

School Improvement Plan 2020

Our Lady of Mount Carmel, Mullewa

CEWA Strategic Focus areas	Catholic Identity	Access and Diversity	Common Good and Stewardship	Quality and Improvement	Leadership	Strategy
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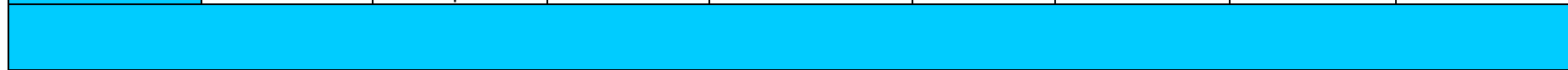
Focus Area	<i>Informed by Evidence Qualitative and quantitative</i>	<i>Specific Performance & development goal to be achieved (stated simply)</i>	<i>Measurable Evidence that will be used to demonstrate progression and goal</i>	<i>Achievable What actions will I take to achieve the goal?</i>	<i>Relevant How does the goal connect to the school's strategic plan (and/or other plans)?</i>	<i>Time Bound What are the timeframe milestones? Timeframe within which the goal will be achieved</i>	<i>Resources Support/resources that will be required to achieve the goal. <u>Key personnel:</u> who is responsible / ensuring we are on track</i>	<i>Success Criteria How will you know you have been successful (quantitative and measurable)?</i>
Quality and Improvement	The 2019 NAPLAN results indicated that our higher achieving students did not make the expected progress (as compared to the national average).	Teaching Staff will use data from Lexile, PM Benchmarks, Informal Prose Inventory, Standardised tests, Brightpath and in class assessments to develop authentic, differentiated learning experiences and rich tasks.	Brightpath Rulers, PM Benchmarks, Running Records, NAPLAN, Lexile levels, Mathletic Tests, Informal Prose Inventory, Standardised Tests, and in class assessments.	Classroom teachers will use the data from all forms of assessment to inform their teaching and ensure the students are challenged with rich tasks and higher order thinking challenges. Selected students will Be involved in the Academic Day in Geraldton	School Strategic Plan.	Ongoing.	All Staff	Higher achieving students will demonstrate progress in their Lexile, Brightpath writing samples, PM Benchmarks, NAPLAN, Informal Prose Inventory, standardised tests, and in class assessments.

				<p>(TOM's) and the Spelling Bee competition in Geraldton. There will be regular assessment and feedback to students and parents on expected levels and what is required to progress to the expected level. Use the Positive Behaviours for Learning to reward academic progress.</p>				
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<p>Common Good and Stewardship</p>	<p>A review of the National Quality Standard (NQS) highlighted the need to improve our efforts towards sustainability.</p>	<p>The staff will develop a Sustainability Plan and implement it to ensure some sustainable practices are evident throughout the school.</p>	<p>It is visually evident that efforts to make our school more sustainable are being implemented throughout the school.</p>	<p>A Sustainability Plan will be developed to ensure each class has an area of sustainability to focus on such as: recycling, maintaining a worm farm, implementing waste free Wednesday, growing a vegetable garden, being energy savers including saving water, saving electricity, and maintaining the physical environment.</p>	<p>National Quality Standard (NQS)</p>	<p>By the conclusion of 2020.</p>	<p>All staff</p>	<p>Increased use of and awareness of sustainable practices will be evident throughout the school.</p>
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Strategy	<p>Our School Climate Survey highlighted the need for greater feedback to parents about what is being taught and how students are assessed.</p>	<p>Parents will receive an increased amount of feedback about what their child is learning, how they are being assessed and their level of achievement.</p>	<p>Feedback to parents (in the form of a term overview and assessed work samples) will be sent home each term. At the end of Term 2 Parents will be surveyed about how they feel about the feedback. Calendar of PLC meetings on the moderating of student work.</p>	<p>Design a reporting to parents' schedule. Develop, Implement and moderate the assessments and then ensure they are sent home.</p>	<p>School Strategic Plan.</p>	<p>By the end of Term 2 of 2020.</p>	<p>Teaching staff.</p>	<p>The survey results will show that parents have received a greater amount of feedback about what is being taught and how students are assessed.</p> <p>There will be an improvement in the School Climate Survey results, with regards to the section on feedback to parents.</p>
Access and Diversity	<p>During the school Cyclic Review, the students expressed a desire for greater opportunities for creative and adventure play during recess and lunch.</p>	<p>Provide materials for students to use for creative play.</p>	<p>There are materials and activities for creative play and adventure play in the playground.</p>	<p>Purchase and ask for donations of materials. Arrange an area on the playground for the equipment and materials to be established and stored.</p>	<p>School Strategic Plan.</p>	<p>By the conclusion of 2020.</p>	<p>All staff. Boxes, PVC Pipe, Wooden Blocks, Sheets, tractor tyres, sand, planks, old dinghy?</p>	<p>There is creative and adventure play occurring during recess and lunch.</p>

Leadership	A review of our school Code of Conduct identified that it does not extend to our parents and students.	A Code of Conduct for students is developed (Incorporating Positive Behaviours for Learning). A Code of Conduct for parents is developed.	There is a Code of Conduct for Students along with a Positive Behaviours Framework and a Code of Conduct for Parents.	We are going to develop a Positive Learning Behaviours Plan that will embed the Fruit of the Spirit Values Program across the school.	School Strategic Plan. Evangelisation Plan	By the Conclusion of 2020.	All staff.	There will be a Code of Conduct (Incorporating Positive Behaviours for Learning) for Students. There will be a Code of Conduct for Parents
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ONGOING MONITORING: The School Improvement Plan will be implemented and monitored throughout the year by the Principal and Senior Teachers. At least 2 PLC's per Term will be allocated towards ensuring the goals are achieved.

Informed by evidence from:

- CEWA Strategic intent
- Evangelisation Plan
- Curriculum Plan
- Student data analysis: .g. Appraise, attendance, wellbeing
- National Quality Standard Audit
- Aboriginal Education Plan / AEIM: Aboriginal Education Improvement Map
- Quality Catholic Schooling Tool
- School Cyclic Review
- School Climate Survey
- TIM: Technology Integration Matrix

ONGOING EVALUATION



Spiral of Inquiry (Timperley, Halbert & Kaser 2014)