

OLMC Review of 2019 School Improvement Plan

Area Focus	Aim	Outcomes
Learning LEAD	Teaching staff will use the data from MAI to develop authentic, differentiated learning experiences and rich tasks.	<p>All classroom teachers completed the MAI with the students who required it (all Year 1 to 3 students and Year 4 to 6 students at risk). Teachers used the data from the MAI to inform their planning and teaching.</p> <p>MAI results were displayed as longitudinal data on the data wall.</p> <p>Each term, one PLC was devoted to discussing Mathematics and rich tasks.</p> <p>During our Term 4 Professional Development Day all staff worked on developing an OLMC Mathematics Policy. This has been developed to implement in 2020.</p>
Learning LEAD	Implementation of innovative ways of embedding the use of IT throughout the school.	<p>6 Spheros were purchased for the school.</p> <p>1 Beebot was purchased for the school.</p> <p>There are now 1 to 1 ipads for all students in Years 1 to 6.</p> <p>Michelle Lloyd (from CEWA) spent two days at school, working with all Teaching staff and TA's upskilling them in the use of IT. As a result, all staff use TEAMS, classes are using OneNote and integrating Apps</p> <p>Teaching staff completed the online virtual webinar on making websites using SWAY.</p>

<p>Accountability LEAD</p>	<p>The staff will develop and implement a Behaviour Management Plan based on the Fruits of the Spirit.</p>	<p>All staff worked on developing expectations for different zones throughout the school.</p> <p>The Fruits of the Spirit were scheduled throughout the year and promoted in the classrooms with reward tokens given for those students demonstrating the Fruit of the Spirit of the week. At the end of the focus period for each Fruit (2 to 3 weeks), the faction with the most tokens received the reward of extra free play. The rewards then became digital dojo points.</p> <p>There was an improvement in the School Climate Survey results in regard to Behaviour Management.</p>
<p>Discipleship LEAD</p>	<p>All staff will complete a review of the CEWA Aboriginal Education Improvement Map and complete the Cultural Competency Matrix.</p>	<p>All staff have an understanding of the CEWA Aboriginal Education Improvement Map. All staff have completed the Cultural Competency Matrix and the Implicit Bias test.</p> <p>All teaching staff completed the Aboriginal Education: Virtual Conference Webinars on “You Can’t Ask That” and “Beyond Dots and Boomerangs”</p> <p>At a PLC all teaching staff discussed the CEWA document, ‘Terminology Guide: Aboriginal Peoples’.</p>
<p>Learning LEAD</p>	<p>Teachers will use the Brighpaths resources to improve student writing.</p>	<p>All teaching staff have used the Brightpath Rulers to assess and judge the writing of each student. Teachers have used the data to inform their planning and</p>

		<p>teaching. All students have made some progress over the year.</p> <p>Teachers completed moderation of writing samples.</p> <p>Upper Primary students completed morning writing sessions two mornings a week prior to the start of the school day.</p>
<p>Engagement</p> <p>LEAD</p>	<p>A door is to be placed in the Year 1/2 classroom allowing access to the Junior Playground.</p>	<p>A door has been inserted in the Year 1/2 class which allows access to the Junior Playground and outdoor learning tables.</p>