School Improvement Plan for Notre Dame Catholic Primary School   Commencement Year: 2019

CECWA Strategic Directions	CATHOLIC IDENTITY (Discipleship)	EDUCATION (Learning)	COMMUNITY (Engagement)	STEWARDSHIP (Accountability)

Focus Area	Informed by Evidence *Qualitative and quantitative*	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 **Enhance opportunities for faith development, through prayer**	Census and BRLA results reveal an opportunity where Christ can enrich students' parents and teacher's lives in a greater way through prayer	Students, teachers and the wider community will participate in regular prayer opportunities. They will recognise the importance of prayer in their lives. Students are exposed to a range of different types of prayer with a particular focus on the diversity of class prayer.	Regular prayer opportunities provided for students, teachers and the wider community	The development of this document as well as teacher implementation into their learning programs. Professional Development to be based on Knowledge and Presentation Order of Sisters in 2019.	Provide enhanced opportunities for staff and students to develop their faith.	By the end of Term 4, 2019 staff will be invited to reflect on implementation of prayer opportunities for community	Direction from CEWA Faith Formation Team Leadership team Teachers Students Wider Community	Parent, Staff and Student Survey BRLA results - Increased participation during class and school prayer and Mass.
Aboriginal Education Plan Focus	Existing self-assessment map identified Notre Dame as Culturally Pre-Competent	Develop a plan and support documents using the CEWA Aboriginal Education Improvement Map Create and implement a Reconciliation Action Plan	School RAP developed, communicated and implementation to commence.	Group established with Leadership and GEKOS coordinator to review and commence RAP creation	Aboriginal Education Policy 2-B3 Effective pedagogical practices (QCS REF 305) Differentiated teaching and learning (QCS REF 307)	T1 group established and review commenced T2-3 Aboriginal Education Plan and RAP produced and communicated	GEKOs coordinator Leadership Team CEWA (Isabelle and Kylie Agale and Isobel Bevis)	Increase self-assessment to culturally pre-competent / culturally aware

Maker Space	**Technology** Digital Design	**Critical Thinking** Curiosity Compassion Awareness Decisiveness Honesty Willingness Creativity **Working collaboratively** **Computational Thinking** Coding **Engineering** STEM, Which is a natural fit **Design & Technology** Hands on Teacher as a guide Student centred Discovery learning Maths & science included	Children participate in creative problem-solving activities Work creatively, collaboratively Using trial & error Exposure to different problems 'Making' using the **Engineering Design Process** Thinking Skills	Catering for individual differences & abilities of all students Activities are project based and designed to address real life problems. Activities built on prior learning. Provide a variety of activities to maintain engagement of students.	Differentiated teaching and learning (QCS REF 307) **Effective pedagogical practices (QCS REF 305)**	2018 Commenced Program 2019 Continue to refine the activities to address the goals	Successfully applied for a gov. grant to kick start the program - purchased resources & organised staff Continue to add resources to ensure gaols are met Provision of staff	Children are able to apply: Critical thinking Working collaboratively Computational Thinking Using the design process by problem solving & apply learning to other situations Staff embedding ICT skills in the learning and teaching cycle
Early Years Focus *(if applicable)*	See Appendix 1							
Brightpath	NAPLAN data shows writing along with grammar and punctuation as our weakest area	(a) Students mean growth sits at 50, or approximately one band between Years 3 and 5 in Writing (b) Minimum 1.9% Year 3 in Band 6 Writing in NAPLAN	NAPLAN data and moderated (using Brightpath) writing samples	Continue implementation of Brightpath to assist with school moderation. Brightpath team to facilitate learning around Grammar and Punctuation within writing.	Differentiated teaching and learning (QCS REF 307) Effective pedagogical practices (QCS REF 305)	By the end of Term 2 2019, staff to have implemented a learning sprint related to specific Brightpath teaching points. 2020 NAPLAN data analysis.	Brightpath committee to lead PLC development in terms of modelling learning sprints. Nominated cluster leaders to drive moderation sessions.	Increased number of students showing growth at or above 0.8 from Year 3 to Year 5 in Writing.

NQS Action Plan for Improvement 2019					
NQS	**Focus Area**	**Action Plan**	**Person Responsible**	**Date**	**Review**
Standard/Element	What is the issue? Why do you need to fix it?	How can we achieve this standard/element?	Who will ensure that this happens?	Specific date for task completion	How will I know that it has been achieved? What will it look like?
Quality Area 1: Educational Program and Practice					

<u>Standard 1.1 - Program:</u> *The educational program enhances each child's learning and development*
 	
❖ **1.1.1: Approved learning framework:** Curriculum decision-making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.
 	
