Mass once per semester. Reconciliation will be scheduled for each class from Years 3-6 once per term. Encourage the new priest, Father Andrew Bowron, to visit the school on a regular basis and get into classrooms to assist with Religious Education teaching. Encourage Father Andrew to visit the school children during recess and lunch. Invite Father Andrew and Sister Leonie to school functions and morning teas.	QCS 102	All staff	SIA to meet new priest CEWA RE Team to visit and experience Mass at St Mary's Parish	An increase of numbers at weekend mass of St Mary School students and families Father Andrew being welcome into the school and visiting on a regular basis Staff, students and families being present at Parish Masses during the week All school community having multiple opportunities for personal faith development.

QCS COMPONENT REVIEWS during this year

301 An Explicit Improvement Agenda

307 Differentiated Teaching and Learning

ONGOING MONITORING

102 Integrating Catholic Faith, Life and Culture – Rating 4.5:

Target Indicator: School community members are consistently and effectively challenged to actively engage with those on the margins of society, including the marginalised in school communities.

☑ School to consider sponsoring a child from World Vision or the like to engage with marginalised community – to be actioned in 2017 with a fundraiser through which the school purchases a set item such as a Well for Water.

☑ Teachers to be provided with a list of activities/resources to be used in NAIDOC week, Sorry Day and LifeLink - completed

☑ Students are engaged with the elderly members of our society in order to improved desired outcomes – completed through Grandparents Day but also wish to enter into a partnership with Berringa Lodge Frail Aged Hostel in 2017.

201 Engagement with the School Community – Rating 5.6:

Target Indicator: The school usually complements and engages with the parish in its mission to be a dynamic faith community. Partnerships between school, family and parish are fostered. On some occasions the school promotes experiences of ministry and service that encourage its members to engage in their local parish.

☑ Encourage a regular presence of the religious (Father and Sister) in the school in an informal atmosphere, interacting with the students during recess and lunchtime – Completed. Sister visiting the school on a regular basis this year and sharing and leading in Staff Prayer times. Welcome new Priest to our Parish and school in 2017.

☑ Promote and encourage consistent participation in active service of Altar Service and reflective sharing - Completed

☑ Continue to promote participation through class masses and children's liturgy – Completed and will continue

308 Effective Pedagogical Practices - Rating 6:

At present staff agree that current practices and the culture of constant improvement and learning is excellent.

EVALUATION

- Maintain and continue current practices

402 Pastoral Care of Students – Rating 5.4

Target Indicator: The consistently responsible behaviour and caring attitude of students reflect a valuing of positive relationships.

☑ Promote the school values in class through incidental teaching moments with all students. – Completed. Each teacher effectively increased their awareness of the school values and referred to them during the year, especially through the Christian Values Awards and at Behaviour Management opportunities. Staff will continue to do this in 2017.

☑ Staff to be more proactive in demonstrating and promoting the values and social skills in class through explanations and role plays – Completed Each teacher has a better focus on the social skill of the fortnight and promote this within their classrooms on a regular basis.

☑ Teachers actively teach resilience in class using available programs such as Bounce Back, Kids Matter or SDERA – In Progress Each staff member focusing on resilient skills through incidental teaching moments. Reflection on positive relationships during Pastoral care of students section in the staff