

ANNUAL SCHOOL IMPROVEMENT PLAN 2020

Goal: By the end of 2022, we will strengthen our relationship with God in our school community by sharing and practising the values that Jesus taught.			
Focus area	Strategies / Actions this year	Performance measures (links to targets in SSP)	Timing
Catholic ethos & Spiritual formation:	<ul style="list-style-type: none"> Permanent signage that clearly communicates our Making Jesus Real philosophy Review of our mission and vision statements to be aspirational and aligned with current priorities of our community Community to learn our 3 core values of Respect, Courage and Justice Implement the Who Are We? Units which include our prayers and our patron Saint 	<ul style="list-style-type: none"> Durable and weather-resistant outdoor signage installed Completed mission and vision statements are shared with the community The community is able to articulate the core values of our school The completion of the units 	2020 Semester 2 Semester 2 Week 3, Term 1
	<ul style="list-style-type: none"> Indigenous spirituality and religious tradition is acknowledged and supported The use of the Reflection room is encouraged to be used in our practice of delivering Religious Education at St Francis 	<ul style="list-style-type: none"> Link cultural symbols to Religious Education Units Curriculum Coordinator and Aboriginal and Islander Education Worker develop units together Classes timetabled to use the Reflection room weekly Prayer spaces resources shared 	2020 Ongoing
Relationships and interactions	<ul style="list-style-type: none"> Staff to actively identify students showing the MJR values 	<ul style="list-style-type: none"> Spirit of Jesus playground raffle tickets distributed for weekly draw 	2020

Teaching and Learning

Goal: By the end of 2022 we will consistently provide students with the opportunities to develop the skills required to become leaders of their own learning journey.

Focus area	Strategies / Actions this year	Performance measures (links to targets in SSP)	Timing
Learning Culture:	<ul style="list-style-type: none"> Develop our Windows into Learning New staff Professional Development on ClassDojo 	<ul style="list-style-type: none"> Windows into Learning is published All staff confidently using ClassDojo to communicate learning 	Semester 1 Term 1
Connected Curriculum:	<ul style="list-style-type: none"> Create a visible hexagonal curriculum map for the year 	<ul style="list-style-type: none"> Displays of Hexagonal Curriculum Map in room 8 <ul style="list-style-type: none"> Set up as a year and change as the year goes Scope & Sequence developed for a 2 year cycle 	Term 1 Term 4
Assessment and Reporting:	<ul style="list-style-type: none"> Pre-assessment and post-assessment for each unit During learning students receive descriptive feedback from the teacher and peers Students are taught and regularly use self-assessment skills to monitor their progress 	<ul style="list-style-type: none"> Evidence in Unit Planners Professional Development for teachers and students on feedback Involve students in the development of assessment rubrics 	Week 4, termly Term 2 Ongoing
Student Engagement:	<ul style="list-style-type: none"> Teaching strategies (pedagogy) are stimulating, motivating and appropriate to the students' contexts and prior learning Students are actively involved in the design, delivery and assessment of their learning 	<ul style="list-style-type: none"> Professional Development for teachers with CEO support Develop rubrics and success criteria with students 	Semester 1 Ongoing
Religious Education:	<ul style="list-style-type: none"> Implement the new Journey in Faith units 	<ul style="list-style-type: none"> Evidence in Unit Planners and Teachers' day books 	
Inclusion:	<ul style="list-style-type: none"> Contemporary strategies on how best to assist students with different special needs How to use Inclusion Support Assistants in the classroom 	<ul style="list-style-type: none"> Communicate to staff who our identified students are (Powerpoint) Professional Development for staff with support from Catholic Education Office Employ an Inclusion Support Practitioner 	Start of Year PL Ongoing Term 1

Leadership and Teams

Goal: By the end of 2022 we will continue to be inspired by the leadership of Jesus and strive to promote, nurture, guide and support current and future leaders in our school.

