

School Improvement Plan for Notre Dame Catholic Primary School Commencement Year: 2020

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

Focus Area	Informed by Evidence <i>Qualitative and quantitative</i>	Specific <i>Performance & development goal to be achieved (stated simply)</i>	Measurable <i>Evidence that will be used to demonstrate progression and goal</i>	Achievable <i>What actions will I take to achieve the goal?</i>	Relevant <i>How does the goal connect to the school's strategic plan (and/or other plans)?</i>	Time Bound <i>What are the timeframe milestones? Timeframe within which the goal will be achieved</i>	Resources <i>Support/resources that will be required to achieve the goal. Key personnel: who is responsible / ensuring we are on track</i>	Success Criteria <i>How will you know you have been successful (quantitative and measurable)?</i>
Religious Education- Evangelisation Plan	<p>Census and BRLA results reveal an opportunity where Christ can enrich students' parents' and teacher's lives in a greater way through prayer.</p> <p>Implementation of the new Religious Education guidelines mandated by the Bishops.</p>	<p>Enhance opportunities for faith development, through prayer.</p> <p>Students are exposed to a range of different types of prayer with a particular focus on the diversity of class prayer.</p> <p>The Bishops' guidelines (including new versions) are fully implemented in all classes</p>	<p>APRE to continue to develop a scope and sequence for prayer.</p> <p>Staff fully implement the program</p>	<p>Professional Development opportunities with CEWA Faith Formation Team</p> <p>APRE to check teachers' programs and discuss how they are using them</p>	<p>Acknowledge and support parents to fulfil their critical role in the education of their children (Vision for Learning Catholic Identity p.6)</p> <p>Continuing to be accessible and welcoming to all (Discipleship QCS Ref 102)</p>	<p>Professional Development Term 1</p> <p>Scope and Sequence end of Term 1</p> <p>Ongoing</p>	<p>AP Religious Education</p> <p>Religious Education Guidelines</p>	<p>Staff are familiar with the prayer scope and sequence.</p> <p>Prayer more evident in class.</p> <p>Guidelines are being implemented across all year levels</p>
Aboriginal Education Plan	Existing self-assessment map identified Notre Dame as Culturally Pre-	Review the current Aboriginal	Ongoing review and implementation of	Leadership and Key Teacher-	Aboriginal Education Policy 2-B3	Term 2 Aboriginal Education Plan	Key Teacher- AP Leadership Team	Increase self-assessment to culturally pre-

Focus	Competent	Education Improvement Map Continue to implement a Reconciliation Action Plan (RAP)	School RAP	Aboriginal Perspectives coordinator to review Reconciliation Action Plan	Effective pedagogical practices (QCS REF 305) Differentiated teaching and learning (QCS REF 307)	and RAP to be reviewed and ongoing implementation		competent / culturally aware
Early Years Focus <i>(if applicable)</i>	See Appendix 1							
Health and Wellbeing (Social/Emotional Program)	Lack of buy in by staff in Rock and Water Program Understanding/knowledge of requirements for a health and wellbeing program	Review Rock and Water and other social emotional programs. Program to be valued by staff and beneficial for students	Staff engaging with the chosen program and implementing it on a weekly basis. Students engaged	Research health and wellbeing programs. Contact relevant CEWA support staff for advice	Staff in schools ensure the diverse range of needs are attended to with particular attention given to the vulnerable and marginalized members of our school community (p.11 Vision for Learning)	Research completed by end of Term 1 and fully implemented by the end of Term 2	CEWA support staff AP Pastoral Care Leadership Team	Staff engaging with the chosen program and implementing at agreed times throughout the year. Students engaged Program fully integrated by the end of Term 2
Literacy	Staff request for additional support with scope and sequence implementation in	To examine in detail the SCSA English scope and sequence	Staff programs/planning will reflect a sequential	PD facilitated by Leadership team or CEWA to walk	SCSA English Learning Area	Ongoing throughout 2020.	CEWA Teaching and Learning support	Staff display a greater understanding of the SCSA scope

