

## Annual School Improvement Plan - 2016

1. System Strategic Outcomes  <b>WHY</b>	2. School Strategic Plan Link (School Strategic Plan)  <b>WHY</b>	3. SMART Goals (Specific, Measurable, Achievable, Result Orientated, Timed)  <b>WHAT</b>	4. Strategies To Achieve the Goal  <b>HOW we will work together      HOW we will do what we do</b>		5. Links	6. Responsibility  <b>WHO is responsible to deliver and WHEN</b>	7. CEWA Service Delivery Support & other Key Resources	8. Success Indicators  <b>Reportable in Annual Report</b>
<b>Learning</b>  Enhance student achievement and wellbeing	To Improve Student Achievement in targeted learning areas.	To have a greater number of students meeting or exceeding the mid-year and end of year reading targets.  To have consistency of instructional practices for the teaching of reading and comprehension.	PLC meetings  Literacy working party meetings  Case meetings  Professional conversations around data wall.  Opportunities to observe Literacy Dedicated Time in other classrooms/schools.	Termly Meeting overview compiled by Leadership Team  Dedicated time for Case meetings, Literacy Working Party Meetings and Professional Conversations around the Data Wall.  Whole School Approach to elements of Literacy Dedicated Time identified in programs.	QCS 307  QCS 301  QCS 305	Leadership Team  Literacy Working Party  All staff accountable for systems in place	School Support Consultant (CEWA)  Literacy Consultant (CEWA)	Students are progressing at or above expected level.  Students with reading goals on IEPs are meeting the success criteria.  Evidence of Whole School Approach to Literacy Dedicated Time. Elements of Literacy Dedicated Time evidenced in programs.  Professional conversations around data wall, case meetings embedded into the school culture.  A high level of quality teaching and learning is demonstrated.  Data wall conversations informing pedagogy

<p>Increase student and staff engagement in their own learning and faith formation</p>	<p>Consistent Assessment across the school.</p>	<p>To have a consistent approach for the assessment of reading and comprehension throughout the school.</p>	<p>Time for teachers to administer and moderate benchmark assessments.</p> <p>Case meetings to discuss and analyse results of running records and benchmark assessments.</p>	<p>Assessment schedule for the assessment of reading and comprehension.</p> <p>Reading and comprehension checklists finalised and used throughout the school.</p> <p>Relief provided for teachers to administer Benchmark Assessments.</p>	<p>QCS 302</p> <p>QCS 307</p>	<p>Leadership Team</p> <p>Literacy Working Party</p> <p>All staff accountable for consistency of assessment procedures.</p>	<p>School Support Consultant CEWA</p> <p>Literacy Consultant CEWA</p>	<p>Evidence of consistent approach to assessment in reading and comprehension across the school.</p> <p>Evidence of Assessment informing pedagogy.</p>
<p><b>Engagement</b> Enhance parental engagement in their child's learning and faith formation</p>	<p>Have a consistent approach to parent/teacher contact for all students, to ensure that there is a community of learners.</p> <p>To increase parent attendance and involve parents more in their child's learning.</p>	<p>Two dedicated times for teacher parent interviews.</p> <p>Dedicated times for meetings with parents of students selected for LLI.</p> <p>To increase parent attendance at upskilling workshops.</p> <p>Parents more involved in decision making regarding future parent workshops.</p>	<p>Staff take ownership and responsibility for attendance of parents and consistency of approach to parent/teacher contact.</p> <p>Staff actively promote parent information workshops and community events.</p>	<p>Over three weeks in Term 1 all parents will be invited for an interview.</p> <p>At one other time during the year all parents will be invited for a second time to attend an interview.</p>	<p>QCS 201</p> <p>QCS 201</p>	<p>Leadership Team</p> <p>All teachers</p> <p>P &amp; F</p>		<p>Evidence of two dedicated times for teacher/parent interviews.</p> <p>A more consistent approach in place for meetings with parents of students involved in Levelled Literacy Intervention.</p> <p>Upskilling parental workshops are well attended.</p> <p>Parents more involved in decision making regarding workshops/community events.</p>

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<b>Accountability</b>  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.	<b>All staff to show a commitment regarding their individual responsibility and accountability for the success of our goals.</b>	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.	QCS 305	All Staff	School Support Consultant.	All staff collectively working together to achieve the goals set out on the Annual School Improvement Plan.
Ensure inclusivity, good governance and the resource allocation required to meet our mission	Capital works commences in early childhood area	Capital Development Plan to commence 2016.	School board, Key stakeholders to ensure that the Capital Development Plan commences Term 4 2016	QCS 304	Leadership team and school board.	Capital Consultant from school resources Directorate	Building work on the Early Childhood Area commences Term 4 2016
<b>Discipleship</b>  Enhance opportunities for personal faith development  Increase enrolment of the vulnerable, poor and marginalised as a visible sign of our faith in action	Making Jesus Real is continued to be embedded in the school culture  Student and community members involved in fundraising and social justice issues.	All staff to continue to actively promote Making Jesus Real throughout 2016.  Students have a better understanding and empathy for the needs of others.	Newsletter articles Promoted during line up, merit awards and assemblies. Laurie Bear Award.  Visit to Kora childcare Fundraising for charities Caritas, Lifelink and other charities.  Students more actively involved in decision making regarding fundraising for charities.	QCS 102  QCS 102	All staff accountable for embedding MJR throughout the school.  Upper primary classroom teachers and leadership team responsible for social justice issues.		Making Jesus Real embedded in the school culture.  Students have a greater awareness of social justice issues

<b>QCS COMPONENT REVIEWS during this year</b>	<b>ONGOING MONITORING</b>	<b>EVALUATION</b>
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