

School Improvement Plan (SIP) for Our Lady of Mercy Primary School

Commencement Year: 2020

<b>CECWA Strategic Directions</b>	<b>CATHOLIC IDENTITY</b>	<b>EDUCATION</b>	<b>COMMUNITY</b>	<b>STEWARDSHIP</b>
<i>“Catholic Education Western Australia is a Christ-centred community of engaged learning environments, inspiring all to actively live the Gospel.”</i>	<i>Inspiring Christ-centred Leaders</i>	<i>Catholic Schools of Excellence</i>	<i>Catholic Pastoral Communities</i>	<i>Accessible, Affordable and Sustainable System of Schools</i>

The School Improvement Plan (SIP) is not intended to capture all the strategic activities of a school but rather prioritise the key areas of focus that will have the highest impact on realising sustained and relevant improvement. Schools are encouraged to limit the number of goals established to maximise depth and impact of strategy. Similarly, the SIP is an iterative document that aligns with the ongoing nature of change that occurs in a school in order to embed processes and practices that lead to a quality Catholic education. Regular monitoring, review and updating of the SIP is encouraged and schools may find the addition of notes and/ or appendices to capture significant milestones and achievements useful in celebrating success and establishing the next iteration of improvement goals.

Focus Area	Informed by Evidence	Specific	Measurable	Achievable	Relevant	Time Bound	Resources	Success Indicators	Monitoring Process and Progress
	<i>Qualitative and quantitative</i>	<i>Performance &amp; development goal to be achieved (stated simply)</i>	<i>Evidence that will be used to demonstrate progression and goal achievement</i>	<i>What actions will we take to achieve the goal?</i>	<i>How does the goal connect to your school's strategic plan (and/ or other plans)?</i>	<i>What are the timeframe milestones?  Timeframe within which the goal will be achieved</i>	<i>Support/resources that will be required to achieve the goal.  Key school-based personnel: Who is responsible for ensuring we are on track?</i>	<i>How will we know we have been successful (quantitative and measurable)?</i>	<i>How will we ensure we are on track and have not taken our eyes off the goals?</i>
<b>Evangelisation Plan Focus</b>	In 2020 the school is setting up health and wellbeing projects for the students.  The vision is that every learning community is positive, inclusive and resilient.	For OLOM to become a place where every child, young person, educator and family can achieve their best possible mental health.	Participate in Be You programme and PD.  Implementation of a whole school, evidence based online professional learning, complemented by a range of tools and resources to turn learning into action.	Register for the PD and the 'Be You' initiative.	Links to school context, family partnerships and building stronger community.	2020	Funded by the Australian Government.  Be You programme.  Beyond Blue resources.  Supported by CEWA.	The school will see an improvement in the wellbeing of their students, staff and community members.	Each committee meeting, we will refer back to the guidelines to ensure we are on track.
<b>Aboriginal Education Plan Focus</b>	Aboriginal Education Improvement Map (AEIM)	For Teachers to include Aboriginal and Torres Strait Islander Perspectives into their programs.	Continue to develop and refine HASS Scope and Sequence highlighting the local Aboriginal history.  Continue involvement in the PALS and NAIDOC programs.	Finish creating the Scope and Sequence.  Inform staff where Scope and Sequence is located.	Links to AEIM and school contexts.	Complete within 2020.  PALS and NAIDOC annual application for funding.	Our Land, Our Story: lower, middle and upper resource.  WA Curriculum Maps  Money from funding towards ATSI incursion	Aboriginal Murals displayed around the school.  Teacher review (online survey) to find out from classroom teachers if the Scope and Sequence has made a positive impact to their teaching.  Funding assessed	Links into teaching programs and unitising the Scope and Sequence.  Using Our Land, Our Story resource and new ATSI Books.

<b>Curriculum Plan Focus</b>	Low NAPLAN results in Maths and data of teacher assessment spreadsheets.	To use assessments in Maths before moving students on and differentiate in mathematics lessons according to three levels; below, achieved and mastered.	Consistent use of Excel Spreadsheets and assessment documents to track assessments.	Follow and utilise "I can" statements and identify content that must be taught  Professional learning on differentiation in Cluster Meetings.  Supporting staff during Cluster Meetings and Staff Development Days.	Provide a systematic approach to teaching and learning  Work collaboratively to implement educational excellence  Based on NAPLAN Data and strategic plan	By the end of the year Semester 2, 2020.	CEWA Consultants  PAT Testing  Resources  Curriculum Maps  Assessment checklist  'I can statements'  Spreadsheets	Using spreadsheets to inform further teaching and learning cycle  Teachers differentiating Maths lessons  Teacher confidence in the area of Maths	Moderating in clusters and within year groups  Looking at assessment grading
<b>Early Years Focus (if applicable)</b>	NQS Audit	Upskill early years staff (teacher and TAs) on balance between EI, Inquiry and play in indoor and outdoor classroom	Professional learning opportunities / school visits in year 2020	Organise professional development and school visits  Organise K-2 cluster time / meetings	Addresses elements 1.1.1 1.1.2 In QIP and Audit	PD/ school visit by end of Term 1  End of Term 2 2 <sup>nd</sup> PD/ school visit  End of Term 3 3 <sup>rd</sup> PD/school visit	Support/resources: Ondine Kornnick to assist with networking with other schools  Early Years / K-2 Lead Teacher – CEWA PD	Term 4 – review planning and implementation of play/inquiry and EI	Short term goals of one PD per term to be met  At least one K-2 cluster meeting per term

**Informed by evidence from:**

- CECWA Strategic Directions (2019-2021)
- School Strategic Plan
- 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 Component Reviews
- School Cyclic Review
- School Climate Survey
- Technology Integration Matrix (TIMS) / Technology Uses and Perceptions Survey (TUPS)

**ONGOING EVALUATION**



Spiral of Inquiry (Halbert & Kaser 2014)