



Annual School Improvement Plan 2018

School: Our Lady of Mercy Primary School

<p>CEWA Strategic Intent</p>	<p>LEARNING</p> <p>Leadership Formation: <i>Transforming our people to lead outstanding Catholic communities</i></p>	<p>ENGAGEMENT</p> <p>Early years learning and care: <i>Partnering across communities to provide the best opportunities for young families</i></p>	<p>ACCOUNTABILITY</p> <p>Health and well-being of students and staff: <i>Providing learning environments where everyone feels safe and can flourish</i></p>	<p>DISCIPLESHIP</p> <p>Educating at the margins: <i>Engaging with the most vulnerable and marginalized in our society</i></p>
<p>OLOM Strategic Intent</p>	<p>1. We will ensure all professional learning is well planned and linked to current practice and research. Regular and focused feedback will be provided to individuals with an aim to improve teacher quality and student outcomes.</p> <p>2. We will maintain a highly effective teaching environment which fosters stimulating and challenging learning experiences that are evidence-based, innovative and informed by current research.</p>	<p>1. Through the promotion of the Mercy values and traditions, we will enhance parent engagement in our school and wider community by seeking parent's active participation in their child's learning journey and faith formation.</p>	<p>1. We will make optimal use of school funds and assets in order to facilitate quality teaching and learning. We will ensure quality care and maintenance of classroom, playground and school resources, with an aim to enable best practice.</p>	<p>1. We will foster positive relationships throughout the school by maintaining strong links with the Parish and wider community. School policies and pastoral care processes will be widely communicated and the implementation of these will be a core part of Our Lady of Mercy's vision and mission.</p>

Focus Area	Informed by Evidence	Specific	Measurable	Achievable	Relevant	Time Bound	Resources	Success Criteria
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<p>Focus 1 LEAD</p>	<p>NAPLAN Data demonstrates In Reading, both Year 3 and 5 our students are on a downward trend, and 57% are yet to make the expected gains within a two-year period.</p>	<p>The 2020 reading data will show an effectsize of no less than 0.8 with an aim for 1.0.</p>	<p>- Naplan Data - Data Wall</p>	<p>Intervention: - Tier 1 – Quality teacher Instruction - Tier 2 – Minilt - Tier 3 – Reading Recovery</p>	<p>Curriculum Plan</p>	<p>2020 Naplan Data</p>	<p>Tier 2 Interventions: PreLit, Minilt and Macqlit will continue. Tier 3 Intervention Reading Recovery teacher - Let’s Decode and Letter and Sounds - Cars and Stars (optional resource to support teaching of reading strategies) - Literacy Handbook</p>	<p>Effect size on Naplan Data OLOM Reading targets (end of term reading targets) to be met by 80% of the class</p>
<p>Focus 2 LEAD</p>	<p>To encourage the use of parent’s expertise in the school curriculum and extra-curricular programs</p>	<p>Each committee will facilitate an extra curricular program incorporating parent and staff volunteers *Outside Agencies</p>	<p>Progress report from extra curricular program including student attendance and parent and staff volunteers</p>	<p>1. Leadership provide an engagement plan to staff. 2. Each committee will commit to one extra curricular program</p>	<p>Student Engagement Policy Engagement</p>	<p>A minimum of 4 extra curricular programs will be implemented by the end Of 2018</p>	<p>Funding application- for outside agencies to run extra curricular program Approach Leadership for funding requests</p>	<p>Student attendance, staff and parent volunteers</p>
<p>Focus 3 LEAD</p>	<p>To establish whole school protocol on feedback and <u>assessment</u> with an aim to have all teachers using data effectively to improve teaching and learning programs</p>	<p>BrightPath writing assessment tool will continue to be implemented to monitor the effectiveness of the whole school program (T4W) and to support teachers with</p>	<p>Take an effect size of the selected genre using cold and hot data score</p>	<p>Assessment schedule Hot and Cold task of selected genre</p>	<p>Curriculum Plan</p>	<p>Term 1 and Term 3 or as stipulated in the assessment schedule</p>	<p>Brightpath Assessment tool</p>	<p>Review the data during cluster time Comparison of all school average and school average for brightpath data (Link to WA curriculum outcomes)</p>

		moderation of writing.						Have met or exceeded the all school average by the end of 2018
Focus 4 LEAD	To develop and maintain Pastoral Care and Welfare Policies which encompass processes for restorative practice and parent involvement	Christian Ministry- Incorporate Christian Services into our school for both teachers and students.	Number of agencies accessed for community service Each class to do one act of Christian/ community service throughout the year	A pupil free day dedicated to Christian service	Discipleship Evangelisation Plan	By the end of term 3 2018	Approach Leadership for funding requests (if required) Access community agencies	Request feedback from agencies

Informed by evidence from:

- LEAD system intent
- Evangelisation Plan
- Curriculum Plan
- Data analysis of
- Quality Improvement Plan
- Aboriginal Education Plan
- Quality Catholic Schooling
- School Cyclic Review
- School Climate Surveys
- Student Data e.g. Appraise, attendance, wellbeing
- AEIM: Aboriginal Education Improvement Map
- TIM: Technology Integration Matrix

ONGOING EVALUATION



Spiral of Inquiry (Timperley, Halbert & Kaser 2014)

