



Annual School Improvement Plan 2019

St Brigid's Primary School, Middle Swan



CECWA Strategic Directions	CATHOLIC IDENTITY (Discipleship)		COMMUNITY (Engagement)	EDUCATION (Learning)	STEWARDSHIP (Accountability)			
Focus Area	Informed by Evidence	Specific Performance & development goal to be achieved (stated simply)	Measurable Evidence that will be used to demonstrate progression and goal	Achievable What actions will I take to achieve the goal?	Relevant How does the goal connect to the school's strategic plan (and/ or other plans)?	Time Bound What are the timeframe milestones? Timeframe within which the goal will be achieved	Resources Support/resources that will be required to achieve the goal. <u>Key personnel:</u> who is responsible / ensuring we are on track	Success Criteria How will you know you have been successful (quantitative and measurable)?
Evangelisation Plan Focus	A faith survey was taken by CEO in 2017 to ascertain faith practices and beliefs of Catholic staff. The survey highlighted a significant proportion of staff lacked a sound understanding of our Catholic faith traditions and practices.	To provide opportunities for the staff to develop and consolidate the Catholic culture within St Brigid's school community through daily practice.	The way staff share their faith with their school community with students, parents and each other.	By providing specific and focused PD on building a Catholic Culture. By continued conversations on our culture and being inclusive with all.	A main focus in our strategic plan is the development of Christian values that link with our house charisms.	The PD will take place in term two and we will continue to work on this focus for the next two years.	Modelling by leadership team. Faith retreat lead by Karl Brown	By staff completing a self-reflection on how they see themselves as being Christ centred and Christ giving to our school community.

<p>Aboriginal Education Plan Focus</p>	<p>We want to acknowledge the traditional owners and we want to incorporate the Indigenous culture and language within our school.</p>	<p>Learning environments that are accepting and inclusive of students cultural needs.</p>	<p>Engagement with Indigenous culture and language programs, especially the Noongar language Welcome signs on classroom doors, language charts ie: numbers, body parts, greetings, welcome, and acknowledgement to country.</p>	<p>Melissa will assist staff with the Indigenous language and charts and Melissa will model language with the children in classrooms.</p>	<p>To be inclusive and welcoming of all cultures.</p>	<p>By the end of term one we hope to see the introduction of language charts in rooms and the welcoming of all cultures in our classroom.</p>	<p>Melissa Billy-Rooney will be our resource and assist staff with language charts that involve Indigenous language. Also Melissa will assist in the language development in our school for the Noongar language.</p>	<p>If the staff and children are using Noongar language and charts in daily life.</p>
<p>Curriculum Plan Focus</p> <p><i>Writing</i></p>	<p>NAPLAN data shows that our students are not making the expected growth from years 3 -5 in writing.</p>	<p>By using a whole school approach we want to see all students make progress in this learning area.</p>	<p>NAPLAN data & moderated Writing samples using the Brightpath rulers in Narrative.</p>	<p>Last year we began our journey using Brightpath and we will continue to embed this strategy.</p>	<p>As a whole school we are focusing on writing in particular the strand of narrative. We want to use a consistent approach to writing in all year levels.</p>	<p>All staff have currently been serviced to use Brightpath rulers. We will continue with the implementation of this strategy</p>	<p>We will use the Brightpath resources to help moderate writing samples and follow the program.</p>	<p>Two samples a year will be uploaded onto the ruler and we will measure our success by seeing a positive movement of each child's writing.</p>

<p>Early Years Focus <i>(if applicable)</i></p>	<p>Following our 2018 audit by the early year's team we are using each child's current knowledge, ideas, culture, abilities and interests as the foundation of the program.</p>	<p>By identifying and using the student's interests as the base of the teaching program. By teachers providing a table which indicates the children's interests.</p>	<p>Programs and DWP's to reflect observations, needs and interests of the children in the class.</p>	<p>Teachers to have focus children to record interests and observations of children. Each Year group to send parent interview sheets to gain an insight to the needs, capabilities and interests of the children to assist with planning.</p>	<p>NQS standard 1.</p>	<p>This goal will continue to be achieved throughout the year.</p>	<p>A range of resources that are necessary to engage the students according to interests and observations made.</p>	<p>Classrooms to display the children's work and be set up with resources reflecting the interests and needs of the children.</p>
<p>Additional Focus <i>Indigenous Students</i></p>	<p>We have as a school a large number of Indigenous students and we have ties with the children from Djooraminda.</p>	<p>Due to a large number of Indigenous students in our school we want to value their culture and help them to be proud of their culture.</p>	<p>To increase their self-pride in their abilities and to think big. To become involved in leadership ministries and be prepared to help lead the school.</p>	<p>To help Indigenous students to build their confidence and scaffold their ability to become risk takers.</p>	<p>We want all students to succeed and to be valued.</p>	<p>This will be an ongoing process that will take time.</p>	<p>Geckos and Melissa Billy Rooney and a cultural team to promote special events during the year.</p>	<p>Indigenous students become more actively involved in events within the school.</p>

Additional Focus <i>Digital Technology</i>	The TUBS survey indicated that we need to develop in the area of technology.	All teachers implement an unplugged digital technology program.	Teacher program showing the activities as well as pictures and videos of students completing activities in the classroom.	Partner teacher discussions and accountability within the cluster groups.	Implementing the curriculum and building teacher capacity with technology.	All classroom teachers will implement an unplugged lesson by the end of term one and then include other unplugged lessons throughout the year.	Our Key teacher ICT will assist on implementation and support the classroom teachers.	When students use the language of digital technology and complete a range of activities independently.
Additional Focus <i>Numeracy</i>	From analysing our MAI data we found that our students were struggling in place value.	All teachers implement Mathletics in the classroom and Growth Point Games are utilised in programs.	Programs have evidence of Growth Point games in lessons. Mathletics is utilised in the classroom	The introduction of Mathletics to support student progress in place value. Upskill staff in using Mathletics.	As part of our Strategic plan Numeracy is still a focus in 2019 and being support by the introduction of Mathletics to give students immediate feedback in this area.	PD week 3 Term 1. Regular cluster meetings with leaders to show evidence in programs of implementation of Mathletics and MAI growth Point games.	The introduction of Mathletics and the continued implementation of Mai for all years	Students' progress in the growth points to reach the target for each year level.

Informed by evidence from:

- CECWA Strategic Directions (when finalised)
- Evangelisation Plan
- Aboriginal Education Plan / AEIM: Aboriginal Education Improvement Map
- Curriculum Plan
- Student data analysis: e.g. Appraise & other achievement data, attendance, wellbeing etc.
- National Quality Standard (NQS) Audit
- Quality Catholic Schooling Tool
- School Cyclic Review
- School Climate Survey
- Technology Integration Matrix (TIMS) / Technology Uses and Perceptions Survey (TUPS)

ONGOING EVALUATION



Spiral of Inquiry (Timperley, Halbert & Kaser 2014)