

Annual School Improvement Plan - 2017

1. System Strategic Outcomes WHY	2. School Strategic Plan Link (School Strategic Plan) WHY	3. SMART Goals (Specific, Measurable, Achievable, Result Orientated, Timed) WHAT	4. Strategies To Achieve the Goal HOW we will work together HOW we will do what we do		5. Links	6. Responsibility WHO is responsible to deliver and WHEN	7. CEWA Service Delivery Support & other Key Resources	8. Success Indicators Reportable in Annual Report
Learning Enhance student achievement and wellbeing	To improve student achievement in Reading and Comprehension.	To have an increasing number of students meeting or exceeding the mid-year and end of year reading targets.	Dedicated time during PLC and case management meetings to discuss student achievement.	Benchmark Assessments/Informal Prose inventory used to assess students 3x a year.	QCS 307 QCS 301 QCS 305	Leadership Team Literacy Key Teacher All staff accountable for systems in place	School Support Consultant (CEWA) Literacy Consultant (CEWA)	Students are progressing at or above expected level and students with reading goals on IEPs are meeting the success criteria. Professional conversations around data wall, case management meetings embedded into the school culture. Discussions during case management meetings/data wall conversations informing pedagogy.
		To continue to develop a more consistent approach for the assessment of reading and comprehension and the tracking of student achievement.	Use of data wall and professional conversations around data wall. Termly meetings (leadership team and and literacy key teacher).	Results for each assessment added to data wall. Targets set for each year level for each assessment period. Longitudinal data from assessment recorded on individual student spreadsheets. Dedicated time for professional conversations around data wall and during Case Management Meetings. Relief provided for teachers to administer Benchmark assessments.				

Increase student and staff engagement in their own learning and faith formation	To improve student achievement in reading and comprehension.	To embed the instructional practices identified on the Literacy Plan and Scope and Sequences to ensure consistency in instructional practices across the school.	<p>All teachers involved in process of finalising literacy plan and scope and sequence.</p> <p>Opportunities for teachers to observe Literacy Dedicated Time or parts of Literacy Dedicated Time in other classrooms/schools.</p>	<p>Literacy Plan and scope and sequences completed by the end of Term 1 2017.</p> <p>Checklists for instructional practices during LDT completed.</p>	QCS 302	<p>Leadership Team</p> <p>Literacy Key Teacher.</p> <p>All staff accountable for consistency of instructional practices during LDT.</p>	<p>School Support Consultant CEWA</p> <p>Literacy Consultant CEWA</p>	<p>Evidence of whole school approach to LDT.</p> <p>Elements of whole school approach evidenced in programs.</p> <p>A high level of quality teaching and learning is demonstrated in LDT. Checklists used for success criteria.</p>
	To improve student achievement in numeracy.	To develop a more consistent approach to instructional practices during Numeracy Dedicated Time and develop a more consistent approach to assessment procedures.	<p>Dedicated time to discuss practices during Numeracy Dedicated Time. Write Numeracy Plan.</p> <p>Dedicated time during PLC meetings to discuss developing a more consistent approach to assessment across the school.</p>	<p>Professional Development</p> <p>Opportunities for teachers to observe numeracy dedicated time or parts of in other classrooms or schools.</p> <p>Numeracy Plan and scope and sequence completed by the end of 2017.</p> <p>Termly meetings leadership team, numeracy key teacher ,.</p> <p>Westwood Assessment administered in Years 1-6.</p>	QCS 307	<p>Leadership Team</p> <p>Numeracy Key Teacher.</p> <p>All staff accountable for developing a more consistent approach to Numeracy Dedicated Time and assessment across the school.</p>	Numeracy Consultant CEWA	<p>Numeracy Plan completed by end of 2017</p> <p>Evidence of a more consistent approach to instructional practices during Numeracy Dedicated Time and assessment procedures.</p>

Engagement Enhance parental engagement in their child's learning and faith formation	Have a consistent approach to parent/teacher contact for all students, to ensure that there is a community of learners.	To embed the approaches to parent/teacher contact.	Staff continue to take ownership and responsibility for attendance of parents and consistency of approach to parent/teacher contact.	All parents invited to attend at least two interviews throughout 2017. One by the end of Term 1 and one during Semester 2.	QCS 201	Leadership Team All teachers.		Evidence of two dedicated times for teacher/parent interviews.
	Increase parent attendance and involve parents more in their child's learning.	To continue to involve parents more in their child's learning.	Staff continue to actively promote parent information workshops and community events.	Parent information workshops for 2017 planned beginning of 2017. Dedicated time during PLC meetings to discuss ways to involve parents more in their child's learning.	QCS 201	Leadership team All teachers.		Upskilling parental workshops are well attended. Surveys completed by parents reflect that parents on the whole feel involved in their child's learning.

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Accountability Increase understanding of our individual and collective responsibility for Catholic Education's mission	At St Lawrence Primary School accountability is not optional. All staff have a personal and collective responsibility for our system's success.	All staff continue to show a commitment regarding their individual responsibility and accountability for the success of our goals.	All staff involved in decision making for PLC meetings and actively involved during case meetings/Literacy and Numeracy working party meetings and professional conversations around the data wall. All staff follow agreed protocol for meetings.	QCS 305	All Staff	School Support Consultant.	All staff collectively working together to achieve the goals set out on the Annual School Improvement Plan.

<p>Ensure inclusivity, good governance and the resource allocation required to meet our mission</p>	<p>Capital works completed in early childhood area early 2017.</p>	<p>To complete plan and for Nature Play area in Early Childhood area.</p>	<p>Nature Play working Party to meet to discuss a plan for Nature Play area in Early Childhood area.</p>	<p>QCS 304</p>	<p>Nature Play working party.</p>	<p>CEO nature play consultant.</p>	<p>Building work on the Early Childhood Area completed early 2017. Plan for nature play area completed.</p>
<p>Discipleship Enhance opportunities for personal faith development Increase enrolment of the vulnerable, poor and marginalised as a visible sign of our faith in action</p>	<p>Making Jesus Real continues to be embedded in the school culture. Student and community members involved in fundraising and social justice issues.</p>	<p>All staff to continue to actively promote Making Jesus Real throughout 2017. Students have a better understanding and empathy for the needs of others.</p>	<p>Newsletter articles Promoted during line up, merit awards and assemblies. Lawry Bear Awards. Dedicated time for staff to discuss how to achieve this during PLC meetings. Visits to Kora childcare Fundraising for charities Caritas, Lifelink and other charities. Students involved in decision making regarding fundraising for charities.</p>	<p>QCS 102 QCS 102</p>	<p>All staff accountable for embedding MJR throughout the school. Upper primary classroom teachers and leadership team responsible for social justice issues.</p>		<p>Making Jesus Real embedded in the school culture. Students have a greater awareness of social justice issues</p>