	Literacy.	and how this will be implemented across the year levels at Notre Dame	implementation of English across the years as per the SCSA scope and sequence.	us through the English scope and sequence Discussion facilitated by AP curriculum at PLCs in cluster groups. Review of programs at the beginning of every term by AP curriculum with individual staff	Continue to implement a consistent school-wide approach to the teaching of Literacy (Learning QCS 307) In order to develop culture, pedagogies and practices that are required to meet the diverse needs of 21 st Century schools (p.7 Vision for Learning)		Leadership Team CEWA Literacy Consultant	and sequence and reflect this in the programs that they produce each term. This is also reflected in the learning activities that are presented to the children
			Continue to implement Brightpath learning tool to inform teachers' planning so as to target specific student needs.		School Cyclic Review	Term 1 and 3 2020	AP Curriculum and Brightpath committee CEWA Literacy Consultant CEWA Brightpath Consultant	Learning Sprints are completed and integrated into teaching programs

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					
<p>Standard 1.1 - Program: <i>The educational program enhances each child's learning and development</i></p> <ul style="list-style-type: none"> ❖ 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 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 	<p>1. Providing agency and catering for their interests.</p> <p>We agreed catering for the agency and the interests of the child was an area we, as an ECE cluster, need to continue developing. We feel we need to challenge ourselves with this goal within our planning. We would like to become more confident in allowing agency and interests to drive the children's learning.</p>	<p>1. PLC times - Research and discuss as a group:</p> <ul style="list-style-type: none"> • We will investigate and share with others what this goal may look like in our classrooms. • Discussions ideas: <ul style="list-style-type: none"> ➤ What is agency? ➤ How do we see children being provided agency within their learning? ➤ How can we provide opportunities for the various interests the children have? <p>2. Floorbook Approach: Dr Claire Warden. We feel this approach may assist us in providing more agency, catering for their various interests whilst also supporting inquiry skills.</p> <p>3. Inquiry: Inquiry should be part of our planning and should be</p>	ECE teachers Leadership team Curriculum team	2020 ongoing	<ul style="list-style-type: none"> ➤ Children will be showing agency to their learning ➤ Inquiry learning/child centred learning ➤ Work should not all look the same: process not the product. ➤ Children engagement ➤ Seesaw ➤ All

<p>learning.</p> <p>Standard 1.2 - Practice <i>Educators facilitate and extend each child's learning and development</i></p> <ul style="list-style-type: none"> ❖ 1.2.1: Intentional teaching: Educators are deliberate, purposeful and thoughtful in their decisions and actions ❖ 1.2.2: Responsive teaching and scaffolding: Educators respond to children's ideas and play and extend children's learning through open ended questions, 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. <p>Standard 1.3 - Assessment and Planning <i>Educators and coordinators take a planned and reflective approach to implementing the program for each child</i></p> <ul style="list-style-type: none"> ❖ 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, 	<p>1. Providing agency and catering for their interests.</p> <p>We agreed catering for the agency and the interests of the child was an area we, as an ECE cluster, need to continue developing. We feel we need to challenge ourselves with this goal within our planning. We would like to become more confident in allowing agency and interests to drive the children's learning.</p>	<p>purposeful and manageable.</p> <p>4. Providing choice for the children: Examples could be:</p> <ul style="list-style-type: none"> • How would they like to present their work? • What resources would they like to use? • Where would they like to sit/their work station. 	<p>ECE teachers Leadership team Curriculum team</p>	<p>2020 ongoing</p>	<p>educators should be part of the documentation of the children's interests/ learning etc.</p> <p>➤ Children engaged in their learning.</p>
	<p>2. Making learning</p>	<p>1. Making our learning intentions</p>	<p>ECE teachers</p>	<p>2020 ongoing</p>	<p>➤ All people</p>