❖ **1.1.2: Child-Centred:** Each child's current knowledge, ideas, culture, abilities and interests will be the foundation of the ECE
	<u>Providing agency:</u>
	We agreed catering for the agency of the child was an area we were slowly developing in our classrooms, however, we felt this needs to continue as a focus.
	
	We felt to improve this area we need to come to a better understanding of how we can provide more play/inquiry learning for the children.
		1. **School visit:** We feel we need to go out to see excellent examples of agency, play and inquiry in other schools.
		
		2. **Change our way of programming:**
		• Next year rather than writing a program that pre-plans all learning opportunities we will be creating term overviews of the learning areas. The term overview will include:
		  ➢ Learning intentions – what we want to achieve.
		  ➢ Three or four key questions that could drive the inquiry.
		  ➢ Areas for integration to allow for inquiry
			ECE teachers Leadership team Curriculum team
			
			Fran Italiano
				2019 ongoing	➢ Children will be showing agency to their learning
					➢ Inquiry learning/child centred learning
					➢ Work should not all look the same: process not the product.
					➢ New programming will be evident: term overviews and weekly planning.

teacher's program. ❖ **1.1.3: Program Learning Opportunities:** All aspects of the program, including routines, are organized in ways that maximise opportunities for each child's learning.		opportunities. ➢ Connections to Religion: The life and living and being more like Jesus. • From the term overview we will then plan learning opportunities on a weekly basis to allow the children to lead us in their learning: this allow for the children's for learning to be from the children's interests. • Fran will provide examples of how others have planned term overviews. • Inquiry should be purposeful and manageable. 3. **Provide opportunities for the EA to facilitate us in the weekly plan:** what did they see ?/what did the children express interest in/what learning strengths and areas of need? etc. 4. **Finding out about the children's culture and interests.**			➢ Children engagement ➢ Seesaw ➢ All educators should be part of the documentation of the children's interests/learning etc.

		5. **Providing choice for the children:**
		  ➢ How would they like to present their work?
		  ➢ What resources would they like to use?
		  ➢ Where would they like to sit/their work station.
		
		6. **Fran Italiano - the Early Childhood consultant for CEO. She will continue to work with us.**
		
		7. **Remember at all times: All tasks should have a learning intention:** be purposeful. What is the purpose of having out the playdoh or the blocks? What is the reason you have chosen to do that task?			

Standard 1.2 - Practice *Educators facilitate and extend each child's learning and development* ❖ **1.2.2: Responsive teaching and scaffolding:** Educators respond to children's ideas and play and extend children's learning through open ended questions,	**Scaffolding the learning:** We need to work on scaffolding the learning. Everyone in the room knowing the learning intention and developing ways to deepen the learning through the conversations we have with each child.	1. **Use open ended questioning:** Focusing on good questioning techniques. Scaffold the students through the learning process. 2. **Making our learning intentions clear.** 3. **Allow children part of the**	ECE teachers Leadership team Curriculum team	2019 ongoing	➢ All people in the class should be able to say what they are learning: the intention not just the task they are doing.

interactions and feedback. ❖ **1.2.3: Child directed learning:** Each child's agency will be promoted, enabling them to make choices and decisions that influence events and their world.		**learning process.** Where do they need more help? What would they like to extend further? What do they want to learn about?			➢ Open ended questions: real conversation with the children will be seen.
<u>**Standard 1.3 - Assessment and Planning**</u> *Educators and coordinators take a planned and reflective approach to implementing the program for each child* ❖ **1.3.1: Assessment and planning cycle:** Each child's learning and development is assessed or evaluated as a part of an on-going cycle of observation, analysing learning, documentation, planning, implementation and reflection. ❖ **1.3.2: Critical reflections:** Critical reflection on children's learning and development, both as individuals and in groups,	<u>**Varied assessment:**</u> We need to develop different methods for assessment that show their learning in action.	1. **Recording reflections about the learning taking place.** This can be done on DWP or sticky notes etc. 2. **School visit:** We feel we need to go out to see excellent examples of agency, play and inquiry in other schools and ask about their methods for assessment. 3. **Assessments should be varied:** ➢ Ongoing assessment - always assessing. The notes / reflections we take. ➢ Focus children. ➢ Formalised assessment: variety of assessment types. Not just pencil and paper testing.	ECE teachers Leadership team Curriculum team	2019 ongoing	➢ All educators should be part of the documentation of the children's interests/learning etc. ➢ Reflections on the children and the learning should be evident.

drives program planning and implantation.					

The above goals also help us to continue fostering the following standard/elements:

Quality Area 5: Relationships with the children:

5.1.3:
Each child is supported to feel secure, confident and included.

5.2.1:
Each child is supported to work with, learn from and help others through collaborative learning opportunities.

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)