St Mary's School, MERREDIN — Annual School Improvement Plan - 2018

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 Reportable in Annual Report
Learning Leadership Formation Transforming our people to lead outstanding Catholic communities	Using evidence to improve achievements in literacy and numeracy.	By the end of 2018 there will be 90% of students improving by at least 0.4 according to Hattie's effect size from 2107 – 2018 PAT-R data for Years 2 – 6	Ensure we listen to students read regularly and conduct running records. Ensure we are explicitly teaching reading skills and comprehension skills through guided reading sessions, Investigate the best Reading Comprehension program to use across the school. Continue to analyse standardised testing results. Identify students who need further assistance and refer them to Reading Recovery or other support structures. Literacy support to continue from PP-6. Continue to implement PLD strategies across the school. Staff meet fortnightly to discuss Reading pedagogy through researched articles. Staff discuss strategies and data in regards to Reading across all year levels during PLCs. Running Records or Informal Inventory Prose completed for every student by the end of each term.	QCS 307, 306, 308 CP Goal 1 Reading Targets Standard 1 QIP	Early Childhood Education (ECE) Team School Improvement Leaders Each term teachers will provide data to ensure tracking of students and target. All staff under direction of SILs to create a data wall and discuss progress and improvements needed in practice	School Support Coordinator (SSC) – focus on Reading Comprehension Strategies and teaching methods School Improvement Advisor (SIA) to discuss data with Principal GEMS Network to discuss achievement in comparison to region	Staff listening to students read regularly Student progression in Reading Recovery Levels based on comprehension, fluency and decoding skills Regular staff discussions about data and progression of individual students during PLCs Explicit teaching of reading comprehension skills during guided reading sessions 90% of students improving by at least 0.4 according to Hattie's effect size from 2107 – 2018 PAT-R data for Years 2 – 6
	School Strategic Plan	SMART Goals		Links	Responsibility	CEWA Service	Success Indicators

Strategic Direction	Link		Strategies To Achieve the Goal	Curriculum Plan QIP QCS		Delivery	*Reportable in Annual Report*
Engagement Early years learning and care Partnering across communities to provide the best opportunities for young families	To enhance parental engagement in each child's learning and faith formation, and provide opportunities for the involvement of each family in school activities.	By the end of 2018 all teachers will use children's identified interests, knowledge, ideas and abilities in their programs.	Early childhood team to create a parent survey asking their child's interests, and abilities and send to all parents. All parents will complete a survey detailing their children's interests and abilities, and what parents can offer to the school program. Staff to include data from parent surveys in their planning documents. Staff to encourage and support parental involvement in aspects of their curriculum delivery.	QIP 1.1.2 QCS 304	Early Childhood Team All Staff		Creation of a suitable survey. By the end of the year there will be evidence of children's interests from this survey in teacher planning documents. Successfully engage parents with the curriculum within the classroom.

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Accountability Health and well-being of students and staff Providing learning environments where everyone feels safe and can flourish	To ensure the well-being of staff is embedded within the culture of the school, which establishes an environment that is supportive, respectful and collaborative.	By the end of 2018 every staff member will be assigned a buddy and will meet formally twice a term and document any questions and answers that arise.	Staff to be assigned a buddy each which they will meet with throughout the year. Staff to meet with their buddy formally at least twice per term, documenting any questions and answers that are discussed. Staff to meet with buddy informally when and where it is necessary across the year. To enhance a supportive culture Social Group to organize two social functions each term Continue Pastoral Care for Students and Staff at beginning of each Staff Meeting.		All Staff		Each staff member assigned a buddy. Formal meetings taking place twice per term. Culture of the school staff is one which is supportive, respectful and collaborative. High attendance of social functions throughout the year.

| Discipleship

Educating at the margins

Engaging with the most vulnerable and marginalized in our society | To focus on the development of the whole person and allow them to explore an understanding of integration of faith, life and culture within the Catholic Framework | By the end of 2018 St Mary's School will have created and implemented a new Evangelisation Plan in collaboration with the whole staff. | Leadership Team to attend the GDC Professional Learning at CEWA in April 2018.

Work collaboratively with all staff and the Parish to create a new Evangelisation Plan.

Seek guidance and feedback from CEWA Religious and Faith Formation Team.

Commence implementing the Evangelisation Plan by Semester Two and have focus priority areas.

Identify several staff meetings throughout the year to complete the Evangelisation Plan and discuss and celebrate its successes. | QCS 101 | Leadership Team All Staff | GDC Evangelisation Planning Day | Completion of Evangelisation Plan |
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QCS for 2018   304   Targeting Use of School Resources
                306   Systematic Curriculum Delivery