<p>implementation and reflection.</p> <p>❖ 1.3.2: Critical reflections: Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implantation.</p>	<p>intentions clear:</p>	<p>clear: Have the learning intentions displayed in the class/speaking to the children about them regularly.</p> <p>2. 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?</p> <p>3. Allow children to be part of the learning process. Where do they need more help? What would they like to extend further? What do they want to learn/their interests?</p> <p>4. Scaffolding the learning: Everyone in the room needs to know the learning intention and we need to look into developing ways to deepen the learning through the conversations we have with each child.</p>	<p>Leadership team Curriculum team</p>	<p>in the class should be able to say what they are learning: the learning intention not just the task they are doing.</p> <ul style="list-style-type: none"> ➤ Learning intentions clearly displayed in the classroom. ➤ Open ended questions: real conversatio n with the children will be seen. ➤ Children engaged in their learning.
---	---------------------------------	---	--	---

	<p>3. Differentiation: We feel we need to consider the varying ability groups, particularly the middle and extension groups. We already cater well for our at risk and lower academic level ability children.</p>	<p>1. PLC times - Research and discuss as a group:</p> <ul style="list-style-type: none"> • How do we provide for extension? • How do we cater for all children: what about those children with average ability? How are we helping them progress? • What do we need to assist us in developing the goal of differentiation? <p>2. Supporting our co-teacher: We can support and offer suggestions to each other regarding ways we differentiate.</p> <p>3. Outside experts: Continued PD in the area of differentiation.</p> <p>4. Assessments: How do we show differentiation in the way we assess children?</p>	<p>ECE teachers Leadership team Curriculum team</p>	<p>2020 ongoing</p>	<ul style="list-style-type: none"> ➤ Different goals for different groups. ➤ Co-Teacher feedback. ➤ Self assessment/ Critical reflection. ➤ Work would look different/varied. ➤ Children engaged in their learning.
--	--	---	---	---------------------	--

Quality Area 3: Physical Environment

<p>Standard 3.2 - Use: <i>The school environment is inclusive, promotes competence and supports exploration and play based learning</i></p> <p>3.2.1: Inclusive environment: Outdoor and indoor spaces are organized and adapted to support every child's participation and to engage every child in quality experiences in both built and</p>	<p>1. Loose parts play:</p> <p>We feel it is important to provide loose parts play opportunities for the children. We feel we need to structure this to work properly and to a part of our</p>	<p>1. PLC meetings:</p> <ul style="list-style-type: none"> • Formulate a plan as to how we could best incorporate loose parts play effectively into our planning in order to provide meaningful experiences for the children. • Explore/research: the value in 	<p>ECE teachers Leadership team Curriculum team</p>	<p>2020 ongoing</p>	<ul style="list-style-type: none"> ➤ Children's ideas and suggestions would be respected. ➤ Accountability: literacy/technology/
--	---	--	---	---------------------	--

<p>natural environments.</p> <p>3.2.2: Resources support play-based learning: Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play based learning.</p>	<p>planning for the children.</p> <p>The benefits of the children playing with loose parts include:</p> <ul style="list-style-type: none"> • Increasing the children’s levels of creativity and imagination. • Developing within children co-operation, negotiation and socialisation skills. • Children become more physically active. • Curriculum areas can be integrated in an engaging manner for the children. 	<p>loose parts play being a part of our time and ways to effectively implement it into our planning.</p> <ul style="list-style-type: none"> • Discuss the frequency of including time for ‘loose parts play’ at all ECE years: It was discussed that planning for ‘loose parts play’ at least once a fortnight would be important for us to truly take on this goal. <ol style="list-style-type: none"> 2. Teaching safety: Guide the children to use the ‘loose parts’ in a safe manner whilst remembering to allow them to explore their creativity. 3. Rostering ECE cluster members to help keep the loose parts stored and stocked. 4. REmida and community: Use REmida and ask for donations to supply loose parts. 5. Our aim: would be for loose parts to eventually be a part of their outside play experiences once they have explored at a class 			<p>Art etc. Children document their experiences, creations and explorations.</p> <p>➤ Children engaged in their learning.</p>
---	--	---	--	--	---

		level.			
--	--	--------	--	--	--

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.

Notes/Evaluation:

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)