

School Annual Improvement Plan

School: ST JOSEPH'S CATHOLIC PRIMARY SCHOOL PORTLAND

Year: 2018

Key areas (Incorporating ICT and ATSI Plan)	QCE Components APST* (where applicable)	Goals (One or two in each Key Area drawn from the school SIP). Note: For Key Areas 1 & 2 the goals must be student focused MCCL Focus	Strategies and actions Indicate how this plan will support student learning, teaching and teacher learning, leading learning, and parent/community engagement	Timeline Personnel Resources	Indicators of success
1.Catholic Life and Religious Education	1.1 Permeation of Catholic values.	* Build and promote culturally inclusive Christ-centred leadership capacity within staff, students and parents.	1.1.1 Participate in Diocesan Faith Formation Framework and accompanying professional development for staff. 1.1.2 Use of CEDB Faith Formation Portal. 1.1.3 Revisit Mission and Vision of the school. 1.1.4 Participate in professional learning that builds staff's Aboriginal & Torres Strait Islander cultural competence.	2018 Whole Staff CEDB Personnel	*School personnel develop a deeper commitment to the faith formation of students.
	1.6 Prayer, Liturgy and Spiritual Life of the School.		*Ongoing formation of schools as centres of Catholic faith and the new evangelisation with Parish communities.	1.6.1 Expansion of Peer Ministry Program with La Salle Academy. 1.6.2 Implement Year of Youth resources and activities.	Year 5 La Salle Academy Peer Partners

2.Learning and Teaching	2.2 Curriculum Provision.	<p>* Improve pedagogy reflecting the model of Christ-centred Learning.</p> <p>*Apply the Australian Professional Teaching Standards to improve teacher capacity.</p> <p>*Support STEAM education opportunities within the school.</p>	<p>2.1.1 To monitor the progress of PLC implementation across the school and provide further support.</p> <p>2.1.2 Further deepen the shared understanding Curriculum delivery to provide clarity around the Teaching Standards.</p> <p>2.1.3 Increase teacher capacity and STEAM opportunities for student learning.</p>	<p>2018 and ongoing.</p> <p>Teaching Staff</p> <p>Professional Learning Teams</p> <p>Students</p>	<p>*PLC have integrated and embedded strategies that support quality learning outcomes for all students.</p> <p>*Enhanced collaboration and effectiveness of the PLC and the Professional learning Teams.</p>
	2.5 Assessment	<p>*Build teacher capacity for effective and timely feedback to maximise student growth.</p> <p>*Engage professionally with colleagues, parent/carers and the community.</p>	<p>2.5.1 Further develop and support the embedding of Formative Assessment techniques into classroom practice.</p> <p>2.5.2 Students receive comprehensive, timely and meaningful feedback continuously which reflects their engagement in their learning.</p> <p>2.5.4 e-Learning modules and webinars to support teacher competencies.</p> <p>2.5.3 Link the whole school approach to learning which focuses on a Growth Mindset in all student learning.</p>	<p>2018 and ongoing.</p> <p>Parents/students/teachers</p>	<p>*Effective classroom practice with full use of Formative Assessment techniques to inform student learning.</p> <p>*Goal-setting for students and Growth Mindset Awards reflective of the Formative Assessment strategies used by classroom teachers.</p>

3. Leadership for School Improvement	3.2 Professional Relationships	*Embed the CEDB Pastoral Care Wellbeing Framework at school level.	3.2.1 Develop and implement the CEDB Policy and Procedures to attend to the health and wellbeing of students, staff and parents.	CEDB Staff Students Parents	*A well-developed Pastoral Care/ Wellbeing Framework informed by the CEDB Framework.
	3.3 Strategic Leadership and Management	*Implement contemporary system-wide standards, policies, processes and technologies.	3.3.1 Review strategies for staff performance and development. 3.3.2 Embed risk management policies, procedures and practices. 3.3.3 Implementation of Compass.	NESA CEDB Principal Clerical Staff Principal CEDB	*Clear policies, guidelines and accountabilities in place to support the teacher accreditation process. *Risk management embedded into strategic planning. *Compass successfully implemented.
4. Strategic Resourcing	4.2 Use of Resources, Facilities and Space for Learning	*Plan resource selection, facilities and spaces for learning in line with Christ-centred Learning.	4.2.1 Review resources, facilities and spaces for learning in consultation with CEDB and school personnel.	CEDB Principal Staff	*Effective, adequate and safe learning spaces for the optimal learning of every student.