Focus area	Strategies / Actions this year	Performance measures (links to targets in SSP)	Timing
Mission and strategy:	<ul style="list-style-type: none"> Revise the Vision and Mission statements for St Francis so that our vision statement will outline what we want to be in the future and our mission statement will describe what we do now. 	<ul style="list-style-type: none"> School Vision and Mission statements are reworked, published and celebrated 	2020
Instructional leadership:	<ul style="list-style-type: none"> To have rigorous professional conversations and professional development during Professional Learning Communities Increase the school community focus on academic achievement goals 	<ul style="list-style-type: none"> Negotiate a timetable change to separate the general business of the school into staff meeting agendas and removed from Professional Learning Communities time Staff to incorporate the language of academic achievement, for example 'leader of your learning', 'taking risks', 'respect', 'persistence', 'courage', etc. 	Term 1 Ongoing
People and networks:	<ul style="list-style-type: none"> Active promotion of the giving and receiving of constructive feedback 	<ul style="list-style-type: none"> Feedback Professional Development for staff 	Semester 1

Pastoral Care and Wellbeing

Goal: By the end of 2022 we will create an inclusive Catholic school community informed by social justice and fostered by strong partnerships with parents and the broader community to meet the needs of all.

Focus area	Strategies / Actions this year	Performance measures (links to targets in SSP)	Timing
Active promotion of care and wellbeing:	<ul style="list-style-type: none"> • Well defined and widely understood processes for identifying and supporting students and staff <ul style="list-style-type: none"> ○ Behaviour Management process <ul style="list-style-type: none"> - Awards systems ○ INSPIRE process ○ Pastoral Care and Wellbeing process <ul style="list-style-type: none"> - Mindup - Zones of Regulation - Mindfulness 	<ul style="list-style-type: none"> • Align our Behaviour management policy with the Pastoral Care and wellbeing policy • 100% of survey respondents indicate that processes are widely understood in the school 	Semester 2
	<ul style="list-style-type: none"> • The curriculum and the practices of Mind Up will be embedded into the school culture 	<ul style="list-style-type: none"> • Professional learning for parents is offered • Impact of Mind Up measure through pre and post survey data 	Term 1 Semester 1 & 2

Community and Culture

Goal: By the end of 2022 we will foster an inclusive learning community where diversity, indigenous cultures, family and community partnerships are highly valued and celebrated.

Focus area	Strategies / Actions this year	Performance measures (links to targets in SSP)	Timing
Cultural diversity:	<ul style="list-style-type: none"> The school acknowledges, values and celebrates cultural diversity in the school Cross-cultural links and perspectives are evident in teaching Units of work feature indigenous and other cultural perspectives 	<ul style="list-style-type: none"> Completion of the Reconciliation Action Plan (RAP) Employment of an Aboriginal and Islander Education Worker Link cultural symbols to Religious Education Units Curriculum Coordinator and Aboriginal and Islander Education Worker develop units together 	2020 Semester 1 2020 Semester 2

Facilities and Resources

Goal: By the end of 2022 we will maximise learning opportunities through safe and responsible stewardship of present resources and facilities and planning for the future.

Focus area	Strategies / Actions this year	Performance measures (links to targets in SSP)	Timing
Finance Management:	<ul style="list-style-type: none"> Working with staff in regards to understanding the allocation of funds for the whole school budget; in particular the class budget and subject area budget 	<ul style="list-style-type: none"> Whole school plan for resource allocation Class budget discussed with teachers and finance officer 	Semester 1
Facilities Management:	<ul style="list-style-type: none"> Regular maintenance provided by contractor according to the Maintenance Action Plan Installation of Catholic symbols around the school School to be surveyed to improve fall of the ground to deal with seasonal flooding 	<ul style="list-style-type: none"> Cleaner/Maintenance person provided by Danihers Scope of works developed between Danihers and school Budgeted funding for Catholic symbol installation Surveyor contracted to complete 	Ongoing
Resources Management:	<ul style="list-style-type: none"> iPads to be up-to-date, working, easy to use Collate a list of resources and subscriptions and how to use these resources within teaching and learning Invest in new display technologies for the classrooms 	<ul style="list-style-type: none"> Area 9 site visit time negotiated Employment of ICTC List of resources and subscriptions distributed to staff ProWise quotation for future budgeting Parents and Friends approached for ProWises for the classroom 	Term 1 Semester 1 Semester 2